



Reading and Retelling Passages for Articulation Therapy

Introduction:

When children are learning to say a new sound correctly, we first teach them to say the sound correctly in single words and sentences. Once they are able to say the sound in simple sentences, it's time to get them to practice the sound over and over again so it becomes second-nature and they don't have to think about it. These reading and retelling passages will help a child practice a sound he has learned to say in sentences so it becomes more natural.

Instructions:

Find the page for the sound that the child is having trouble with. Have the child read the passage out loud while focusing on producing the target sound correctly every time it comes up in that passage. If he makes a mistake on the target sound during the reading, have him go back and re-read that word by itself and then the sentence again.

Once the child finishes reading the passage, ask him to re-tell you what happened in the passage in his own words but make sure he continues to use the target sound correctly.

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Reading and Retelling Passage for Articulation

Target Sound: /p/

Instructions:

Have the child read the passage below out loud while focusing on saying the target sound correctly. If the child makes a mistake on the target sound, have the child stop and repeat that word with the sound corrected and the re-read that sentence.

Once the child has read the passage out loud, have him retell what the passage was about in his own words. Make sure the child uses the target sound correctly in the retelling as well and stop the child to correct any mistakes as he goes along.

Passage:

Patty Pepper was a pleasant, happy girl who lived in Pittsburg, Pennsylvania. When Patty was not at school, she helped her mom with a pet-grooming business called Pepper's Proper Pets. One day, Patty went in to help her mom groom the pets when she found that a pet pig had been brought in for grooming. The pig's owner, Chip, was upset because Peter Pig had been rolling around in his slop. The slop was all up and down Peter Pig's pink little body. Patty grabbed some soap and a wipe and plugged her nose from the smell. Then, she plopped Peter Pig in the tub and poured a perfect amount of soap on the poor pig's back. Patty scrubbed and wiped until Peter Pig was pink and smelling like a tulip.

Ways to Practice at Home:

Have the child practice this passage until he can read it without mistakes consistently. Once the child can do this, have the child read other passages, like text out of a favorite story book, and make sure that he is using the target sound correctly. Five minutes, twice per day is plenty to work on using good speech sounds.

You can also begin correcting the child when you hear him mis-speak the target sound in conversational speech. Use gentle reminders to let him know when he makes a mistake and praise him for remembering to say the sound correctly.

Start by doing this at just a few times of the day as opposed to all day long. You don't want the child to get overly frustrated!

Reading and Retelling Passage for Articulation

Target Sound: /b/

Instructions:

Have the child read the passage below out loud while focusing on saying the target sound correctly. If the child makes a mistake on the target sound, have the child stop and repeat that word with the sound corrected and the re-read that sentence.

Once the child has read the passage out loud, have him retell what the passage was about in his own words. Make sure the child uses the target sound correctly in the retelling as well and stop the child to correct any mistakes as he goes along.

Passage:

Bob Butter was a big boy for his age. By the time Bob was five years old, he was already big enough to shoot a basket into a big basketball hoop. When Bob's baby brother, Billy Butter was born, his parents thought he would be big too, just like his big brother, but Billy was an itty bitty baby. Billy was so small that his baby crib was much too big for him. As Billy and Bob grew up, Bob was always able to help his brother out by helping to reach things. Bob would help Billy play basketball by holding him up so he could throw the ball into the basketball hoop. However, Billy was able to help Bob sometimes as well because he could fit into places that Bob couldn't. In fact, Billy saved Bob's stuffed bear cub when Billy accidentally threw it behind the barn.

Ways to Practice at Home:

Have the child practice this passage until he can read it without mistakes consistently. Once the child can do this, have the child read other passages, like text out of a favorite story book, and make sure that he is using the target sound correctly. Five minutes, twice per day is plenty to work on using good speech sounds.

