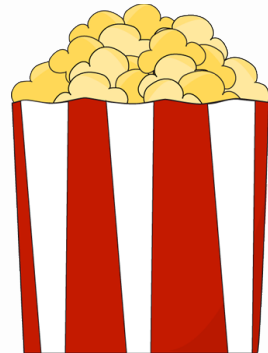


# Verbal Apraxia Packet for Early Developing Speech Sounds

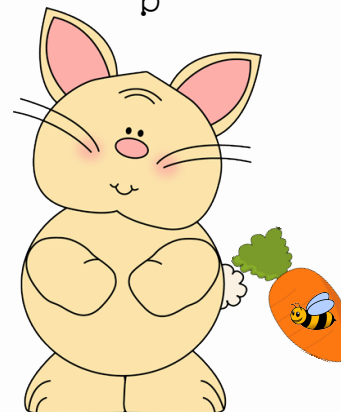
p



popping sound



b



bunny sound

by

Kathy Grover

[www.teacherspayteachers.com/Store/Kathy-Grover](http://www.teacherspayteachers.com/Store/Kathy-Grover)

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# Verbal Apraxia Packet

## for Early Developing Speech Sound Patterns

This packet is designed for children who have significant difficulty with motor planning for sound and syllable production. It provides students the opportunity for multiple practices within a session. The activities are based on an approach which uses words rather than nonsense syllables to help develop functional vocabulary skills for very young or nonverbal children. (Becoming Verbal and Intelligible, A Functional Motor Planning Approach for Children with Developmental Apraxia", K. Dauber, S. Irwin, & S. Schippits, Pro-Ed, 1996.)

Included in the packet are 13 Cue Cards for the sounds /p/, /b/, /w/, /m/, /n/, /t/, /d/, /k/, /g/, /s/, /f/, /sh/, and /l/. They are adapted from "Easy Does it for Apraxia-Preschool" by Robin Strode and Catherine Chamberlain (1994). Laminate and cut all cards. The cue cards can initially be used as mats for either the table or floor.

/p/ is the popcorn sound -- we pop our lips to say it  
/b/ is the bunny sound -- it's like the popcorn sound, but it is noisy, and sounds like /b/ in bunny  
/w/ is the fishy sound -- our lips move like a fish blowing bubbles  
/m/ is the blender sound -- our lips "hum" like a blender  
/n/ is the race car sound -- it sounds like the noise a car engine makes  
/t/ is the ticking sound -- our tongue taps behind our upper front teeth making a sound like a clock  
/d/ is the rain drop sound -- it's like the ticking sound, but it is noisy like rain  
/k/ is the dinosaur sound -- our tongue makes stomping sounds in the back like big dinosaur feet  
/g/ is the frog sound -- it's like the dinosaur sound, but it is noisy like a frog croaking  
/f/ is the hose sound -- our teeth on our lips, and we blow to make a sound like water coming out of the hose  
/s/ is the snake sound -- it hisses like a snake  
/l/ is the lightning bug sound -- it sound like the /l/ in lightning bug  
/sh/ is the quiet push sound -- we "push" air out while we are telling someone to be quiet or to shush

Suggested approach:

Choose one of the 13 cue cards. Show it to the child, and say “This card shows the “\_\_\_\_\_” sound. This is how we say it. (describe manner and place of production as suggested above) Let’s practice.” Elicit productions.

When the child is able to produce the consonant sound consistently, introduce the picture cards on the small associated word cards. You may want to attach the larger cue card to the side of a square tissue box with tape or velcro. The cards will fit the sides of the tissue box.

“I have some little cards that have pictures of words that start with the “\_\_\_\_\_” sound. Let’s say these words. When I hear you use the sound, you can put the little picture into the box.” Each sound has picture cards (a total of 99 cards) which target CV, VC, CVC, and CVCV syllable patterns. Consonant sounds in each words contain only the target sound in this activity. A later packet will be available for words and phrases for multiple sound combination strings. After the sound is consistently used in the initial position, explain that you have some other little pictures with the sound in it, but it is a different part of the word (middle or end). Model the words and have child notice where the sound is in the word. Have child practice these words.

