



Domain and goal

- Discriminates letter sounds through listening
- Auditory memorization of three to four sequential letter strings



Activities

Listening for Letters

There is a difference in saying the name of a letter versus the sound a letter makes. For example, the letter 'w' is pronounced 'double u', but the sound for the letter is 'w + vowel'. Eventually your child learns to sound out many words by linking together the sounds for the letters. For example, the word 'cat' is pronounced 'k-a-t'. If your child tried to sound out 'cat' using the names of the letters, it would sound like 'see ae tee', which isn't how we pronounce the word 'cat'.

Up to this point, when you practiced speech babble with your child, you probably used sounds for letters rather than the names of letters. The theme for this week is Alphabet, so it is a good time to determine if your child hears the difference between the names of letters. Some names of letters sound similar such as: M/N, B/D, P/T, F/S, C/Z, V/Z.

Use objects or pieces to a game or puzzle as reinforcement and motivation. Your child drops or places an object after saying what he/she hears you say without reading your lips. Use these combinations of similar-sounding letter names:

- M/N
- F/S
- C/Z
- V/Z
- B/D
- P/T

Learning the Alphabet

Learning to recite the alphabet is an auditory memory activity when you model the spoken sequence and your child repeats you by listening. If your child learns to recite the alphabet by looking at letters and repeating the names of the letters, visual memory is also involved. Although visual memory is important to your child's development, use auditory-only cues for this lesson to reinforce your child's auditory sequential memory. If your child's auditory memory for sequential items is three, start by presenting three letters in alphabetical sequence. If this is easy for your child, begin to expand their auditory memory to four items by presenting four sequential letters. Each time your child remembers and learns a three or four letter sequence, go back to the beginning of the alphabet and put it all together. Your child learns to recite the alphabet over a period of time, so be patient and practice each day in a joyful manner. Incorporate the Alphabet Song which is the song of the week.

You begin in this way:

A B C
 D E F...A B C D E F
 G H I...A B C D E F G H I
 J K L...A B C D E F G H I J K L

Continue in this manner until you get through the entire alphabet.



Date	What did your child do?

Receptive & Expressive Language

Theme: Alphabet

WEEK 10

Domain and goal

- Uses concepts: next, all, several
- Describes how letters are the same or different

Activities

Letter Walk

Look for letters when you take a walk or drive. Look for road signs, business logos and signs, and advertisements. First just look for letters and name them as you see them, then try to find letters in alphabetical order. First you find an A, next you find a B, and so on. Use the language concepts 'next', 'all', and 'several' as you talk about what you are looking for and what you have found:

- We found a B. What letter is next? The letter C is next.
- We saw several letters in that sign, but we didn't see all the letters. Let's keep looking.
- I see several S letters over there.
- Do we all see that big letter H on the sign? That means there is a hospital up the street.



Magnetic Letter Trace

Put magnetic letters in alphabetical order on a magnetic surface. Point to a letter and ask, 'Which letter is next?'. Trace your finger along the letters. Talk about how each letter feels different or the same.

Letters on Your Back

With firm pressure, 'write' a letter on your child's back. Can they guess what the letter is? Reverse roles so he/she 'writes' a letter on your back. Is it the same letter or a different letter?

Shaving Cream Letters

This activity can be done at a table that is protected with plastic or a table that can be easily wiped off, or you might want to climb into the bath tub or shower for easy clean up. Your child is not actually taking a shower or bath, so they will have on their hearing technology. Spray shaving cream on the table or shower wall or bath tub side. 'Write' letters in the shaving cream. Talk about how some letters look the same and some look different. How are they the same or different? Capital letter shapes might be viewed in this way:

- circles: C, G, O, Q
- straight lines: E, F, H, I, L, T
- diagonal lines: V, W, X
- straight and diagonal lines: A, K, M, N, Y, Z
- curly lines: S
- straight and curly lines: B, D, J, P, R, U.



Date	What did your child do?



