

/t/, /d/, and /n/ Practice Sheets

Introduction:

Correct placement of the /t/, /d/, and /n/ sounds can be a critical building block for beginning to work on more complex sounds, such as /s/, /z/, “sh”, and “ch”. We can ensure success of those trickier sounds by starting here.

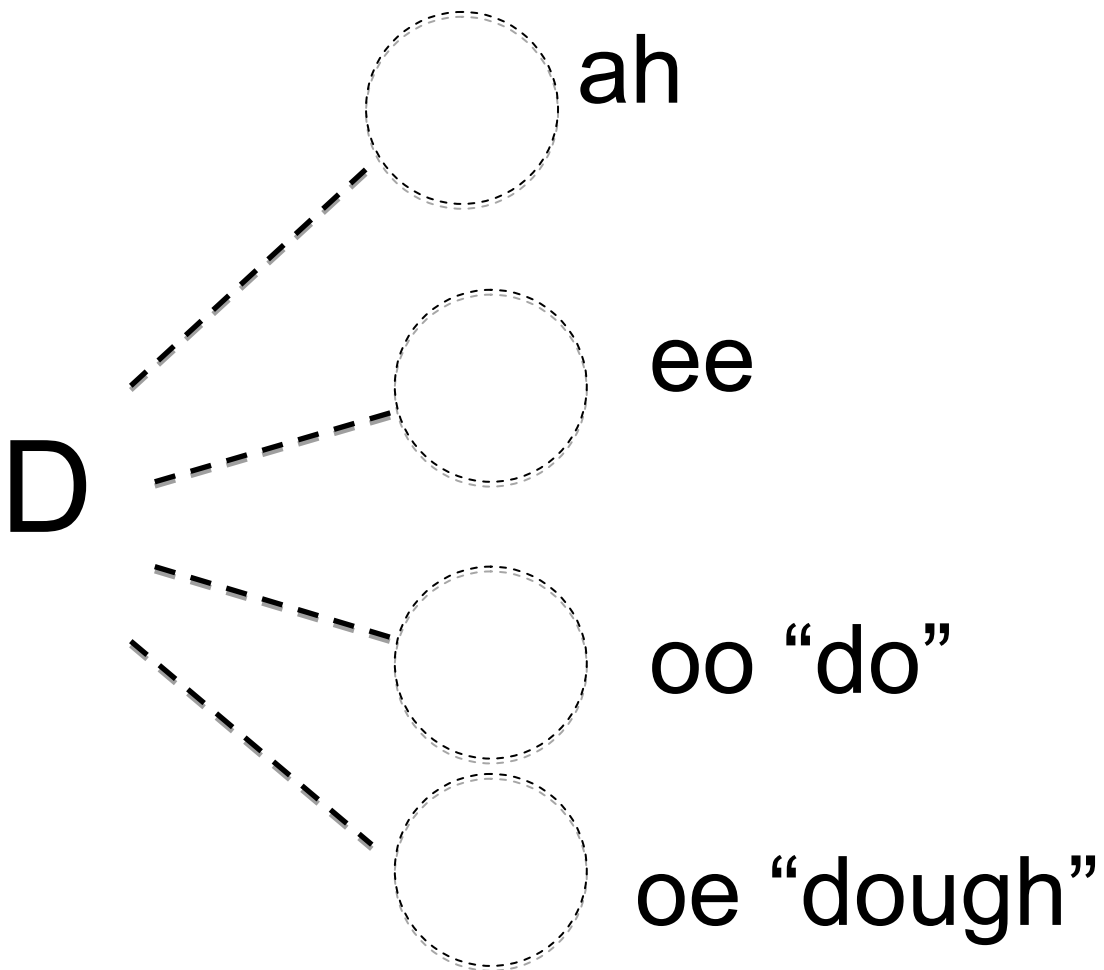
Instructions:

1. Establish correct production of the /t/, /d/, and /n/ sounds in isolation by helping the child learn the correct tongue placement. The tongue tip should be touching the alveolar ridge. The tongue tip should not be pushed forward between the teeth. The tongue tip should also not be flipped up and back on the alveolar ridge. It should be flat. For a video demonstration of how to elicit this correct positioning, visit:
2. Use this worksheet to practice the correct placement with /t/, /d/, and /n/ in nonsense syllables. Continue to practice at this level until this new tongue positioning becomes natural.
3. Move on to working on the correct tongue placement in words, phrases, sentences, and conversational speech. Ensure correct placement before moving on to more difficult sounds like /s/, /z/, “sh”, and “ch” where you may need to begin with the /t/, /d/, or /n/ sounds to elicit correct production.