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Reading and Retelling Passage for Articulation

Target Sound: /m/

Instructions:

Have the child read the passage below out loud while focusing on saying the target sound correctly. If the child makes a mistake on the target sound, have the child stop and repeat that word with the sound corrected and the re-read that sentence.

Once the child has read the passage out loud, have him retell what the passage was about in his own words. Make sure the child uses the target sound correctly in the retelling as well and stop the child to correct any mistakes as he goes along.

Passage:

Molly McDonald lived on an emu farm. Her family raised emus on their farm and Molly collected the emu feathers to sell at the market. Every Monday, Molly would come home after school and walk around the farm collecting feathers in a maroon-colored basket. During the week, Molly would use the feathers to make jewelry and accessories like scarves and mittens. Then, when the weekend came, Molly would make a trip to the market to sell her emu feather creations. People came from all over Missouri to buy her charming and handsome emu-feather accessories. Molly kept her money in a mug in her room and when she had made enough money, she took her mom and her cousin Emily to the movies.

Ways to Practice at Home:

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Reading and Retelling Passage for Articulation

Target Sound: /w/

Instructions:

Have the child read the passage below out loud while focusing on saying the target sound correctly. If the child makes a mistake on the target sound, have the child stop and repeat that word with the sound corrected and the re-read that sentence.

Once the child has read the passage out loud, have him retell what the passage was about in his own words. Make sure the child uses the target sound correctly in the retelling as well and stop the child to correct any mistakes as he goes along.

Passage:

Wilma Powell hated wet weather. Wilma loved to play outside on her white playhouse that was painted with flowers. Wilma even had a white tower on her playhouse. But the tower had no roof so whenever the weather was wet, the water would pour right into her playhouse. Every morning, Wilma would wake up and watch the weather channel to find out if the weather would be wet or if it would be dry. If the weather looked like it might be wet, Wilma would wish always wish away the wetness. She wished it would go away from her driveway, from the sidewalk, and most of all from her tower. Some mornings her wishing would work and the wetness would stay away. But sometimes, it was wet anyway.

Ways to Practice at Home:

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Reading and Retelling Passage for Articulation

Target Sound: /h/

Instructions:

Have the child read the passage below out loud while focusing on saying the target sound correctly. If the child makes a mistake on the target sound, have the child stop and repeat that word with the sound corrected and the re-read that sentence.

Once the child has read the passage out loud, have him retell what the passage was about in his own words. Make sure the child uses the target sound correctly in the retelling as well and stop the child to correct any mistakes as he goes along.

Passage:

Harry Handy was always a little different because he was left-handed. Almost everyone in Harry's class was right-handed. Harry was also different because he loved bees. Harry had a beehive in his backyard. It was right next to his playhouse that he had built to look like a beehive. Every day, Harry put on his beekeeper suit and hat so he could harvest the honey from the beehive. One day, Harry noticed that the behavior of the bees was very odd. They seemed unhappy and were buzzing about his playhouse. Harry suited up and opened the beehive. He quickly saw what was making the bees so unhappy. A big grasshopper had hidden inside the beehive the last time that Harry had opened in and was scaring all of his bees. Harry removed the grasshopper and all was well again.

Ways to Practice at Home:

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Reading and Retelling Passage for Articulation

Target Sound: “y”

Instructions:

Have the child read the passage below out loud while focusing on saying the target sound correctly. If the child makes a mistake on the target sound, have the child stop and repeat that word with the sound corrected and the re-read that sentence.

Once the child has read the passage out loud, have him retell what the passage was about in his own words. Make sure the child uses the target sound correctly in the retelling as well and stop the child to correct any mistakes as he goes along.

