

# **How to Correct S Blends The Essentials**

**An Ultimate Articulation Program**

Garth Schindel - SLPatHome

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## About the Author

I have been helping children and their parents for over 33 years as a licensed speech-language pathologist. I have worked in many settings with many different parents and children. I have found that the best way to help children is to give parents the tools and strategies that they need. Parents are always their child's best teacher.

More information on speech and language therapy and all of my programs can be found on my website: [Speech-TherapyAtHome.com](http://Speech-TherapyAtHome.com)

I would love to hear from you if you have any questions or comments. I can be reached at [SLP@Speech-TherapyAtHome.com](mailto:SLP@Speech-TherapyAtHome.com)

Garth Schindel, SLPatHome

## Introduction

Anyone can work on S Blends. Anyone, Speech Therapists, Teachers and Parents, can, with the right guidance, help children improve their speech skills. This step-by-step guide contains everything you need to work on S Blends.

This program contains practice images for all the basic S blends such as SK, SP, SM, SN, ST, and SW as well as TS, PS and KS at the ends of words. Having all these S Blends gives you the tools to help everyone, from young children just learning to make S Blends to older ones who need to work on harder more complex movements. There are 136 minimal pairs and 369 additional practice words.

This program does not include triple S Blends such as SKR, STR and RTS. These triple blends are part of my S Blend Complexity program.

To make this program as powerful as possible I've added Sound Cues for each sound in every word and have provided lots of Minimal Pairs.

**Sound Cues** provide children with the information they need to fully understand the sounds that make up words. Images under each word show children the sounds that are in the word. Showing children which sounds make up the S Blends helps them to say the blends correctly. My Ultimate Sound Cues are included as a free addition to this program. More information on Sound Cues can be found on my website.

**Minimal Pairs** are words that differ by only one sound. Pairs such as "Pace/Space, Table/Stable and Sap/Snap" help children to see that the changing even one sound in a word changes its meaning. Minimal pairs is my favorite way to start work on S Blends.

These are the same ideas and strategies that I give parents when they come to see me. Helping children with S Blends can have a huge impact on their speech. Words become much easier to understand, children become more confident, and frustration is reduced for everyone.

Good communication is the best gift any parent can give their child.

## Disclaimer:

While I am a certified speech-language pathologist and all the ideas in this book are ones that I use with the parents who come to see me, this program does not replace an assessment or treatment with a speech-language pathologist or any other professional. I sincerely hope that you find my ideas and information helpful but if you have continued concerns about your child's speech development, please seek professional help.

## What Can Go Wrong with S Blends?

"I need a poon", "I see a tar", "I said top" are very common errors with S Blends. The next most common error is when children say the S but leave the other part of the blend off. For example, "Spin: becomes "Pin" or "Swing" becomes "Wing".

Both of these difficulties can be referred to as Cluster Reduction. This is a phonological process where children simplify the blend by leaving part of it off. Moving your tongue from one consonant to another can be difficult. Children are doing what they can to compensate for this difficult movement. Simplifying the blend can happen at the beginning or at the ends of words. "Spin" would become "Sin" or "Pin, "Cats' would become "Cat" or "Cas".

Leaving sounds out of words can have a huge impact on how well children can make themselves understood. Anytime sounds are left off of words the words become much harder to understand. Correcting S clusters can reduce frustration and also lead to the correction of other speech errors.

## Steps for Working on S Blends

These are the main steps to follow when trying to help your child with S Blend. More information on each step follows in the program.

**Step 1. Asses S Blends.** Find out if S Blends need to be work on. Start by doing a simple assessment to see how your child is doing. My S Blend Assessment starts on the next page.

**Step 2. Should you Work on S Blends?** If S Blends sound are weak, you need to decide if you should be working on them. Just because S Blends are not sounding right doesn't always mean that it is appropriate to work on them. You need to consider factors such as: Your child's age, How the sound is affecting them, If this is a good time for you and your child to work on sounds, and Do they want to work on S Blends?

