

Minimal Pairs

Student: _____	Homeroom Teacher: _____
Grade: _____	Intervention Provider: _____
Start Date for Intervention: _____	
Frequency of Intervention: _____	Progress Monitoring: _____
Time per session: _____	Follow-up Date: _____

Goal/Objective/Benchmark:

To discriminate between commonly confused or substituted sounds.

Targeted Skill Area: Articulation/Phonology, Phonemic Awareness

Intervention Type/Tier: Tier 2, Tier 3

Intended Age Ranges: PreK-2

Materials Minimal pairs worksheets or picture cards, Answer sheet (attached)

Instructions 1: Choose a word pair. Model the words by pointing to each picture as you name it (e.g. *tan - can*).

Instructions 2: Have the child point to each picture as you name them one-at-a-time. Say each word 3 or 4 times, mixing up the order (e.g. *tan - can - can - can - tan - can - tan*).

Instructions 3: Repeat steps #1-2 for 2 other word pairs each time you practice. Tally their correct answers on the attached form.

Instructions 4:

Instructions 5:

Instructions 6:

Possible Adaptations: Short vowel discrimination

Supported By: (list any statements or EBP references):

Attachment Included: Yes

Blanche, S.E.; Parsons, C.L.; Humphreys, J.M. (1981). [A Minimal-Word-Pair Model for Teaching the Linguistic Significance of Distinctive Features](#). Journal of Speech and Hearing Disorders. available at www.asha.org/policy

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