

# R at the Beginning

Name \_\_\_\_\_

- ☐ Listen for the "r" sound in each word.
- ☐ Circle the "r" in each word you hear.
- ☐ Name each picture using a good "r" sound.

- ☐ Which pictures are animals?
- ☐ Which things are on the right of the page?
- ☐ Which things are on the left of the page?

 rainbow	 rabbit	 reading	 robin
 rattle	 reptiles	 recess	 rocket
 robot	 raisins	 raccoon	 ribbon
 rowboat	 ruffle	 relax	 rectangle
 radio	 rodeo	 rattlesnake	 rolling pin

Initial R Words: One Syllable

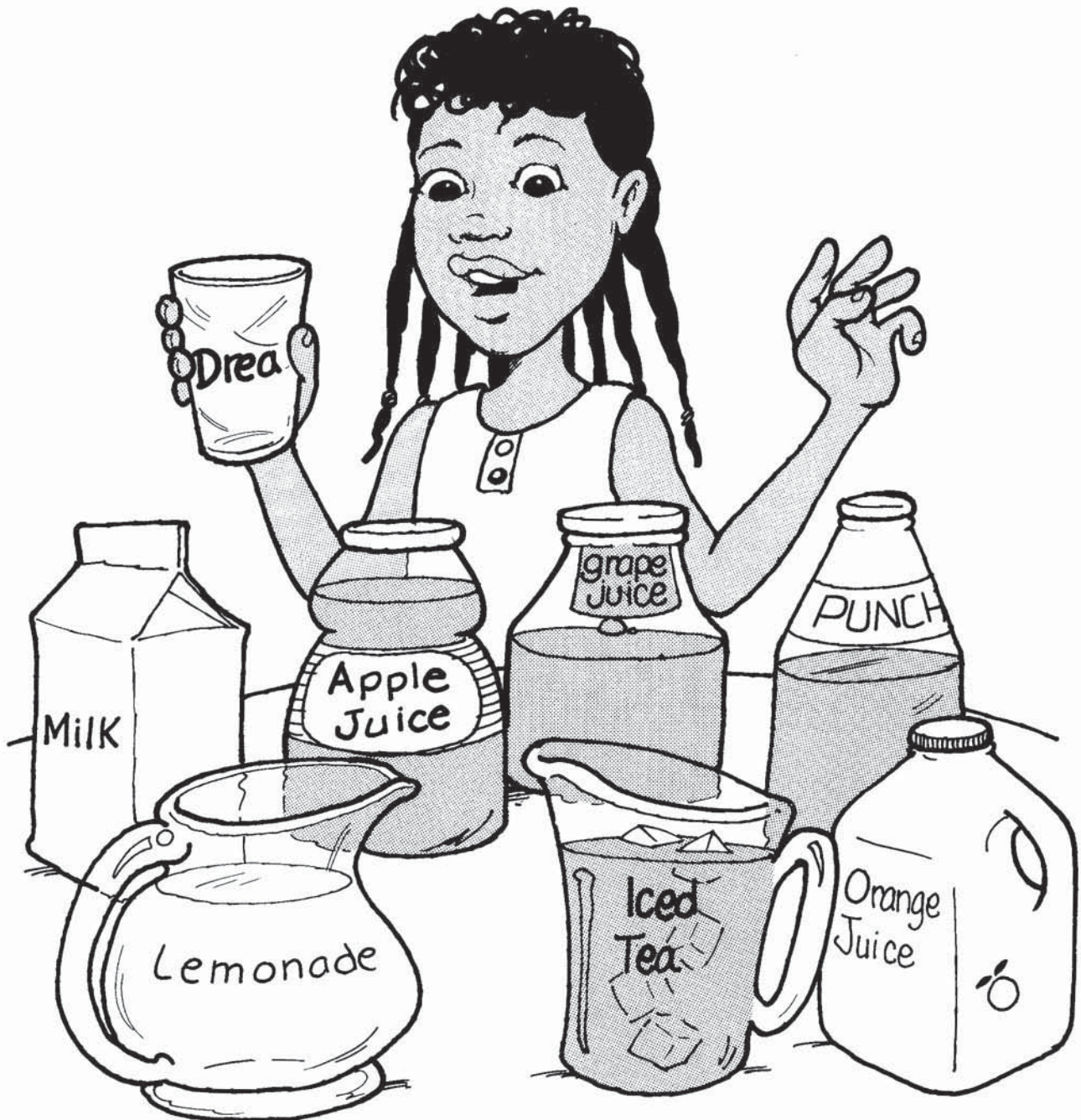
Helper \_\_\_\_\_

# Drink, Drank, Drunk

Name \_\_\_\_\_

Drea is thirsty. Use a good “dr” sound as you talk about the drinks Drea has.

- ☐ What are all of Drea’s choices? *Drea can drink* \_\_\_\_\_.
- ☐ Drea drank each of these drinks last week. Tell what Drea drank. *Drea drank* \_\_\_\_\_.
- ☐ Tell what Drea has drunk. *Drea has drunk* \_\_\_\_\_.
- ☐ What did you drink today? *I drank* \_\_\_\_\_.
- ☐ Invent your own drink. Try to sell it to someone.





# Tips for Establishing /s/

A good /s/ sound is produced by channeling air down the middle of the tongue. The back sides of the tongue are raised and touch the inside of the molars, creating a groove down the tongue's midline. The tongue tip can be raised to the alveolar ridge or point downward behind the lower incisors.

The /s/ sound is one of the most commonly misarticulated phonemes. Some children produce a fronted /s/, lateralized /s/, or stridency deletion. Phonological processes under stridency deletion include:

- cluster reduction (*cool/school*)
- cluster substitution (*foon/spoon*)