Passage:

Yolanda Young was the youngest kayaker in the New York kayak race. Every year, in New York City, kayakers from around the world come together for the Great Kayak Race. Yolanda was only 14 years old but could kayak better than most of the other kayakers. The kayakers had to be in their kayaks and ready to race by 5 AM so Yolanda was very tired before the race began. Yolanda yawned as she sat in her kayak. But then, the announcer yelled, “Is everyone ready?” and Yolanda yelled “yes” back. She was suddenly wide awake and ready to go. The race began and young Yolanda Young was kayaking with the best of them. Yolanda paddled so hard and so fast that she was quickly at the lead of the pack, despite her youth. Yolanda won the kayak race by finishing ahead of all of the other kayakers and took home the gold medal!

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Reading and Retelling Passage for Articulation

Target Sound: /f/

Instructions:

Have the child read the passage below out loud while focusing on saying the target sound correctly. If the child makes a mistake on the target sound, have the child stop and repeat that word with the sound corrected and the re-read that sentence.

Once the child has read the passage out loud, have him retell what the passage was about in his own words. Make sure the child uses the target sound correctly in the retelling as well and stop the child to correct any mistakes as he goes along.

Passage:

Finn Rudolph was a farmer in California but his farm was quite different from other farms. Finn's farm some normal animals like horses, pigs, cows, and even a baby calf. However, Finn also had some very funny animals for a farm. In one field, Finn's farm had a giraffe and an elephant that shared the field quite well and we fast friends. In another field, Finn had a whole gopher family that dug holes and frolicked about. A fox and a wolf hid in the forest of Finn's farm and Finn made sure to feed them as well. Finn's favorite animal at his farm though was his buffalo. Not many farmers have buffalo so he felt this was the coolest part of his farm. Finn's buffalo was named Fred and people would come from all over to feel the buffalo's soft fur.

Ways to Practice at Home:

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Reading and Retelling Passage for Articulation

Target Sound: /v/

Instructions:

Have the child read the passage below out loud while focusing on saying the target sound correctly. If the child makes a mistake on the target sound, have the child stop and repeat that word with the sound corrected and the re-read that sentence.

Once the child has read the passage out loud, have him retell what the passage was about in his own words. Make sure the child uses the target sound correctly in the retelling as well and stop the child to correct any mistakes as he goes along.

Passage:

Vince Valentine lived in Valencia, California and ran a bakery called Vince's Favorite Flavors. Vince loved getting to create fun baked goods for every holiday and season. Valentine's day was his favorite (since it was also his last name) and he celebrated love by melting chocolate and vanilla together on his stove and dipping strawberries in it. Everyone loved Vince's chocolate-covered strawberries! At Halloween, Vince would make cookies shaped like vampires and on St. Patrick's Day, his cookies were shaped like clovers. Every summer, he had a carnival theme and made cotton candy and funnel cakes for his customers. He would always think of creative ways to decorate the funnel cakes with powdered sugar and various toppings. At the end of every day, Vince would give any food that was left to Levi's Homeless Shelter.

Ways to Practice at Home:

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Reading and Retelling Passage for Articulation

Target Sound: Voiced “th”

Instructions:

Have the child read the passage below out loud while focusing on saying the target sound correctly. If the child makes a mistake on the target sound, have the child stop and repeat that word with the sound corrected and the re-read that sentence.

Once the child has read the passage out loud, have him retell what the passage was about in his own words. Make sure the child uses the target sound correctly in the retelling as well and stop the child to correct any mistakes as he goes along.

Passage:

George and Albert were brothers who together ran a couch company. The brothers had a store downtown and whenever you went in, either one brother or the other would be there. They had so many different couches in their store that you could find whatever you needed there. They had the smoothest leather couches you have ever felt. They also had a couch that was covered with so many feathers that whenever you would breathe, the feathers would flutter in from the breeze. The brothers loved their company very much but they did loathe bad weather. The bad weather would keep customers from coming in to buy their couches. Some days, if the weatherman said the weather would be bad, they didn't even open the store.

Ways to Practice at Home:

Have the child practice this passage until he can read it without mistakes consistently. Once the child can do this, have the child read other passages, like text out of a favorite story book, and make sure that he is using the target sound correctly. Five minutes, twice per day is plenty to work on using good speech sounds.

