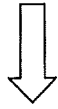


# **Cluster Reduction**

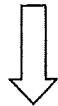
## **The Path to Mastery of a Target Sound or Suppression of a Phonological Process**

**Identify sound or phonological process to address**



### **Increase Awareness**

1. Auditory Bombardment
2. Introduce Terminology and/or Cue (if appropriate)
  - A. Tactile Cue
  - B. Visual Speech Sound Cue
  - C. Minimal Pairs

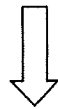


### **Increase Production at Sound Level**



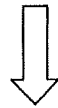
### **Increase Production at Word Level**

Begin with CV and VC and slowly increase complexity of words (add sounds and syllables). Words can be nonsense words at first. Work on production in the initial, medial and final position of words. Minimal pairs.



### **Increase Production at Phrase Level**

Work on target sound or phonological process in a word within a phrase.



### **Increase Production at the Sentence Level**

Work on target sound or phonological process in a word within a sentence.



### **Increase Production in Conversation (Everyday Speech)**

The focus is to cue errors when they occur during spontaneous speech activities. Trying to assist the child in self-monitoring his own speech.

## **Activities/Games**

1. Articulation/Phonological Game boards
2. Storybook with vocabulary pictures and game boards
3. General reinforcement games- Animal Buddies, Brennan the Bear games, Ants in the Pants with artic cards.
4. Memory game with articulation cards or minimal pair cards.
5. Worksheets
6. Scissors and Glue activities
7. Scavenger Hunt with target sound cards.
8. Fishing
9. Pass the bag

## WORD LIST

**Consonant Cluster Simplification:** Omitting one or more sounds in a consonant cluster. Example: spoon = poon

Read the word list to your child once each day in a quiet place when you are both relaxed.

Remind him not to forget his **sound friends**.

bride	dress	clock	crib	slide
bridge	drink	climb	crayon	sleeping
broom	driving	clown	crown	sled
bread	dream	cloud	plane	star
brother	dragon	clothes	plant	stove

Here are a list of phrases to read to your child

a pretty bride	dress for school	a big clock
under the bridge	drink the juice	climb that tree
by the broom	driving home	be a clown
bake the bread	have a dream	the puffy cloud
brother and sister	a nice dragon	find the clothes

in the crib	down the slide
Stuart's crayon	sleeping all day
wearing a crown	pull the sled
fly the plane	a bright star
plant a tree	a hot stove

## HOME ACTIVITIES

### Word List

Read the word list to your child once each day in a quiet place when you are both relaxed.

### Structured Activity

Find things to blow around the house (e.g., horns, bubbles, whistles). Emphasize the // sound in the /bl/ combination as you talk.

### Unstructured Activity

Make a game of naming as many blue and black objects as you can think of (e.g., blue sky, black eyes, black cat, etc.).

### Sharing

Have your child select something that starts with the /bl/ cluster to share next week.

## Consonant Cluster Simplification

### Minimal Pairs

## WORD LIST

Blow

Blimp

Blue

Blunt

Blink

Blade

Block

Bliss

Blast

Blotch

Black

Blank

Blouse

Blonde

Blend

---

**Consonant Cluster  
Simplification**

*Initial /sp/*

---

---

**WORD LIST**

Spoon

Spell

Spill

Spin

Spot

Spend

Speak

Spade

Speck

Speed

Spare

Spy

Spear

Spa

Spike

---

---

**HOME  
ACTIVITIES**

**Word List**

Read the word list to your child once each day in a quiet place when you are both relaxed.

**Structured Activity**

Play the game played in the session by hiding a spoon under one of three napkins. The finder should ask "Is this the spoon?" before his/her turn.

**Unstructured Activity**

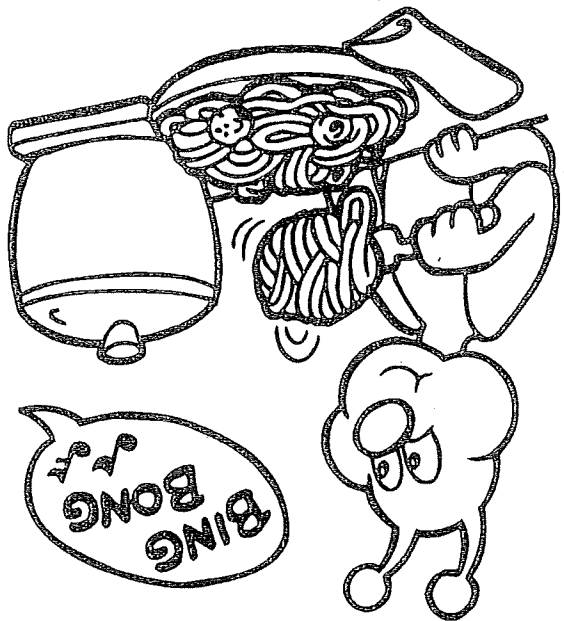
As you are using them, talk about the different kinds of spoons that can be found in your kitchen. Emphasize the /sp/ cluster slightly as you talk. If your child produces this cluster incorrectly (e.g., "poon" for "spoon"), rephrase what he/she has said using the correct cluster as a model.