- final consonant deletion (*fay/face*)
- initial consonant deletion (*un/sun*)
- stopping (*tock/sock*)

Less common errors include backing (*hand/sand*), fronting (*foap/soap*), voicing (*zeat/seat*), replacing with /sh/ (*shine/sign*), whistling /s/, or nasal emission.

A student may misarticulate /s/ and /z/ for a variety of reasons including hearing impairment, history of otitis media, chronic upper respiratory problems, orthodontic problems, and/or oral-motor difficulties. It's important to include a hearing screening, medical history, oral-motor examination, and observation of the tongue position at rest when evaluating a child's speech skills.

Eliciting the /s/ sound is most successful if the child has mastered the following oral-motor skills.

## 1. Dissociation

The child needs to be able to move his tongue back, laterally, up and down without moving his jaw.

## 2. Jaw

The child should demonstrate a normal bite (i.e., symmetrical, up-and-down movement with no jutting or lateral movements), make graded jaw movements (i.e., move jaw up and down in small increments), and rest with the jaw slightly ajar but not clenched or dropped.

## 3. Tongue

The child should be able to voluntarily retract his tongue (up and back), move it laterally (point to the back molars on alternating sides), raise his tongue tip to his alveolar ridge, lower his tongue tip to behind the bottom incisors, and form a tongue bowl (lifting the lateral margins while lowering the middle portion). At rest, the child should have the tongue's lateral margins raised to his palate.

