

## ▶ Beginning Sound Production

### Materials

- Beginning Sound Production Quick Check, select 1–10 (for student)
- Beginning Sound Production: Student Progress Chart (for teacher)

### Administration Notes

- The Beginning Sound Production Quick Check is administered individually.
- Emphasize the beginning sound in each word during the practice items only.
- Make sure the student touches each picture from left to right and does not get off track. Touch the picture yourself if the student needs redirection.
- This is a *production* task and has different directions from the PALS-K Beginning Sound Awareness task.
- If a student voices the /ŭ/ sound at the end of each beginning sound, count correct but make a note to teach producing the isolated sound (i.e., /p/ and not “puh”) during instruction.
- The Beginning Sound Production Quick Checks are numbered one through ten and increase in difficulty.

Quick Check	Beginning Sounds
1–5	consonants
6–7	consonants arranged with an increased level of difficulty; one digraph
8–10	consonants arranged with an increased level of difficulty; multiple digraphs

### Instructions

1. Guide the student through the first practice item. Elongate the beginning sound of the practice item. Say, “**Here is a picture of a ball. At the beginning of ball I hear the /b/ sound. I form my mouth to make the /b/ sound at the beginning of ball.**”
2. Have the student complete the second practice item. Say, “**Now you try. Point to the picture of the key and make the beginning sound.**” Allow student to respond. Then say, “**At the beginning of key I hear the /k/ sound, so I form my mouth to make the /k/ sound.**” Repeat with the third practice item.
3. Introduce the Quick Check pictures by pointing to each picture and saying its name. Say the name of the pictures only one time. Point to the pictures one at a time moving left to right. Do not elongate the beginning sound of the Quick Check items. Say, “**Here are some more pictures. I will say the name of each picture.**”
4. Administer the Quick Check items. Ask the student to point to each picture and produce the beginning sound of each picture. Say, “**Touch each picture and make the beginning sound. If you don’t know the sound, you can skip it and go on to the next picture. Are you ready?**”
5. Repeat directions at any time, if necessary. Do not repeat the picture names for this production task.

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### Scoring

1. Score student responses according to the table below.
2. Count the number of correct responses the student produced.
3. The maximum possible score is 10.
4. Write the date and record the student's score on the Beginning Sound Production: Student Progress Chart.

Student Response	Scoring	Notes
Correct response	Place a check in the corresponding box on the Student Progress Chart.	
Incorrect response	Write the sound the student made in the corresponding box on the Student Progress Chart. Score as incorrect.	Note the incorrect response in order to teach the confused sounds during instruction.
No response	Leave the corresponding box blank. Score as incorrect.	
Student voices a vowel sound at the end of the beginning sound (i.e., student says: "puh" instead of /p/ for pie)	Note the vowel pronunciation in the corresponding box on the Student Progress Chart, but score as correct.	Note to teach producing only the isolated sound. The addition of a vowel sound to the pronunciation of a beginning sound is developmentally acceptable, but needs to be corrected through instruction.
Student says the letter name	Say, "That's right. That picture begins with the letter _____. Tell me what sound the letter makes."	

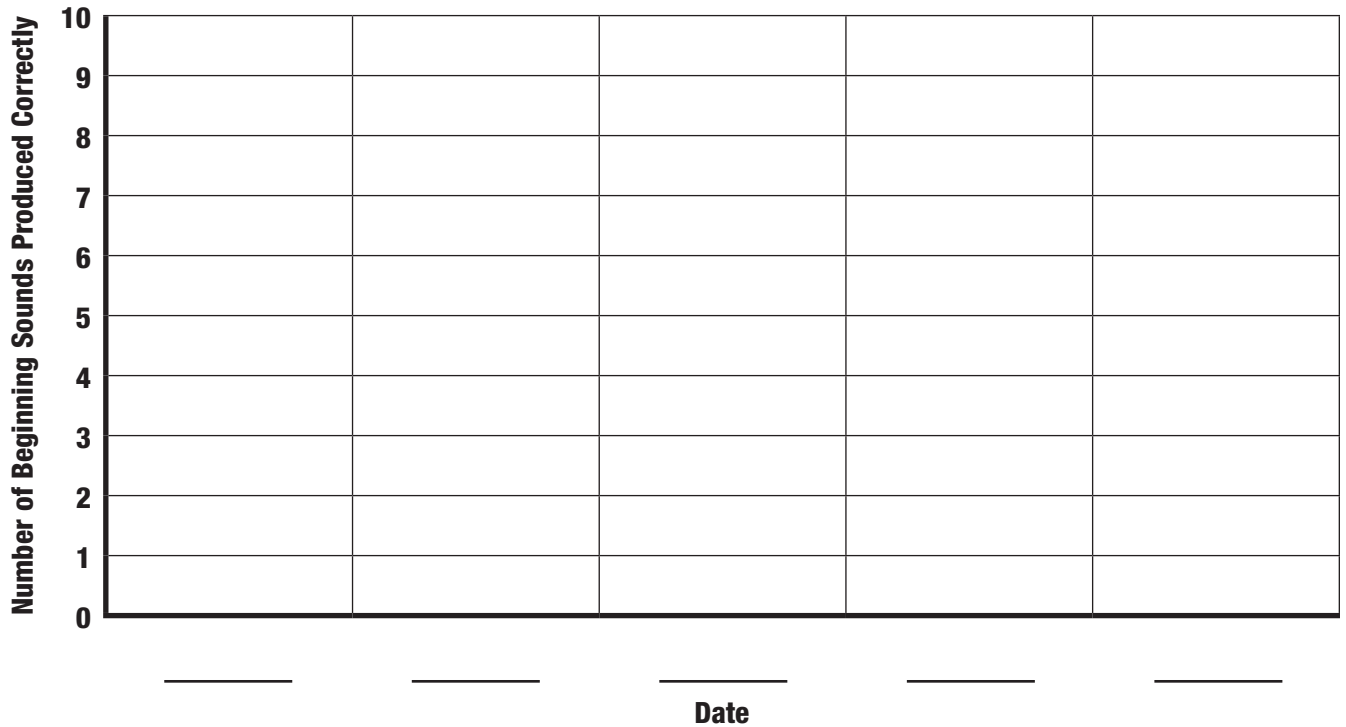
## ▶ Beginning Sound Production: Student Progress Chart

