

... Phoneme /b/ ...

objectives

/b/: Lesson 1

materials

<i>sound/symbol</i>	Let's learn the sound the letter "b" makes. It looks like this (hold up "Bb" letter card) and it sounds like this: /b/. Put your lips together and put your fingers to them. Put your other fingers on the motor in your throat and blow out /b/. (Demonstrate.) Now you try saying /b/.	<i>"Bb" letter card</i>
<i>sound production</i>		
<i>auditory, visual motor cueing</i>	Oral-motor: Here is a picture of a child saying /b/. See how she does it? (Show card.) Mirror: Look in your mirror and try to make the /b/ sound.	<i>"Bb" oral-motor card/ mirror</i>
<i>manual signing</i>	Signing: See how I say "b" with my hand? (Make sign shown on page 194.) Now you try it.	<i>manual alphabet</i>
<i>auditory enhancement</i>	Listening: Let's hear /b/ on a tape recorder. Listen to the tape and make the /b/ sound after you hear it. (Play /b/ on tape recorder.)	<i>tape recorder</i>
<i>reinforcement</i>	Playing: Let's blow some big bubbles. As you pop the bubbles with your finger, say /b/. Now try saying /b/ without the bubbles.	<i>bubbles</i>
<i>visual matching</i>	Letter matching: Who wants to put the capital "B" on the board? Now try the lowercase "b."	<i>ABC board/letters</i>
<i>grapheme identification</i>	Identifying: Here is a picture of a <i>boy</i> . I see a "b" at the beginning. (Point to "b." Show other "B" picture cards in the same manner.)	<i>"B" picture cards</i>
<i>beginning sound</i>	Let's play a guessing game. I'll hide pictures behind my back one at a time. The words all start with the /b/ sound. I'll give you hints, and you guess what picture I'm holding. (Show children all practice cards.) Here we go! • This word begins with /b/. It is round. You can play with it. You can kick it. Right, <i>ball</i> .	<i>"B" picture cards</i>

retrieval/cue

Who remembers what this sounds like? (Hold up "Bb" letter card.) Put your lips together and your fingers on your lips; start your motor and blow out. (Use manual /b/ as a cue.) Use your mirror to see if you are saying it correctly.

"Bb" letter card/
manual alphabet/
mirror

tactile/kinesthetic

Touching/Feeling: This is how /b/ feels. (Show sandpaper letter "b" and have children close their eyes. Guide their hands over the letter.)

sandpaper letters

Writing: Let's make a "B" with our pencils and paper. (Have children practice writing.)

pencils, paper

Playing: How many sticks of play dough do we need to make a capital "B"? (Demonstrate and have students make it.) How many sticks do I need for a little "b"? Good. Now you make it.

play dough

language/
thinking skills

Singing: Let's sing "Baa Baa Black Sheep." What sound do you hear at the beginning of the words *baa* and *black*.

song "Baa Baa
Black Sheep"

Discussing: (Use "Baa Baa Black Sheep" for oral language, sequencing, and retelling.)

wool cloth

- What is *wool*? (vocabulary); Why do you think sheep have wool? (inference); What do we call a baby sheep? (vocabulary); Sheep have wool to protect them. What do people have to protect them? (inference)

phoneme
awareness/
judgment

Judging beginning sounds: Let's play a game called "Odd Man Out." Here are four pictures. (Show four picture cards: three that start with /b/, and one that doesn't. Cover the words, if necessary.) One picture doesn't belong because it doesn't begin with /b/. (Name each picture and emphasize the initial sound.)

picture cards

concept:
rhyming

Rhyming sounds: Words like *boy* and *toy* almost sound the same. *Boy* begins with /b/, but *toy* doesn't. These words rhyme. Help me figure out which words rhyme. (Lay out three picture cards at a time: two that rhyme and one that doesn't. Cover the words, if necessary, and name each picture.) Does *boy* sound like *toy*, or does *boy* sound like *ball*? (The following example picture cards begin on page 104 and are indexed according to the table of contents.)

picture cards

- boy toy (your choice)
- bed head (your choice)

- boat coat (your choice)
- bat cat (your choice)

retrieval/cue

Who remembers what this sounds like? (Hold up "Bb" letter card.) Use your mirror to help you see if you are saying it correctly. Who remembers the /b/ sign for people who talk with their hands?

