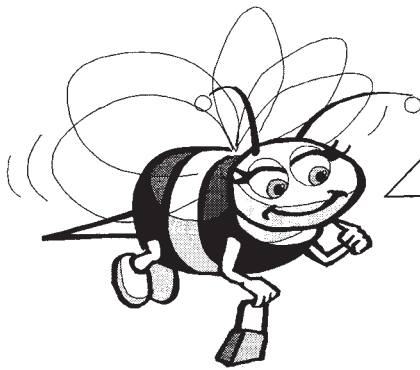


TheraBee 7™



Talk
to Bee

Activities to Develop
Articulation & Sound
Production Skills

Belinda Hill

Speech-Language Pathologist

www.therabee.com

Popping 'p' sound

POPPING POPCORN

- 🔊 A 'p' sound is made by closing the lips and popping them open.
- 🔊 A burst of air should be felt.
- 🔊 You need a quiet voice (whisper) if you put your hand on your throat as you make the sound.
- 🔊 Visual cue— put a tissue/cotton ball/ confetti or some cut up paper on the table and blow a 'p' onto it. The object will move and show the child that air has burst out.
- 🔊 Tactile cue— feel the air explosion on the hand.



MAKE A 'p' SOUND AS YOU TOUCH EACH POPCORN BOX

Practise the sound in nonsense words. Place the sound at the start, in the middle and at the end of each syllable— ahlee/oo

Eg. Pahl/peel/pool/pan/pan/tee/peeroo/pool/ahpleep/loop

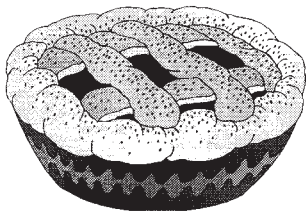
COLOUR A STAR AS YOU SAY THE SYLLABLES CORRECTLY



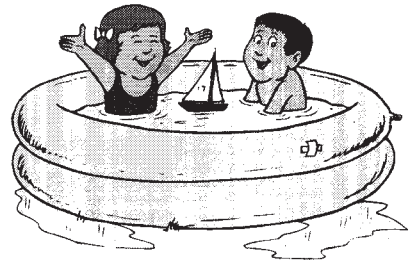
Popping 'p' sound in words

ACTIVITY

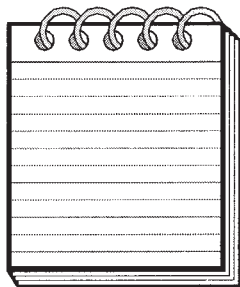
TORCH GAME— Cut out the pictures. Blu-tak the pictures to the wall. Turn off the lights. Say the words as you flash the torch on each picture. There are word cards for 'p' at the start, 'p' in the middle and 'p' at the end.



pie



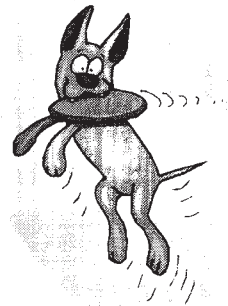
pool



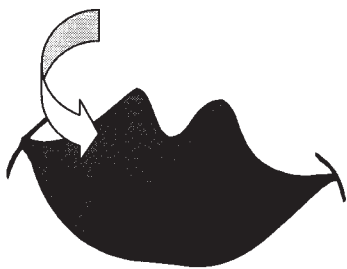
paper



hopping



puppy



lip



AUSTRALIA

map



top

Popping 'p' sound in sentences

'p' at the start of words

My pop had to paint the kitchen.

Pamela took the pot off the stove.

Mum paid Paul his pocket money.

The paddle was in Penny's rowboat.

The picture of the pear was purple.

'p' in the middle of words

The little puppy was **M** barking.

I have to open the **M** bottle of popping cola.

The hippo was tapping his **M** horn.

The crocodile was snapping **P** jaws.

My puppy was lapping up the milk.

'p' at the end of words

We had to hop onto the **L** top of the box.

I had a nap in the morning.

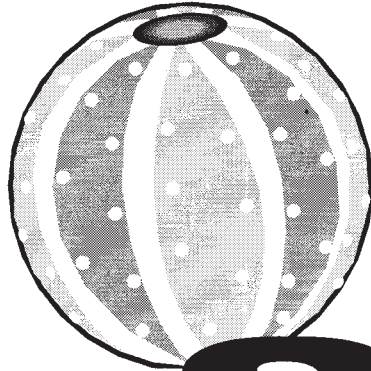
My lip was red from **E** lipstick.