Repeat this activity with each sound. As the child becomes more proficient, the number of picture mats placed on the tissue box can be increased from 1-4. Have the child say a word, identify which sound is in the word, find the cue card, then place small card in the box. If you choose not to use a tissue box, simply place the cue cards in front of the child for sound matching.

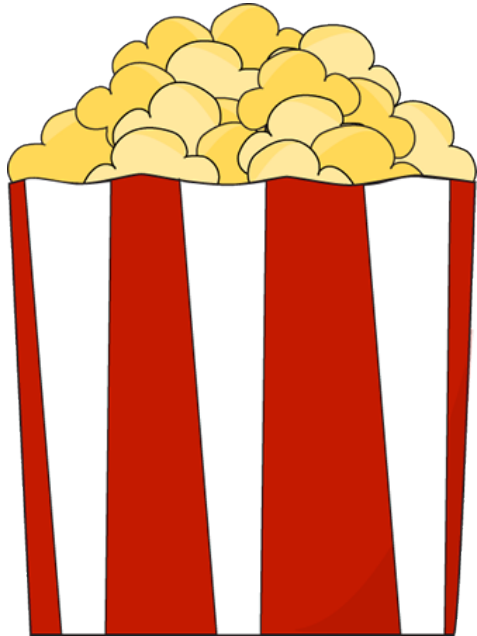
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## Graphic Credits

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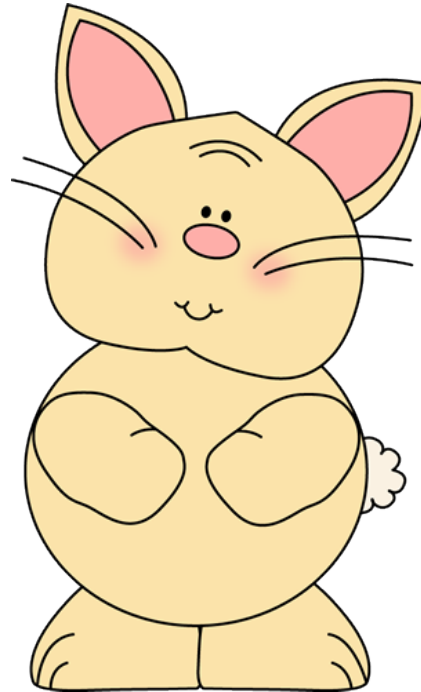


