

/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 very 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.
Bt 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 a Bay City Bobcat fan. (Ben, anyone in green)
3. Point to what Ben is blowing. (bubble)
4. Point to what Ben is eating. (burger, bun, bubble gum)
5. Point to picture on the man's T-shirt. (barn)
6. Point to the item above Ben. (baseball)

● Exercise 3

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

1. balls and bats
2. Ben will begin.
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 *ball*. 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> all	<u>a</u> b <u>o</u> ve	smack-d <u>a</u> b	<u>b</u> ase <u>b</u> all
<u>b</u> arnyard			<u>B</u> ob <u>c</u> ats
<u>b</u> at			<u>b</u> ubble
<u>b</u> ay			<u>B</u> ug <u>a</u> boos
<u>b</u> elieve			
<u>b</u> egin			
<u>B</u> en			
<u>b</u> ig			
<u>b</u> ug			
<u>b</u> um			
<u>b</u> un			
<u>b</u> urger			

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*).

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 couldn't see 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 Cobb, boot, bed, blanket, bone, slobber, bite)
2. Point to the pirate. (Bob Cobb)
3. Point to where the pirate sleeps. (bed)
4. Point to where the pirate hid his money. (boot)
5. Point to what the dog thought the boot was. (bone)
6. Point to what the dog did to the money. (bit, slobbered)
7. Point to what is covering the pirate. (blanket)

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. There was a bark and a big thump.
6. The dog slobbered.
7. gob of money in a big, brown boot
8. because he can't see 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 *about*. 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>ba</u> rk	<u>ab</u> out	<u>Co</u> bb	<u>Bo</u> b
<u>be</u> cause	<u>slob</u> bered	<u>go</u> b	
<u>be</u> d			
<u>bi</u> g			
<u>bi</u> tten			
<u>bo</u> ne			
<u>bo</u> om			
<u>bo</u> ot			
<u>bu</u> mp			

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*).

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

- 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.
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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., /br/, /bl/)." 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 next bubble was the biggest,
Bt that 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 phrases or sentences. Raise your hand each time you hear the /b/ sound by itself or in a cluster."

1. Blow a bubble.
2. It burst.
3. He made a bubble crown.
4. The taste made Blake frown.
5. Bart was original.
6. My bubble was the biggest.
7. She blew a double bubble.
8. a bubble-blowing race

○ 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. Brooke crook
2. bounce ounce
3. duffel double
4. flew blue
5. Blake lake
6. first burst
7. bring ring
8. Bart art
9. blow low
10. crown brown

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.

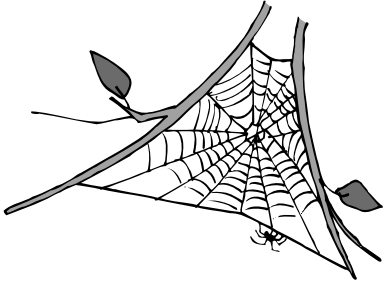
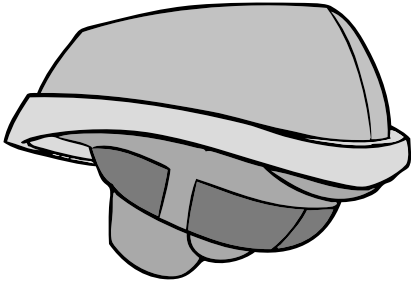

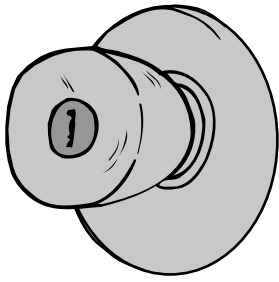
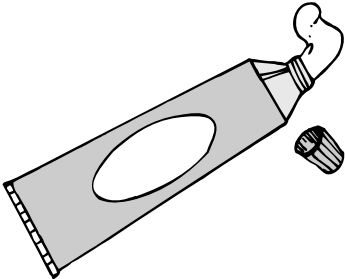
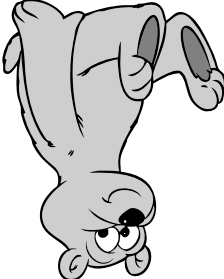

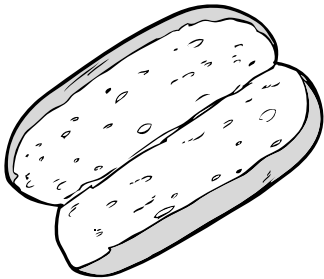
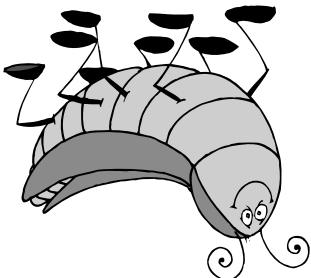
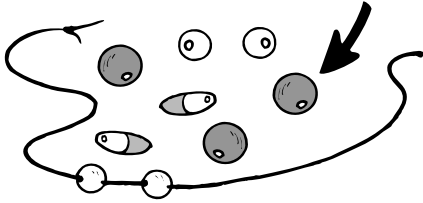
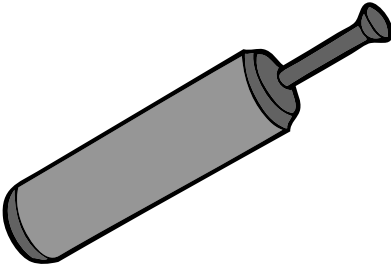
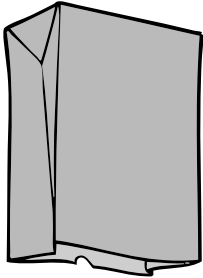
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/b/ Word Position

Syllable Practice

VC (long vowel + consonant) /b/ + long a ("bay") /b/ + long e ("bee") /b/ + long i ("bye") /b/ + long o ("bow") /b/ + long u ("boo")	VC (long vowel + consonant) /b/ + short a ("ba" as in "bag") /b/ + short e ("beh") /b/ + short i ("bi" as in "big") /b/ + short o ("bo") /b/ + short u ("bu")	VC (short vowel + consonant) /b/ + short a ("ab") /b/ + short e ("eb") /b/ + short i ("ib") /b/ + short o ("ob") /b/ + short u ("ub")
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