

**Introduction:**

Some children replace voiceless sounds at the beginning of a word (like /t/, /k/, /s/) with voiced sounds (like /d/, /g/, /z/). We call this pre-vocalic voicing. We expect children to stop using this process by the time they turn three years old. It is very normal for children to do this before they turn three but after their third birthday, if they continue to do it, we consider the child to have a phonological disorder.

We can help children correct this by helping them first to hear the difference between words with voiced sounds and voiceless sounds and then to speak the words correctly with the correct sounds.

**Instructions:**

The following worksheets include “minimal pairs” of words that sound exactly the same except that one starts with a voiced sound and the other with a voiceless sound. Start with the level one instructions and only move up to the next level when the child can consistently complete the previous level’s activity with 80% accuracy.

**Level One: Listening**

Tell the child what each picture in the pair is called. Ask the child to point to one of the pictures (‘point to beak’). If he gets it wrong, exaggerate the voiced or voiceless sound when you say the pair again and help him point to the correct one.

**Level Two: Single Words**

Have the child speak each word in the pair. Make sure he says them differently by saying the correct sounds.

**Level Three: Sentences**

Have the child use both words in a sentence, like “I see the key and I see the tea” or “I put a key in my tea”. Start with shorter sentences and work your way up to longer ones. You can tell the child sentences to use at first and then as he gets better, ask him to make up his own sentences.

**More Information:**

For more information on treating phonological disorders, click the link below:

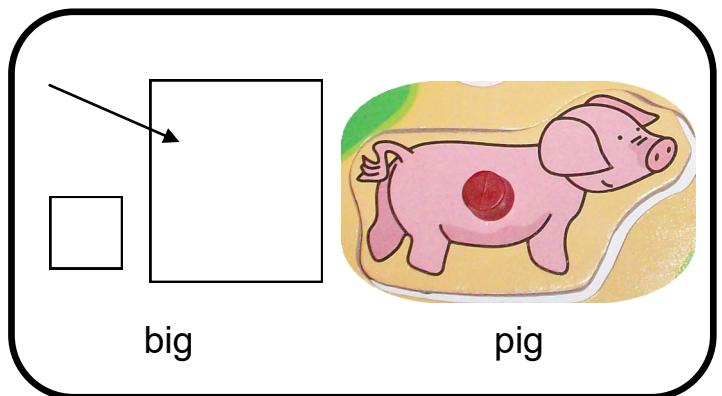
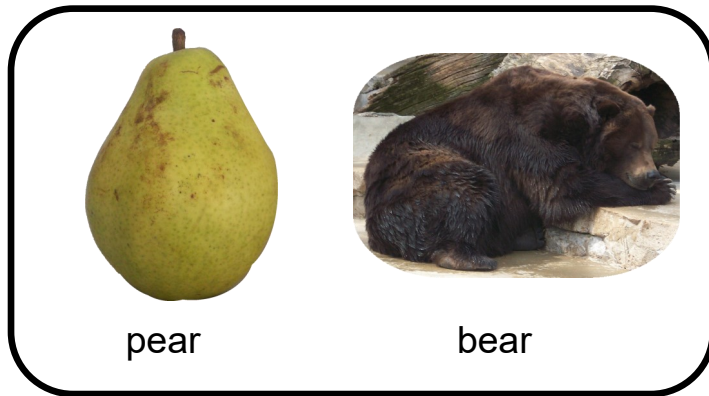
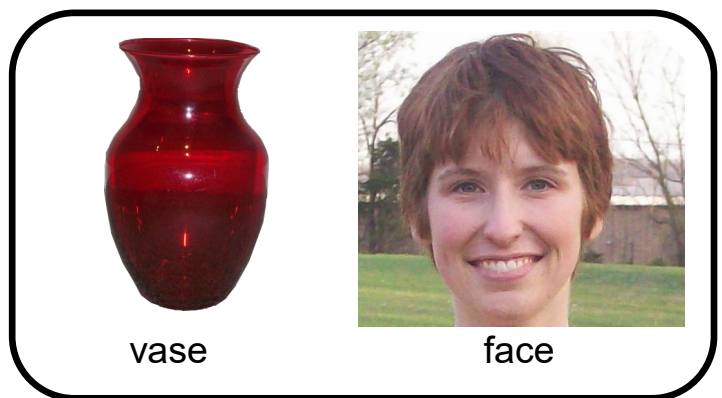
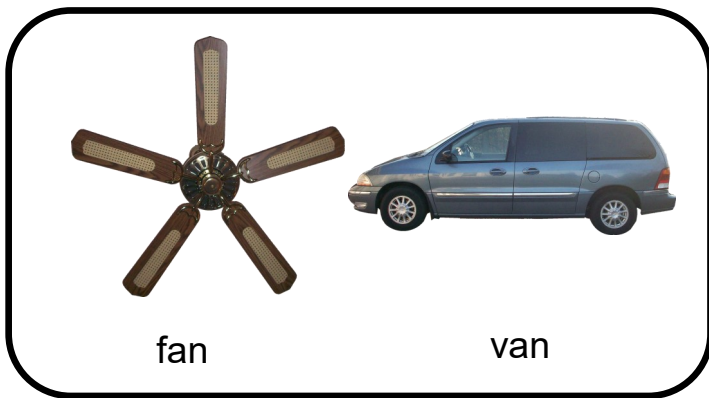
<https://www.speechandlanguagekids.com/phonological-processes/>

## Prevocalic Voicing Worksheet 1

### Instructions:

Practice each level until the child can complete it with at least 80% accuracy. Then, move on to the next level.

Level One: Listening	Level Two: Single Words	Level Three: Sentences
Tell the child what each picture in the pair is called. Ask the child to point to one of the pictures ('point to beak'). If he gets it wrong, exaggerate the first sound of each word.	Have the child speak each word in the pair. Make sure he says them differently by saying the first sound of each word differently.	Have the child use both words in a sentence, like "I see the tent and I see the sent" or "I sent the tent to my mom". Start with shorter sentences and work your way up to longer ones.



## Prevocalic Voicing Worksheet 2

### Instructions:

Practice each level until the child can complete it with at least 80% accuracy. Then, move on to the next level.

Level One: Listening	Level Two: Single Words	Level Three: Sentences
Tell the child what each picture in the pair is called. Ask the child to point to one of the pictures ('point to beak'). If he gets it wrong, exaggerate the first sound of each word.	Have the child speak each word in the pair. Make sure he says them differently by saying the first sound of each word differently.	Have the child use both words in a sentence, like "I see the tent and I see the sent" or "I sent the tent to my mom". Start with shorter sentences and work your way up to longer ones.



toe



dough



doll



tall



deer



tear



zip



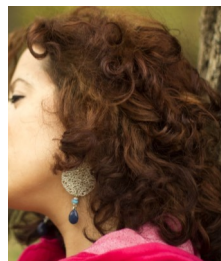
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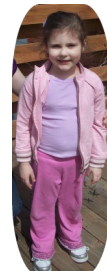
ghost



coast



curl



girl