Student \_\_\_\_\_

Date Range \_\_\_\_\_

Teacher \_\_\_\_\_

Date Mastered \_\_\_\_\_



Quick Check Items											Score
1.	___/m/	___/d/	___/r/	___/s/	___/p/	___/n/	___/f/	___/l/	___/k/	___/z/	_____/10
2.	___/s/	___/m/	___/b/	___/f/	___/h/	___/k/	___/d/	___/z/	___/l/	___/p/	_____/10
3.	___/n/	___/f/	___/t/	___/r/	___/b/	___/s/	___/m/	___/k/	___/l/	___/d/	_____/10
4.	___/d/	___/f/	___/h/	___/s/	___/l/	___/g/	___/r/	___/c/	___/n/	___/p/	_____/10
5.	___/g/	___/z/	___/j/	___/f/	___/m/	___/l/	___/h/	___/b/	___/n/	___/t/	_____/10

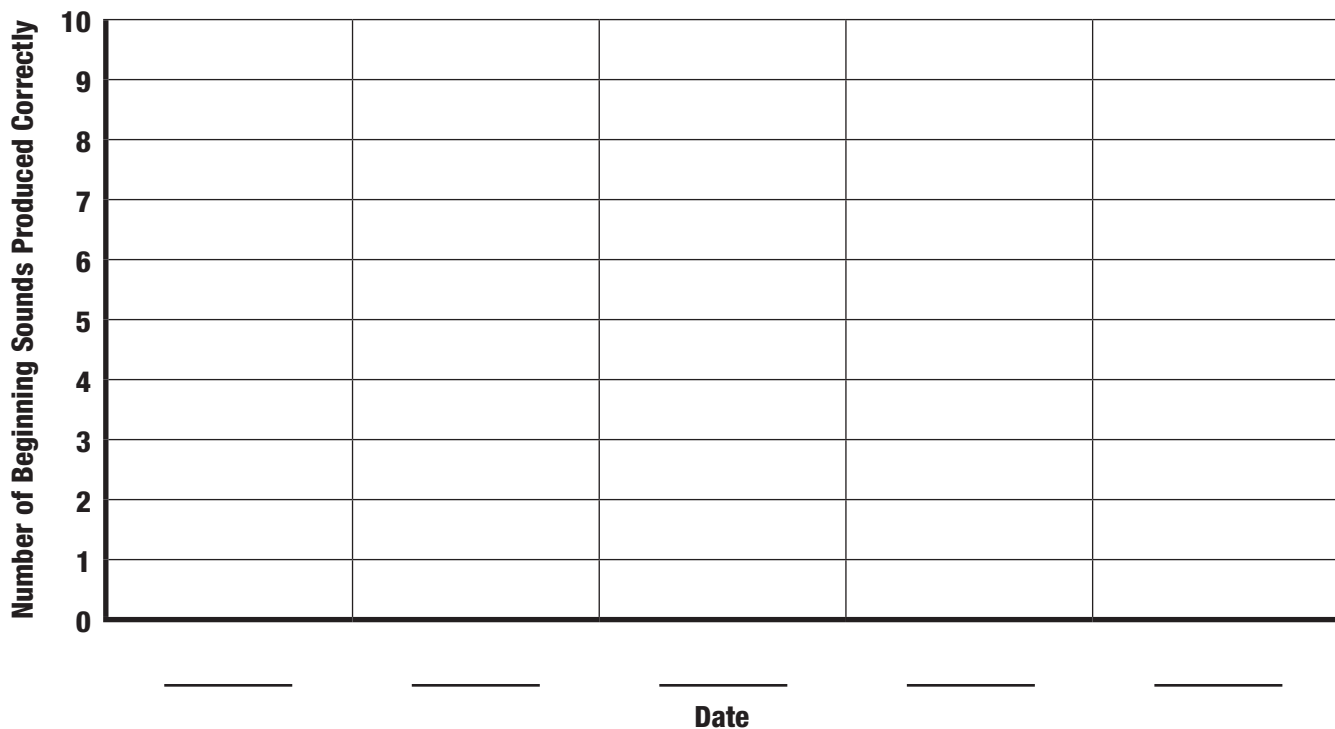
## ▶ Beginning Sound Production: Student Progress Chart