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Reading and Retelling Passage for Articulation

Target Sound: Voiceless “th”

Instructions:

Have the child read the passage below out loud while focusing on saying the target sound correctly. If the child makes a mistake on the target sound, have the child stop and repeat that word with the sound corrected and the re-read that sentence.

Once the child has read the passage out loud, have him retell what the passage was about in his own words. Make sure the child uses the target sound correctly in the retelling as well and stop the child to correct any mistakes as he goes along.

Passage:

Bethany Thad was in the third grade at school. Bethany’s school was having a marathon where they would set up a path that was 26 miles long. Out of the thousand students at Bethany’s school, thirty were interested in running in the marathon. However, running 26 miles is something that not many third graders can do. With that in mind, the students were put into groups of five and they took turns running on the path. Each team was told to dress in costumes or silly clothes so Bethany’s team dressed in bathrobes and birthday party hats. The marathon was on Thursday and it was very cold so they all brought thermoses of hot chocolate to keep warm. It was so cold they could see their breath outside. The racers headed off to the north and then back to the south to complete the marathon. Bethany’s team came in fourth place.

Ways to Practice at Home:

Have the child practice this passage until he can read it without mistakes consistently. Once the child can do this, have the child read other passages, like text out of a favorite story book, and make sure that he is using the target sound correctly. Five minutes, twice per day is plenty to work on using good speech sounds.

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Reading and Retelling Passage for Articulation

Target Sound: /n/

Instructions:

Have the child read the passage below out loud while focusing on saying the target sound correctly. If the child makes a mistake on the target sound, have the child stop and repeat that word with the sound corrected and the re-read that sentence.

Once the child has read the passage out loud, have him retell what the passage was about in his own words. Make sure the child uses the target sound correctly in the retelling as well and stop the child to correct any mistakes as he goes along.

Passage:

Nancy Bunn ran a nice doughnut shop in downtown New Orleans. Nancy's doughnuts were the best around and she had enough different kinds of doughnuts to make anyone happy. She had doughnuts with topped with nuts like peanuts or pecans and doughnuts topped with sprinkles shaped like a star or a moon. Nancy had tiny doughnut holes that you could hold in your hand or she had doughnuts that were so big you had to cut them with a knife. Nancy made nine different types of filled doughnuts and one was even filled with banana cream. Many people came to eat at Nancy's doughnut shop and none of them left frowning. Everyone had fun when they visited and no one left hungry, either.

Ways to Practice at Home:

Have the child practice this passage until he can read it without mistakes consistently. Once the child can do this, have the child read other passages, like text out of a favorite story book, and make sure that he is using the target sound correctly. Five minutes, twice per day is plenty to work on using good speech sounds.

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Reading and Retelling Passage for Articulation

Target Sound: /t/

Instructions:

Have the child read the passage below out loud while focusing on saying the target sound correctly. If the child makes a mistake on the target sound, have the child stop and repeat that word with the sound corrected and the re-read that sentence.

Once the child has read the passage out loud, have him retell what the passage was about in his own words. Make sure the child uses the target sound correctly in the retelling as well and stop the child to correct any mistakes as he goes along.

Passage:

Tim Topper's toy store was the coolest toy store in Utah. Tim had so many toys that you could spend ten hours there and still not see everything. The coolest toys at Tim's toy store were probably the Teenage Mutant Ninja Turtles. The turtles were best sellers at Tim's store. You could get just about anything with a ninja turtle on it. There was a turtle boat and a turtle top along with a turtle coat, hat, and mitten set. You could get eighteen different turtle action figure toys and even a guitar with all four Teenage Mutant Ninja Turtles on the front. Tim's favorite Turtle toy was a toaster that would make real toast with the image of a turtle burned into the front and the back.

