

# Fronting

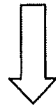
## **The Path to Mastery of a Target Sound or Suppression of a Phonological Process**

**Identify sound or phonological process to address**

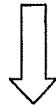


### **Increase Awareness**

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

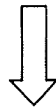


### **Increase Production at Sound Level**



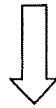
### **Increase Production at Word Level**

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.

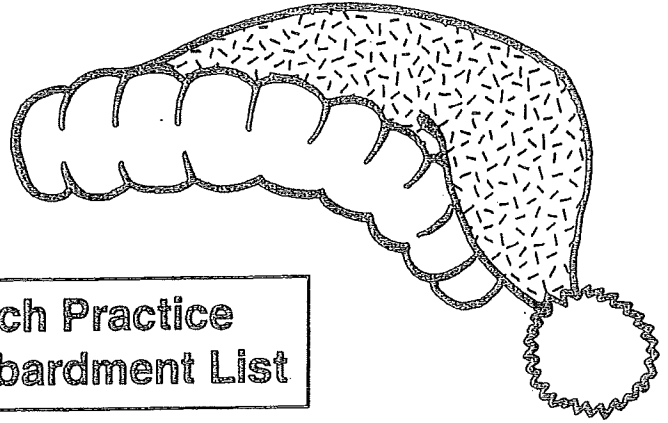
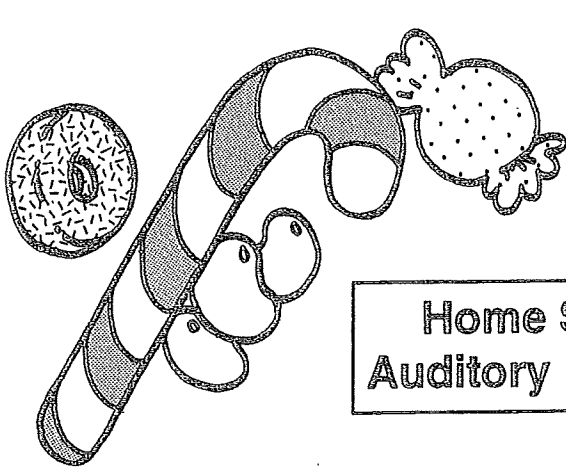


### **Increase Production in Conversation (Everyday Speech)**

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



Home Speech Practice  
Auditory Bombardment List

Target Sound(s): "K" Sound at the Beginning of Words

Date: \_\_\_\_\_

Ask your child to listen carefully as you read the following list of words slowly and clearly. It is important that your child not repeat these words but just listen to them quietly. Please spend one to two minutes daily reading these words to your child. After listening to the words, your child may color the pictures on this page!

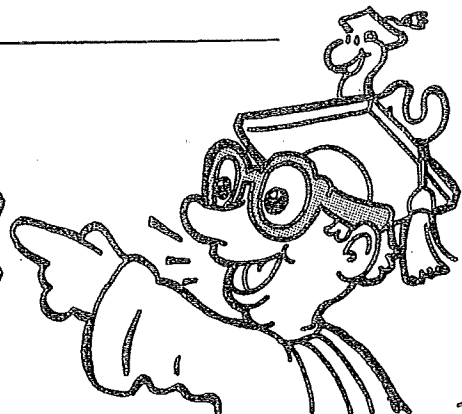
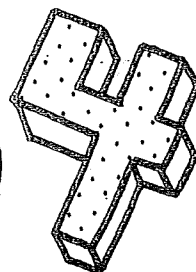
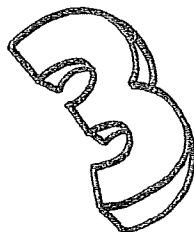
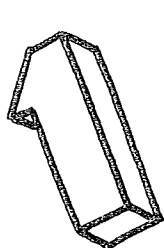


- |       |      |       |       |
|-------|------|-------|-------|
| key   | can  | cart  | candy |
| car   | cap  | code  | cold  |
| comic | cool | couch | count |
| keep  | kid  | kind  | kit   |



Additional Comments / Helpful Hints:

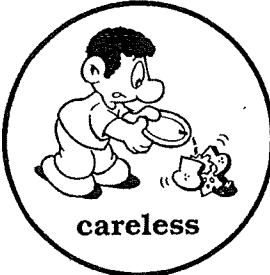

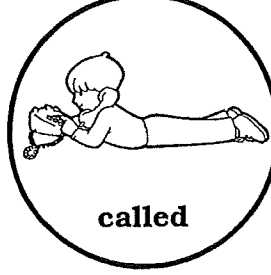




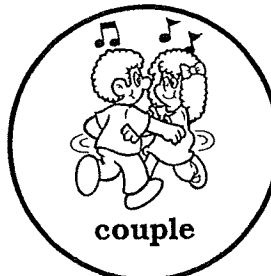

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# 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 K sound.

- The careless couple called  
 Roll 1 (adjective)      Roll 2 (noun)      Roll 3 (verb)

	Roll 1 Adjectives	Roll 2 Nouns	Roll 3 Verbs
1	 careless	 coach	 called
2	 careful	 camper	 counted
3	 cozy	 couple	 coughed

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

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

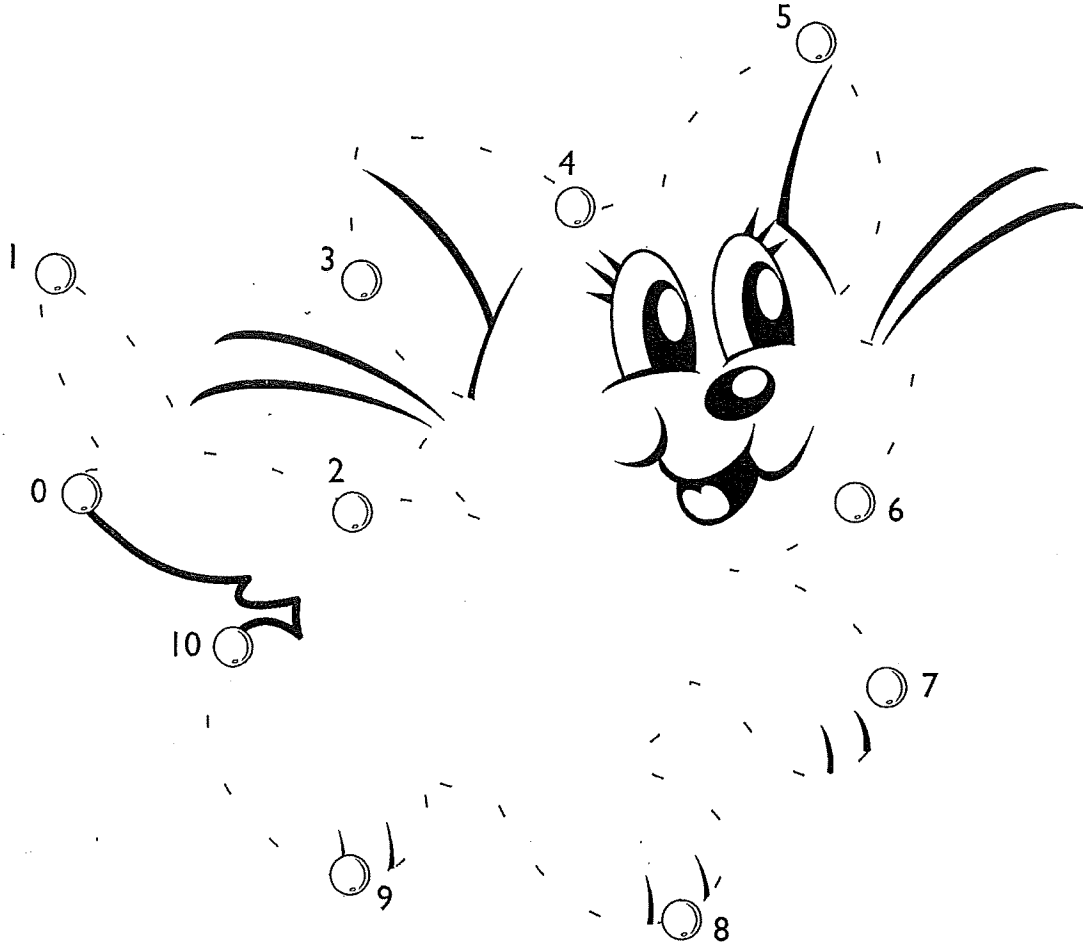
Date \_\_\_\_\_











Name \_\_\_\_\_

Initial K  
Words

# Bubble Dot-to-Dot

Directions: Look at the words below and say each word aloud. Then, say each word a second time, and as you say each word connect the dots.