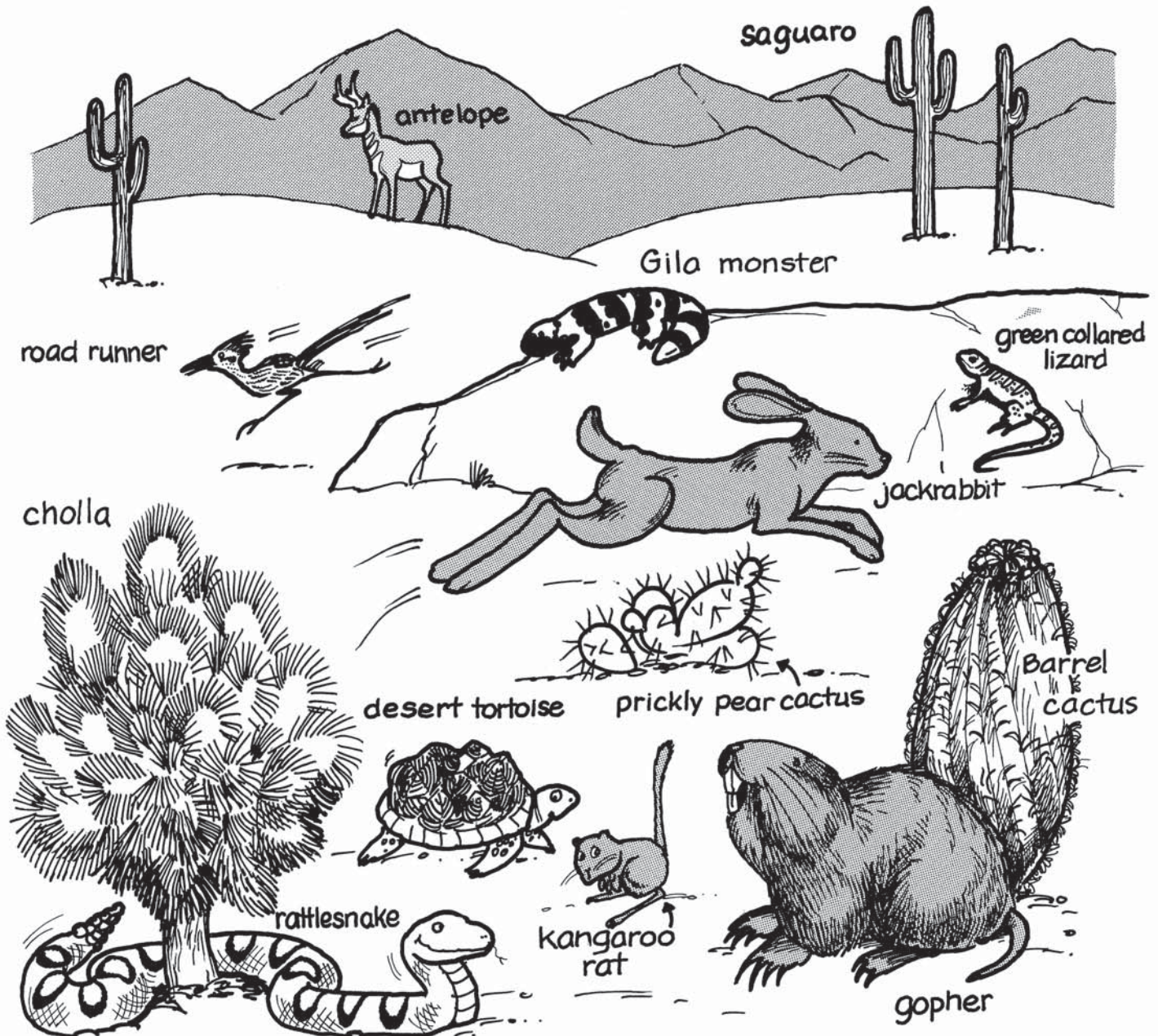


# Desert

Name \_\_\_\_\_

A desert is a hot, dry, sandy area of land that gets little rain and has few or no plants. The water and wind make patterns in the rocks and sand dunes in the desert. The American Desert, Australian Desert, Sahara Desert, and Arabian Desert are a few of the deserts on earth. Some animals have learned to survive in the desert. Use a good "z" sound as you talk about deserts.

- ☐ Describe a desert. *A desert is \_\_\_\_\_.*
- ☐ Name four deserts.
- ☐ Name some animals that live in the desert. *A \_\_\_\_\_ lives in the desert.*
- ☐ Name some plants that grow in the desert. *\_\_\_\_\_ grows in the desert.*
- ☐ Describe what you think it would be like to live in the desert. Where would you get water? What would your home be like? What would you wear?



Medial Z: Sentences and Carryover

Helper \_\_\_\_\_