**Sharing**

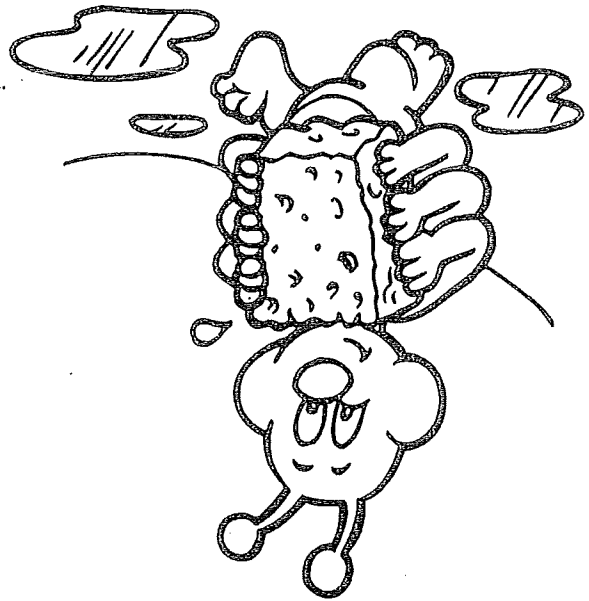
Have your child bring a spoon from home to share next week.

---

He cleaned up all the spots from the spout and began to spin his spaghetti. The doorbell rang. It was his special friend.



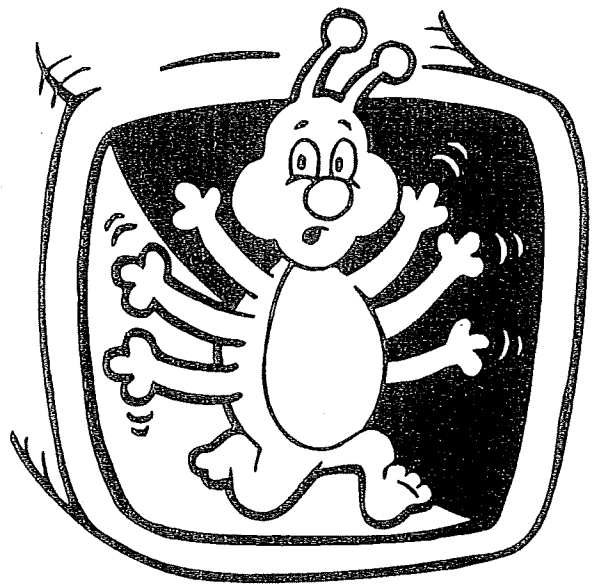
"I can't have spots on my spider web," said the spider. "I've invited a special friend for spaghetti dinner." The spider got his sponge.



### The Spider's Sponge



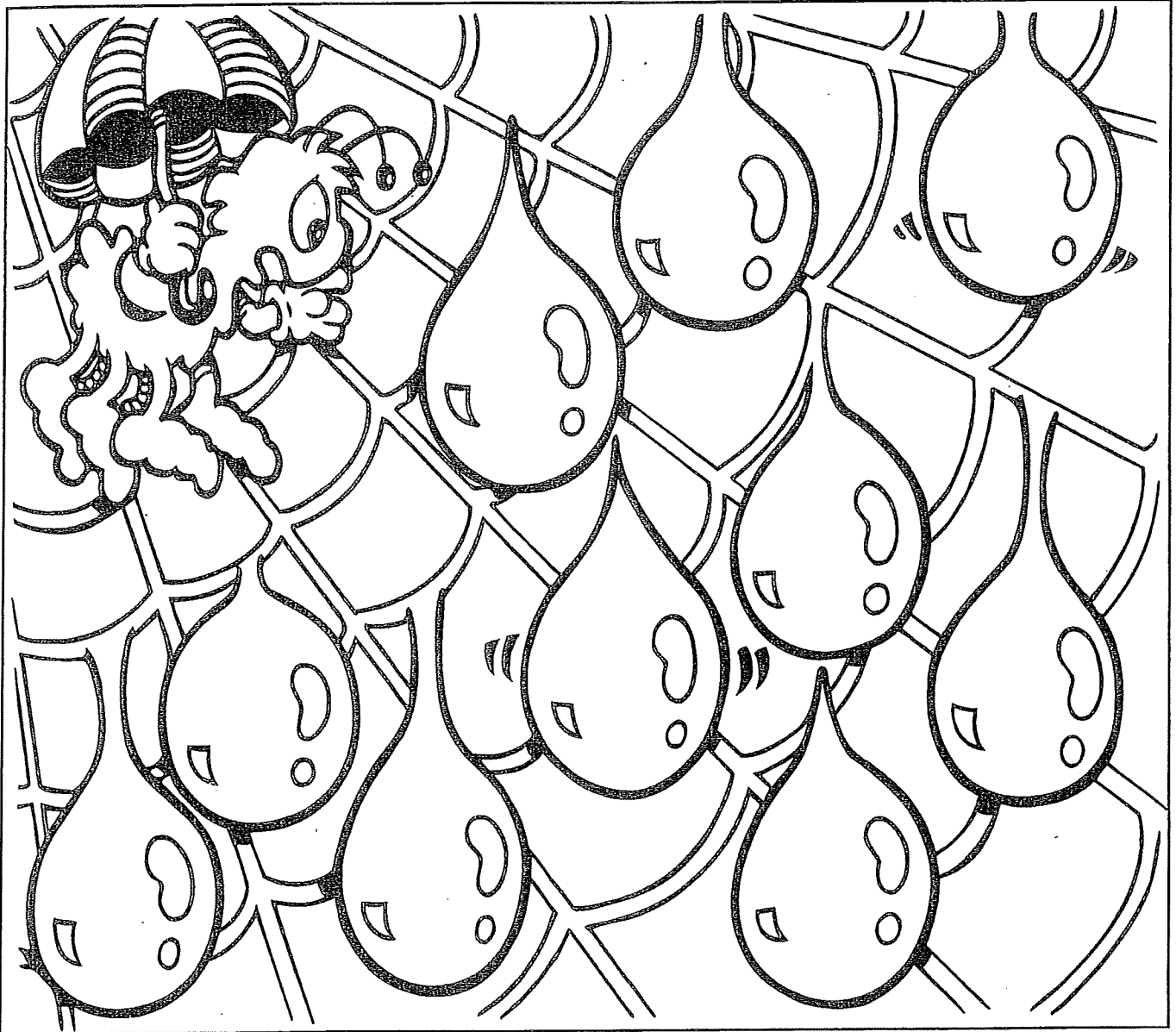
The spider put away his sponge. His spaghetti was ready. "Come in, Miss Muffet," said the spider. The spider and Miss Muffet ate spaghetti!