**Step 3. Know Where to Start.** If you should be working on S Blends, you need to know where to start. Are they ready to sit down and practice? Can they do good S Blends all by themselves? Do they need to start with you making them more aware of S Blends?

**Step 4. Establish Strong S Blends.** If needed, establish good S Blends. Your child needs to be able to easily move from the S to the next consonant.

**Step 5. Practice.** Practice different S Blends in different words until they become “easy”.

**Step 6. Carryover** Help your child to use their good S Blends all the time, every day without any help. You’ve done it!

In the pages that follow you will find all my ideas and tips to help get you there as easily as possible. It’s not always easy but it is always worth it.

## How to Assess S Blends

The next pages have pictures of words with different S Blends for your child to say. There are 2 images for each of the common S Blends at the start of words where the S comes first and 2 images of S blends at the ends of words where the S comes after the other sound. These are the most important S blends to assess. S Blends where the S comes first can also be in the middle of words such as “Resting” or at the ends of words such as “Fast” but you shouldn’t need to assess these.

You will be listening and watching to see how your child is making, or not making, the S Blends. Sit in a quiet room so you can hear your child well and sit directly across from them so you can see their mouth clearly.

Have your child try to say what the words and pictures are on the next pages. If they don’t know what a word or picture is you can say it first. As your child says a word, write down what you hear.

If it is a good clear S Blend then put a check by the word. If not, write down what you hear.

Watch for breaks between the S and the other consonant. Sometimes children will put a break between the sounds to make it easier for them to say. If you hear “S...park” then write down “S...park”.

After they have said all the words, go back and have them try any words where they had trouble with the S Blends again. This time you say the word first and exaggerate the S Blend a bit. Say the sounds a bit louder and longer. Don’t break the sounds apart. Say “**Star**” not “**S..Tar**”. Also have your child watch your face as you say the words.

Write down the number of words they could get right with help.

Don’t worry about any sounds that are not part of the S Blend. If you hear “Smote” for “Smoke” it still counts as a good SM Blend. But if you hear them change one of the consonants in the Blend then write down what you hear. Some children might substitute a T for the S and say “Tow” for “Snow”. This may or may not be a problem with the S blend. Or you might hear them change the other sound in the Blend. For example, “Sled” might be said as “Swed”. Again, write down what you hear as this may or may not be a problem with S Blends.

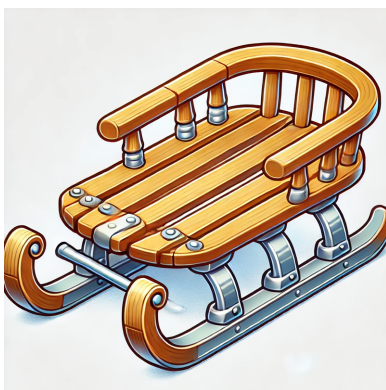
# S Blend Assessment



**Star:** \_\_\_\_\_



**Smoke:** \_\_\_\_\_



**Sled:** \_\_\_\_\_



**Skip:** \_\_\_\_\_



**Snake:** \_\_\_\_\_



**Spider:** \_\_\_\_\_



**Swim:** \_\_\_\_\_



**Stop:** \_\_\_\_\_



**Smile:** \_\_\_\_\_



**Snow** \_\_\_\_\_



**Spill:** \_\_\_\_\_



**Sweep:** \_\_\_\_\_



Sleep: \_\_\_\_\_



Ski: \_\_\_\_\_



Cats: \_\_\_\_\_



Naps: \_\_\_\_\_



Rocks: \_\_\_\_\_



Boots: \_\_\_\_\_



Soups: \_\_\_\_\_



Socks: \_\_\_\_\_

# Indirect Speech Therapy: How to “Work” on S Blends without Practicing

Indirect Speech Therapy focuses on increasing your child’s awareness of specific sounds. Awareness is what they need to get ready to say the sounds correctly. Indirect therapy can also be used to “work” on sounds when children are resistive to more formal “practicing”.

