

Speech Calendar for s/z

..... July

Practice your word of the day
Say it in a sentence.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
z s	Zen So	Zoo Summer	Zebra Sandwich	Zucchini Soap	zero Sitting
toes walks	apples house	toys boats	flowers hats	animals lips	shoes looks
gzag ice	scissors castle	daisy icing	lizard dinosaur	Pretzel bicycle	cheese dancer
paper lasses	fuzzy eraser	busy recipe	dozen medicine	zip code sing	zone sailboat
zip l	Zap safter	Zoom Cereal	blizzard September	Cousin frucet	dessert racina

Speech Calendar for slz

Month August

Practice your word of the day
Say it in a sentence.

nday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
unk	Skirt	Skeleton	skin	Slip	Sleeve	Sleep
ide	Smell	smart	small	smile	snake	snow
ore	sneeze	spider	spoon	spaghetti	Spooky	star
top	stair	store	Sweater	sweep	swim	swing
eedles	tomatoes	molars	Colors	Candles	jewels	footballs

S Sound Match-Ups

Instructions: face down and take turns playing.

cut along dotted lines



Sale



Sale



Sing



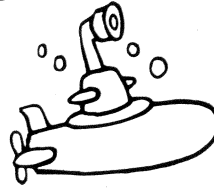
Sing



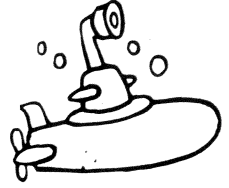
Soup



Soup



Submarine



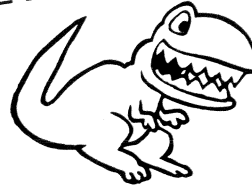
Submarine



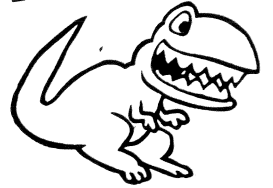
Fussy



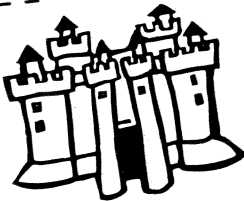
Fussy



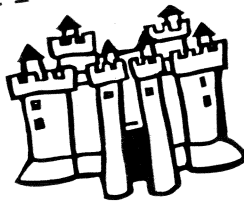
Dinosaur



Dinosaur



Castle



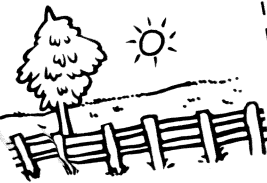
Castle



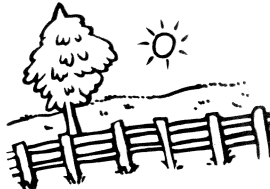
Motorcycle



Motorcycle



Fence



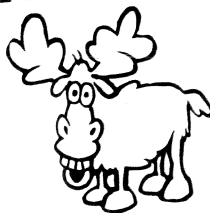
Fence



Kiss



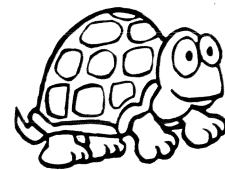
Kiss



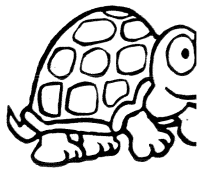
Moose



Moose



Tortoise



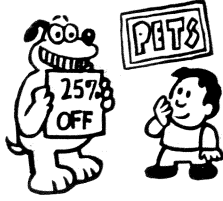
Tortoise

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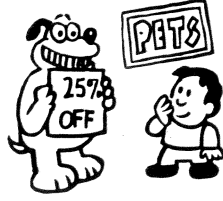
S Sound Match-Ups

Instructions: Reproduce and cut out the picture pairs. Turn face down and take turns playing match.

