

Spotlight on™ Articulation – R

by Barb Truman, Lauri Whiskeyman, and Margaret Warner

Skills	Ages
■ articulation	■ 5 through 10
	Grades ■ K through 5
Evidence-Based Practice	
<p>According to the <i>Clinical Guidelines of the Royal College of Speech & Language Therapists</i> (www.rcslt.org/resources, 2005) and the <i>Preferred Practice Patterns of The American Speech-Language-Hearing Association</i> (www.asha.org/members/deskref-journals/deskref/default, 2004):</p> <ul style="list-style-type: none">■ Acquiring effective spoken language involves the development of a range of processing skills, which utilizes multi-sensory information and the development of phonology and articulation.■ Speech sound intervention should focus on improvement of speech sound discrimination and production.■ Speech sound intervention should include general facilitation of newly-acquired articulation and/or phonological abilities to a variety of speaking, listening, and literacy-learning contexts. <p>The activities in this book incorporate the above principles and are also based on expert professional practice.</p>	



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Introduction

You can never have too many materials—especially for articulation practice! It takes a lot of practice to change a student’s articulation patterns. The goal of the *Spotlight on Articulation* series is to provide lots of fun practice across many levels (e.g., syllable, word, sentence).

In *Spotlight on Articulation – R*, you’ll find worksheets with pictures, words, and sentences and engaging activities (e.g., mazes, tic-tac-toe, games, rebus stories, fill-ins). We have used a variety of words to allow for practice in many different phonetic contexts. To give students more practice per word, have them repeat the word a specific number of times or do the activity page a second time.

The activity sheets are designed to be pick-up-and-use ready. They are arranged in a hierarchy by word position, but you can start wherever you wish and pick and choose the pages that suit your student’s level of performance. There is a progress chart on page 40 to help you track your student’s progress.

The syllable activity sheet on page 4 is versatile enough to work on the target phoneme in all positions. Have the student trace the line from the consonant phoneme to the vowel as she says the syllable (e.g., “ro”). For final position practice, have the student start at the vowel and trace the line to the consonant phoneme (e.g., “or”). For medial practice, the student starts at the vowel, traces the line to the consonant phoneme and then back to the vowel while phonating (e.g., “oro”). The vowels can represent long or short vowel sounds as needed for practice.

Tips for Production*

To produce the /r/ sound, the back lateral portions of the tongue need to touch the back sides of the palate. Teeth are slightly apart, the soft palate is raised, and the vocal folds vibrate.

- Have the child pull back her tongue and close her jaw until her teeth almost touch. Ask her to push the sides of her tongue into her molars. Then have her say “oo” as in *book*. Have the child try this with the tongue tip up and then down.
- Have the child make a tongue bowl, close her jaw until her teeth almost touch, and say “oo” as in *book*.
- Have the child make different sounds to produce an /r/ sound such as a rooster crowing (“rr-rr-rrrr”), a race car (“rrrrrrrr”), and an animal growling (“grrrr”).
- Some children can produce an /r/ in one or more phonetic contexts. Experiment with words with initial /r/ blends (e.g., /dr-, gr-, tr-/) and use the context in which the child correctly produces /r/ as the starting point.
- Eliminate lip rounding (e.g., “rwa” for “ra”) by placing your thumb and index finger on the corners of the client’s lower lip. Have her say “er” or “ra” while looking in a mirror. The pressure from your fingers prevents lip rounding.

We hope your students enjoy these activity sheets as they practice their /r/ sound.

Barb, Lauri, and Margaret

*adapted with permission from Plass, B. (2002). *SPARC R and S*. East Moline, IL: LinguiSystems, Inc.

R Tic-Tac-Toe

Name _____

Listen as someone says each R word. Find the word and say it. Then circle the R at the beginning of the word. When you're finished, play tic-tac-toe!

round	road	right
rocks	rug	rain
ranch	rub	rose

raisins	robin	rowboat
remote	relax	racquet
Russia	ribbon	rainbow

rhythm	rotten	ripple
reason	rapid	rodent
rotate	revise	royal

rusty	rodeo	rolling
reply	radius	rattle
ravine	recital	rocky

Progress Chart

Name

School

Grade

Speech-Language Pathologist

Date	Target Sound	Level (Syllable, Word, Sentence)	Word Position (I, M, F)	# Correct / Total	% Correct

Comments: _____
