

## Domain and goal

- Listens to songs and participates in corresponding actions
- Begins to identify songs differing in rate/rhythm and prosodic features (suprasegmentals)
- Identifies pictures for each song

## Activities

### Sing! Sing! Sing!

- Your child should recognize the difference between music and singing vs. talking and be building up a repertoire of songs that he is learning or recognizing.
  - Each song you teach your child should be added to your *Sound Book* by creating an interesting and interactive page. You can also create a visual representation for the song and make cards and pictures to use throughout the day to teach and review your songs.
  - A fun way to review songs is to tie a picture card for each song to a different colored string and hang them over the back of the lounge. Your child can pull one string at a time to find the song card attached and then sing the song together with all the appropriate actions. Children love the act of pulling a string and revealing a surprise at the end.
- After a few weeks of singing and teaching a few songs, you will need to check to see if your child is identifying any songs through audition alone. If you have song pictures placed on the walls of one of your rooms, you can begin singing a song without doing any of the actions. Ask your child where the song picture is located. If he recognizes the song without the actions, he will go and point to the picture or take it off the wall. If he doesn't do this spontaneously, teach him to take the picture off the wall. You might need to do something fun with the picture, such as hanging it on the refrigerator with a magnet or putting a stamp or sticker on it. Another way to note identification of songs through audition alone is if your child begins doing the actions to the song you are singing, without you doing them first.



Date	What did your child do?

## Domain and goal

- Begins to understand the semantic category of 'attribution'

## Activities

The semantic category of 'attribution' refers to the group of words we use to describe nouns. Words such as 'big', 'happy,' and 'wet' all describe things about an object or person. This is another group of words to begin teaching your child, in addition to the nouns from Week 6. This week you can begin describing the nouns you taught in Week 6.

### Using descriptive words and performatives

- Your child is beginning to recognize some words that name things in his environment. It is important to also expose him to words that describe things. Some of the first descriptive words learned by children also have 'performatives' that describe them such as the word 'dirty' and the performative 'yuck, yucky or phooey'. Young children often get dirty hands and faces and naturally, there is always the dirty diaper to talk about.
- A fun way to expose your child to this language in a meaningful context is to set up some messy play. Finger painting is lots of fun and can be done with paint or with shaving cream. To make the shaving cream more interesting, add a few drops of food coloring. It is fun to do this on a table or bench top surface rather than paper as you can make many, many different designs without changing paper each time. Take photos of your child as you get messier and messier and allow your child to really explore the textures and sensations of the gooey mess. When you are finished, clean up with your child helping and use the performative *"oh yucky"* and the words, *"what a mess"* or *"it's all dirty"*. Use this language repeatedly as you clean the table and your child's hands, arms, etc. Point out anything that gets dirty, such as face, clothes, etc. If your child gets any paint on his face, get a mirror and show the child and talk about the dirty chin, etc.



Date	What did your child do?

## Domain and goal

- Imitates physical actions of nursery rhymes and songs

## Activities

- You have been singing to your child for almost two months and he should begin to associate actions with songs.
- In Week 5 you taught your child "Roly Poly". This song has a different physical action for each line of the song. At this stage your child should be imitating all the actions of the song. Sing a line in the song and do the actions, then wait for your child to do the actions before singing the next line. Your child may also imitate the tune and the last word in each line, encourage this vocal imitation as well.
  - Imitating the physical actions that go with a song is an important step for your child to accomplish. He will imitate the physical actions before imitating the words in the song. He will also spontaneously use the actions to "sing" the song himself before he includes the words.
  - Make sure that your child learns a variety of songs with associated actions by making picture cards to represent each song and put the songs in your *Sound Book* as you teach them to your child. The *Sound Book* is a fun and interactive way for you to review all the songs with your child.



Date	What did your child do?

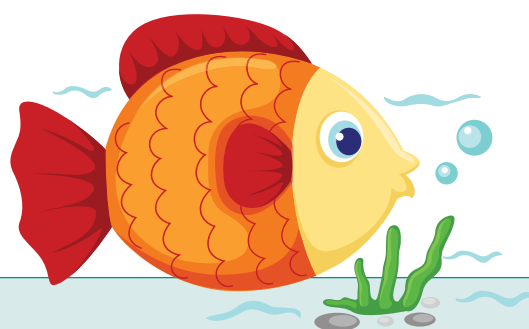
## Domain and goal

- Uses a singing voice
- Matches the rhythm and some vowel and early consonant content

## Activities

### Sing! Sing! Sing some more!

- Your child should now have a different voice which he uses when 'singing' compared with a 'talking' voice.
- As you sing a line in a song, pause and allow your child to sing the line also. He will most likely not be singing any words, but should be matching the rhythm of the song. If you are singing the Heidi Ho elephant song, your child should match the slow pace of the song. If you are singing the Bus song, your child should match the fast, short syllables. Listen to your child's imitations of the songs and make sure that he is matching the rhythm.
- Your child may also be matching some of the vowel content of the songs. In the song 'See Saw', your child should be matching the vowels /i/ /a/. He most likely will not have the /s/ on the words, which is age and stage appropriate. In the 'Bumble Bee' song, your child should be producing the /b/ at various times during the singing, and may well be adding the /ʌ/ vowel to the /b/, as well as matching the rhythm.
- Sing all the songs on a regular basis to make sure that the child is developing a singing voice and matching the suprasegmental aspects as well as the vowels and early consonants.



Date	What did your child do?

**AV techniques and strategies**

- Wait time to encourage spontaneous production or spontaneous imitation
- Acoustic highlighting of suprasegmentals, vowel and syllable content and early consonants
- Hand cue
- Auditory closure
- Using singing to develop natural voice quality

**Story of the Week: "Teddy bear Bear Makes a Mess" by Colin and Moira**

**Maclean.** *Regency House Publishing Ltd., 1994.*

- This story will help to reinforce the language goal this week of descriptive language or 'attribution/adjectives'.
- Teddy bear Bear makes a mess all day long in all his activities and you can highlight the performatives 'yuck, yucky, oh no' while looking at the pictures. You can also talk about things being 'dirty' as well as 'messy' in the story.
- A fun way to reinforce language and concepts in books is to act out the story. The child can be the Teddy bear Bear in this story and act out spilling things and making a mess. Children love to pretend to make a mess and clean it up. You can also use a Teddy bear Bear to act out the pages in the book.

**Song of the Week: "Teddy bear Bear"**

Words: Teddy bear Bear, Teddy bear Bear turn around. Teddy bear Bear, Teddy bear Bear touch the ground. Teddy bear Bear, Teddy bear Bear show your shoe. Teddy bear Bear, Teddy bear Bear I love you.

- Act out the words in this song for each line, turn around, touch the ground, point to your shoe, give yourself a hug.
- Take photos of your child and other family members doing the actions to this song. Your child will soon identify the pictures based on the last word of each line: turn around, ground, show, you.
- Your child should also begin to imitate the last word of the song as you sing it and after a week or two of singing the song, your child may fill in the last word of each line if you pause long enough before starting the next line. This is called 'Auditory Closure' and is a wonderful technique to help children spontaneously use the language they have acquired.

★ **TIP:** Modeling with another adult or older child will give your child more opportunities to observe and learn what is required of him.