A Tip for You to Improve Self-Control: Practice Deep Breathing

Deep-breathing techniques can help you return to a state of calm. It is important that you follow proper techniques to ensure that you get the maximum benefit.

This involves...

1. **Getting comfortable.** It is best to wear loose-fitting clothes that will not hinder your movement.
2. **Beginning breathing by inhaling the air slowly and deeply through your nose or mouth.** Count to three.
3. **Slowly exhaling the air through your lips.**
4. **Repeating the steps several times until you feel relaxed.**

There are many techniques you can use to calm yourself down. Finding the strategy that works for you is what is most important. When you are not in a state of calm, this affects both your mental and physical health. It is very important that you take time to learn and apply strategies that will help you calm down and refocus.

Retrieved from Devereux Center for Resilient Children, March 2020
Instructions: Pick either the pink or purple exercises to begin.

Pink Exercise Instructions:
1. Side Plank- 10 second hold, 5 times on each side
2. 3 Leg Puppy- 10 second hold, 5 times on each leg
3. Penguin Walk (toes up & out)- 30 steps forward, 30 steps backward
4. Jumping Jacks with toes straight forward- Do 30 jumping jacks

Purple Exercise Instructions:
5. Sumo Squats with toes out- Do 20 sumo squats
6. Flamingo- Balance for 10 second hold, 5 times on each leg
7. Front Plank *Remember to breathe!* - 10 second hold, 5 times
8. Kangaroo Jumps- Do 20 jumps on right leg, 20 jumps on left leg and 20 double leg kangaroo jumps

Yoga Poses Cool Down (hold each for count of 30- remember to breathe!)

Butterfly  Down Dog  Triangle (do both sides)
1. Side Planks
2. 3 Leg Puppy
3. Penguin Walking
4. Jumping Jacks
5. Sumo Squats
6. Flamingo
7. Front Plank
8. Kangaroo Hops (1 & 2 feet)
Something Strange Happened in My City

A social story about the coronavirus pandemic for children

By: Dr. Shu-Chen Jenny Yen
California State University, Fullerton
Introduction

This book is for parents, guardians, and educators to help children aged 3-8 understand the coronavirus pandemic.

This can be a scary time for children and they may not understand why they need to stay indoors, or what is going on in the world.

One of the best ways caretakers can help young children cope is by sharing age-appropriate information, reassuring their safety, and learning about the many people working to fight the virus.
Something very strange happened in my city.

I can’t go to school, the park, or my friend’s house to play.

My parents can’t go to work. My grandma can’t go shopping.

The street looks empty.

I wonder where people are.
Everyone on TV is wearing a mask.

Doctors and nurses on TV are wearing strange clothes from head to toe.
Does our city have a fever, Mama?

Is our city sick?

Why does everyone look so sad?

Why do people look angry and upset?

Why don’t I see smiling faces anymore?
Yes, my child, our city is sick.

A new virus called COVID-19 that makes humans sick is spreading very quickly around the world!

Unfortunately, our city got the virus too.
Mama, why can’t people just go to the doctor and get a shot and take some medicine?
Well, lots of people are sick right now.

All the doctors and nurses are working all day and all night, but still can’t help everyone who needs help.

Scientists are trying to make a shot that can stop the virus, but it takes time.
Will I get sick too, Mama?
Well, it is possible that everyone could get sick.

But I know a way to keep you safe!

“Wow, what is it? Tell me, tell me...”
We will try something called “Social Distancing.”

What does this mean?

It’s like how you stay home from school when you don’t feel good.

We will stay at home so we won’t get the virus. For now, we won’t see other people in person so we don’t spread the virus to other people.
If we need to go out, we will stay away from people who look sick.

We won’t touch things and then touch our face, mouth, and eyes.

We will wash our hands with soap and warm water for more than 20 seconds to wash the virus off our hands.
“Wow, I will do that. Will that be enough?”

“Well, my dear, don’t worry! If everyone of us keeps a distance from each other, then the virus won’t spread from person to person.

Also, Mama, Papa, Grandpa, and Grandma will try our best to protect you to make sure the virus can’t reach you!”
Plus, you know what?

The scientists also found that children’s immune systems are stronger than adults’ to defend against this new virus!

“Wow, so I can beat the virus! Yeah!”
But with social distancing, does this mean I can’t play with my friends any more?
Yes, you can!

You can call, text, email, and FaceTime your friends.

You can watch movies and videos together online!
Mama, how long do I need to wait to go out to play with my friends?

When will the virus disappear?

Will many people die?

My dear child, I just do not know.
BUT every doctor and nurse is trying super hard. They don’t want to give up on any sick person.

Some of them didn’t go home for a couple of days and they can’t see their own kids.
Do the doctors’ kids feel sad because they can’t see their parents?
Yes, they are very sad because they don’t get to see their parents every day like you do.

But they would also be so proud of their parents for having the courage to fight the virus and save people’s lives!
Wow, they are so great!

They are my HEROES!
There are a lot of heroes who are helping to fight the virus.

Scientists work hard to produce shots.

Delivery men and women deliver food to the people who can’t go out to get food.
Journalists share good information with us on TV, in newspapers, and online.

There are many people working hard to keep everyone safe!
Wow, people are AWESOME!
Mommy and daddy will donate money to buy masks, gloves, medical suits and more so the doctors and nurses can be safe and protected when they help patients.
What can I do to help?

What do you think?
I can donate my money from my piggy bank.

I can draw pictures and write letters to adults who are helping.

I can share my toys and storybooks with kids who need them.
What a good idea! It is so nice of you, my child!

Let’s lend a helping hand to kids who need help!
This is a battle where everyone in the world is fighting together!

“Keeping yourself healthy and not spreading the virus are the best ways to help fight this pandemic!”
“Okay, I will wash my hands, stay in the house, and do things online! By staying in, we won’t need to go to the hospital, so all the doctors and nurses can take care of the people who are sick.”
Let’s all help to fight the virus together by practicing “social distancing!”

“Okay, see you on FaceTime, Mama!”
Since the outbreak of COVID-19 in 2019, young children around the world may have either experienced trauma (e.g., lock down) from the coronavirus or have been exposed to scary images about the virus through media. It is extremely hard for children to understand why social distancing is happening, and why they can’t play with their friends anymore.

This books seeks to 1) reassure the child about their safety, 2) redirect the child’s attention to the positive actions undertaken by medical doctors and others, 3) empower and engage children in helping acts, 4) understand the importance of social distancing.
Notes to Parents

When a scary thing happens, children need their loved one to reassure them about their safety. Parents need to show more affection toward their children at this difficult time. We want to help children using social media to connect with their friends when they are doing “social distancing.”

Also, we want to empower children to look up to the many heroes and contribute to fighting this pandemic! After all, “taking good care of yourself and not spreading the virus” are heroic acts!
Dr. Shu-Chen “Jenny” Yen is an associate professor in the Department of Child and Adolescent Studies, California State University, Fullerton. She created and shared her first social story with the public for the 911 terrorist attacks by the al-Qaeda on the United States on September 11, 2001. To date, she has created several social stories for young victims who were impacted by typhoons, earthquakes, hurricanes in Taiwan, China, the Philippines, Puerto Rico, and the USA. With trauma-informed care practice in mind, she hopes this social story can help children living in the impacted areas find love and courage. She was the 2018 P.E.A.C.E Award recipient from the Peace Educators Allied for Children Everywhere (P.E.A.C.E.) She is nominated by the Educators for Peaceful Classrooms and Communities (EPCC) for the 2020 Honor an Early Childhood Educator Award, California Association for the Education of Young Children (CAAEYC).
I would like to thank the following people for providing feedback on the story: Dr. Kathy Thornburg, Dr. Sandy Baba, Dr. Feiyan Chen, Dr. Cary Larson-McKay, Tom Pfaff, and Tina Pfaff. I also would like to thank the kids who helped test the story: Austen Liu, Allison Yu, Caitlyn Yu, Calvin Pfaff, Simon Pfaff, and Luke Pfaff. A huge thank you to my daughter, Angela Lee, for her careful edit of the story; my son, Eric Lee, for his detailed proof-reading; and my husband, Michael Lee, for starving so I could finish this story. Lastly, I would like to thank unsplash.com for all images used.

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Physical Therapy Activities While the Kids are Home

*Activities/ Ideas:

1-Play outside, run up and down incline, stop with control/ freeze tag;
2-swing, work on pumping legs
3-push/pull wagons outside/ or push pull laundry baskets indoors, helping mom/dad with inside chores/ heavy work for input;
4-hop scotch; start with easy pattern, then add squares once your child masters the first pattern; great for motor planning and balance
5-walk on play ground logs/ as a balance beam, don't fall off in the "ocean";
6-walk on playground logs (that usually line a play area) place toys, rocks, small obstacles to step over or bend down to retrieve the "jewels"; works on balance, visual attention to feet, and focus
7-jumping off small step, and landing without losing balance; jump and freeze, move target further away when your child lands without placing hands down on ground; sometimes I put a toy for them to jump over to give them a visual cue/obstacle to clear; also a landing point
8-bear crawl; keep head up to work on back/neck muscles
9-crab walk; keep hips off the floor
10-frog jumps
11-ride a scooter (3 wheels) works on single leg stance/balance
12-obstacle courses; crawl over, under, roll on the floor, jump over small towel, or pool noodle;
13-ride tricycle, or push someone who is on the tricycle/bike for resistive work
14-Dance!
15-Tower kicks; build a tower with blocks, extra boxes, various size cups, have your child stand on one foot for 3-5 seconds and ninja kick it down when they hear you say Hi-Ya or kick; the goal is for them to stand on one foot without help, but you can give them a hand initially then move support away as they feel more confident
Core Strengthening Activities

Core Strength

- Refers to the strength of the muscles around the hips/pelvis and trunk (abdominals and the back extensor muscles).
- A strong core is required for the stability of the trunk with movement. A strong core allows your pelvis and trunk to remain stable when one leg is lifted or when reaching for an object, for example. Poor core strength can result in slouching when sitting, as well as difficulty with balance and various movement activities. Functionally, this can result in difficulty with various gross motor activities, including hopping on one foot, climbing up/down stairs, maintaining balance while stepping over objects or up/down a curb.

Strengthening Activities

- Different Ways to Move – these activities can be incorporated into races and obstacle courses (moving around/over/under obstacles). Try incorporating them into action songs, such as “Going on a Bear Hunt.”
  - Animal Walks (see handout) - specifically, bear walk and crab walk
  - Commando Crawl – with your stomach on the floor, use your arms and legs to move your body forward. Try crawling over piles of cushions or through a “tunnel” (under a chair or tunnel of couch cushions, etc)
  - Wheelbarrow walk – hold your child at the thighs or knees while he/she walks. Watch for a sagging back or excessive bending at the hips – this means the core muscles are tired. If your child does well and doesn’t show these signs of fatigue, you can begin to hold the legs at the shins, and then the ankles.
  - Knee walking – practice walking forward, backward or sideways on your knees. This activity helps to strengthen the muscles around the pelvis and hips, which are essential for good balance.
  - Crawling – practice crawling over piles of cushions and on other soft surfaces.

- Exercise Ball Activities
  - Wheelbarrow Walk – your child’s stomach should be on the ball while he/she walk out on his/her hands to get a toy/book etc. Encourage your child to walk back with the toy. Initially your child may require assistance with balance (support lightly at the
hips). Encourage your child to walk out as far as having the knees supported by the ball. Watch for a sagging back and excessive bending at the hips – if this is observed, limit the distance your child walks out from the ball.

- Sit and Bounce – bouncing on the balls requires the muscles of the core to engage each time your child lands on the ball. This activity may serve as a sensory regulation tool for some children.
- Sit ups – have your child lay on his/her back on the ball and roll backward to pick items up from the floor (ie. Would be reaching backward, over his/her head), encourage your child to sit up with the item. To assist your child, you can begin to roll the ball back forward until he/she is able to sit up on his/her own.
- Sit on the Ball - have your child sit on the ball and play catch, complete table activities (crafts, play dough, read a book), pick up items from the floor (such as bean bags to toss into a bucket; encourage crossing the midline so that your child is picking up items on his/her left with the right hand and vice versa, as well as using the same hand)

- Different Positions for Play
  - High Kneel (ie. Standing on knees) – this activity can be incorporated into games/crafts/etc at a low table or while playing catch.
  - Half Kneel (ie. One knee down on the ground, the other knee up – this is typically how you would move to stand from the floor) – try maintaining this position while playing catch or playing at a low table. This position helps to strengthen muscles around the hips/pelvis to help with balance.
  - Lay on Stomach (propped on elbows) – this can be used while reading a book or playing with toys on the floor. It helps to strengthen the muscles of the back and shoulders.
Superman – Lie on your stomach and lift arms and legs (keeping elbows and knees as straight as possible). Try lying on a pillow or scooter board and lifting the arms and upper body to toss a stuffed animal back and forth (don’t worry as much about the legs for this activity)

Bridging – Lie on your back with knees bent so feet are flat on the floor. Push through your feet to lift your hips off the floor, creating a “bridge.” Try driving cars or walking animals under or over the bridge to encourage your child to maintain this position for different lengths of time.

Recreational Activities

Playing at the Playground
- Pumping on the swings
- Climbing different ladders (unstable ladders, arced ladders, etc)
- Walking over unstable surfaces (bridges, etc)
- Running in the sand
- Hanging from the monkey bars – try to lift knees up towards chest or try to swing back and forth.
- Walking on balance beams or the wooden beams around the perimeter of the sand

Swimming
- Practice kicking while holding the edge of the pool or a flutter board
- Running in the water
- Balancing on one foot, hopping on one foot
- Sitting on a flutter board or large foam mat and maintaining balance
- Pushing balls under the water and letting them pop back up
- Splashing water with a noodle or flutter board (push water forward/backward, as well as to the right and left – encourage bending of the trunk to increase the force)
Some Online Resources:

- Pink Oatmeal
- Dinosaur physical therapy
- The inspired treehouse
Practicing Speech Sounds, Syllables or Words Multiple Times with Preschoolers

By
Robin Strode, M.A., CCC-SLP

We believe in making speech practice fun and play-like whenever possible. One way to do this is to think about what types of activities your child enjoys and how to incorporate speech practice into those activities. This encourages your child to be emotionally invested in the practice and more “in control”. You’ll get better cooperation this way and find practicing a lot less stressful.

Below are some examples of different activities for speech practice. Keep practice sessions short and fun when possible. As much as possible, do what fits into your lifestyle and daily schedule. Let siblings and friends participate in the activities with everyone practicing the speech targets. You don’t have to use the practice sheet the therapist gave you. Write the words on 3 x 5 cards and have your child draw a picture on each (they don’t have to be great), or you do this. Then use these in fun activities or games during the day.

Get on the Move: Use Movement Activities to Encourage Speech Practice.

- For example, write or draw pictures of the speech sounds, syllables or words on 3 x 5 cards. Scatter these around a room or outside. Have your child run or hop or skip to a card (let your child pick what type of physical movement he/she wants to do to go get the cards). The child says the word on the card three times, then runs, hops or skips back to you. He/she says the word three more times, then can put the card into a basket or small paper bag. Do this for all the cards.
- Do the same in a hide-and-seek activity. “Hide” the cards and let your child search for one at a time. When he finds one, he says the word three times, then brings it back to home base (you). He tells you the word three times, then goes to find another card. Play again, but this time let him hide the cards and you search for them. When you bring a card back to him you both must say the word three times.
- Throw or bounce a ball back and forth, practicing a word each time before the ball is thrown. Do the same for throwing a basketball through the hoop.
- Go to the playground or park. Push your child several times on a swing, catch the swing, have your child say a word three times, then resume pushing. Play on the slide. When your child is sitting at the top of the slide put your arm across the top of the slide in front of him to make a barrier and say “stop”. Have him say a practice word after you three times. Lift your arm and cheerfully say “go” and let him slide down.
- Play “Red Light-Green Light”. This is a fun game to play with several children. The children line up across the lawn from you. The object is to be the first one to arrive at the base (you) without getting caught. You turn your back and say “green light,” at which time the children can take big steps toward you. When you say “red light” they must stop moving completely before you turn around. Anyone caught moving has to go back to the starting line. Each person must say a speech practice word before you can turn around to say “green light” to resume the game.
• Make an obstacle course with a word card in front of each obstacle. For example: have a large cardboard box laying on its side that is open on both ends that the child can climb through, a pillow she can roll over, a chair she can crawl under, a wrapping paper roll she can jump over, etc. She has to say the word on the card before attempting each obstacle. This is great for motor planning also.

• Write a movement activity on each card below the practice word. Put all the cards in a paper bag. The child reaches in and pulls one out, says the word several times, then performs the activity (e.g., “say your practice word 2 times, then turn in a circle 2 times). You take a turn too.

Use Pretend Play Activities to Encourage Speech Practice.

• Do you have left over party bags or boxes? Hide a practice card in each one and play birthday party. Use a dialogue thats appropriate for a pretend party. Make a cake out of playdoh, letting your child practice a word in order to put a candle on the cake. Then let him/her open one present at a time. He says the practice word 3 times to put it in his present pile.

• Set up a play scenarios such as, Lets pretend Barbie is going to the beach. Lets pack a suitcase for her. (This can be a small suitcase or a shoe box). Get out a bunch of Barbie clothes and equipment. The game goes this way. Each person gets a turn – on your turn you pick a speech word, say it 3 times, then you get to put something in the suitcase. Each player does this multiple times. You can use 2 suitcases and see what the other one packs. You can make this funny, I think Barbie would want to swim in this long ball gown, so Im going to pack that.

Use Board Games or Building with Blocks to Encourage Speech Practice.

• Play Hi-Ho Cherry-O, Shoots and Ladders, Bingo, any child board game. Each player picks a speech card or points to a speech word on the practice sheet, says the word, then gets to roll the dice, pick a game card, do the spinner, etc.

• Blocks, Legos and Duplos are great for this – you take turns saying words to get to add another piece onto the structure. You can also do this with puzzles.

Preacademics

• Buy a book with simple coloring and preschool activities. These are available at Wal-Mart, K-Mart, or the grocery store. Let your child pick a picture in the book. When she says a word 3 times she can color one part of the picture. Then you take a turn to say a speech word and color a section of the picture. Take turns until the picture is completed. Hang proudly on the refrigerator. This is fun to do with dot-to-dot pages also.

• Make an alphabet book. Write an alphabet letter at the top of each page of a spiral notebook. Add pictures (clip art, cut from magazines, hand drawn) with a written word under each for each speech practice word. This is cumulative – you keep adding new words to the book each week. This is a great way to review speech words and build literacy early skills.
Use the Computer

- Help your child type a speech practice sound, syllable, or word on the computer using a fun, large font. Have her say the word 3 times, then copy and paste it on the computer. She can do this multiple times, saying the word each time it’s pasted. Print this out and mail it to Grandma. You can use different fonts, different colors, or print it on colored paper to add interest.
- Use a clip art program to print multiple copies of a picture of a target word on a page. Each time he pastes a picture on the page he has to say the word 3 times.

Make a Photo Album

- Use a small photo album that holds single pictures on each page. Take pictures that represent speech targets, using the child in as many of the pictures as possible. Write the target sound, syllable, word, or phrase on a file folder label and put it on the bottom of each picture. That way everyone who looks at the book with the child will know what word to practice. This also encourages early literacy skills. For syllables you could have pictures to represent mo for more, wa for want, ba for ball. For reduplicated syllables have a picture of 2 balls for ba-ba, people (mama, dada, nana), or animals (moo-moo, woof-woof, neigh-neigh). If child is practicing initial /b/ words for example, take a picture of a big ball with a friend who’s a boy there you have words such as big, ball, boy, and bye. Our children love looking through their picture books and showing them to friends and family. This is a great way to build a core vocabulary and to practice repeatedly on words that are important to your child such as his name, his friends names, or his favorite activities, toys and foods.

Make it Predictable: some children like to know their practice schedule and how long they will spend practicing.

- Set up a routine practice time each day. Draw boxes on a piece of paper, one for each word the child will practice. Tell him the rules “I’ll put a star in a box each time you practice one of your words. When you have 3 stars in a box, well color that box. When all the boxes are colored, we’re finished!”

Reward System: Set up a reward system. All of us enjoy a reward for a job well done.

- Use the box system above, but now draw a happy face when your child has finished practicing his words for the day. When he has 5 to 7 happy faces he can pick a prize from a special toy box. Have a variety of small prizes toys from McDonalds, a matchbox car, a coupon for lunch out, a piece of Barbie clothes, a coupon for a trip to the park or library, sunglasses, toy jewelry, crafts activities, stickers, markers, etc., etc. One child I worked with loved tools so I bought a set of toy tools and tool belt for the toy box. Every time he earned a trip to the toy box he could pick any one of the tools he wanted. He became excited about practicing his “speech homework” because he was working toward something meaningful and fun for him.
• This system works well when your time for practicing is limited or your child is reluctant to practice.

Practice in New Places: you can practice anywhere.

• The car is a great place to practice. Put the speech words on 3 x 5 cards, punch a hole in one corner of each card and put them a special key ring for your child. Every time you stop at a red light see if you and your child can say one of the words 3 times before the light changes. Make it into a game called “Beat the Light.”
• Mealtime is a great way to incorporate the whole family into practice. Have your child “hide” a card under napkins as you set the table. She has to say the word 3 times to hide the card. When everyone sits down to eat, each person lifts their napkin to find a card. Your child tells them what the word is and they must repeat it after her one to 3 times before they can eat dinner.
• Put practice cards on doorways around the house. To go through the doorway each person must say the “magic” word 3 times.

Truly respect that speech is difficult for him, but that you have faith in his abilities. Let him know you will help him through any difficulties. For example, tell him you will write down any “hard” words to give to the therapist to come up with special tricks to make them easier. Always praise your child for attempting speech targets, even when he wasn’t fully correct. You can tell him “good try,” “I like the way you were watching me,” or “Wow, you got really close that time.” Then model (say) the word again using helpers such as touch cues and have him try again.

Just remember that if we make practicing fun, playful and rewarding both you and your child will enjoy it.
What Do These Have In Common?

Directions: Write the name of the group that these items belong in on each line.

1. chocolate chip, oatmeal, ginger snap

2. coffee, stove, fire

3. doll, train set, ball

4. pen, pencil, crayon

5. lollipop, mint patty, fudge
What Belongs In This Group?

Directions: Write three items that belong in the groups on the lines below.

Bonus: Name two more items that belong in every group.

transportation
1. 
2. 
3. 

tools
1. 
2. 
3. 

ice cream flavors
1. 
2. 
3. 

games
1. 
2. 
3. 

farm animals
1. 
2. 
3.
# Transportation Cut, Sort, and Do

**Directions:** Cut out the transportation pictures below. Place, tape, or glue each object in the correct category.

<table>
<thead>
<tr>
<th>Land Transportation</th>
<th>Air Transportation</th>
<th>Sea Transportation</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Images of transportation" /></td>
<td><img src="image2.png" alt="Images of transportation" /></td>
<td><img src="image3.png" alt="Images of transportation" /></td>
</tr>
</tbody>
</table>

---

Name: 
Date: 
Helper: 

#BK-335 Category Cut-ups™ ©2006 Super Duper® Publications • 1-800-277-8737 • www.superduperinc.com
Transportation Maze

Directions: Begin at START and follow the transportation pictures through the maze, all the way to FINISH. As you pass each transportation item, tell if it is a land, air, or water object.
Clothing Cut, Sort, and Do

Directions: Cut out the clothing pictures below. Then place, tape, or glue each item into the correct category.

Head | Hands | Feet

---

Name

Date

Helper
# Animals Cut, Sort, and Do

**Directions:** Cut out the animal pictures below. Then place, tape, or glue each animal in the correct category.

<table>
<thead>
<tr>
<th>Farm Animals</th>
<th>Zoo/Wild Animals</th>
<th>Sea or Water Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Name** [blank]  **Date** [blank]  **Helper** [blank]
Clothing Maze

Directions: Begin at START and follow the clothing pictures through the maze, all the way to FINISH. As you pass each clothing item, tell if it is a cold or warm weather item.
Seasons Cut, Sort, and Do

Directions: Cut out the seasons pictures below. Then place, tape, or glue each item into the correct season.

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring/Summer</th>
</tr>
</thead>
</table>

---

Name ___________________ Date ___________________ Helper ___________________
Grocery Store

**Directions:** Give the child a copy of the picture scene on page 3, and the pictures below. Have the child color and cut out all of the pictures.

**Activity:** Ask the child to listen carefully. Read the following directions aloud. Put a ✔ in each box to easily track the child's progress.

- Find a fruit. Glue it with the other fruits. (apple)
- Find a drink. Glue it with the other drinks. (cola)
- Find some bread. Glue it with the other bread. (rolls)
- Find a dessert. Glue it with the other desserts. (pie)
- Find some vegetables. Glue it with the other vegetables. (carrots)
- Find some utensils. Glue it with the other utensils. (spoons)

**Additional Activities:**

1. An apple is a fruit. Name another fruit.
2. Does a lemon taste sweet or sour?
3. Name two kinds of candy.
4. Describe your favorite dessert.
5. How are an orange and a banana different?

Give a copy of the pictures below to the child.
Grocery Store

Directions: Color and cut out all of the pictures on page 2. Follow the directions to glue those pictures on this picture scene.
Draw a yellow object.

My Yellow Mini-Book

Yellow

Yellow
Color the red one.

Draw a red object.

My Red Mini-Book by

STOP red

red
Color the green one.

My Green Mini-Book

Draw a green object.
Color the blue one.

Draw a blue object.

My Blue Mini-Book by blue

blue
Yellow

Color the yellow one.

Yellow Mini-Book

My Yellow

Draw a yellow object.

Color the yellow one.

Color the yellow one.

Color the yellow one.
Color the red one.

red

My Red Mini-Book by red red
green

Color the green one.

Color the green one.

Color the green one.

My Green Mini-Book

Draw a green object.
Primary Colors and Basic Shapes

square  circle  triangle
blue    red     yellow

Color the squares blue, the circles red, and the triangles yellow.
Yellow

Color the things that are yellow.
Color the pictures of things that can be green.
Color the pictures of things that can be red.
## Minimal Contrast Pairs

**Directions:** Have student point to picture-words as teacher/helper says each word aloud.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><img src="image" alt="K" /></td>
<td><img src="image" alt="case" /></td>
<td>6.</td>
</tr>
<tr>
<td>2.</td>
<td><img src="image" alt="go" /></td>
<td><img src="image" alt="goat" /></td>
<td>7.</td>
</tr>
<tr>
<td>3.</td>
<td><img src="image" alt="buy" /></td>
<td><img src="image" alt="bite" /></td>
<td>8.</td>
</tr>
<tr>
<td>4.</td>
<td><img src="image" alt="me" /></td>
<td><img src="image" alt="meat" /></td>
<td>9.</td>
</tr>
<tr>
<td>5.</td>
<td><img src="image" alt="boo" /></td>
<td><img src="image" alt="boot" /></td>
<td>10.</td>
</tr>
</tbody>
</table>

---

**Name**  
**Date**  
**Homework Partner**

---

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Minimal Contrast Definitions

Directions: Read each question and possible answers aloud. Ask students to circle and/or say the correct answer.

1. What is for washing?
   - sew
   - soap

2. What do you do with a needle and thread?
   - sew
   - soap

3. What is for tying knots?
   - row
   - rope

4. What do you do in a boat?
   - row
   - rope

5. What do you do at a computer?
   - tie
   - type

6. What does the boy wear around his neck?
   - tie
   - type

7. Which one says “baa-baa”?
   - she
   - sheep

8. Which one is another name for a girl?
   - she
   - sheep

9. Which one is a girl’s name?
   - Sue
   - soup

10. Which one do you eat with a spoon?
    - Sue
    - soup
### Minimal Contrast Definitions

**Directions:** Read each question and possible answers aloud. Ask students to circle and/or say the correct answer.

<table>
<thead>
<tr>
<th>1. What do you eat?</th>
<th>2. What do you see in a mirror?</th>
</tr>
</thead>
<tbody>
<tr>
<td>me</td>
<td>me</td>
</tr>
<tr>
<td>meat</td>
<td>meat</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>hoe</td>
<td>home</td>
</tr>
<tr>
<td>home</td>
<td>hoe</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. What do you plant?</th>
<th>6. What is a letter?</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>seed</td>
<td>seed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. What lives in a pond?</th>
<th>8. What is a part of your body?</th>
</tr>
</thead>
<tbody>
<tr>
<td>toe</td>
<td>toe</td>
</tr>
<tr>
<td>toad</td>
<td>toad</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. Which is a fruit?</th>
<th>10. What is small, round, and green?</th>
</tr>
</thead>
<tbody>
<tr>
<td>pea</td>
<td>pea</td>
</tr>
<tr>
<td>peach</td>
<td>peach</td>
</tr>
</tbody>
</table>

---

**Final Consonant Deletion Word Level**

---

**Name**

**Date**

**Homework Partner**
Hide 'n' Seek

Directions: Read/say aloud the picture-words. Cut out the pictures and penny. Place the pictures face up. Teacher/helper hides the penny under a picture. Say each picture-word as you look underneath for the penny. Find the penny and you win!

bee
bean
moo
moon

go
goat
buy
bite

me
meat
boo
boot

weigh
wave
knee
neat
Complete a Phrase

Directions: Complete the phrases with the correct word. Read/say the phrases aloud. Variation: Roll a die to see how many times you have to say the phrase.

1. a bowl of hot
2. the horns on the
3. a sunflower
4. a knot in the
5. a toy
6. a two-story
7. bar of

(seed) (goat) (soap) (boat) (home) (soup) (rope)

Name ______________________ Date __________ Homework Partner ______________________
What's Different?

“Cub in a Sub” • Final B

Directions: There are at least 3 differences between the two scenes. How many can you find? Circle them.

Practice saying these words: sub crab tube bib corncob cab robe cub

Name ___________________________________________ Helper’s Signature _____________________________
What's Different?

“Good Time Island” • Final D

Directions: There are at least 5 differences between the two scenes. How many can you find? Circle them.

Practice saying these words: lifeguard lizard surfboard child mermaid bride bird sled beard gold

Name

Helper's Signature

17
“Tulip Tournament” • Final P

Directions: There are at least 6 differences between the two scenes. How many can you find? Circle them.

Practice saying these words: lamp envelope tulip sheep hula hoop ape lollipop mop teacup antelope

Name

Helper’s Signature
What's Different?

“A Parrot for Pirate” • Final T

Directions: There are at least 3 differences between the two scenes. How many can you find? Circle them.

Practice saying these words: pirate robot boat rabbit fruit hat parrot

Name ___________________________ Helper's Signature ___________________________
## Minimal Contrast Pairs

**Directions:** Have student point to picture-words as teacher/helper says each word aloud.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>tea</td>
<td>key</td>
<td>6.</td>
</tr>
<tr>
<td>2.</td>
<td>tape</td>
<td>cape</td>
<td>7.</td>
</tr>
<tr>
<td>3.</td>
<td>tub</td>
<td>cub</td>
<td>8.</td>
</tr>
<tr>
<td>4.</td>
<td>tall</td>
<td>call</td>
<td>9.</td>
</tr>
<tr>
<td>5.</td>
<td>take</td>
<td>cake</td>
<td>10.</td>
</tr>
</tbody>
</table>

---

**Name**

**Date**

**Homework Partner**

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Fronting Word Level
### Minimal Contrast Definitions

**Directions:** Read each question and possible answers aloud. Ask students to circle and/or say the correct answer.

1. What does a dog do to get treats?  
   - **bed**  
   - **beg**

2. What do you use for sleeping?  
   - **bed**  
   - **beg**

3. What part of a fence opens and closes?  
   - **date**  
   - **gate**

4. When you go to dinner and a movie, you go on a...  
   - **date**  
   - **gate**

5. What do you roll when you play a board game?  
   - **die**  
   - **guy**

6. What is another name for a boy?  
   - **die**  
   - **guy**

7. What is a flower before it blooms?  
   - **bud**  
   - **bug**

8. Which one is an animal that crawls?  
   - **bud**  
   - **bug**

9. What does water and dirt make?  
   - **mud**  
   - **mug**

10. What do you use to drink coffee?  
    - **mud**  
    - **mug**
Match Up

Directions: Read/say aloud each picture-word below. Cut out the pictures. Place all cards face down. Turn over two cards and try to make a match. Say each card as you pick it up. Keep all matches. Most matches wins!

bat
back
sit
sick
sour
shower
bite
bike
pat
pack
bat
back
sit
sick
sour
shower
bite
bike
pat
pack
What's Different?

“Gorilla Games” • Initial G

Directions: There are at least 4 differences between the two scenes. How many can you find? Circle them.

Practice saying these words: gift gorilla girl goose guitar goat ghost garbage
Directions: There are at least 4 differences between the two scenes. How many can you find? Circle them.

Practice saying these words: alligator kangaroo hamburger dragon cougar igloo spaghetti sea gull

Name

Helper's Signature
Directions: There are at least 3 differences between the two scenes. How many can you find? Circle them.

Practice saying these words: egg frog slug mug dog hot dog
Directions: There are at least 6 differences between the two scenes. How many can you find? Circle them.

Practice saying these words: key cat cone kangaroo car cap carrot cub cow candy cane camel crown kite
What’s Different?

"Sneaky Soccer" • Medial K

Directions: There are at least 5 differences between the two scenes. How many can you find? Circle them.

Practice saying these words: chicken bucket soccer ball pumpkin taco pelican
cupcake monkey sneaker

Name

Helper’s Signature
Directions: There are at least 4 differences between the two scenes. How many can you find? Circle them.

Practice saying these words: rake duck rock book fork shark trunk milk haystack hammock
4-in-1 for Initial G

Directions: Read/say aloud each G photo-word below. Then, play one of the suggested games. As you take each turn, follow the directions checked (✓) below.

☐ Word: Say each G photo-word using your good G sound.
☐ Phrase: Say each G photo-word in the phrase “a ___ card.”
☐ Sentence: Say each G photo-word in the sentence “I have a ___ card.”

Tic-Tac-Toe - Players mark G photo-words with X’s and O’s. Three in a row wins!
Lotto - Helper calls out G photo-words and player(s) cover(s) them with tokens/chips.
Cards - Cut out the G photo-words. Use them as flashcards.
Memory - Make an extra copy, cut out photos, and play matching/memory games.
G Listen and Follow

Directions: Read/say aloud each G photo-word below. Use the photo-words for clues. As you answer each question, follow the directions checked (√) below.

