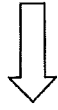


Early Sounds

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

Identify sound or phonological process to address

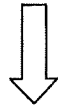


Increase Awareness

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

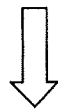


Increase Production at Sound Level



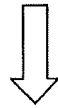
Increase Production at Word Level

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.



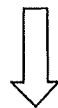
Increase Production at Phrase Level

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.

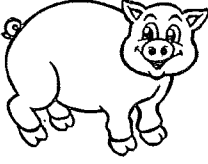

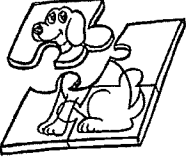


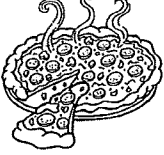



Activities/Games




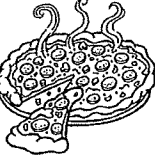
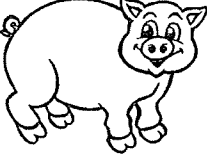




1. Articulation/Phonological Game boards
2. Storybook with vocabulary pictures and game boards
3. General reinforcement games: Animal Buddies, Brennan the Bear games, Ants in the Pants with artic cards.
4. Memory game with articulation cards or minimal pair cards.
5. Worksheets
6. Scissors and Glue activities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

3 Games in 1

Directions: Say aloud the picture-words below, using your good P sound. Then, play one of the following games:

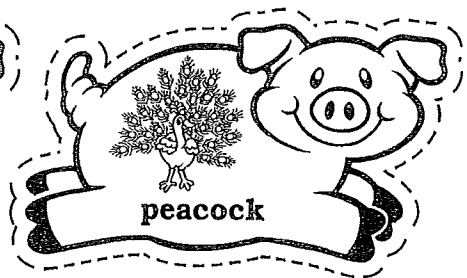
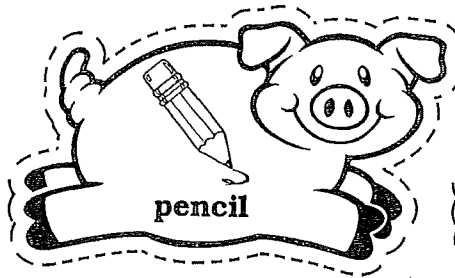
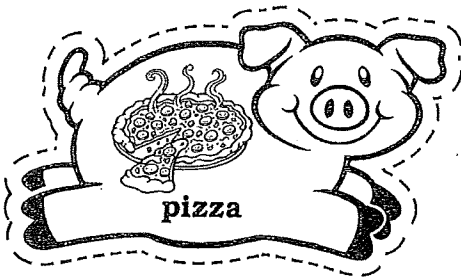
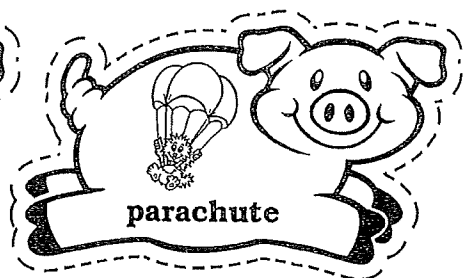
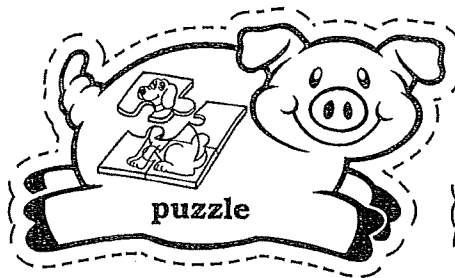
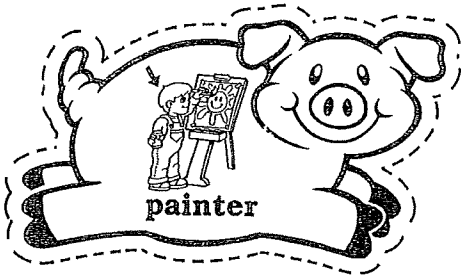
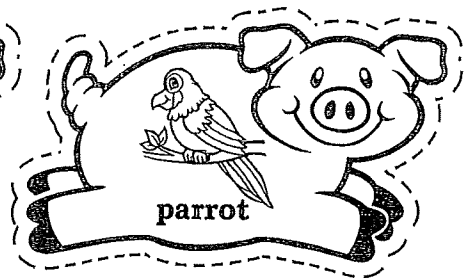
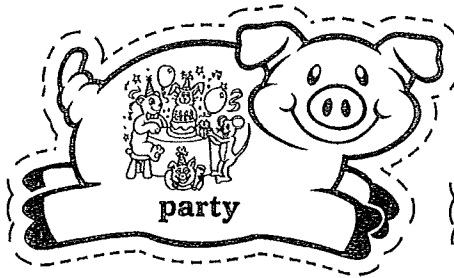
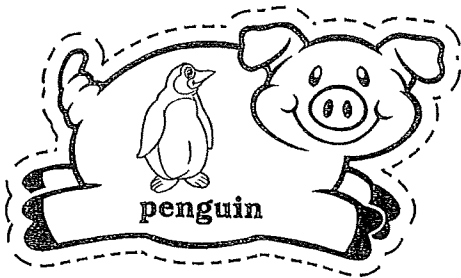
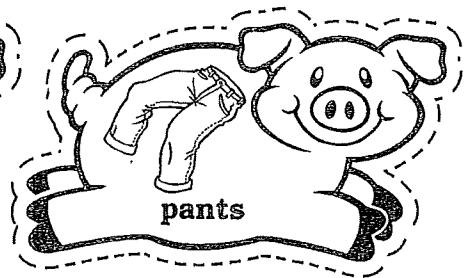
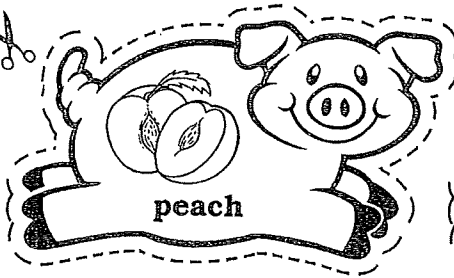
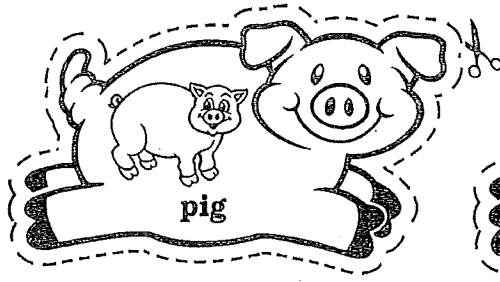
- Lotto – Caller reads a word and student repeats the word and covers it with a token/chip.
- Tic-Tac-Toe – Each time you write an **X** or **O**, say the word you mark over.
- Memory – Cut out all the cards and place face down. Try to find matching pairs. Say aloud each word you find. Keep all matches.

| | | |
|---|--|---|
|  pig |  party |  puzzle |
|  painter |  peach |  pizza |
|  parachute |  parrot |  penguin |

| | | |
|---|---|--|
|  parachute |  painter |  party |
|  pizza |  pig |  peach |
|  parrot |  penguin |  puzzle |

Pig Pile

Directions: Read/say aloud the picture-words below. Then, cut out the pigs and place them face down. Flip over a pig and read/say the word aloud. As you play, put the pigs on top of each other, making a "pig pile." Remember to use your good P sound.



Homework Partner _____

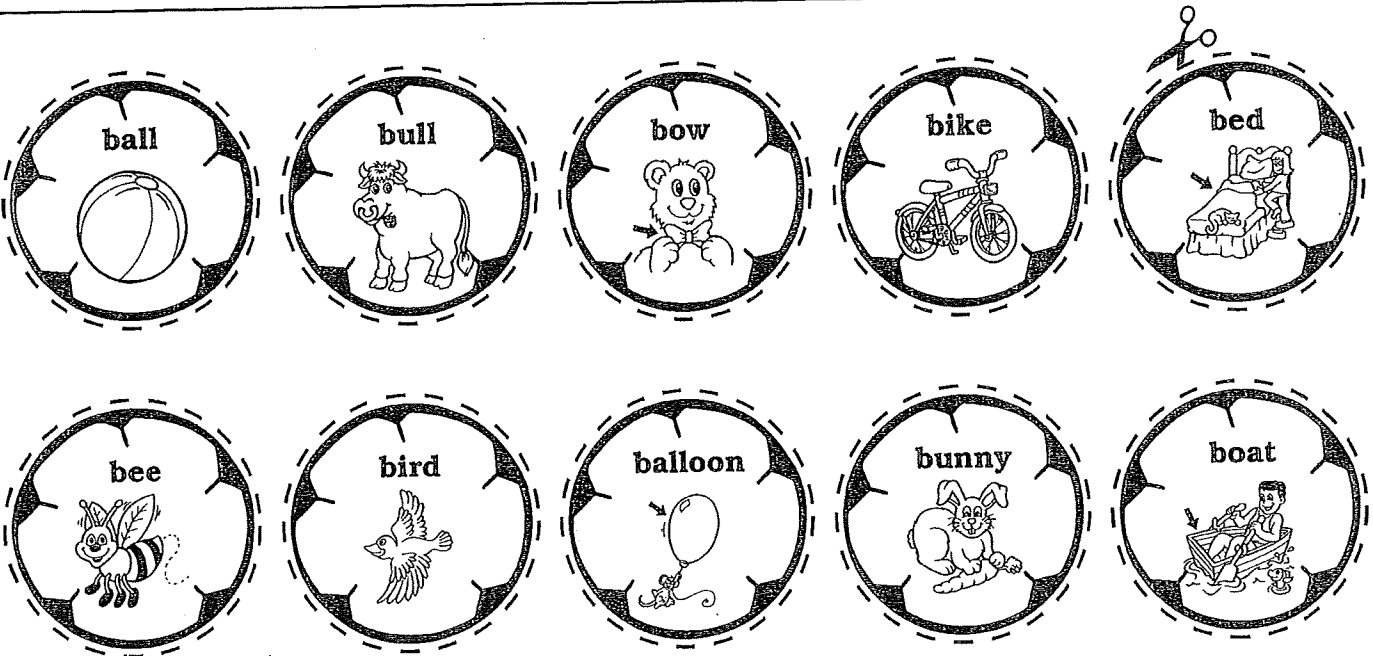
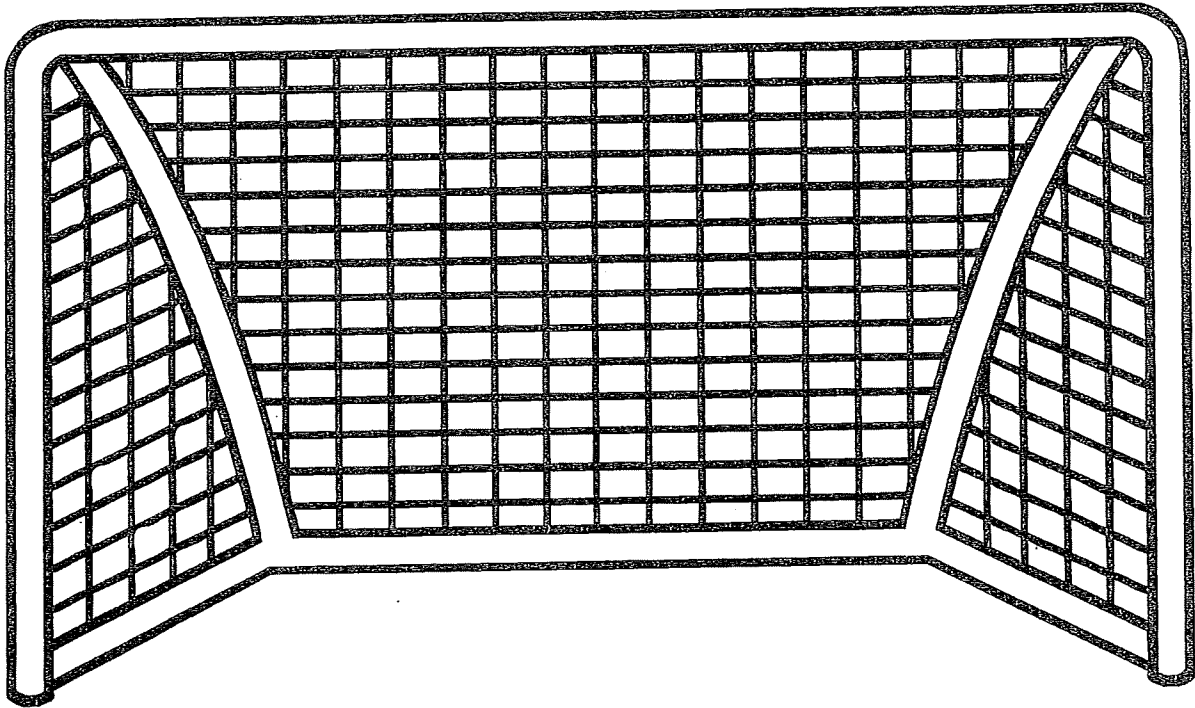
Date _____