p



popping sound

b



bunny sound

w



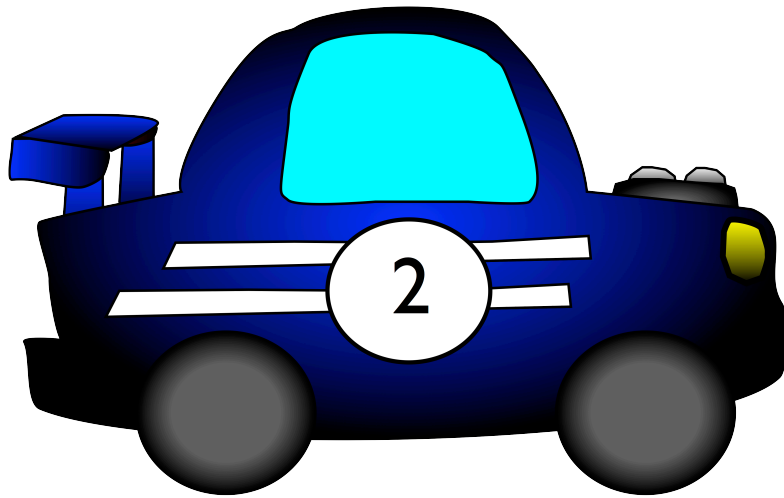
fishy bubble sound

m



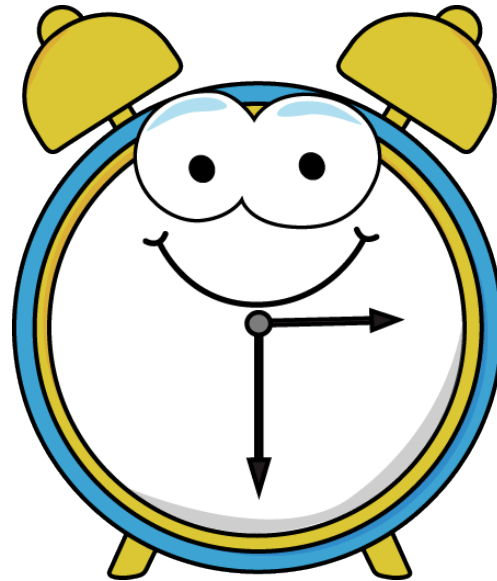
blender sound

n



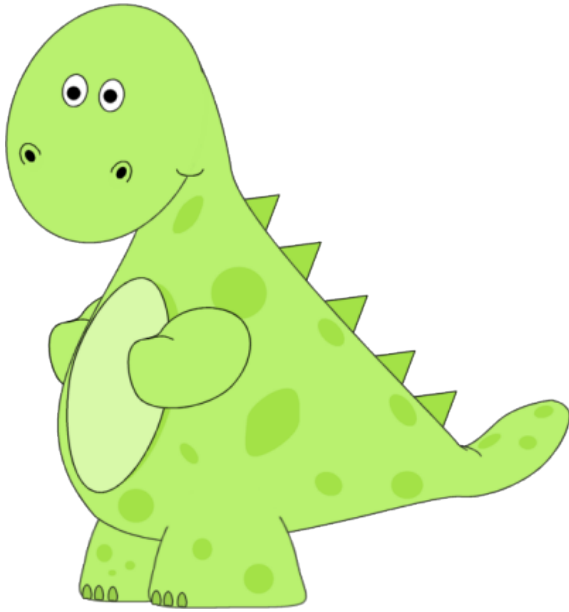
race car sound

t



ticking clock sound

k



dinosaur sound

g



frog sound

d



rain drop sound

f



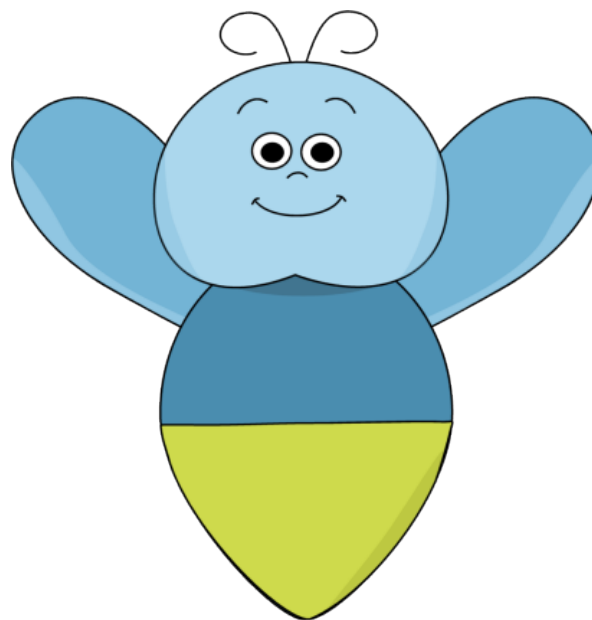
hose sound

s



hissing snake sound

l



lightning bug sound

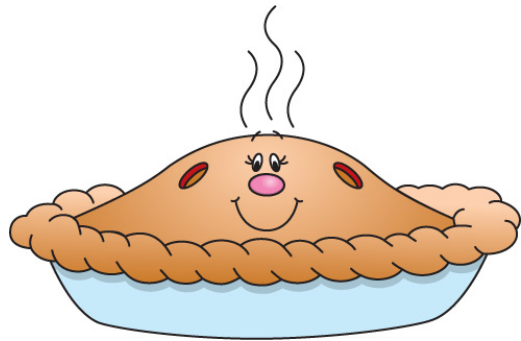
sh



**Shhhhh!**

quiet push sound

cv



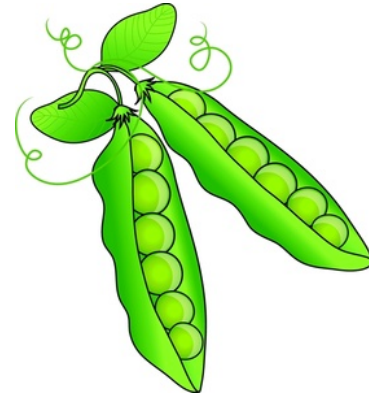
pie

cv



paw

cv



pea

cv



pay

