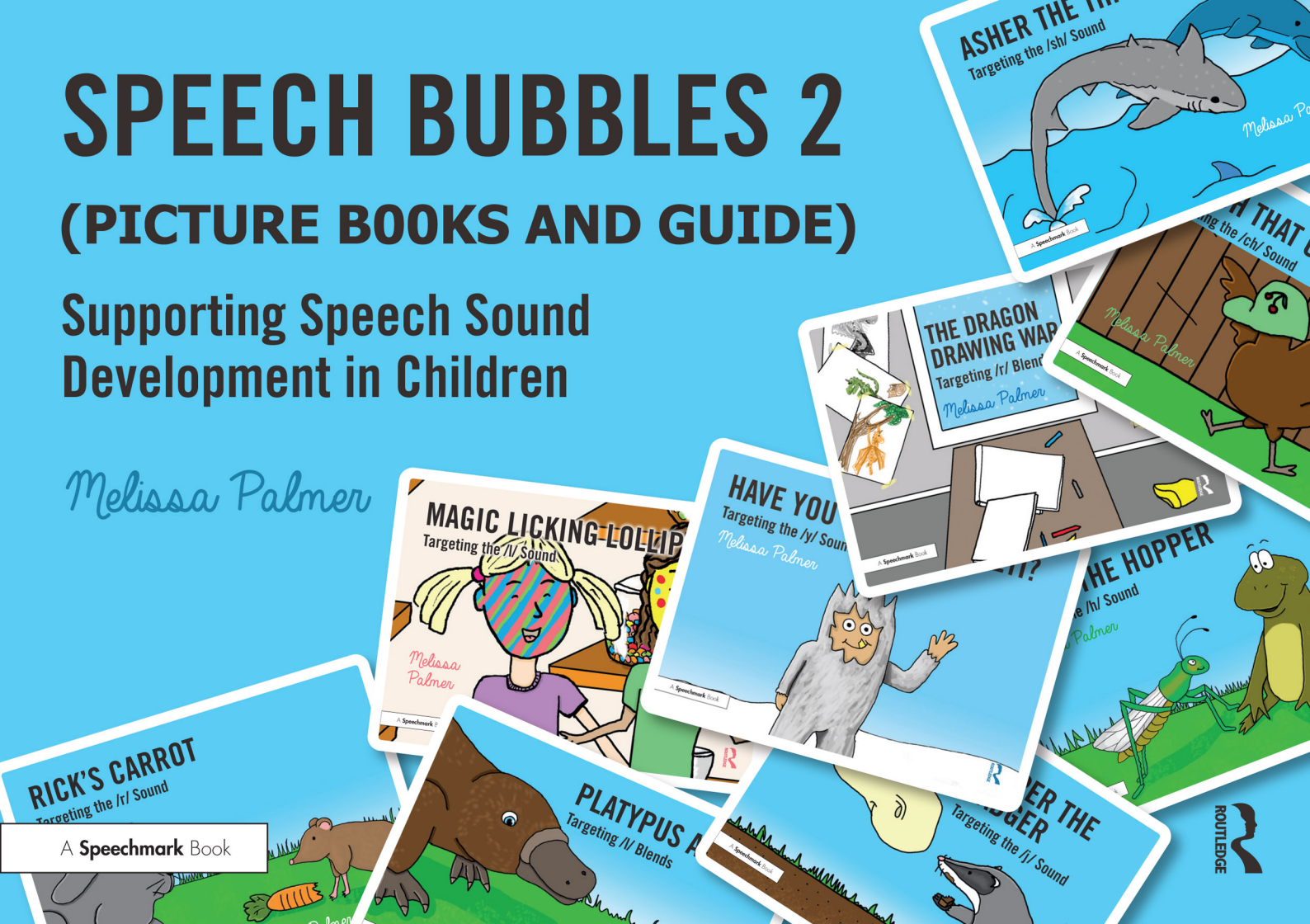


SPEECH BUBBLES 2

(PICTURE BOOKS AND GUIDE)