The itsy bitsy spider came down the water spout. "I need a sponge," said the spider. "The water from the spout got spots on my spider web."

## What a Spot to be in!

**Instructions:** Say "spot" \_\_\_\_ times, then color one of the water spots on the spider's web. Please return by: \_\_\_\_\_.



- Homework:**
- Please have your child complete all the activities below.
  - Please have your child complete only the activities checked below.
- Touch each water drop and say, "spot" \_\_\_\_ times.
  - Recite "The Itsy Bitsy Spider" poem.
  - Mark the ones you found at home: sponge, spout, spaghetti, spoon, spots.
  - What are some things you can clean up with a sponge?

Name \_\_\_\_\_ Helper Signature \_\_\_\_\_

Date \_\_\_\_\_

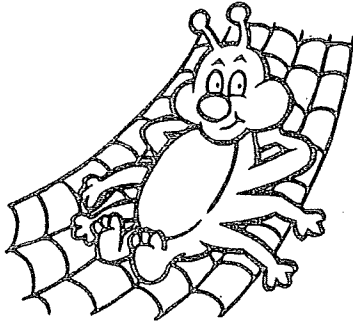
Speech - Language Pathologist

Target: Initial SP

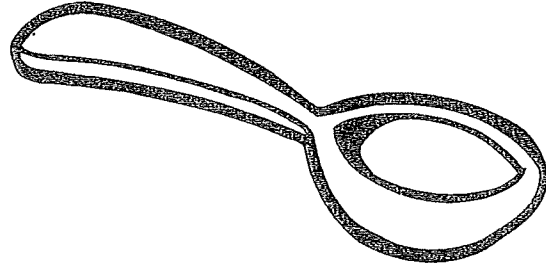


# The Spider and the Sponge

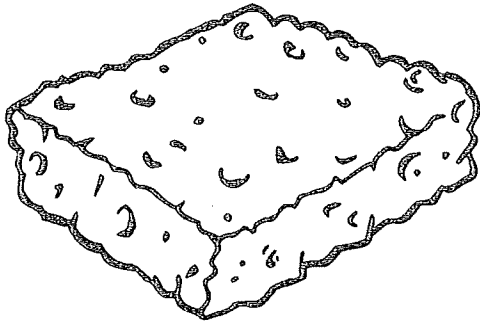
Initial SP



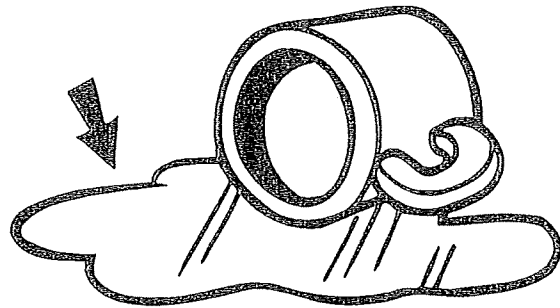
spider



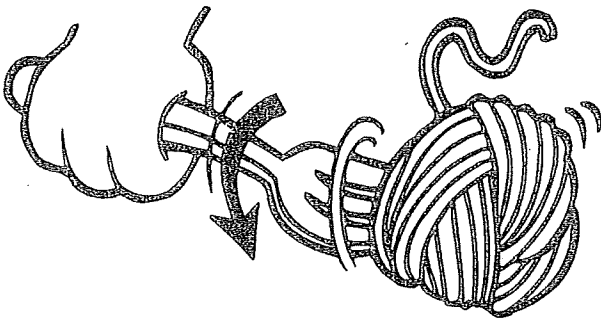
spoon



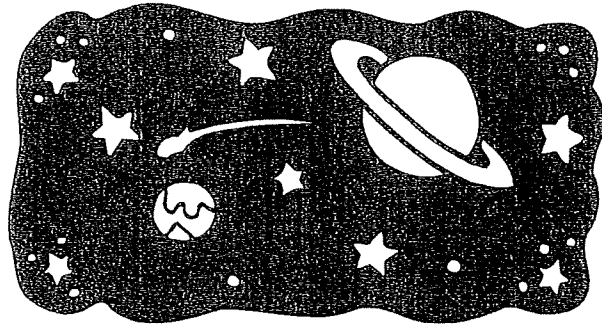
sponge



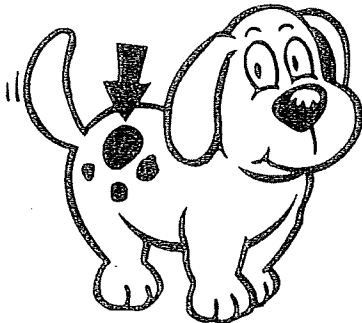
spill



spin



space

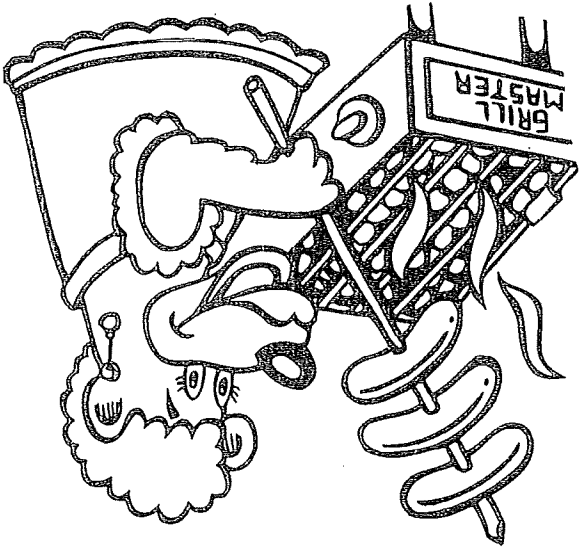


spot



speak

Just then, his mother called, "Smoggy, the hot dogs are done. Can you smell them?" she asked. Smoggy bear smiled. His lips went "smack!"