cut along dotted lines



Sale



Sale



Sing



Sing



Soup



Soup



Submarine



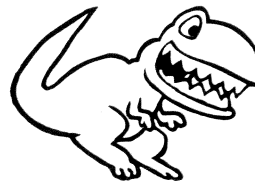
Submarine



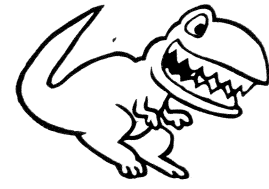
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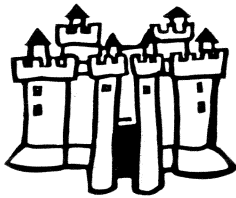
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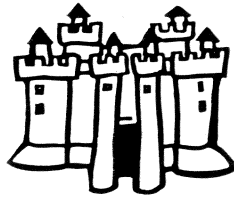
Dinosaur



Dinosaur



Castle



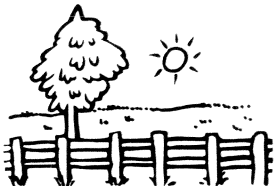
Castle



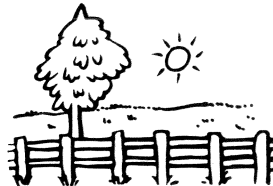
Motorcycle



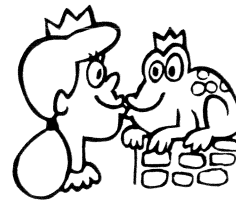
Motorcycle



Fence



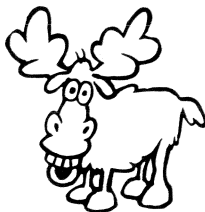
Fence



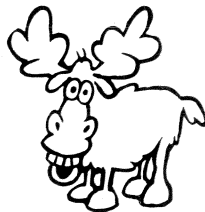
Kiss



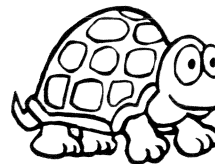
Kiss



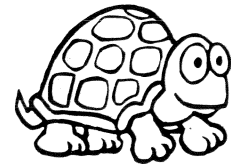
Moose



Moose



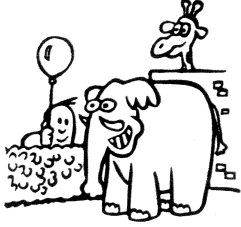
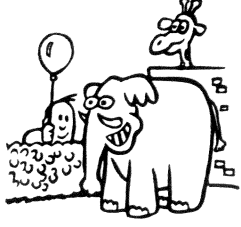




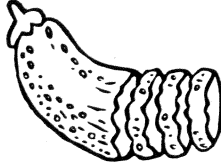
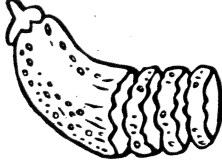



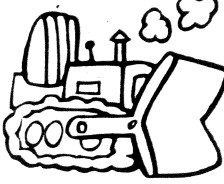




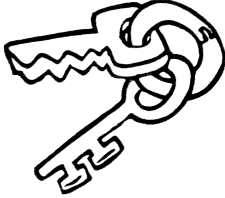

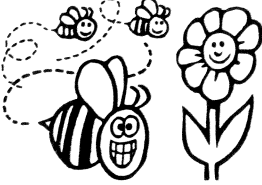
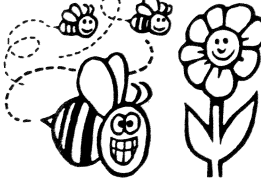
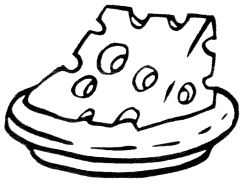
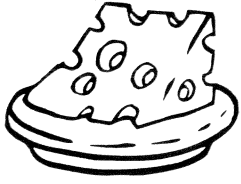
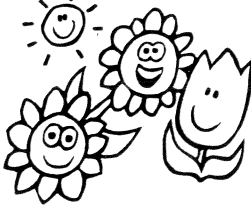
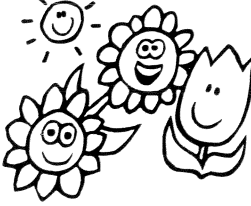
Tortoise



Tortoise

Z Sound Match-Ups

Instructions: Reproduce and cut out the picture pairs. Turn face down and take turns playing match.