☐ Word: Say each G photo-word using your good G sound.
☐ Phrase: Say each G photo-word answer in the phrase “mark ___.”
☐ Sentence: Say each G photo-word answer in the sentence “I marked the ___.”

1. Who grows flowers? (Circle it.)

2. What can you chew? (Underline it.)

3. What is a musical instrument? (Draw a line through it.)

4. Who hits a hole in one? (Draw a star on it.)

5. What are boots that go over shoes? (Draw an “X” on it.)

6. What is at the end of a rainbow? (Draw a square around it.)

---

Name ___________________________  Homework Helper ___________________________  Date ________  Initial G
4-in-1 for Medial G

Directions: Read/say aloud each G photo-word below. Then, play one of the suggested games. As you take each turn, follow the directions checked (√) below.

- **Word:** Say each G photo-word using your good G sound.
- **Phrase:** Say each G photo-word in the phrase “a/an ___ card.”
- **Sentence:** Say each G photo-word in the sentence “I have a/an ___ card.”

**Tic-Tac-Toe** - Players mark G photo-words with X's and O's. Three in a row wins!

**Lotto** - Helper calls out G photo-words and player(s) cover(s) them with tokens/chips.

**Cards** - Cut out the G photo-words. Use photos as flashcards.

**Memory** - Make an extra copy, cut out photos, and play matching/memory games.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>spaghetii</td>
<td>kangaroo</td>
<td>piggy bank</td>
</tr>
<tr>
<td>hamburger</td>
<td>tiger</td>
<td>jogger</td>
</tr>
<tr>
<td>alligator</td>
<td>eggs</td>
<td>singer</td>
</tr>
</tbody>
</table>

Name | Homework Helper | Date
---|-----------------|---

Medial G

74
**G Tic-Tac-Toe**

**Directions:** Read/say aloud each G photo-word below. Cut out each X and O below. Have each player choose an X or O. As players take turns covering the photo-words with an X or O, follow the directions checked (✓) below.

- **Word:** Say each G photo-word using your good G sound.
- **Phrase:** Say each G photo-word in the phrase "__ answer"
- **Sentence:** Say each G photo-word in the sentence "My answer is __.

<table>
<thead>
<tr>
<th>wagon</th>
<th>asparagus</th>
<th>lifeguard</th>
</tr>
</thead>
<tbody>
<tr>
<td>luggage</td>
<td>sugar</td>
<td>bagel</td>
</tr>
<tr>
<td>chicken nuggets</td>
<td>merry-go-round</td>
<td>target</td>
</tr>
</tbody>
</table>

---

Name ___________  Homework Helper ___________  Date ___________  

Medial G
4-in-1 for Final G

**Directions:** Read/say aloud each G photo-word below. Then, play one of the suggested games. As you take each turn, follow the directions checked (✓) below.

- **Word:** Say each G photo-word using your good G sound.
- **Phrase:** Say each G photo-word in the phrase "a ___ card."
- **Sentence:** Say each G photo-word in the sentence "I have a ___ card."

**Tic-Tac-Toe** - Players mark G photo-words with X's and O's. Three in a row wins!
**Lotto** - Helper calls out G photo-words and player(s) cover(s) them with tokens/chips.
**Cards** - Cut out the G photo-words. Use photos as flashcards.
**Memory** - Make an extra copy, cut out photos, and play matching/memory games.

- **leg**
- **frog**
- **hot dog**
- **dog**
- **ladybug**
- **bag**
- **plug**
- **flag**
- **rug**
Spot the Ladybug

Directions: Read/say aloud each G photo-word below. Cut out each spot. As you glue/tape or place each spot on the ladybug, follow the directions checked (✓) below.

☐ Word: Say each G photo-word using your good G sound.

☐ Phrase: Say each G photo-word in the phrase “___ on the ladybug.”

☐ Sentence: Say each G photo-word in the sentence “Place a ___ on the ladybug.”

Name ___________________________ Homework Helper ___________________________ Date _____________ Final G

frog flag rug plug hot dog bag
4-in-1 for Initial K

Directions: Read/say aloud each K photo-word below. Then, play one of the suggested games. As you take each turn, follow the directions checked (✓) below.

- **Word**: Say each K photo-word using your good K sound.
- **Phrase**: Say each K photo-word in the phrase “a ___ card.”
- **Sentence**: Say each K photo-word in the sentence “I have a ___ card.”

**Tic-Tac-Toe** - Players mark K photo-words with X’s and O’s. Three in a row wins!
**Lotto** - Helper calls out K photo-words and player(s) cover(s) them with tokens/chips.
**Cards** - Cut out the K photo-words. Use them as flashcards.
**Memory** - Make an extra copy, cut out photos, and play matching/memory games.

<table>
<thead>
<tr>
<th>Computer</th>
<th>Camel</th>
<th>Keys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corn</td>
<td>Kangaroo</td>
<td>Carrot</td>
</tr>
<tr>
<td>Kids</td>
<td>Candy</td>
<td></td>
</tr>
</tbody>
</table>

_________________________________________  ___________________________________________  _______________  
Name  Homework Helper  Date  Initial K
**K Listen and Follow**

**Directions:** Read/say aloud each K photo-word below. Use the photo-words for clues. As you answer each question, follow the directions checked (√) below.

- **Word:** Say each K photo-word using your good K sound.
- **Phrase:** Say each K photo-word in the phrase “choose ___.”
- **Sentence:** Say each K photo-word in the sentence “I chose the ___.”

1. What has four wheels? (Circle it.)
2. What is orange and has a green top? (Underline it.)
3. What has a monitor and a keyboard? (Draw an X on it.)
4. What is an animal that likes milk? (Draw a star on it.)
5. What is an animal that hops? (Draw a line through it.)
6. What comes in a wrapper? (Draw a square around it.)

![Images of cat, candy, carrot, computer, car, kangaroo]
Bucket Of Popcorn

Directions: Read/say aloud each K photo-word below. Cut out the popcorn. As you glue/tape or place the popcorn in the bucket, follow the directions checked (√) below.

☐ Word: Say each K photo-word using your good K sound.
☐ Phrase: Say each K photo-word in the phrase “___ bucket.”
☐ Sentence: Say each K photo-word in the sentence “My bucket has a ___ in it.”

hiker  pumpkin  monkey  raccoon
bicycle  soccer ball  zookeeper  book bag
K Tic Tac Toe

Directions: Read/say aloud each K photo-word below. Cut out each X and O below. Have each player choose an X or O. As players take turns covering the photo-words with an X or O, follow the directions checked (✓) below.

- **Word:** Say each K photo-word using your good K sound.
- **Phrase:** Say each K photo-word in the phrase "___ answer."
- **Sentence:** Say each K photo-word in the sentence "My answer is ___.”

<table>
<thead>
<tr>
<th>Breakfast</th>
<th>Sucker</th>
<th>Briefcase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacket</td>
<td>Chocolate</td>
<td>Blanket</td>
</tr>
<tr>
<td>Taco</td>
<td>Helicopter</td>
<td>Donkey</td>
</tr>
</tbody>
</table>

Name: ____________________  Homework Helper: ____________________  Date: ____________  Medial K

4-in-1 for Final K

Directions: Read/say aloud each K photo-word below. Then, play one of the suggested games. As you take each turn, follow the directions checked (√) below.

☐ Word: Say each K photo-word using your good K sound.
☐ Phrase: Say each K photo-word in the phrase “my ___.”
☐ Sentence: Say each K photo-word in the sentence “Where is my ___?”

Tic-Tac-Toe - Players mark K photo-words with X's and O's. Three in a row wins!
Lotto - Helper calls out K photo-words and player(s) cover(s) them with tokens/chips.
Cards - Cut out the K photo-words. Use photos as flashcards.
Memory - Make an extra copy, cut out photos, and play matching/memory games.

lipstick
duck
sock
fork
lock
truck
rake
sink
piggy bank

Name _________________________________________ Homework Helper ___________________________ Date _______ Final K
K-Track

Directions: Read/say aloud each K photo-word below. Cut out the train engine and each train car. As you glue/tape or place each car behind the engine, follow the directions checked (✓) below.

☐ Word: Say each K photo-word using your good K sound.

☐ Phrase: Say each K photo-word in the phrase “___ on the track.”

☐ Sentence: Say each K photo-word in the sentence “Place ___ on the track.”

sink
sock
lock
rake
duck
lipstick
fork
truck
G - Initial Position

Instructions:

Name: ___________________________ Helper's Signature: ________________________
G - Final Position

Instructions:

Doug

twig

hug

pig

log

frog

wag

slug

dig

dog

Name: ___________________________ Helper's Signature: ___________________________
K - Medial Position

Instructions:

pancakes
baker
poundcake
Becky

crackers
pumpkin
chocolate

napkin
bacon

whiskers
kitty cat

Name: ______________________  Helper's Signature: ______________________
K - Final Position

Instructions:

- smoke
- brick
- creek
- rake
- snack
- Nick
- sock
- walk
- stick

Name: ___________________ Helper's Signature: ___________________
Initial K Words

Instructions

<table>
<thead>
<tr>
<th>kangaroo</th>
<th>cowgirl</th>
<th>carrots</th>
</tr>
</thead>
<tbody>
<tr>
<td>computer</td>
<td>caterpillar</td>
<td>kitchen</td>
</tr>
<tr>
<td>kite</td>
<td>coach</td>
<td>king</td>
</tr>
</tbody>
</table>

Name __________________________ Date __________________________

Speech-Language Pathologist

Helper’s Signature

Skill: Initial K in words
Initial K Phrases

Instructions

1. the King can
2. corn and cabbage
3. a log cabin
4. the red caboose
5. a late night café
6. in the cage
7. call for help
8. Calvin’s cap
9. a calm camel
10. kick the can
11. birthday candles
12. a wooden cane
13. cotton candy
14. paddle a canoe
15. the Grand Canyon
16. a space capsule
17. ride in a car
18. a get well card
19. horse and cart
20. watch a cartoon

21. cast a shadow
22. catch a cold
23. long cattle drive
24. proceed with caution
25. coach a team
26. a winter coat
27. corn on the cob
28. brush and comb
29. come and go
30. a streaking comet
31. on the corner
32. costume jewelry
33. cute summer cottage
34. kissing cousins
35. three bear cubs
36. cowboy and cowgirl
37. cut and curl
38. Karl’s key
39. kitchen kettle
40. fly a kite

Name ___________________ Date ___________________

Speech-Language Pathologist

Helper’s Signature
Skill: Initial K in phrases
Medial K Words

Instructions

chicken  raccoon  bacon

pumpkin  rocket  peacock

bakery  helicopter  vacation

Name __________________________ Date ____________ Helper's Signature _______________________

