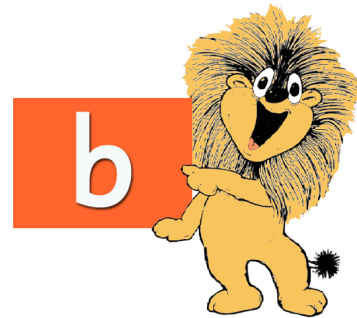




/b/



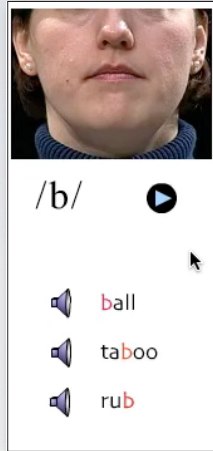
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## PHONEMIC AWARENESS

- Let's start by learning how to make the consonant **/b/** sound.
- To make the **/b/** sound, press the lips lightly together and exert a steady pressure. Complete the sound by opening the lips with a puff of breath.
- Use the link in the online lessons to go to the *Iowa University website* and click on the triangle to hear how the phoneme short vowel **/b/** should be sounded.



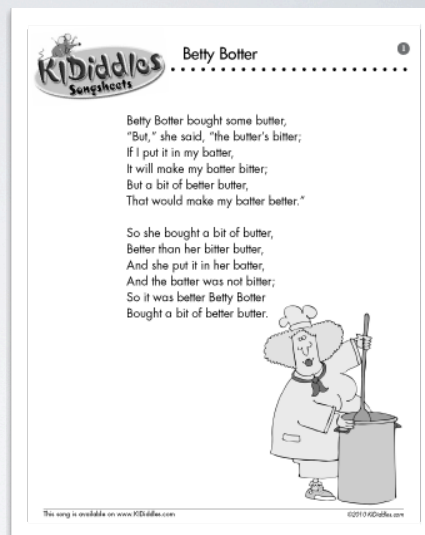
**American Pronunciation**  
[University of Iowa](#)

**Australian Pronunciation**  
[Get Reading Right](#)

You must have Flash 7 or higher plug-in to use these pages.

## PHONEMIC AWARENESS

- Tell the students they are going to learn the **/b/** sound.
- Demonstrate how the word "butter" has the **/b/** sound at the beginning of the word.
- Download the SongSheet "Betty Botter."
- Read out, or sing the song, "Betty Botter," emphasizing the **/b/** sounds at the beginning of words.



**Song Sheet**  
[Betty Botter](#)  
SongSheet

## PHONEMIC AWARENESS

- Tell the students that the word “bat” begins with the **/b/** sound.
- Hold your hands as if you are holding a bat, swing as if you are about to hit a pretend ball. Say the word “bat.” Emphasize the **/b/** sound.
- Ask students to do the same. Tell them to use this movement when they say or hear the **/b/** sound.

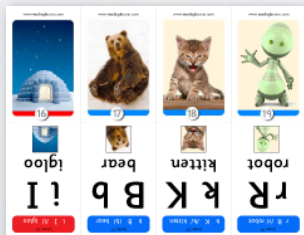


### Action for /b/

To help students remember phonemes, we associate an action with the sound.

## PHONEMIC AWARENESS

- Get *ReadingLessons* sound/symbol card 17.
- Show the front of the card and ask what animal is in the picture. Ask what sound the word “bear” begins with.
- Ask the students to listen for the **/b/** sound and repeat it in the word “bear;” They should do the “bat” motion as they say the **/b/** sound.



### Sound/Symbol Cards Cards

Print on a thick paper or card. Fold the sheet down the center on the dotted line. Cut the cards into four and glue. For extra durability, you can laminate the cards.





## PHONEMIC AWARENESS

- Tell the students that you are going to say some words that begin with the **/b/** sound and some that do not.
- Ask them to make the “bat” action and say **/b/** when they hear the sound at the beginning of the word.
- Here are the words:

**boy, car, bad, fox,  
pot, den, bottle, bird**

- Be sure to leave plenty of time between saying each word for the students to respond.

### More words to use that have the **/b/** sound at the beginning of words:

back, bag, bake, ball, bat, band, bank, barn, basket, bath, beach, bead, beans, bear, beat, bed, bee, beef, beet, bell, belt, bench, bend, best, bet, big, bike, bin, bird, bit, bite, boat, boil, bone, book, boot, born, boss, bowl, box, bug, bull, bump, burn, bus, butterfly, buzz

## PHONEMIC AWARENESS

- Say the word **tub** stressing the **/b/** at the end of the word. Say that in this word, the **/b/** sound is at the end.
- Tell the students that you are going to say some words that have the **/b/** sound at the end of the word and some that do not.
- Ask them to make the “bat” movement and say **/b/** when they hear the sound at the end of a word.
- Here are the words:

**dog, sobb, crabb, run,  
sat, clubb, rubb, pin**

- Leave sufficient time for the students to respond.