 Zoo	 Zoo	 Zorro	 Zorro
 Zebra	 Zebra	 Zucchini	 Zucchini
 Musician	 Musician	 Bulldozer	 Bulldozer
 Daisy	 Daisy	 Dessert	 Dessert
 Keys	 Keys	 Bees	 Bees
 Cheese	 Cheese	 Flowers	 Flowers

cut along dotted lines

S Blend Match-Ups

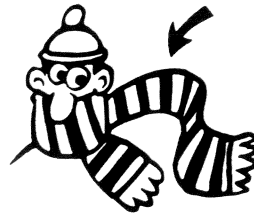
Instructions: Reproduce and cut out the picture pairs. Turn face down and take turns playing match.



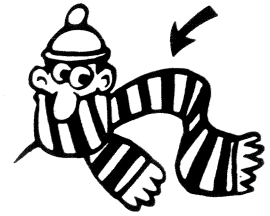
Skunk



Skunk



Scarf



Scarf



Slug



Slug



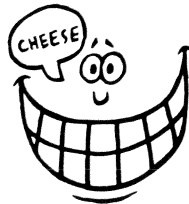
Sling



Sling



Smile



Smile



Sneeze



Sneeze



Snake



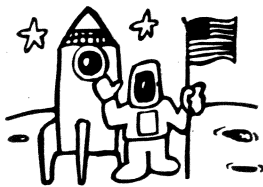
Snake



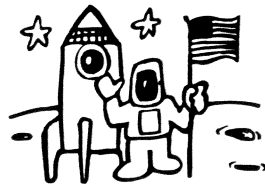
Sportscar



Sportscar



Spaceman



Spaceman



Stork



Stork



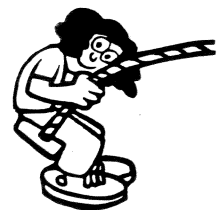
Student



Student



Swing



Swing

cut along dotted lines

Initial S Blends Word List

Nouns

scarf
skate
skirt
skunk
sleeve
slide
slug
snack
snail
snake
snow
sponge
spoon
stamp
star

2+ Syllable

scarecrow
scooter
screwdriver
skateboard
slippers
snorkel
snowman
spaghetti
speakers
spider
spinach
squirrel
stapler
starfish
statue
strawberry
stringbean

Verbs

scare
score
scream
skate
ski
skip
sleep
slice
slide
smell
smile
snap
sneak
sneeze
snore
speak
spell
spill
spin
splash
squeeze
sting
stretch
swim

2+ Syllable

scuba dive
slither
slobber
sniffle
sparkle
sprinkle
swallow

Adjectives

slim
slow
sly
small
smart
smooth
spare
square
stale
stiff
strange
striped
strong
sweet

2+ Syllable

scary
scrambled
scratchy
skinny
sleepy
slimy
sloppy
sloshy
slippery
sparkling
special
speedy
spoiled
spongy
spotted
squeaky
squirmy
sticky
stretchy

Jobs

school bus driver
school teacher
scorekeeper
scuba diver
skydiver
ski patrol
snake charmer
spaceman
sportscaster
spy
stagecoach driver
streetcar driver

Expressions

Scat
Scoot
Slick
Slow down
Slurp
Special
Stay
Stop
Strike
Stylin'

Places

health spa
school
ski slope
slumber party
snack bar
stage
stairway
stadium
store
swimming pool



What To Do In A Snowstorm

Instructions: Give each student a list of the words on page 212. Do not reveal the story title. Ask each student for a "word" to fill in for each space. Write the words in the spaces. Have each student practice the word given. When all the spaces have been filled, read the students their funny story. See the Introduction for other story follow-up suggestions.

