

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”

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?”

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...”

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.