Student \_\_\_\_\_

Date Range \_\_\_\_\_

Teacher \_\_\_\_\_

Date Mastered \_\_\_\_\_

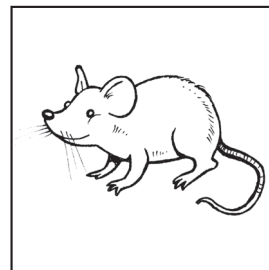
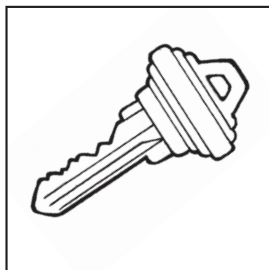
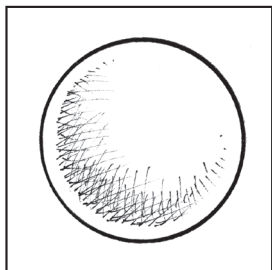


Quick Check Items											Score
6.	___/j/	___/t/	___/sh/	___/b/	___/f/	___/g/	___/s/	___/r/	___/c/	___/v/	_____/10
7.	___/b/	___/d/	___/ch/	___/g/	___/s/	___/h/	___/n/	___/y/	___/t/	___/w/	_____/10
8.	___/sh/	___/y/	___/t/	___/v/	___/r/	___/th/	___/g/	___/w/	___/z/	___/j/	_____/10
9.	___/r/	___/t/	___/d/	___/y/	___/h/	___/v/	___/sh/	___/w/	___/ch/	___/p/	_____/10
10.	___/p/	___/b/	___/sh/	___/v/	___/ch/	___/m/	___/g/	___/wh/*	___/th/	___/c/	_____/10

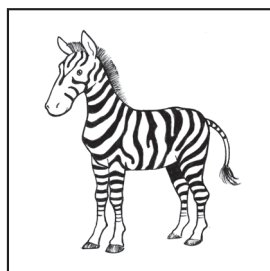
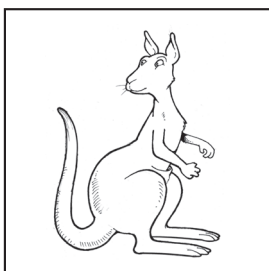
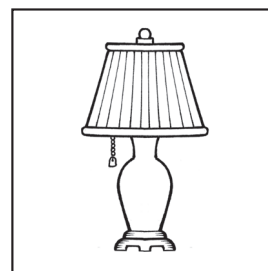
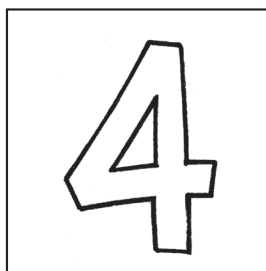
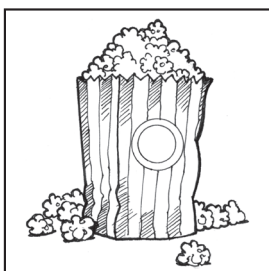
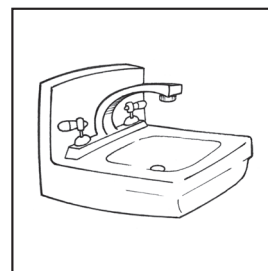
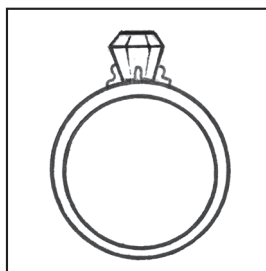
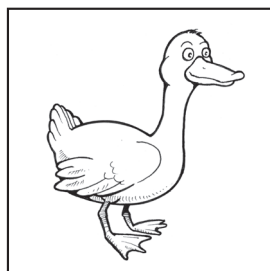
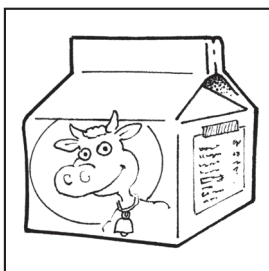
\* accept /wh/ or /w/ as correct

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### Practice Items

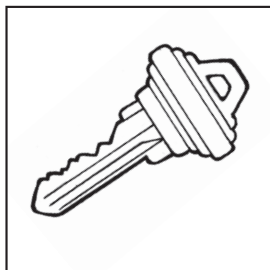
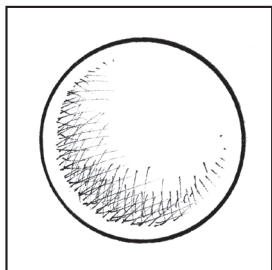


