



Stopping Minimal Pairs

Long, flowing sounds like /s/ and /f/ get replaced by short, popped sounds like /t/ and /p/.



RESOLVES

f and s by 3;0 · v and z by 3;6
· sh, ch and j by 4;6 · th by 5;0

PAIRS

27

SOUNDS

f, v, s, z, sh, ch, j, th

Fricatives are the sounds you can hold out forever – ssss, ffff, shhhh. They take fine motor control, because the tongue or lip has to sit in exactly the right spot and hold there while air squeezes past. Stops are easier: slam the airway shut, let it pop. When a child is not ready for the flowing version, they substitute the popping version, and "soup" becomes "toop."

Try this: Make it about length, not just sound. Hold your hands close together for a short sound and stretch them wide apart for a long one. "Can you make it a LONG one? sssssun." Kids grasp long-versus-short well before they grasp place of articulation.

/f/ (5 pairs)

TARGET

fan
fig
four

CHILD SAYS

> pan
 > pig
 > pour

TARGET

fin
leaf

CHILD SAYS

> pin
 > leap

/s/ (6 pairs)

TARGET

sea
sew
sack

CHILD SAYS

> tea
 > toe
 > tack

TARGET

sail
kiss
rice

CHILD SAYS

> tail
 > kit
 > write

/sh/ (3 pairs)

TARGET

shoe
shy

CHILD SAYS

> two
 > tie

TARGET

push

CHILD SAYS

> put



/th/ (4 pairs)

TARGET

thin

three

CHILD SAYS

> tin

> tree

TARGET

thigh

bath

CHILD SAYS

> tie

> bat

/ch/ (6 pairs)

TARGET

chin

chop

peach

CHILD SAYS

> tin

> top

> Pete

TARGET

match

catch

hatch

CHILD SAYS

> mat

> cat

> hat

/j/ (3 pairs)

TARGET

jam

jog

CHILD SAYS

> dam

> dog

TARGET

jump

CHILD SAYS

> dump

* not a real word - written the way a child would say it