

## /b/ Auditory Bombardment 1



# /b/ Auditory Bombardment 1, continued

## Exercise 1

Say, "I'm going to read a poem. Listen for the /b/ sound as I read." As you read, point to the characters and picture elements that highlight the target sound. Add emphasis by increasing your volume and slowing your speaking rate.

Hi, I'm Ben, and now I'll begin.  
Please listen until the end.

I like baseball, bats, and having fun.  
And I like burgers with great big buns.

Toss in a big pack of bubble gum.  
Enjoy the game, or you're a bum!

The Barnyard Bugaboos have a gob of fans.  
But our Bay City Bobcats have bigger plans.

I hear a smack, a fly ball's above.  
I can't believe I forgot my glove!

The ball is coming smack-dab at my face.  
I duck to avoid a big baseball taste!

Please, don't bug me while the ball's in play.  
I don't want a black eye from the action today!

## Exercise 2

Say, "Point to each answer in the picture," or point to each answer for the child as you emphasize the target sound.

1. Point to the items in the picture that have a /b/ sound. (Ben, baseball, baseball cap, burger, bun, bubble)
2. Point to what Ben is blowing. (bubble)
3. Point to what Ben is eating. (burger)
4. Point to the name of Ben's baseball team. (Bay City Bobcats)
5. Point to the name of the opposing baseball team. (Barnyard Bugaboos)
6. Point to the item above Ben. (baseball)

## Exercise 3

Say, "I'm going to read some sentences. Raise your hand each time you hear the /b/ sound."

1. I like balls.
2. I like bats.
3. They have a gob of fans.
4. We have bigger plans.
5. Don't bug me.
6. The ball is above my head.
7. It's coming smack-dab at my face!
8. I like burgers and buns.

## Exercise 4

Say, "I'm going to say some words. Raise your hand each time you hear the /b/ sound."

Make this task more challenging by mixing the order in which you present the words. Say, "Listen to the word *bun*. Where do you hear the /b/ sound? Is it at the beginning, in the middle, or at the end of the word?"

/b/ – initial word	/b/ – medial word	/b/ – final word	/b/ – recurring
<u>B</u> en <u>b</u> egin <u>b</u> ats <u>b</u> urger <u>b</u> ig <u>b</u> un <u>b</u> um <u>b</u> arnyard <u>b</u> ay <u>b</u> elieve <u>b</u> all <u>b</u> ug	<u>a</u> b <u>o</u> ve	smack-da <u>b</u>	<u>b</u> ubble <u>B</u> ug <u>a</u> boos <u>B</u> o <u>b</u> cats <u>b</u> ase <u>b</u> all

## Extension Activity

Maximize your opportunities for auditory bombardment by redoing Exercises 3 and 4. As you say each /b/ word, have the child point to it in the picture scene. Note: Some words will not have a picture associated with them (e.g., *bum* and *believe*).

## Optional Activity

Begin with Exercise 4 and work backward. Change each exercise from receptive to expressive by having the child repeat the words after you.

## Clinician Notes

- Choose children who are the most stimulable for correct sound production. Listen for facilitating contexts or "anchor" words that tend to increase their accuracy of speech production.
- Incorrect production of target sounds may reinforce misarticulations. Therefore, these lists are not meant to be said in their entirety with all children.

## /b/ Auditory Bombardment 2



# /b/ Auditory Bombardment 2, continued

## Exercise 1

Say, "I'm going to read a poem. Listen for the /b/ sound as I read." As you read, point to the characters and picture elements that highlight the target sound. Add emphasis by increasing your volume and slowing your speaking rate.

Pirate Bob Cobb  
Used to brag  
About the loot  
He no longer had.

Some say Bob was odd –  
Just an old coot –  
'Cause he hid his money  
In a big, brown boot.

One night Bob awoke.  
To a boom and a bump,  
A bark and a whimper,  
And a great, big thump.

Bob's dog had bitten  
And slobbered aplenty  
On his big, brown boot  
And his gob of money.

A boot or a bone?  
Bob's dog couldn't tell  
Because the room was dark  
And he can't smell well!

## Exercise 2

Say, "Point to each answer in the picture," or point to each answer for the child as you emphasize the target sound.