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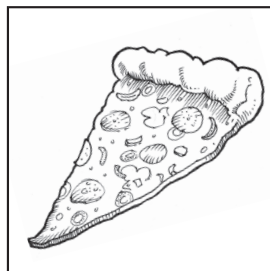
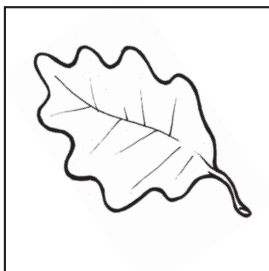
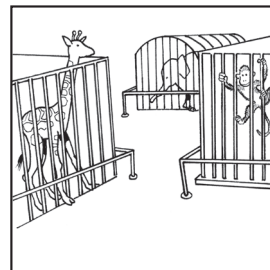
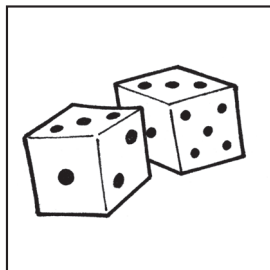
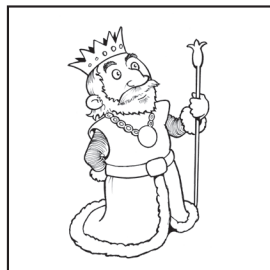
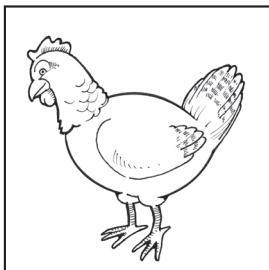
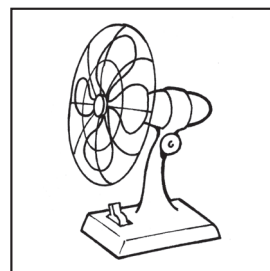
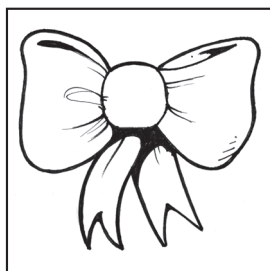
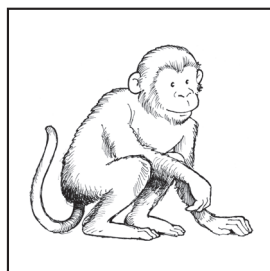
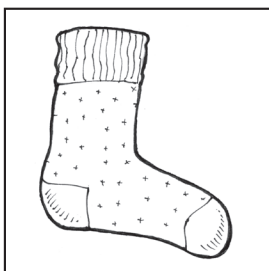


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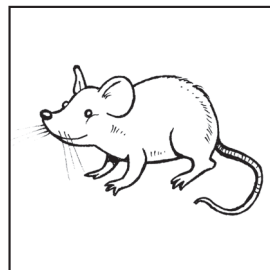
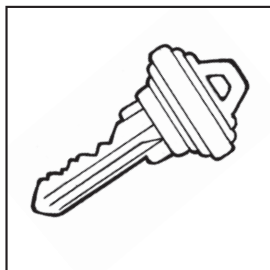
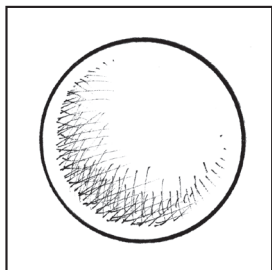


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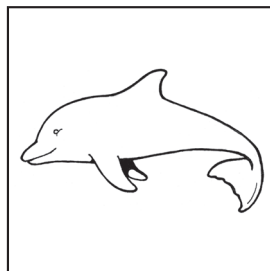
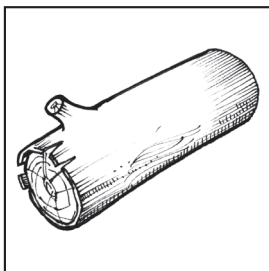
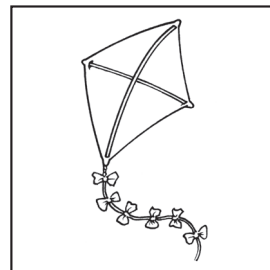
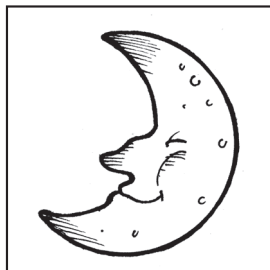
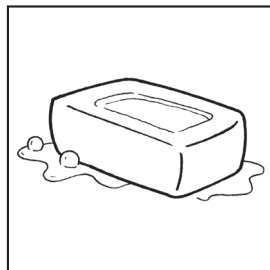
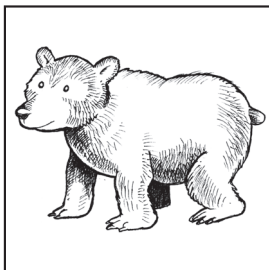
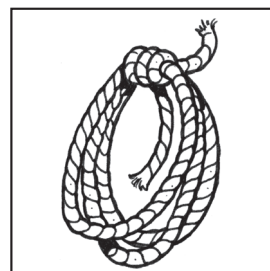
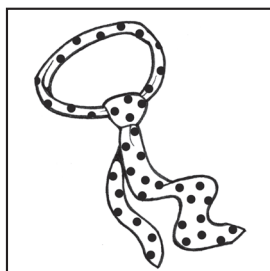
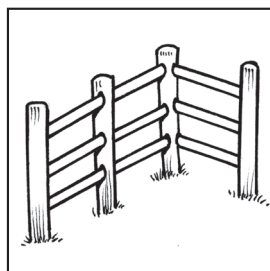


