

Instructions:

Welcome to your no-prep therapy kit for working on the "ch" sound. This kit will take you from isolation to the sentence level. Once the child completes this kit, you can move on to our carry-over and generalization kit.

How to Use this Kit:

1. **Print this packet** and put it in the child's folder or notebook.
2. **Work on the first phase** in therapy.
3. When the child has mastered that phase, **take out that page and send it home** as homework.
4. **Work on the next phase** in therapy while the parents are reinforcing the previous phase at home.

Therapy Overview:

This kit is broken down into the following phases:

1. **"ch" in Isolation:** Student will produce the "ch" sound in isolation (by itself, not in a word or with other sounds)
2. **"ch" in Syllables:** Student will produce the "ch" sound in non-sense syllables
3. **"ch" in Words:** Student will produce the "ch" sound in all positions of single words (beginning of the word, middle of the word, and end of the word)
4. **"ch" in Phrases:** Student will produce the "ch" sound in all word positions of 2-3 word phrases
5. **"ch" in Sentences:** Student will produce the "ch" sound in all word positions of simple sentences

Once you've completed the kit, you can move on to the next skill that the child needs to work on.

Modifications:

Some children will need modifications made to this kit. Here are some suggestions if you are working with a child who is struggling with any of these steps:

1. Check out the additional training videos on this page: <https://members.slpsolution.com/ch-articulation-activities/>
2. If the child is having trouble getting his tongue in the correct position for "ch", encourage him to start his tongue in the same position as the /t/ sound and then explode it out into a "sh" sound. If he doesn't have a good "sh" sound, start there.

Phase One: Isolation

Instructions:

Have the child practice saying the “ch” sound in isolation (by itself, not in a word) in the following activities. Place the page in a plastic page protector and use a dry erase marker. Or, just have the child trace each item with his/her finger.

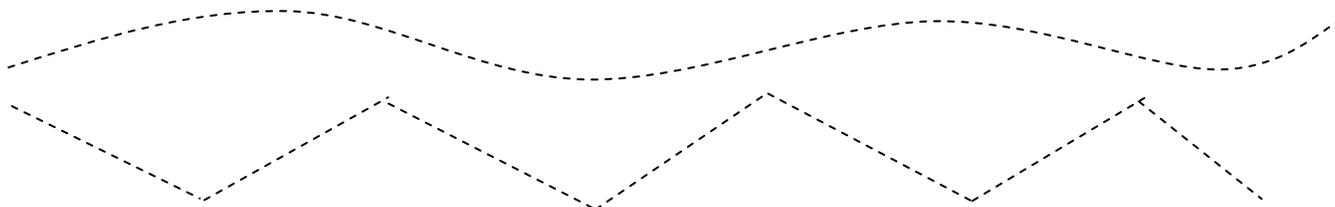
Activity One: Trace the letters while you practice saying the “ch” sound by itself.



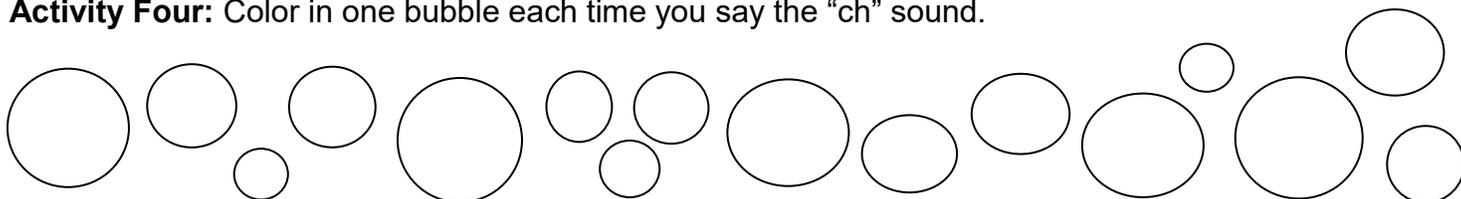
Activity Two: Touch or cross off each train as you say the “ch” sound by itself.



Activity Three: Trace the lines as you say the “ch” sound over and over again.



Activity Four: Color in one bubble each time you say the “ch” sound.