Instructions: Have the child pair the consonant below with each of the vowels. It should sound like “dah, dee, do, dough”. Check off or fill in the circles as you do each one. Keep in mind, the goal is for the child to practice each combination as many times as possible. In order to achieve this, you can place this sheet in a plastic page protector and mark them off with dry erase markers. That will allow you to reuse the sheet. Or, you can have the child say each one multiple times before they get to mark it off or put a sticker on the circle.

D

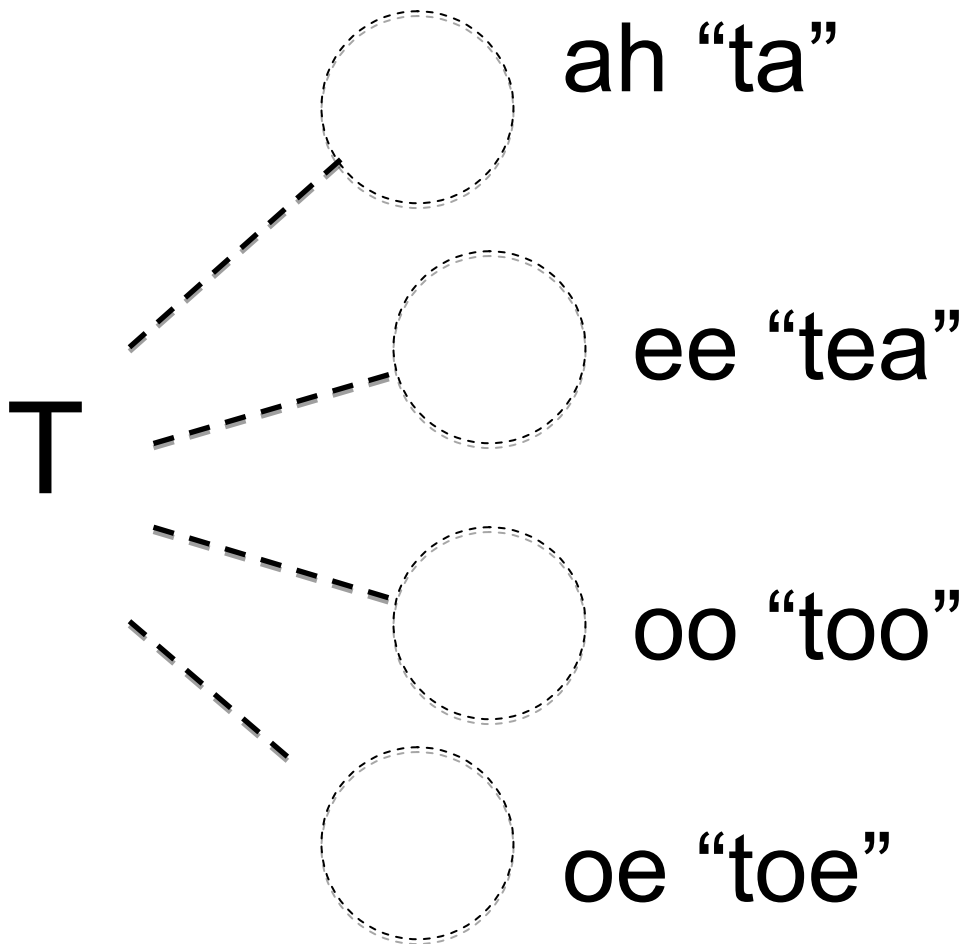
- ah
- ee
- oo “do”
- oe “dough”



Instructions: Have the child pair the consonant below with each of the vowels. It should sound like “tah, tea, too, toe”. Check off or fill in the circles as you do each one. Keep in mind, the goal is for the child to practice each combination as many times as possible. In order to achieve this, you can place this sheet in a plastic page protector and mark them off with dry erase markers. That will allow you to reuse the sheet. Or, you can have the child say each one multiple times before they get to mark it off or put a sticker on the circle.