Ways to Practice at Home:

Have the child practice this passage until he can read it without mistakes consistently. Once the child can do this, have the child read other passages, like text out of a favorite story book, and make sure that he is using the target sound correctly. Five minutes, twice per day is plenty to work on using good speech sounds.

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Reading and Retelling Passage for Articulation

Target Sound: /d/

Instructions:

Have the child read the passage below out loud while focusing on saying the target sound correctly. If the child makes a mistake on the target sound, have the child stop and repeat that word with the sound corrected and the re-read that sentence.

Once the child has read the passage out loud, have him retell what the passage was about in his own words. Make sure the child uses the target sound correctly in the retelling as well and stop the child to correct any mistakes as he goes along.

Passage:

Debbie Dot celebrated her third birthday with a huge birthday party. Debbie's birthday party was at an indoor play place with a huge red slide and a lot of tubes to crawl through. Debbie's invited her friend Doug and her Mom and Dad. She also invited every kid from her daycare. With every kid playing and music for dancing, the play place was very loud. After they played for a while, Debbie decided to open presents. Debbie got a doctor set with a play medicine and a doll for a patient and a toy farm with a dog, a duck, and a pig. She got a play kitchen set with wooden food and a fire truck with a working ladder. Debbie loved all of her new toys and told everyone thank you before she left her birthday party.

Ways to Practice at Home:

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Reading and Retelling Passage for Articulation

Target Sound: //

Instructions:

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Passage:

Laura Bell loved going to the Los Angeles Zoo. Laura loved to look at all the animals at the zoo but her favorites were the elephants, lions, and sea lions. The lions were usually being lazy and lounging in the sun when she looked at them around lunch time. The elephants liked to splash each other with water with their long trunks to keep cool in the July heat. The sea lions were trained to do a show for the people who came to the zoo. They would do tricks where they balanced a ball, a lemon, and even a peanut butter and jelly sandwich on their noses. The sea lions lived on a lovely island in the zoo when they weren't performing. Laura also liked that you could pay a dollar to sail a little sailboat in the lake that surrounded their island.

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Reading and Retelling Passage for Articulation

Target Sound: /s/

Instructions:

Have the child read the passage below out loud while focusing on saying the target sound correctly. If the child makes a mistake on the target sound, have the child stop and repeat that word with the sound corrected and the re-read that sentence.

Once the child has read the passage out loud, have him retell what the passage was about in his own words. Make sure the child uses the target sound correctly in the retelling as well and stop the child to correct any mistakes as he goes along.

Passage:

Sam rode the school bus to school every day except Saturday and Sunday when there was no school. Sam saw a lot of silly things as he rode to school and then back to his house. For example, one day he saw a baseball player singing and dancing on a baseball diamond. Another time, he saw a policeman blowing his whistle because a man in a space suit was trying to ski across the street on a pair of skis. All of the students on Sam's bus loved searching out the windows for the silliest thing they could find. Each day they had a contest to see who could spot the silliest stuff. One sunny day, Sam won the contest when he spotted a man in a dinosaur costume riding a bicycle on the sidewalk when he missed a turn, flipped over a fence, and then smashed into someone's house. It was the silliest thing any of them had ever seen!

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Reading and Retelling Passage for Articulation

Target Sound: /z/

Instructions:

Have the child read the passage below out loud while focusing on saying the target sound correctly. If the child makes a mistake on the target sound, have the child stop and repeat that word with the sound corrected and the re-read that sentence.

Once the child has read the passage out loud, have him retell what the passage was about in his own words. Make sure the child uses the target sound correctly in the retelling as well and stop the child to correct any mistakes as he goes along.

Passage:

Thursday was Halloween and Zoe still didn't know what to dress up as. Zoe's friends were dressing as a wizard, a zoo keeper, a lizard, and even a block of cheese, but Zoe wanted to be something zany that no one else had chosen. Zoe had a zillion different ideas but she finally decided to be a zombie. Zoe got busy building her costume out of some old clothes that she tore up and rubbed dirt into with her fingers. Zoe painted her face to look like a zombie and she practiced zig-zagging about like a zombie would stumble about. On Halloween, Zoe was a great zombie and went trick-or-treating at all of the houses in her neighborhood. Zoe got dozens of pieces of candy and even one zucchini and a bag of raisins from her zany neighbor Zach. Zoe had a great time on Halloween.