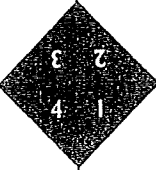


Smoggy Bear had learned to smother or smash flames with his blanket. Smoggy Bear was small, but he was smart.



Cut on dotted line

Initial SM



## Smoggy's Smoky BBQ



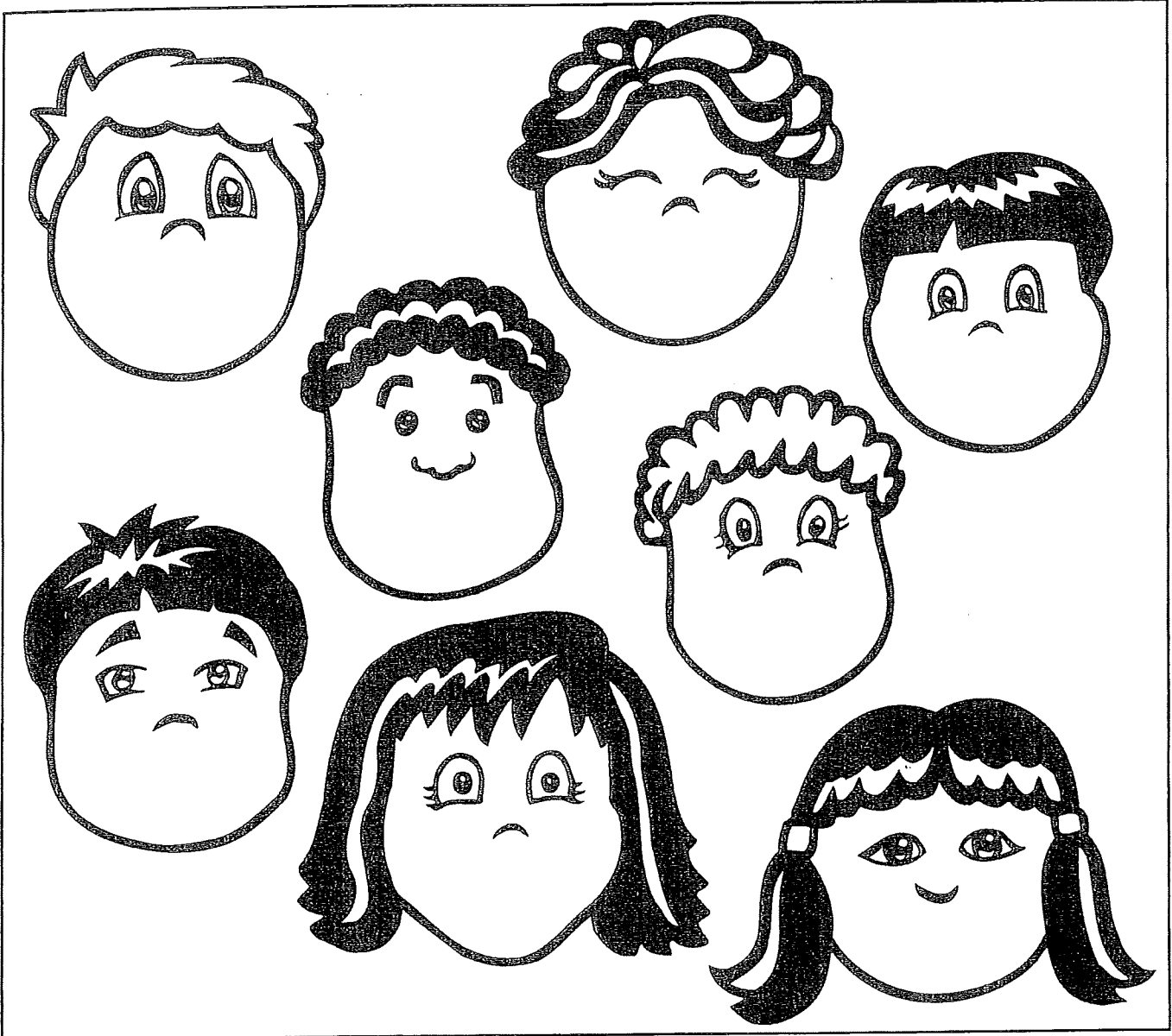
"I can smile, because the smoke is from the barbecue," said Smoggy Bear. "I am small, but I am soooooo smart!"



"I smell smoke," said Smoggy Bear. "I cannot smile when I smell smoke." Smoggy Bear was small, but he was smart!

# Smile!

Instructions: Say "smile" \_\_\_\_\_ times and draw a happy smile on each face! Please return by: \_\_\_\_\_.



**Homework:**

- Please have your child complete all the activities below.
- Please have your child complete only the activities checked below.

- Say "smile" \_\_\_\_\_ times and trace each smile with your finger.
- Finish this sentence: I smile when .....
- Say something to make your homework partner smile.
- When you have your picture taken and someone says "cheese," what do they want you to do?