Speech-Language Pathologist

Skill: Medial K in words
Medial K Words

Instructions

---

go-cart  apricot  turkey

---

raincoat  pelican  bicycle

---

rocking  accordion  sneaker

---

Name

Date

Helper's Signature

Speech-Language Pathologist

Skill: Medial K in words
# Medial K Phrases

**Instructions**

<table>
<thead>
<tr>
<th>1. the fat turkey</th>
<th>21. your lucky day</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. abdicate the throne</td>
<td>22. a train locomotive</td>
</tr>
<tr>
<td>3. had an accident</td>
<td>23. macaroni and cheese</td>
</tr>
<tr>
<td>4. accomplish your goal</td>
<td>24. an auto mechanic</td>
</tr>
<tr>
<td>5. hunt for acorns</td>
<td>25. monkey in a tree</td>
</tr>
<tr>
<td>6. awaken at dawn</td>
<td>26. paper napkins</td>
</tr>
<tr>
<td>7. bacon and eggs</td>
<td>27. a special occasion</td>
</tr>
<tr>
<td>8. barbeque sauce</td>
<td>28. proud as a peacock</td>
</tr>
<tr>
<td>9. brand new bicycle</td>
<td>29. quite a predicament</td>
</tr>
<tr>
<td>10. breakfast at seven</td>
<td>30. a Halloween pumpkin</td>
</tr>
<tr>
<td>11. bucket of water</td>
<td>31. Rebecca’s raccoon</td>
</tr>
<tr>
<td>12. playing checkers</td>
<td>32. wearing a raincoat</td>
</tr>
<tr>
<td>13. a chocolate sundae</td>
<td>33. hang a stocking</td>
</tr>
<tr>
<td>14. cooking dinner</td>
<td>34. recuperate in bed</td>
</tr>
<tr>
<td>15. soup and crackers</td>
<td>35. three taco shells</td>
</tr>
<tr>
<td>16. ride a donkey</td>
<td>36. Thanksgiving turkey</td>
</tr>
<tr>
<td>17. a difficult problem</td>
<td>37. aunt and uncle</td>
</tr>
<tr>
<td>18. weekly income</td>
<td>38. vacuum the rug</td>
</tr>
<tr>
<td>19. sweater and jacket</td>
<td>39. a long weekend</td>
</tr>
<tr>
<td>20. a precious locket</td>
<td>40. two wicker chairs</td>
</tr>
</tbody>
</table>

---

Name ___________________________ Date __________

Speech-Language Pathologist

Helper’s Signature

Skill: Medial K in phrases

323
Final K Words

Instructions

sock

snack

walk

stick

truck

block

snake

steak

snowflake

Name ___________________________ Date ___________________________ Helper's Signature ___________________________

Speech-Language Pathologist

Skill: Final K in words
Final K Words

Instructions

magic  fabric  haystack

milk  lake  rake

hammock  toothache  creek

Name  Date  Helper's Signature

Speech-Language Pathologist

Skill: Final K in words
## Final K Phrases

**Instructions**

| 1. lost a sock | 21. garlic bread |
| 2. antique chair | 22. Jack-in-a-box |
| 3. up in the attic | 23. tell a joke |
| 4. bake a cake | 24. knock on the door |
| 5. ride bareback | 25. by the lake |
| 6. your new bike | 26. lick a lollipop |
| 7. black shoes | 27. red lipstick |
| 8. read a book | 28. Mike's magic hat |
| 9. two brick houses | 29. drink milk |
| 10. chalk and eraser | 30. paperback novel |
| 11. write a check | 31. pick a pear |
| 12. cheek to cheek | 32. football quarterback |
| 13. joke with Chuck | 33. long railroad track |
| 14. cook a steak | 34. rake the leaves |
| 15. crack in the wall | 35. a dangerous rattlesnake |
| 16. awake at daybreak | 36. an afternoon snack |
| 17. duck pond | 37. down the block |
| 18. have an earache | 38. fetch a stick |
| 19. flock of geese | 39. wake up early |
| 20. frolic in the park | 40. walk a mile |

**Name**  
**Date**  
**Speech-Language Pathologist**

**Helper's Signature**  
**Skill:** Final K in phrases
Initial G Words

Instructions

---

goat
gate
gift
gold
gum
game
girl
ghost
goose

Name
Date
Helper's Signature
Skill: Initial G in words

Speech-Language Pathologist
Initial G Words

Instructions

gorilla
guitar
garbage
guppy
go-cart
golfer
guest
good-bye
garden hose

Name ____________________ Date ____________________ Helper's Signature ____________________

Speech-Language Pathologist

Skill: Initial G in words
### Initial G Phrases

**Instructions**

<table>
<thead>
<tr>
<th>1. a handy gadget</th>
<th>21. make a goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Gail's garment</td>
<td>22. gobble your food</td>
</tr>
<tr>
<td>3. the gala affair</td>
<td>23. a wine goblet</td>
</tr>
<tr>
<td>4. gallon of milk</td>
<td>24. see a goblin</td>
</tr>
<tr>
<td>5. an art gallery</td>
<td>25. safety goggles</td>
</tr>
<tr>
<td>6. galloping horses</td>
<td>26. silver and gold</td>
</tr>
<tr>
<td>7. play a game</td>
<td>27. a golf cart</td>
</tr>
<tr>
<td>8. two car garage</td>
<td>28. the golden years</td>
</tr>
<tr>
<td>9. a garden hose</td>
<td>29. his pet goldfish</td>
</tr>
<tr>
<td>10. Gary and Gayle</td>
<td>30. having good manners</td>
</tr>
<tr>
<td>11. gas station pump</td>
<td>31. good-bye for now</td>
</tr>
<tr>
<td>12. gate on a fence</td>
<td>32. for goodness sakes</td>
</tr>
<tr>
<td>13. gathering flowers</td>
<td>33. two gopher holes</td>
</tr>
<tr>
<td>14. a wooden gavel</td>
<td>34. a wedding gown</td>
</tr>
<tr>
<td>15. gaze into space</td>
<td>35. Gordon and Gus</td>
</tr>
<tr>
<td>16. getting tired</td>
<td>36. a security guard</td>
</tr>
<tr>
<td>17. Gilbert the ghost</td>
<td>37. guess the answer</td>
</tr>
<tr>
<td>18. give a gift</td>
<td>38. an electric guitar</td>
</tr>
<tr>
<td>19. Gilda the goalie</td>
<td>39. Gulf of Mexico</td>
</tr>
<tr>
<td>20. wear a girdle</td>
<td>40. chewing gum</td>
</tr>
</tbody>
</table>

---

Name __________________________ Date __________________________

Speech-Language Pathologist

Helper's Signature

Skill: Initial G in phrases
# Medial G Phrases

## Instructions

<table>
<thead>
<tr>
<th>1. again and again</th>
<th>21. jogging in place</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Agnes and Edgar</td>
<td>22. juggle three balls</td>
</tr>
<tr>
<td>3. an August moon</td>
<td>23. a legal eagle</td>
</tr>
<tr>
<td>4. extra baggage</td>
<td>24. a loud foghorn</td>
</tr>
<tr>
<td>5. play the bagpipe</td>
<td>25. travel luggage</td>
</tr>
<tr>
<td>6. begin a story</td>
<td>26. a strong magnet</td>
</tr>
<tr>
<td>7. bigger and better</td>
<td>27. piggy bank</td>
</tr>
<tr>
<td>8. a bighorn sheep</td>
<td>28. wear a pigtale</td>
</tr>
<tr>
<td>9. horse and buggy</td>
<td>29. fond regards</td>
</tr>
<tr>
<td>10. a Cuban cigar</td>
<td>30. traffic signal</td>
</tr>
<tr>
<td>11. cloak and dagger</td>
<td>31. sugar and spice</td>
</tr>
<tr>
<td>12. digging for worms</td>
<td>32. tiger by the tail</td>
</tr>
<tr>
<td>13. dragging your feet</td>
<td>33. chuck wagon</td>
</tr>
<tr>
<td>14. a fire breathing dragon</td>
<td>34. her youngest child</td>
</tr>
<tr>
<td>15. at the drugstore</td>
<td>35. break a fingernail</td>
</tr>
<tr>
<td>16. in the dugout</td>
<td>36. eat a hamburger</td>
</tr>
<tr>
<td>17. walk on eggshells</td>
<td>37. the magazine cover</td>
</tr>
<tr>
<td>18. thumb and fingers</td>
<td>38. blooming marigolds</td>
</tr>
<tr>
<td>19. a foggy morning</td>
<td>39. spaghetti and meatballs</td>
</tr>
<tr>
<td>20. jigsaw puzzles</td>
<td>40. alligator and crocodile</td>
</tr>
</tbody>
</table>

---

**Name**

**Date**

**Helper's Signature**

**Skill:** Medial G in phrases
Final G Words

Instructions

frog

bug

leg

dog

hug

log

slug

hot dog

bulldog

Name ___________________________ Date ___________________________

Speech-Language Pathologist

Helper’s Signature

Skill: Final G in words
Final G Words

Instructions

pig
rug
flag
egg
mug
fig
bag
wig
jug

Name ___________________________ Date ______________________ Helper's Signature ______________________

Speech-Language Pathologist

Skill: Final G in words
## Final G Phrases

### Instructions

Complete the sentences by writing the missing words.

<table>
<thead>
<tr>
<th>1. bag of chips</th>
<th>21. Meg's pet hog</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. under the big top</td>
<td>22. coffee mug</td>
</tr>
<tr>
<td>3. fog in a bog</td>
<td>23. a round peg</td>
</tr>
<tr>
<td>4. Craig the bug</td>
<td>24. pig in a poke</td>
</tr>
<tr>
<td>5. dig a hole</td>
<td>25. plug in a drain</td>
</tr>
<tr>
<td>6. cat and dog</td>
<td>26. dirty rag</td>
</tr>
<tr>
<td>7. Doug and Meg</td>
<td>27. an ocean rig</td>
</tr>
<tr>
<td>8. a drag race car</td>
<td>28. clean the rug</td>
</tr>
<tr>
<td>9. fried egg</td>
<td>29. shrug your shoulders</td>
</tr>
<tr>
<td>10. four fig trees</td>
<td>30. see the smog</td>
</tr>
<tr>
<td>11. raise the flag</td>
<td>31. a price tag</td>
</tr>
<tr>
<td>12. in a fog</td>
<td>32. tug of war</td>
</tr>
<tr>
<td>13. frog and toad</td>
<td>33. twig in the nest</td>
</tr>
<tr>
<td>14. hog the show</td>
<td>34. wag the tail</td>
</tr>
<tr>
<td>15. giving a hug</td>
<td>35. wearing a wig</td>
</tr>
<tr>
<td>16. jug of cider</td>
<td>36. a big bear hug</td>
</tr>
<tr>
<td>17. a wooden keg</td>
<td>37. biting bedbug</td>
</tr>
<tr>
<td>18. baseball league</td>
<td>38. in a catalog</td>
</tr>
<tr>
<td>19. leg of lamb</td>
<td>39. hot dog and mustard</td>
</tr>
<tr>
<td>20. log in the fire</td>
<td>40. old spark plug</td>
</tr>
</tbody>
</table>

---

**Helper's Signature**

**Skill:** Final G in phrases
Find the Mystery Animal

Instructions: Read/listen to and follow each direction below. Follow the directions in order to reveal the mystery animal. You may cross out some animals more than once.

1. Cross out the animal that does not have four legs.
2. Cross out the animal that does not have a long tail.
3. Cross out the animal that does not have pointy ears.
4. Cross out the animal that does not have hooves.
5. Cross out the animal that does not have spots.
6. Cross out the animal that does not have horns.
7. Cross out the animal that does not moo.
8. Circle the animal that is left.

Homework Partner  Date  Name

Understanding Negation
Listening Time

Instructions: Read/listen carefully to the three words. Tell which word does not belong and why. (A leaf does not belong. It is not a tool.)

1. hammer, saw, leaf

2. cow, tiger, lion

3. clock, snake, watch

4. ice cream, cookie, lemon

5. flower, jacket, tree

6. train, car, spoon

7. shoe, apple, grapes

8. whale, camel, octopus

9. hand, eye, crayon

10. pencil, turtle, crayon

Homework Partner

Date

Name
Follow the Directions

Instructions: Look at the pictures on the left. Read or listen to the directions next to each picture. Then, have fun following the directions.

Circle the picture that is not a fruit.

Cross out the pictures that are not red.

Underline the picture that is not eaten.

Circle the picture that is not a tool.

Cross out the picture that does not have a handle.