cv



Pa

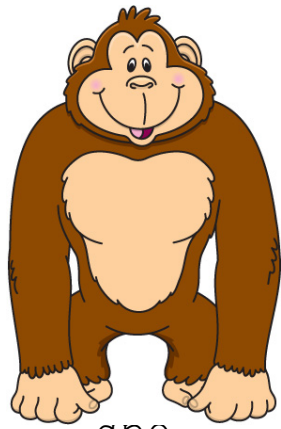
cv



Po



Vc



ape

Vc



up

CVCV



puppy

CVCV



Papa

CVC



pop

CVC



peep

cvc



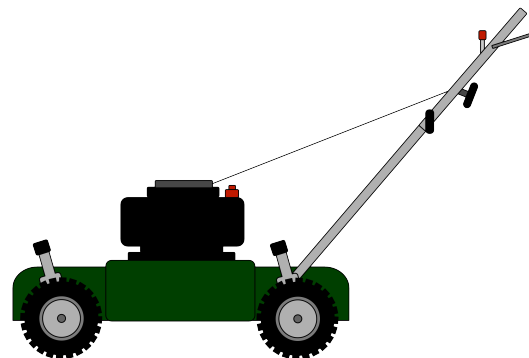
pipe

cvc



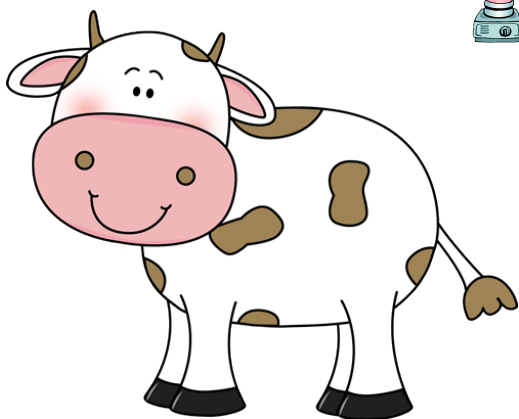
pup

cv



mow

cv



moo

cv



my

cv



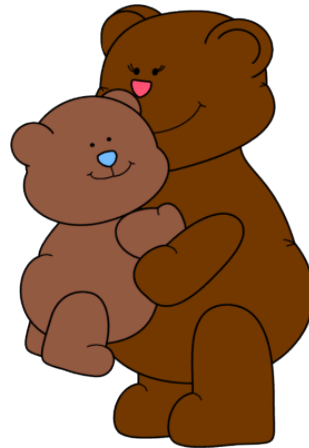
me

cV



Ma

cVcV



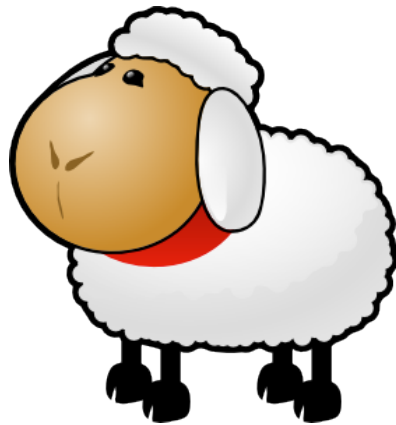
Mama

cVcV



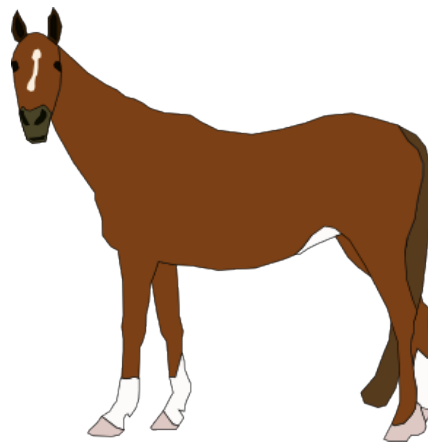
Mommy

cV



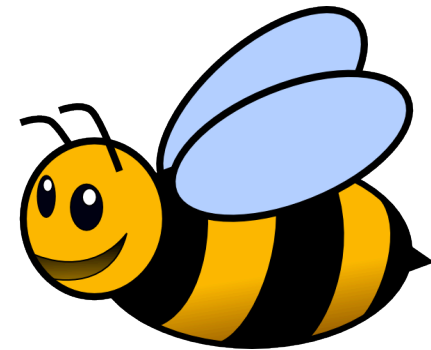
baa

cV



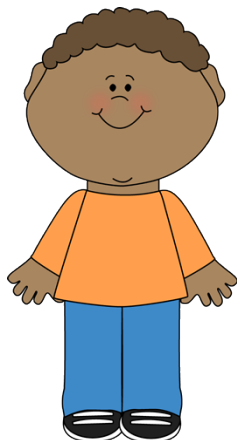
bay

cV



bee

cV



boy



cV

BOO!