	0-1. cabin		5-6. canoe
	1-2. caboose		6-7. castle
	2-3. camel		7-8. coffee
	3-4. campfire		8-9. compass
	4-5. candle		9-10. kitten

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

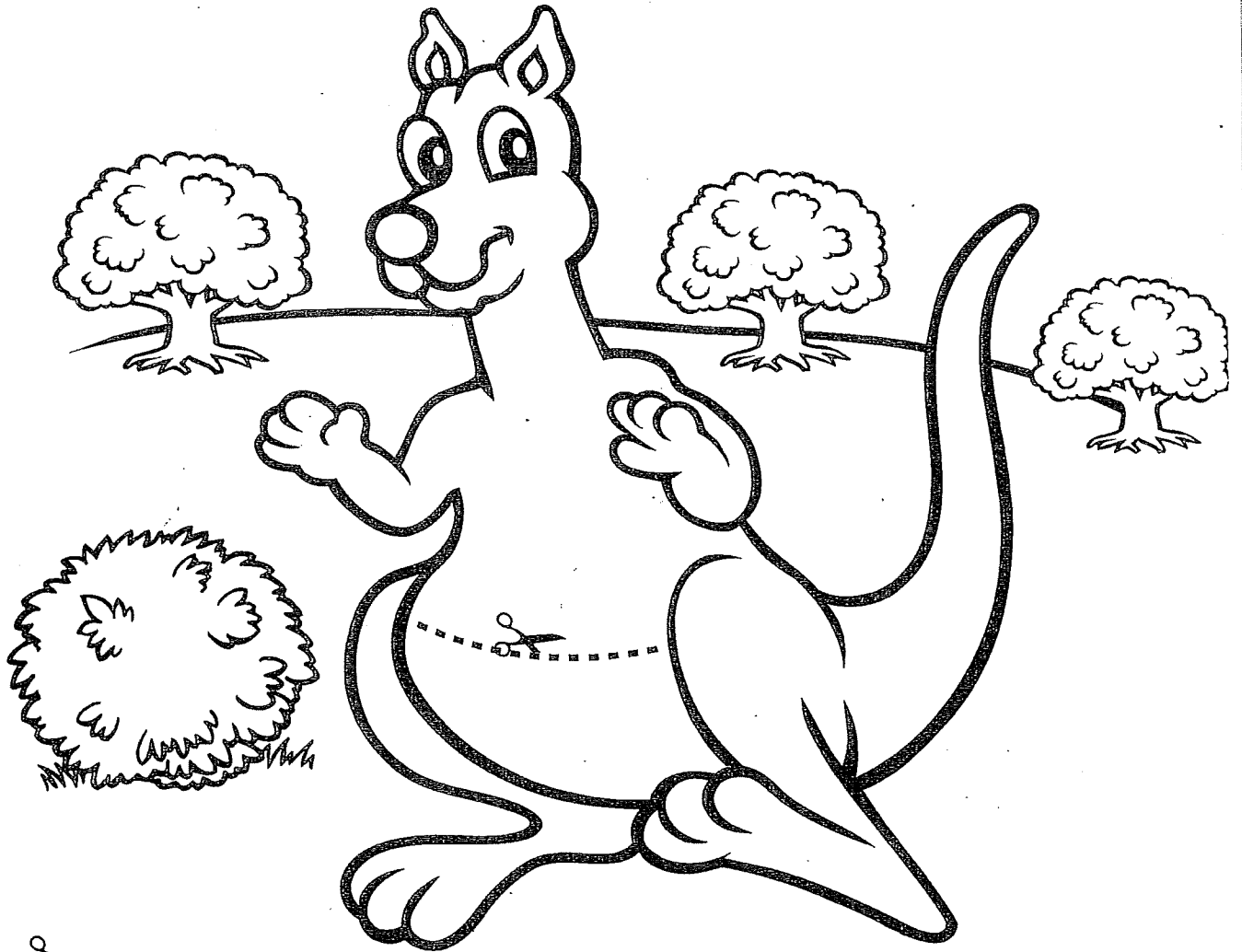
Date \_\_\_\_\_



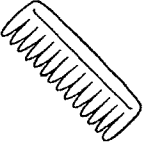







Name \_\_\_\_\_

Initial K  
Words

# Kangaroo's Pouch

Directions: Cut out the picture-word cards below. Then, cut along the dotted line to make a pouch for the kangaroo. Read/say aloud each word as you place the cards into the kangaroo's pouch. Remember to use your good K sound.



 <b>candy</b>	 <b>cow</b>	 <b>comb</b>	 <b>camel</b>	 <b>king</b>
 <b>cat</b>	 <b>key</b>	 <b>carrot</b>	 <b>car</b>	 <b>kite</b>

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

Date \_\_\_\_\_

Speech-Language Pathologist \_\_\_\_\_

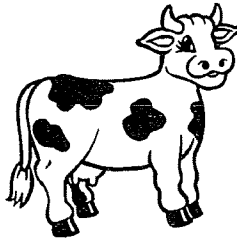
**Initial K  
Words**

# Hide-and-Seek

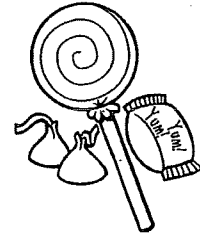
Directions: Read/say aloud the picture-words. If you prefer, glue the pictures on a file folder/cardboard. Cut out the pictures and key. Place the pictures face up. Have your partner hide the key under a picture. Name the picture where you think the key is hidden. (Comb?) First player to find the key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



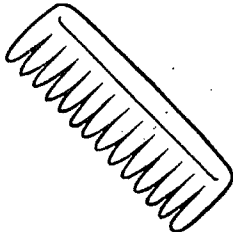
cat



cow



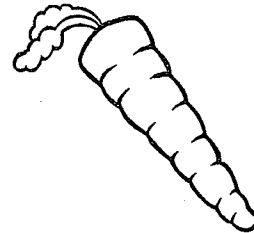
candy



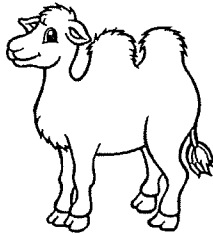
comb



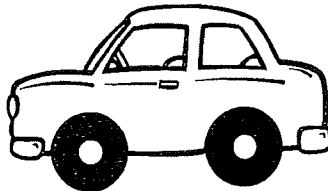
cowgirl



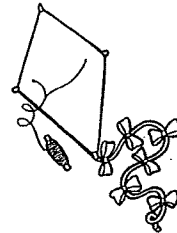
carrot



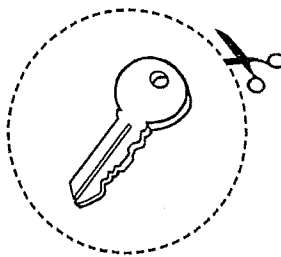
camel



car



kite



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

Date \_\_\_\_\_

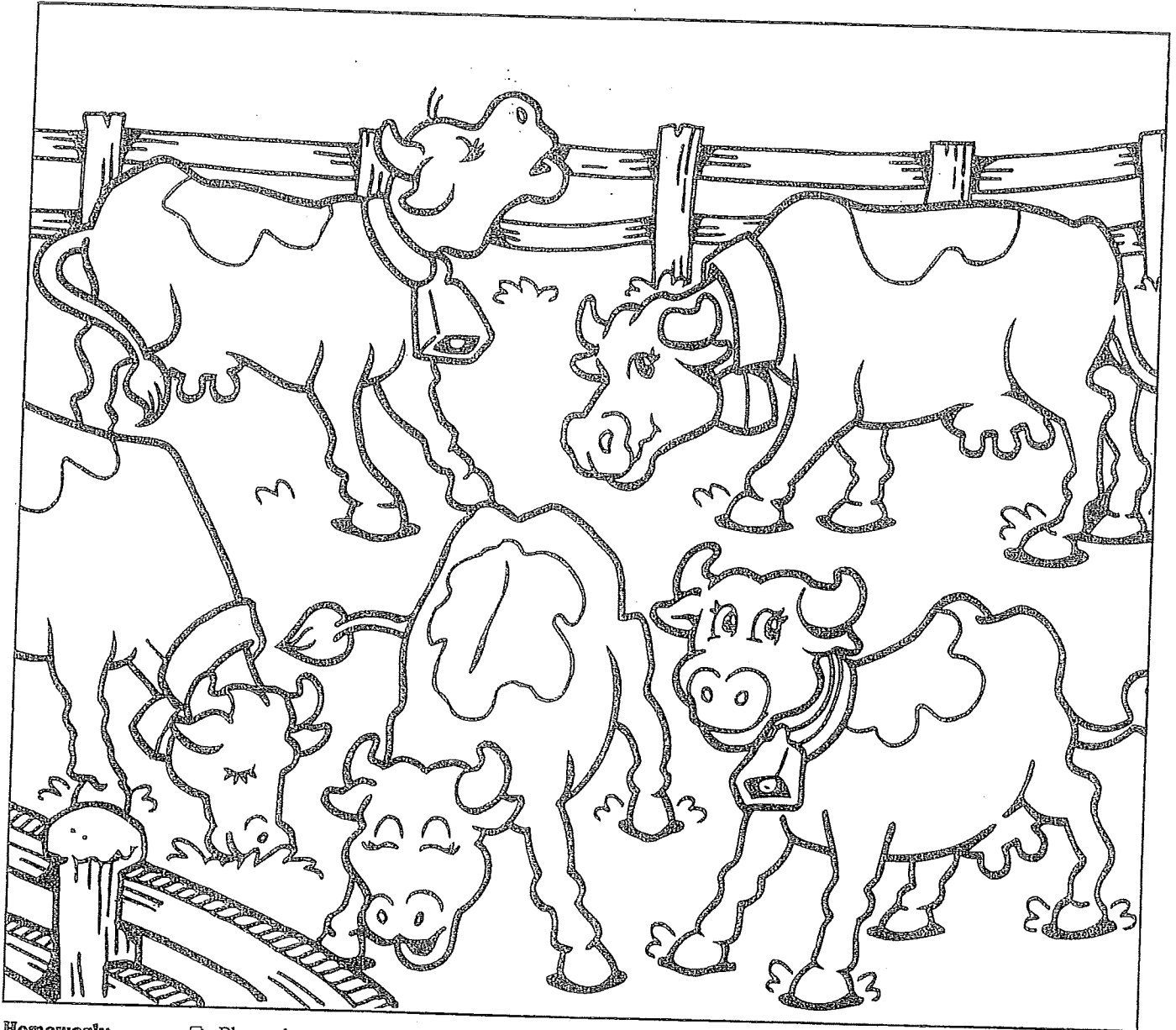
Speech-Language Pathologist \_\_\_\_\_

Initial K  
Words



# 'Til the Cows Come Home

Instructions: Every time you see a cow, say "cow" \_\_\_\_ times and color in a cow. 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 cow. Say "cow" \_\_\_\_ times. Draw a cap on each cow. Say "cap" \_\_\_\_ times.
- Draw a picture of your favorite cap.
- Partner recites: "Little Boy Blue, come blow your horn. The sheep's in the meadow, the cow's in the corn." Teach this rhyme to your child. Emphasize the "k" sound.
- Practice these other "K" words: keep, cape, cup, corn, king, cook, cake, couch.