Homework:

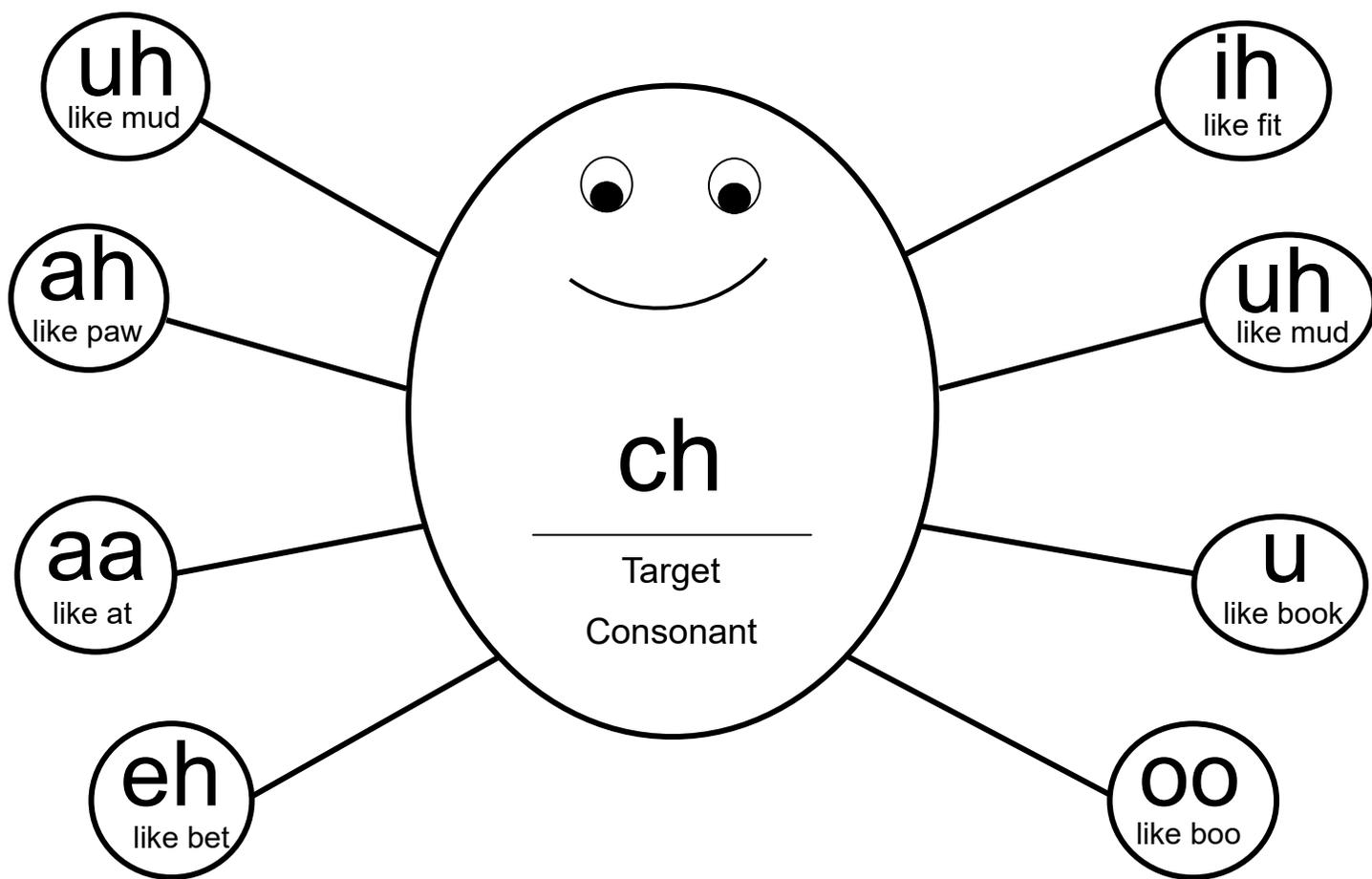
Your child has mastered this skill in our therapy sessions! You can help reinforce this skill at home by practicing this page. The more your child practices this sound the correct way, the easier it will be for him/her to say the sound in words and then sentences. Place a checkmark in one box below for every time your child practices this page. Try to work on it for five minutes, once or twice daily.

Phase Two: Syllables, Part 1

Instructions:

Now that the child can say the "ch" sound by itself, it's time to practice pairing the sound with different vowels. Say the "ch" sound followed by each vowel below, such as "chuh, chah, chaa, cheh". These don't have to make sense! Have the child imitate these syllables after you with a good "ch" sound.

Activity One:



Homework:

