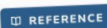


Initial Consonant Deletion Minimal Pairs Picture Cards

SECTION 1 · THE PAIR CARDS — COLOR

MINIMAL PAIRS



Minimal Pair Cards — Color



CUTTING THESE APART

Print on cardstock. Cut straight along each row, then down the solid line between the two pairs in a row; that leaves 5 pairs still joined. Cut the dashed line inside a pair only when the two cards are needed apart. Drawn to hold their shape in full color and stay readable at 1 inch. No cueing script is included: that call belongs to the clinician. The same 5 pairs in the ink-saver black-and-white set are on page 8.

FOR THE ADULT: THE 5 PAIRS, AND 4 PICTURES A CHILD MAY NAME ANOTHER WAY

Each pair is the short result word on the left and the real word with its initial consonant on the right: ear → deer, gear · eye → pie, tie · egg → leg. A short result word repeats because a minimal pair set is built that way — one result against several partners, each dropping a different first sound.

- gear — a gear wheel — may be named “cog” or “settings”
- tie — drawn with a shirt collar — may be named “shirt” or “suit”, neither of which starts with the target sound
- pie — the ink-saver picture is a sliced-circle silhouette — may be read as “pizza” or “cookie”
- leg — the color picture’s foot may be read as “boot”

Decide once, in your own scoring rule, whether an alternate name counts. This file does not decide it.

WHICH END OF THE WORD THIS DECK TARGETS

Each result word on the left (ear, eye, egg) is what the partner word on the right (deer, gear, pie, tie, leg) sounds like with its FIRST consonant dropped — the opposite end of the word from a final-consonant-deletion deck, where the dropped sound is the LAST one. The two decks use the same cut-card mechanic on purpose, so a caseload working both patterns can mark trials the same way on both.

TRACK

Saying the Beginning

MINIMAL PAIRS

ch, 10 trials in all — untimed. Carry the total to the session log, page 13.

DATE

RESULT-WORD CARD SHOWN BESIDE IT? (Y / N)

ask what it is. Mark + if the initial sound was heard, – if the word came out as g else, = for a close form your own scoring rule accepts (4 pictures on page 6) — none of those alternates carry the target initial sound, so they are judged unless your team decides otherwise). Whether the result-word card sits beside it is the adult’s call; record it in the header so sessions compare like with

WITH	TRIAL 1	TRIAL 2	WHAT WAS SAID (VERBATIM, IF NOT THE TARGET)
	☐ ☐ ☐	☐ ☐ ☐	
	☐ ☐ ☐	☐ ☐ ☐	
	☐ ☐ ☐	☐ ☐ ☐	
	☐ ☐ ☐	☐ ☐ ☐	
	☐ ☐ ☐	☐ ☐ ☐	
	☐ ☐ ☐	☐ ☐ ☐	
	☐ ☐ ☐	☐ ☐ ☐	

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
[START HERE](#)

4

01 The Pair Cards — Color

PAGE 6



Minimal Pair Cards
— Color
[REFERENCE](#)

6

02 Ink-Saver Cards and Blanks

PAGES 8–9



Minimal Pair Cards
— Ink-Saver
[REFERENCE](#)

8



Blank Pair Cards
[REFERENCE](#)

9

03 Probe and Track

PAGES 11–15



Point-To Form —
Hearing the Pair
[CHECKLIST](#)

11



Naming Form —
Saying the
Beginning
[CHECKLIST](#)

12



Session Log
[LOG](#)

13



Weekly Roll-Up
and Graph
[TRACKER](#)

14



Filled Example
[EXAMPLE](#)

15

04 Share and Write

PAGES 17–18



Practice at Home
[NOTES](#)

17



Phrase Bank
[REFERENCE](#)

18

TWO REAL WORDS, ONE SOUND APART

Each pair is the short result word (ear) beside the real word with its initial consonant (deer). Both are real, pictured things, so the two cards show that the first sound changes the meaning, not only the sound.

HEARING IT AND SAYING IT, KEPT APART

The point-to form (page 11) records which picture a child chooses when a word is said; the naming form (page 12) records whether the beginning is heard when the child says it. The two are never added into one number.

PICTURES, NOT A SCRIPT

The pictures replace the word list a child cannot yet read. They do not replace a scoring rule, a cueing decision, or a criterion — those stay the clinician's call throughout this file.