Try the following ideas for Indirect Therapy:

- If they are able to correct S Blends in words fairly easily then you can encourage them to try to say the words back as much as possible. If this is still hard for them – or they don’t want to say back the words, then just have them listen / watch for now.
- Use Labels. Younger children often do not understand letter names.

Using the “Snake Sound” for S often helps. If they leave the S off of a Blend you can remind them to use their Snake Sound.

“Helper Sounds” can also be useful. Teach your child that when two sounds are together (Blends) they help each other. When your child leaves off a sound encourage them to use its “Helper”.

Use whatever labels make sense to you and your child. The label itself doesn’t matter as long as it has meaning.

- Use a Gesture. Pairing a physical action with a sound makes it easier to say the sound.

For S the best action to use is to move your finger like a snake. You can do this in the air, on your arm or on the table/floor.

For the other sound in the Blend, tap your finger. Again, this can be in the air, on your arm, or on the table/floor.

Again, the action itself is less important than doing something that your child can easily copy and that makes sense to them.

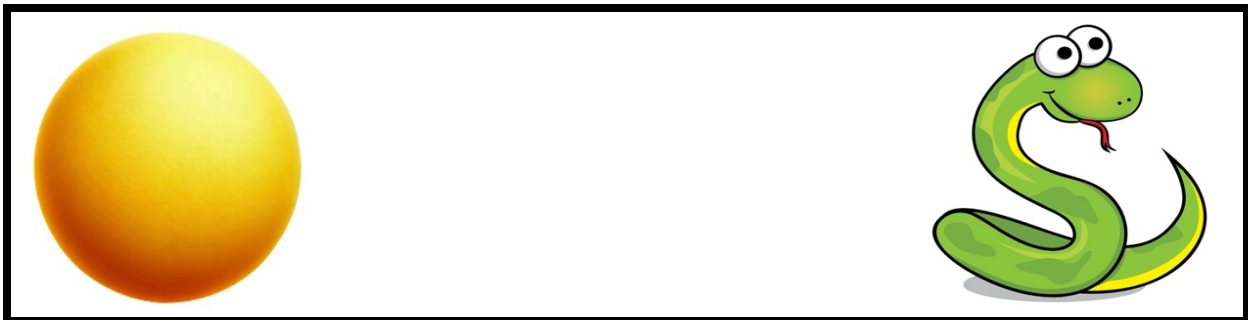
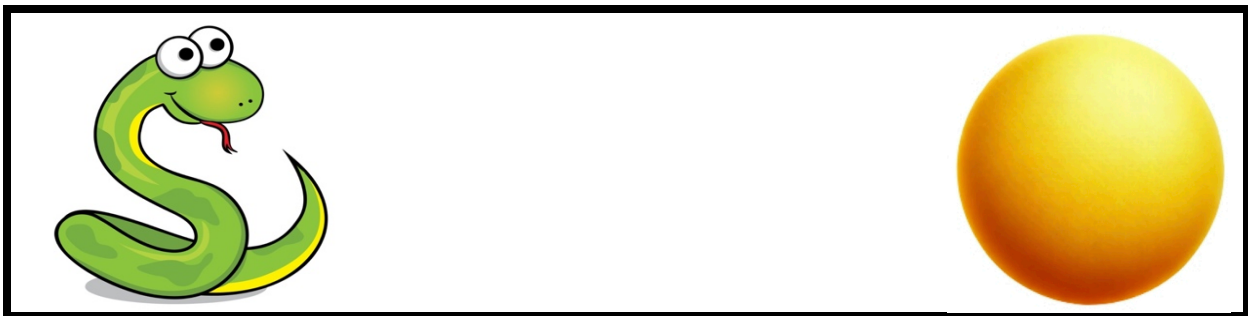
Until your child is ready to try making the S Blends, you would just do the action and have them watch or sometimes copy you. Practicing the action alone will increase their awareness of S Blends and will get them used to doing the movement.

- Use a Visual. Pointing to a symbol for the S sounds as they come up in Blends will make your child more aware of the S.

I use this image of a fun Snake or the letter S itself.



- Use a Snake Strip. This Combines using a Gesture with a Visual. This often works very well.