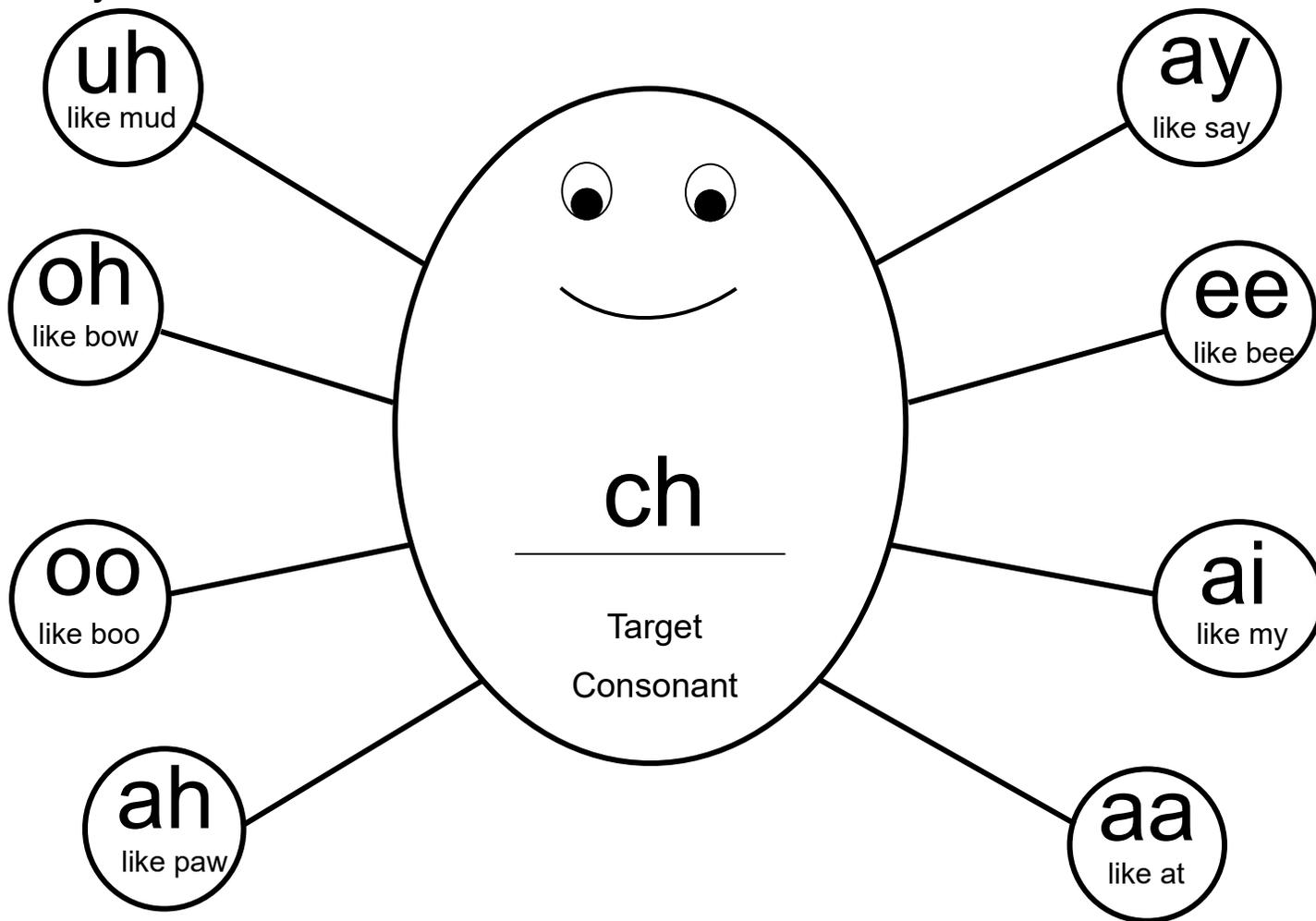
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Phase Two: Syllables, Part 2

Instructions:

Now that the child can say the "ch" sound by itself, it's time to practice pairing the sound with different vowels. Say the "ch" sound followed by each vowel below, such as "chuh, choh, choo, chaw". These don't have to make sense! Have the child imitate these syllables after you with a good "ch" sound.

Activity Two:



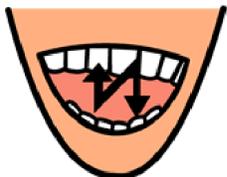
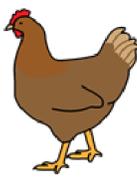
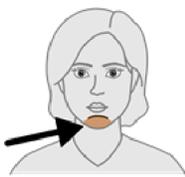
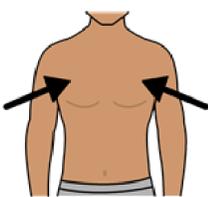
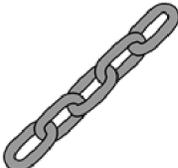
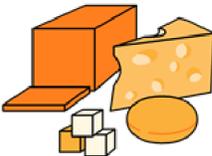
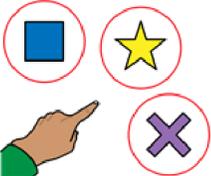
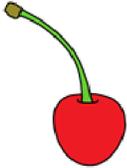
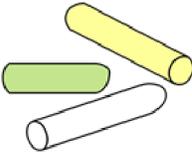
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Phase Three: Single Words, Initial “ch”

Instructions:

Have the child use the new “ch” sound to say the words below. Start by having the child imitate the words after you. Gradually, change to just pointing to the word and having the child tell you what it is called. If the child is having trouble, go back to the “ch” syllables for a bit and then try this again.

