



All about the /L/ sound

→ The /l/ sound is made by lifting the tip of the tongue to the center point of the roof of your mouth right behind your two front teeth. The mouth is in an open position. This is the ‘singing’ sound “la la la la”.

Some common errors for the /L/ sound

→ Some children use a /w/ for /l/ (“yewow” for “yellow”)

Awareness to develop a child’s recognition of the /L/ sound in everyday conversations

→ Emphasize the /L/ sound in your speech

Example: Adult: “That is yellow. Listen, yellow has the ‘L’ sound in the middle. Yelllllow.”

For older children, provide the sound’s name too: “Yellow has an /L/ in it”.

→ Emphasize /L/ words within the child’s speech

Example: Child: “I want my piwwow.” Adult: “Pilllow?” Sure, go get your pilllllow.”

Cue child’s production of /L/ using corrective feedback strategies in everyday conversations

Child says: “yewow” (for yellow)

Adult responds with a strategy that best fits the moment:

Provide a good Model of the /L/ by saying the word again slowly and clearly: “yelllllow”

Provide a Visual Cue: Point to your tongue as you say “Yellow”

Provide a Verbal Cue: “Listen to the /L/ sound. Yelllllow. I lift my tongue to make an /L/.”

Provide Feedback: “I saw your lips come together when you made the /llll/ sound.”

Use a Communication Breakdown technique: “Yewwow? What is that?”

Target Sound Practice designed to give children many opportunities to say the /L/ correctly

Learning speech sounds takes practice. The speech/language pathologist will assign one targeted speech sound for the child to work on each week. Find a quiet, consistent time each day to practice with the child.

Activity One: Awareness Activities for /L/ before Target Sound Practice

→ Use the Listening List (below) to heighten awareness of the /L/ before target sound practice sessions.

Activity Two: Target Sound Practice for /L/ with words and picture cards

→ Use the Target Sound Picture Cards (next page) and activities to give the child many opportunities to practice saying the /L/ sound correctly in words. Provide the child with feedback on how he/she is doing as they practice (e.g. “Great Job!”, “That was close, say it again after me.”)

Cueing strategies to get correct production of /L/ during Target Sound Practice

Child says: “piwwow” (for pillow)

→ Say, “Let’s try that again. Pilllllow”

→ Point to your mouth. Say “Watch me, pilllow.”

→ Put your fingers near your tongue to give a visual cue and say “Let me see your tongue as you say Pilllllow.”

Listening List /L/ in the Middle of Words

Say these words to your child. Have them watch and listen without repeating you.

volley

eyelash

calling

Sally

chili

police

daily

Dolphin

olive

bully

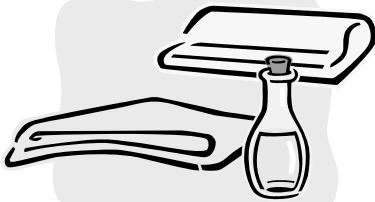
smelly

feeling

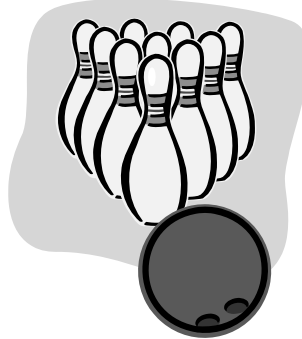


Target Sound Practice Cards

oily



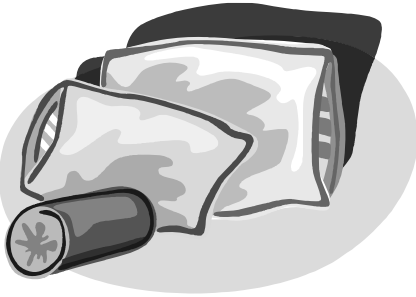
bowling



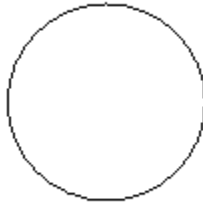
silly



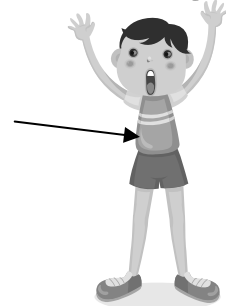
pillow



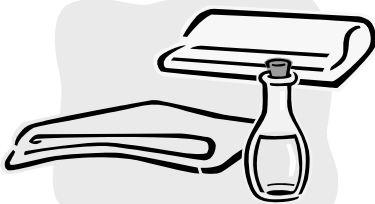
yellow



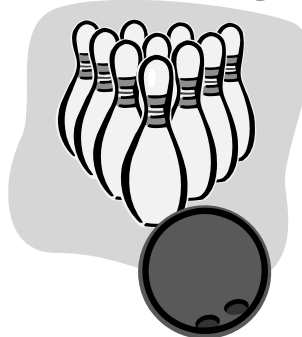
belly



oily



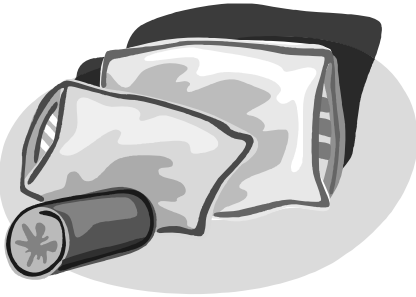
bowling



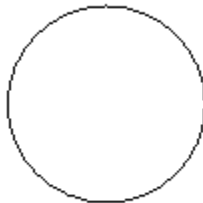
silly



pillow



yellow



belly





Carrying over Target Sound Practice to other Times of the Day

Cut apart the cards below. Put these cards in different places in your home, in the childcare and/or school. This allows the child practice throughout the day and helps remind us the importance of using good speech skills all the time, not just at practice time. It also helps transfer correct productions into other environments, with other people, and in other word contexts. Examples of places to put these cards are:

on the bathroom mirror
on the refrigerator
in the car during travel

on his/her cubbie at daycare/school
on the doorway leaving the classroom
on his/her pillow to say before bed

<p>Ask me to say these words: yellow pillow silly bowling</p>	<p>Ask me to say these words: yellow pillow silly bowling</p>
<p>Ask me to say these words: yellow pillow silly bowling</p>	<p>Ask me to say these words: yellow pillow silly bowling</p>
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Child's Name: _____

Date: _____

SOUND PROBE – L in the middle of words

Please complete this after you have finished the entire home program with your child. You will complete a different sound probe for each set of target words you were given. This will give the speech/language pathologist an idea of how well the target sounds transferred to words that were not practiced by your child.

Instructions:

- Say these words as naturally as possible to your child
- Have your child repeat these words after you
- Listen only for the target sounds that were practiced
- Check the appropriate box next to each word

	Correct	Incorrect
POL <u>L</u> ICE	<input type="checkbox"/>	<input type="checkbox"/>
MAIL <u>L</u> MAN	<input type="checkbox"/>	<input type="checkbox"/>
NECK <u>L</u> LACE	<input type="checkbox"/>	<input type="checkbox"/>
CO <u>L</u> OR	<input type="checkbox"/>	<input type="checkbox"/>
FAMIL <u>L</u> Y	<input type="checkbox"/>	<input type="checkbox"/>

Use this area to provide specific comments or questions about progress: