



**All about the /BL/ sound**

- /BL/ is a blend or consonant sequence (two consonant sounds in a row).
- The /L / sound is made by lifting the tip of the tongue to the center point of the roof of your mouth right behind your two front teeth. The mouth is in an open position. This is the ‘singing’ sound “la la la la.”

**Some common errors for the /BL/ sound**

- Some children leave off the /L/ (“bue” for “blue”)
- Some children change the /L/ to /W/ (“bwue” for “blue”)

**Awareness activities to develop a child’s recognition of the /BL/ sound in everyday conversations**

- Emphasize the /BL/ sound in your speech  
Example: Parent: “I need a blanket. Listen bllllanket. Blanket has the ‘lllllllllll’ sound.”  
For older children, provide the sound’s name too: “Blanket has the /L/.”
- Emphasize /BL/ words within your child’s speech  
Example: Child: “I want a bwue one.” Parent: “A bllllue one? Which bllllue one?”

**Cue child’s production of /BL/ using corrective feedback strategies in everyday conversations**

- Child says: “bwanket” (for blanket)  
Adult responds with a strategy that best fits the moment:
- Provide a good Model of the /BL/ by saying the word again slowly and clearly:* “Blanket.”
  - Provide a Visual Cue:* Point to your mouth and emphasize the /L/ sound as you say “Bllllanket.”
  - Provide a Verbal Cue:* “Listen to the /L / sound. Bllllanket. I use my tongue to make a /L /.”
  - Provide Feedback:* “I did not hear the /lllll/ sound when you said bllllanket.”
  - Use a Communication Breakdown technique:* “Bwanket? I don’t understand.”

**Target Sound Practice designed to give children many opportunities to say the /BL/ correctly**

Learning speech sounds takes practice. The speech/language pathologist will assign one targeted speech sound for the child to work on each week. Find a quiet, consistent time each day to practice with the child.

**Activity One: Awareness Activities for /BL/ before Target Sound Practice**

- Use the Listening List (below) to heighten awareness of the /L/ before target sound practice sessions.

**Activity Two: Target Sound Practice for /BL/ with words and picture cards**

- Use the Target Sound Picture Cards (next page) and activities to give the child many opportunities to practice saying the /L/ sound correctly in words. Provide the child with feedback on how he/she is doing as they practice (e.g. “Great Job!”, “That was close, say it again after me.”)

**Cueing strategies to get correct production of /BL/ during Target Sound Practice**

- Child says: “bwue” (for blue)
- Say, “Let’s try that again. “Bllllue.”
  - Point to your tongue. Say “Watch me. Bllllue.”
  - Point to your tongue. Say “Let your tongue peek out and say Bllllue.”

**Listening List /BL/**

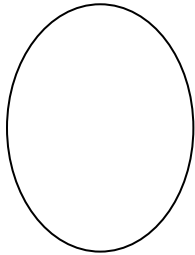
Say these words to your child. Have them watch and listen without repeating you.

blackbird	blaze	bless	blade
blame	blip	blitz	bleach
blanch	blind	bloat	blank



Target Sound Practice Cards

**blue**

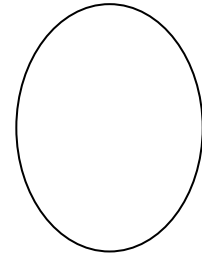


Color the shape blue

**block**



**black**



Color the shape black

**blonde**



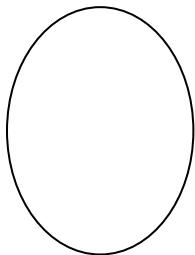
**bloom**



**blender**



**blue**

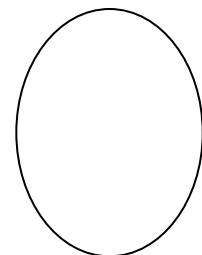


Color the shape blue

**block**



**black**



Color the shape black

**blonde**



**bloom**

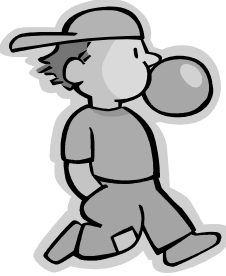


**blender**

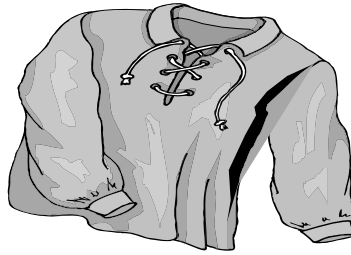




**blow**



**blouse**



**blast**



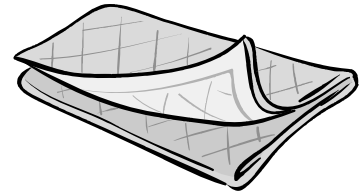
**blade**



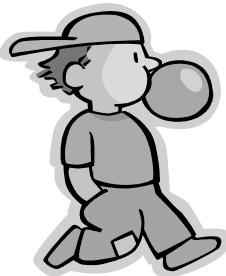
**bleacher**



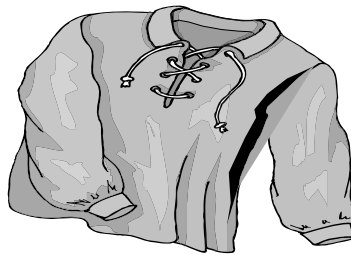
**blanket**



**blow**



**blouse**



**blast**



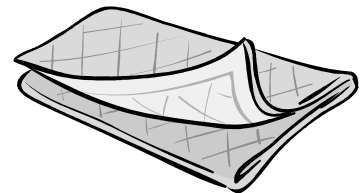
**blade**



**bleacher**



**blanket**





## Carrying over Target Sound Practice to other Times of the Day

Cut apart the cards below. Put these cards in different places in your home, in the childcare and/or school. This allows the child practice throughout the day and instills the importance of using good speech skills all the time, not just at practice time. It also helps transfer correct productions into other environments, with other people, and in other word contexts. Examples of places to put these cards are:

on the bathroom countertop  
at his/her place at the dinner table  
on the car booster seat

on his cubbie at daycare/preschool  
on the doorway leaving the classroom  
on his/her pillow to say before bed

Ask me to say these words: blue black blanket block	Ask me to say these words: blue black blanket block
Ask me to say these words: blue black blanket block	Ask me to say these words: blue black blanket block
Ask me to say these words: blue black blanket block	Ask me to say these words: blue black blanket block
Ask me to say these words: blue black blanket block	Ask me to say these words: blue black blanket block



**Child's Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**SOUND PROBE – BL at the Beginning of Words**

Please complete this after you have finished the entire home program with your child. You will complete a different sound probe for each set of target words you were given. This will give the speech/language pathologist an idea of how well the target sounds transferred to words that were not practiced by your child.

Instructions:

- Say these words as naturally as possible to your child
- Have your child repeat these words after you
- Listen only for the target sounds that were practiced
- Check the appropriate box next to each word

	Correct	Incorrect
<b><u>BLEAK</u></b>	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>BLIMP</u></b>	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>BLEND</u></b>	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>BLAND</u></b>	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>BLIGHT</u></b>	<input type="checkbox"/>	<input type="checkbox"/>

Use this area to provide specific comments or questions about progress: