

# 12 Ways to Establish “er”

## 1. Make some noise!

- Growl like a tiger: grrrrr!
- Crow like a rooster: ER-er-ER-er-ERRRRR!
- Bark like a seal: Arrr Arrr Arrr!
- Make engine noises for a race car racing around a track: ERRRRR-errrrrr.
- Screech like a race car slamming on its brakes: ERrrrrrr!
- Sound like a pirate: ARRRR!
- Make grunting sounds like you are arm wrestling: ERrrrrrr!
- Purr like a happy cat: purrrrrr.

## 2. Feel it!

*Retroflexed tongue position:* Use a Toothette or licorice stick to point out three parts of the tongue: the tongue tip, the back left, and the back right. Each time, ask, “Where did I touch your tongue?” Touch three parts of the palate: the alveolar ridge, the back left, and the back right (by the molars). “Now where did I touch?” Ask the student to press the back right part of his tongue up against his molars. “Feel it. Relax.” Repeat with the left. “Feel it. Relax. Point your tongue tip up and feel the bumpy ridges on the roof of your mouth. Relax.” Now, combine those tongue positions: “Put both sides of the back of your tongue up against your molars. Hold that. Lift your tongue tip up to the back of the bumpy ridges. Hold it. Keeping your tongue in that position, try to say ‘oo’ as in *book*. See what that sounds like.” Show the student how close or how far he is from the bull’s-eye on the target (page 18), and suggest any necessary adjustments to the jaw or tongue.

*Bunched tongue position:* Repeat the above exercise, but add touching the spot behind the lower teeth. “Put both sides of the back of your tongue up against your molars. Hold that. Now, point your tongue tip down, behind your teeth. Hold it. See what that sounds like.”





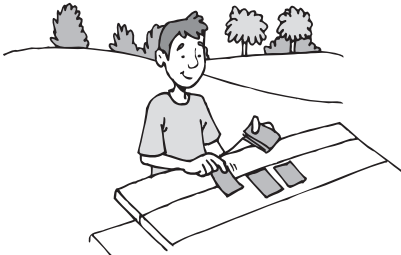



- 3. See it!** Show pictures of the two tongue positions for “er” on page 15. Talk about how in both positions, the back of the tongue is elevated, strong, and touches the back molars. Discuss how some people correctly say “er” with the tongue tip pointing up, and some bunch the tongue so the tongue tip is pointing down. “Try to make these shapes with your tongue. Look in the mirror to see if it matches the picture. Keeping your tongue in that position, try to say ‘oo’ as in *book*. See what that sounds like.”
- 4. Whipped cream (retroflexed):** “Did you know that the tip of your tongue is the part that tastes sweet things? Pretend fluffy, whipped cream is covering the roof of your mouth. Put your tongue tip right behind your teeth and slowly move your tongue back, tasting all that sweet, whipped cream.” Model using one hand as the palate, the other as the tongue. Then model with your own mouth. “Now you try it.” Repeat this exercise with the tongue moving from the back to the front. Once the student successfully makes these movements, have her close her jaw most of the way and try it again while vocalizing “oo” as in *book*.
- 5. Peanut butter (bunched):** “Pretend that you have peanut butter stuck in your mouth. Part of it is keeping the back of your tongue up against your molars. The other part is stuck behind your bottom teeth. Close your mouth so your teeth almost touch. Keep the back of your tongue up. Slowly move your tongue tip forward and backward behind your bottom teeth. Try it again while saying ‘oo’ as in *book*.”

# Lamar and Darla

Name \_\_\_\_\_

- Warm-up: Read the words in the box using good “ar” sounds.
- Speech: Describe what is happening in each picture. Tell who is doing what and where.
  - Use past tense to tell about each picture.
  - Use future tense to tell about each picture.
  - Ask a *who* question about each picture.