Have you ever been in a snowstorm? The weather gets so _____ that you
(adjective)
can't go out. Maybe you live in a _____ where it snows a lot, or maybe you're
(place)
visiting a _____ and aren't used to the snow. Sometimes snowflakes can look
(place)
like (a) _____ or (a) _____! They can be _____ or
(noun) (noun) (adjective)
_____. You can do fun things with snow after a storm, like _____ or
(adjective) (verb)
_____. You can build (a) _____, or make a statue of yourself, using (a)
(verb) (noun)
_____ for the nose and two _____ for eyes. Put (a) _____ on
(noun) (noun + s) (noun)
your head and say, "_____!" You can have a snowball fight where you
(expression)
_____ and yell, "_____." If it's snowing too hard to _____,
(verb) (expression) (verb)
stay in and draw a _____ picture of the storm. Soon the _____
(adjective) (job)
and the _____ will have the snow cleared and you can _____
(job) (verb)
again. After the storm it'll look _____ outside. Take your _____ and
(adjective) (noun)
slide down the hill yelling, "_____," so everyone will get out of the way!
(expression)



Homework: Complete the activities checked below.

- Take a copy of this story and word list home and do another one with your homework partner.
- Say the word "snow" _____ times. What did you yell as you slid down the hill?
- Say _____ initial S blend words in a sentence.

Homework Partner _____

Date _____

Speech-Language Pathologist _____

**Initial S
Blends**

My Dog Spot

Instructions: Give each student a list of the words on page 212. Do not reveal the story title. Ask each student for a "word" to fill in for each space. Write the words in the spaces. Have each student practice the word given. When all the spaces have been filled, read the students their funny story. See the Introduction for other story follow-up suggestions.

My dog is named Spot because he has a big spot that looks like (a) _____
(noun)
right on his back! Spot comes when I yell, "_____." He'll _____ when
(expression) (verb)
I say, "_____" and he can _____ if I call, "_____." Spot will
(expression) (verb) (expression)
bring me my _____ if I ask, and he likes to chase _____. Sometimes
(noun) (noun + s)
Spot likes to _____ in the mud. Then he looks _____ and I have to give
(verb) (adjective)
him a bath. He doesn't like this and tries to run away to the _____. Once I even
(place)
found him at a _____! Another time, the _____ found him playing with
(place) (job)
(a) _____ and brought him back. Spot likes to _____ at the bottom of
(noun) (verb)
my bed. Sometimes he dreams about (a) _____ or chasing a
(noun)
_____ at a _____. He makes these _____ noises, as if
(job) (place) (adjective)
to say, "_____." Once Spot buried (a) _____ in my mom's
(expression) (noun)
_____ garden. "_____" she said. Spot never did that again. Some
(noun) (expression)
day, when I'm a _____, Spot will be there to help me _____.
(job) (verb)

Spot's my best friend!



Homework: Complete the activities checked below.

- Take a copy of this story and word list home and do another one with your homework partner.
- Say the word "Spot" _____ times. What does Spot's big spot look like?
- Say _____ initial S blend words in a sentence.

Homework Partner _____

Date _____

Speech-Language Pathologist _____

**Initial S
Blends**

Medial S Word List

Nouns

bicycle
bracelet
dinosaur
dresser
eraser
faucet
fossil
grasshopper
icicle
icing
lasso
muscle
possum
recipe
unicycle
whistle

Adjectives

bossy
fussy
glistening
glossy
grassy
icy
impossible
innocent
juicy
lacy
messy
mossy
undecided
unfastened

Verbs

baby-sitting
chasing
crossing
deciding
disagreeing
dissecting
dressing
erasing
flossing
guessing
hissing
kissing
listening
passing
pressing
racing
receiving
reciting
recycling
rehearsing
tossing
tracing