boo



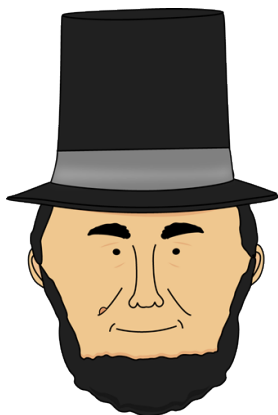
cV



bow



Vc



Abe



cVcV



booboo



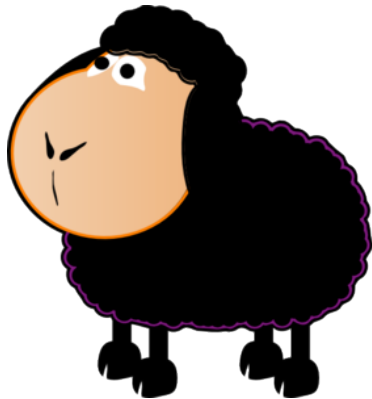
cVcV



baby

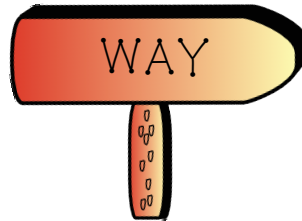


cvcv



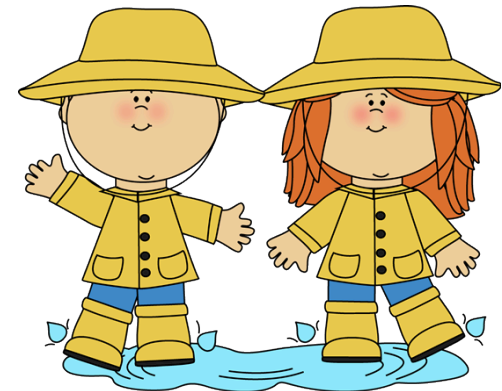
BaaBaa

cv



way

cv



we

cv



whoa

cv



why

vc



eww

VC



OWW

CV



CV

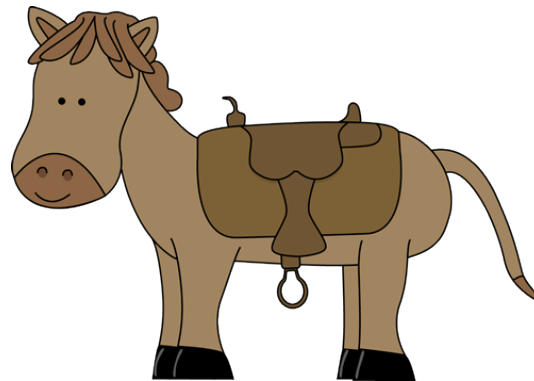


knee

CV



CV



neigh

VC



on

VC



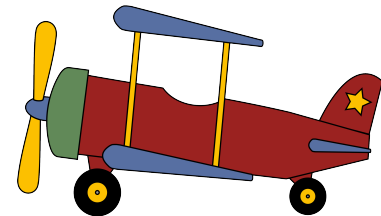
in

GVC



noon

CV



toy

CV



tie

CV



tea

CV



toe

VC



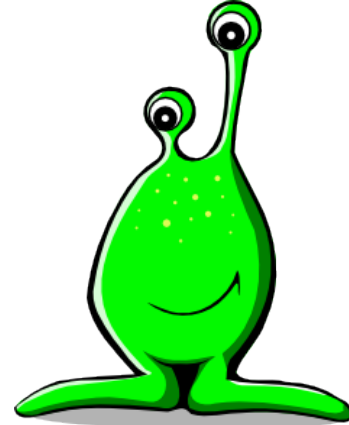