▶ **Beginning Sound Production**

**Practice Items**

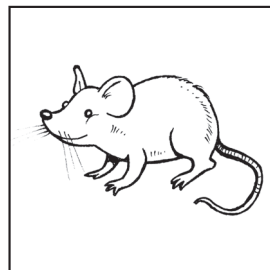
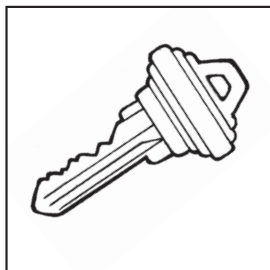
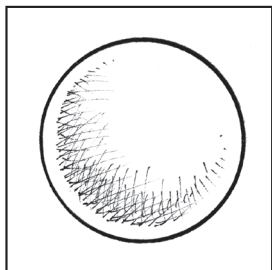


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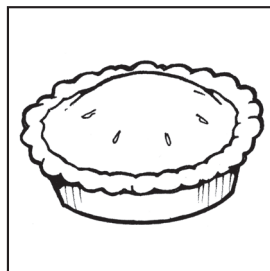
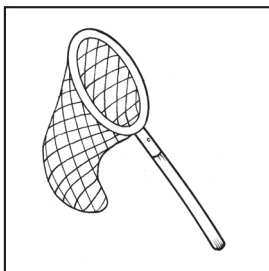
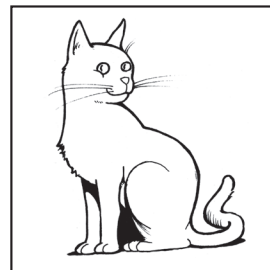
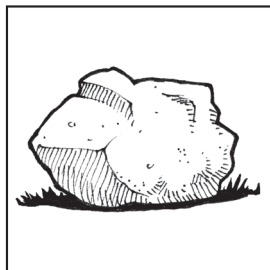
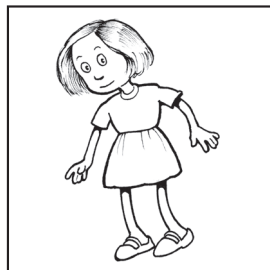
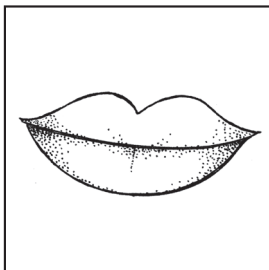
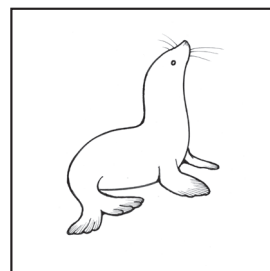
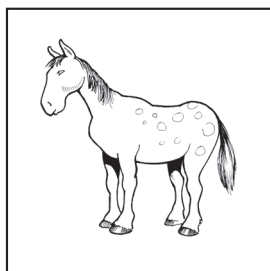
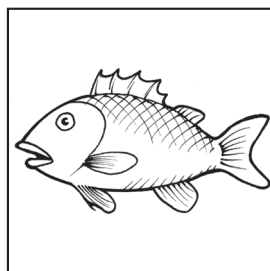
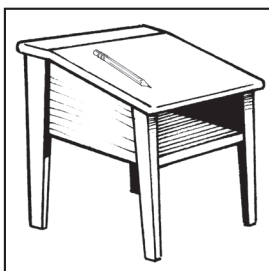