Jobs

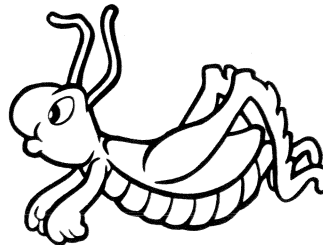
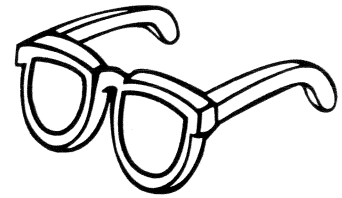
babysitter
grocery clerk
messenger
pharmacist
(police) officer
principal
professor
racer (car)
TV producer
unicycle rider
wrestler

Expressions

And beside
Classic
Closer
Decide
Listen up
Loosen up
Reset
Toss-up
Officer

Places

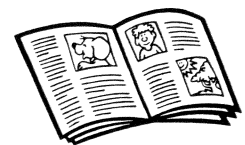
castle
Coliseum
Fantasy Land
Ferris wheel
grocery
Pacific Ocean
piano recital
rehearsal



Dixie's Priceless Antique Collection

Instructions: Give each student a list of the words on pages 199 or 200. Do not reveal the story title. Ask each student for a "word" to fill in for each space. Write the words in the spaces. Have each student practice the word given. When all the spaces have been filled, read the students their funny story. See the Introduction for other story follow-up suggestions.

Dixie is my great grandmother. She has this very valuable, _____ antique
(adjective)
collection. When I visit, she always says, "_____. There can't be any
(expression)
_____ around my antique collection!" My great grandmother traveled to
(verb)
_____ places, like (a) _____ and (a) _____ where she picked
(adjective) (place) (place)
up a/an _____ that once belonged to a/an _____ in
(adjective) (noun) (job)
the 1800's. When my great grandmother was a/an _____, a/an _____
(job) (job)
gave her (a/an) _____ for helping him with his _____ and that started
(noun) (noun)
her collection! When my great grandmother is _____, she likes to look at her
(verb)
collection. Every year she adds one more thing. Last year, in (a) _____, she
(place)
bought (a/an) _____ from a/an _____. When anyone sees her
(noun) (job)
collection, they say, "_____." It was even written in our local paper.
(expression)
"_____", the _____ wrote, "This collection is the most _____
(expression) (job) (adjective)
I've ever seen." Dixie is adding the newspaper article to her collection!



Homework: Complete the activities checked below.

- Take a copy of this story and word list home and do another one with your homework partner.
- Say the word "Dixie" _____ times. What started Dixie's collection?
- Say _____ medial S words in a sentence.

