

**CCSS.ELA-LITERACY.SL.1.1 – Participate in collaborative conversations.**  
**CCSS.ELA-LITERACY.SL.1.2 – Ask and answer questions about key details in a text.**

**CCSS.ELA-LITERACY.SL.1.4 – Describe people, places, things, and events with relevant details, expressing ideas clearly.**

## **Stuttering Therapy Materials – Based on “Molly’s Forest Surprise”**

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### **1. Easy Onset Practice – Character Sentences**

**Objective:** Practice using *easy onset* or *light contact* at the beginning of sentences while describing characters or scenes from the story.

**Activity:** Use visuals or character puppets and ask the student to say:

- “Mmm... Molly is a mink.”
  - “Ben is a busy beaver.”
  - “Anna is an awesome alpaca.”  
Cue: “Try to use soft, stretchy sounds to start your sentence.”
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### **2. Slow Rate Story Retell (Fluency Strategy Practice)**

**Objective:** Use *slow rate* and *pausing* while retelling events from the story.

**Materials:** Story sequencing cards (you can create 6 simple pictures from key scenes)

**Steps:**

1. Student arranges the cards in the correct order.
2. Student tells the story back using:
  - 4–5 word sentences
  - A slow, relaxed speaking rate
  - Pausing between ideas  
Prompt: “Let’s pretend you’re reading this to a friend. Can you use your calm

voice?”

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### 3. "What Would You Say?" Role-Play for Self-Advocacy

**Objective:** Practice using stuttering-friendly *self-advocacy* phrases in social scenarios.

**Scenarios from the story:**

- If you get lost like Molly and feel nervous, what could you say?
- If someone interrupts you while you're trying to speak, what could you say?

**Examples for practice:**

- "I need a moment to get my words out."
  - "I have something to say. Please wait."
  - "I'm using my smooth speech."
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### 4. "Find the Problem and Solution" – Group Discussion

**Objective:** Use fluent speech strategies while answering *wh- questions* about the text.

**Questions:**

- What problem did Molly and her friends have?
- What did Molly do to solve the problem?
- How did they feel at the end?

**Cue:** Encourage using fluency techniques when giving answers. Provide sentence stems like:

- "The problem was..."
- "They felt..."

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## 5. Speech Journal (Modified for 1st Grade)

**Objective:** Increase awareness of the speaking process and reflect on stuttering.

**Journal Prompts:**

- “Today I used smooth speech when I said...”
- “My favorite part of the story was...”
- “One way I helped myself talk today was...”

Students can draw or write, then share one response using a fluency strategy of their choice.