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

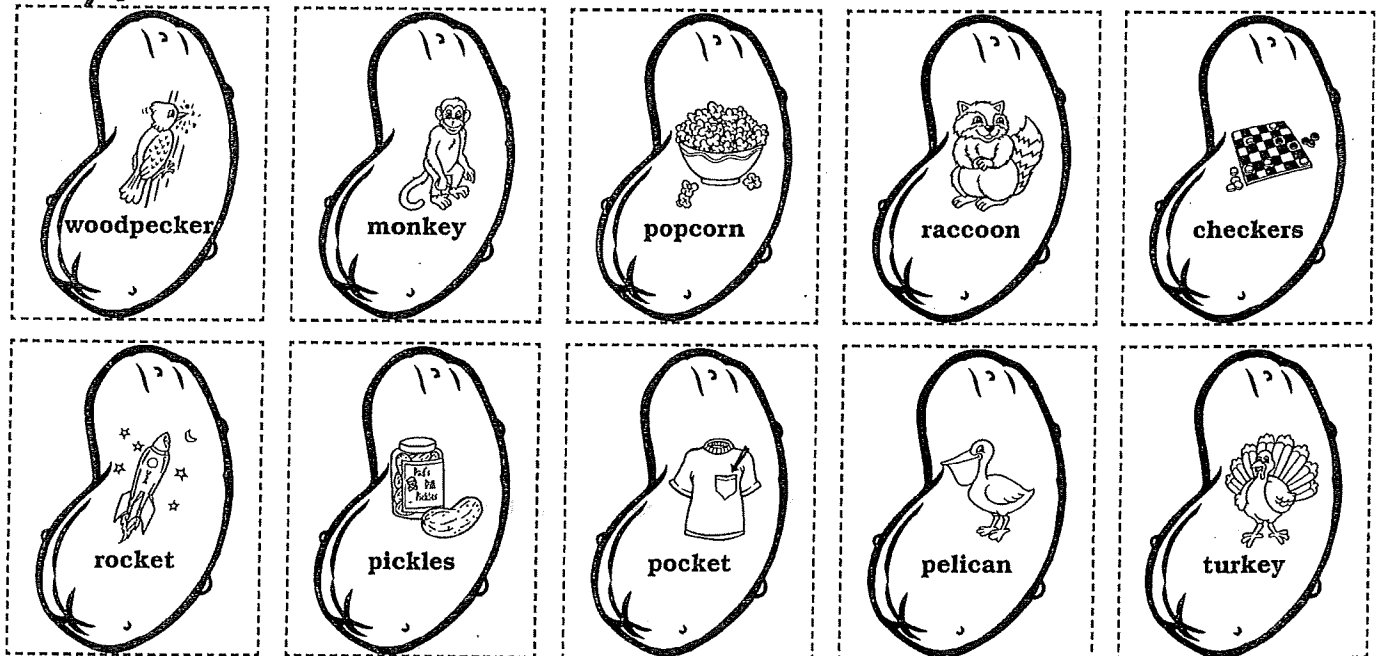
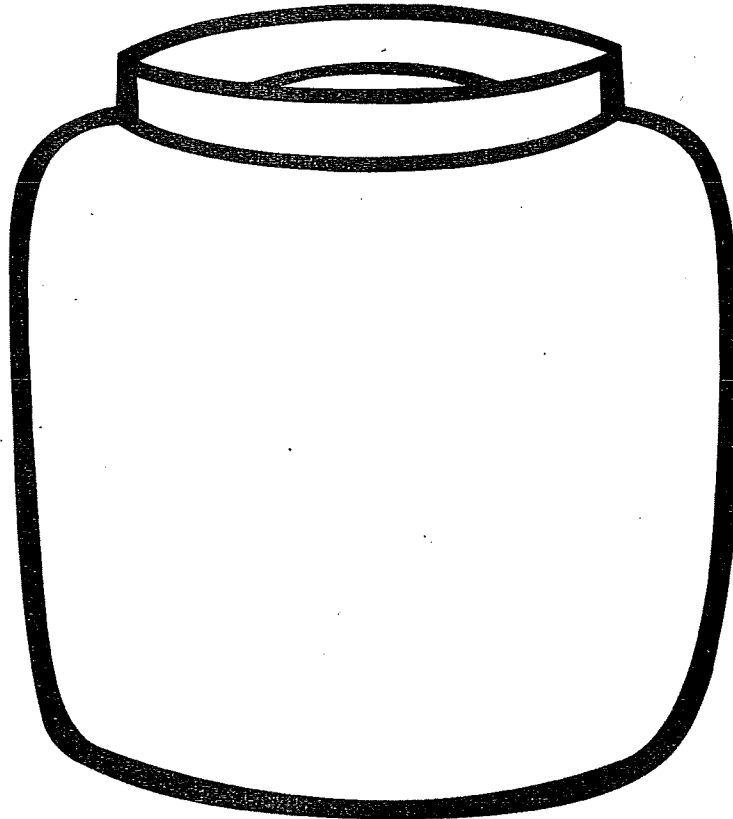
Date \_\_\_\_\_

Speech - Language Pathologist

Target: Initial K

# Pickles in a Jar

Directions: Cut out the pickles below and place them face down. As you choose a pickle, read/say aloud the picture-word on it and place the pickle onto the pickle jar. Remember to use your good K sound.



Homework Partner

Date

Speech-Language Pathologist

Medial K  
Words

Chuck Duck took a snack from his sack and swam to the rock. "Quack, quack, quack," said Chuck Duck. Zeke Snake didn't understand "Quack, quack."



Zeke Snake didn't understand "quack, quack." "Hisssssssssss," said Zeke Snake. But Chuck Duck didn't understand "Hisssssssssss."

