

The Great Roller-Skating Remedy

SUPPLEMENTAL R PACKET FOR ARTICULATION

This printable and all contents are protected under copyright law. Personal use only.

Reselling and/or commercial use are strictly prohibited.

The following activities are intended to go with the book: The Great Roller-Skating Remedy. This is a heartwarming Speech Sound Story that offers over 150 opportunities to say or hear the R sound. Available on Amazon! Written by: Emily Everhart, MS/CCC-SLP

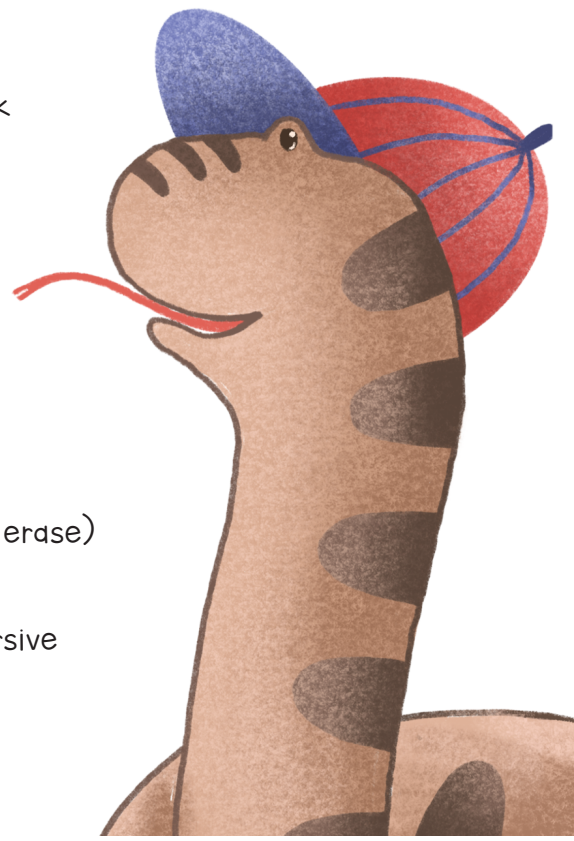
www.amazon.com/author/caterpillarcurl

Visit our website for more printables or to find our other books!

www.caterpillarcurl.com

For longevity, printing on cardstock is recommended. Laminating will keep your materials in great condition.

- Sequencing Strips
- R Memory Game
- W/R Minimal Pairs Activities
- R Play Doh Mat (lamine & use dry erase)
 - Spot Speech! - R Game
- R Tongue Twisters - Printing & Cursive



Sequencing Strips

Directions: Cut along the lines and laminate if needed for longevity. Use these strips to put the steps of the story in order.

Younger children may need less steps to make this activity simpler. Focus on vocabulary words “first - next - last” using the sequencing strips 1 - 2 - 5. Add in more sequencing strips after reading the story again and when the child is ready. You can place 3 strips in front of your child in the wrong order and ask them to pick out which happened first. Then do the same with “next” and “last.” Practice until your child can consistently place all of them in the correct order. You can also work on having your child describe the sequence themselves. Throughout these activities they are hearing your good R sounds as a model providing auditory bombardment opportunities!

Older children may want to cut the strips out themselves. They may read the steps aloud practicing their good R sound. They may be able to sequence all 5 steps of the story. Use this as more opportunities to practice carryover and generalization of their good R sound.



Reed wanted to
roller-skate like
Roger.



His friends tried
to help him.



Rebecca couldn't reach
the really high rings.



Reed helped Rebecca
by making stairs.



Rebecca let Reed use
her skateboard.



MEMORY:

Print this page twice, cut out the squares, and use them to play the game “memory” with your child.

Lay them face down in a grid pattern. On your turn, flip over two cards to see if you got a match. Each time you turn over a card, provide a good R model. For kids who are able to say R and need repetitions, have them say each one they turn over 3 times before moving on. To make it harder, have them use the word in a sentence.

SYLLABLE CLAP:

This is a phonological awareness activity for younger children. Phonological awareness skills are the building blocks of literacy.

Place these picture cards face down in a pile. Have the child draw a card and clap out how many syllables are in the word. To incorporate more movement, try jumping with each syllable as you say the word! For example, “Reed” would have one jump. “Rebecca” would have 3 jumps. You are providing a good R model the entire time and if your child can say R, they can practice their good R sound too!

MINIMAL PAIRS:

The next 2 pages contain minimal pair pictures for the R sound. Minimal pairs target several aspects of speech and literacy. First, they are rhyming words. Identifying rhyming words is an essential part of early phonological awareness.

These minimal pairs were chosen specifically to target the common W-for-R substitution that children often use. Children must be able to hear the difference between the W sound and the R sound before they can use them correctly in speech. For older children, some of these activities may still be appropriate to gain repetitions of their good R sound.

MINIMAL PAIR ACTIVITIES

- **DISCUSS:** Talk about the sounds that W and R make first.
- **SORTING:** Use two paper plates. Write the letter W on one and the letter R on the other. Have your child sort the pictures into piles on the correct plates. Sheets of paper can also be used if paper plates are not on hand.
- **AUDITORY BOMBARDMENT:** Have your child put on their listening ears. First read all of the W words to your child. Then read all of the R words. Last, read the contrasting pairs (the ones that rhyme) while slightly emphasizing the first sound of each.
- **LISTEN AND POINT:** Place one rhyming pair in front of the child. Cover your mouth with a hand or paper so your child can't see your lips. Say one of the words and have your child point to the word they hear. To make it harder, use it in a sentence "I see a ____." Can they easily hear the difference? They must be able to hear the differences before they can say them!
- **MEMORY:** Play the game Memory with your child as outlined on the previous page.
- **SENTENCE BUILDER:** Shuffle and draw 3 cards. Make up a sentence using those cards. Your child can repeat the sentence. If they are old enough, they can make up their own! This is great for repetition with older kids working on R.
- **STORY BUILDER:** Shuffle the cards and draw 4-6 cards. Make up a story using those cards. See if your child can retell your story as best they can. If they are able, have your child make up a story of their own!

Remember!

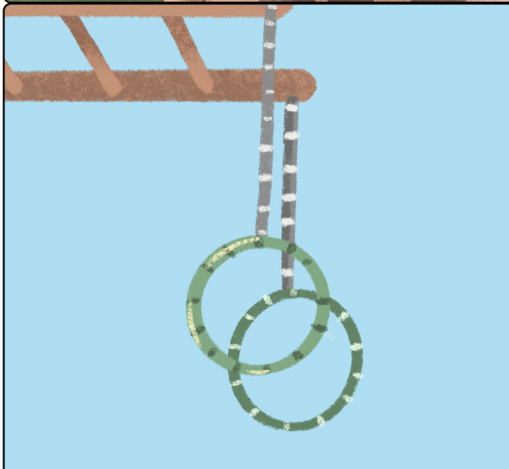
The digraph "wr" makes the R sound too. We are not working on spelling with letters, but focusing on the R sound! Don't say "which one starts with R?" Instead say, "Which one starts with rrrrrr?"

Cut out the minimal pairs below for use in the activities above. Laminate if needed for longevity.

The words are written beside them for your reference.



Reed
-
weed

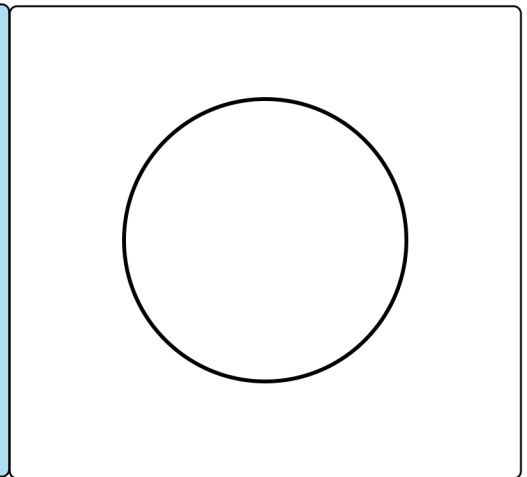
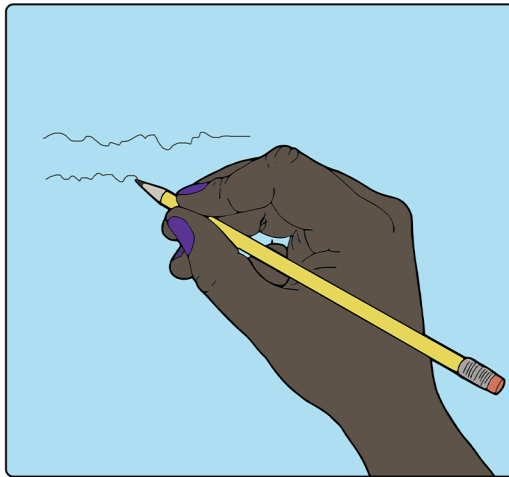