For S at the Start of the Blend (**Star**) use the first strip. Trace your finger in an S movement on the snake as you say the S in the Blend. Then tap your finger on the dot as you say the other sound in the Blend.

Use the second strip for Blends with S at the End (**Cats**). Start by taping your finger on the dot for the sound that comes before the S and then trace your finger in an S motion on the Snake as you say the S.

There are larger Snake Strips at the end of the program, after all the practice images.

- Model back good speech. When they have trouble with an S Blend, say the word back in a very positive way placing emphasis on the part of the S blend that they had problems with. Say this sound a little louder and longer. You could also use

# Speech Ladder

A Speech Ladder shows that saying S Blends becomes harder with different tasks. You don't have to climb step by step, you can jump around a bit, but make sure your child can make good S Blends in all the different tasks.

1. S Blend at the start of simple words. Words that only have a single vowel after the S Blend such as "Sky", "Stew", "Spy" and "Snow" are the easiest.
2. Words with a single vowel and one consonant after the S Blend such as "Spoon", "Snap" and "Stop" are the next easiest.
3. S Blend at the start of longer words such as "Spaghetti", "Stopped" and "Swinging".
4. S Blends at the ends of words (S comes before the Other Sound) such as "Fast", "Ask" and "Crisp".
5. S Blends in the middle of words such as "Coasting", "Asparagus" and "Christmas".
6. S Blends where the S comes after the other sound such as "Oops", "Dance" and "Books".
7. S Blends with two Other Sounds after the S, triple blends, such as "Scribble", "Splash" and "Spread".
8. S Blends with a consonant before the S Blend such as "Ants", "Install" and "Next".
9. Saying S Blends in short sentences/phrases. Putting the S Blend at the beginning such as "Stop it". Is easier than putting the word at the end such as "I said Stop."
10. Saying S Blends in longer sentences. Having the S Blend at the start of the sentence is easiest, S Blends at the ends of the sentence are harder, S Blends in the middle of the sentence are often the hardest.
11. Saying sentences that have more than one S Blend.
12. Repeating phrases and sentences is easier than having your child make up their own.
13. Talking in a structured conversation – where they are focused on making good S Blends.
14. Talking in general conversation – using good S Blends all the time. This is the ultimate goal.

# Direct Speech Therapy: Tips and Tricks for Working on S Blends

If your child can sit down and “work” for a few minutes at a time, then you are ready for Direct Therapy. Direct Therapy will give them the practice and repetition that they need to master S Blends. But try or keep doing some of the “Indirect Therapy” ideas too. These will provide them with the extra awareness and practice to make great progress.

1. Practice success. Try to have your child get the sound right at least 80 to 90% of the time. This is my Golden Rule for speech therapy. Do whatever you need to ensure success. Work towards getting the sound right most of the time. You do not want to practice errors. As They get better at the Th sound gradually make it harder.

To Make it Easier:

- Start low on the Speech Ladder.
- You say the word first and have them repeat after you.
- Have them say the word in repetition. Such as “Spin, Spin Spin, Spin.” with just a little space between the words.
- Work on the easy words first. Some words because of the different sounds in the word or because of a habit are harder to say.
- Say the word slowly.
- Use a Hand Gesture.
- Use a Visual
- Use the Snake Strip – the Snake Strip makes it much easier for children to say the S Blends.

To Make it Harder:

- Gradually take away the support that you were providing.
- Have them say the word first.
- Have them say the word in repetition (4-5 times). Then have them stop. Tell them to think about how they made the sound. I like to say, “Think about it”. After a couple of seconds have them say the word again. This short pause can make it much harder to say the sounds correctly.
- Don’t use the Hand Gesture.
- Don’t use the Snake Strip.
- Say the words faster. Saying the words faster will make them more automatic. Just ensure that they are saying the sounds right.
- Move up the Speech Ladder.

2. Breaking the sounds apart in the S Blend is fine if needed, but work on gradually putting the sounds back together. If children go for too long saying the words broken apart this can become a habit. Often saying the sounds super slow and stretching them out will help to put them back together.