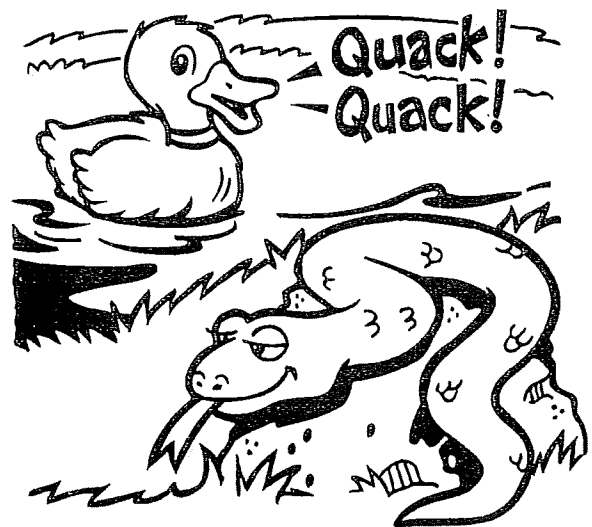


1  
4  
2  
3

## A Sack Snack



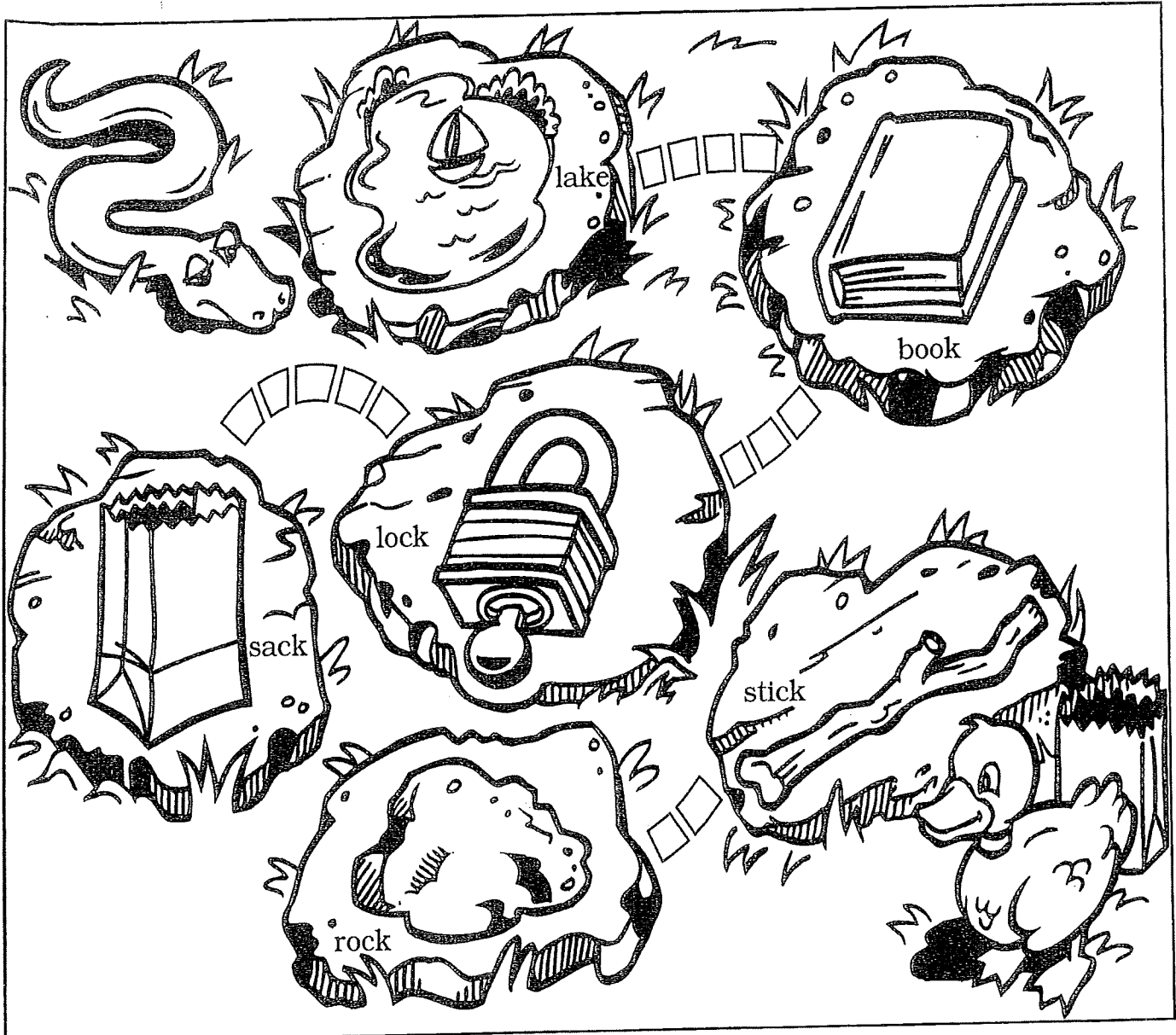
But he DID understand "sack and snack." So, Zeke Snake and Chuck Duck sat on a rock by the lake quietly eating a snack from Chuck's sack.



Zeke Snake lived by a lake. Chuck Duck lived on the lake. One day, Zeke Snake was sunning himself on a rock. "Quack, quack," said Chuck Duck.

# Rock Solid Friendship

**Instructions:** Help Zeke Snake get to Chuck Duck. Say each word on the rock \_\_\_ times and color in the dotted line to the next rock until Zeke reaches Chuck. 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 rock. Say the word \_\_\_ times. Color the pictures.
- Make a healthy snack. Finish this sentence: a good snack is \_\_\_\_.
- Repeat this nursery rhyme: "Jack be nimble, Jack be quick. Jack jump over the candlestick."
- Tell a "knock knock" joke. Ex: "Knock, knock." "Who's there?" "Boo!" "Boo, who?" "Why are you crying?"

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

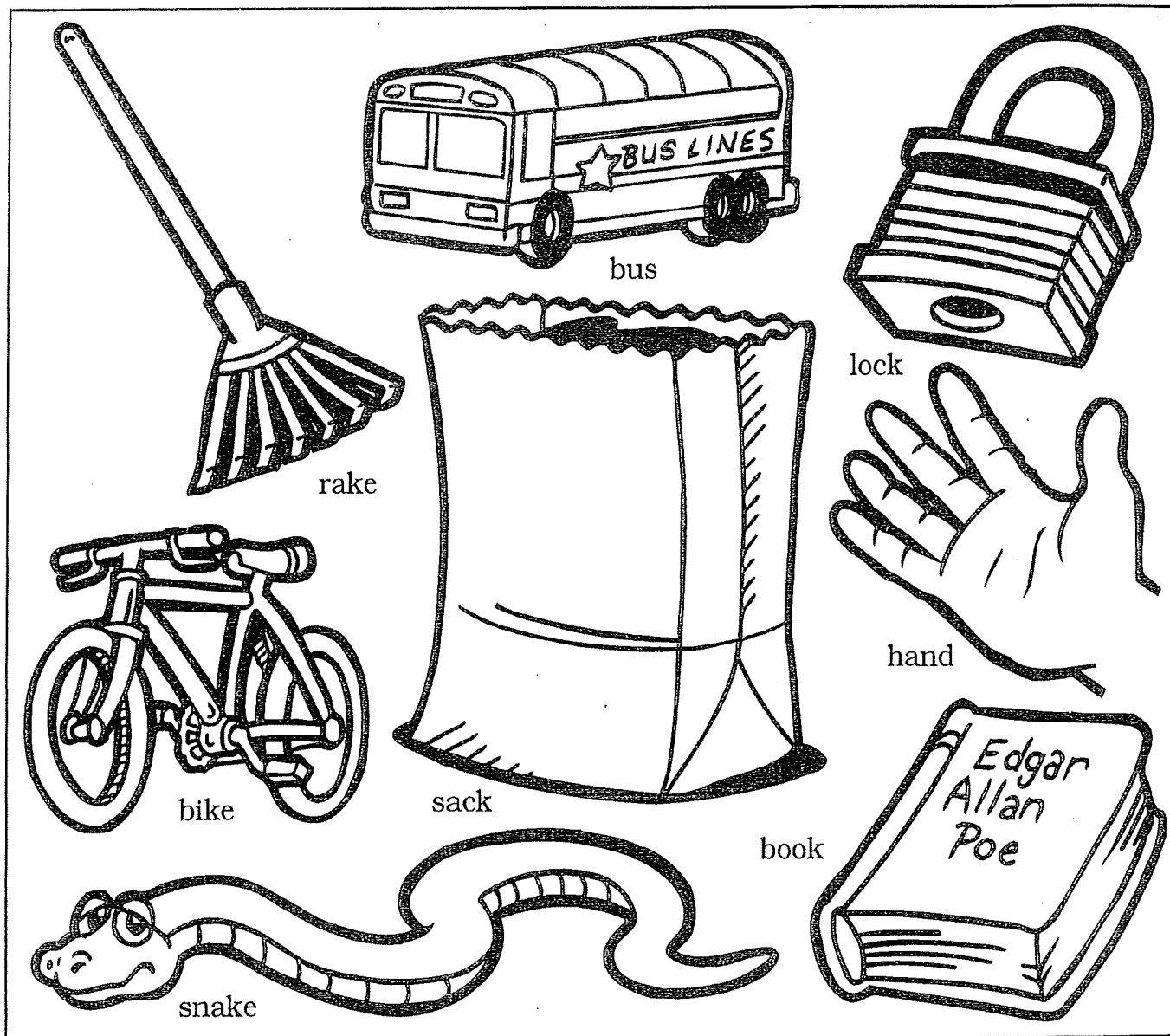
Date \_\_\_\_\_

Speech - Language Pathologist

Target: Final K

## Snack Time

**Instructions:** This sack only holds pictures that end with the "k" sound. Draw a line from the picture to the sack if the word ends with the "k" sound. Say each word \_\_\_\_ times. Then color it. Please return by: \_\_\_\_\_



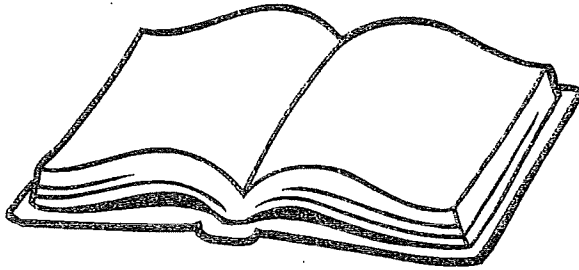
**Homework:**

- Please have your child complete all the activities below.
- Please have your child complete only the activities checked below.
- Touch each picture in the sack and say each word \_\_\_\_ times.
- Which one: Can you ride? Is a garden tool? Is an animal? Can you read?
- Practice these other end in "k" words: take, cake, neck, back, book, knock, rake.
- Find \_\_\_\_ things in your house that are the shape of a circle. Say "pancake" every time you find one.