rings
-
wings

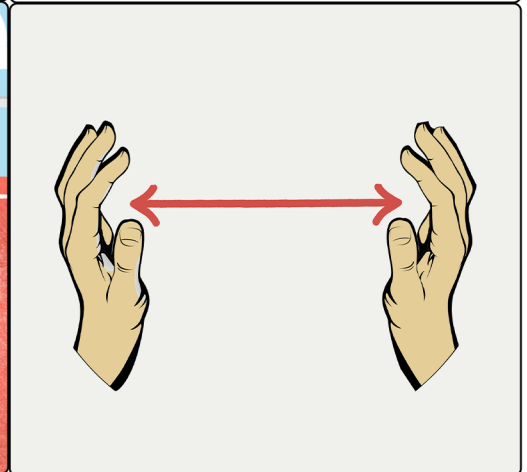


run
-
won

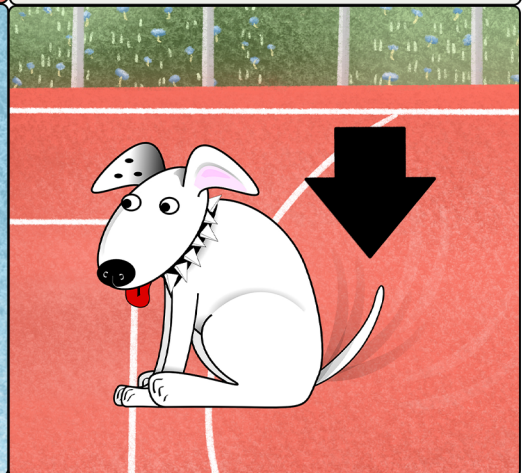
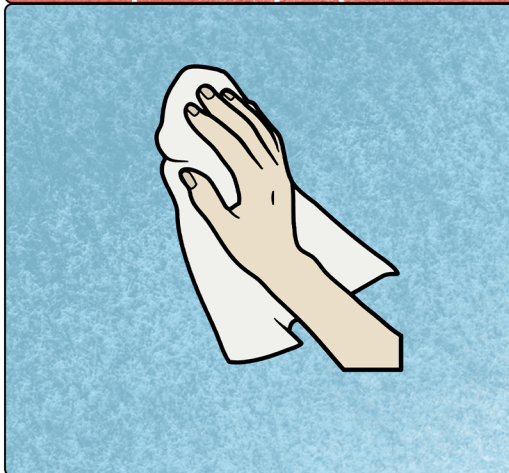
write
-
white



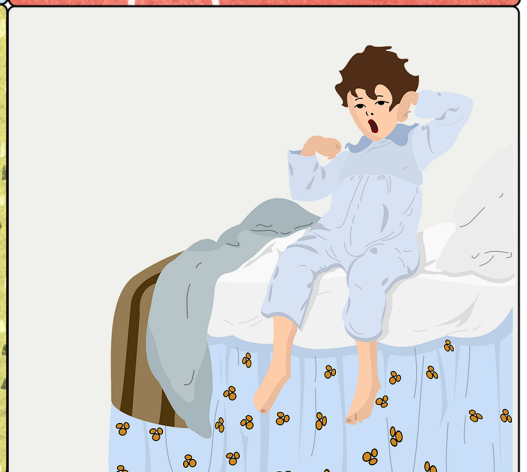
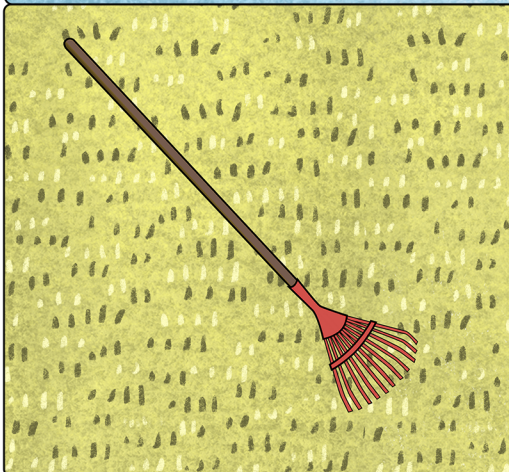
ride
-
wide



rag
-
wag

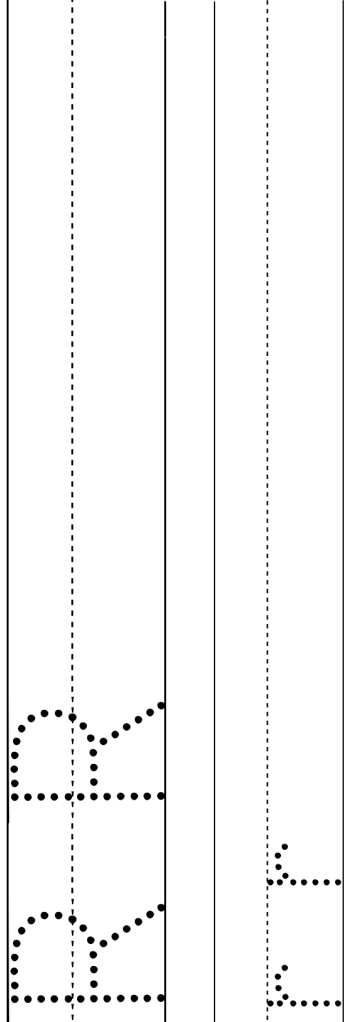


rake
-
wake

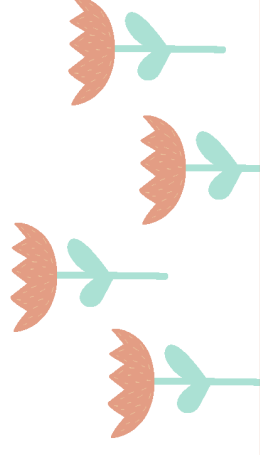
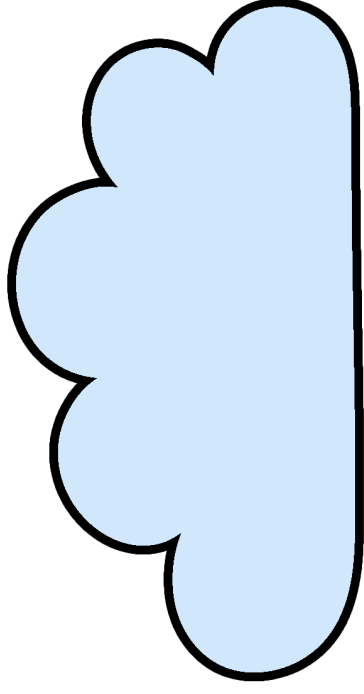


A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Rr



raindrops



a b c d e f g h i j k l m n o p q r s t u v w x y z

Spot Speech! R Articulation Game

These cards are designed like the games Spot It and Dobble. However, they only use words that contain the R sound as a fun way to practice good speech or to hear the model from the adult! There are many versions of this game, so look up other ways to use these cards if you'd like! All versions require players to look at 2 cards and quickly identify the one object that is on both cards. There is always only one!

Cut out each circle and laminate if needed for longevity. Cardstock is recommended.

Game #1: Twins

Object of the game: To collect the most cards.

Place all of the cards face down in a pile. The speech therapist (or dealer) takes the first two cards from the pile and places them face up on the table. All players look for the one R object that is on both cards.

The first player to find the match calls it out! That player gets to keep the 2 cards. If an articulation error is made, the speech therapist may require the correct production or repetitions before moving on, depending on what level the child is working on with their sound. Alternatively, the winner of the round may be required to use the word in a sentence before the next 2 cards are placed on the table. For parents playing at home who do not have kids that can say R correctly yet, it is not advised to require repetitions. They will only be practicing the wrong production. Instead, as you play, model the correct pronunciation for your child.