Don’t break the S Blend itself apart from the word, unless this is the only way to get success. Don’t practice “ST..ay”. It is more natural to practice “S..Tay” and work on putting these sounds back together.

## Carryover - When to Stop Practicing?

The goal of working on any speech sound is that your child will be able to use the sound independently in their everyday talking. This is carryover. Carryover can take a long time and be difficult for some children. Others will pick up new ways of saying sounds very quickly.

Try to think about and start working on carryover as soon as you can. Here are some ideas to try:

- Keep up awareness. Continue to work on the ideas from Indirect Speech Therapy.
- Continue to practice saying the sounds correctly with lots of repetition. The repetition will help them learn to say the sounds automatically.
- Catch good S Blends as they come up. When you are not practicing and hear a good S Blend, make a big deal out of it. Let them know that you heard them use their good sounds. Try keeping track of the number of good Blends you hear and reward them.
- Word of the day/week. Once they can say some words with good S Blends fairly consistently, have them pick a word with an S Blend and put its picture someplace where you will both see it. Now try to make this word come up as many times as you can through the day and let them know that they “must” say this word right each time it comes up.

Keep track of words that would be good to work on and put them into a jar. Have your child draw a word from the jar as their Word of the Day/Week.

- Focus Words. Providing extra focus on a short number of common every day words is a very powerful way to make practice meaningful, effective and to promote carryover.

With your child, pick 4 to 5 words to work on. Make sure they can make a good S Blend in these words, even if you need to help in some way. The S Blend could be at the start, in the middle or at the end of the word and could be S Before the Other Sound or S After the Other Sound.

Words that are meaningful such as names, favorite foods, favorite toys/activities, sports teams etc. are often good ones.

Make a list of these words. For younger children find a picture for each. Put this list somewhere where you both will see it every day.

Practice the words on this list every day. Say each word at least 10 times. You can practice other words too but always practice these ones.

## Games for Practicing S Blends

Playing simple games makes it motivating for your child to practice sounds. It doesn't matter what game you play as long as you both are having fun.

An easy way to play is to have your child say a word a certain number of times, usually 5 to 10, before they get a turn at a favourite game such as "Pop up Pirate", "What's in Ned's Head", "Don't Break the Ice" or getting another piece of "Lego" or of a puzzle. Any simple game where you need to take turns works well. Make sure to take your turn at the game too. When it's your turn you can practice saying the words or they can say the words for you.

Sometimes it can help to make these games special ones that you only play when you practice speech.

Just be careful that the game doesn't take away too much from practicing the sounds. If the game is "too fun" it will make it harder for them to remember to say the sounds right. Try to find the right balance. Also watch out for games that take too long to set up and ones that take too much time between turns.

For some games you will need to cut the pictures apart. To help the pictures last use clear contact paper or laminate the cards in some way. You could also glue or tape the pictures to a deck of regular playing cards. The practice images are 2.2" by 3.2", just a bit smaller than a regular sized playing card.

If you are cutting the Minimal Pairs pictures, keep the pairs together. They lose their meaning if they are apart from each other.

### Repetitive Games:

Games where your child is saying the S Blend words over and over again are a great way to establish the S Blends. Try:

- "Spin" as you spin a spinner or spin yourself around.
- Play "I Spy".
- "Step" or "Stomp" as you pretend to be giant stepping on different pictures.
- "Smash", "Stretch" and "Squish" as you play with playdough!
- "Stop" as tickle each other or play movement games.
- "Stick" as you tape or glue "Stars" on paper.

### Simple Games to Try:

**Fishing.** Put a paper clip or a couple of heavy-duty staples in each card. Make a fishing pole with a magnet on the end of the line. Turn the cards upside down and have them "fish" for the cards. Say the cards as you catch them.

# Sound Cues Used with Words

Each practice word has images below the word that represent each sound in the word. These are the Sound Cues that I developed and use in my Ultimate Articulation program. I have found that representing each sound with an image to be very helpful. English is confusing. The sound cues help children learn what sounds make up the word and can be used to help children to say the correct sounds in the words. I often point to the images to help children to know which sound they need to go back and “fix”. They are also very helpful with early phonological (early reading and writing) skills.



B as in “Boy”



P as in “Pop”



C/K as in “Can”



G as in “Go”



T as in “Top”



D as in “Drum”



F as in “Fun”  
“Happy”



V as in “Van”



H as in



J as in “Jam”



L as in Laugh



M as in “Mom”



N as in “No”



Qw as in “Queen”



R as in “Run”



IR as in “Bird”



S as in “See”



Z as in “Zoo”



W as in “We”



Y as in “Yes”



Ch as in “Chip”



Sh as in “Shoe”  
“Think”



Zh as in “Treasure”



Th as in



Th as in “There”  
“Cat”



Ng as in “Ing”



Short A as in



Short E as in "Pet"  
"Off"



Short I as in "It"



Short O as in



Short U as in "Up"  
"Ape"



u as in "Book"



Long A as in



Long E as in "Eat"  
"Toe"



Long I as in "Pie"



Long O as in



Long U "Oops"



Oi as in "Oil"



Ow as in "Cow"



Ew as in "Few"

The Sound Cues are underneath all of the practice words. I used General American Pronunciation for each word. If you pronounce the words differently, either ignore the sound cues or change them to what works for you.

Further information on how to use the Sound Cues, labels, how to stimulate each sound and the hand gestures that go with each, is included in my Ultimate Articulation Program which can be downloaded for free on my website: [www.Speech-TherapyAtHome.com](http://www.Speech-TherapyAtHome.com).

You of course do not need to use the sound cues to teach Fs but I have found that they can be very useful. I hope you find these sound cues helpful. Let me know if you have any questions.

## How the Practice Words are Divided

- Minimal Pairs for each of the main S Blends.
  - Leaving off the S in the blend. Such as “Wing – Swing”
  - Leaving off the other sound in the blend. Such as “Sing - Swing
- Minimal Pairs for PS, KS and TS
  - Leaving off the S in the blend. Such as “Boot – Boots”
  - Leaving off the other sound in the blend. Such as “Sore – Score
- S Blends for the main S Blend: SK, SL, SM, SN, SP, ST, SW  
Most of the words have the S Blend at the start but I have also included some words with the S Blend in the Middle and at the Ends of words.
- PS, TS and KS at the Ends of Words.
- Words with Multiple S Blends. These can be fun challenge words.

S Blends used in the Minimal Pairs are not duplicated in the other sets of S Blends. If your child is working on the S Blend words without the minimal pairs then cut the minimal pairs apart to use these words.

I’ve used many very common S blends words such as Spill, Stay and Swing but I have also included less common words such as Scone, Sleuth and Swag. These words add variety to practice, can be used as more challenging words and can help break habits associated with more common words.

This program does not focus on words with triple blends such as “Splash, Scare and Helps”. These Triple S Blends are part of my S Blend Complexity program.

# List of Practice Words

## SK Minimal Pairs that Leave off the S

Car	Scar
Care	Scare
Cool	School
Cone	Scone
Coop	Scoop
Core	Score
Kate	Skate
Key	Ski

## SL Minimal Pairs that Leave off the S

Law	Slaw
Lay	Slay
Led	Sled
Leap	Sleep
Lime	Slime
Lip	Slip
Lick	Slick
Low	Slow

## SM Minimal Pairs that Leave off the S

Mac	Smack
Mall	Small
Mash	Smash
Mirror	Smear
Mart	Smart
Mile	Smile
Myth	Smith
More	Smore

## SN Minimal Pairs that Leave off the S

Nail	Snail
Nap	Snap
Nair	Snare
Near	Sneer
Knob	Snob
Knees	Sneeze
Nip	Snip
News	Snooze

## SP Minimal Pairs that Leave off the S

Pace	Space
Par	Spar
Pear	Spare

Peach	Speech
Cider	Spider
Pill	Spill
Pit	Spit
Pam	Spam

**ST Minimal Pairs that Leave off the S**

Table	Stable
Tack	Stack
Tear	Stare
Tart	Start
Tat	Stat
Teal	Steal
Tear	Steer
Tool	Stool