Homework Partner _____

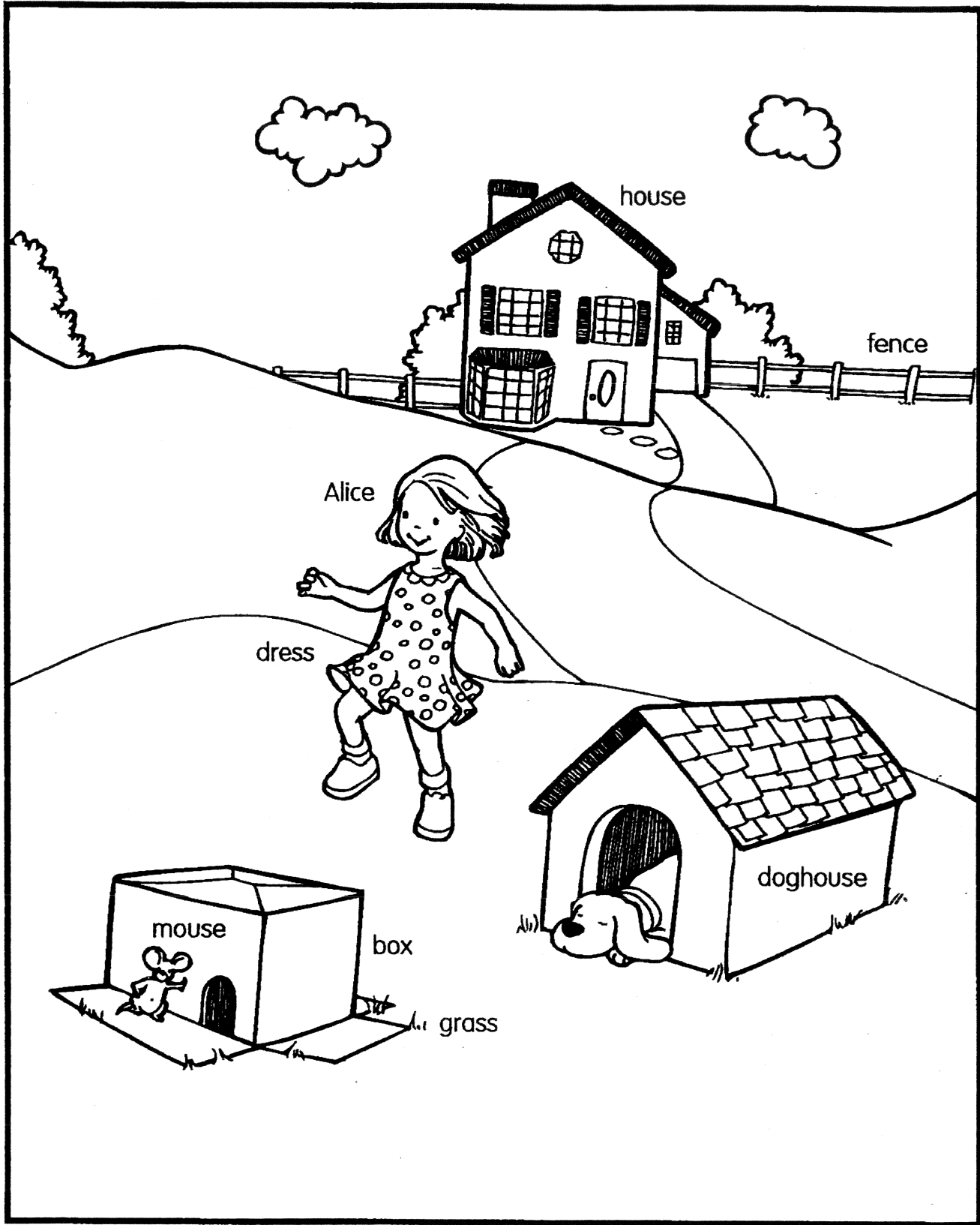
Date _____

Speech-Language Pathologist _____

**Medial
S**

S - Final Position

Instructions: _____



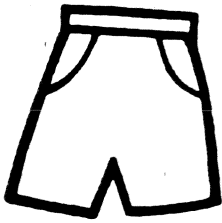
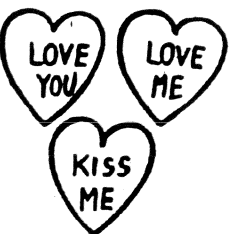

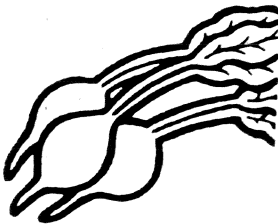
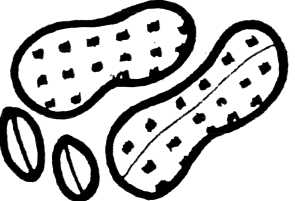
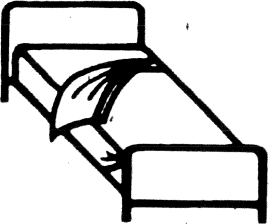
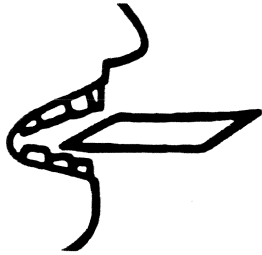
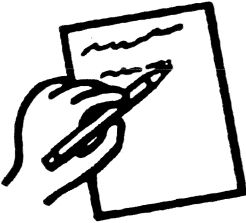