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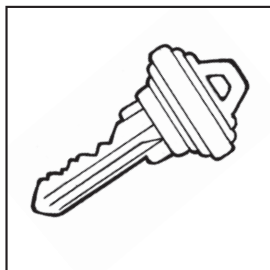
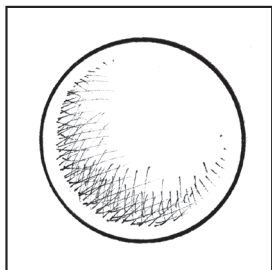
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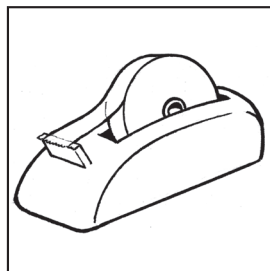
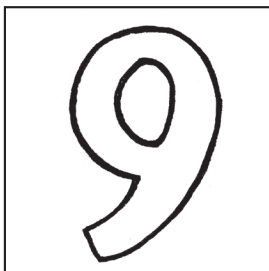
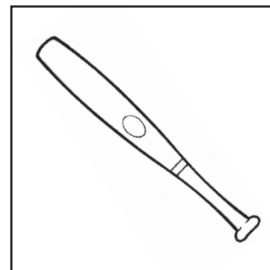
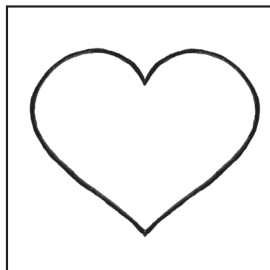
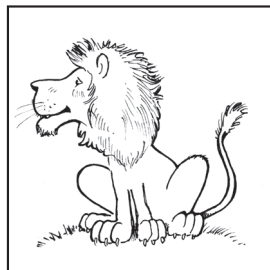
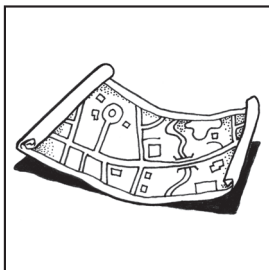
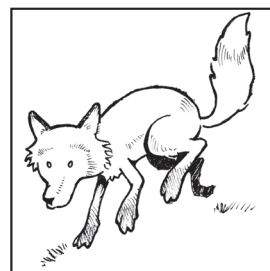
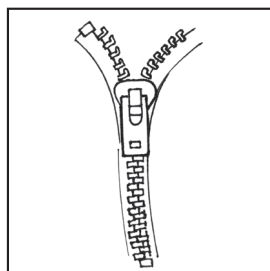
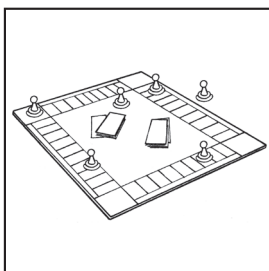


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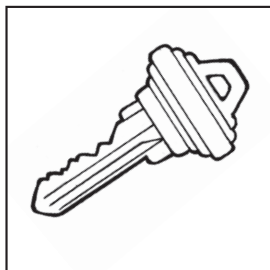
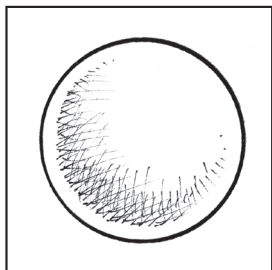


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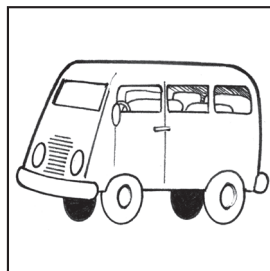
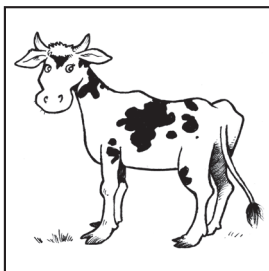
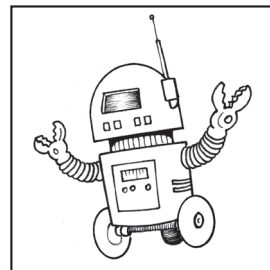
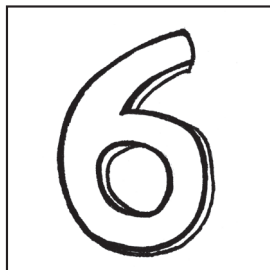
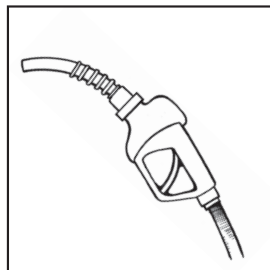
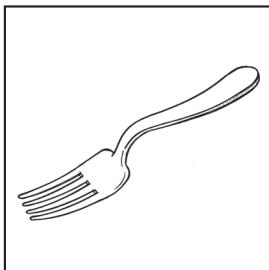
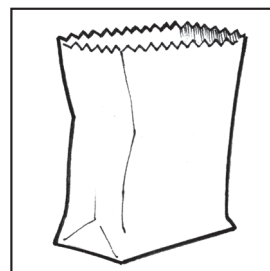
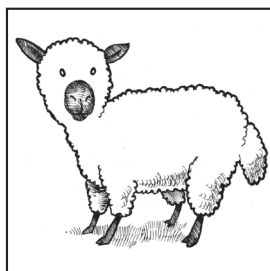
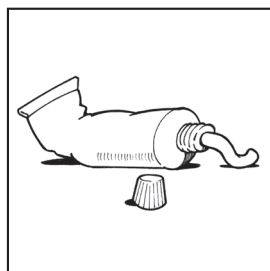
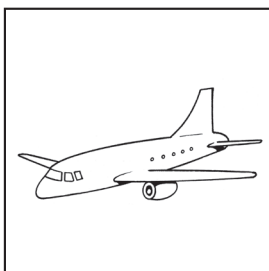