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Reading and Retelling Passage for Articulation

Target Sound: “sh”

Instructions:

Have the child read the passage below out loud while focusing on saying the target sound correctly. If the child makes a mistake on the target sound, have the child stop and repeat that word with the sound corrected and the re-read that sentence.

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Passage:

Shana Washington was excited to go to summer camp this year. Shana had always been pretty shy so she had never wanted to go to camp before but this year she had decided to go. Shana’s friend Shane told her that there would be a lot of fun activities at camp, like fishing, hunting for mushrooms, and camping in cabins. When the big weekend came, Shana got her suitcase all packed up. She packed several shirts and pants as well as some shampoo and body wash so she could wash in the shower. She also packed her brush, a flashlight, and some licorice, which was her favorite candy. Finally, she packed her toothbrush and a swim suit so she could splash in the pool. Shana heard her mom shout “You need to finish so we can rush over there” so she grabbed her suitcase and pushed it into the trunk of the car before they headed off to camp.

Ways to Practice at Home:

Have the child practice this passage until he can read it without mistakes consistently. Once the child can do this, have the child read other passages, like text out of a favorite story book, and make sure that he is using the target sound correctly. Five minutes, twice per day is plenty to work on using good speech sounds.

You can also begin correcting the child when you hear him mis-speak the target sound in conversational speech. Use gentle reminders to let him know when he makes a mistake and praise him for remembering to say the sound correctly.

Start by doing this at just a few times of the day as opposed to all day long. You don’t want the child to get overly frustrated!

Reading and Retelling Passage for Articulation

Target Sound: “ch”

Instructions:

Have the child read the passage below out loud while focusing on saying the target sound correctly. If the child makes a mistake on the target sound, have the child stop and repeat that word with the sound corrected and the re-read that sentence.

Once the child has read the passage out loud, have him retell what the passage was about in his own words. Make sure the child uses the target sound correctly in the retelling as well and stop the child to correct any mistakes as he goes along.

Passage:

Chip loved going to the beach in the summer. Chip would wake up early and stretch on the couch and watch his favorite show about chickens that were witches. Then, he would throw on his clothes and his waterproof watch and quickly do his chores so he was ready to go. He would grab a beach ball and a beach blanket and head down for the day. Chip would stretch out in the sun and watch the surfers catching waves. At lunch, Chip would buy a cheeseburger with extra cheese, ketchup, and chili and wash it down with chocolate milk. He would sit on a bench to eat and watch the children play on the playground. After playing in the water all afternoon, Chip would check his watch and head home for dinner around 6:00. This was Chip’s favorite way to pass a summer day at the beach.

Ways to Practice at Home:

Have the child practice this passage until he can read it without mistakes consistently. Once the child can do this, have the child read other passages, like text out of a favorite story book, and make sure that he is using the target sound correctly. Five minutes, twice per day is plenty to work on using good speech sounds.

You can also begin correcting the child when you hear him mis-speak the target sound in conversational speech. Use gentle reminders to let him know when he makes a mistake and praise him for remembering to say the sound correctly.

Start by doing this at just a few times of the day as opposed to all day long. You don’t want the child to get overly frustrated!

Reading and Retelling Passage for Articulation

Target Sound: “j”

Instructions:

Have the child read the passage below out loud while focusing on saying the target sound correctly. If the child makes a mistake on the target sound, have the child stop and repeat that word with the sound corrected and the re-read that sentence.

Once the child has read the passage out loud, have him retell what the passage was about in his own words. Make sure the child uses the target sound correctly in the retelling as well and stop the child to correct any mistakes as he goes along.