\_\_\_\_\_  
Name

\_\_\_\_\_  
Helper Signature

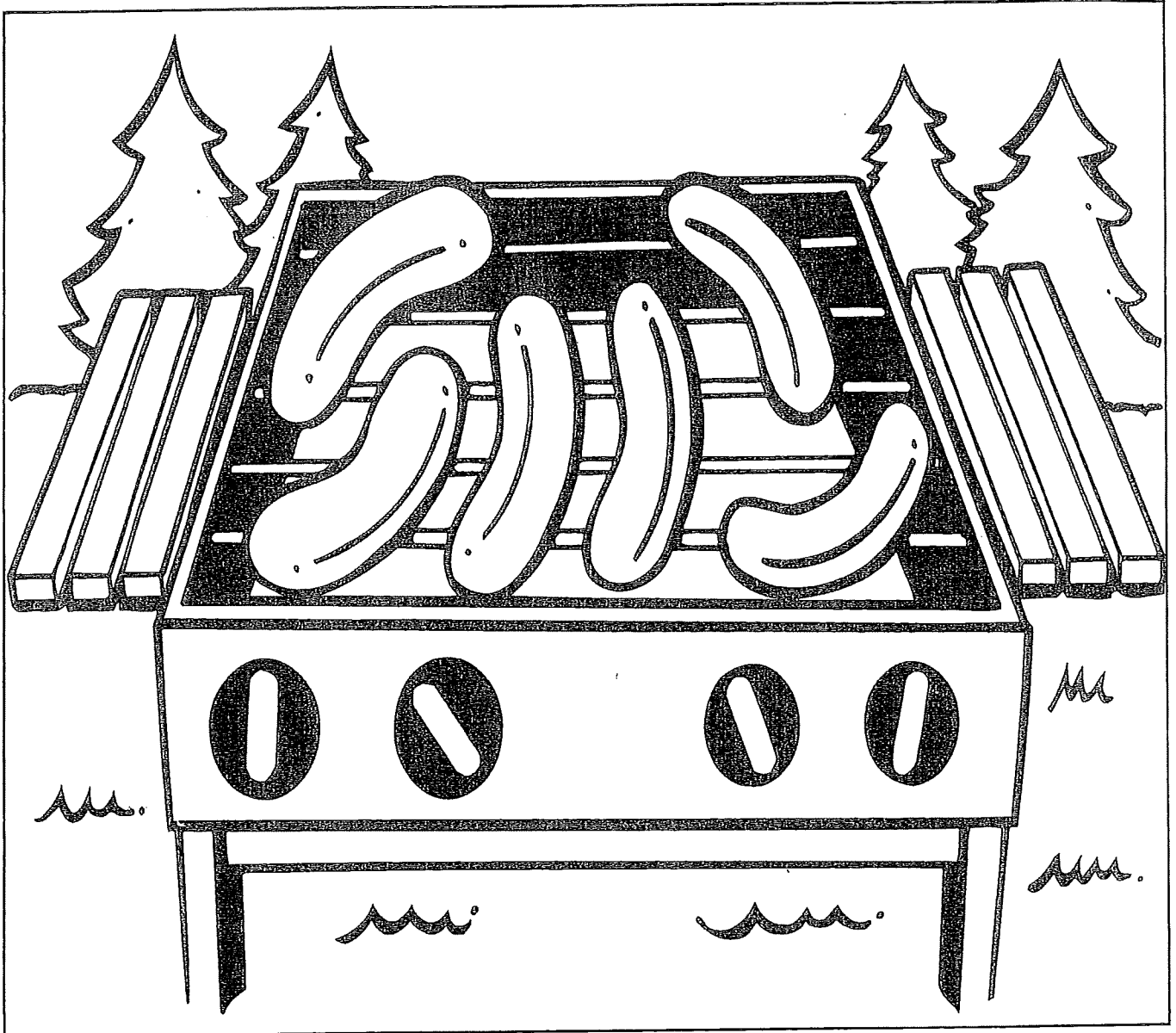
\_\_\_\_\_  
Date

Speech - Language Pathologist

Target: Initial SM

## Smell Can Tell

**Instructions:** Each time you say the word "smoke" \_\_\_\_ times, draw some smoke coming from the cooking hot dogs! Please return by \_\_\_\_\_.



### Homework:

- Please have your child complete all the activities below.
- Please have your child complete only the activities checked below.
  
- Touch each hot dog and say, "I smell smoke." Color in the hot dog!
- Helper: Take out some different smelling spices and scents: some examples are lemon, almond, vanilla, cinnamon, spearmint/mint, perfumes, etc. Then say if you like or don't like the smell.
- Take two "smells" from your collection, close your eyes and try to guess which one it is. Say "I smell ....."
- Finish this sentence: "I am smart because \_\_\_\_\_."