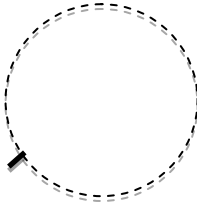
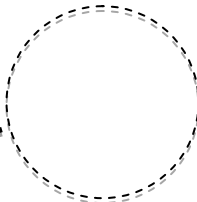
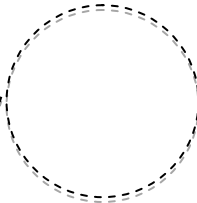
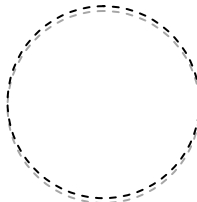
T

- ah “ta”
- ee “tea”
- oo “too”
- oe “toe”

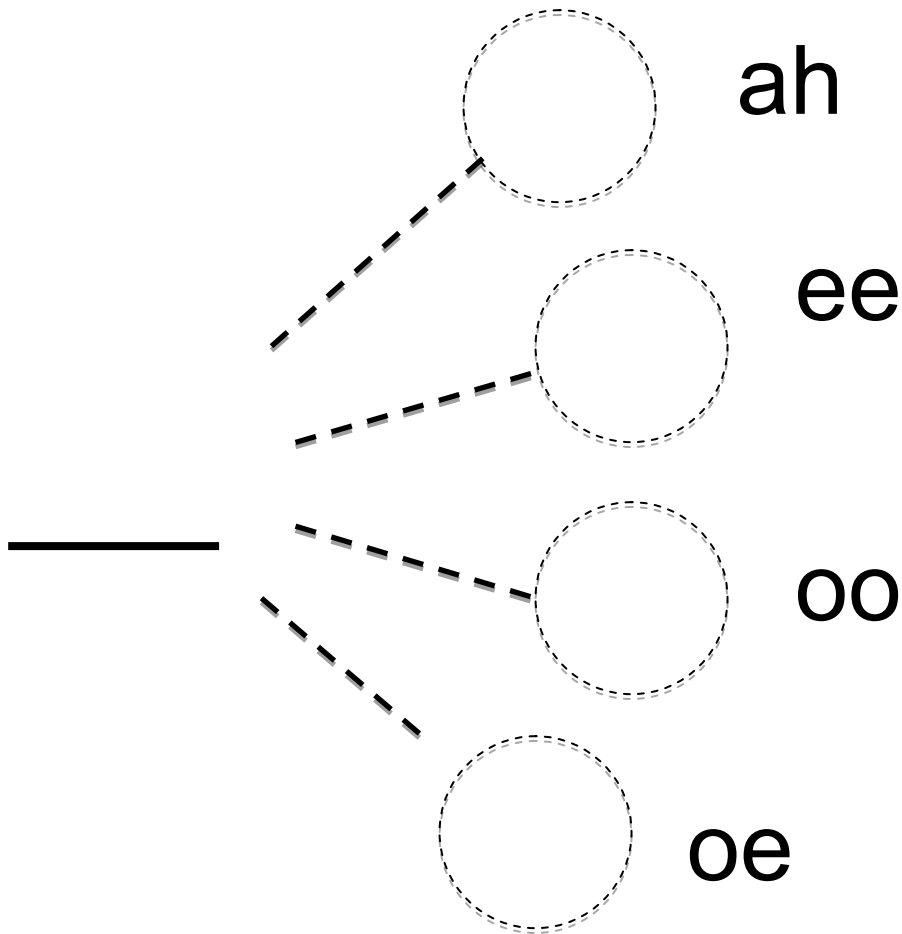


Instructions: Have the child pair the consonant below with each of the vowels. It should sound like “nah, knee, knew, know”. Check off or fill in the circles as you do each one. Keep in mind, the goal is for the child to practice each combination as many times as possible. In order to achieve this, you can place this sheet in a plastic page protector and mark them off with dry erase markers. That will allow you to reuse the sheet. Or, you can have the child say each one multiple times before they get to mark it off or put a sticker on the circle.

N

	ah “nah”
	ee
	oo
	oe

Instructions: Write a consonant on the line below. Then, have the child pair the consonant below with each of the vowels. Check off or fill in the circles as you do each one. Keep in mind, the goal is for the child to practice each combination as many times as possible. In order to achieve this, you can place this sheet in a plastic page protector and mark them off with dry erase markers. That will allow you to reuse the sheet. Or, you can have the child say each one multiple times before they get to mark it off or put a sticker on the circle.

A diagram for a vowel pairing activity. On the left, there is a solid horizontal line representing a blank space for writing a consonant. To the right of this line are four dashed lines that branch out to the right, each ending at a dashed circle. To the right of each dashed circle is a vowel sound: 'ah', 'ee', 'oo', and 'oe'. The dashed circles and lines are intended to be checked off or filled in as the child practices each combination.