Passage:

Julie Badger had a science project coming up for school. Julie’s project was to see what conditions would make vegetables grow better. Julie was just planning to use cabbage because she didn’t want to use very many different vegetables. Julie planted cabbage seeds in three different containers: a jar, an old garbage can, and a pigeon cage. Julie’s job was to give them each the same amount of sunlight and water and at the end of two months, judge which cabbage plant was bigger. Julie couldn’t imagine how she would measure each cabbage so her teacher suggested that she weigh them on a scale. At the end of two months, the cabbage from the garbage can had grown the best.

Ways to Practice at Home:

Have the child practice this passage until he can read it without mistakes consistently. Once the child can do this, have the child read other passages, like text out of a favorite story book, and make sure that he is using the target sound correctly. Five minutes, twice per day is plenty to work on using good speech sounds.

You can also begin correcting the child when you hear him mis-speak the target sound in conversational speech. Use gentle reminders to let him know when he makes a mistake and praise him for remembering to say the sound correctly.

Start by doing this at just a few times of the day as opposed to all day long. You don’t want the child to get overly frustrated!

Reading and Retelling Passage for Articulation

Target Sound: /r/

Instructions:

Have the child read the passage below out loud while focusing on saying the target sound correctly. If the child makes a mistake on the target sound, have the child stop and repeat that word with the sound corrected and the re-read that sentence.

Once the child has read the passage out loud, have him retell what the passage was about in his own words. Make sure the child uses the target sound correctly in the retelling as well and stop the child to correct any mistakes as he goes along.

Passage:

Rebecca Laurey was a real astronaut who rode in a rocket ship to Mercury, Mars, Saturn, and then back to Earth again. Rebecca was also the mother of a little girl named Ruby. Ruby loved to hear stories of her mother's adventures on the rocket ship. Rebecca told Ruby all about the time they had been riding the rocket ship when a they heard a really big rumble coming from the rocket ship's right engine. Rebecca put on her space gear after grabbing a quick breakfast and crawled out of the rocket ship door. Rebecca was afraid that the rocket ship might be broken but she discovered that there was just a broken piece of frozen space matter stuck in the engine. Rebecca freed the frozen rock and soared back into the ship's open door. The rocket ship was saved!

Ways to Practice at Home:

Have the child practice this passage until he can read it without mistakes consistently. Once the child can do this, have the child read other passages, like text out of a favorite story book, and make sure that he is using the target sound correctly. Five minutes, twice per day is plenty to work on using good speech sounds.

You can also begin correcting the child when you hear him mis-speak the target sound in conversational speech. Use gentle reminders to let him know when he makes a mistake and praise him for remembering to say the sound correctly.

Start by doing this at just a few times of the day as opposed to all day long. You don't want the child to get overly frustrated!

Reading and Retelling Passage for Articulation

Target Sound: /k/

Instructions:

Have the child read the passage below out loud while focusing on saying the target sound correctly. If the child makes a mistake on the target sound, have the child stop and repeat that word with the sound corrected and the re-read that sentence.

Once the child has read the passage out loud, have him retell what the passage was about in his own words. Make sure the child uses the target sound correctly in the retelling as well and stop the child to correct any mistakes as he goes along.

Passage:

Kim Kelly was a baker in a kitchen at a fancy bakery. Kim liked to make cookies, cake, and cupcakes. Her favorite thing to bake was confetti cupcakes because they were so colorful. To make the confetti cupcakes, Kim would create multi-colored sprinkles by squirting icing in thin lines and letting them dry. Then, she would break them into small chunks. Next, Kim would make the cupcake batter. She made some vanilla and some chocolate. She would then take the sprinkles and scatter them in the batter and mix it up. Once the sprinkles were mixed in, she could put the cupcake batter in the cupcake holders and bake them in the oven for 15 minutes. When they were done, the insides of the cupcakes had many multi-colored flecks sprinkled throughout.