\_\_\_\_\_

Name

\_\_\_\_\_

Helper Signature

\_\_\_\_\_

Date

Speech - Language Pathologist

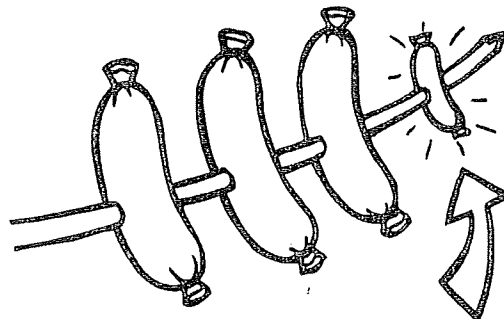
Target: Initial SM

# Smoggy's Smoky Barbecue

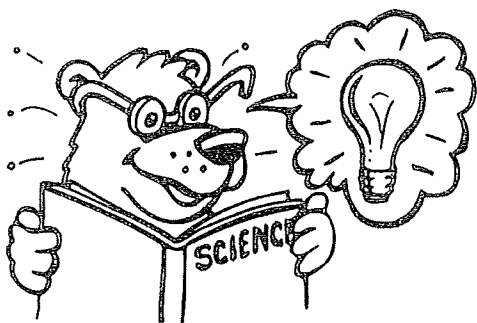
Initial SM



smell



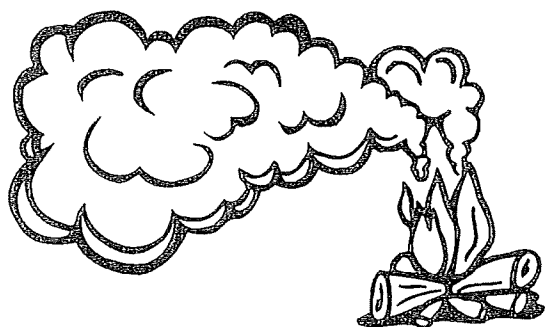
small



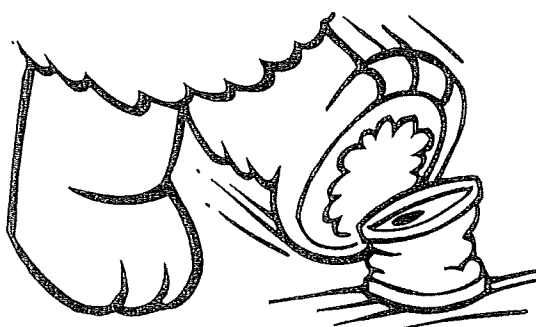
smart



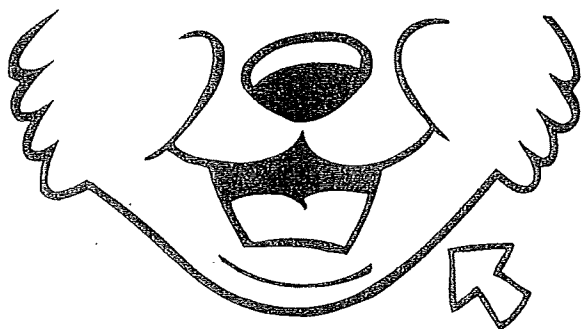
Smoggy Bear



smoke



smash



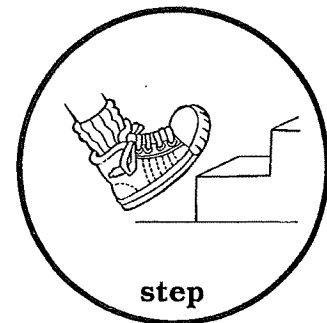
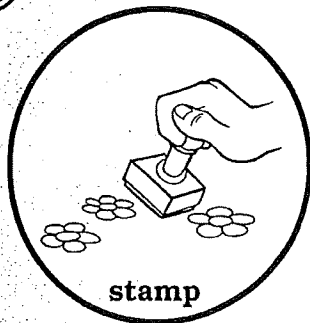
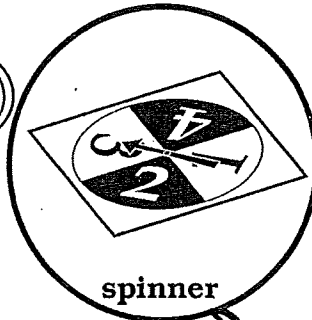
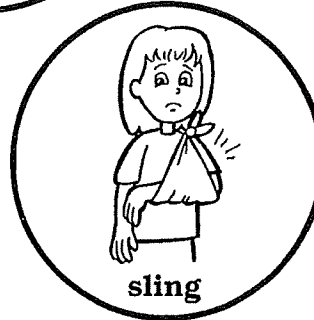
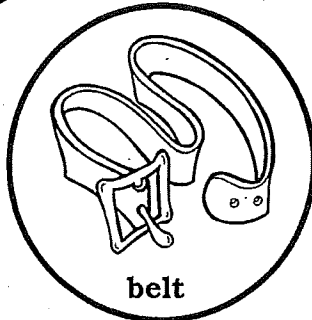
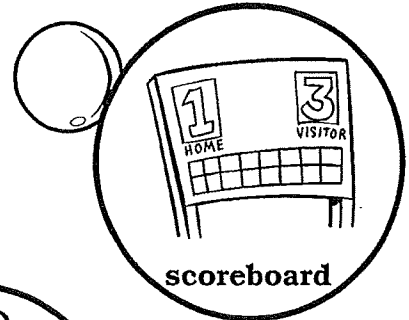
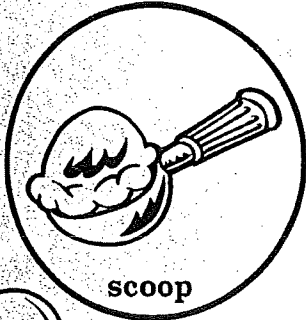
smile



smooth

# Bubble Match-Up Game

Directions: Read/say aloud all the words in the bubbles. Then, draw a line from Spike Spider to each bubble that has an S sound in it. Use your good S sound to say each S word.



Homework Partner \_\_\_\_\_

Date \_\_\_\_\_

Name \_\_\_\_\_

**S Blends  
Words**

### Bubble Burst Game

Directions: Read/say aloud all the words in the bubbles. Roll the die. Then pretend to pop the number of bubbles shown on the die (if the die roll is a two, pop two bubbles). As each bubble "bursts," say the S word in the bubble, using your good S sound.