Supporting Speech Sound
Development in Children

Melissa Palmer



SPEECH BUBBLES 2 USER GUIDE

Supporting Speech Sound
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Speech Bubbles 2 User Guide

This book is the supporting guide for *Speech Bubbles 2*, an exciting series created for speech language therapists and pathologists, parents and caregivers, teachers and other professionals working with children who have delayed or disordered speech sound development. The guide contains detailed notes to support the effective use of all the picture books in the series, targeting the following sounds: /v/, /z/, /sh/, /ch/, /h/, /y/, /j/, /r/, /l/, /w/, /r/ blends and /l/ blends.

Speech Bubbles 2 is the second set in a series of picture books designed to be used by those working with children who have delayed or disordered speech sound development, children receiving speech therapy or those wanting to provide sound awareness activities for children. The set includes 12 beautifully illustrated storybooks, each targeting a different speech sound in different positions within words, and a user guide with notes on each individual story. Designed to be read aloud to the child in a therapy, classroom or home setting, the stories create a fun and engaging activity that can be returned to again and again.

The full set includes:

- Twelve bright and engaging stories targeting the following early developing sounds and sounds frequently targeted in speech therapy: /v/, /z/, /sh/, /ch/, /h/, /y/, /j/, /r/, /l/, /w/, /r/ blends and /l/ blends.
- A user guide supporting the use of the stories, with individual notes on each.

Perfect not just for therapy but also for encouraging early sound awareness and development, this is an engaging and invaluable resource for speech language therapists and pathologists, parents and caregivers and teachers working with children aged 2–8 years.

Melissa Palmer is a Speech Language Therapist. She worked for the Ministry of Education, Special Education in New Zealand from 2008 to 2013, with children aged primarily between 2 and 8 years of age. She also completed a diploma in children's writing in 2009, studying under author Janice Marriott, through the New Zealand Business Institute. Melissa has a passion for articulation and phonology, as well as writing and art, and has combined these two loves to create *Speech Bubbles*.

What's in the pack?

User Guide

Vinnie the Dove

Rick's Carrot

Harry the Hopper

Have You Ever Met a Yeti?

Zack the Buzzy Bee

Asher the Thresher Shark

Catch That Chicken!

Will the Wolf

Magic Licking Lollipops

Jasper the Badger

Platypus and Fly

The Dragon Drawing War

Speech Bubbles 2

User Guide

Supporting Speech Sound Development in Children

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Contents

Introduction 1

Uses 3

 For speech language therapists/pathologists5

 For parents/caregivers and teachers7

Notes for individual picture books..... 9

 Vinnie the Dove – Targeting the /v/ Sound11

 Rick’s Carrot – Targeting the /r/ Sound13

 Harry the Hopper – Targeting the /h/ Sound.....17

 Have You Ever Met a Yeti? – Targeting the /y/ Sound21

 Zack the Buzzy Bee – Targeting the /z/ Sound25

 Asher the Thresher Shark – Targeting the /sh/ Sound27

 Catch That Chicken! – Targeting the /ch/ Sound29

 Will the Wolf – Targeting the /w/ Sound33

 Magic Licking Lollipops – Targeting the /l/ Sound37

Contents

.....

Jasper the Badger – Targeting the /j/ Sound	41
Platypus and Fly – Targeting the /l/ Blends	45
The Dragon Drawing War – Targeting the /r/ Blends	47

Introduction

This is the second pack of picture books in the *Speech Bubbles* series designed to target specific sounds in children's speech sound development.

Just like the first pack, this pack is designed to be used with children aged predominantly between 2 and 8 years old. This age range is when children typically develop a wide range of speech sounds used in their speech.

In this pack, you will find 12 picture books and this user guide. The sounds targeted are: /v/, /z/, /sh/, /ch/, /h/, /y/, /j/, /r/, /l/, /w/, /r/ blends and /l/ blends. This range includes early developing sounds, as well as sounds that are frequently targeted in speech therapy during the early years. Please refer to the first *Speech Bubbles* pack for eleven additional picture books targeting different speech sounds. The assorted titles are now also available to be purchased individually.