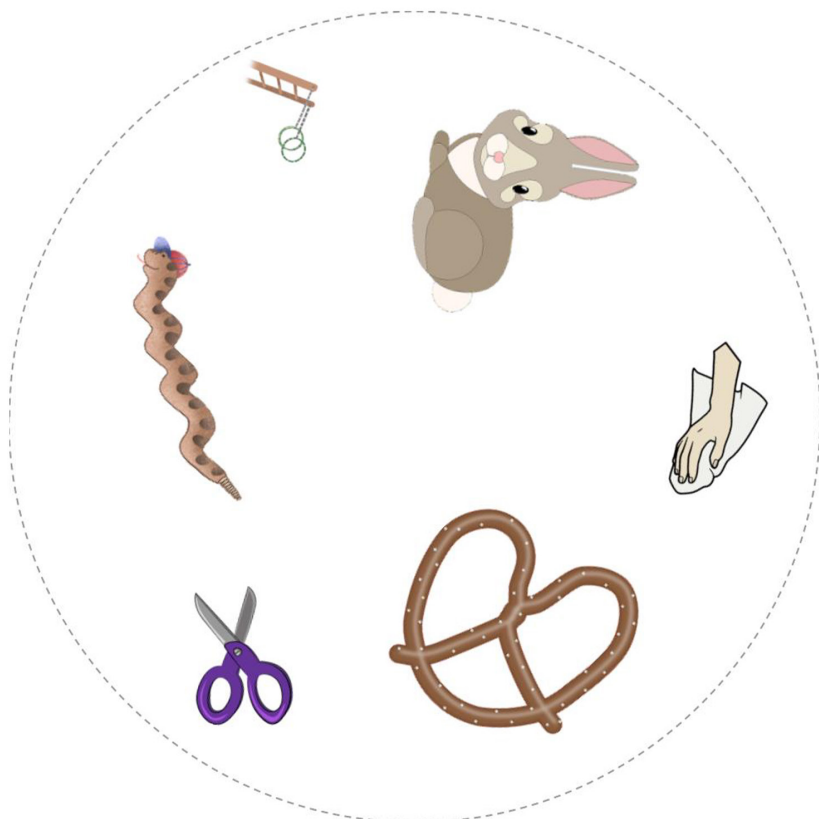
Game #2: Tower

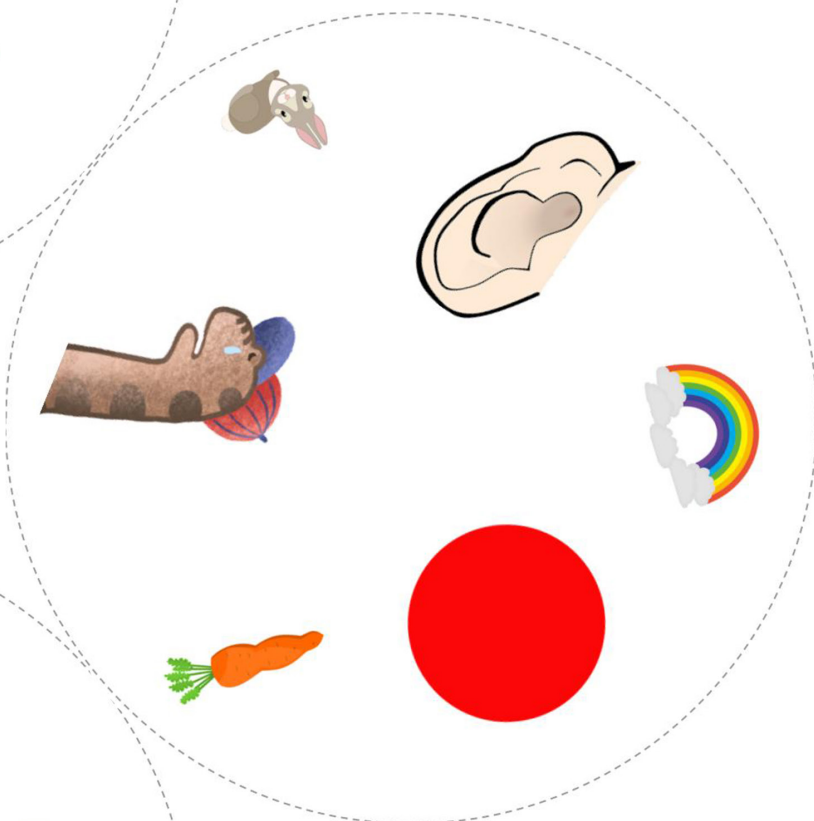
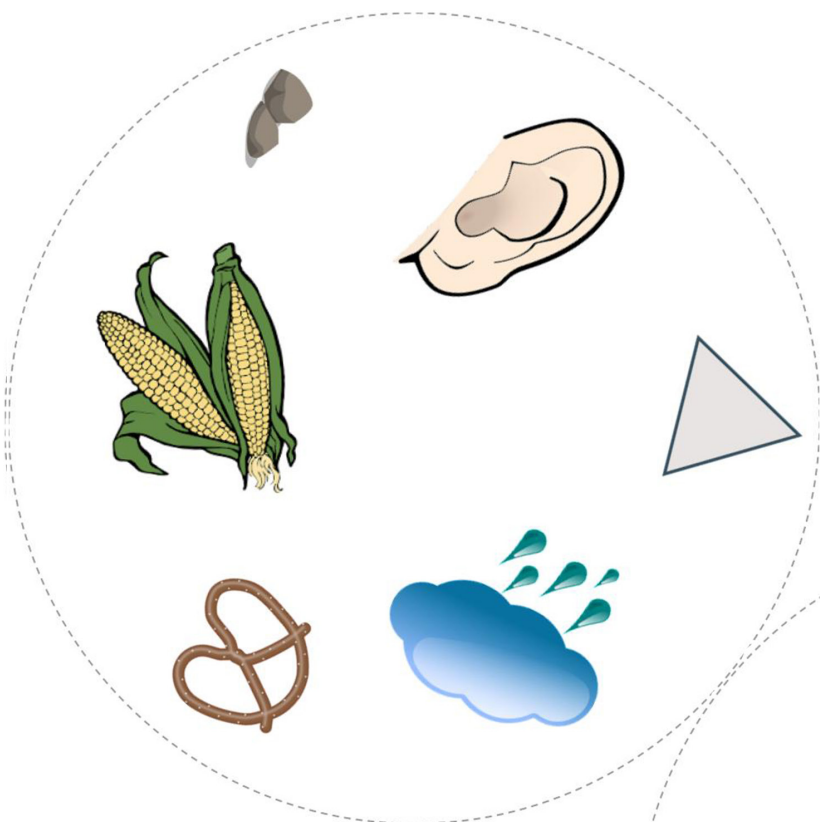
Object of the game: To collect the most cards.