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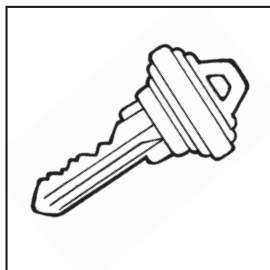
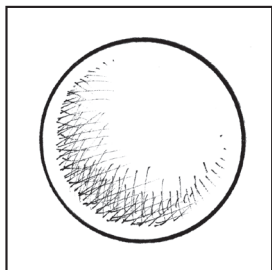


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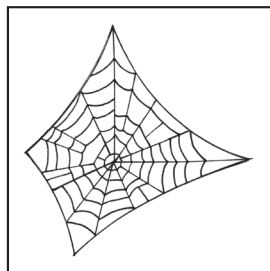
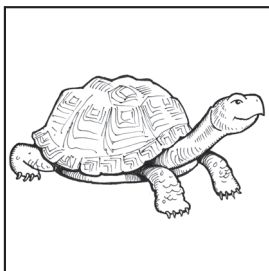
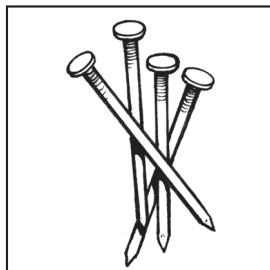
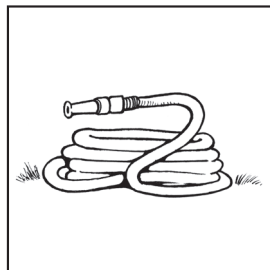
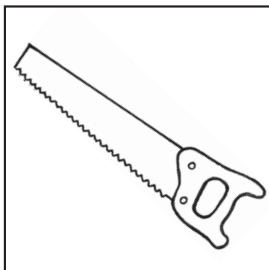
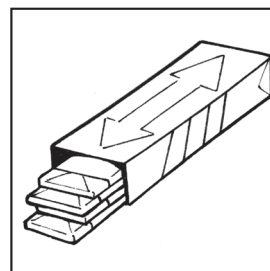
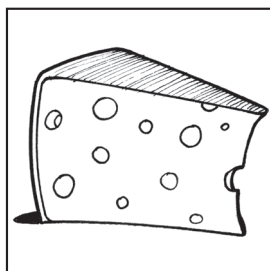
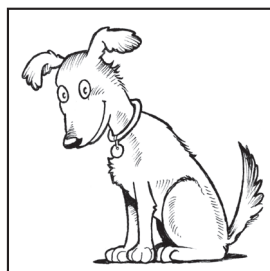
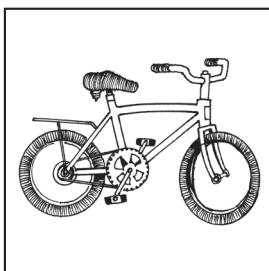


## ▶ Beginning Sound Production

### Practice Items

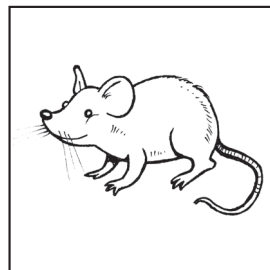
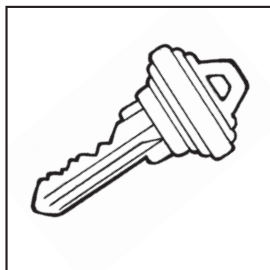
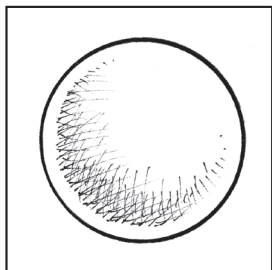


### Quick Check Items

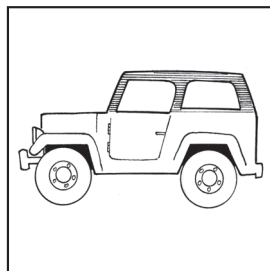
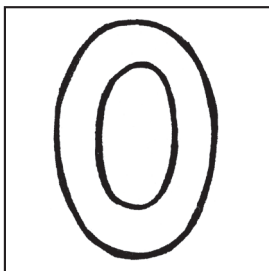
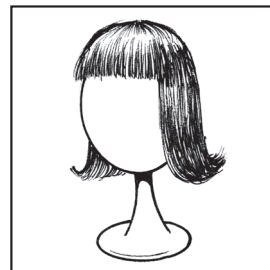
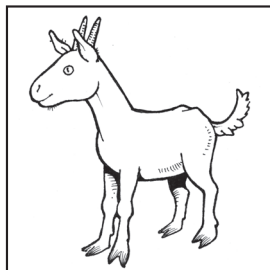
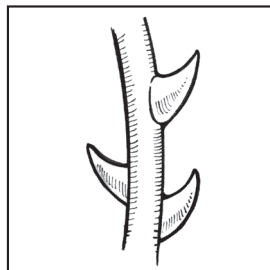
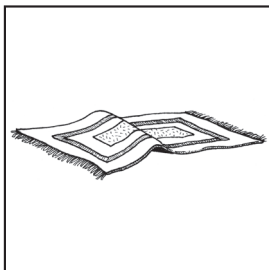
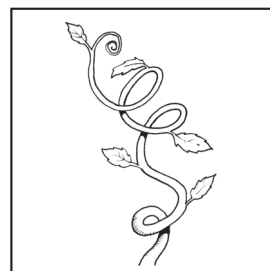
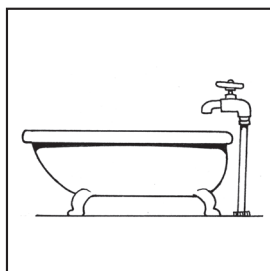
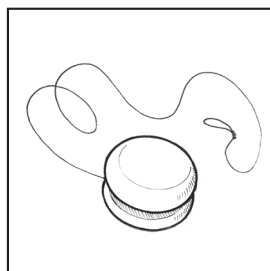
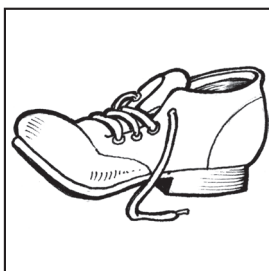