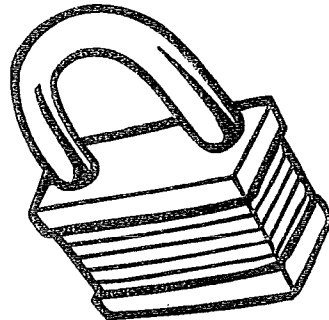
\_\_\_\_\_  
 Name                      Helper Signature                      Date

# A Sack Snack

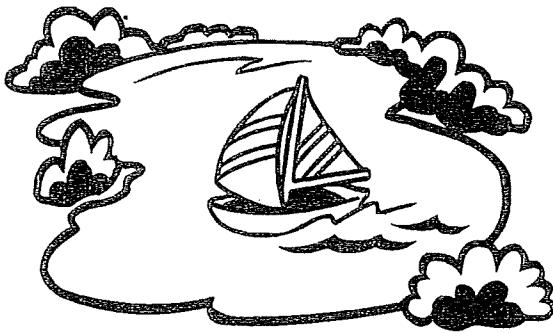
Final K



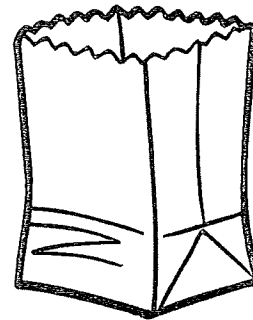
book



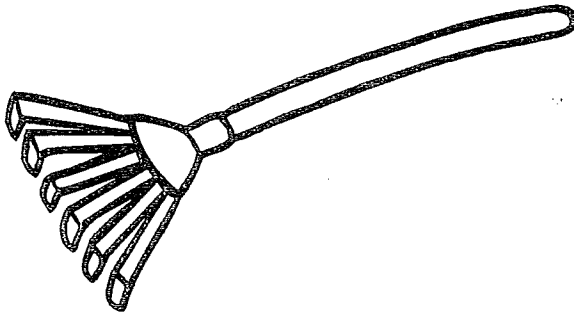
lock



lake



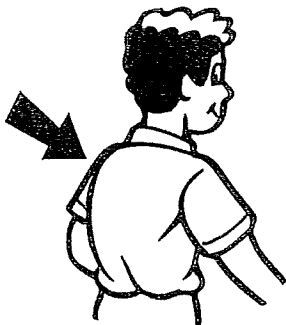
sack



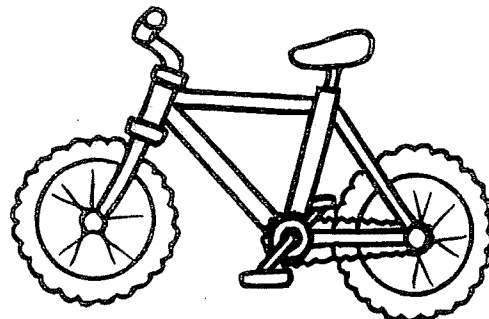
rake



sock



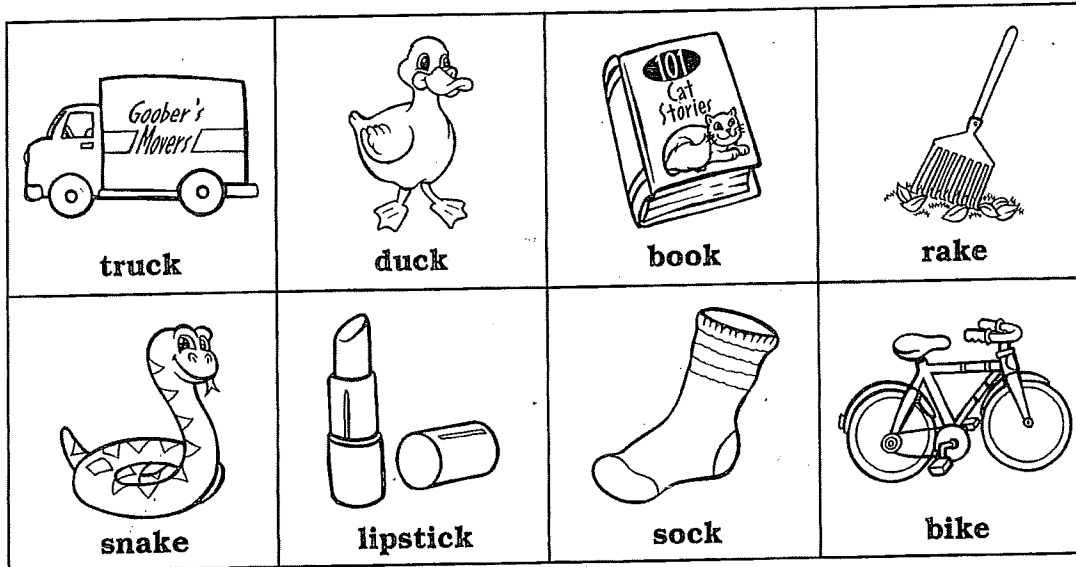
back



bike

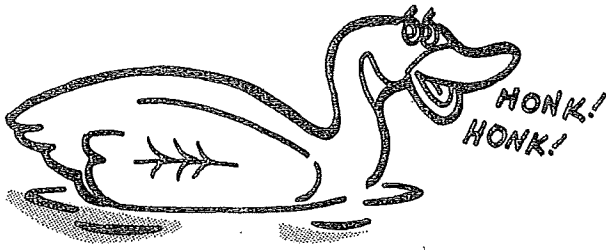
## What Am I?

Directions: Read/say aloud each picture-word below. Then, read each question. Fill in the blank with the appropriate word. Read/say each answer aloud, using your good K sound.



1. I am yellow and have feathers. I am a \_\_\_\_\_.
2. I go on your foot to keep it warm. I am a \_\_\_\_\_.
3. Use me to pile up your leaves. I am a \_\_\_\_\_.
4. Girls put me on their lips. I am \_\_\_\_\_.
5. I hiss and slither. I am a \_\_\_\_\_.
6. I have two wheels and handlebars. I am a \_\_\_\_\_.
7. I have many pages and people read me. I am a \_\_\_\_\_.
8. I am bigger than a van and move things. I am a \_\_\_\_\_.

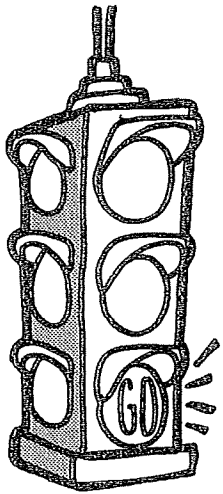
Answers: 1. duck, 2. sock, 3. rake, 4. lipstick, 5. snake, 6. bike, 7. book, 8. truck



**Home Speech Practice  
Auditory Bombardment List**

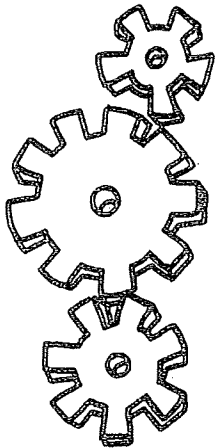
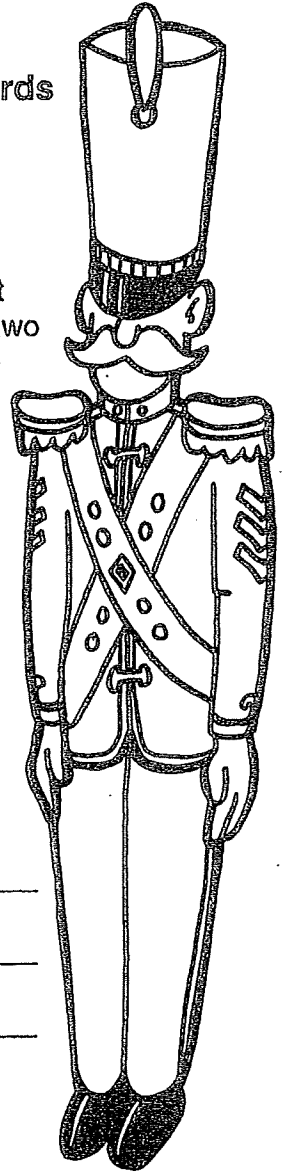
**Target Sound(s): "G" Sound at the Beginning of Words**

**Date:** \_\_\_\_\_



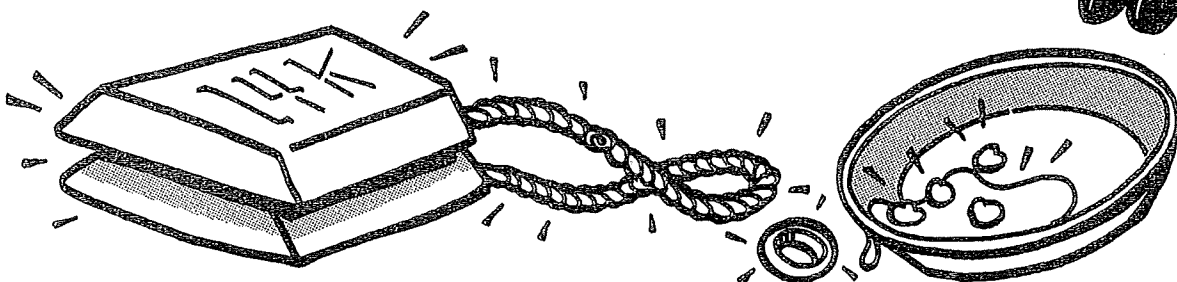
Ask your child to listen carefully as you read the following list of words slowly and clearly. It is important that your child not repeat these words but just listen to them quietly. Please spend one to two minutes daily reading these words to your child. After listening to the words, your child may color the pictures on this page!