Underline the pictures that do not grow on a tree.

Circle the picture that is not an animal.

Cross out the pictures that are not big.

Underline the picture that is not small.
**What Does Not Belong and Why?**

Instructions: Look at each picture. Cross out the item that does not belong. Fill in the blanks next to each picture. Read the sentence aloud.

<table>
<thead>
<tr>
<th>Item 1</th>
<th>Item 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>frog, rabbit, umbrella</td>
<td>hamburger, sun, snow</td>
</tr>
<tr>
<td>The _______ does not belong. It is not a(n) _______.</td>
<td></td>
</tr>
<tr>
<td>The _______ does not belong. It is not a type of _______.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item 3</th>
<th>Item 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>milk, juice, guitar</td>
<td>newspaper, truck, dog</td>
</tr>
<tr>
<td>The _______ does not belong. It is not something to _______.</td>
<td></td>
</tr>
<tr>
<td>The _______ does not belong. It is not something you _______.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item 5</th>
<th>Item 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>piano, guitar, zebra</td>
<td>blocks, A, B</td>
</tr>
<tr>
<td>The _______ does not belong. It does not _______.</td>
<td></td>
</tr>
<tr>
<td>The _______ do not belong. It is not something you _______.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item 7</th>
<th>Item 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>apple, carrot, banana</td>
<td>bracelet, fish</td>
</tr>
<tr>
<td>The _______ does not belong. It is not a _______.</td>
<td></td>
</tr>
<tr>
<td>The _______ does not belong. It is not something you _______.</td>
<td></td>
</tr>
</tbody>
</table>

---

Homework Partner | Date | Name
--- | --- | ---

**Understanding Negation**
Functions: What do you do with a ________?
What do you do with...?

A car

An apple

mittens

What do you do with...?

Milk

A toothbrush

A pencil
What do you do with...?

A broom
A chair
A bed

What do you do with...?

A book
Soap
A spoon
What do you do with...?

A coat  A towel  A camera
Give An Action Word.

Directions: Write an action word or phrase on each line that goes with the subject to make a sentence.

1. A telephone

2. An oven

3. Teeth

4. Crayons

5. The sun
What Is This Used For?

Directions: Write the function of each item on the line, to make a sentence.

1. Games are used for ____________________________.

2. A spoon is used for ____________________________.

3. A kite is used for ____________________________.

4. A blanket is used for ____________________________.

5. A broom is used for ____________________________.
Kitchen

**Directions:** Give the child a copy of the picture scene on page 21, and the pictures below. Have the child color and cut out all of the pictures.

**Activity:** Ask the child to listen carefully. Read the following directions aloud. Put a ✓ in each box to easily track the child’s progress.

- Find something you use to cook. Glue it on your page. (pot)
- Find something you tell time with. Glue it on your page. (clock)
- Find something you use to cut things with. Glue it on your page. (knife)
- Find something you use to make a sandwich. Glue it on your page. (bread)
- Find something you use to put a drink in. Glue it on your page. (cup)
- Find something you use to keep things cold. Glue it on your page. (ice)

**Additional Activities:**

1. Describe your favorite meal.
2. Name two things in your kitchen.
3. Tell about a time you helped cook something.
4. What is a refrigerator used for?
5. What is the difference between a spoon and a knife?

Give a copy of the pictures below to the child.
Kitchen

**Directions:** Color and cut out all of the pictures on page 20. Follow the directions to glue those pictures on this picture scene.
Picture Match-Up - Present Progressive Verbs

Directions: Listen to or read each sentence. Then, finish the sentences below by writing the correct -ing words in the blank spaces. Then, say each sentence aloud. Color the pictures.

1. Katen can kick.
   Here, she is ________________.

2. The baseball player can throw.
   Here, he is ________________.

3. The rabbit can hop.
   Here, it is ________________.

4. Russ likes to drink.
   Now, he is ________________.

5. The bird likes to fly.
   Today, it is ________________.

6. The ballerina likes to dance.
   Now, she is ________________.

7. The mouse eats cheese.
   Here, it is ________________.

8. The fireman climbs the ladder.
   Now, he is ________________.

Name ___________________ Date ___________ Helper ___________
What Are They Doing? - Present Progressive Verbs

Directions: Listen to or read each sentence. Answer each question below by writing a complete sentence that uses a verb ending with -ing. Then, say each sentence aloud. Color the pictures.

1. What are the boys doing?

2. What is the cat doing?

3. What are the kids doing?

4. What are the dogs doing?

5. What is the girl doing?

6. What is the caterpillar doing?

7. What is the teacher doing?

8. What are the dolphins doing?

Name __________________________  Date __________________________  Helper __________________________

Homework: Work on verb + ing (hiking, walking etc) words with your child. Use attached page. Cut out the pieces and place them in the boxes. If your child "who is walking?", if you've placed it in the girl box, they would respond "she is walking". Enjoy!
Minimal Contrast Pairs

Directions: Have student point to picture-words as teacher/helper says each word aloud.

<table>
<thead>
<tr>
<th>1.</th>
<th>![Giraffe]</th>
<th>![Sailboat]</th>
<th>6.</th>
<th>![Kit]</th>
<th>![Kiss]</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>tail</td>
<td>sail</td>
<td></td>
<td>kit</td>
<td>kiss</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.</th>
<th>![Helmet]</th>
<th>![Cent]</th>
<th>7.</th>
<th>![Mitt]</th>
<th>![Miss]</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>tent</td>
<td>cent</td>
<td></td>
<td>mitt</td>
<td>miss</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.</th>
<th>![Tack]</th>
<th>![Sack]</th>
<th>8.</th>
<th>![Knight]</th>
<th>![Nice]</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>tack</td>
<td>sack</td>
<td></td>
<td>knight</td>
<td>nice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.</th>
<th>![Toe]</th>
<th>![Sew]</th>
<th>9.</th>
<th>![Road]</th>
<th>![Rose]</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>toe</td>
<td>sew</td>
<td></td>
<td>road</td>
<td>rose</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5.</th>
<th>![Tip]</th>
<th>![Sip]</th>
<th>10.</th>
<th>![Bead]</th>
<th>![Bees]</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>tip</td>
<td>sip</td>
<td></td>
<td>bead</td>
<td>bees</td>
</tr>
</tbody>
</table>

Name
Date
Homework Partner

Stopping Word Level
Minimal Contrast Definitions

Directions: Read each question and possible answers aloud. Ask students to circle and/or say the correct answer.

1. What is the opposite of “empty”? pull  full

2. What do you do with a wagon? pull  full

3. Which one is a number? pour  4

4. What do you do with a pitcher of juice? pour  4

5. Which one is an eating utensil? pork  fork

6. Which one is meat? pork  fork

7. What do you use to cook? pan  fan

8. What blows the air? pan  fan

9. Which one is a fruit? pig  fig

10. What animal says “oink oink”? pig  fig
**Minimal Contrast Definitions**

**Directions:** Read each question and possible answers aloud. Ask students to circle and/or say the correct answer.

1. What is an ice cream drink?  
   - take  
   - shake

2. With a camera, you ____ a picture.  
   - take  
   - shake

3. Which one is a number?  
   - two  
   - shoe

4. What do you wear on your feet?  
   - two  
   - shoe

5. What do you do at the mall?  
   - top  
   - shop

6. Which one is a toy?  
   - top  
   - shop

7. What is sticky and holds things together?  
   - tape  
   - shape

8. What is a square, a circle, or a triangle?  
   - tape  
   - shape

9. What is another name for money?  
   - cat  
   - cash

10. What animal says “meow”?  
    - cat  
    - cash

**Name**          **Date**          **Homework Partner**
Feather Fun

Directions: Read/say aloud each F photo-word. Cut out the feathers. As you glue/tape or place each feather on the bird, follow the directions checked (√) below.

☐ Word: Say each F photo-word using your good F sound.
☐ Phrase: Say each F photo-word in the phrase "___ feather."
☐ Sentence: Say each F photo-word in the sentence "Here is your ___ feather."
Who Said That?

Directions: Read/say aloud each F photo-word below. Read each statement in the middle and ask, “Who said that?” As you draw a line from each statement to the correct picture, follow the directions checked (√) below.

☐ Word: Say each F photo-word using your good F sound.
☐ Phrase: Say each F photo-word in the phrase “the ___.”
☐ Sentence: Say each F photo-word in the sentence “___ said that.”

“Fish”
“Fur”
“Faucet”
“Fudge”

“I am a sweet dessert.”
“I keep you cool.”
“You put shoes on me.”
“I keep animals warm.”
“Touchdown!”
“Drip - drip - drip.”
“I live underwater.”
“You eat food with me.”
Don't Leaf Me This Way

**Directions:** Read/say aloud each F photo-word below. Cut out each leaf. As you glue/tape or place each leaf on the tree, follow the directions checked (√) below.

- **Word:** Say each F photo-word using your good F sound.
- **Phrase:** Say each F photo-word in the phrase “___ on the tree.”
- **Sentence:** Say each F photo-word in the sentence “Place a ___ on the tree.”

---

Name ___________________________ Homework Helper ___________________________ Date ________ Final F

[Images of leaves with words: chef, chief, loaf, hoof, wife, wolf, knife, giraffe]
**F Photo Search**

**Directions:** Read/say aloud each F photo-word below. As you find and circle each photo-word that has your final F sound, follow the directions checked (√) below.

- **Word:** Say each F photo-word using your good F sound.
- **Phrase:** Say each F photo-word in the phrase “find ____.”
- **Sentence:** Say each F photo-word in the sentence “I found (the) ____.”

<table>
<thead>
<tr>
<th>bus</th>
<th>guitar</th>
<th>laugh</th>
<th>bell</th>
<th>bed</th>
</tr>
</thead>
<tbody>
<tr>
<td>helicopter</td>
<td>dinosaur</td>
<td>roof</td>
<td>safe</td>
<td>car</td>
</tr>
<tr>
<td>camel</td>
<td>cliff</td>
<td>tiger</td>
<td>cereal</td>
<td>calf</td>
</tr>
<tr>
<td>cuff</td>
<td>sheriff</td>
<td>beach ball</td>
<td>cough</td>
<td>dice</td>
</tr>
</tbody>
</table>

---

**Word Bank**

laugh  roof  safe  cliff  calf  cuff  sheriff  cough

---

Name  Homework Helper  Date

---

Final F
Directions: There are at least 4 differences between the two scenes. How many can you find? Circle them.

Practice saying these words: football fish fireman four phone fan fox five
What's Different?

"Toys Enough" • Final F

Directions: There are at least 4 differences between the two scenes. How many can you find? Circle them.