"Bb" letter card/
manual alphabet/
mirror

concept: syllable

Sometimes a word has more than one part. The word *butter* has two parts. I know this because when I say *butter*, my chin goes down two times. Watch me. (Put your fingers under your chin and slowly say *butter*.) Now you try it. Use your mirror to watch your chin go up and down.

mirror

syllable
segmentation

Segmenting syllables: How well can you count parts of a word? Put your fingers under your chin or use your fingers to count how many parts a word has. *Basket*. How many parts does that word have? Good, two. (Read the list below and add more words, if appropriate. Don't use picture cards for this lesson.)

mirror

bas-ket (2)

bot-tle (2)

band-age (2)

bub-ble (2)

ba-nan-a (3)

but-ter-fly (3)

blue-ber-ry (3)

bas-ket-ball (3)

compound words/
syllable deletion

Making compound words/Deleting syllables: The word *bedroom* has two parts. Here is a picture of a *bed*, and here is a picture of a *room*. (Show both picture cards.) If I put them together, I have a new word: *bedroom*. Now I remove the *room* card. What do I have left? Right, *bed*. (Provide guided practice. Continue with the list below or use other combinations of picture cards. The following picture cards begin on page 104 and are indexed according to the table of contents.)

picture cards

bed/room
butter/fly

beach/ball
bird/house

tooth/brush
sail/boat

push/button
basket/ball

retrieval

Who can tell me what sound the letter “b” makes? (Give cues, if necessary.)

“Bb” letter card

phoneme
blending

Blending phonemes: We’re going to play a sound game called “Name That Word.” I will say a word slowly, and you guess what the word is. (Read the following words isolating the sounds [b/a/g]. The child says the word correctly. Then show each picture *after* the child blends. Continue with all “b” picture cards, if appropriate. If isolated sounds are too difficult, use initial sound followed by a syllable [b/ag]. Here are some to get you started.)

“B” picture
cards

b/a/g

b/a/t

b/e/d

b/ee

b/e/l

b/oa/r/d

sound
identification

Singing: Let’s sing “What’s That Sound?” Tell me what sound you hear at the beginning of some words I sing. Listen carefully, here we go! (Hold up “Bb” letter card while slowly singing to the tune of “Old MacDonald Had a Farm.”)

“Bb” letter card

What’s That Sound?

“What’s the sound that starts these words?

Button, boat, and ball. (Pause for response.)

/b/ is the sound that starts these words.

Button, boat, and ball.

With a /b/ /b/ here, and a /b/ /b/ there.

Here a /b/, there a /b/, everywhere a /b/ /b/.

/b/ is the sound that starts these words.

Button, boat, and ball.”

(Students sing along second time.)

phoneme
segmentation

Let's play a train game called "Count the Sounds." (Give bingo markers and copies of the two-part and three-part trains on pages 196-197 to each child.) The object of the game is to place your markers on a part of a train whenever you hear a sound.

bingo markers

concept:
initial, final
position

Segmenting words: Listen to the word *bay*. How many sounds do you hear? There are two. I hear /b/ at the beginning, so I put a marker on the first part of the train. I hear an /e/ second, so I put a marker on the second part of the train. Now you try. (Read the following long vowels and guide as needed.)

two-part train

b-ay

b-ee

b-i

b-u

concept:
medial, final
position

Segmenting words: Now let's play the same game with the three-part train. This train has a middle part, so each word has three parts. (Guide practice as before.)

three-part train

b-a-g

b-a-t

b-e-d

b-e-ll

b-oo-k

phoneme deletion

Deleting phonemes: Let's play a game called "Cover the Sound." Here's a picture of a *bat*. (Show picture.) When I cover the "b," I make a new word/sound: *at*. (Demonstrate and continue with picture cards.)

"B" picture
cards

b-at

b-all

b-each

b-utter

b-oat

b-ird

auditory
completion

Completing words: (Don't use picture cards for this lesson.) I'll say a word or sound. You add the /b/ sound to the beginning of each word or sound I say and then tell me what the new word is. (Say *all*. Child adds /b/ to make *ball*.)

b-all

b-at

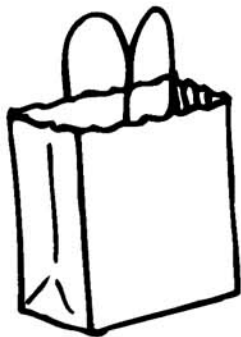
b-each

b-andage

b-oat

b-ird

Bb Picture Cards



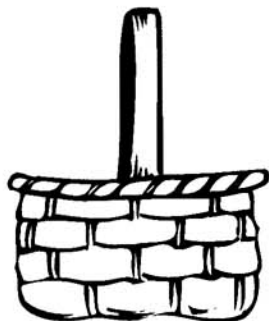
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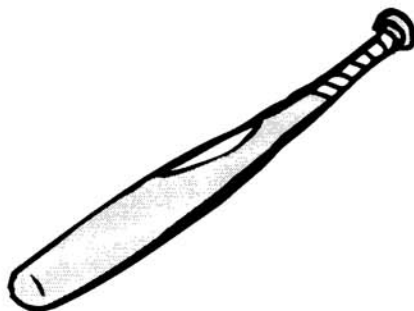
ball



bandage



basket



bat



bath