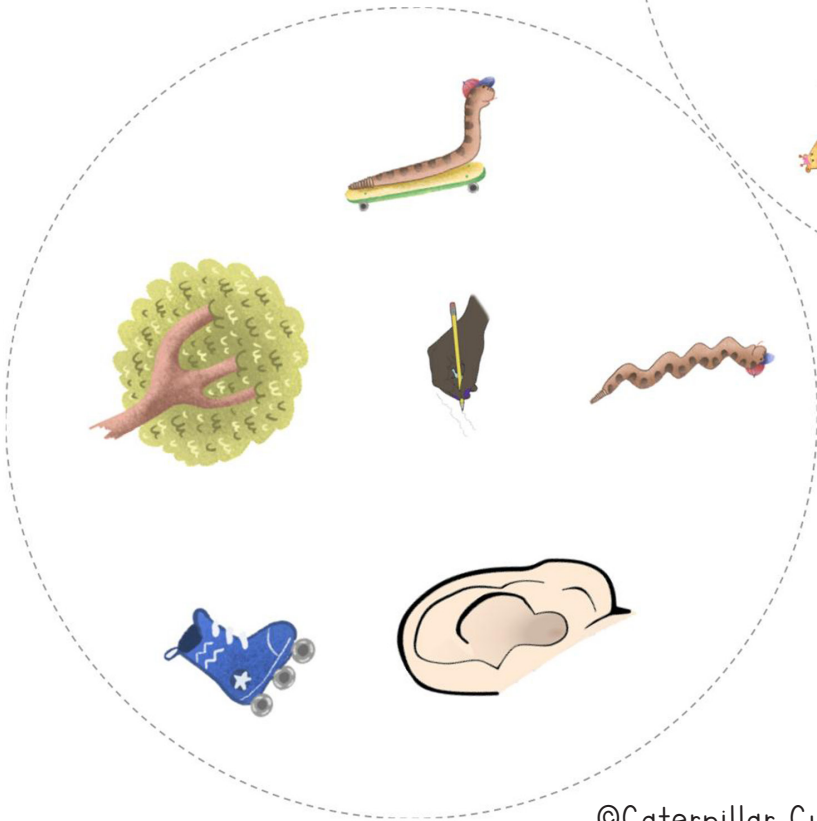
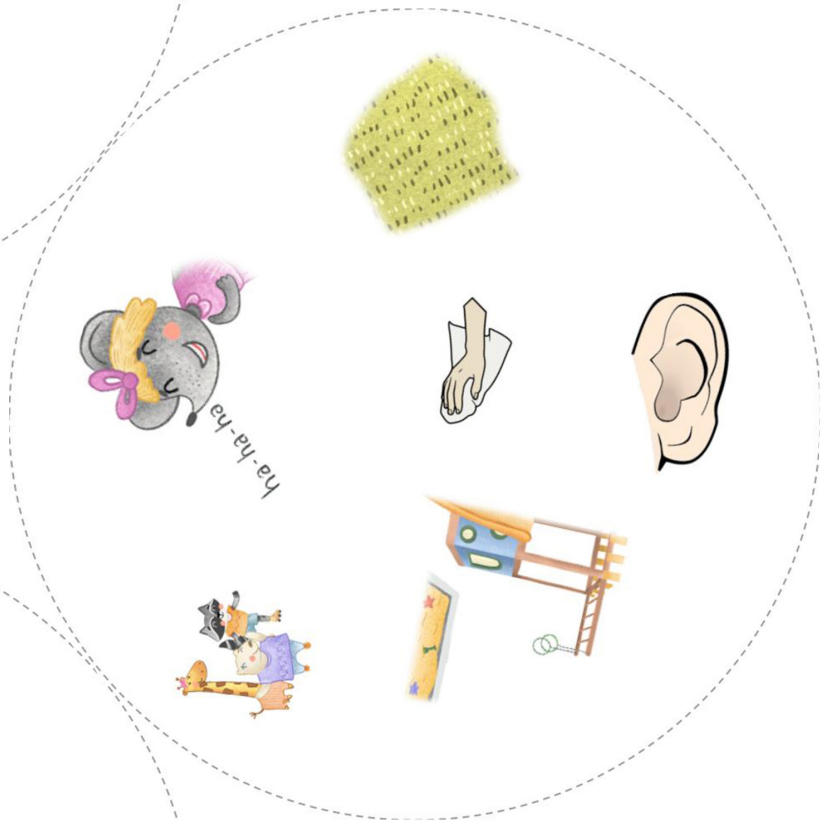
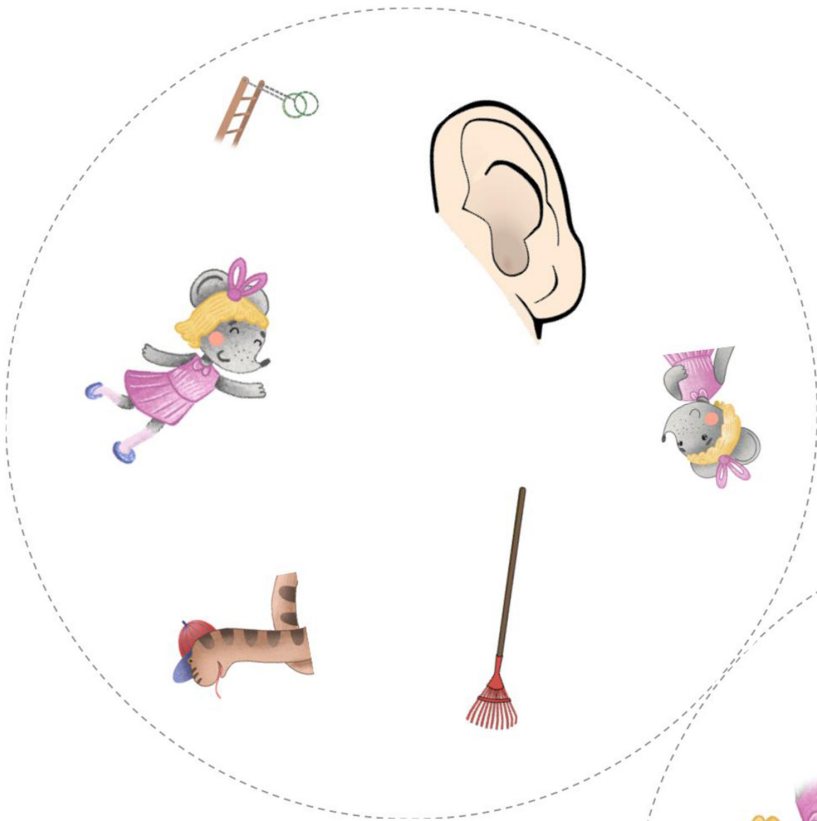
Deal one card face up to each player. Place the "go" card face up in the center. The first to spot the one R word that is on both the center card and their own card calls out the word! That player gets to take the center card and place it face up on top of their card. This becomes their new card that they will use to find a match. Again, good speech, repetitions, or sentences may be required before moving on, depending on the child's speech goals.

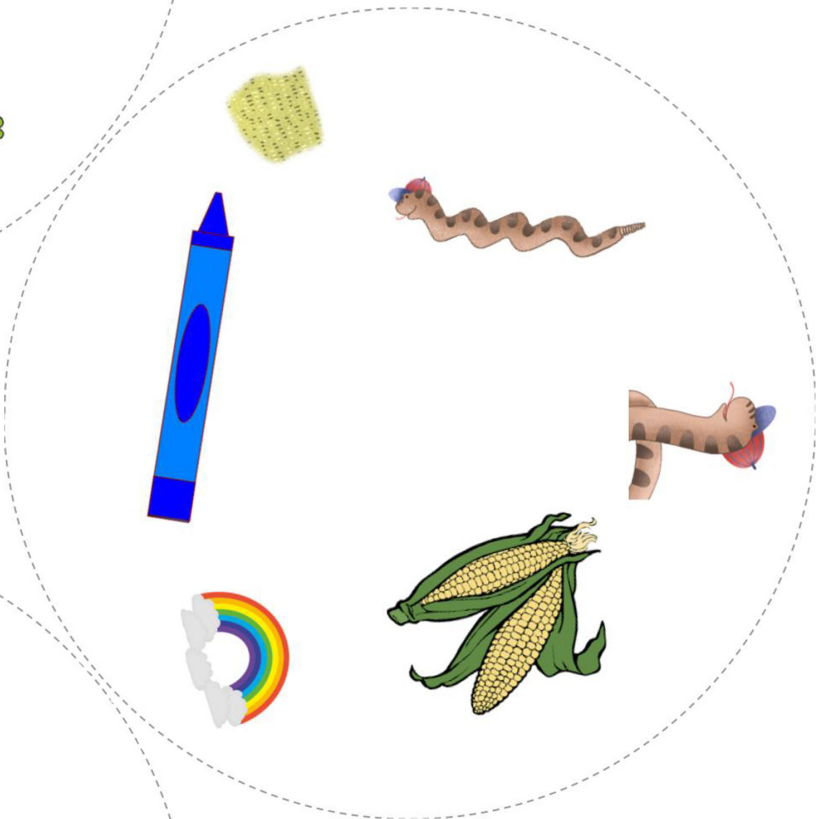
Another "go" card is then dealt to the center. Play repeats until all cards are gone. The player with the most cards wins.