Speech-Language Pathologist _____

Initial P
Words

Kick It!

Directions: Copy this page twice and cut out the soccer balls. Give each student a net. First player flips a coin. If heads, he/she picks up one ball, if tails, he/she picks up two balls. Player says aloud the word(s) on the ball(s). If correct, he/she "scores" a goal by placing the ball(s) in the other player's net. Play continues in turn. Most goals wins. _____



Homework Partner _____

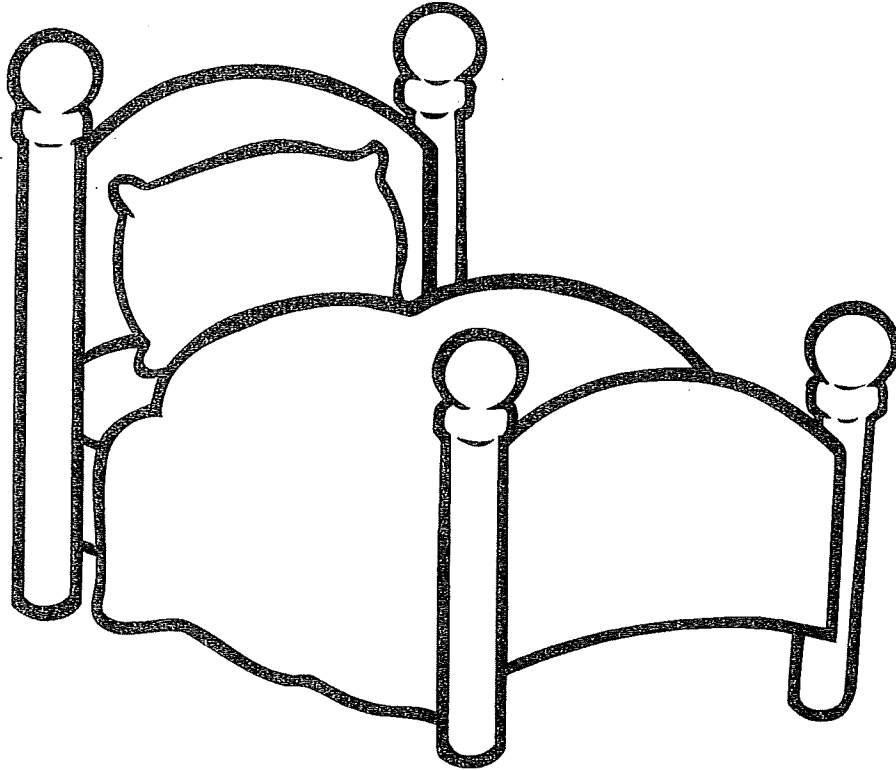
Date _____

Speech-Language Pathologist _____




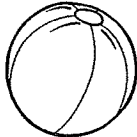


Initial B
Words

What's Under the Bed?

Directions: Cut out the picture-words below. Read the questions. Then, read/say the answer aloud and follow the directions. Remember to use your good B sound.