Start Here — Three Steps

Ninety seconds of reading. The cards themselves need no setup.



1

Print or load the cards

Print the color card page (page 6) or the ink-saver page (page 8) on cardstock and cut along the rows and the solid middle line; each pair stays joined until you cut its dashed line. Or open the file on a tablet and show a pair from the screen.

Read the adult box under the cards once: 4 pictures have a plausible alternate name, and how you mark them is decided before the first probe.



2

Give a form, mark the trials

Point-to form (page 11): say one word of a pair, mark where the child points. Naming form (page 12): show the partner picture, mark whether the initial sound was heard.

Mark +, – or ≈ per trial, write what was actually said in the verbatim column, and total the form out of 10.



3

Log it and roll it up

Copy the total onto the session log (page 13) the same day, with P or N for the form.

At the end of the week put the last naming form's percent on the roll-up and the graph (page 14).

Send the family page (page 17) home the same week — it uses the same pictures, so a child recognizes the pairs at home.

WHAT THIS FILE IS

A fillable PDF with 5 drawn minimal pairs built in, two forms, a log, a roll-up, a family page and a phrase bank. It works offline, with no account or subscription, and looks the same on every machine that opens it.

WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, and it is not a norm-referenced or standardized test. It carries no elicitation, cueing or modeling script; it describes how to mark and total the pictures already printed.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

This file does not decide what counts as a correct production, which pair a student should work on, a criterion, or a typical rate for this pattern. Every one of those is a blank you fill in from your own scoring rule and your team's judgment.

IF SOMETHING DOES NOT WORK

A field will not hold my typing. Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab.

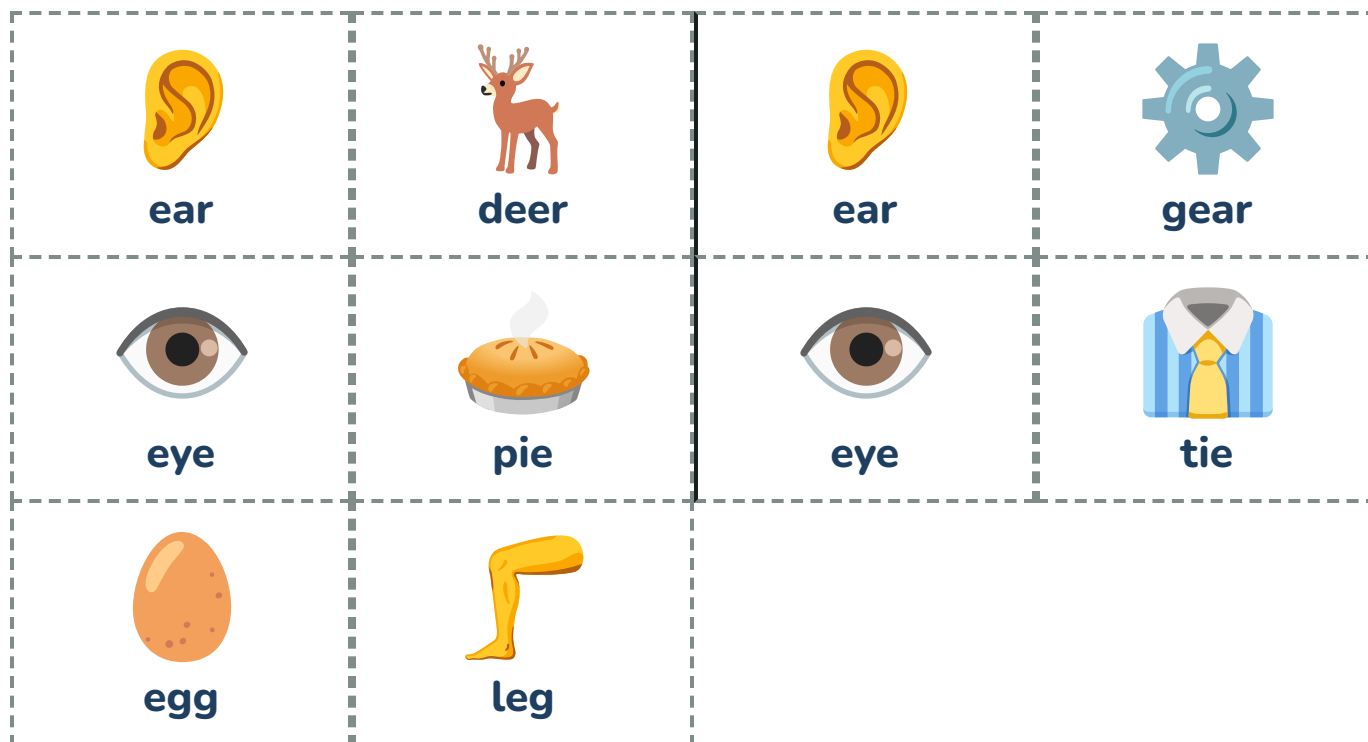
I need a pair this deck does not have. Use the blank pair page (page 9), or the **Ask a Question** tab on the product page; a new pair is a free update where both pictures honestly show their words.

