



Domain and goal

- Answers 'when' questions
- Begins to follow four-step directions within context



Activities

Plant a Garden

Planting is an enjoyable activity for young children and adults to share with an abundance of opportunities for spoken language comprehension and expansion. Playing in dirt also provides a sensory experience through touch. Whether you plant a few seeds or a little garden, the goals for this week are easily incorporated into your experiences. During each step of the process, set up your child to comprehend 'when' questions, for example:

- When do we plant the seed? After we dig a hole.
- When do we water the seed? Every day (or when the dirt is dry).
- When do we move the plant outdoors? When it is warm enough.
- When do we pick the fruit? When it is ripe (discuss what 'ripe' means and how you can tell if a fruit is ripe).

Planting allows you to begin to give your child four-step directions within context. Initially, you may need to model and repeat the four-step directions until your child develops the auditory memory and attention to follow through on the directions. Give the directions, model the sequence, and then engage your child in the experience as the two of you talk about it. Follow up the experience by writing a dictated story in your child's Experience Book or by taking photos throughout the experience and putting them in sequential order as you model for your child how to retell the planting story. A four-step direction might sound like this:

- Get the little shovel; bring the package of seeds; look for the watering can; and find the little green pot.
- Dig a hole in the dirt; plant the seed; water the seed; and put the pot by the window.

TIP: ★ Approach activities with a childlike attitude and joy. Your child will more easily and happily stay focused on an activity and the goals you are working to accomplish if they are enjoying the activity.

★ Provide activities that allow your child to touch and experience different textures and materials.



Date	What did your child do?

Domain and goal

- Uses concepts: with, without; something
- Uses auxiliary verbs: couldn't, wouldn't
- Understands idiom: green thumb

Activities

Planting Activity

Continue with the Planting Activity described in the Audition section for this week. Focus on the language goals as you encourage your child to understand and use the targeted spoken language.

- I will plant *with* you.
- We need to get *something* to put under the pot so the water won't spill.
- We *wouldn't* put the plant in the closet because it couldn't grow *without* sun.
- We *wouldn't* forget to water it because it *couldn't* grow without water.
- When a plant starts to grow, flower, and fruit, tell your child they have a *green thumb* because the plant is doing so well.



Tool Search

Look at the different tools you might use for gardening. Talk about what you do *with* each tool and what you *couldn't* or *wouldn't* do with the tool.

- Let's look for *something* to dig *with*.
- You dig with a shovel. You *wouldn't* rake with a shovel.
- Let's look for *something* to water *with*.
- We water *with* the watering can. We *couldn't* dig *with* the watering can.
- Try to pull the weeds *with* your hands. Let's find *something* to help us pull the weeds.
- You *couldn't* get that weed out of the ground. Let's try it *with* the weed digger.

Clothes for Gardening

Talk about clothes to wear while outside gardening. Incorporate the language goals.

- Let's find *something* to wear while we're working in the garden.
- We *wouldn't* want to go outside in the sun *without* a hat.
- You *could* cover your head *with* this bandana.
- Or *would* you like to wear your cap?
- We *could* get muddy in the garden.
- I *wouldn't* want to get my new shoes muddy.
- I *could* wear my old, dirty shoes in the garden.
- It *would* be nice to wear shoes *without* laces so we can slip off our shoes before coming inside.



Date	What did your child do?



Domain and goal

- Contrasts s and th sounds
- Stimulate for s and th sounds

Activities

The 's' and 'th' sounds are unvoiced fricatives so they may sound similar to your child. However, with the auditory information available through a cochlear implant, your child learns to discriminate and hear the difference between these two sounds.

Silly Babble

Contrast the 's' and 'th' sounds in silly babble using toys with small parts (see previous activities for Silly Babble) to motivate your child after listening and saying what he/she hears. Start with the sounds in the final position of syllables and work into medial and initial positions. Even if your child does not produce the sounds exactly right, they should be able to hear the differences in the sounds, and their productions for 's' should sound different than for 'th'. Some examples would be:

- us uth
- oos ooth
- eetee eesee
- ahsah ahthah
- sa tha
- thoo soo

Seed Scene

Save the **seeds** after eating a piece of juicy fruit. You might have apple, watermelon, plum, orange, lemon, grape, and other fruit **seeds**. 'Draw' a picture with white, **sticky** glue. **S**prinkle **s**mall **s**eeds on the glue outline or press a larger **s**eed to **s**tay in place to create a '**seed scene**.' Making a **m**ess can be fun!