Practice saying these words: elf  knife  safe  leaf  giraffe  chief  scarf  wolf  loaf

Name ______________________ Helper's Signature ______________________

23
Initial F Words

Instructions

face  fan  farm

fawn  feed  feet

fern  fence  film

Name  Date  Helper's Signature

Speech-Language Pathologist

Skill: Initial F in words
Initial F Words

Instructions

phone  fox  fur
fudge  fabric  fairy
fingers  fiddle  fire

Name ___________________________ Date ___________________________

Speech-Language Pathologist

Helper's Signature

Skill: Initial F in words
# Initial F Phrases

## Instructions

<table>
<thead>
<tr>
<th>1. tell a fable</th>
<th>21. two feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. cloth fabric</td>
<td>22. straddle a fence</td>
</tr>
<tr>
<td>3. fade away</td>
<td>23. take the ferry</td>
</tr>
<tr>
<td>4. the tooth fairy</td>
<td>24. a festive occasion</td>
</tr>
<tr>
<td>5. feeling faint</td>
<td>25. fetch a stick</td>
</tr>
<tr>
<td>6. at the fair</td>
<td>26. a fiction novel</td>
</tr>
<tr>
<td>7. rise and fall</td>
<td>27. in the field</td>
</tr>
<tr>
<td>8. a famous person</td>
<td>28. three fig trees</td>
</tr>
<tr>
<td>9. her fancy dress</td>
<td>29. an oil filter</td>
</tr>
<tr>
<td>10. Fanny and Felix</td>
<td>30. fill the bucket</td>
</tr>
<tr>
<td>11. farmer in the dell</td>
<td>31. a brave fireman</td>
</tr>
<tr>
<td>12. cab fare</td>
<td>32. fireworks display</td>
</tr>
<tr>
<td>13. two fast cars</td>
<td>33. first in line</td>
</tr>
<tr>
<td>14. fasten the buckle</td>
<td>34. fish all day</td>
</tr>
<tr>
<td>15. Faye and Phil</td>
<td>35. five forks</td>
</tr>
<tr>
<td>16. father-in-law</td>
<td>36. fold the blanket</td>
</tr>
<tr>
<td>17. a leaky faucet</td>
<td>37. forgive and forget</td>
</tr>
<tr>
<td>18. Thanksgiving feast</td>
<td>38. football fullback</td>
</tr>
<tr>
<td>19. feed the birds</td>
<td>39. fudge brownies</td>
</tr>
<tr>
<td>20. male and female</td>
<td>40. Phoebe's photo</td>
</tr>
</tbody>
</table>

---

**Name**  | **Date**  | **Helper's Signature**
---  | ---  | ---

Speech-Language Pathologist

Skill: Initial F in phrases
Medial F Words

Instructions

[Images and words: elephant, infant, telephone, laughing, waffle, hayfork, office, taffy, headphones]

Name __________________ Date ____________

Helper's Signature ___________________________

Skill: Medial F in words
Medial F Words

Instructions

breakfast

catfish

campfire

crayfish

coffee

dolphin

buffalo

gopher

golfer

Name

Date

Speech-Language Pathologist

Helper’s Signature
Skill: Medial F in words
Instructions

Medial F Phrases

1. barefoot in the park
2. before and after
3. pocketful of change
4. a roaring bonfire
5. boxful of cereal
6. eating breakfast
7. long buffet table
8. by the campfire
9. catfish stew
10. Clifford's goldfish
11. pick coffee beans
12. cupful of sugar
13. the swimming dolphin
14. hit a golfball
15. Sunday golfer
16. big gopher hole
17. handful of marbles
18. a pair of headphones
19. the crying infant
20. a laughing matter
21. leafy lettuce
22. lifeguard on duty
23. blueberry muffins
24. play in the outfield
25. two playful puppies
26. his noble profile
27. safety pins
28. winter snowfall
29. living room sofa
30. Sophie's loafer
31. spoonful of sugar
32. a taffy pull
33. being thankful
34. eating toffee
35. a traffic jam
36. win the trophy
37. unfold a sheet
38. waffles and syrup
39. buffalo on the range
40. pick a daffodil

Name ___________________________ Date ___________________________
Helper's Signature ___________________________

Skill: Medial F in phrases
Final F Words

Instructions

laugh  giraffe  wolf

sheriff  safe  hoof

chef  knife  photograph

Name
Date
Speech-Language Pathologist

Helper's Signature
Skill: Final F in words
## Final F Phrases

### Instructions

- beef bullion
- call her bluff
- a brief note
- large chef salad
- old Indian chief
- edge of a cliff
- red cough syrup
- a tricky elf
- two golf carts
- make a graph
- a horse's hoof
- huff and puff
- sharp carving knife
- laugh out loud
- an autumn leaf
- life and death
- off and on
- proof positive
- wreck on a reef
- repair the roof
- rough and ready
- safe and sound
- scuff your shoes
- sniff the rose
- staff of employees
- catch a thief
- husband and wife
- his strong belief
- the tall giraffe
- Joseph and Jeff
- basketball play-off
- deputy and sheriff
- being a show-off
- autograph the ball
- use a handkerchief
- writing the paragraph
- taking her photograph
- the telegraph wire
- their waterproof deck
- his waterproof shoes

---

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
</table>

Speech-Language Pathologist

Helper's Signature

Skill: Final F in phrases
Directions: There are at least 5 differences between the two scenes. How many can you find? Circle them.

Practice saying these words: sea monster sun surfboard saw starfish submarine seal saddle Saturn shell sailboat surfer sea gull
Directions: There are at least 6 differences between the two scenes. How many can you find? Circle them.

Practice saying these words: grasshopper baseball tricycle blossom pencil possum glasses basket bicycle whistle
Directions: There are at least 5 differences between the two scenes. How many can you find? Circle them.

Practice saying these words: cactus goose house fence fox doghouse dice vase octopus mouse walrus
4-in-1 for Initial S

Directions: Read/say aloud each S photo-word below. Then, play one of the suggested games. As you take each turn, follow the directions checked (√) below.

☐ Word: Say each S photo-word using your good S sound.
☐ Phrase: Say each S photo-word in the phrase “a ___ card.”
☐ Sentence: Say each S photo-word in the sentence “I have a ___ card.”

Tie-Tac-Toe - Players mark S photo-words with X’s and O’s. Three in a row wins!
Lotto - Helper calls out S photo-words and player(s) cover(s) them with tokens/chips.
Cards - Cut out the S photo-words. Use them as flashcards.
Memory - Make an extra copy, cut out photos, and play matching/memory games.

---

seal  Santa  sand
sunflower  sailboat  cereal
sandwich  soccer player  sock

---

Name  Homework Helper  Date  Initial S
S Listen and Follow

**Directions:** Read/say aloud each S photo-word below. Use the photo-words for clues. As you answer each question, follow the directions checked (✓) below.

- **Word:** Say each S photo-word using your good S sound.
- **Phrase:** Say each S photo-word answer in the phrase “mark ___.”
- **Sentence:** Say each S photo-word answer in the sentence “I marked the ___.”

1. What has three syllables? (Circle it.)
2. What rhymes with clock? (Underline it.)
3. What has an antenna and a battery? (Draw a square around it.)
4. What uses the wind to move? (Draw an X on it.)
5. What is a mammal and has flippers? (Draw a star on it.)
6. What is made with two pieces of bread? (Draw a line through it.)

![Image of sock, cell phone, sandwich, seal, sunflower, sailboat]
**4-in-1 for Medial S**

**Directions:** Read/say aloud each S photo-word below. Then, play one of the suggested games. As you take each turn, follow the directions checked (✓) below.

- **Word:** Say each S photo-word using your good S sound.
- **Phrase:** Say each S photo-word in the phrase “my ___.”
- **Sentence:** Say each S photo-word in the sentence “I found my ___.”

**Tic-Tac-Toe** - Players mark S photo-words with X’s and O’s. Three in a row wins!

**Lotto** - Helper calls out S photo-words and player(s) cover(s) them with tokens/chips.

**Cards** - Cut out the S photo-words. Use photos as flashcards.

**Memory** - Make an extra copy, cut out photos, and play matching/memory games.

---

- grasshopper
- icing
- tricycle
- baseball
- glasses
- dinosaur
- ice cream
- whistle
- motorcycle

---

Name ___________________________ Homework Helper ___________________________ Date ___________ Medial S
S Analogies

Directions: Read/say aloud each S photo-word below. Read each analogy and fill in the correct answer from the Word Bank. Then, follow the directions checked (✓) below.

☐ Word: Say each S photo-word using your good S sound.
☐ Phrase: Say each S photo-word in the phrase “is to ___."
☐ Sentence: Say each S photo-word as you read each complete sentence.

1. Dessert is to ice cream as breakfast is to ____________________.
2. Practice is to piano as exercise is to ____________________.
3. Blackboard is to chalk as paper is to ____________________.
4. Sprinkles are to cupcake as pepperoni is to ____________________.
5. Sweet is to cookie as salty is to ____________________.
6. Gasoline is to pump as water is to ____________________.
7. Drive is to car as ride is to ____________________.
8. Bow is to present as ____________________ is to envelope.

Word Bank

bicycle  
pretzel  
pizza  
pencil  
muscles  
faucet  
postage  
sausage

Answers on page 320.
4-in-1 for Final S

Directions: Read/say aloud each S photo-word below. Then, play one of the suggested games. As you take each turn, follow the directions checked (✓) below.

☐ Word: Say each S photo-word using your good S sound.

☐ Phrase: Say each S photo-word in the phrase “my ___.”

☐ Sentence: Say each S photo-word in the sentence “I found my ___.”

Tic-Tac-Toe - Players mark S photo-words with X’s and O’s. Three in a row wins!
Lotto - Helper calls out S photo-words and player(s) cover(s) them with tokens/chips.
Cards - Cut out the S photo-words. Use photos as flashcards.
Memory - Make an extra copy, cut out photos, and play matching/memory games.

---

Name ___________________________ Homework Helper ___________________________ Date ________ Final S
Fill the S Vase

Directions: Read/say aloud each S photo-word below. Cut out each flower. As you glue/tape or place each flower on a stem, follow the directions checked (√) below.

☐ Word: Say each S photo-word using your good S sound.
☐ Phrase: Say each S photo-word in the phrase “__ in the vase.”
☐ Sentence: Say each S photo-word in the sentence “Place __ in the vase.”

- cups
- dice
- grapes
- paints
- blocks
- mouse
Initial $S$ Words

Instructions

---

<table>
<thead>
<tr>
<th>Picture</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Bear in swim trunks" /></td>
<td>sit</td>
</tr>
<tr>
<td><img src="image2" alt="Soapy bubble" /></td>
<td>soap</td>
</tr>
<tr>
<td><img src="image3" alt="Sock" /></td>
<td>sock</td>
</tr>
<tr>
<td><img src="image4" alt="Mouse in soup" /></td>
<td>soup</td>
</tr>
<tr>
<td><img src="image5" alt="Circle" /></td>
<td>circle</td>
</tr>
<tr>
<td><img src="image6" alt="Sun" /></td>
<td>sun</td>
</tr>
<tr>
<td><img src="image7" alt="Horse with saddle" /></td>
<td>saddle</td>
</tr>
<tr>
<td><img src="image8" alt="Sailboat" /></td>
<td>sailboat</td>
</tr>
<tr>
<td><img src="image9" alt="Sailor" /></td>
<td>sailor</td>
</tr>
</tbody>
</table>

---

Name ________________________ Date ________________________ Helper's Signature ________________________

Speech-Language Pathologist

Skill: Initial $S$ in words
Initial S Words

Instructions

sandal  sandwich  sea gull

seashell  seat belt  seven

sewing  sofa  softball

Name __________________________  Date __________________________

Helper's Signature __________________________

Skill: Initial S in words

Speech-Language Pathologist
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 1. | a **soapy** seal |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2. | tall **cedar** tree |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 3. | paint the **ceiling** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 4. | that **cement** block |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 5. | five **cents** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 6. | center of **gravity** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 7. | apple **cider** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 8. | in the **city** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 9. | this heavy **sack** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 10. | feeling **sad** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 11. | safe and **sound** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 12. | run to **safety** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 13. | sail away |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 14. | salad **dressing** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 15. | garage **sale** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 16. | salt and **pepper** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 17. | Sam's **sandal** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 18. | eat your **sandwich** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 19. | a **sandy** beach |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 20. | sang a **song** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 21. | saving **money** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 22. | saw the **wood** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 23. | bottom of the **sea** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 24. | ocean **seafood** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 25. | find a **seashell** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 26. | the fall **season** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 27. | send a **letter** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 28. | sew the **button** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 29. | big road **sign** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 30. | sip your **drink** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 31. | soap and **water** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 32. | playing **softball** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 33. | solid and **liquid** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 34. | son and **daughter** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 35. | without a **sound** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 36. | vegetable **soup** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 37. | Sue's **suit** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 38. | a chocolate **sundae** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 39. | morning **sunshine** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 40. | maple **syrup** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
Medial $\$ Words