**SW Minimal Pairs that Leave off the S**

Sag	Swag
Sage	Swage
Sam	Swam
Say	Sway
Set	Sweat
Seep	Sweep
Wheat	Sweet
Wing	Swing

**KS Minimal Pairs that Leave off the S**

Ack – Axe  
Bock – Box  
Bike – Bikes  
Sick – Six

**PS Minimal Pairs that Leave off the S**

Cheap – Cheeps  
Chop – Chops  
Soup – Soups  
Tip – Tips

**TS Minimal Pairs that Leave off the S**

Date – Dates  
Guess – Gets  
Skate – Skates  
Boot – Boots

**SK Minimal Pairs that Leave off the Other Sound**

Sam	Scam
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Sore	Score
Sip	Skip
Sunk	Skunk
Sigh	Sky
Sewer	Skewer
Soup	Scoop
Sin	Skin

**SL Minimal Pairs that Leave off the Other Sound**

Sam	Slam
Saw	Slaw
Say	Slay
Said	Sled
Seep	Sleep
Sip	Slip
Sick	Slick
Sow	Slow

**SM Minimal Pairs that Leave off the Other Sound**

Sack	Smack
Saul	Small
Sash	Smash
Sear	Smear
Sog	Smog
Soothe	Smooth
Soak	Smoke
Sell	Smell

**SN Minimal Pairs that Leave off the Other Sound**

Sack	Snack
Sail	Snail
Sap	Snap
Sear	Sneer
Sob	Snob
Seize	Sneeze
Sip	Snip
News	Snooze

**SP Minimal Pairs that Leave off the Other Sound**

Said	Sped
Sort	Sport
Sill	Spill
Sit	Spit
Soil	Spoil
Sin	Spin
Soon	Spoon

Sore            Spore

**ST Minimal Pairs that Leave off the Other Sound**

Sable            Stable  
Sack            Stack  
Sage            Stage  
Sat             Stat  
Say             Stay  
Seal            Steal  
Sear            Steer  
Sung            Stung

**SW Minimal Pairs that Leave off the Other Sound**

Wag            Swag  
Wage           Swage  
Wallow        Swallow  
Wham          Swam  
Watch         Swatch  
Way            Sway  
Wear          Swear  
Wet            Sweat

**KS Minimal Pairs that Leave off the Other Sound**

Boss – Box  
Ace – Aches  
Face – Fakes  
Mace – Makes

**PS Minimal Pairs that Leave off the Other Sound**

Ace – Apes  
Pus – Pups  
Hiss – Hips  
Mass – Maps

**TS Minimal Pairs that Leave off the Other Sound**

Bus – Butts  
Cuss – Cuts  
Douse – Doubts  
Lice – Lights

**SK Blends**

Scow	Scour	Sketch
Scone	Scope	Scout
Scale	Scathe	Scowl
Scum	Skull	Skype
Scan	Scoff	Scotch

Skim  
Skid  
Scooter  
Skipper  
Scuba  
Skimp

Scalped  
Skydive  
Sculpt  
Escape  
Disco  
Ice Cube

Biscuit  
Ask  
Mask  
Tusk  
Whisk

### **SL Blends**

Slough  
Sly  
Sleep  
Sleeve  
Slop  
Slid  
Slosh  
Sloth  
Slush  
Slouch  
Sleuth

Slurp  
Sludge  
Slither  
Slapshot  
Sloppy Joe  
Asleep  
Tesla  
Gaslight  
Dislike  
Misled  
Grassland

Seriously  
Bodyslam  
Thistle  
Vessel  
Hassle  
Hussle  
Muscle  
Tussle  
Whistle  
Bristle

### **SM Blends**

Smug  
Smidge  
Smirk  
Smooch  
Smock  
Smote  
Smeeth  
Smudge

Smear  
Smelly  
Smiling  
Smaller  
Smashed  
Smoothie  
Smooshed  
Smoothest

Dismay  
Mismatch  
Dismiss  
Christmas  
Classmates  
Dismantle  
Assessment  
Dismissive