## ▶ Beginning Sound Production

### Practice Items

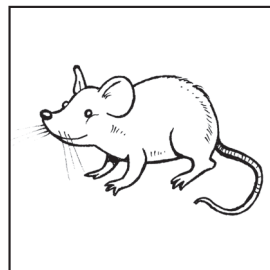
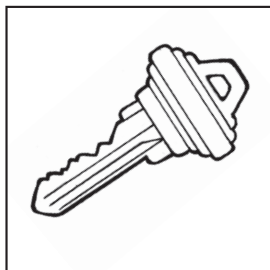
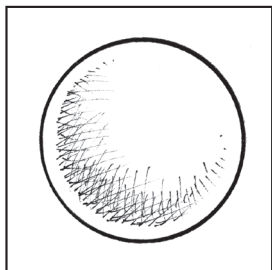


### Quick Check Items

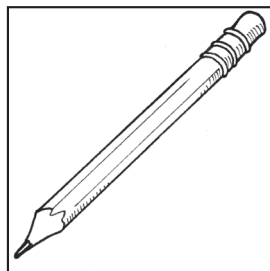
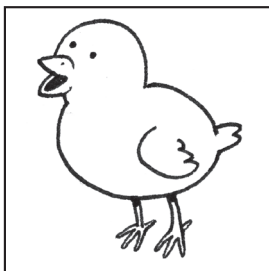
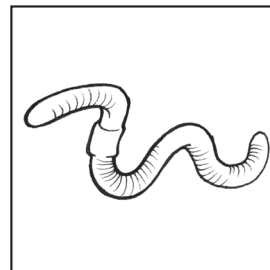
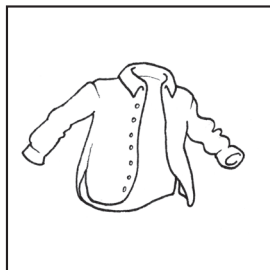
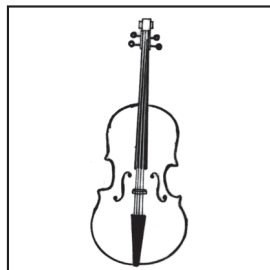
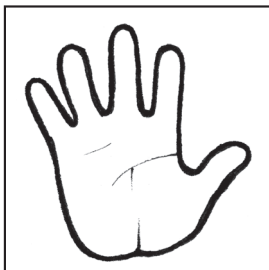
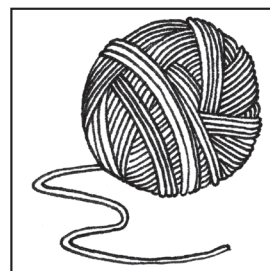
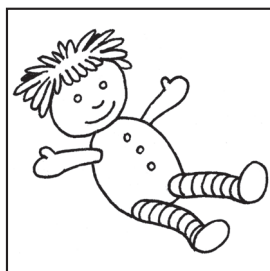
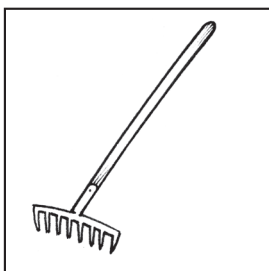


## ▶ Beginning Sound Production

### Practice Items

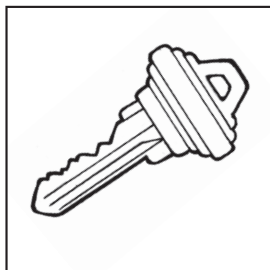
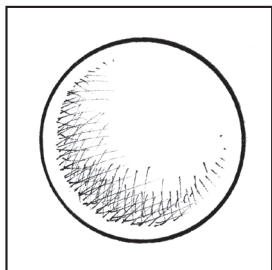


### Quick Check Items



## ▶ Beginning Sound Production

### Practice Items



### Quick Check Items