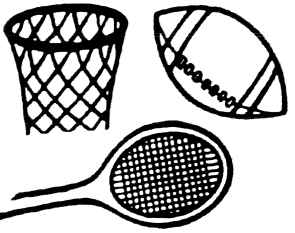
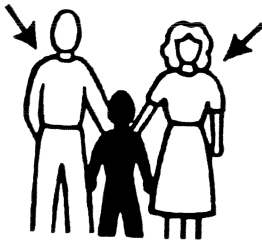
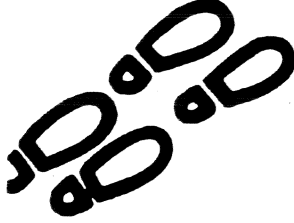
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Name: _____ Helper's Signature: _____

Target Sound: Final /ts/ Blends

Practice the target sound at the level checked below:

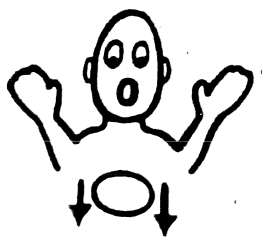
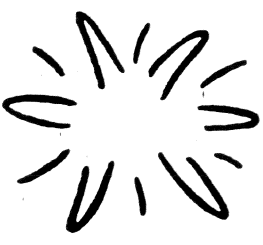
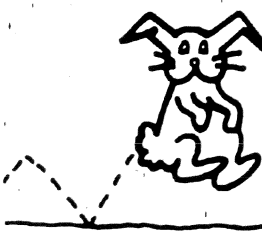
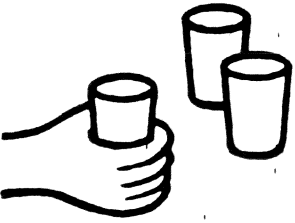
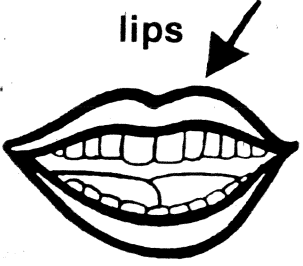
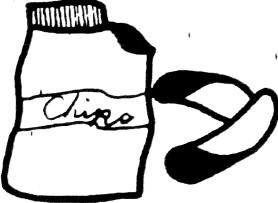


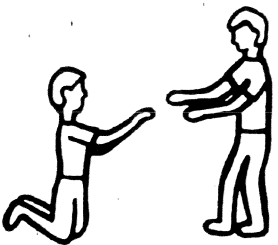
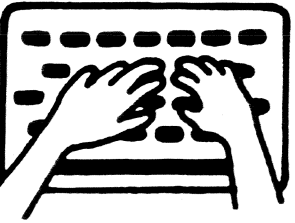
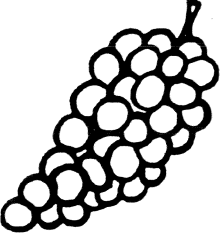
- Read the words for 1-2 minutes while the student *listens*.
- Say each word as you point to the picture and have the student *repeat* it.
- Have the student *name* each picture.
- Have the student use each word in a *sentence*.
- Other instructions: _____

<p>shorts</p> 	<p>hearts</p> 	<p>paints</p> 
<p>beets</p> 	<p>peanuts</p> 	<p>sheets</p> 
<p>bites</p> 	<p>writes</p> 	<p>points</p> 
<p>sports</p> 	<p>parents</p> 	<p>footprints</p> 

Target Sound: Final /ps/ Blends

Practice the target sound at the level checked below:

- Read the words for 1-2 minutes while the student *listens*.
- Say each word as you point to the picture and have the student *repeat* it.
- Have the student *name* each picture.
- Have the student use each word in a *sentence*.
- Other instructions: _____

<p>oops</p> 	<p>pops</p> 	<p>hops</p> 
<p>cups</p> 	<p>lips</p> 	<p>chips</p> 
<p>mops</p> 	<p>jumps</p> 	<p>helps</p> 
<p>types</p> 	<p>grapes</p> 	<p>shapes</p> 