



Domain and goal

- Identifies a variety of environmental sounds

Activities

Your child learned to detect, discriminate, and identify some environmental sounds when he/she started to learn to listen. This week, encourage your child to identify environmental sounds that are similar-sounding.

Listening Walk

You took listening walks with your child when he/she was younger. Enjoy listening walks at this stage and attend to and identify sounds that aren't as obvious. Here are some examples of what to listen for.

- In the city**

If you are walking in an urban area, can your child guess how big a vehicle is based on how it sounds? Listen for the safety beeps at intersections. Does your child notice when it's time to go versus time to stop? If you hear a train approaching, can your child tell from what direction it is coming?

- At the beach**

Listen to the waves. Are they rolling in toward the shore or is the water retracting back into the ocean? If you hear seagulls, can your child tell if there are several birds, a few, or only one seagull making all that noise? Hold a large seashell to your child's ear and tell them to listen for the quiet whisper of the ocean in the shell.

- In the forest**

Listen for the chipmunks and squirrels moving around the forest. Is there one up in the tree, or is it on the ground? Locate the tree where you hear the chipmunk. Listen to the birds. Point to the one you heard. Associate the sound of that bird with how it looks and the name of the bird. Throw a rock; close your eyes and listen to hear where it lands.

- At the park**

Listen to the voices of other children. Are they happy or upset about something? Can you hear the playground equipment? Does the swing squeak? Is there a sound of feet as someone climbs up the ladder on the slide? Maybe there are ducks quacking near the lake.

Environmental Sounds Bingo

Bingo games with a CD of environmental sounds are available for purchase at toy and educational stores. They are fun to play and require more advanced listening skills to identify similar sounds such as goat/sheep, rain/waves, lion/bear, and owl/seagull. If this is difficult, help your child by creating a closed set of choices. Point to the bingo card or section of the card and tell him/her the sound is from one of these objects. Listen a couple of times to the sound to verify and refine listening.



Date	What did your child do?

Receptive & Expressive Language

Theme: Birds

WEEK 12

Domain and goal

- Uses verbs as adjectives: flying, sitting, and singing birds
- Uses words to describe component parts
- Uses: then

Activities

Birds All Around

Your child has learned to answer the question, 'What's it doing?'. For example, the bird might be flying, sitting, or singing. Expand your child's language to use verbs as adjectives by describing a bird in this way: flying bird, sitting bird, or singing bird. Look at the books suggested for the week or download from the internet photos of birds and encourage your child to describe the birds using verbs as adjectives.

As you are looking at the photos of birds, talk about component parts: feathers, wings, claws, and beak. Talk about how to identify birds by differences in these component parts. This is a useful discussion when looking at the children's field guide to birds.

Transfer the language goals of using verbs as adjectives and using vocabulary for component parts to other animals and objects.

Verbs as Adjectives

Dog: sleeping dog, barking dog
Kangaroo: leaping kangaroo
Pan: frying pan
Car: idling car, speeding car

Component Parts

paw, fur, collar
pouch, joey
handle, lid
tires, wheels, bumper

Experience Story

After you take your listening walk as suggested for the auditory goal this week, create an experience story with your child. Use the word 'then' as you describe what you did. 'We heard a bird singing. Then we saw him up in the tree.' Be careful that your child does not overuse 'then' by including it before every statement as the story progresses.

TIP: ★ Think of how you can modify the examples and suggestions in this resource and accomplish the goals for the lessons based on your materials, environment, and time available. This is the art of incorporating listening as a way of life.



Date	What did your child do?



Domain and goal

- Contrasts b and d in words
- Stimulate for d sound

Activities

B or D?

The b and d sounds are similar-sounding because they are the same manner of production – voiced plosives. Your child has practiced listening to and imitating these sounds during speech babble. It is important to transfer this to accurate speech production for contrasting words. Ask your child to listen and say these word pairs:

- ball-doll
- bay-day
- bun-done
- bad-dad
- bark-dark
- bee-D
- bed-dead
- bug-dug
- bog-dog
- bib-bid
- dab-dad
- dib-did
- dub-dud
- fab-fad
- gab-gad
- cob-cod
- lab-lad
- mob-mod
- sob-sod
- sub-sud
- tab-tad.



