






| Auditory Bombardment | | Your Sound in Isolation | | | | |
|----------------------|-------|-------------------------|---|---|---|---|
| pick | talk | k | k | k | k | k |
| weak | took | k | k | k | k | k |
| work | pack | k | k | k | k | k |
| wreck | poke | | | | | |
| sneak | shook | | | | | |

| Word | Picture | Sentence |
|-------|---|--------------------------------|
| sock |  | I found my missing sock! |
| book |  | I am reading a new book. |
| snake |  | He has a toy snake. |
| rake |  | We need a rake for the leaves. |
| bike |  | I will ride my bike later. |

Directions: Read the auditory bombardment list to your child. **DO NOT ASK THEM TO REPEAT THE WORDS.** Have your child point to and say each sound in the sound isolation box. Get them to name each picture. If they do not know the name you may say it and have them repeat it. Read each sentence to your child and have them repeat it using their "good speech sound" OR ask them to read each sentence to you. **PRACTICE DAILY.**