

FLUENCY

If the student reads, mark up the printed passage with slashes to indicate a pause, or circle commas to encourage pausing while reading.

Use a pacing board to retell the story, answer wh-questions from Expressive Language section, answer open-ended questions, etc.

Stuttering Activities for “Molly’s Camping Adventure”

 **Target:** *Smooth speech, turn-taking, and classroom discussion skills*

◆ 1. Easy Start Warm-Up (Fluency Strategy Practice)

Standard: SL.1.4 – Describe people, places, things, and events with relevant details, expressing ideas clearly.

Activity:

- Have students take turns describing a camping item from the story (e.g., tent, flashlight, marshmallows).
- Use the **"easy onset" strategy** to begin their sentences smoothly (e.g., starting with a gentle voice: “Mmmolly brought a fffflashlight.”).
- Model and practice slow, gentle starts together.

Example Prompt:

 “Tell me about the flashlight Molly packed. Start your sentence with: ‘Molly used her flashlight to...’”

◆ 2. Bumpy vs. Smooth Speech Sorting Game

Standard: SL.1.1 – Participate in collaborative conversations with diverse partners.

Activity:

- Read short phrases from the story aloud using both “bumpy” (tense/stuttered) and “smooth” (easy) speech.
 - Students identify and sort them using picture cards (bumpy = rocky trail, smooth = grassy trail).
 - Encourage discussion: “What can we do when our speech feels bumpy like a rocky trail?”
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◆ 3. Story Retell with Pausing Cues

Standard: SL.1.2 – Ask and answer questions about key details in a text read aloud.

Activity:

- Students retell parts of the story using **“pausing and phrasing”** for smoother speech.
- Use visuals or sentence starters like:
 - “First, Molly packed her ____.”
 - “Then, they found a ____.”
 - “Last, they sat around the ____.”

Fluency Tip: Have students tap their fingers lightly to pace their words as they retell.

◆ 4. Role-Play with Cued Phrases

Standard: SL.1.1 & SL.1.4

Activity:

- Act out scenes from the story in pairs or small groups.
- Give each student a line from the story with fluency cues (e.g., slow rate, stretch first word).

- Example role-play cue card:
 “I’m ready for our adventure!” → (Stretch “I’m...” and pause slightly before “ready”)
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◆ 5. Camping Choices – Smooth Sentence Practice

Standard: SL.1.4

Activity:

- Students choose what they’d pack or do on a camping trip (building from the story).
- Practice smooth speech while forming full sentences:
 - “I would bring a ___ because ___.”
 - “I want to ___ at camp.”

Fluency Focus: Encourage slow rate, easy onsets, and natural pausing.

◆ 6. “What Did Molly Say?” Listening Game

Standard: SL.1.2

Activity:

- Read a line of dialogue from the story aloud using smooth speech.
- Students guess who said it and repeat it using **smooth speech**.

Example:

You read: “We need help!”

Student repeats smoothly: “We... need... help!”

Then they answer: “Molly said it!”