#BK-297 Bubble Pop™ • ©2001 Super Duper® Publications • 1-800-277-8737 • Online! www.superduperinc.com

The game board consists of 20 circular bubbles arranged in a grid-like pattern. Each bubble contains a word and a corresponding illustration. The words are: school, sneakers, statue, snowflake, skate, skillet, spool, sled, sweater, stop, smile, snow, spy, snake, and stove. There are also two cartoon characters, a boy and a girl, each holding a magnifying glass and looking at the bubbles. Several empty bubbles are scattered throughout the board.

Homework Partner \_\_\_\_\_

Date \_\_\_\_\_

Name \_\_\_\_\_




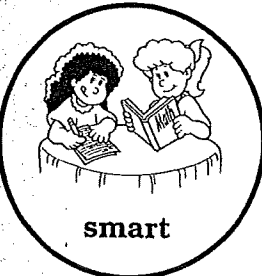



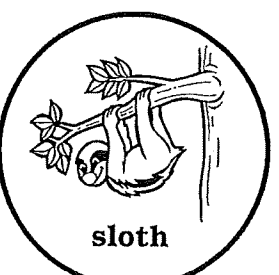

S Blends Words



# Silly Bubble Sentence Game

Directions: Read/say aloud all the words in the bubbles. To make your silly sentences, roll the die three times. On Roll 1, say aloud/write down the word that matches up with the adjective. (If you roll a three, choose adjective number three.) On Roll 2, say aloud/write down the matching noun. On Roll 3, say aloud/write down the matching verb. Then say your silly sentence. To make more sentences, just keep rolling the die! Remember to use your good S sound.

- The snappy slug will skips.  
 Roll 1 (adjective)      Roll 2 (noun)      Roll 3 (verb)

	Roll 1 Adjectives	Roll 2 Nouns	Roll 3 Verbs
<b>1</b>	 skilled	 skater	 sneeze
<b>2</b>	 smart	 slug	 skip
<b>3</b>	 snappy	 sloth	 sweat

- The \_\_\_\_\_ will \_\_\_\_\_.  
 Roll 1 (adjective)      Roll 2 (noun)      Roll 3 (verb)
- The \_\_\_\_\_ will \_\_\_\_\_.  
 Roll 1 (adjective)      Roll 2 (noun)      Roll 3 (verb)
- The \_\_\_\_\_ will \_\_\_\_\_.  
 Roll 1 (adjective)      Roll 2 (noun)      Roll 3 (verb)