Instructions

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>baseball</td>
<td>blossom</td>
<td>bracelet</td>
</tr>
<tr>
<td>castle</td>
<td>cassette</td>
<td>dancer</td>
</tr>
<tr>
<td>fussy</td>
<td>glasses</td>
<td>icing</td>
</tr>
</tbody>
</table>

Name

Date

Helper's Signature

Skill: Medial $\$$ in words

Speech-Language Pathologist
Medial $s$ Words

Instructions

possum
bathing suit
whistle

baby sitter
basset hound
bicycle

dinosaur
gasoline
grasshopper

Name
Date
Helper's Signature
Speech-Language Pathologist
Skill: Medial S in words
### Medial S Phrases

**Instructions**

<table>
<thead>
<tr>
<th>1. playing baseball</th>
<th>21. a dinosaur bone</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Arkansas razorback</td>
<td>22. disappear from view</td>
</tr>
<tr>
<td>3. assembly of people</td>
<td>23. look at the fossil</td>
</tr>
<tr>
<td>4. assortment of colors</td>
<td>24. premium gasoline</td>
</tr>
<tr>
<td>5. baby-sit tonight</td>
<td>25. the grocery counter</td>
</tr>
<tr>
<td>6. beside the table</td>
<td>26. a guessing game</td>
</tr>
<tr>
<td>7. bicycle rider</td>
<td>27. her hospital room</td>
</tr>
<tr>
<td>8. give her blessing</td>
<td>28. a melting icicle</td>
</tr>
<tr>
<td>9. cherry blossom</td>
<td>29. Jason and Lisa</td>
</tr>
<tr>
<td>10. wear a bracelet</td>
<td>30. a lacy curtain</td>
</tr>
<tr>
<td>11. prepare the casserole</td>
<td>31. lasso the calf</td>
</tr>
<tr>
<td>12. a cassette tape player</td>
<td>32. listen carefully</td>
</tr>
<tr>
<td>13. an ancient castle</td>
<td>33. loosen the knot</td>
</tr>
<tr>
<td>14. classical music</td>
<td>34. Lucy and Teresa</td>
</tr>
<tr>
<td>15. closer to home</td>
<td>35. take a message</td>
</tr>
<tr>
<td>16. railroad crossing</td>
<td>36. playing outside</td>
</tr>
<tr>
<td>17. a tap dancer</td>
<td>37. hold the parasol</td>
</tr>
<tr>
<td>18. December snow</td>
<td>38. sharpen the pencil</td>
</tr>
<tr>
<td>19. decide to go</td>
<td>39. playing possum</td>
</tr>
<tr>
<td>20. make a decision</td>
<td>40. an impossible dream</td>
</tr>
</tbody>
</table>

---

Name

Date

Speech-Language Pathologist

Helper’s Signature

Skill: Medial S in phrases

79
Final $s$ Words

Instructions

fence

fox

goose

grass

horse

house

ice

kiss

lace

Name ____________________________ Date ____________________________

Helper’s Signature ____________________________

Skill: Final $s$ in words

Speech-Language Pathologist
Final S Words

Instructions

---

mOOSE  moUSE  nuRSE

PRicE  raCE  riCE

vaSE  uS  yeS

---

Name __________________________ Date __________________________ Helper's Signature __________________________

Speech-Language Pathologist __________________________ Skill: Final S in words

83
### Final S Phrases

**Instructions**

1. flock of geese
2. across the river
3. a young actress
4. your street address
5. giving advice
6. Alice and Douglas
7. an ambitious person
8. steal a base
9. clean her blouse
10. be the boss
11. box of candy
12. a bus driver
13. run a business
14. take the bypass
15. a desert cactus
16. chase each other
17. a Christmas chorus
18. go to class
19. a delicious meal
20. throw the dice
21. Doris and Douglas
22. a lovely dress
23. an endless story
24. this enormous task
25. erase the blackboard
26. a famous person
27. by the fireplace
28. flock of geese
29. guess the answer
30. horse and buggy
31. orange juice
32. kiss and tell
33. sign the lease
34. niece and nephew
35. the office staff
36. piece by piece
37. make a promise
38. this and that
39. toss in bed
40. a soft voice

---

**Name**

**Date**

**Helper's Signature**

**Speech-Language Pathologist**

**Skill:** Final S in phrases
bubble gum
lady bug
cowboy hat
ice cream cone
Multisyllabic Word Pacing Cards

© Communication Window
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>spaghetti</strong></td>
<td><strong>medicine</strong></td>
<td><strong>computer</strong></td>
</tr>
<tr>
<td><strong>macaroni</strong></td>
<td><strong>binoculars</strong></td>
<td><strong>alligator</strong></td>
</tr>
<tr>
<td><strong>dinosaurs</strong></td>
<td><strong>butterfly</strong></td>
<td><strong>calendar</strong></td>
</tr>
</tbody>
</table>
umbrella

hamburger

evelope

lollipop

banana

calendar

April
butterfly

spaghetti

telephone

dinosaur

medicine

computer
Three for Three!

Instructions: Draw a line from each question to the correct picture.

A. **What** does a spider build?

B. **What** does an elephant eat?

C. **What** does a baby drink from?

---

A. **What** makes a car run?

B. **What** do you use for eating soup?

C. **What** are french fries made of?

---

A. **What** do bees make?

B. **What** is a pencil used for?

C. **What** does a dog like to chew?
Buzz Q & A

Instructions: Cut out the petals below. Answer the questions by pasting each picture on its matching question. Say your answers aloud.

What does a spider build?

What does a dog like to chew?

What do you use for eating soup?

What are you using when it rains?

What do you use a rake for?

What is a pencil used for?

- raking leaves
- umbrella
- writing
- spoon
- bone
- spider web
Soccer Q & A!
Instructions: Cut out the soccer balls. Then, glue each picture on its matching question. Say your answers aloud.
## Guess What?

Instructions: Cut along the dotted lines. Fold paper back along solid black line to cover up pictures. Read the questions and guess the answers. Say your answers aloud.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. <strong>What</strong> do you wear to hold up pants?</td>
<td>![Belt]</td>
</tr>
<tr>
<td>2. <strong>What</strong> do you use to cut paper?</td>
<td>![Scissors]</td>
</tr>
<tr>
<td>3. <strong>What</strong> does a bird build?</td>
<td>![Nest]</td>
</tr>
<tr>
<td>4. <strong>What</strong> are french fries made from?</td>
<td>![Potatoes]</td>
</tr>
<tr>
<td>5. <strong>What</strong> does a baby drink from?</td>
<td>![Bottle]</td>
</tr>
<tr>
<td>6. <strong>What</strong> do bees make?</td>
<td>![Honey]</td>
</tr>
</tbody>
</table>

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Homework Partner | Date | Speech-Language Pathologist
**Question Scene!**

Instructions: Answer the questions below. Then, find and circle the answers in the question scene.

1. **What** goes on top of a birthday cake?

2. **What** makes a car run?

3. **What** do you wear on your feet?

4. **What** does a red light mean?

5. **What** does a bird build?

6. **What** does an elephant eat?

---

Homework Partner ___________________________ Date ___________ Speech-Language Pathologist ___________________________
What does an elephant eat?

What makes a car run?

What do you use for eating soup?

What are french fries made of?

What do you use to cut paper?
Three for Three!

Instructions: Draw a line from each question to the correct picture.

A. Where do you wear a ring?
   - in a cave

B. Where do you keep your pillow?
   - on the bed

C. Where do bats live?
   - on your finger

A. Where can you see lots of animals?
   - at the store

B. Where do ants live?
   - in an anthill

C. Where do you buy food?
   - at the zoo

A. Where do you wear socks?
   - on your feet

B. Where do you wear mittens?
   - on your hands

C. Where do you wear a hat?
   - on your head
Question Cut-Up!

Instructions: Cut out the pictures below. Answer the questions by pasting each picture on its matching question. Say your answers aloud.

1. Where is your nose?

2. Where do you put toothpaste?

3. Where do bees live?

4. Where did Humpty Dumpty sit?

5. Where does a bird lay eggs?

on a toothbrush
on a wall
on your face
in a nest
in a beehive
Which One Is It?

Instructions: Circle the correct picture. Say your answers aloud.

1. **Where** do a King and Queen live?
   - at the zoo
   - in a castle
   - in a cave

2. **Where** can you check out books?
   - at a library
   - at a store
   - at the circus

3. **Where** do clowns perform?
   - from trees
   - at a farm
   - at a circus

4. **Where** does a whale live?
   - in the ocean
   - in a bed
   - in the library

5. **Where** does a bird lay eggs?
   - in a beehive
   - in an anthill
   - in a nest

Homework Partner __________________________ Date ____________ Speech-Language Pathologist ______________
Crazy for Carrots Maze

Instructions: Cut out the pictures below. Then, help Robert Rabbit find his carrots. Answer each question by pasting the correct picture in the matching question box. Then, say your answers aloud.

Where does milk come from?

Where does wood come from?

Where did Humpty Dumpty sit?

Where do you find cactus?

Where do you wear a hat?

from trees

a cow

in the desert

on a wall

on your head
**Buzz Q & A**

Instructions: Cut out the petals below. Answer the questions by pasting each picture on its matching question. Say your answers aloud.

1. **Where do you wear socks?**
   - **at the circus**

2. **Where does a whale live?**
   - **in the ocean**

3. **Where do you put toothpaste?**
   - **on a toothbrush**

4. **Where do ants live?**
   - **in an anthill**

5. **Where can you see lots of animals?**
   - **at the zoo**

6. **Where do clowns perform?**
   - **on your feet**
Baseball Q & A!

Instructions: Cut out the baseballs. Then, glue each picture on its matching question. Say your answers aloud.
Number Fun

Instructions: Write the number of each question under its matching picture. Then, say your answers aloud.

1. **Where** do bats live?
2. **Where** did Mary's little lamb follow her?
3. **Where** is your nose?
4. **Where** do a King and Queen live?
5. **Where** does a bird lay eggs?
6. **Where** do cows, pigs and chickens live?
7. **Where** do you keep your pillow?
8. **Where** can you see lots of animals?
9. **Where** do bees live?
10. **Where** does wood come from?

![Images corresponding to questions]

- on your face
- on your bed
- in a cave
- in a beehive
- in a castle
- at the zoo
- in a nest
- from trees
- on a farm
- to school
Question Scene!

Instructions: Answer the questions below. Then, find and circle the answers in the question scene.

1. Where do bats live?

2. Where do you find cactus?

3. Where does a bird lay eggs?

4. Where are clouds?

5. Where did Humpty Dumpty sit?

6. Where do ants live?

Homework Partner

Date

Speech-Language Pathologist
Instructions: Answer the questions below. Then, find and circle the answers in the question scene.

1. **Where** do cows, pigs, and chickens live?

2. **Where** can you check out books?

3. **Where** do you learn to read and write?

4. **Where** can you see lots of animals?

5. **Where** does wood come from?

6. **Where** do you buy food?

---

Homework Partner __________________________ Date ____________ Speech-Language Pathologist __________________________
Draw a picture to answer the questions.

<table>
<thead>
<tr>
<th>Where do teachers work?</th>
<th>Where do people check out books?</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Where do people sleep at night?</th>
<th>Where do monkeys climb?</th>
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<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Where do people keep their shoes?</th>
<th>Where do people keep their milk?</th>
</tr>
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