 chair	 chew	 chicken	 child	 chin
 chest	 chain	 chess	 chase	 chore
 check	 cheese	 chick	 choose	 chocolate
 cherry	 chalk	 checkers	 cheetah	 chipmunk

Homework:

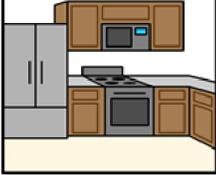
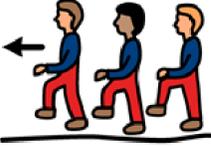
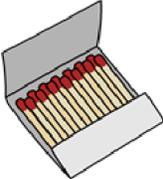
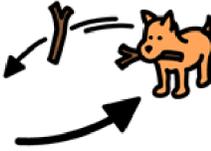
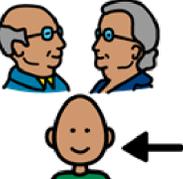
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Phase Three: Single Words, Medial “ch”

Instructions:

Have the child use the new “ch” sound to say the words below. Start by having the child imitate the words after you. Gradually, change to just pointing to the word and having the child tell you what it is called. If the child is having trouble, go back to the “ch” syllables for a bit and then try this again.

 teacher	 catcher	 hatching	 kitchen	 ketchup
 inches	 marching	 stitches	 crutches	 matches
 lunchbox	 pitcher	 statue	 furniture	 bleachers
 fetching	 scratching	 grandchild	 peaches	 reaching

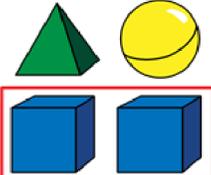
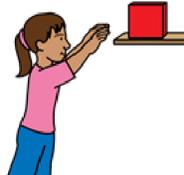
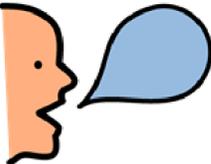
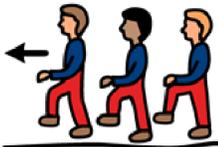
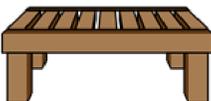
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Phase Three: Single Words, Final “ch”

Instructions:

Have the child use the new “ch” sound to say the words below. Start by having the child imitate the words after you. Gradually, change to just pointing to the word and having the child tell you what it is called. If the child is having trouble, go back to the “ch” syllables for a bit and then try this again.

 watch	 catch	 match	 fetch	 switch
 beach	 pitch	 wrench	 lunch	 couch
 reach	 speech	 touch	 march	 stretch
 ouch	 coach	 bench	 peach	 sandwich

Homework:

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Phase Four: Short Phrases

Instructions:

Have the child use their new “ch” sound to say the short phrases below. Start by having the child imitate the phrases after you. Gradually, transition to letting the child read the phrases independently. If the child is having trouble, go back to the single words for a bit and then try this again.



my



chair



ketchup



bottle



marching



feet



lunch



time



gentle



touch



cheese



balls



chew



your



lunch



chick



is



hatching

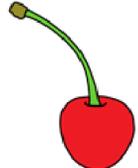
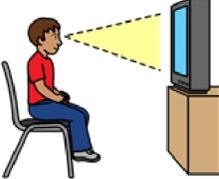
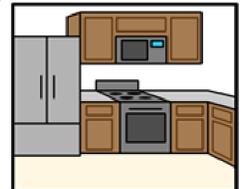
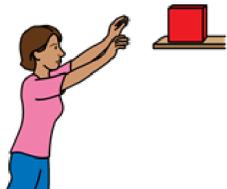
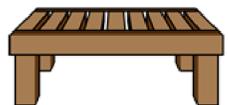
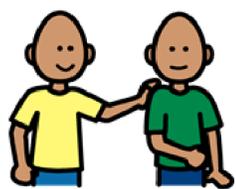
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Your child has mastered this skill in our therapy sessions! You can help reinforce this skill at home by practicing this page. The more your child practices this sound the correct way, the easier it will be for him/her to say the sound in full sentences later. Place a checkmark in one box below for every time your child practices this page. Try to work on it for five minutes, once or twice daily.

Phase Four: Sentences

Instructions:

Have your child say the following words in sentences. You can make up sentences for your child to imitate at first. Then, see if your child can make up his/her own sentences for each word. If your child is having trouble, go back to the phrases for a bit and then try this again.

 catcher	 chase	 couch	 children	 teacher
 cherry	 watch	 chocolate	 ketchup	 kitchen
 reach	 peaches	 bench	 touch	 chair
 lunchbox	 church	 chain	 coach	 chicken

Homework:

Your child has mastered this skill in our therapy sessions! You can help reinforce this skill at home by practicing this page. The more your child practices this sound the correct way, the easier it will be for him/her to say the sound in conversation later. Place a checkmark in one box below for every time your child practices this page. Try to work on it for five minutes, once or twice daily.