Kim put on her green cap.

The red light told us to stop.

Bursting 'b' sound

BURSTING BALL



- A 'b' sound is made by pressing lips together and bursting the air out (sounds like a noisy pop).
- You need a loud voice (vibration felt if you put your hand on your throat as you make the sound).
- Visual cue— look in the mirror as your lips pop open.
- Tactile cue— feel the air explosion on the hand, less air felt compared to the 'p' sound.



MAKE A 'b' SOUND AS YOU TOUCH EACH BOUNCY BALL

Practise the sound in nonsense syllables. Place the sound at the start, in the middle and at the end of each syllable— ah/ee/oo

Eg. bah/bee/boo/ahbah/eebee/loohoo/ahb/leeb/loob

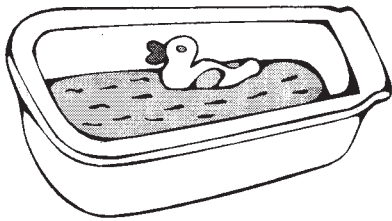
TICK A STAR AS YOU SAY EACH SYLLABLE CORRECTLY



Bursting 'b' sound in words

ACTIVITY

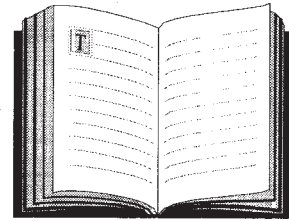
POSTING GAME— Cut out the pictures and post them into a tissue box as you say them. Decorate the box with a sticker each time the child **S** to burst their lips with a loud 'b' sound.



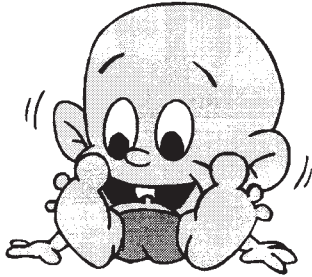
bath



balloon



book



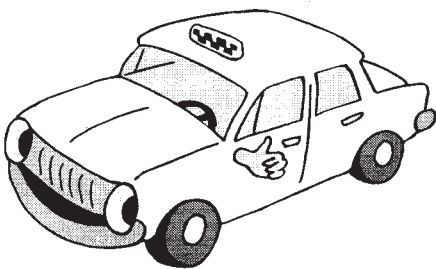
baby



bubbles



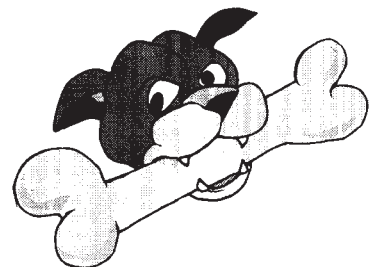
table



cab



tub



grab

Bursting 'b' sound in sentences

'b' at the start of words

The bear made a **S** sound.

The car was very **B**ig.

The little baby had a **B**ib.

My ball was lost in the **B**ar.

Ben wanted a **B**ar of chocolate.

'b' in the middle of words

I played with the **B**ubbles.

Mum put the food on the **B**ench.

Dad was rubbing my **B**ubble sore toe.

The horse was waiting in the **B**arn.

My favourite toy is the **B**ear.

'b' at the end of words

Maree put the **B**ear in the crib.

The tennis player **B**atted the ball.

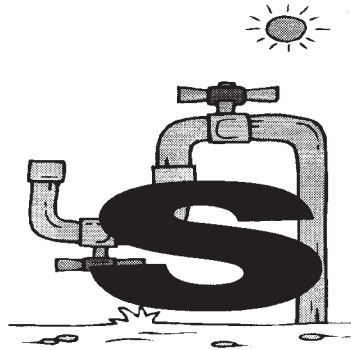
I turned the **B**utton on the radio.

The teacher told the kids to dab their **B**rain paintbrushes.