Darla	park	barbecue
Lamar	guitar	bookmark
darts	cards	party
target	stars	market
card	carnival	arcade game
hearts	go-cart	marshmallows

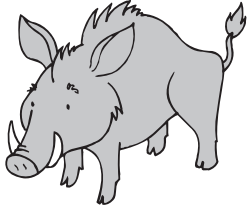
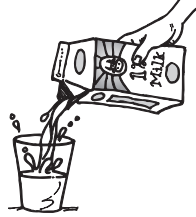
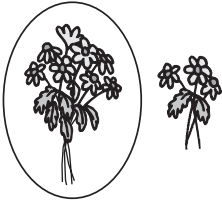


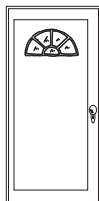
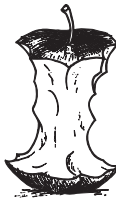




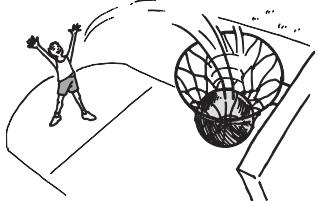


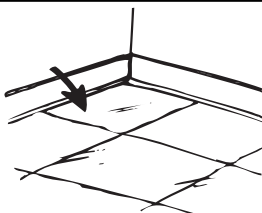


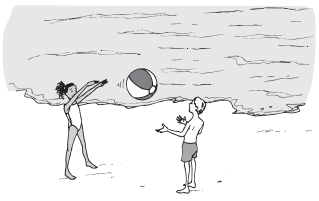
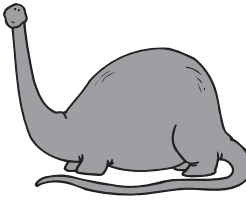
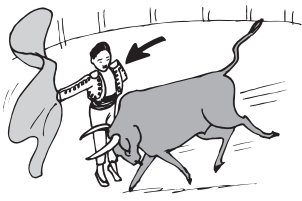
 <p>Lamar is throwing darts at a target.</p>	 <p>Darla is drawing hearts on a card.</p>	 <p>Lamar is drawing stars on a bookmark.</p>
 <p>Darla is playing a guitar at the park.</p>	 <p>Lamar is playing cards at the park.</p>	 <p>Darla is driving a go-cart at the carnival.</p>
 <p>Lamar is roasting marshmallows at a barbecue.</p>	 <p>Darla is playing an arcade game at Lamar's party.</p>	 <p>Lamar is buying marshmallows at the market.</p>

- Challenge: Play tic-tac-toe on the above board using coins or chips. Describe the picture as you place your coin on a square. Skip your turn if you mispronounce an “ar” sound.
- Joke: What is the largest ant? *Antarctica*

# End with "Or"

Name \_\_\_\_\_

- Listen: Listen to your helper say the "or" sound in each word.
- Warm-up: Say "or" 10 times.
- Speech: Name each picture.
  - Which pictures are actions?
  - Which pictures are places?
  - Which pictures have four legs?

 boar	 pour	 more	 four
 tore	 door	 core	 shore
 chore	 soar	 store	 score
 snore	 swore	 floor	 bookstore
 toy store	 seashore	 dinosaur	 matador

# Mystery Person Game

Name \_\_\_\_\_

Two students or teams can play this game. Make three copies of this page and give a copy to each player or team. Cut out the squares on the third copy, and give one pictured mystery person to each player/team so that the other player/team cannot see it. Also give each player/team 20 coins or chips to use as markers. Each player takes turns asking, "Does your person have \_\_\_?" or "Is your person \_\_\_?" When the player gets information, he places coins/chips on the people who are ruled out. A player may only make the final guess at the beginning of a turn. The first player or team to correctly guess the other mystery person wins.

 <p>Sarah</p>	 <p>Victor</p>	 <p>Kimberly</p>	 <p>Tyler</p>
 <p>Claire</p>	 <p>Aaron</p>	 <p>Jennifer</p>	 <p>Carlos</p>
 <p>Taylor</p>	 <p>Jerome</p>	 <p>Lauren</p>	 <p>Cory</p>
 <p>Morgan</p>	 <p>Jeremy</p>	 <p>Amber</p>	 <p>Javier</p>
 <p>Heather</p>	 <p>Jordan</p>	 <p>Victoria</p>	 <p>Connor</p>

Targets: (all the names), cards, collar, curly hair, dark hair, forty, fourteen, guitar, hamburger, jersey, shirt, short hair, short sleeves, soccer ball