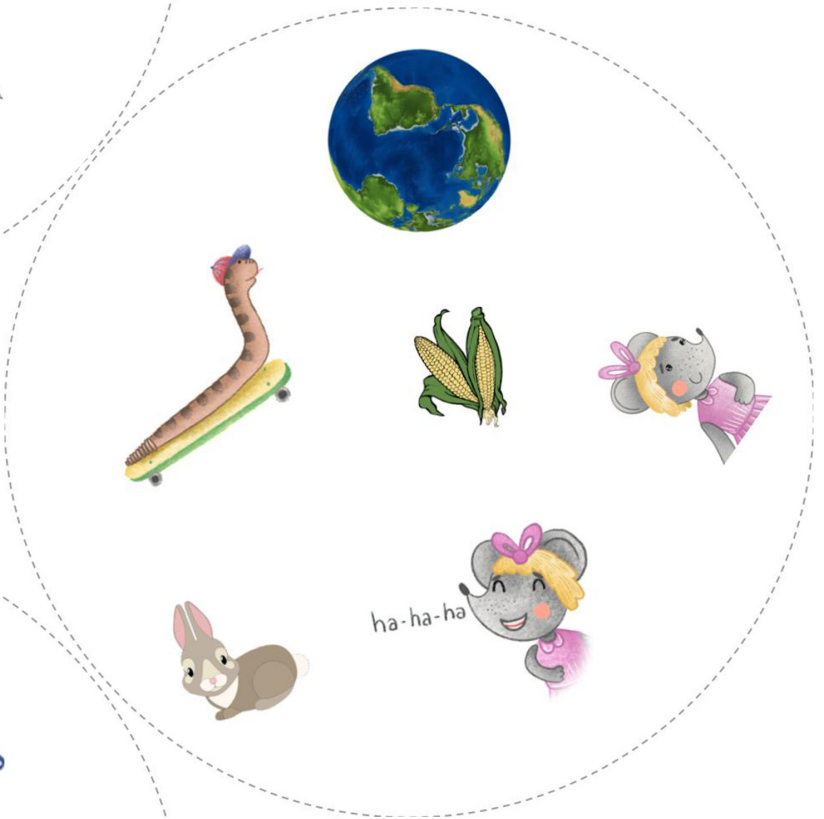
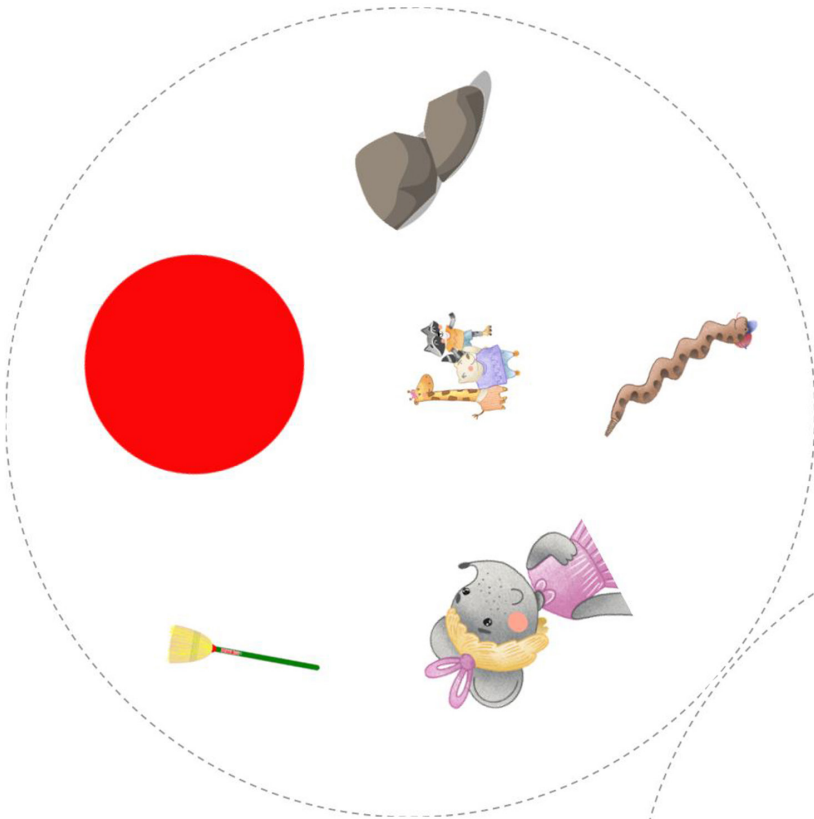
A list of the words used in this game is found on the last page. This can be used for data collection or to clarify what the pictures are supposed to be before beginning.

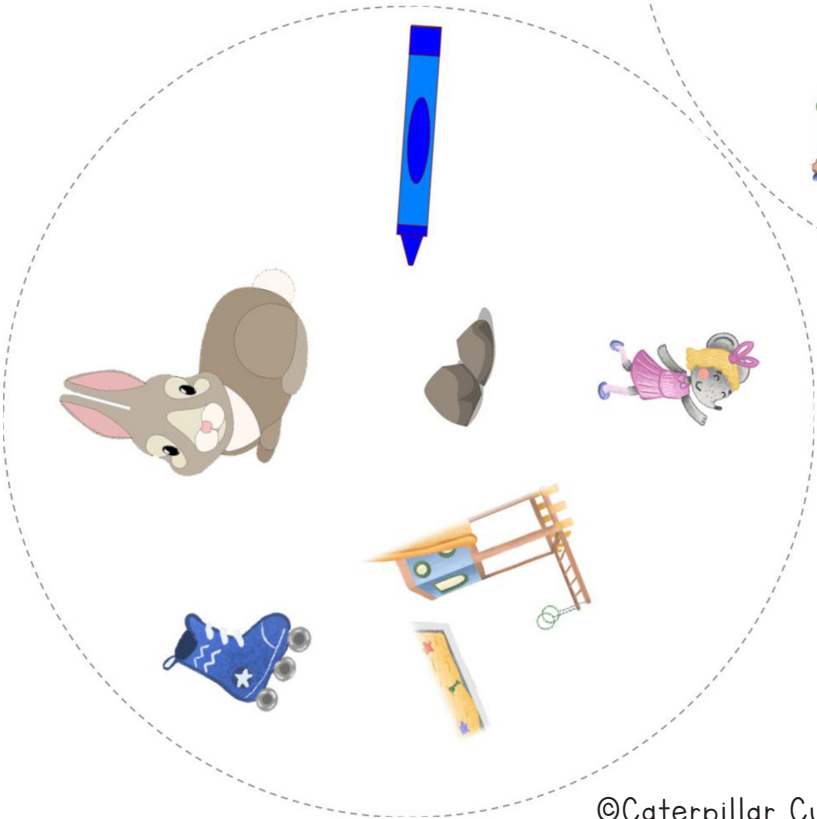
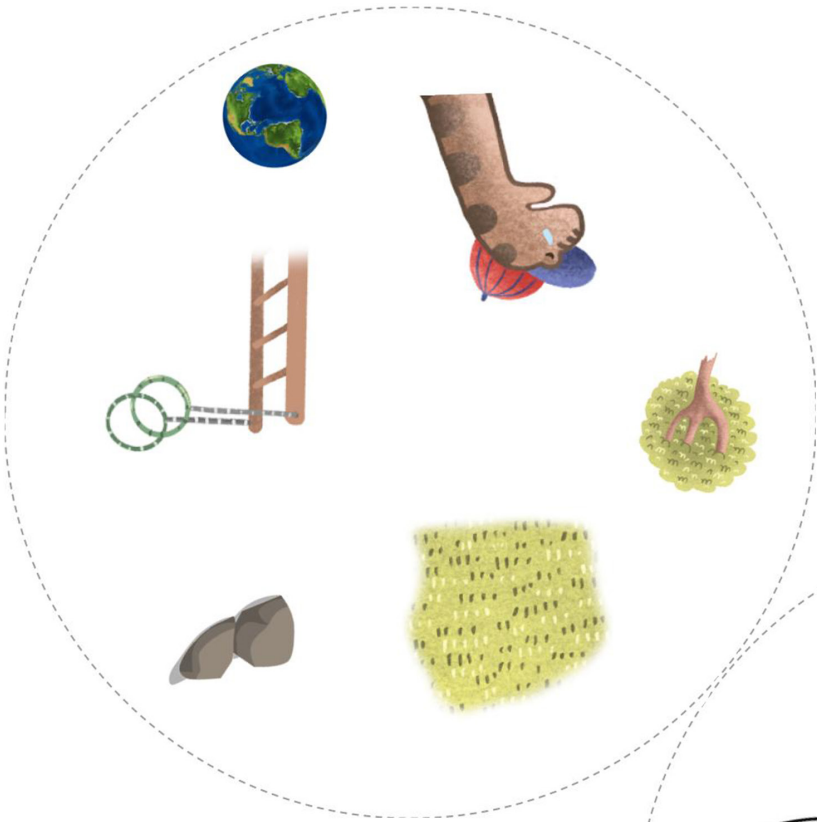