Homework Partner \_\_\_\_\_

Date \_\_\_\_\_

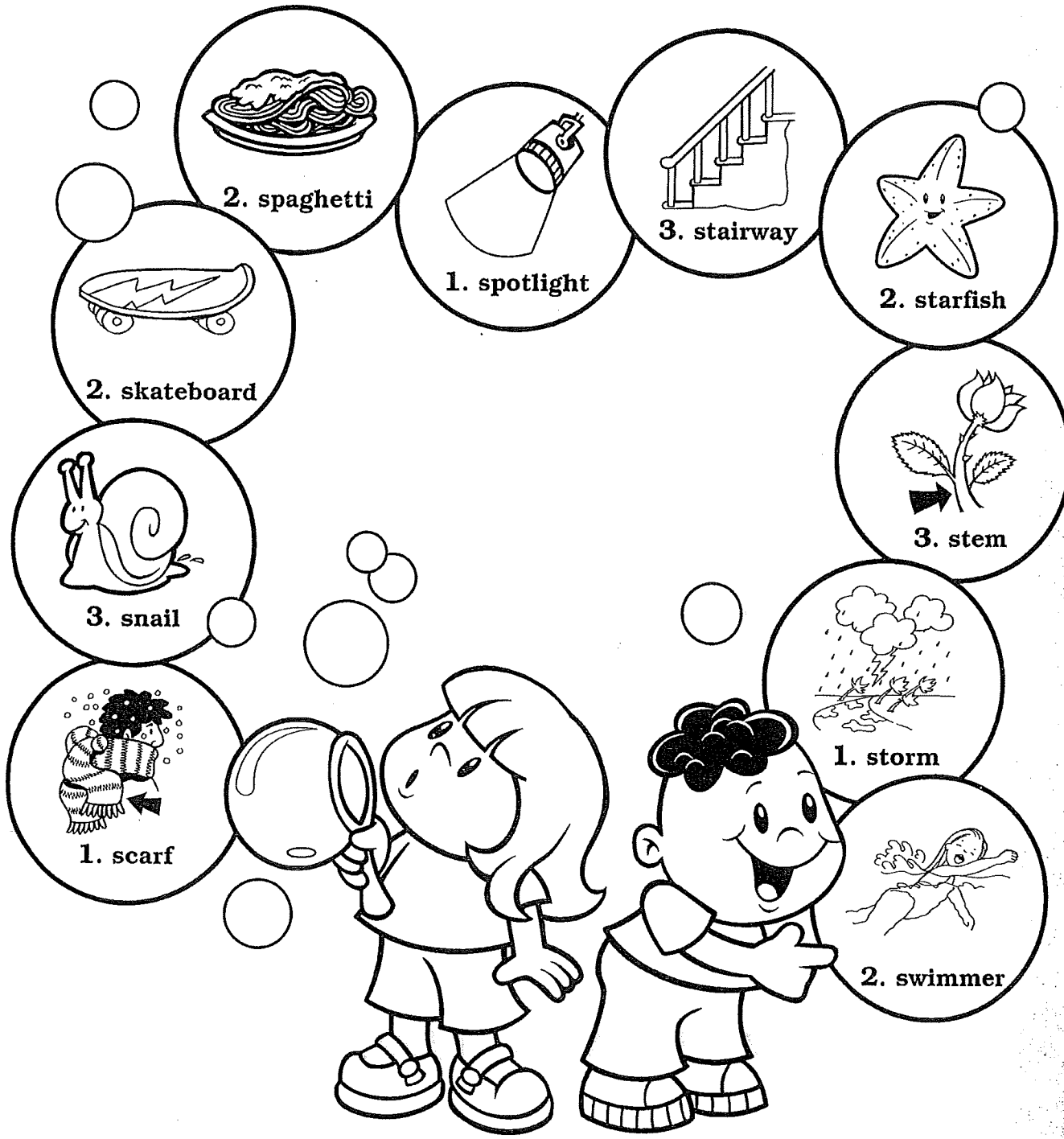
Name \_\_\_\_\_

S Blends  
Words



# Bubble Blow & Pop Game

Directions: Read/say aloud all the words in the bubbles. Then, beginning with the little girl, "blow" or make all your bubbles. When you reach the little boy, turn around, go back and "pop" your bubbles along the way. Using your good S sound say the word on each bubble that you land on. Jump from space to space as shown on the die. If die has a two on it, jump to space two. If on the next roll, the die says three, jump to the next three spot.



Homework Partner \_\_\_\_\_

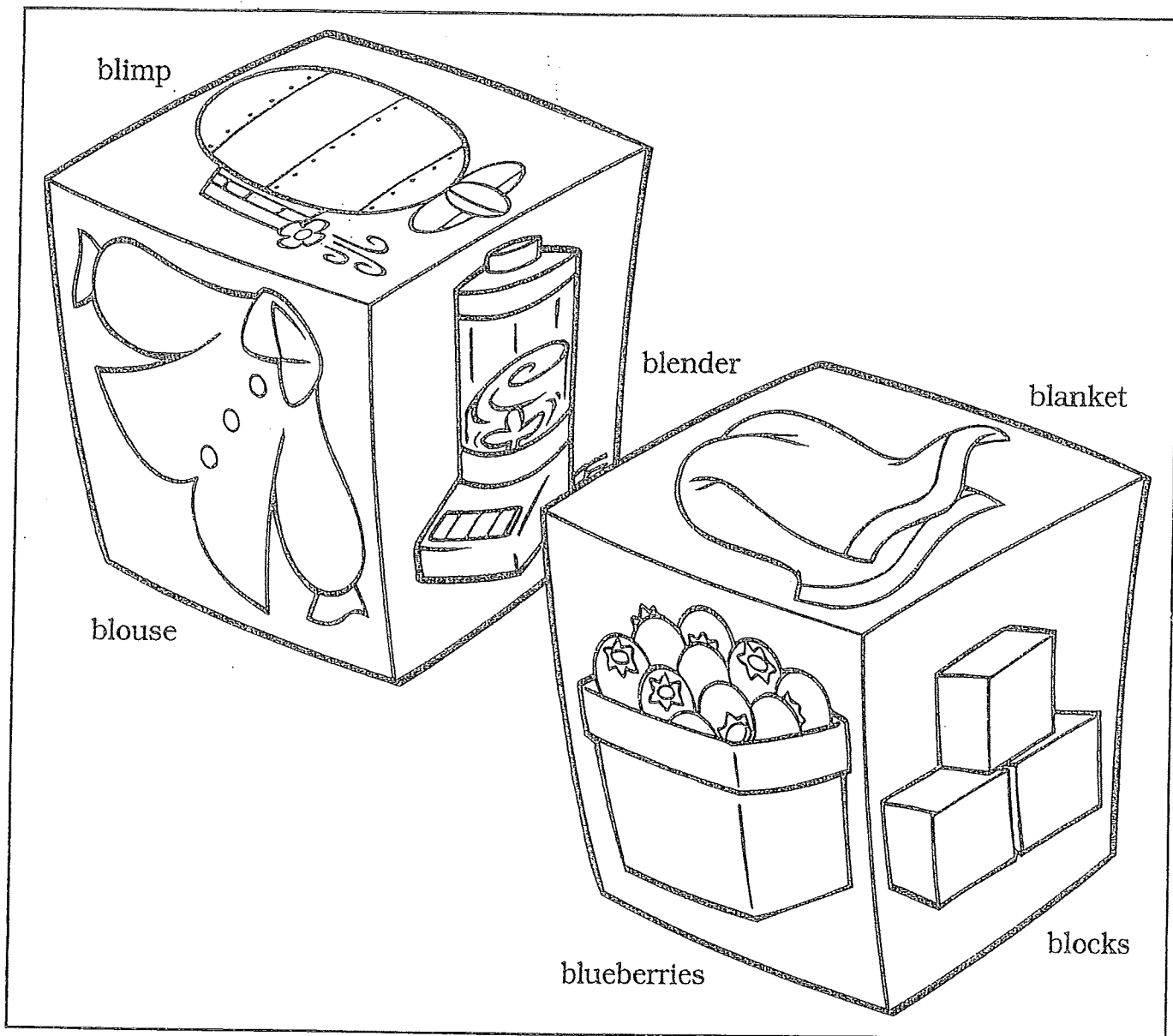
Date \_\_\_\_\_

Name \_\_\_\_\_

**S Blends  
Words**

# Building Blocks

Instructions: Say each word on the blocks below and color them. Please return by: \_\_\_\_\_



**Homework:**

- Please have your child complete all the activities below.
- Please have your child complete only the activities checked below.
- Touch each picture and say the word \_\_\_ times.
- Find \_\_\_ things in your house that are black. Say "black" when you find them.
- Recite to child: "Little Boy Blue, come blow your horn. The sheep is in the meadow, the cow is in the corn."
- Practice/listen to these other "BL" words: blink, bloom, blank, blow, black.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Helper Signature

\_\_\_\_\_  
Date

Speech - Language Pathologist

Target: BL Blend