eat

VC



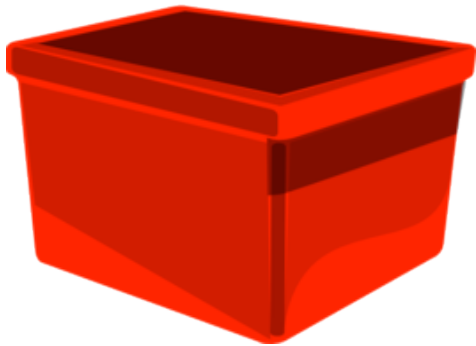
out

VC



it

CVC



tote

CVC



tight

CVC



toot



CV



2

two

CVCV



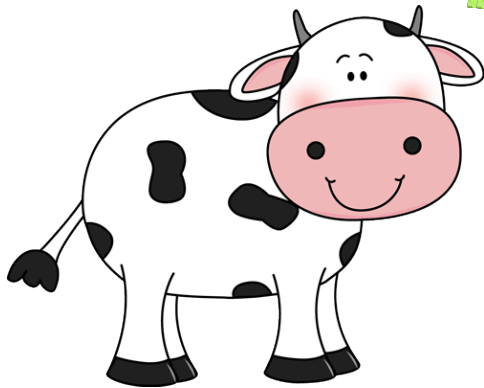
tutu

CV



key

CV



cow

CV



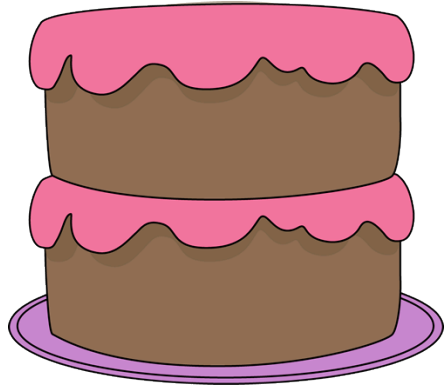
k

VC



EEK

cvc



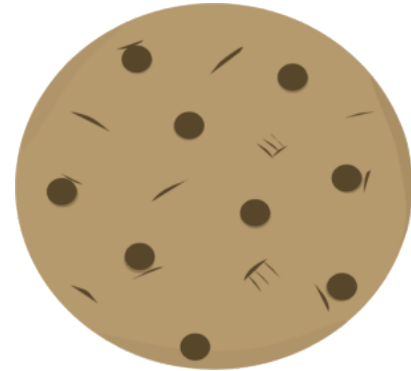
cake

cvc



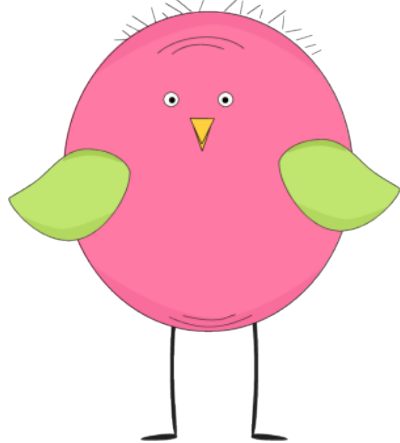
coke

cvcv



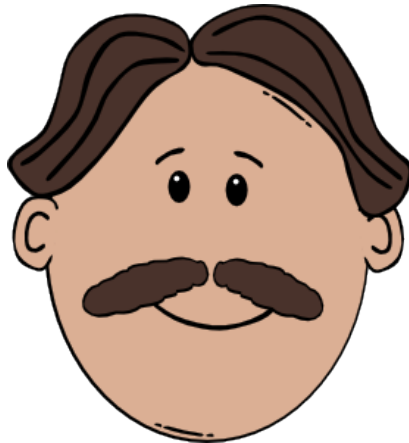
cookie

cvcv



cuckoo

cv



guy

cv



go

cV



goo

cV



sew

cV



see

cV



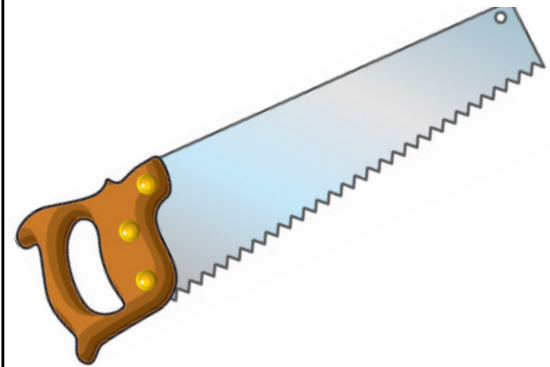