D Charades

At this stage you can expect your child to produce d correctly in most initial, middle, and final positions in words and in phrases and sentences. To reinforce correct and spontaneous production of the d sound, play a charades game loaded with opportunities to use words and sentences with d sounds. Draw stick figures of the following on slips of paper or cards. One person picks a card and acts out the word. The other person guesses what it is and uses the word in a sentence.

- Duck
- Dog
- Deer
- Dinosaur
- Dance
- Dolphin
- Donkey
- Doctor
- Drinking
- Reading
- Digging
- Windy
- Spider
- Sandwich
- Bird
- Bed
- Child
- Food
- Friend
- Hide
- Mad
- Old
- Round
- Tired



Date	What did your child do?

Songs & Rhymes

Theme: Birds

WEEK 12

Domain and goal

- Kookaburra
- Mr. Owl

Activities

Mr. Owl, Finger Frolics, Discovery Toys, 1983

This week your child learns a poem about an owl. Talk about the component parts of owls: big, round eyes, claws, wings. Use verbs as adjectives to describe the owl in this poem: sitting owl, sleeping owl, talking owl.

*Said Mr. Owl sitting in the tree,
'How would you like to be like me?
'I sleep all day in the bright sunlight,
'And look for my dinner in the middle of the night.'*

Kookaburra, Written By Marion Sinclair, Copyright © Larrikin Music Publishing Pty Ltd

Sing this song to learn a song with non-repetitive verses that tells a story about an interesting bird.

*Kookaburra sits in the old gum tree
Merry, merry king of the bush is he
Laugh, Kookaburra! Laugh, Kookaburra!
Gay your life must be.*

*Kookaburra sits in the old gum tree
Eating all the gum drops he can see
Stop, Kookaburra! Stop, Kookaburra!
Leave some there for me.*

*Kookaburra sits in the old gum tree
Counting all the monkeys he can see
Stop, Kookaburra! Stop, Kookaburra!
That's not a monkey that's me.*

*Kookaburra sits on a rusty nail
Gets a boo-boo in his tail
Cry, Kookaburra! Cry, kookaburra!
Oh how life can be.*



Date	What did your child do?

Birds, Kevin Henkes (Author), Laura Dronzek (Illustrator), Greenwillow Books, 2009

Use this picture book about birds to review previous lessons. Birds are seen through an open window and represent color, shape, size, and number concepts. Open the window in the morning or go outside of your house and listen for the birds singing. This is a special listening time to tune into environmental sounds. The questions posed in the text can trigger your child's imagination for abstract ideas and provide practice in auditory processing of questions. 'If birds made marks with their tail feathers when they flew, think what the sky would look like.' Continue to expand your child's vocabulary by using specific names for birds: flamingos, hummingbirds, and seagulls.

About Birds: A Guide for Children, Cathryn Sill (Author), John Sill (Illustrator) (Author), Peachtree Publishers Ltd, 1997

This picture book is a children's field guide about birds. It is best for children 3 to 6 years old. Use this book to teach verbs as adjectives related to birds, such as flying, swimming, and running birds. Expand your child's verb vocabulary by reading words such as 'flock' and 'gather' in the text. Watercolor illustrations show birds in their natural habitats and allow you to point out different components of a bird: feathers, claws, and beak. Teach your child specific names for birds such as ducks, geese, owl, and robin.

Birds, Nests & Eggs (Take Along Guides), Mel Boring (Author), Cooper Square Publishing LLC, 1998

This is another guide to birds for young children. In this book you can teach your child how and where birds build their homes. It describes what kind of calls different birds make. For a fun speech activity, you and your child can try to say the bird sounds. In this guide you will find activities that are simple and fun to do.