Ways to Practice at Home:

Have the child practice this passage until he can read it without mistakes consistently. Once the child can do this, have the child read other passages, like text out of a favorite story book, and make sure that he is using the target sound correctly. Five minutes, twice per day is plenty to work on using good speech sounds.

You can also begin correcting the child when you hear him mis-speak the target sound in conversational speech. Use gentle reminders to let him know when he makes a mistake and praise him for remembering to say the sound correctly.

Start by doing this at just a few times of the day as opposed to all day long. You don't want the child to get overly frustrated!

Reading and Retelling Passage for Articulation

Target Sound: /g/

Instructions:

Have the child read the passage below out loud while focusing on saying the target sound correctly. If the child makes a mistake on the target sound, have the child stop and repeat that word with the sound corrected and the re-read that sentence.

Once the child has read the passage out loud, have him retell what the passage was about in his own words. Make sure the child uses the target sound correctly in the retelling as well and stop the child to correct any mistakes as he goes along.

Passage:

In August, Gus and his guy friends were going on a road trip to Oregon. The guys wanted to go see the Oregon Trail that helped so many people move West a long time ago. Gus and his guy friends packed their luggage for the trip. They brought clothes and good food to eat on the go. They also brought magazines and books to read in the car. They also brought a few gallons of water so they wouldn't have to buy it along the way. On the day of the trip, the guys began to lug their baggage out to the car. One guy, named Doug, decided to bring his dog Eggo, who was so excited that he was wagging his tail the whole time. The guys got in the car and as soon as they had a full tank of gas, they were going to Oregon. When they got to Oregon, they went to the Oregon Trail museum and learned a lot about how the Oregon trail was used.

Ways to Practice at Home:

Have the child practice this passage until he can read it without mistakes consistently. Once the child can do this, have the child read other passages, like text out of a favorite story book, and make sure that he is using the target sound correctly. Five minutes, twice per day is plenty to work on using good speech sounds.

You can also begin correcting the child when you hear him mis-speak the target sound in conversational speech. Use gentle reminders to let him know when he makes a mistake and praise him for remembering to say the sound correctly.

Start by doing this at just a few times of the day as opposed to all day long. You don't want the child to get overly frustrated!

Reading and Retelling Passage for Articulation

Target Sound: “ng”

Instructions:

Have the child read the passage below out loud while focusing on saying the target sound correctly. If the child makes a mistake on the target sound, have the child stop and repeat that word with the sound corrected and the re-read that sentence.

Once the child has read the passage out loud, have him retell what the passage was about in his own words. Make sure the child uses the target sound correctly in the retelling as well and stop the child to correct any mistakes as he goes along.

Passage:

The King of England was very angry. His favorite ring was missing! He remembered putting it on his finger that morning but now the ring was nowhere to be seen. The King looked everywhere for the ring. Suddenly, the King remembered that he was playing with the ring while he was sitting on the couch and wondered if it could have fallen under the couch when he wasn't paying attention. The King tried moving the couch to look but he wasn't strong enough. The King called his son Sterling who was younger and stronger than the King. Sterling was holding up the couch and the King could see his ring but he couldn't reach it. The King grabbed a hanger that was hanging in the closet and was able to use it to reach the ring. Sterling put down the couch and the King put the ring back on his finger and said he wouldn't be taking it off anytime soon.

Ways to Practice at Home:

Have the child practice this passage until he can read it without mistakes consistently. Once the child can do this, have the child read other passages, like text out of a favorite story book, and make sure that he is using the target sound correctly. Five minutes, twice per day is plenty to work on using good speech sounds.

You can also begin correcting the child when you hear him mis-speak the target sound in conversational speech. Use gentle reminders to let him know when he makes a mistake and praise him for remembering to say the sound correctly.

Start by doing this at just a few times of the day as opposed to all day long. You don't want the child to get overly frustrated!