1. What goes on top of a present?
(Put it under the bed.)
2. What floats on the water?
(Put it next to the bed.)
3. What sings and flies?
(Put it on the pillow.)
4. What has pedals and handlebars?
(Put it on a bed post.)
5. What floats on a string?
(Put it next to the bed.)
6. What can we throw or kick?
(Put it over the bed.)

| | |
|---|---|
|  boat |  bow |
|  bike |  ball |
|  bird |  balloon |

Answers: 1. bow, 2. boat, 3. bird, 4. bike, 5. balloon, 6. ball

Homework Partner _____

Date _____










Speech-Language Pathologist _____










Initial B
Words

3 Games in 1

Directions: Say aloud the picture-words below, using your good M sound. Then, play one of the following games:


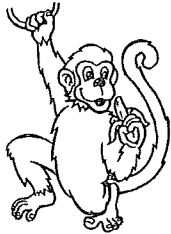




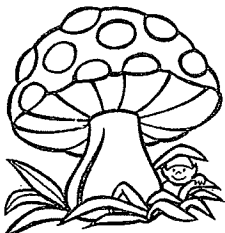


- Lotto - Caller reads a word and student repeats the word and covers it with a token/chip.
- Tic-Tac-Toe - Each time you write an X or O, say the word you mark over.
- Memory - Cut out all the cards and place face down. Try to find matching pairs. Say aloud each word you find. Keep all matches.

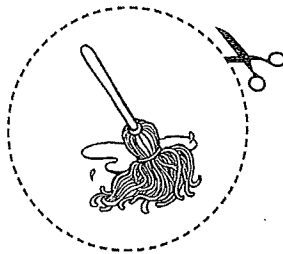
| | | |
|--|--|---|
|  mouse |  monkey |  mustache |
|  milk |  muscles |  moose |
|  mushroom |  mother |  mop |

| | | |
|---|---|---|
|  mustache |  mother |  muscles |
|  mop |  mouse |  milk |
|  moose |  monkey |  mushroom |

Hide-and-Seek

Directions: Read/say aloud the picture-words. If you prefer, glue the pictures on a file folder/cardboard. Cut out the pictures and mop. Place the pictures face up. Have your partner hide the mop under a picture. Name the picture where you think the mop is hidden. (Mittens?) First player to find the mop wins. Use your good M sound!

| | | |
|---|---|--|
|  <p>mouse</p> |  <p>monkey</p> |  <p>mustache</p> |
|  <p>milk</p> |  <p>muscles</p> |  <p>moose</p> |
|  <p>mushroom</p> |  <p>mother</p> |  <p>mittens</p> |