- |      |        |        |         |
|------|--------|--------|---------|
| go   | gum    | gang   | garbage |
| gown | gear   | giggle | girl    |
| goat | gobble | gold   | gun     |
| good | goose  | goof   | guard   |



**Additional Comments / Helpful Hints:**

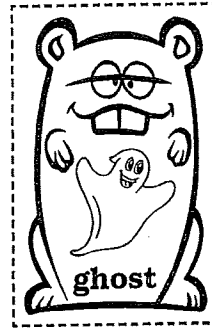
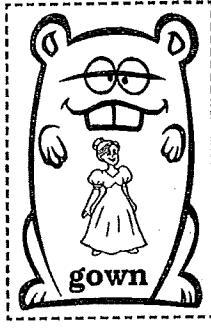
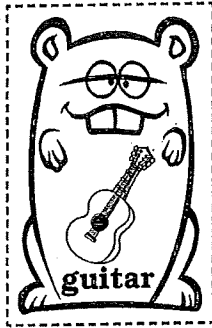
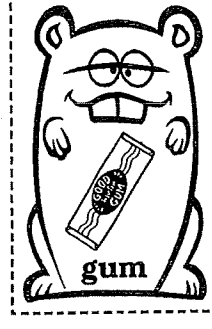
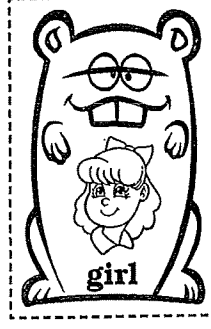
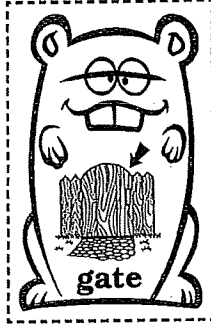
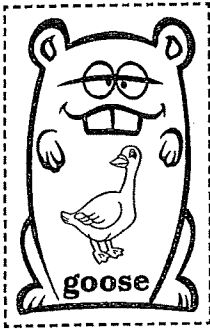
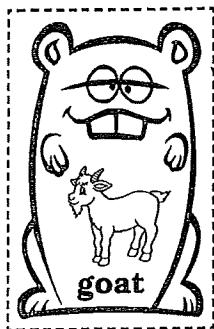
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\_\_\_\_\_  
\_\_\_\_\_





# Gopher Game

Directions: Cut out the gophers below and along the dotted lines on the holes. Poke a gopher halfway through each hole, enough so that the word is not showing. Choose a gopher to pull through hole and read/say each picture-word aloud, using your good G sound.




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

Date \_\_\_\_\_

Speech-Language Pathologist \_\_\_\_\_

Initial G  
Words

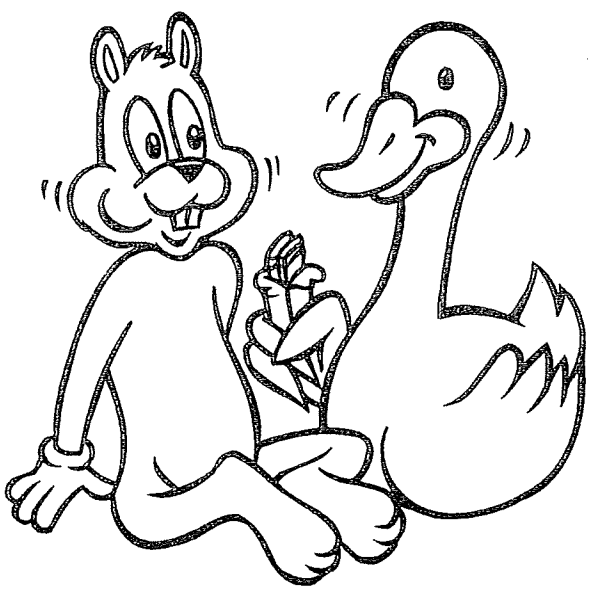
Gary Goose came back. "What is wrong, Guy Gopher?" asked Gary Goose. "Where did you go?" asked Guy Gopher.



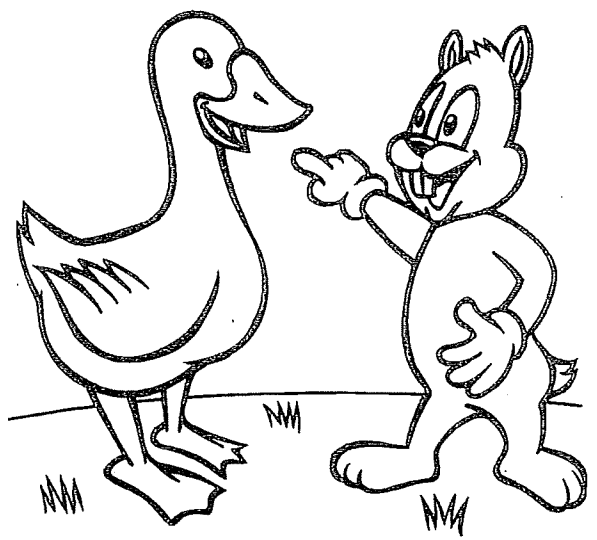
Guy Gopher counted to ten and said, "Go!" He looked for Gary Goose, but he was gone. "This game is not fun," said Guy Gopher.



### Gary Goose Hides



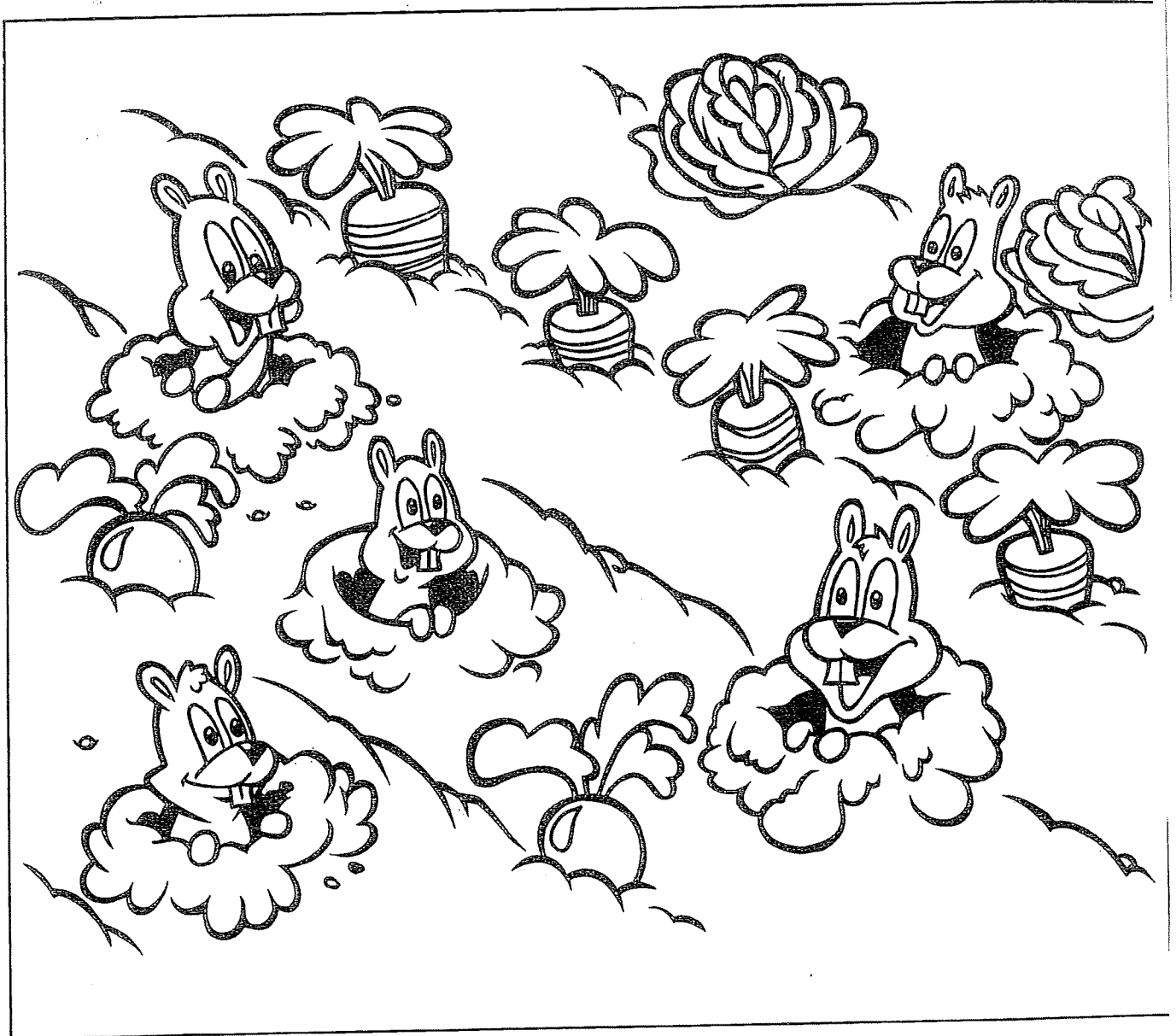
"I went to the gas station to get gum," said Gary Goose. Gary Goose and Guy Gopher sat and chewed gum. "This game is fun," said Guy Gopher.



Gary Goose and Guy Gopher were playing a game. "Go hide, Gary Goose," said Guy Gopher. So Gary Goose went to hide.

# Gopher It

**Instructions:** Every time you say "Go, Guy" \_\_\_ times you can color one of the gophers in his hole. 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 gopher and say, "Go! Go!"
- Play your favorite game.
- Practice these other "G" words: gone, gown, gate, garden, girl, good-bye, gooey, ghost.
- Play hide and seek, but instead of saying "Ready or not, here I come," say "Go for it, gopher!"