1. Point to the items in the picture that have a /b/ sound. (Bob, brown, boot, bed, bone, slobber, boom, bump, bark, bite)
2. Point to where the pirate stored his money. (in brown boot)
3. Point to what the dog thought the boot smelled like. (bone)
4. Point to what the dog did to the money. (bit it and slobbered on it)
5. Point to where the pirate sleeps. (bed)

## Exercise 3

Say, "I'm going to read some phrases or sentences. Raise your hand each time you hear the /b/ sound."

1. an old boot
2. pirate Bob Cobb
3. He used to brag.
4. He heard a boom and a bump.
5. The dog barked.
6. The dog slobbered.
7. because he can't smell well

## Exercise 4

Say, "I'm going to read some words. Raise your hand each time you hear the /b/ sound."

Make this task more challenging by mixing the order in which you present the words. Say, "Listen to the word *big*. Where do you hear the /b/ sound? Is it at the beginning, in the middle, or at the end of the word?"

/b/ – initial word	/b/ – medial word	/b/ – final word	/b/ – recurring
<u>big</u> <u>boot</u> <u>boom</u> <u>bump</u> <u>bark</u> <u>bitten</u> <u>boot</u> <u>bone</u> <u>because</u> <u>bed</u>	<u>ab</u> out <u>slob</u> bered	<u>Cobb</u> <u>gob</u>	<u>Bob</u>

## Extension Activity

Maximize your opportunities for auditory bombardment by redoing Exercises 3 and 4. As you say each /b/ word, have the child point to it in the picture scene. Note: Some words will not have a picture associated with them (e.g., *because* and *about*).