Thread Through

There are commercially available **th**reading toys. Typically, **th**ese are wooden or foam shapes with holes **th**rough the center. Your child practices **th**reading **th**e **th**read, or string, **th**rough the hole to make a long necklace as you feed in the '**th**' sound. You could also **th**read loop cereal or hollow, uncooked pasta for a similar activity. For added fun, dip the pasta in bowls of water and food coloring mixtures to create different colors of pasta. Your child may enjoy using patterns of color such as blue, red, and yellow repeated **th**roughout the **th**reading activity.

With, Without

Every time you do an activity to reinforce the language targets '**with**' and '**without**,' you are creating opportunities for your child to hear and say the '**th**' sound. See the suggestions **th**roughout this week for specific ideas.



Date	What did your child do?

Domain and goal

- Oats, Peas, Beans and Barley Grow
- Where is Thumpkin? (th speech)



Activities

Oats, Peas, Beans and Barley Grow

This popular children's song reinforces the goals for this week while staying with the theme – planting. It can be sung and acted out individually or as a group. Look at pictures of oats, peas, beans, and barley (download images from the internet) and taste the different foods. The grains, oats, and barley can be found in some cereals.

*Oats, peas, beans and barley grow;
Oats, peas, beans and barley grow;
Do you or I or anyone know (shrug shoulders in a question gesture)
How oats, peas, beans and barley grow?
First the farmer sows his seed,
Then he stands and takes his ease, (fold arms)
Stamps his foot and claps his hands
And turns around to view the land. (shade eyes)*

Where is Thumpkin?

This fingerplay can be used to expose your child to the 'th' speech sound.

Where is Thumpkin? Where is Thumpkin? (put both fists behind you)

Chorus:

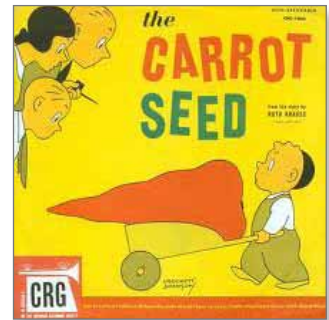
*Here I am. Here I am. (show your thumb from one hand and then the other hand)
How are you today, sir? Very well, I thank you. (bend each thumb as if they are talking to each other)
Run away. Run away. (move one thumb behind your back and then the other thumb)
Continue with the same actions and chorus for each finger and then all five fingers.
Where is Pointer? (show your second finger)
Where is Tall Man? (show your third finger)
Where is Ring Man? (show your fourth finger)
Where is Pinky? Where is Pinky? (show your little finger)
Where are all the men? Where are all the men?
Here we are. Here we are. (show all your fingers from one hand and then the other hand)
How are you today, sirs? Very well, we thank you. (all fingers wave)
Run away. Run away. (move both hands behind your back)*



Date	What did your child do?

The Carrot Seed, Ruth Krauss (Author), Live Oak Media, 2004

The main character is a little boy who plants a carrot seed. Everyone tells him it won't grow, but the boy persists by watering the seed, pulling weeds, and waiting with patience and confidence. His efforts pay off in the end when he harvests a large carrot and wins first prize at the state fair. This book was first published in 1945 and has never been out of print. It has simple pictures and a story that is easy to sequence. The repetitive nature in the beginning allows your child to practice auditory sequential memory. Your child learns through the story about the benefits of patience and persistence. Activities for this book might include:



- Practice four-step directions by imitating what the boy did to get his carrot to grow: First he planted the seed; next he watered the seed; next he waited patiently; finally a carrot grew.
- Discuss 'when' questions as they relate to the story: When will the seed grow into a carrot? When should the boy water the seed? When should he harvest the carrot?
- Use the targeted language for this week: The boy watered with a watering can. The seed wouldn't grow without water. He couldn't believe his eyes when he saw how large it grew. He had a green thumb.
- Your child practices saying the 's' sound every time he/she talks about the seed.
- Practice the 'th' sound when talking about the boy's green thumb.

The Tiny Seed (World of Eric Carle), Eric Carle (Author, Illustrator), Little Simon, 2009

Your child has been exposed to many of Eric Carle's books in the Sound Foundation series. This book is nonfiction, is told through the experiences of a seed, and covers the cycle of a seed growing into a giant flower. It is useful to read nonfiction as well as fiction to your child. All of the activities listed above for The Carrot Seed can be used in this book too. To make it interesting – plant the seed-embedded paper included with the book so your child can experience planting seeds, tending to them, watching them grow, and harvesting the crop.

