



**All about the /V/ sound**

→ The /V/ is a buzzing sound made in the front of the mouth by placing the front teeth on the bottom lip.

**Some common errors for the /V/ sound**

- Some children use a /b/ for /v/ (“cabe” for “cave”)
- Some children use a /p/ for /v/ (“hap” for “have”)

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

- Emphasize the /V/ sound in your speech.  
Example: Parent: “Put your hat above the coats. Above. Above has the /v/ sound. Abovvvve.”
- Emphasize /V/ words within your child’s speech.  
Example: Child: “I want fibe.” Parent: “Five? Okay, let’s count them. One, two, three, four, fivvvve.”

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

- Child says: “moob” (for move)
- Adult responds with a strategy that best fits the moment:
  - Provide a good Model of the /V/ by saying the word again slowly and clearly: “Movvvve.”
  - Provide a Visual Cue: Point to your bottom lip to give a visual cue while emphasizing the /V/ sound: “Movvvve.”
  - Provide a Verbal Cue: “Listen to the /V/ sound. Movvvve. I use my teeth on my lip to make a /v/.”
  - Provide Feedback: “I didn’t hear the ddd when you said dad.”
  - Use a Communication Breakdown technique: “Moob? Oh, you mean movvvve.”

**Target Sound Practice designed to give children many opportunities to say the /V/ 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 /V/ during Target Sound Practice**

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

**Activity Two: Target Sound Practice for /V/ 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 /V/ 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 for /V/ during Target Sound Practice**

- Child says: “gib” (for give)
- Say, “Let’s try that again.” “Givvvve.”
- Point to your mouth. Say “Watch me. Givvvve.”
- Point to your bottom lip to give a visual cue and emphasize the /V/ sound as you say, “Gi...vvvve.”

**Listening List /V/ at the end**

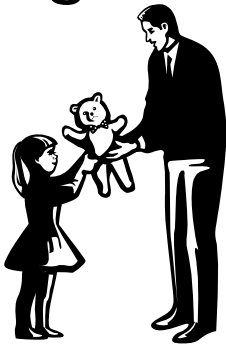
Say these words to your child. Have them watch and listen without repeating you.

eve	wove	glove	groove
pave	clove	curve	improve
heave	grove	shove	move



Target Sound Practice Cards

give



five

5

above



move



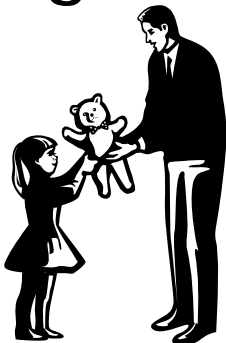
cave



wave



give



five

5

above



move



cave



wave





### Carrying over Practice to other Times of the Day

Cut apart the cards below. Put these cards in different places in your home, in the child's daycare 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

Ask me to say these words: give five above wave	Ask me to say these words: give five above wave
Ask me to say these words: give five above wave	Ask me to say these words: give five above wave
Ask me to say these words: give five above wave	Ask me to say these words: give five above wave
Ask me to say these words: give five above wave	Ask me to say these words: give five above wave



**Child's Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**SOUND PROBE - V at the end 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 us 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
DRIVE	<input type="checkbox"/>	<input type="checkbox"/>
DOVE	<input type="checkbox"/>	<input type="checkbox"/>
SHOVE	<input type="checkbox"/>	<input type="checkbox"/>
REMOVE	<input type="checkbox"/>	<input type="checkbox"/>
MOVE	<input type="checkbox"/>	<input type="checkbox"/>

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