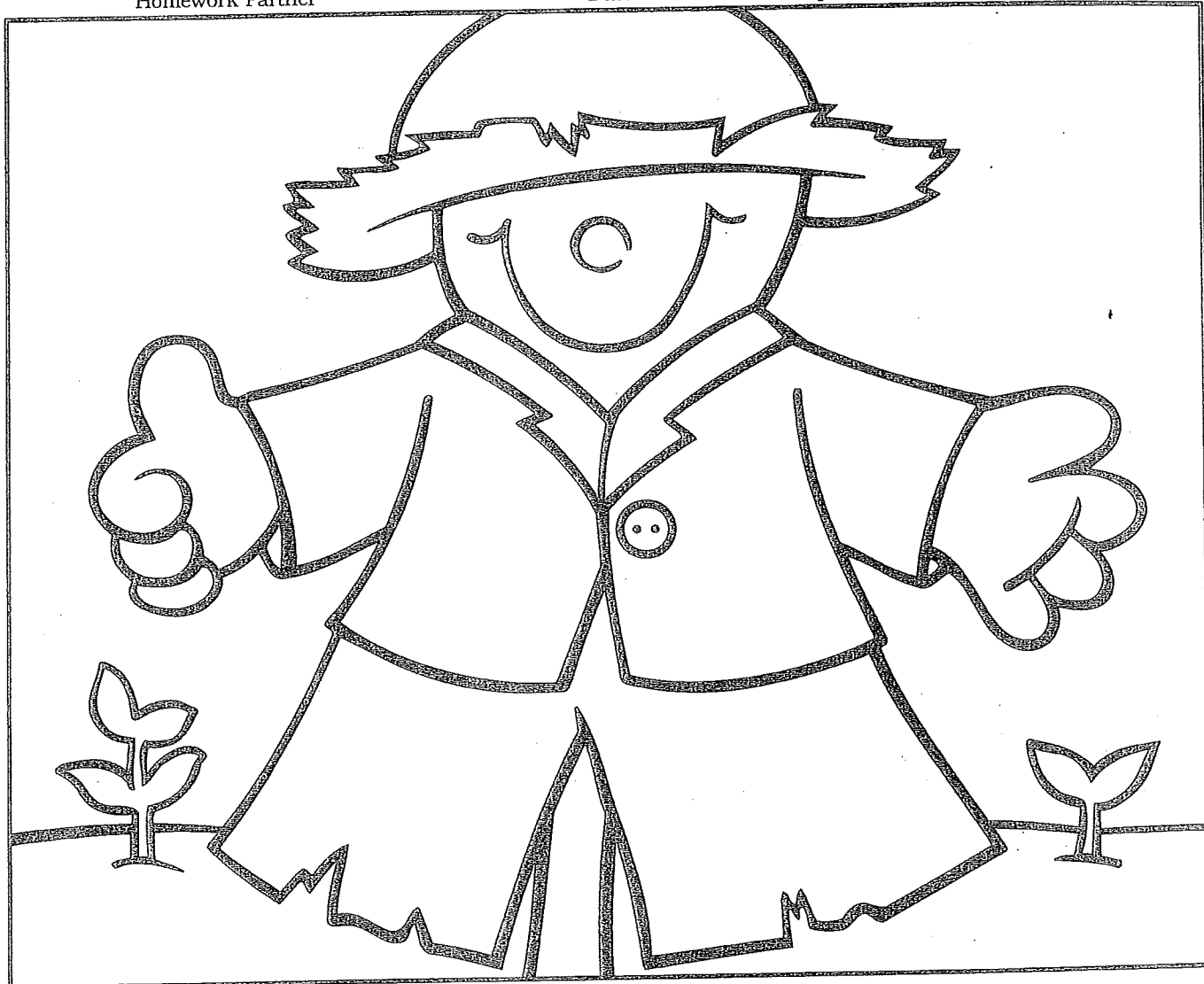
Patch the Scarecrow

Instructions: Color and cut out the patches. Have the child say patch before gluing a patch on the scarecrow's shirt and pants.