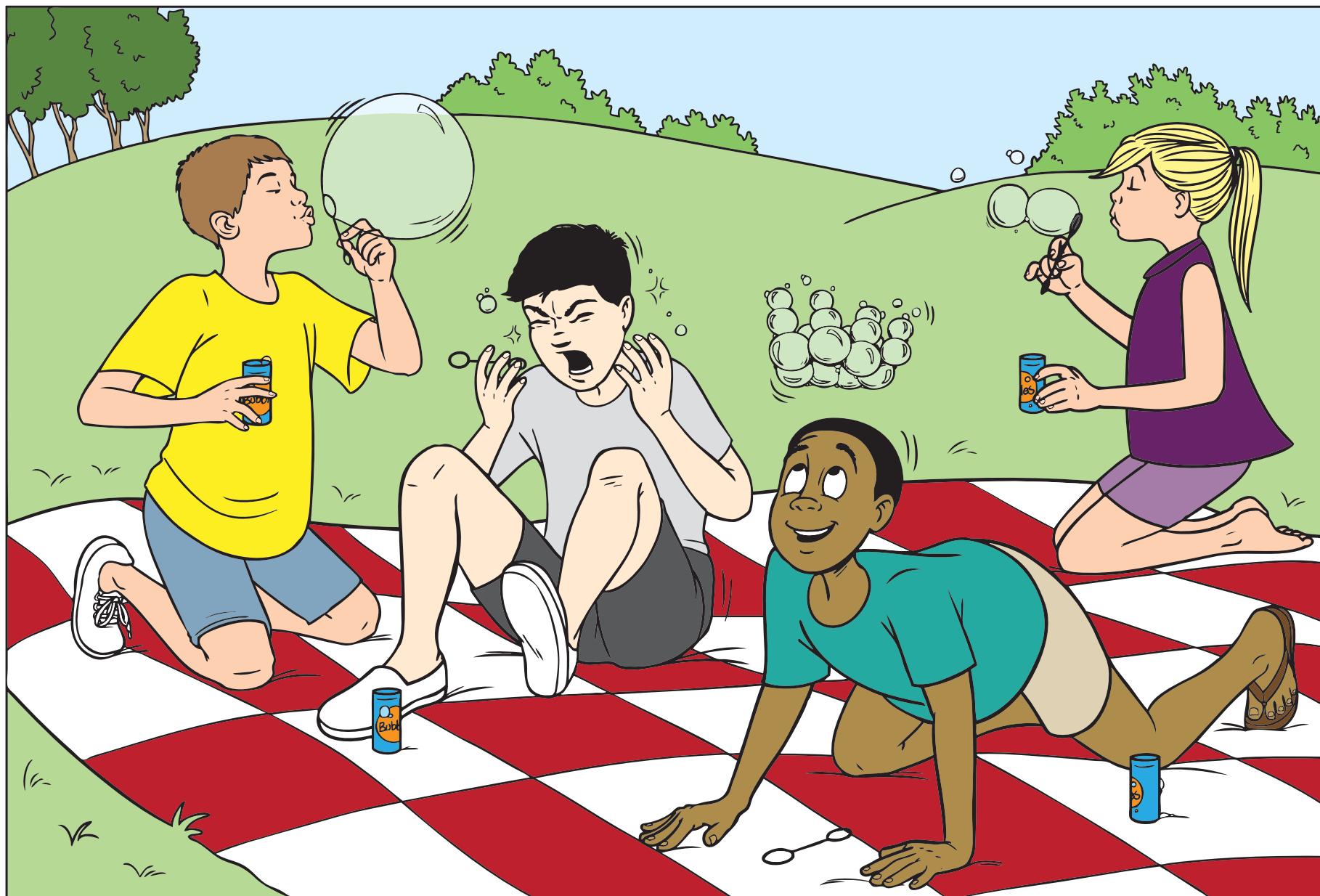
## Optional Activity

Begin with Exercise 4 and work backward. Change each exercise from receptive to expressive by having the child repeat the /b/ words after you.

## Clinician Notes

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## /b/ Auditory Bombardment 3



# /b/ Auditory Bombardment 3, continued

## ● Exercise 1

Say, "I'm going to read a poem. Listen for the /b/ sound by itself or in a cluster (e.g., /bl/, /br/)." As you read, point to the characters and picture elements that contain the target sound. Add emphasis by increasing your volume and slightly decreasing your pace.

Brooke blew a bubble,  
And I watched it bounce.

Bart blew a bubble.  
It only weighed an ounce.

Blake blew a bubble  
That burst on his face.

We all blew bubbles,  
It was a bubble-blowing race!

My bubble was the biggest,  
But my bubble burst first.

Then Brooke blew a double  
So twice her bubble burst.

Bart was original.  
He made a bubble crown!

Blake tasted bubble.  
The taste made him frown.

So, if you like bubbles,  
Bring all of your friends.

Blow bubbles with us.  
The fun never ends!

## ● Exercise 2

Say, "Point to each answer in the picture," or point to each answer for the child as you emphasize the target sound.

1. Point to what the children are doing. (blowing bubbles)
2. Point to the people who are blowing a bubble. (Brooke, Bart, Blake, narrator)
3. Point to the person who made a bubble crown. (Bart)
4. Point to the person who made a double bubble. (Brooke)
5. Point to the biggest bubble. What happens to this bubble? (bursts first)
6. Point to the person who got bubbles on his face. (Blake)

## ● Exercise 3

Say, "I'm going to read some sentences. Raise your hand each time you hear the /b/ sound by itself or in a cluster."

- |                                       |  |
|---------------------------------------|--|
| 1. <u>Blow</u> a <u>bubble</u> .      | 5. <u>Bart</u> was original.                       |
| 2. It <u>burst</u> .                  | 6. My <u>bubble</u> was the <u>biggest</u> .       |
| 3. He made a <u>bubble</u> crown.     | 7. She <u>blew</u> a <u>double</u> <u>bubble</u> . |
| 4. The taste made <u>Blake</u> frown. |  |

## ● Exercise 4

Say, "I'm going to read some words. Raise your hand each time you hear the /b/ sound by itself or in a cluster."

- |                       |                 |
|-----------------------|-----------------|
| 1. laser              | <u>blazer</u>   |
| 2. <u>banker</u>      | anchor          |
| 3. double             | trou <u>ble</u> |
| 4. dri <u>bb</u> ling | drilling        |
| 5. Wally              | wob <u>bl</u> y |
| 6. <u>Bl</u> ake      | lake            |
| 7. first              | <u>bur</u> st   |
| 8. <u>br</u> ain      | rain            |
| 9. <u>B</u> art       | art             |
| 10. <u>bl</u> ow      | low             |
| 11. limp              | <u>bl</u> imp   |
| 12. <u>br</u> own     | crown           |

## Extension Activity

Maximize your opportunities for auditory bombardment by redoing Exercise 3. As you say each sentence, have the child point to the part of the picture scene it represents.