These books can be used by speech language therapists/pathologists, teachers and parents/caregivers. The stories are designed to be read aloud to the child by an adult. This enables the adult to draw attention to the target sound, and to provide a correct model for the child to hear multiple times and in different positions within a word. This includes the sound by itself (in isolation), the beginning of words (in initial position), in middle position (medial position) and at the end of words (final position). It also provides a model of what these words then sound like

Speech Bubbles 2 User Guide

within sentences. Children love to read stories again and again, and this process of repetition gives the child lots of exposure to the target sound.

Each story targets a specific speech sound. The target sound has been underlined and made bold to bring attention to it within each story, so the reader is guided to where to place emphasis while reading. Please note that while letters are underlined in the stories, it is not the letters that are the target, it is the sound they make. Blends (which are two consonant sounds together without a vowel in between) with the target sound in them are not underlined, as these are much more difficult to pronounce. The exceptions to this are *The Dragon Drawing War* and *Platypus and Fly*, which target /r/ blends and /l/ blends specifically. Please refer to the notes on each individual story for more information.

These books are not designed to replace receiving speech language therapy when necessary; they were developed to be used alongside speech therapy, as a tool. They can also be used as a fun and engaging activity to promote speech sound development for children within the home as well as at schools, kindergartens and centres.

If you have concerns about your child's speech sound development, please refer to a Speech Language Therapist/Pathologist for an assessment.

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For speech language therapists/ pathologists

These picture books are designed to be used as an activity for during the therapy session, or to be sent home as 'homework' with families of a child receiving therapy.

They are designed to be used as an auditory bombardment type activity, especially for those children who are reluctant to participate in therapy. This way, it is a non-confrontational activity where the child first listens, but is not expected to use the target sound themselves or repeat words etc. If the child is comfortable repeating sounds and words, then the books could also be used for this as well.

The chosen sound is targeted in initial, medial and final position and also in isolation so it can be used as an activity no matter what stage of therapy the child is at currently.

The target sound is underlined and made in bold to draw attention to it, but is a guideline only. These words could potentially be used as target words, which you could get the child to repeat after you, or once they are more familiar with the story, you could pause while reading and they say the word themselves. In this way, you can use the story throughout the stages of therapy – e.g. if targeting the sound in isolation, encourage the child to make the target sound at the appropriate moment of the story. If you are targeting a sound in initial position, focus on those

Speech Bubbles 2 User Guide

words in the story and ask the child to say the word. This can work when targeting two-word phrases and then longer sentences.

The sounds underlined are those that are in more simple words e.g. no blends or clusters. However, in the majority of the books, these more difficult words are still included and could also be targeted should you choose. Both single syllable and two to three syllable words have also been included in the underlining, so there is also the possibility of further simplifying your targets if required.

For parents/caregivers and teachers

This series of picture books is designed predominantly as a listening activity for the children. The purpose is for the adult to read the story with the chosen target sound to the child, giving the child many different and correct examples of how to use the sound, and the sound within words and sentences. If being used as a listening activity, the child would not be expected to participate in the story e.g. repeating words or sounds after you, but rather would listen to how you use the sound within the words and story. The repetition of the target sound within words increases the frequency to which the child hears the sound. The more the child hears it, the more likely they will hear the difference between what they are currently using and the correct pronunciation of the sound/word. This makes this picture book series also very useful for those children who are shy, and those who may be aware that people find them hard to understand and are reluctant to participate in a sound awareness activity themselves.

If the child is willing to participate, you may like to ask them to repeat a word or sound after you, or if the child is familiar with the story, pause to see if they will fill in the gap. If the child uses the sound correctly, be sure to praise them with positive reinforcement e.g. “Good talking, that was a great /sh/ sound.” If they don’t use it correctly, do not say anything negative e.g. “That was wrong, you say it like this.” Negative feedback may cause the child to not participate at all, and the aim of the picture books is to create a fun, positive and relaxed learning environment. Focus on the positive, and ignore the negative.