Homework Partner _____

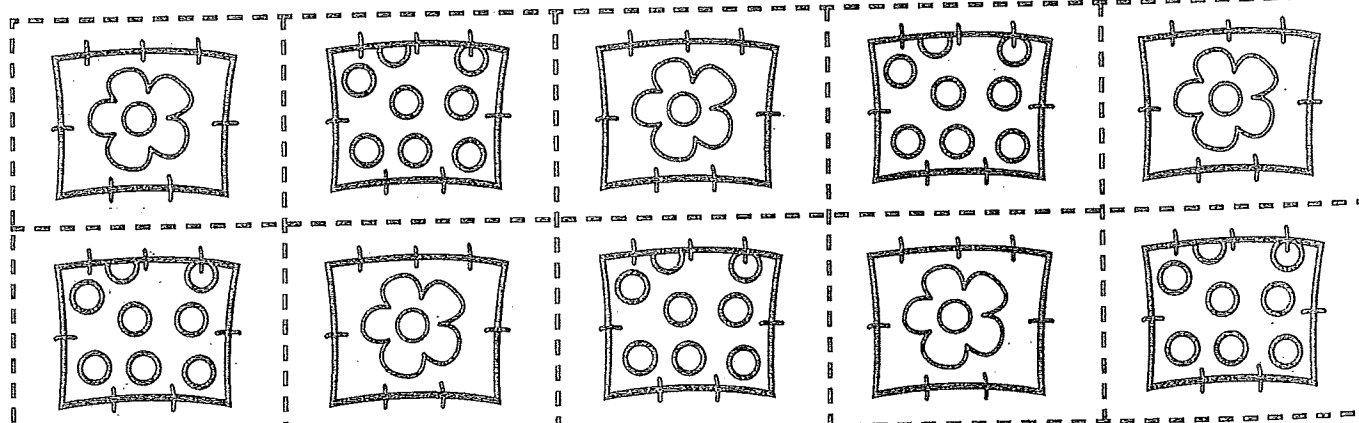
Date _____

Speech-Language Pathologist _____



Processes: Clusters, Fricatives, Affricatives, Liquids, Stops

Target Sounds/Words: /p-/ /-ch/ /-nt-/ /-s/ /sh-/ /-r-/ /-t/ patch, pants, shirt



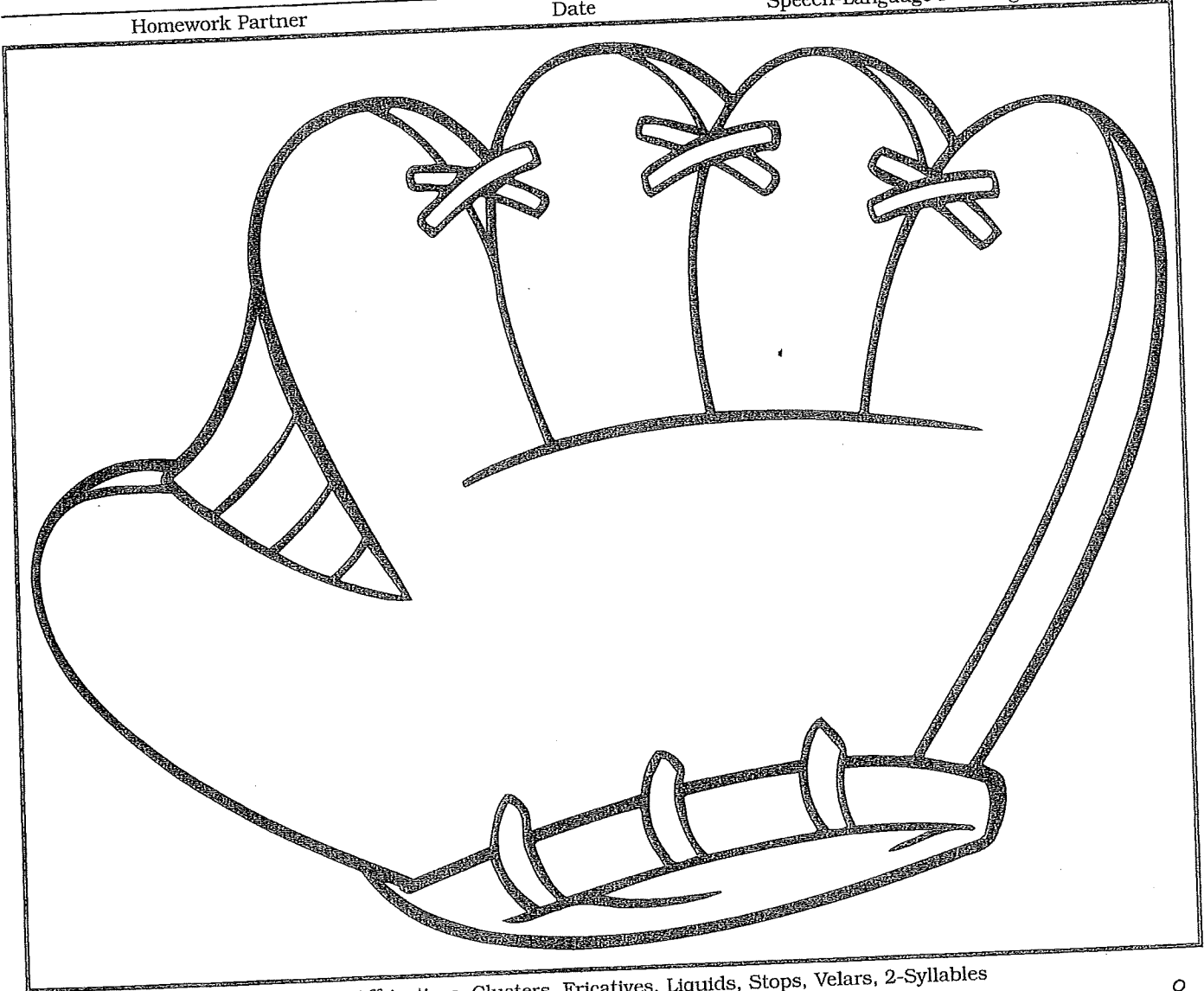
Baseball Fever

Instructions: Color and cut out the baseballs. Have the child say ball before gluing a ball on the glove. _____

Homework Partner _____

Date _____

Speech-Language Pathologist _____



Processes: Affricatives, Clusters, Fricatives, Liquids, Stops, Velars, 2-Syllables
Target Sounds/Words: /g-/ /k-/ /-ch/ /-v/ /b-/ /-b-/ /-l/ /-s-/ glove, catch, ball, baseball