### More words to use that have the **/b/** sound at the end of words:

Bob, club, crab, crib, cub, dab, grab, job, knob, rib, rob, rub, scrub, sob, tab, tub



## PHONEMIC AWARENESS

- Tell the students they should make the “bat” movement and say /b/ when they hear the /b/ sound at the beginning of words in the verse you are going to read them.
- Here's the verse:

**B**illy's **b**irthday party was the **b**est.  
**H**e had **b**alloons and a **b**rand new vest,  
**H**e had a **b**at, he had a **b**all,  
**B**ut the **b**ig **b**lue **b**ike was the **b**est of all.

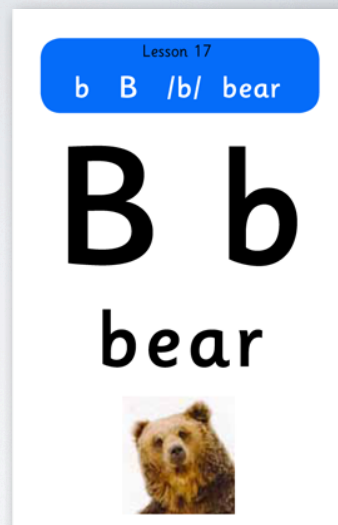
- Repeat the verse until the students can identify all the beginning /b/ sounds in the verse.

**Another verse to help teach the /b/ sound:**

**B**ang the **b**each **b**all with the **b**at,  
**B**urst the **b**alloon, ask the cat,  
**B**oil the eggs, I like them like that,  
**B**ake the **b**eef **b**ut not the fat .

## SOUND/LETTER RELATIONSHIP

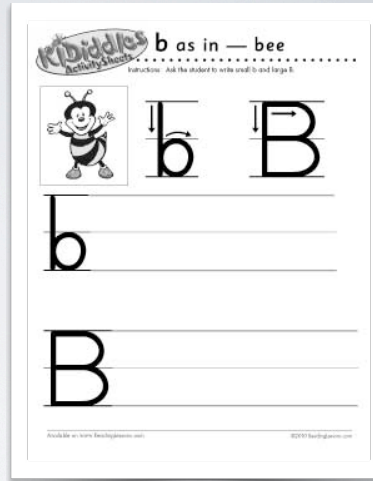
- Give out the sound/symbol card for /b/.
- Show the back of the card.
- Point to the small **b** and say this is how we write the letter for the sound /b/.
- Point to the capital **B** and say this is how we write big /b/ which is for important words like people's names.
- Point to the word “bear” and say this is how we write the word “bear.” Point out the letter **b** and say this is how we write the /b/ sound at the beginning of the word “bear.”

**Sound/Symbol Cards**  
[Cards](#)



## SOUND/LETTER RELATIONSHIP

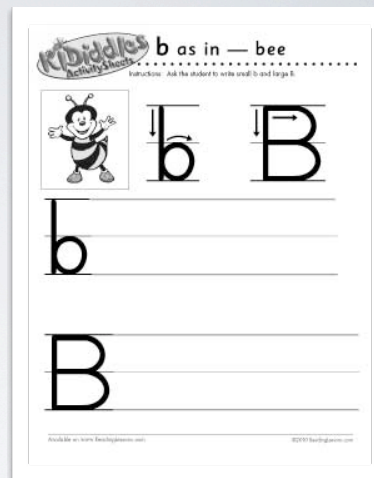
- Give out the *KIDiddles* writing practice sheets for **b B**.
- Point to the small **b** and say this is how we write the letter for the sound **/b/**.
- Point to the capital **B** and say this is how we write big **/b/** which is for important words like people's names.
- Say the name "Bob" begins and ends with the sound **/b/**.
- Model the formation of the letter **b** for the students.



## Writing Practice Sheets [/b/ Writing Practice Sheet](#)

## SOUND/LETTER RELATIONSHIP

- Have students write the letter **b** in the air as they watch you write it.
- Have students trace the letters on the practice worksheets with their fingers.
- Ask the students to practice writing the small **b** and the large **B** on the practice worksheets.

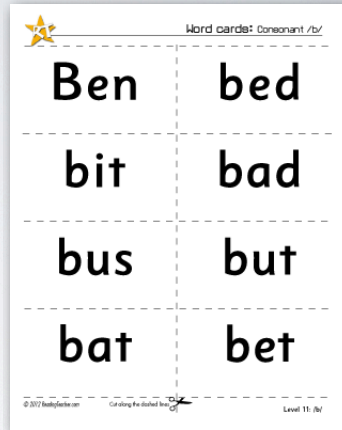






## BLENDING

- Blending is the skill of sounding out letters all through a word into a natural sounding word.
- Using a Word Card, point to the first letter of the word and say the sound.
- Then pass your finger to the next letter and say the sound, and so on.
- For example, for the word **bat** say **b-aaa-t**.
- Do this again more quickly until the word is pronounced naturally.



Cut where indicated to make eight cards

**Word Cards**  
[Word Cards](#)

## BLENDING

- Show the Word Card for **bin**.
- Say that the word begins with **/b/**.
- Ask a student to point to the letter that stands for **/b/**.
- Sound out **bin** while running a finger under each letter: **/b/iii/n/**.
- Say the word quickly **bin**.
- Have the students sound out the word with you.