CONFIDENTIALITY, AND WHERE THIS FILE LIVES IN A CASELOAD FOLDER

A filled-in form, log or roll-up is a student record: initials only on anything that leaves your hands, first name only on the family page. Print the cards once and keep the pairs in an envelope with this file; the log and roll-up stay in the student's data folder so the trend is the first thing anyone finds.

REFERENCE

Minimal Pair Cards — Color



CUTTING THESE APART

Print on cardstock. Cut straight along each row, then down the solid line between the two pairs in a row: that leaves 5 pairs still joined. Cut the dashed line inside a pair only when the two cards are needed apart. Drawn to hold their shape in full color and stay readable at 1 inch. No cueing script is included: that call belongs to the clinician. The same 5 pairs in the ink-saver black-and-white set are on page 8.

FOR THE ADULT: THE 5 PAIRS, AND 4 PICTURES A CHILD MAY NAME ANOTHER WAY

Each pair is the short result word on the left and the real word with its initial consonant on the right: **ear** → deer, gear · **eye** → pie, tie · **egg** → leg. A short result word repeats because a minimal pair set is built that way — one result against several partners, each dropping a different first sound.

- **gear** — a gear wheel — may be named “cog” or “settings”
- **pie** — the ink-saver picture is a sliced-circle silhouette — may be read as “pizza” or “cookie”
- **tie** — drawn with a shirt collar — may be named “shirt” or “suit”, neither of which starts with the target sound
- **leg** — the color picture’s foot may be read as “boot”

Decide once, in your own scoring rule, whether an alternate name counts. This file does not decide it.

WHICH END OF THE WORD THIS DECK TARGETS

Each result word on the left (ear, eye, egg) is what the partner word on the right (deer, gear, pie, tie, leg) sounds like with its FIRST consonant dropped — the opposite end of the word from a final-consonant-deletion deck, where the dropped sound is the LAST one. The two decks use the same cut-card mechanic on purpose, so a caseload working both patterns can mark trials the same way on both.

REFERENCE

Minimal Pair Cards — Ink-Saver



CUTTING THESE APART

Print on cardstock. Cut straight along each row, then down the solid line between the two pairs in a row: that leaves 5 pairs still joined. Cut the dashed line inside a pair only when the two cards are needed apart. Pure black outlines, so a photocopier spends the least ink it can. No cueing script is included: that call belongs to the clinician. The same 5 pairs in the full-color set are on page 6.

FOR THE ADULT: THE 5 PAIRS, AND 4 PICTURES A CHILD MAY NAME ANOTHER WAY

Each pair is the short result word on the left and the real word with its initial consonant on the right: **ear** → deer, gear · **eye** → pie, tie · **egg** → leg. A short result word repeats because a minimal pair set is built that way — one result against several partners, each dropping a different first sound.

- **gear** — a gear wheel — may be named “cog” or “settings”
- **pie** — the ink-saver picture is a sliced-circle silhouette — may be read as “pizza” or “cookie”
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Decide once, in your own scoring rule, whether an alternate name counts. This file does not decide it.

WHICH END OF THE WORD THIS DECK TARGETS

Each result word on the left (ear, eye, egg) is what the partner word on the right (deer, gear, pie, tie, leg) sounds like with its FIRST consonant dropped — the opposite end of the word from a final-consonant-deletion deck, where the dropped sound is the LAST one. The two decks use the same cut-card mechanic on purpose, so a caseload working both patterns can mark trials the same way on both.

CHECKLIST

Point-To Form — Hearing the Pair

5 pairs, 2 trials each, 10 trials in all — untimed. This form records hearing the difference; saying it is the naming form, page 12.