Speech Bubbles 2 USER Guide

As you look through the books, you will notice that letters have been underlined and made in bold throughout the story. It's important to remember that this is to draw your attention to the sound these letters make, not the actual letters themselves. For example, in the story that targets the /y/ sound, you will see that the letters 'i' and 'a' have been underlined in the word 'giant'. This is because in these circumstances, those letters make a /y/ sound within that word. You may notice as you go through the stories, that there will be occasions that letters are not underlined where you may initially think they should be. This may be because the letters are not pronounced as the target sound e.g. in the story targeting the /h/ sound, the letter 'h' would not be underlined at the end of the word 'high' as it is not pronounced as a /h/ sound. It is, however, underlined at the beginning of that particular word.

Another thing to note is that during the story, if the target sound occurs in a blend – which is where two consonant sounds are made together within a word without a vowel in between e.g. /sp/ in 'spoon' – the sound has not been underlined. This is because blends are much harder to use than a single consonant sound by itself. For this reason, there are specific stories targeting common blends in English separately. Within this pack, there are two stories targeting common blends – *The Dragon Drawing War* targeting /r/ blends, and *Platypus and Fly* targeting /l/ blends. Please see the individual pages with notes for each separate book for more details.

If using these picture books without the guidance of a Speech Language Therapist/Pathologist (SLT/P), it is recommended that you use the books as a listening and sound awareness activity. You may like to ask the child to repeat a sound or word after you, but do not place any pressure on the child to do so. If the child has difficulty producing certain speech sounds, and doesn't appear to be improving, it would be advisable to get an assessment from a SLT/P and use the stories in a way that fits into the child's therapy plan.

Notes for individual picture books



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Vinnie the Dove - Targeting the /v/ Sound

- While reading the story to the child, you could occasionally point out the /v/ sound e.g. “Vinnie started to shiver” ... “Oh, Vinnie starts with a /v/ sound.”
- You could talk about how you make the sound e.g. “I touch my top teeth to my bottom lip and blow out, turning my voice on ... /v/.”
- You could get the child to watch you make the /v/ sound and use a mirror so they can see if they are doing the same as you.
- If the child repeats the word or sound after you correctly, be sure to praise them e.g. “Well done, that was a great /v/ sound.” Be sure to focus on the positive rather than the negative – don’t point out their mistakes.

Speech Bubbles 2 User Guide

Underlined /v/ sound by position in words

Initial (beginning)	Medial (middle)	Final (end)
Vinnie Very Vicious Vest	Diving River Shiver Beaver Shivering Oven Covered Clever	Dove (animal) Dove (action) Cave Dave Glove

Not underlined

Word (reason underlined)	Reason
Lo <u>ved</u> Li <u>ved</u>	Two consonants together (or a blend)

Rick's Carrot - Targeting the /r/ Sound

- While reading the story to the child, you could occasionally point out the /r/ sound e.g. “Rick the rabbit was really hungry” ... “oh, rabbit starts with a /r/ sound.”
- You could talk about how you make the sound e.g. “I touch the middle of my tongue to the sides of my teeth and curl the tip a bit ... /r/.”
- You could get the child to watch you make the /r/ sound, and use a mirror so they can see if they are doing the same as you.
- If the child repeats the word or sound after you correctly, be sure to praise them e.g. “Well done, that was a great /r/ sound.” Be sure to focus on the positive rather than the negative – don’t point out their mistakes.
- You will notice that /r/ in the final position of words has been included. It depends on where you are from and what accent you have as to whether or not this needs to be targeted. In New Zealand, the /r/ sound is not pronounced at the end of words – rather it is left off all together. Therefore, it does not need to be focused on at all there. In America, /r/ is produced in the final position of words, and so it may be an appropriate target there.

