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? ssssssun." Kids grasp long-versus-short well before they grasp place of articulation.

/f/ (5 pairs)

TARGET		CHILD SAYS	TARGET		CHILD SAYS
 **fan**	>	 pan	 **fin**	>	 pin
 **fig**	>	 pig	 **leaf**	>	 leap
 **four**	>	 pour			

/s/ (6 pairs)

TARGET		CHILD SAYS	TARGET		CHILD SAYS
 **sea**	>	 tea	 **sail**	>	 tail
 **sew**	>	 toe	 **kiss**	>	 kit
 **sack**	>	 tack	 **rice**	>	 write

/sh/ (3 pairs)

TARGET		CHILD SAYS	TARGET		CHILD SAYS
 **shoe**	>	 two	 **push**	>	 put
 **shy**	>	 tie			

/th/ (4 pairs)

TARGET		CHILD SAYS	TARGET		CHILD SAYS
 **thin**	>	 tin	 **thigh**	>	 tie
 **three**	>	 tree	 **bath**	>	 bat

/ch/ (6 pairs)

TARGET		CHILD SAYS	TARGET		CHILD SAYS
 **chin**	>	 tin	 **match**	>	 mat
 **chop**	>	 top	 **catch**	>	 cat
 **peach**	>	 Pete	 **hatch**	>	 hat

/j/ (3 pairs)

TARGET		CHILD SAYS	TARGET		CHILD SAYS
 **jam**	>	 dam	 **jump**	>	 dump
 **jog**	>	 dog			

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