STUDENT

DATE

PAIRS SHOWN AS (PRINTED CARDS / SCREEN)

HOW TO MARK A TRIAL

Lay the two cards of a pair side by side, say ONE of the two words, and mark where the child points: + the picture of the word said, – the other picture or no response, ≈ the other picture, then self-corrected. Which word is said on each trial is the adult’s own call; write it in the last column so the form can be re-read. The last row is for a pair made on the blank page (page 9).

#	PAIR (RESULT WORD / WORD WITH ITS INITIAL CONSONANT)	TRIAL 1	TRIAL 2	WORD SAID BY THE ADULT, AND THE PICTURE POINTED TO
1	 ear /  deer	+ - ≈	+ - ≈	
2	 ear /  gear	+ - ≈	+ - ≈	
3	 eye /  pie	+ - ≈	+ - ≈	
4	 eye /  tie	+ - ≈	+ - ≈	
5	 egg /  leg	+ - ≈	+ - ≈	
6		+ - ≈	+ - ≈	

CORRECT (OUT OF 10)

PERCENT



CHECKLIST

Naming Form — Saying the Beginning

5 partner words, 2 trials each, 10 trials in all — untimed. Carry the total to the session log, page 13.

STUDENT

DATE

 RESULT-WORD CARD SHOWN BESIDE
IT? (Y / N)

HOW TO MARK A TRIAL

Show the partner picture and ask what it is. Mark + if the initial sound was heard, – if the word came out as the result word or something else, ≈ for a close form your own scoring rule accepts (4 pictures on page 6 have a plausible alternate name — none of those alternates carry the target initial sound, so they are judged the same as any other miss unless your team decides otherwise). Whether the result-word card sits beside the partner while the child names it is the adult's call; record it in the header so sessions compare like with like.

#	PARTNER PICTURE (THE WORD WITH ITS INITIAL CONSONANT)	TRIAL 1	TRIAL 2	WHAT WAS SAID (VERBATIM, IF NOT THE TARGET)
1	 deer (starts with d)	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
2	 gear (starts with g)	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
3	 pie (starts with p)	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
4	 tie (starts with t)	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
5	 leg (starts with l)	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
6		☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	

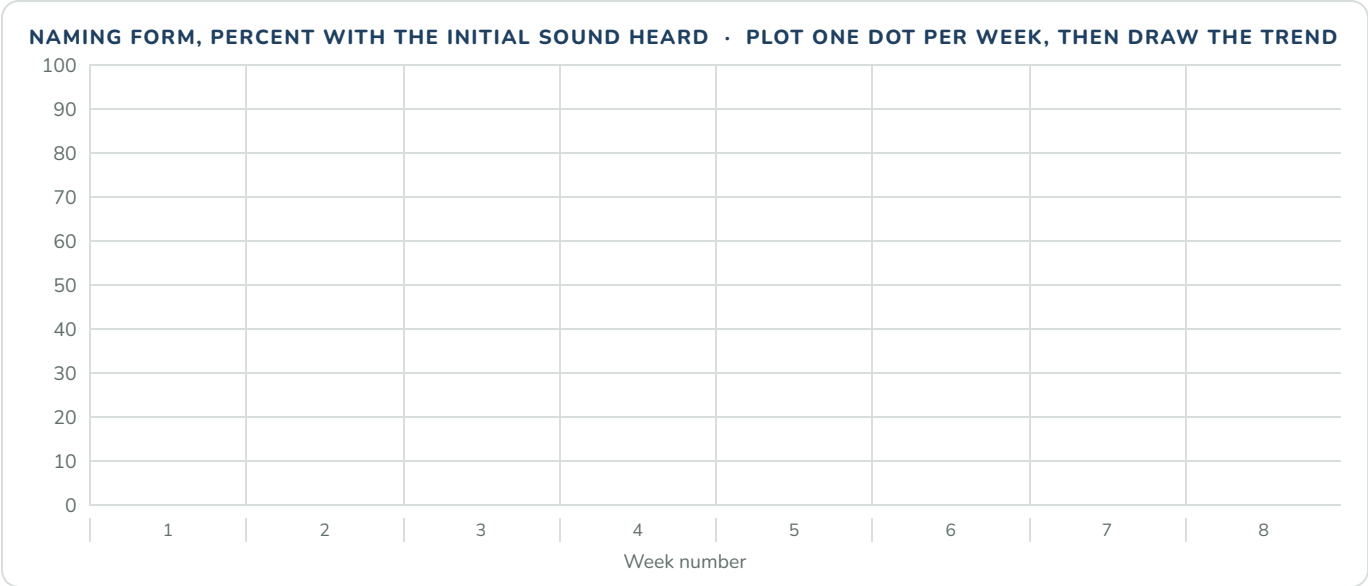
INITIAL SOUND HEARD (OUT OF 10) PERCENT

 TRACKER

Weekly Roll-Up and Graph

One row and one dot per week, from the log. 8 weeks across, 0 to 100 percent.