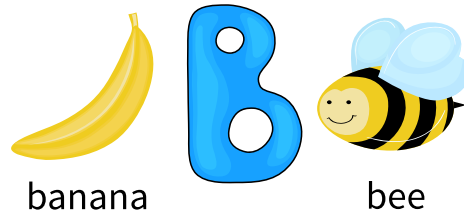
Domain and goal

- Imitates sounds and words of voice/voiceless pairs

Activities

The speech activity this week allows your child to practice hearing and saying pairs of sounds that are produced the same, except that one sound is voiced and the other is voiceless. Using auditory-only cues, model by saying a pair of sounds. If your child is able to articulate each sound by itself or in words, they should be able to imitate the nonsense syllable of voice/voiceless pairs. As with all the speech babble activities, use toys with multiple toys and pieces so your child can drop or place an object after saying a pair of sounds. Use a muffin tin and let your child drop different objects into the compartments. Try these contrasting sounds and remember that you cannot expect your child to produce the pairs of sounds if he/she does not yet say one of the sounds in the pair:

Voiceless	Voiced
• p	• b
• t	• d
• k	• g
• f	• v



banana

bee

Try the same activity, but this time use pairs of words that sound the same except for the voice/voiceless difference at the end of the words. Listen to your child's conversational speech and notice if he/she confuses voice and voiceless sounds or if he/she produces them correctly.

- p-b cap-cab; cup-cub; tap-tab; cop-cob; gap-gab; mop-mob; nap-nab
- t-d beat-bead; bet-bed; hit-hid; hat-had; wet-wed; pat-pad; bat-bad; kit-kid
- k-g dock-dog; buck-bug; back-bag; pick-pig; duck-dug; tack-tag; wick-wig
- f-v half-have; leaf-leave; life-live; safe-save

TIP: ★ Hearing and imitating voice/voiceless differences at the end of words may be easier for your child than hearing the differences at the beginning of words. Typically, the vowel preceding the final consonant provides duration cues that give acoustic information about whether the following consonant is voiced or voiceless.



Date	What did your child do?

Domain and goal

- Alphabet Song

Activities

Alphabet Song

Sing this song over and over again as your child learns their ABCs. Start out by singing parts of the song that match your child's auditory memory. See the auditory lesson for this week for more specific information. In general, if your child's auditory memory is three items, sing and remember a sequence of three sequential letters until your child is able to sing the entire song.

A – B – C – D – E – F – G

H – I – J – K – L – M – N – O – P

Q – R – S – T – U and V,

W – X – Y and Z

Now I know my A – B – Cs

Next time won't you sing with me?

Letters in Sand

Trace the letters of the alphabet in sand as you sing the Alphabet Song. This provides auditory, tactile, and visual input for learning the letters of the alphabet.

Singing Letters

This is an active game where you try to make your body into the shape of letters as you slowly sing the Alphabet Song. It is helpful to look at the letters, such as magnetic letters, as you imitate the shapes with your body. Play a guessing game where your child makes a letter with their body and you guess what letter it is. Next, he/she guesses the letter you make. This activity provides opportunities for your child to cross the midline of his/her body. See the Tip for more information.

TIP: ★ Crossing midline is when one part of the body crosses over to the other side of the body. This requires both sides of the body to work together. Crossing midline happens when writing letters, such as T or N, and drawing shapes, such as a cross or circle. Observe your child to be sure they comfortably cross over the midline of their body.



Date	What did your child do?

Dr. Seuss's ABC: An Amazing Alphabet Book!, *Dr. Seuss (Author), Random House Books for Young Readers, 1996*

In this book there is a silly and fun illustration and phrase for each letter of the alphabet. Use the book to provide repetitive practice in saying the letters and associating letters with pictures and objects that start with the sound, 'Lion with a lollipop,' and memorizing the rhymes in the book, 'BIG R, little r, what begins with R? Rosy's red rhinoceros. R...r...R.'

The Most Amazing Hide-and-Seek Alphabet Book, *Robert Crowther (Author, Illustrator), Candlewick, 2010.*

Your child can lift the flaps and pull the tabs to find interesting things associated with different letters. See letters looking like animals and talk about the colors and patterns of the animals. When you are moving your body to make letter sounds for this week's song activity, add a component of acting like the animal.

Alphabet Adventure, *Audrey Wood and Bruce Wood (Authors), Blue Sky Press, 2001*

Read this non-fiction story to bridge the concept of letters and the alphabet to a story about letters in the alphabet. Find out what happens when the lower case letters are on their way to the first day of school. Oh, no, the letter 'i' loses her dot! Funny events happen along the way, and when the letters line up in the wrong order, you and your child can recite the alphabet in order to find the comedy in the letter-mix-up. This book provides opportunities to incorporate the language concepts for this week: next, all, several, and same/different.