## Optional Activity

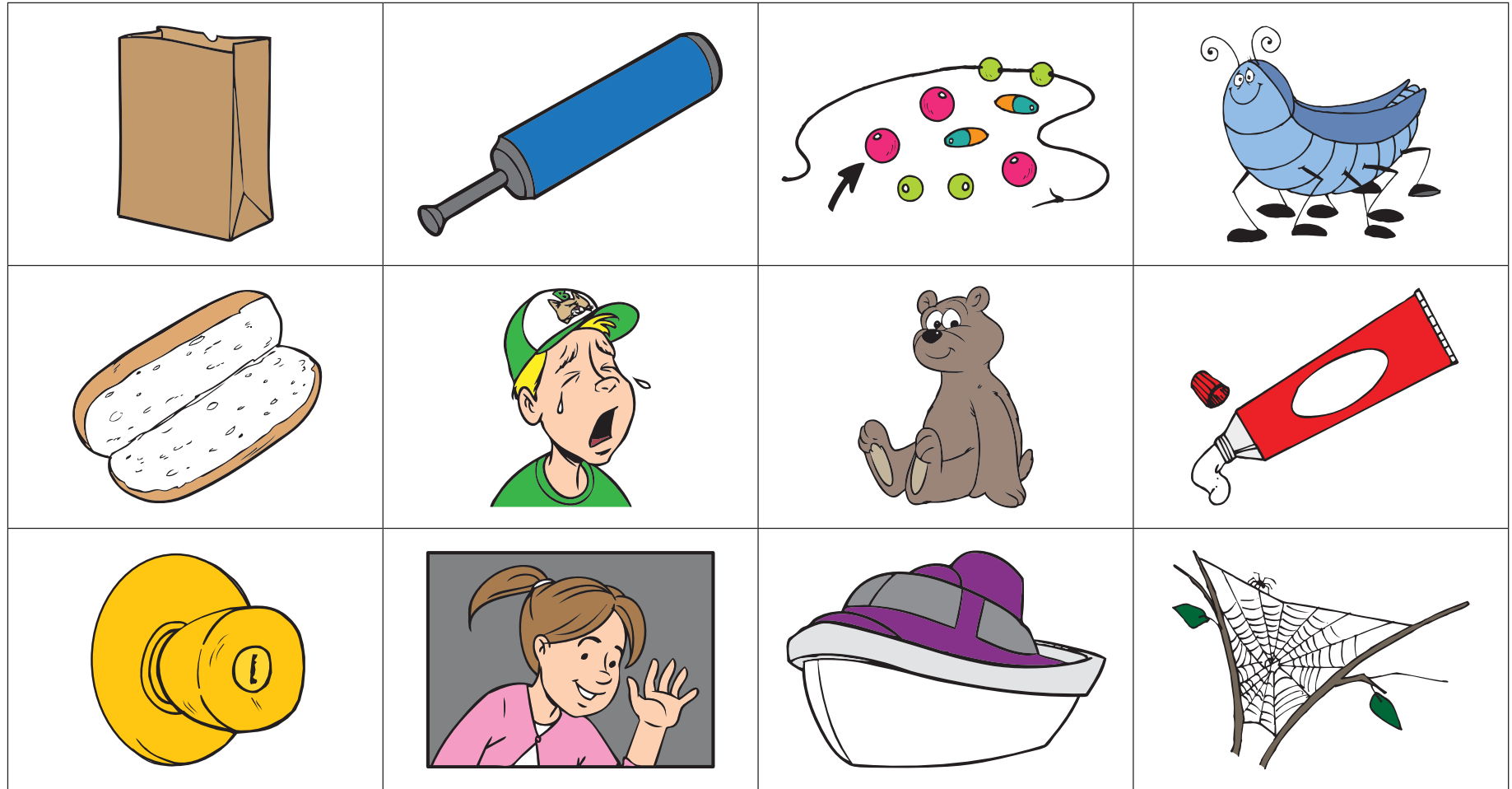
Begin with Exercise 4 and work backward. Change each exercise from receptive to expressive by having the child repeat the /b/ words after you.