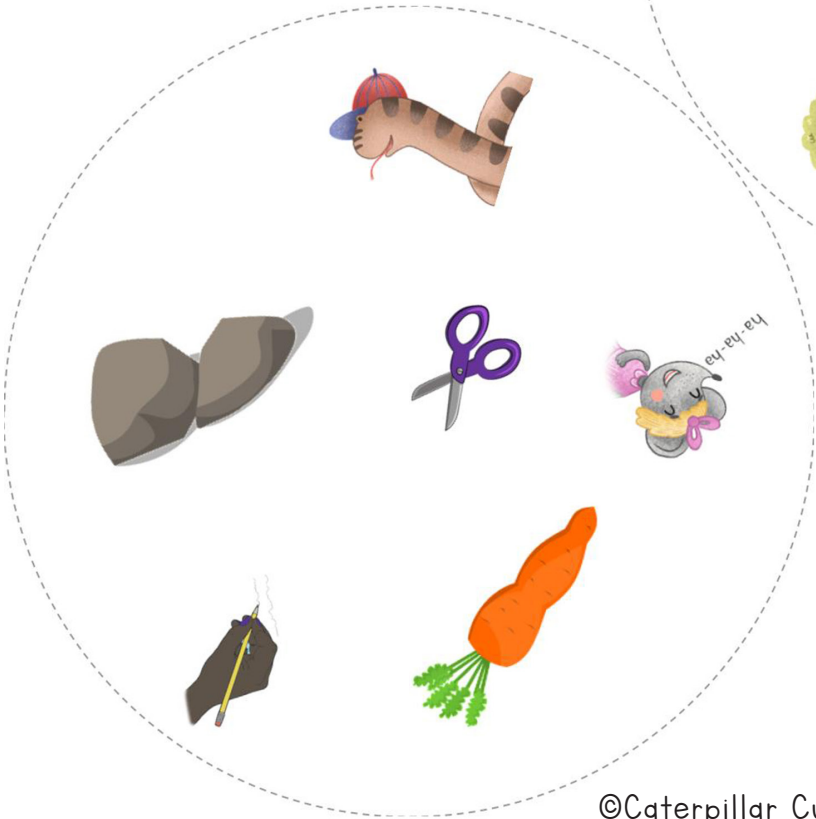
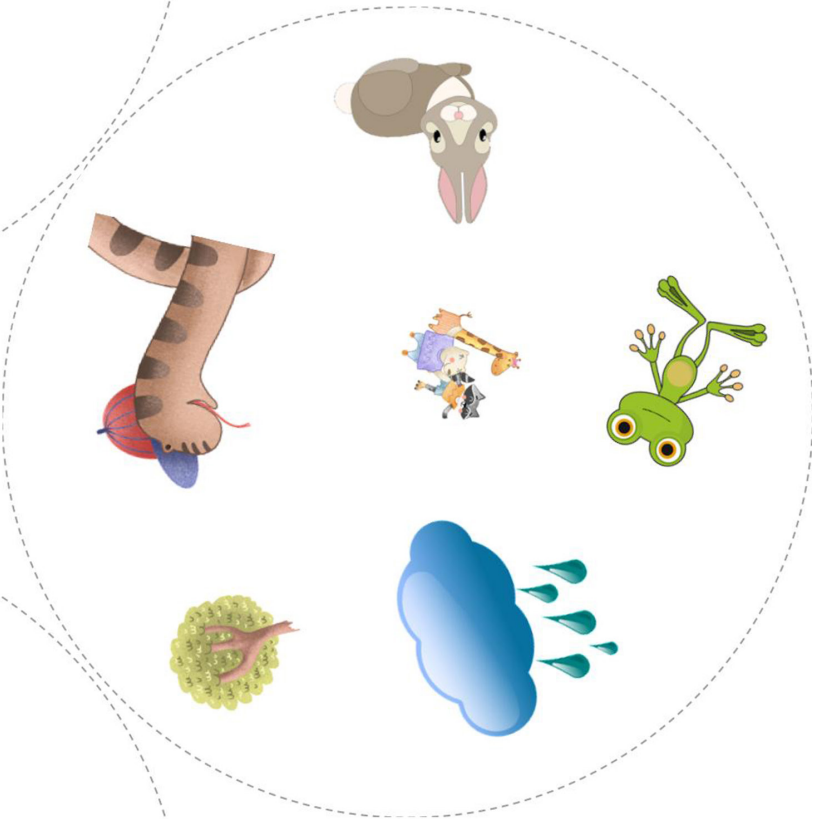


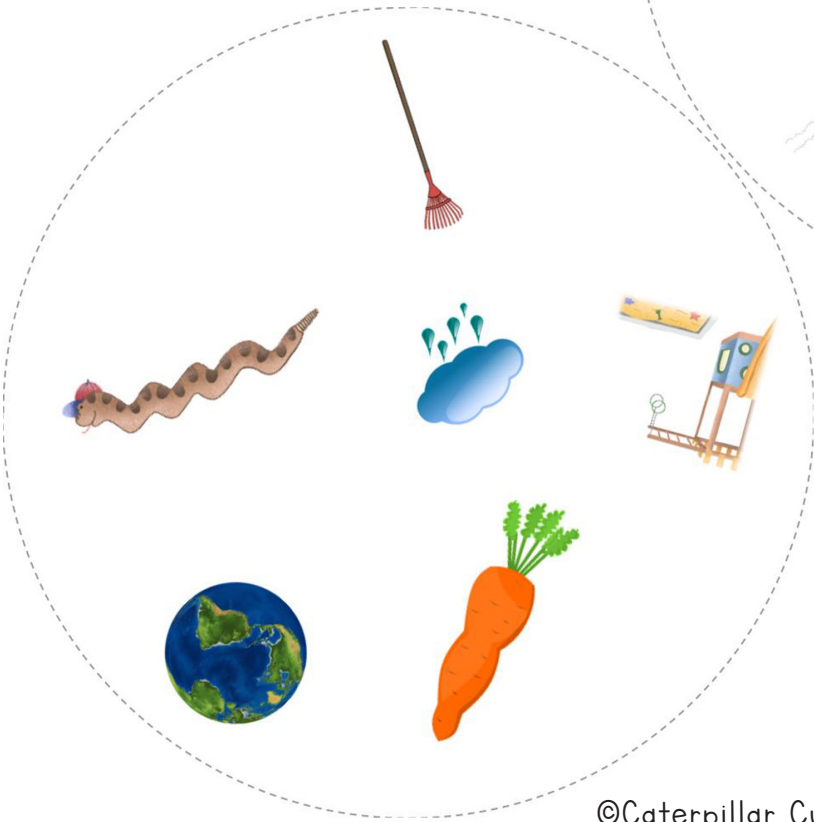
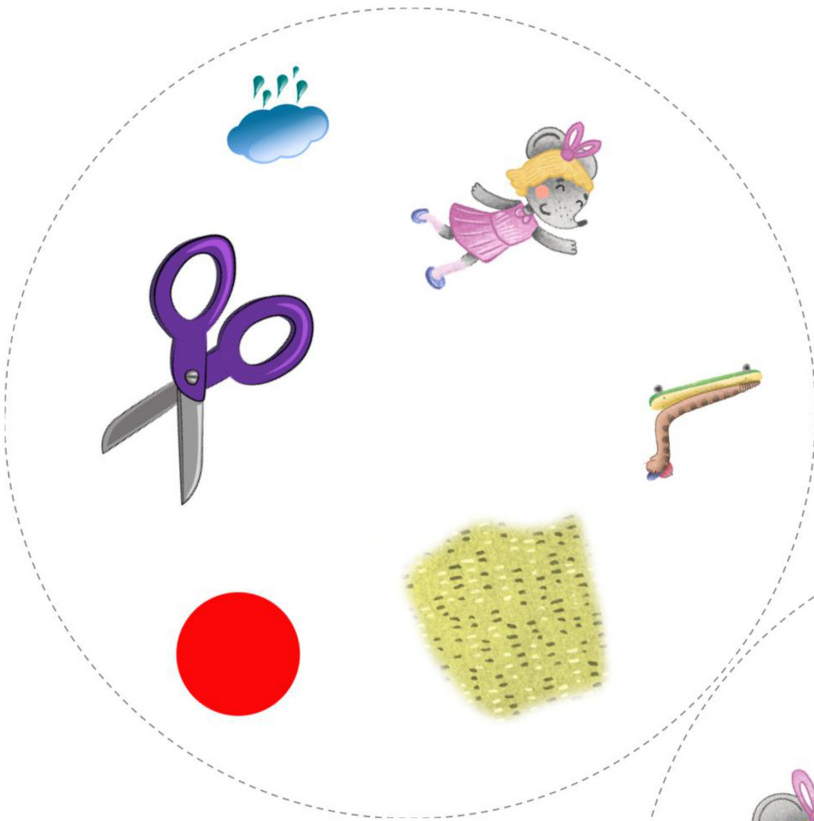