\_\_\_\_\_ Name

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

\_\_\_\_\_ Date

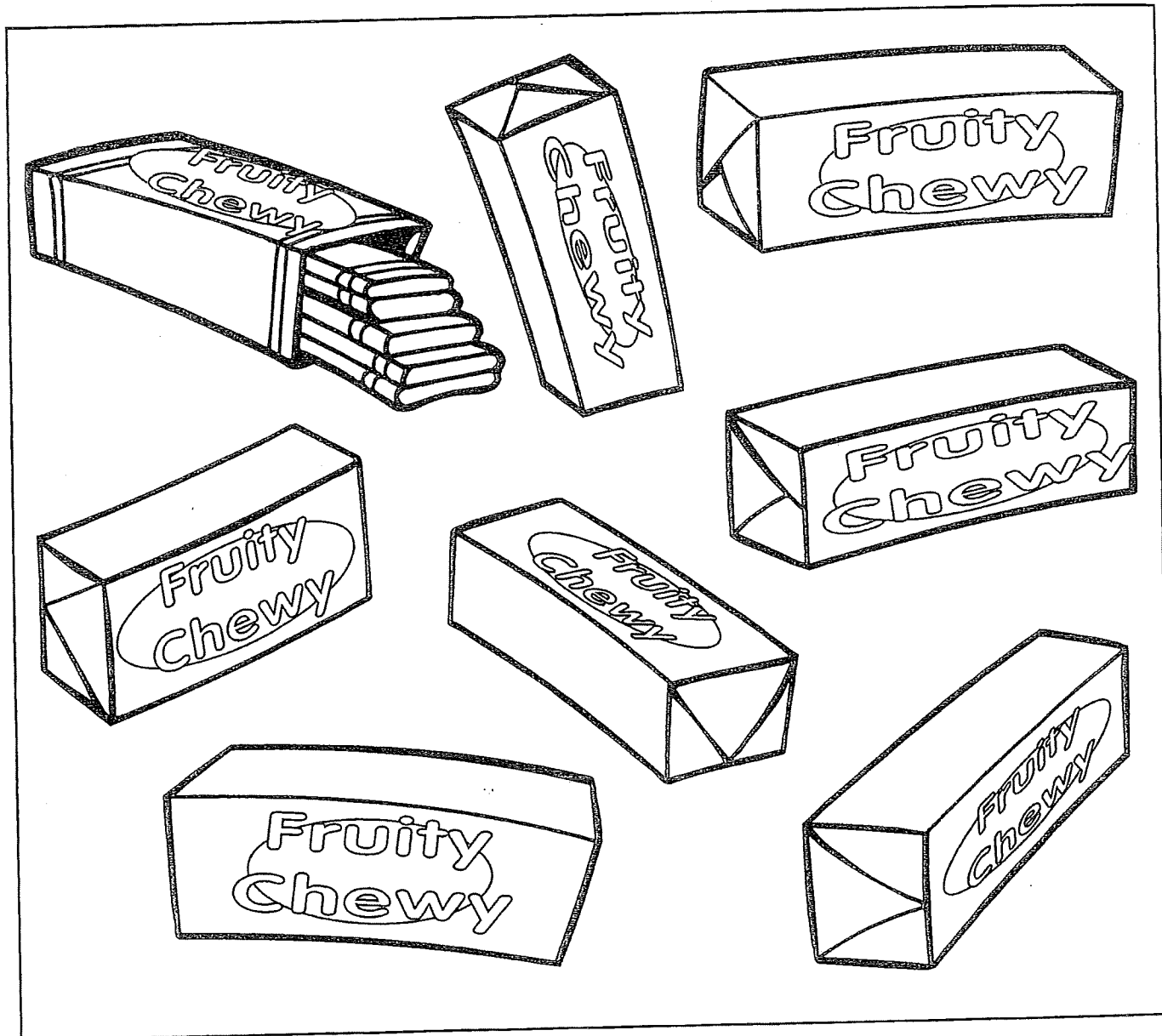
Speech - Language Pathologist

Target: Initial C

27

# Gum Chum

Instructions: Every time you say "gum" \_\_\_\_ times, color in a pack of gum. Please return by: \_\_\_\_\_



**Homework:**

- Please have your child complete all the activities below.
- Please have your child complete only the activities checked below.
  
- Say "gum is gooey" \_\_\_\_ times.
- Think of some other things that are gooey. What are they? (ex: peanut butter, mashed potatoes, etc.) Say "\_\_\_\_ is gooey" each time!
- Make some "goo" using cornstarch, water, and food coloring. Say "gooey!" as you dip your hands in it.
- What are some other things you can chew besides gum? (ex: licorice, tootsie rolls, gummy bears, etc.)

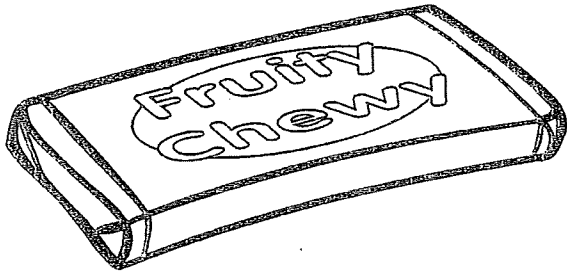
\_\_\_\_\_  
Name                      Helper Signature                      Date

Speech - Language Pathologist

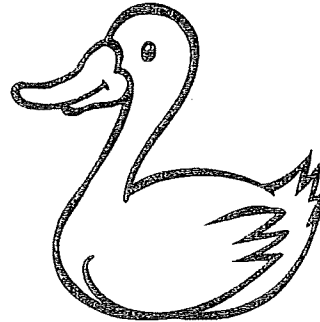
Target: Initial G

# Gary Goose and Guy Gopher

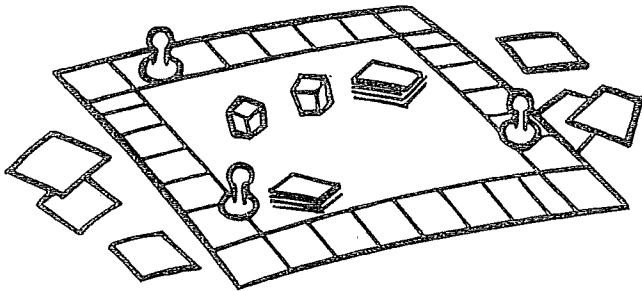
Initial G



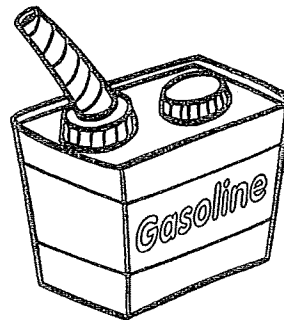
gum



goose



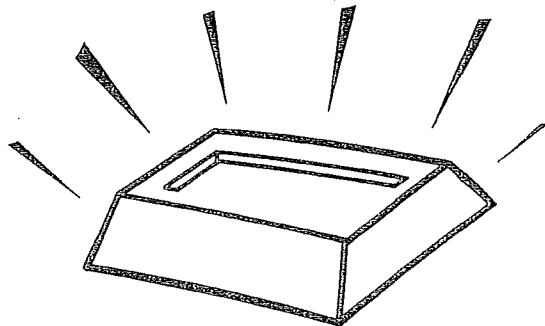
game



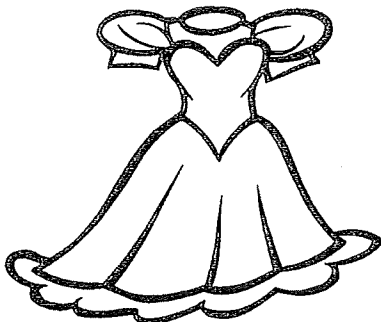
gas



ghost



gold



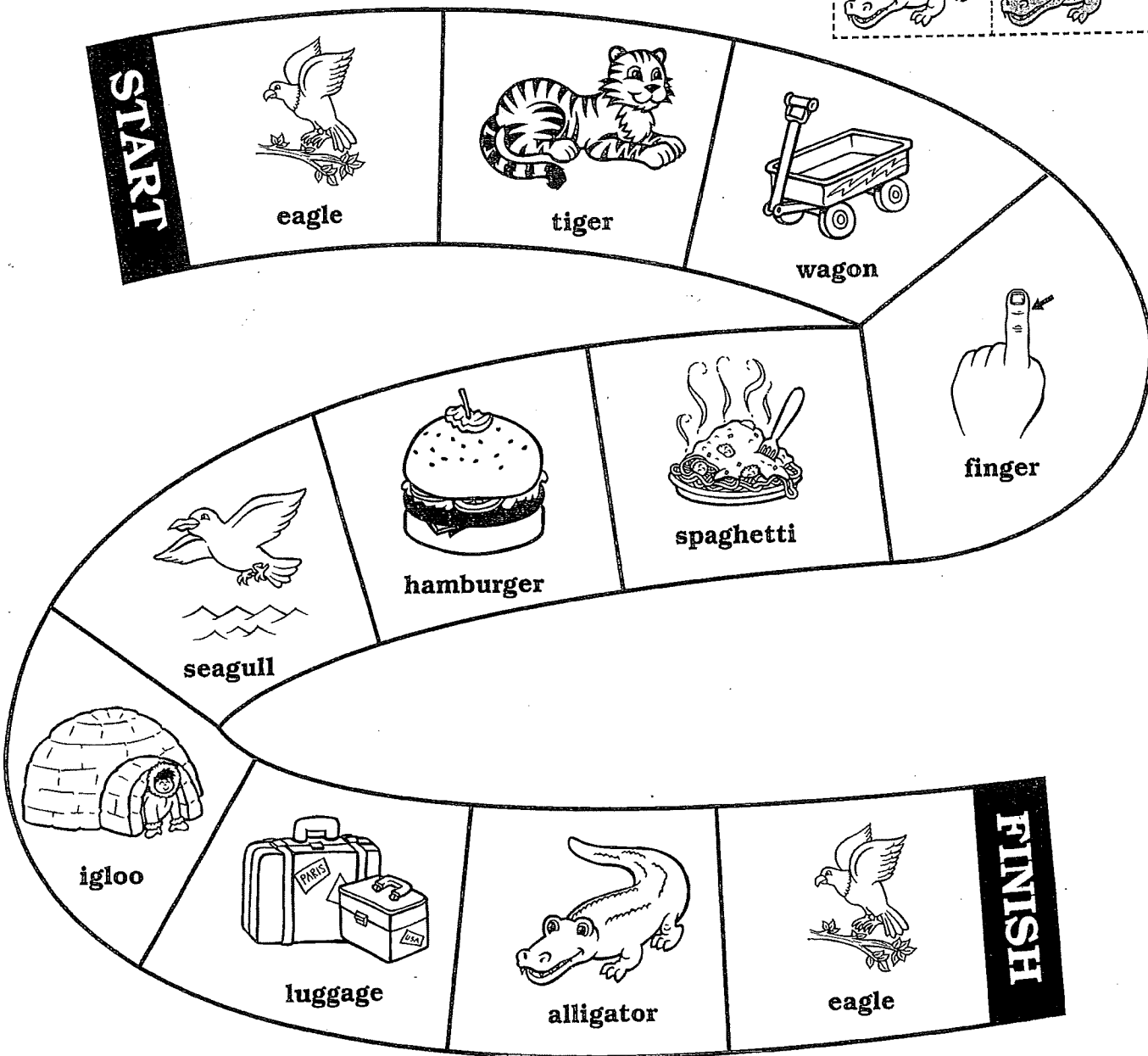
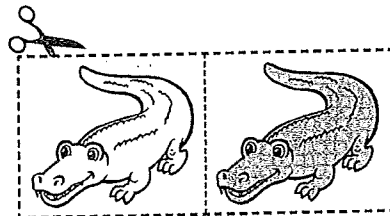
gown