## Clinician Notes

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# /b/ Word Position



Syllable Practice			
CV (consonant + long vowel)	VC (long vowel + consonant)	CV (consonant + short vowel)	VC (short vowel + consonant)
b + long a (bay)	long a + b (ayb)	b + short a (ba)	short a + b (ab)
b + long e (bee)	long e + b (eeb)	b + short e (beh)	short e + b (ehb)
b + long i (bigh)	long i + b (ighb)	b + short i (bi)	short i + b (ib)
b + long o (boe)	long o + b (oeb)	b + short o (baw)	short o + b (awb)
b + long u (bue)	long u + b (ueb)	b + short u (buh)	short u + b (uhb)

# /b/ Word Position, continued

## Exercise 1

Say, "I'm going to say a phrase or a short sentence. Listen and repeat it."

- |                            |                                |
|----------------------------|--------------------------------|
| 1. paper <u>b</u> ag       | 7. small cu <u>b</u>           |
| 2. toy <u>b</u> at         | 8. paste in a tu <u>b</u> e    |
| 3. wooden <u>b</u> ead     | 9. Turn the doorkno <u>b</u> . |
| 4. <u>b</u> ig <u>b</u> ug | 10. Wave good- <u>b</u> ye.    |
| 5. hot dog <u>b</u> un     | 11. toy tug <u>b</u> oat       |
| 6. Don't <u>b</u> oo-hoo.  | 12. sticky co <u>b</u> web     |

## Exercise 2

Say, "I'm going to read part of a sentence. Finish my sentence with the name of a picture."

Point to each picture as you read the sentence. If a child demonstrates decreased intelligibility, model the target word and have the child repeat it.

1. What's in the \_\_\_\_? (bag)
2. It's a toy \_\_\_\_\_. (bat)
3. I have a wooden \_\_\_\_\_. (bead)
4. That's a big \_\_\_\_! (bug)
5. I need a hot dog \_\_\_\_\_. (bun)
6. Don't cry or \_\_\_\_\_. (boo-hoo)
7. I see a small lion \_\_\_\_\_. (cub)
8. Squeeze some paste from the \_\_\_\_\_. (tube)
9. Turn the \_\_\_\_\_. (doorknob)
10. He's waving \_\_\_\_\_. (good-bye)
11. He's playing with his toy \_\_\_\_\_. (tugboat)
12. Look at the \_\_\_\_\_. (cobweb)

**Note:** Identify the child's most unintelligible words. Target only the most challenging words in the next exercise.

## Exercise 3

Say, "I'm going to say the names of a few of these pictures very slowly. Repeat each word exactly as I say it." Say the name of each picture, pausing between the "b" and the vowel sound (e.g., "b [pause] ag" or "cu [pause] b").

- |         |            |               |
|---------|------------|---------------|
| b---ag  | b---un     | door-kno---b  |
| b---at  | b---oo-hoo | good-b---ye   |
| b---ead | cu---b     | tug-b---oat   |
| b---ug  | tu---be    | co---b-we---b |

**Note:** Identify the child's most unintelligible CV or VC combinations. Target only the most challenging combinations in the next exercise.

## Exercise 4

Say, "We're going to practice a few sounds that have given you some difficulty. Listen as I say a sound. Then repeat it after me."

CV (consonant + long vowel)

- b + long a (bay)
- b + long e (bee)
- b + long i (bigh)
- b + long o (boe)
- b + long u (bue)

VC (long vowel + consonant)

- long a + b (ayb)
- long e + b (eeb)
- long i + b (ighb)
- long o + b (oeb)
- long u + b (ueb)

CV (consonant + short vowel)

- b + short a (ba)
- b + short e (beh)
- b + short i (bi)
- b + short o (baw)
- b + short u (buh)

VC (short vowel + consonant)

- short a + b (ab)
- short e + b (ehb)
- short i + b (ib)
- short o + b (awb)
- short u + b (uhb)

## Exercise 5

Practice the target sound in isolation. To stimulate the /b/ sound, manually pull the child's lips open while he's humming. A touch cue may help some children. Touch your index finger to the child's lips, and then pull it away quickly as you say the sound (Blakely, 1983).

## Extension Activity

Reteach Exercises 3, 2, and 1 (in that order) using an anchor word or facilitating context to help the child articulate the sounds which most impact his overall intelligibility.