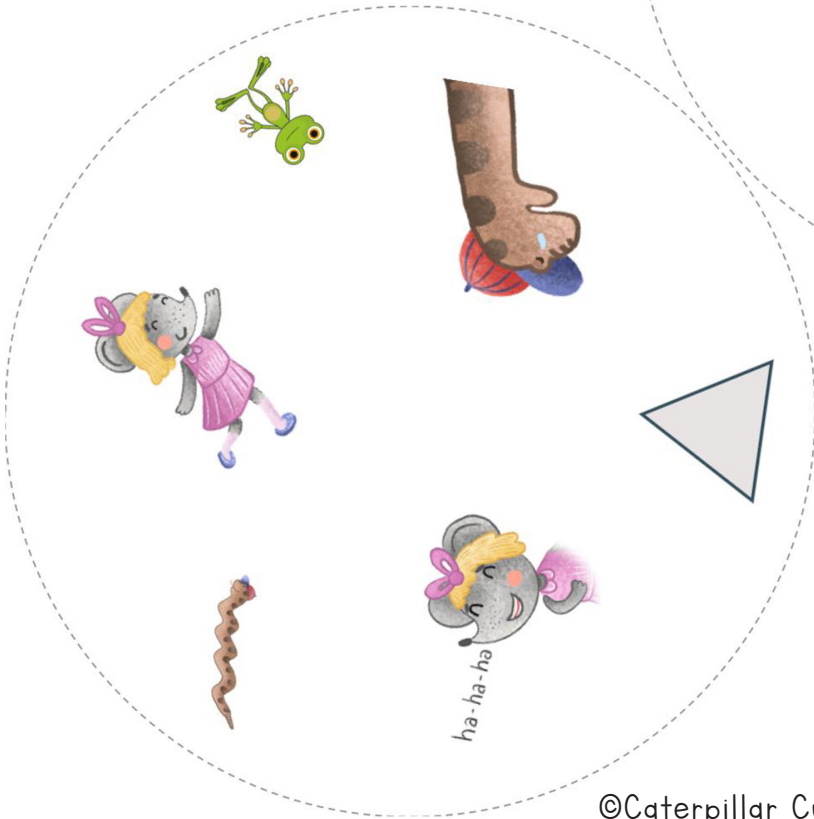
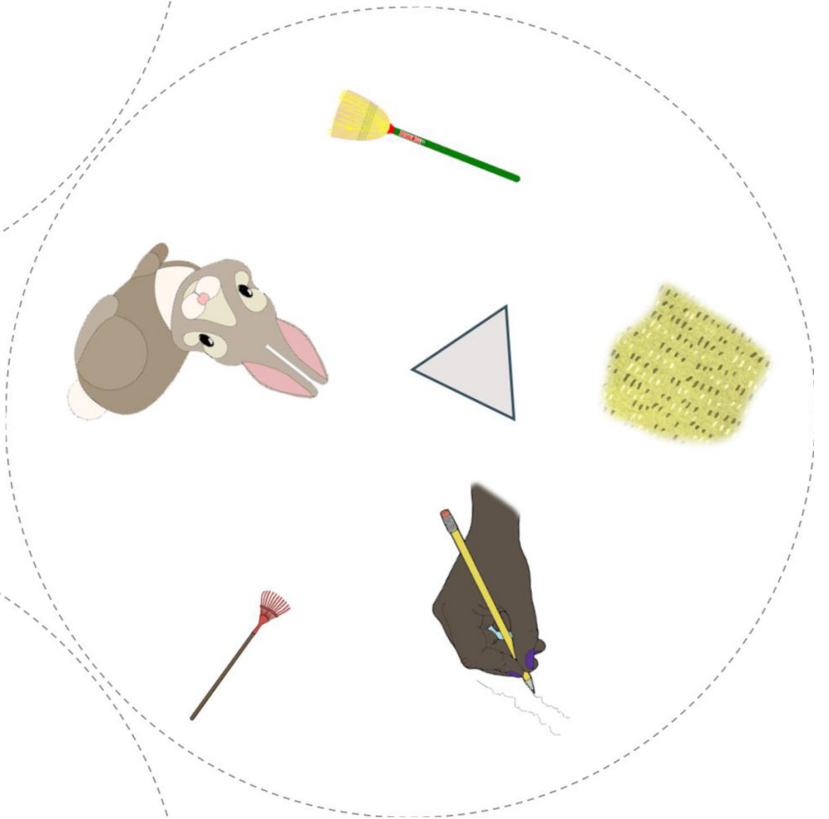
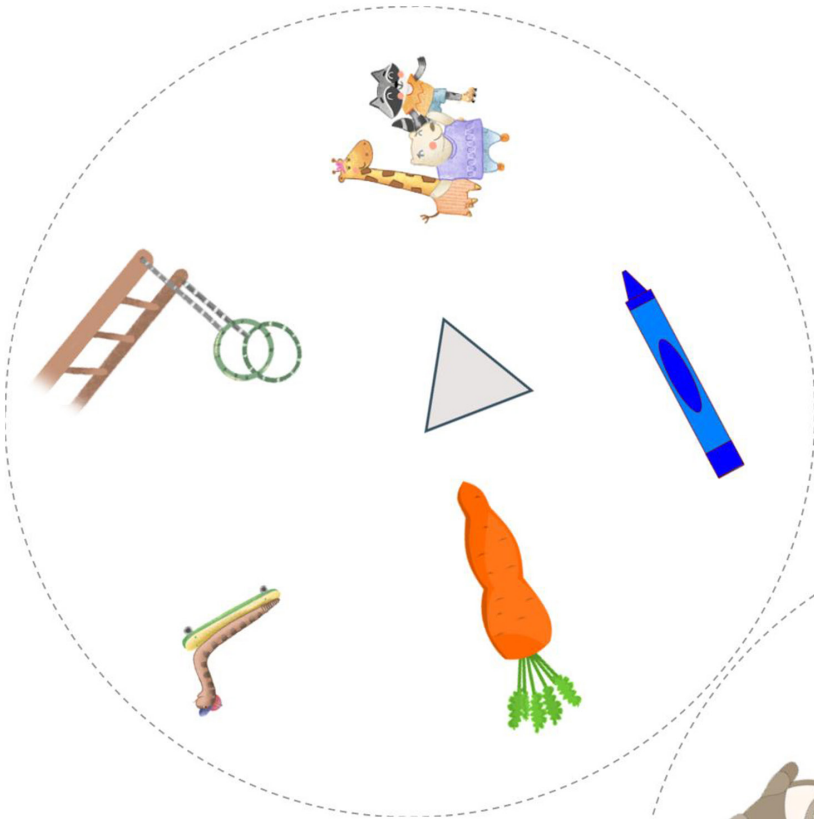