Speech Bubbles 2 User Guide

Underlined /r/ sound by position in words

Initial (beginning)	Medial (middle)	Final (end)
Rick Rabbit Really Ripe Rock Robbed Robber Roared Randy Reaching Resting Roof Rebecca Relaxing River Rumble Right Ran Red Ralph Rat Realise Rest	Orange Carrot Very Giraffe Terry Parrot Were Cherries Sorry	Under Over Robber There Your Alligator River After Her For Together Share

Not underlined

Word (reason underlined)	Reason
Hun <u>gr</u> y	Two consonants together without a vowel in between (or a blend)
Forwa <u>rd</u>	
Tu <u>rn</u> ed	
An <u>gr</u> y	
<u>T</u> ree	
<u>T</u> ry	
Scar <u>red</u>	
Sha <u>rp</u>	
Al <u>r</u> eady	



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Harry the Hopper - Targeting the /h/ Sound

- While reading the story to the child, you could occasionally point out the /h/ sound e.g. “Harry the hopper loved to hop” ... “oh, hopper starts with a /h/ sound.”
- You could talk about how you make the sound e.g. “I blow out my breath really quietly like this ... /h/.”
- You could get the child to watch you make the /h/ sound, and use a mirror so they can see if they are doing the same as you.
- If the child repeats the word or sound after you correctly, be sure to praise them e.g. “Well done, that was a great /h/ sound.” Be sure to focus on the positive rather than the negative – don’t point out their mistakes.
- /h/ is only targeted in the beginning of words in this story – this is usually where it occurs rather than the other positions. It is also targeted as the sound by itself.

Speech Bubbles 2 User Guide

Underlined /h/ sound in words

Initial (beginning)	Medial (middle)	Final (end)
Harry Hopper Hop He Hopped High Happy Hopefully Hopping Have Hello Who Hannah Huff Help Her House Held Hands		

Not underlined

Word (reason underlined)	Reason
Grass <u>h</u> opper	Two consonants together without a vowel in between
<u>T</u> he Thought <u>gh</u> <u>T</u> hey Toget <u>h</u> er High <u>gh</u> Sh <u>h</u> ow Hannah <u>h</u> <u>T</u> here Such <u>T</u> hing Sh <u>h</u> e Splash <u>h</u> <u>T</u> hank Both <u>h</u>	Not produced as a /h/ sound



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Have You Ever Met a Yeti? - Targeting the /y/ Sound

- While reading the story to the child, you could occasionally point out the /y/ sound e.g. “Have you ever seen a yeti” ... “oh, yeti starts with a /y/ sound.”
- You could talk about how you make the sound e.g. “I lift my tongue up at the back and down at the front ... /y/.”
- You could get the child to watch you make the /y/ sound, and use a mirror so they can see if they are doing the same as you.
- If the child repeats the word or sound after you correctly, be sure to praise them e.g. “Well done, that was a great /y/ sound.” Be sure to focus on the positive rather than the negative – don’t point out their mistakes.
- /y/ is targeted at the beginning and middle of words in this book as it doesn’t normally occur at the ends of words. Please note that the letter ‘y’ may be at the end of a word, but it is not pronounced as a /y/ sound. The sound by itself is also in the story.

Speech Bubbles 2 User Guide

Underlined /y/ sound within words

Initial (beginning)	Medial (middle)	Final (end)
You Yeti Yellow Young Yams Yolk Yummy Yell Yurt Yawn Yarny Yak Yarny's Yeti's Year Unicorn	Giant Carrying Onions Brian Lying Fuzziest Scariest Funniest	

Not underlined

Word (reason underlined)	Reason
Tummy y Particularly y Yummy y E y es Yarn y May y be	Not produced as a /y/ sound



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Zack the Buzzy Bee - Targeting the /z/ Sound

- While reading the story to the child, you could occasionally point out the /z/ sound e.g. “Just then he saw a lizard, who was just about to sneeze” ... “oh, lizard has a /z/ sound in it.”
- You could talk about how you make the sound e.g. “I touch my tongue up to the top of my mouth behind your teeth. Blow out your breath, and turn your voice on ... /z/.”
- You could get the child to watch you make the /z/ sound, making sure the tongue is down at the front, and use a mirror so they can see if they are doing the same as you.
- If the child repeats the word or sound after you correctly, be sure to praise them e.g. “Well done, that was a great /z/ sound.” Be sure to focus on the positive rather than the negative – don’t point out their mistakes.
- You will notice that sometimes an /s/ on the ends of words is produced more as a /z/ sound. These words have been included as targets as shown below.