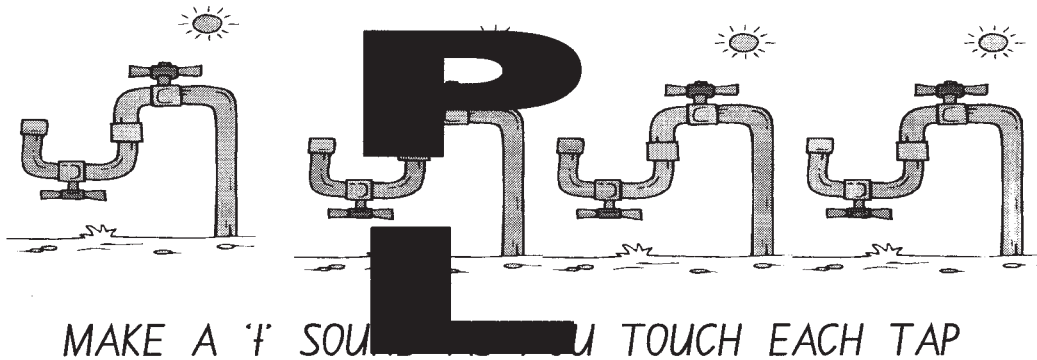
The crab liked to crawl on the **B**each.

Tongue Tapping 'f' sound

DRIPPING TAP



- 🔊 A 'f' sound is made by the tongue tip tapping up behind the top teeth (on the little **A**).
- 🔊 You need a quiet room (no voice is felt if you put your hand on your throat as you make the sound).
- 🔊 Visual cue— look in a mirror to see the tongue start up behind the top teeth (a **M**).
- 🔊 Tactile cue— feel the air explosion on the hand.



MAKE A 'f' SOUND AS YOU TOUCH EACH TAP

Practise the sound in non-syllables. Place the sound at the start, in the middle and at the end of each syllable— ah/lee/oo
 Eg. tah/tee/fool/ah/ah/tee/tee/oo/oo/ah/ah/tee/tee/oo

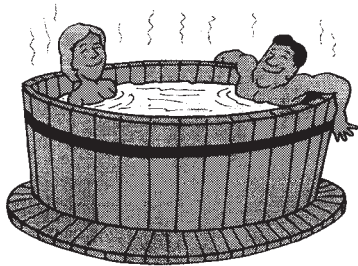
STAMP A STAR AS YOU SAY THE SYLLABLES



Tongue Tapping 't' sound in words

ACTIVITY

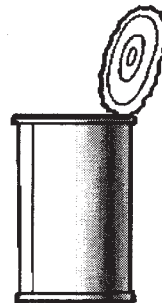
HIDING GAME— Cut out the pictures below. Have the student close their eyes while you hide the pictures around the room. The student searches the room for the pictures, naming each one as they find them.



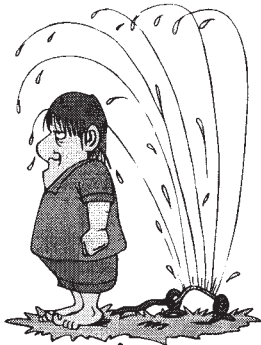
tub



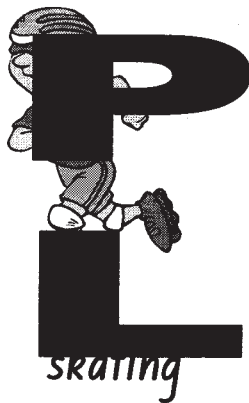
table



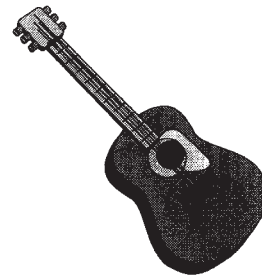
tin



water



skating



guitar



boot



hat



cat

Tongue Tapping 't' sound in sentences

't' at the start of words

Tom climbed to the **S** top of the hill.

The tent had ten pegs **S** around it.

The tuna came in a tin **A**.

The time on the clock was ten to ten.

I tapped Tim on the arm.

't' in the middle of words

The painting was **M** any.

The rain made a pitter **P** patter sound.

I was waiting for the **P** water to come out.

The little baby was hitting the blocks.

Dad was shouting at the kids for getting dirty.

't' at the end of words

My bat is made out of wood **E**.

I turned on the bridge **E** lantern.

Mum got a flat tyre.

James will pat the cat.

The teacher told us to wait for a seat.