STUDENT	CRITERION (YOUR TEAM SETS IT)	REVIEW DATE



#	WEEK OF	SESSIONS LOGGED	NAMING: INITIAL SOUND HEARD (OF 10), LAST FORM THAT WEEK	PERCENT	POINT-TO (OF 10), LAST FORM	NOTES
1						
2						
3						
4						
5						
6						
7						
8						

WHAT EACH WEEK’S ROW CARRIES

The LAST naming form of the week, correct out of 10, and its percent — that percent is the dot on the graph. The point-to column rides along as a number and is never plotted on the same line; hearing the pair and saying the beginning are kept apart everywhere in this file.

SETTING THE CRITERION FIELD

This page prints no sample number and no typical rate. Write the criterion your team agreed to (from the goal, or from the first rows of the log, page 13) in the field above before the first dot, so every dot after it is read against the same line. Three dots in a row flat or falling is a reason to re-read the notes column, not a finding on its own.

 **NOTES**

Practice at Home

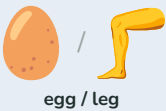
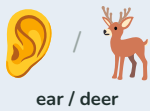
Send home the same week these pairs are new in session. No jargon, no percents — the log already has those.

STUDENT

WEEK OF

FROM (SLP)

THIS WEEK'S PAIRS (CIRCLE THE ONES WE PRACTICED)



SOMETHING THAT WENT WELL

.....

.....

TWO MINUTES AT HOME

Put the two cards of a pair side by side. Say one of the words and let your child point to it; then swap, and let your child say a word while you point. The cards do the teaching: both pictures are real things, so the first sound is what tells them apart.

.....

.....

.....

WE PRACTICED (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

PAIRS WE NOTICED OUTSIDE OF PRACTICE TIME

Anywhere one of these words came up on its own — a deer at the window, a slice of pie, a sore leg.

.....

.....

ANYTHING TO FLAG BEFORE NEXT SESSION

.....

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT



EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

Every number in the read-out is re-counted straight from the tables above.

Amira is invented, and so is every mark on this page. Four weeks on the naming form, 9 sessions logged; the roll-up row is the last naming form of each week.

#	WEEK OF	SESSIONS LOGGED	NAMING: INITIAL SOUND HEARD (OF 10)	OUT OF	PERCENT
1	9/9	2	2	10	20%
2	9/16	2	4	10	40%
3	9/23	2	6	10	60%
4	9/30	3	8	10	80%

THE WEEK OF 9/30, TRIAL BY TRIAL

The table below is that week's last naming form: 8 plus marks out of 10, which is the 8 on the roll-up row.

The two misses (gear, tie) each came out as the result word of the pair, written in the verbatim column — that column is what tells the next session where to start.

#	PARTNER WORD	TRIAL 1	TRIAL 2	WHAT WAS SAID
1	deer	+	+	—
2	gear	+	—	"ear" on trial 2
3	pie	+	+	—
4	tie	—	+	"eye" on trial 1
5	leg	+	+	—

READING THE NUMBERS

Week of 9/9: 2 of 10 trials with the initial sound heard, 20 percent. By the week of 9/30: 8 of 10, 80 percent — a 60 percentage-point rise over four weeks. Every percent above is that week's own count out of 10, times 100, rounded to the nearest whole number.

A LINE THIS LOG COULD WRITE

"On naming probes of 5 initial-consonant minimal pairs (10 trials, untimed), Amira produced the initial sound in 2 of 10 trials in the week of September 9 and 8 of 10 by the week of September 30."

WHAT THIS EXAMPLE IS NOT

One invented student's four weeks. It does not predict how quickly any real student will move, and it sets no typical rate for this pattern — it exists only to show how the forms, the log and the roll-up read once numbers are actually on them.