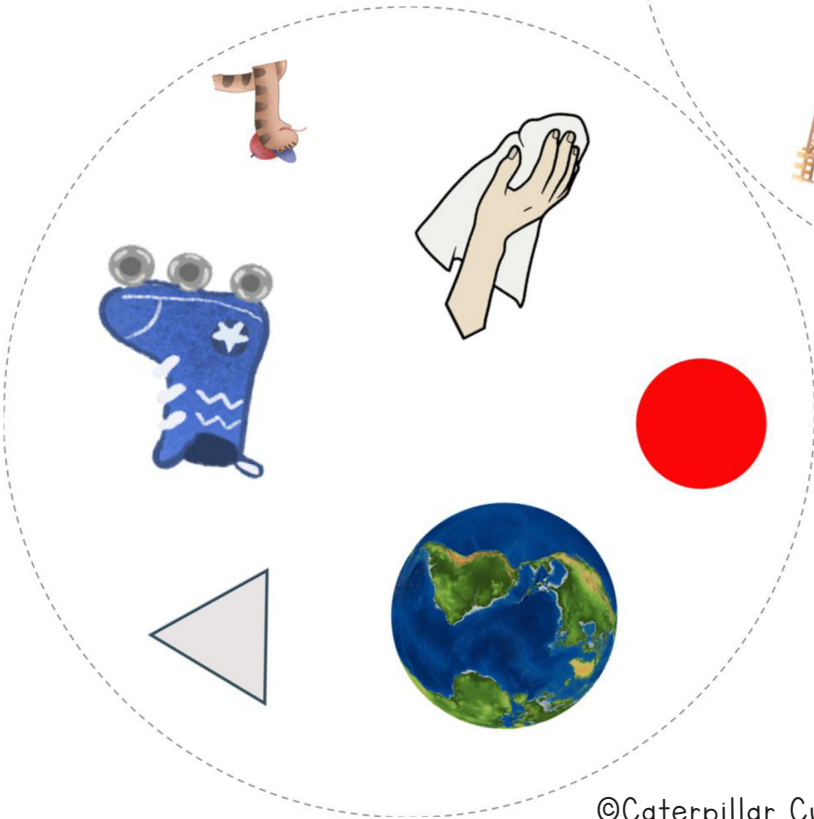


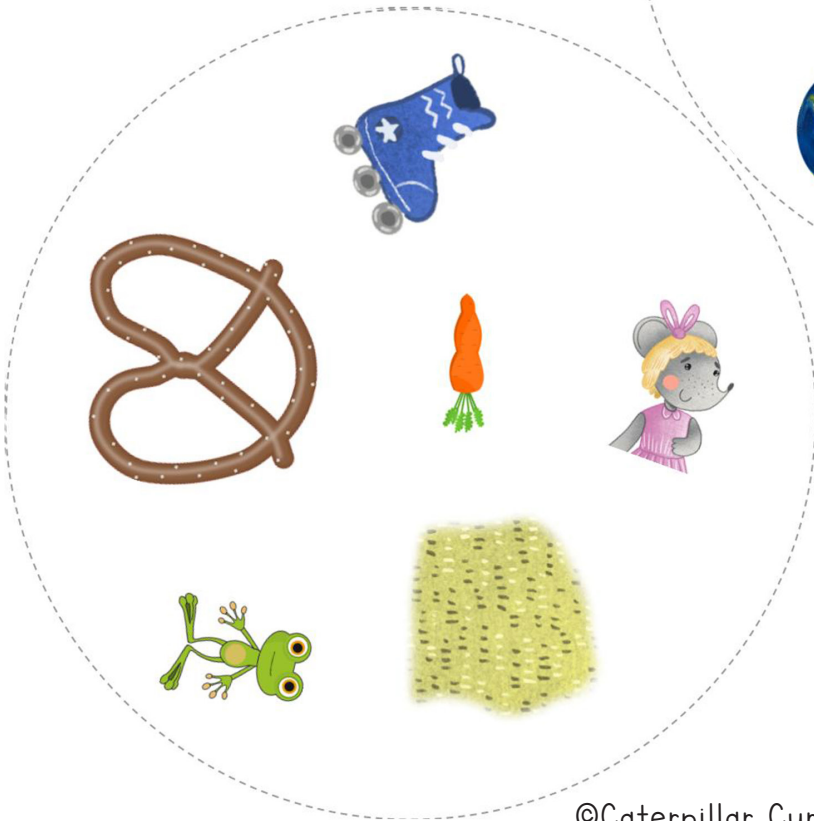
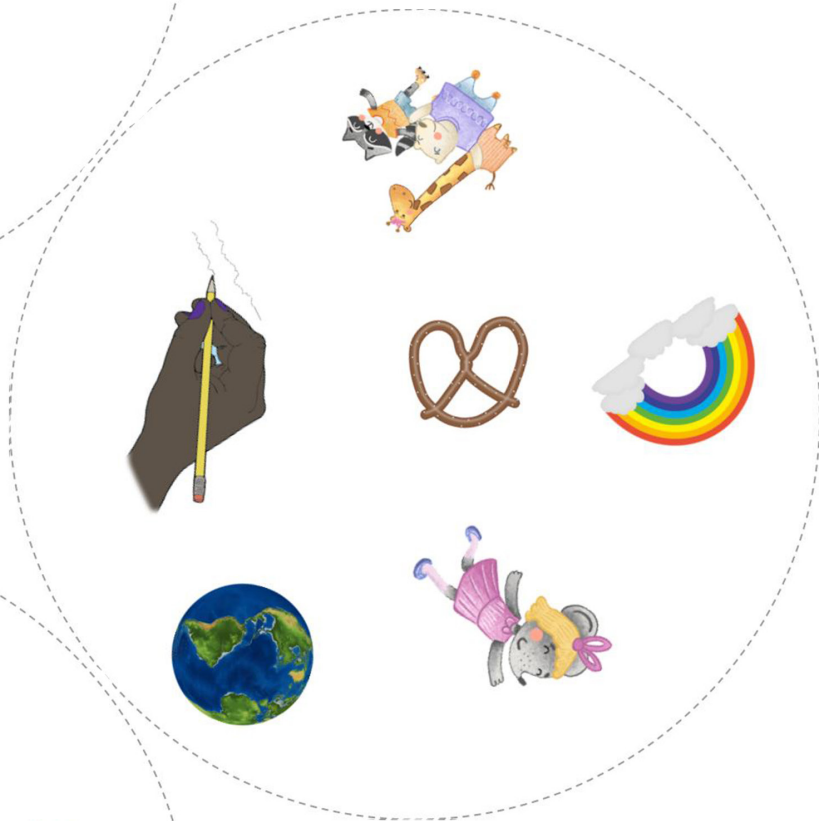
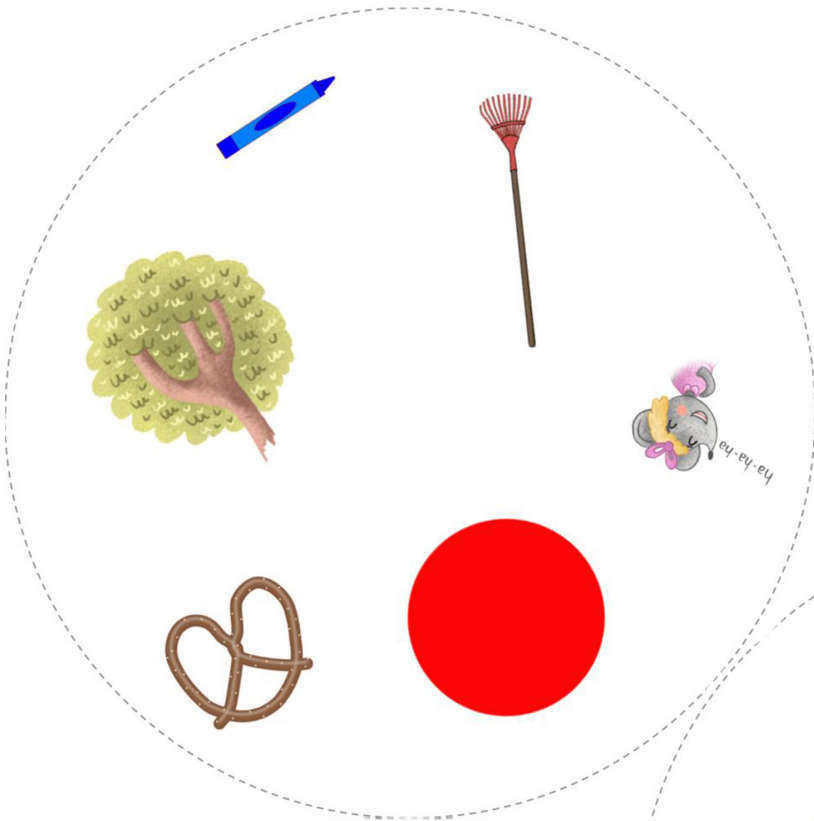


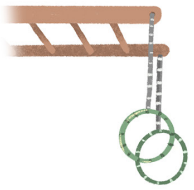








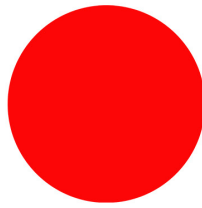




rings



Reed the rattlesnake



red



Rebecca the rat



rag



rain



grass



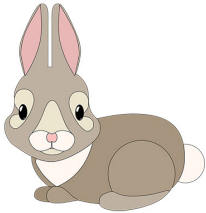
frog



rake



Earth



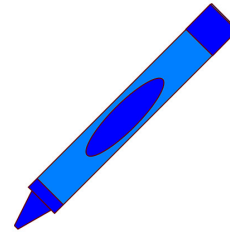
rabbit



ear



cry



crayon



playground



pretzel



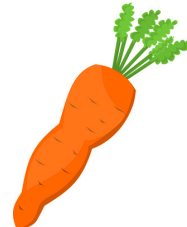
corn



broom



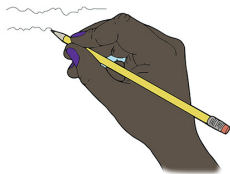
friends



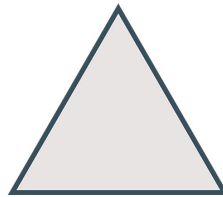
carrot



rainbow



write



triangle



tree



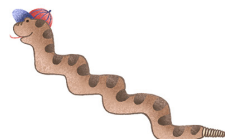
scissors



laughter



run



stairs



roller skate



rocks



skateboard

R Tongue Twisters! - PRINTING

Reading alone allows you
to really relax.

Chris the crazy crab
proudly crawled around
the shore.

R Tongue Twisters! - CURSIVE

Reading alone allows
you to really relax.

Chris the crazy crab
proudly crawled
around the shore.