say

cV



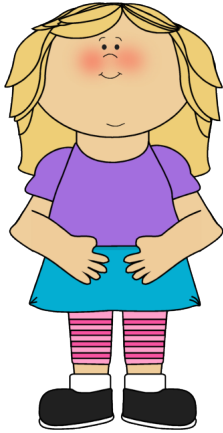
sigh

cV



saw

cv



Sue

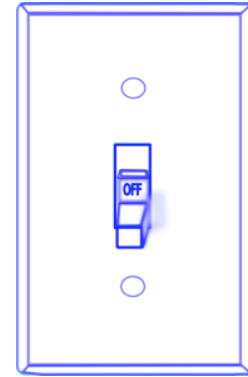


vc



ice

vc



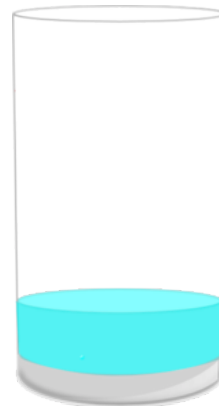
off

vc



f

cv



low

vc



ill

VC



all

VC



eel

CV



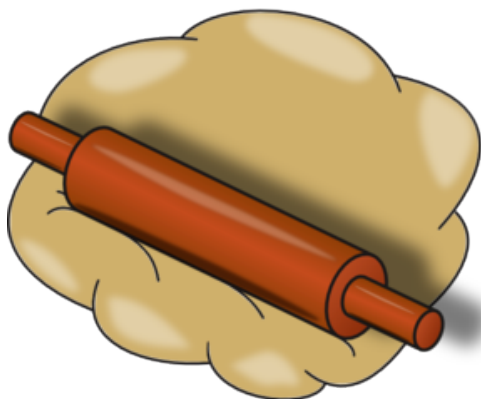
d

CV



day

CV



dough

VC



Ed

VC



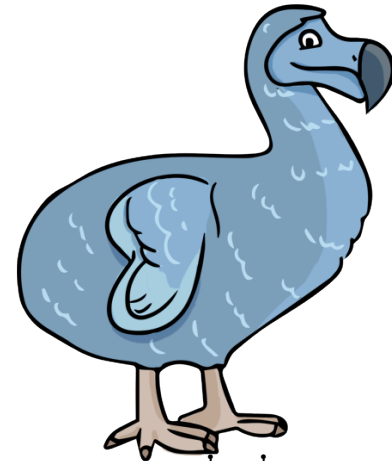
add

CVC



Dad

CVCV



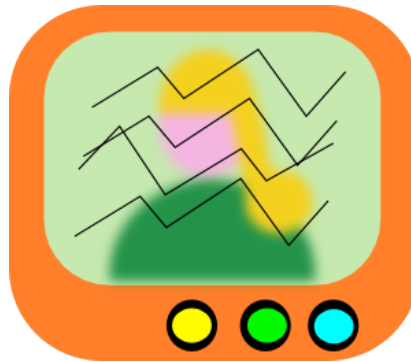
dodo

CVC



dude

CV



show

CV



shy

CV



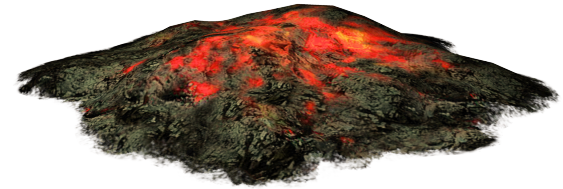
shoe

CV



she

VC



ash