### **SN Blends**

Snow  
Snare  
Snake  
Snub  
Snuck  
Snore  
Snout  
Snatch

Sniff  
Snoop  
Snowshoe  
Snarl  
Snark  
Snorkel  
Snowman  
Snapshot

Bassness  
Misname  
Chestnut  
Grassnut  
Antisnob  
Bogusness  
Nervousness  
Seriousness

### **SP Blends**

Spa  
Spew  
Spy  
Spook  
Spool

Spot  
Spoof  
Spoor  
Spear  
Spire

Speck  
Spine  
Spud  
Spoke  
Spouse

Spice  
Spicy  
Sponge  
Spend  
Special  
Sponged  
Sparkle  
Spaghetti  
Spiderman

Aspire  
Crispy  
Aspen  
Raspy  
Wispy  
Inspect  
Asparagus  
Responsibility  
Asp

Wasp  
Grasp  
Hasp  
Thesp  
Cusp  
Gasp  
Crisp

### **ST Blends**

Sty  
Stow  
Stew  
Stem  
Stood  
Store  
Stove  
Star  
Step  
Stick  
Still  
Stain  
Stop  
Stout  
Staff  
Stand  
Steady  
Sticks  
Station

Story  
Statue  
Stags  
Stuffed  
Stomp  
Stairs  
Stunt  
Stingray  
Stop It  
Student  
Students  
Stampede  
Stegosaurus  
Iced Tea  
Estate  
Feisty  
Pasta  
Mustache  
Frosty

Prestige  
Plastic  
Lost  
Fast  
Boost  
Burst  
Chased  
Chest  
Feast  
Diced  
Missed  
Moist  
Roast  
Sauced  
Toast  
Rest  
Roost  
Raced

### **SW Blends**

Suave  
Swoop  
Swell  
Swerve  
Swim  
Swore  
Swath  
Swum  
Swoon  
Swiss  
Swan  
Swoosh  
Swig  
Swipe

Swish  
Swole  
Swine  
Switch  
Swat  
Swung  
Swap  
Swift  
Swept  
Swarm  
Swamp  
Sweater  
Swimmer  
Swagger

Swinging  
Swimming  
Swindle  
Swimming Pool  
Passway  
Busway  
Sideswipe  
Crosswalk  
Glassware  
Flyswatter  
Crosswind  
Expressway

**KS Blends**

Ox	Shocks	Takes
Wax	Rocks	Rakes
Fax	Socks	Shakes
Fokes	Talks	Peeks
Tex	Ducks	Leeks
Rex	Sucks	Reeks
Licks	Hucks	Likes
Mix	Hikes	Trucks
Kicks	Cooks	Trikes
Jokes	Books	Sticks
Fax	Bakes	Relax

**PS at the Ends of Words**

Naps	Tops	Leaps
Laps	Mops	Beeps
Taps	Ropes	Peeps
Caps	Cups	Soaps
Chips	Yups	Lopes
Lips	Sups	Hopes
Dips	Shapes	Drops
Rips	Loops	Crepes
Zips	Hoops	Drapes
Whoops	Heaps	Drips
Shops	Jeeps	

**TS at the Ends of Words**

Eats	Bots	Tights
Oats	Thoughts	Knights
Bats	Mutts	Heights
Cats	Nuts	Hats
Jets	Huts	Votes
Nets	Mates	Coats
Sits	Hates	Roots
Mitts	Rates	Hoots
Hits	Rats	Shoots
Lots	Beats	Mutes
Knots	Seats	

**Words with Multiple S Blends**

Skips	Sniffs	Straps
Stacks	Snakes	Strikes
Slops	Smarts	Sports
Slurps	Streets	Scalps
Skates	Splits	Persist
Stops	Storks	Splats

Sprites  
Biscuits

Sprints  
Smoothest

Students  
Strongest

## Practice Word Images

Following are the images for all of the practice words. Please let me know if you have any suggestions.