Speech Bubbles 2 User Guide

Underlined /z/ sound within words

Initial (beginning)	Medial (middle)	Final (end)
Zen	Lazily	Breeze
Zoomed	Fuzzy	His
Zebra	Buzzy	Was
Zip	Puzzling	Please
Zoom	Lizard	Bees
Zack	Guzzling	Cheese
Zapped	Daisy	Is
Zig zag	Lazy	Size
Zooming	Squeezing	Goodbyes
Zack's	Drizzled	Sneeze
Zucchini's		Excuse
Zig zagging		Daze
		Zucchini's
		Bodies
		Liz

Asher the ThreSher Shark - Targeting the /sh/ Sound

- While reading the story to the child, you could occasionally point out the /sh/ sound e.g. “Asher the thresher shark” ... “oh, shark starts with a /sh/ sound.”
- You could talk about how you make the sound e.g. “I make my lips like kissing lips then blow out, using a quiet sound ... /sh/.” You could hold your finger up in front of your mouth and make the ‘quiet sound’ – a shushing sound.
- You could get the child to watch you make the /sh/ sound, and use a mirror so they can see if they are doing the same as you.
- If the child repeats the word or sound after you correctly, be sure to praise them e.g. “Well done, that was a great /sh/ sound.” Be sure to focus on the positive rather than the negative – don’t point out their mistakes.
- You will notice that ‘c’ and ‘t’ are also underlined in a couple of words. That’s because in those words, they are pronounced as a /sh/ sound.

Speech Bubbles 2 User Guide

Underlined /sh/ sound within words

Initial (beginning)	Medial (middle)	Final (end)
Shark Sharks Share Shy Shot Sharp Shimmering Shooting Shining Shoe Shirt Shyness Shouting Shyly	Asher Thresher Ocean Commotion Dashing Splashing Pushing Push	Fish Dish Push Splash Trash Dash Smash Rubbish

Not underlined

Word (reason underlined)	Reason
Push <u>ed</u> Gush <u>ed</u>	Two consonant sounds together without a vowel in between (or in blend)

Catch That Chicken! - Targeting the /ch/ Sound

- While reading the story to the child, you could occasionally point out the /ch/ sound e.g. “Charlie the ostrich” ... “oh, ostrich ends with a /ch/ sound.”
- You could talk about how you make the sound e.g. “I touch the tip of my tongue to the roof of my mouth, behind my teeth, and then blow out like a /sh/ sound ... /ch/.”
- You could get the child to watch you make the /ch/ sound, and use a mirror so they can see if they are doing the same as you.
- If the child repeats the word or sound after you correctly, be sure to praise them e.g. “Well done, that was a great /ch/ sound.” Be sure to focus on the positive rather than the negative – don’t point out their mistakes.

Speech Bubbles 2 User Guide

Underlined /ch/ sound within words

Initial (beginning)	Medial (middle)	Final (end)
Charlie Cherished Chose Cherries Chicken Check Cherry Cheeping Charged Charlie's Chased Chips Cheese Chocolate Chatter Chilly Chattering Chugged Children	Archie Nacho Nachos Pitcher	Ostrich Patch Which Spinach Catch Beach Peach

Not underlined

Word (reason underlined)	Reason/explanation
Mun <u>ched</u> Sea <u>rching</u> Cr <u>nchy</u> Lur <u>ched</u> Pin <u>ched</u> Rea <u>ched</u> Clut <u>ched</u> Lu <u>nch</u> Scratch <u>ched</u>	Two consonant sounds together without a vowel in between (blend)
Pin <u>nched</u>	More than two consonant sounds together without a vowel in between (a cluster)



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