go

# Alligator!

Directions: Read/say aloud the picture-words below. Then, cut out the markers. Flip a coin (heads=1, tails=2) to determine how many spaces to move. As you move, read/say each word aloud, using your good G sound. First player to reach the finish wins.



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

Date \_\_\_\_\_

Speech-Language Pathologist \_\_\_\_\_

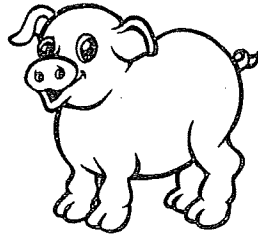
Medial G  
Words

# 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 bug. Place the pictures face up. Have your partner hide the bug under a picture. Name the picture where you think the bug is hidden. (Hot dog?) Use your good G sound.



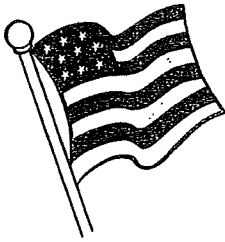
dog



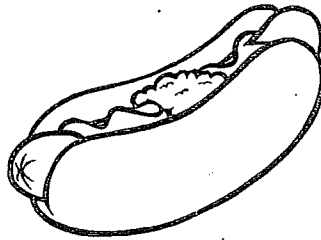
pig



wig



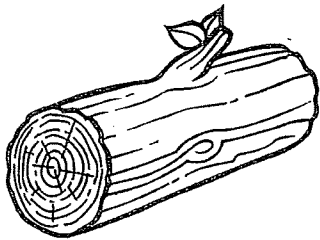
flag



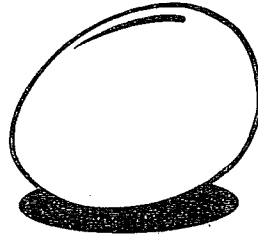
hot dog



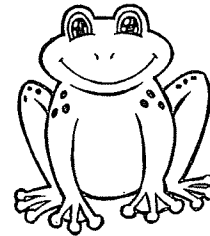
leg



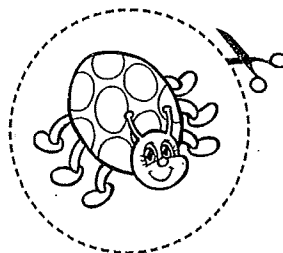
log



egg



frog



Homework Partner

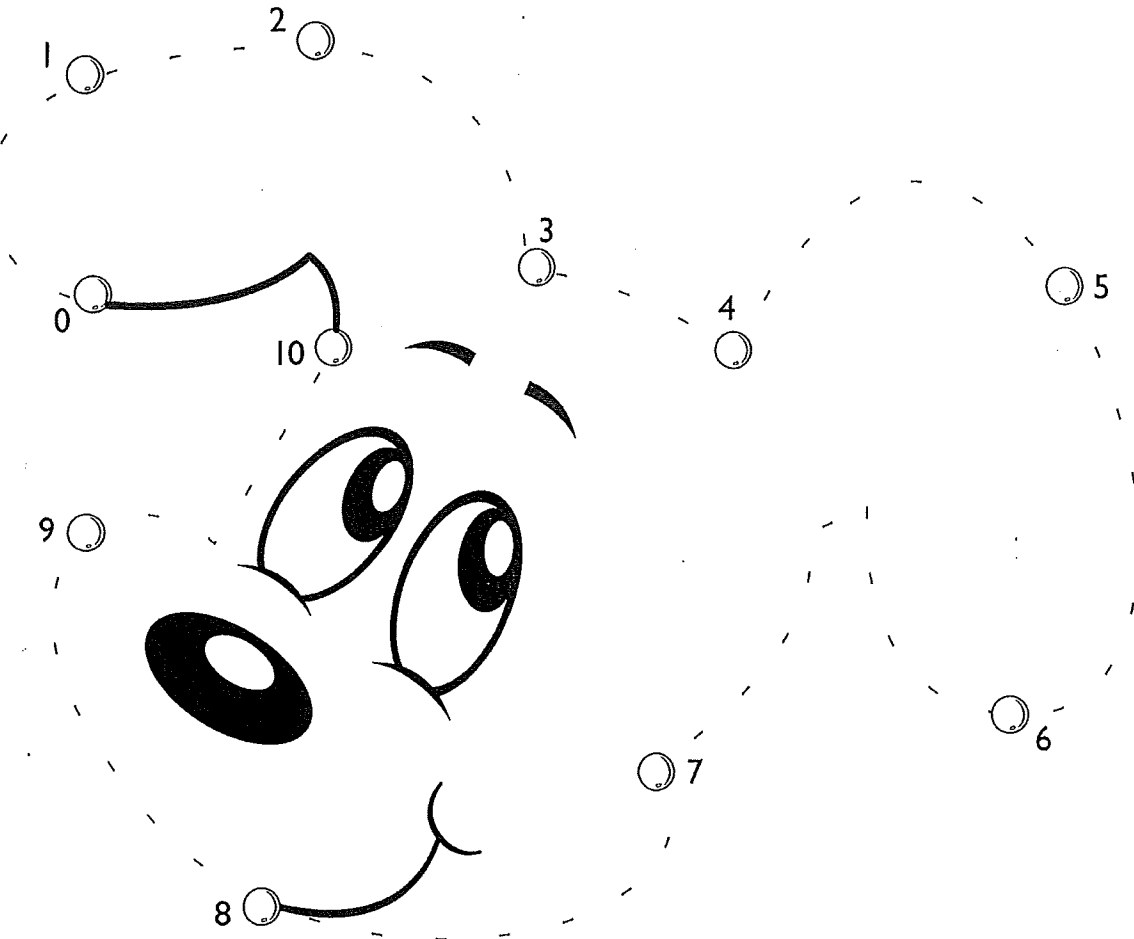
Date











Speech-Language Pathologist

Final G Words

## Bubble Dot-to-Dot

Directions: Look at the words below and say each word aloud. Then, say each word a second time, and as you say each word connect the dots.




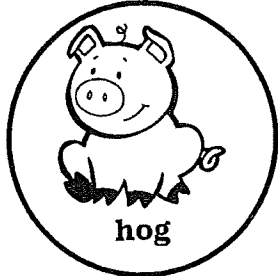
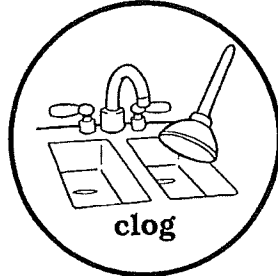

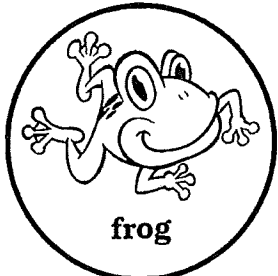

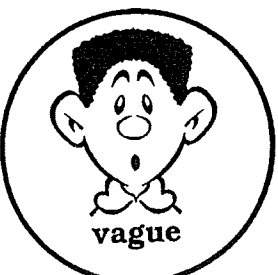


	0-1.	big		5-6.	jug
	1-2.	dig		6-7.	lunch bag
	2-3.	tag		7-8.	plug
	3-4.	hog		8-9.	slug
	4-5.	hot dog		9-10.	twig



# 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 G sound.

• The big slug will beg.  
 Roll 1 (adjective)      Roll 2 (noun)      Roll 3 (verb)

	Roll 1 Adjectives	Roll 2 Nouns	Roll 3 Verbs
1	 big	 hog	 clog
2	 snug	 frog	 brag
3	 vague	 slug	 beg

• 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 \_\_\_\_\_

Final G  
Words