



Audition

Theme: Toys

WEEK 12

Domain and goal

- Auditory discrimination and matching sounds
- Auditory self-monitoring of speech

Activities

Shaking Barrels

This game consists of three pairs of containers where each pair sounds different from the other two pairs. This will be determined by the amount of materials you put into the container and the material you use. Allow enough room in the container so it will make a sound when shaken.

Show your child the six containers. Tell him/her to listen. Shake one at a time and tell your child to find the one that sounds the same. Encourage trial and error by shaking one then another to listen if the second one sounds like the first. It is better if you do the shaking, otherwise your child may match the two containers based on how heavy they are rather than how they sound. Once your child has grasped the idea of matching the containers that sound the same, let him/her shake them and be the "teacher".

You will need:

- ✓ Similar toys or containers you can open, close and shake
- ✓ Different kinds of dried beans or legumes, rice or popcorn.

TIP: ★ The Listening Talking Loop

Your child is learning to talk by listening, not looking. As we discussed in previous weeks, this is referred to as **auditory self-monitoring**. This is considered an auditory goal and it is directly related to the speech goals. You will notice with this week's speech goal that your child is learning to listen to, discriminate, self-monitor and therefore produce consonants that are similar sounding. Your child's auditory abilities are becoming fine-tuned to hear subtle differences. He/she is building a stronger auditory foundation.



Date	What did your child do?



Domain and goal

- Vocabulary is growing
- Understands, "What's missing?"

Activities

Vocabulary Games

Start out by letting your child take apart or unscrew nesting barrels one size at a time. Talk about the size. **"This one is the biggest."** **"This is bigger."** **"This one is smaller."** **"This is the smallest."** Although your child may not be using these *comparative* and *superlative* words right now, you are feeding in receptive vocabulary for future expressive goals. Your child will learn to use big, bigger, biggest and small, smaller, smallest in some fairytales, such as *The Three Billy Goats Gruff* and *The Three Bears*.

Mix up the halves. Show one half and have your child play with matching the colors (if each sized barrel is a different color) and experiment with sizes to match which two halves go together. Your child may want some help in matching sizes at this age, but it is a fun activity for encouraging experimentation and developing cognition.

Hide little objects inside each barrel. As your child opens a barrel, name and describe the object so he/she is learning lots of new vocabulary.

You will need:

- ✓ Nesting barrels
- ✓ Small objects representing new vocabulary.

What's missing?

Start out by putting four known objects on the table. Point to and name each object. Cover up the objects and tell your child to close their eyes. Take away one of the objects, then tell him/her to open their eyes. Lift the cover. Ask your child, **"What's missing?"** Your child responds with the name – they are learning to answer the question, "What's missing?"

To encourage expressive vocabulary for new words, play the same game using objects representing new words. This might be the objects you used with the nesting barrels. Model and have your child say the new vocabulary.

TIP: ★ It is suggested that your child learn about 10 new words every day to keep up with the vocabulary that normal hearing children learn through listening.



Date	What did your child do?



Domain and goal

- Begins to generate novel three- to four-word phrases and sentences

Activities

Field Trips

Your child learns so much from experiences outside the house. Find interesting places and people to visit in your community. Feed in the language, develop conversational skills with your child and listen for his/her expressive language. You will notice your child is generating three- to four-word phrases and sentences that you did not necessarily teach him/her. Your child is able to develop and use novel language because they are learning language through listening. Record the language your child is saying on their own. This gives you a *language sample* (see *Sound Foundation for Babies, Week 20 Expressive Language*, for directions on how to take a language sample) which is an important tool for tracking your child's spoken language development.

Some places you might visit in your community are:

- Library with story time for children
- Children's museum
- Zoo
- Aquarium
- Pumpkin patch
- Park or open space
- Walking paths
- Lake, pond or river bank
- Train station
- Café or quiet restaurant
- Ice cream shop
- Homes of friends.



TIP: ★ As you are conversing with your child, keep these tips in mind:

- Ask open-ended questions to encourage conversation (e.g. "What do you want to do?", rather than, "Do you want to watch the ducks?").
- Adult input should be slightly higher than child's expressive language.
- When out and about in the community, use assistive listening technology if recommended and programmed by your audiologist. This will help your child hear you at greater distances and in noisier situations.

Date	What did your child do?



Domain and goal

- Imitates three-syllable babble with /b/, /d/, /g/ with different middle vowels

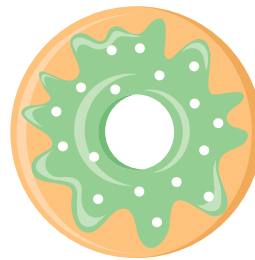
Activities

Use toys to motivate your child to listen and say the silly syllables. Be sure the toys are large enough to avoid a choking hazard. Soft, colorful balls the size of a golf ball or larger are appropriate toys for this week. Put a ball toward your mouth, covering it so your child is not looking at your lips. When your child imitates what you said, give him/her the ball to roll or throw or drop into the bucket. Model three-syllable babble where the middle syllable has a different vowel. Use the consonants /b/, /d/, /g/, such as, "ba goo da", "goe boo doe", "dee ba gee", "goo dee boo", "bee goo dee", "da boo ga".

Speaking as naturally as possible, use phrases such as:

- Get the **big** duck.
- Go **g**et the **ball**.
- Dip the **d**onut.
- The **d**oll's all **d**irty.
- Give the **d**oll a **b**ath.
- Dump the **g**arbage.

TIP: ★ Changing the middle vowel helps your child to hear different consonants that sound similar without your child having to lipread.



Date	What did your child do?



Story of the Week

Watch Me Throw the Ball, by Mo Willems, Hyperion Books, 2009.

The main characters in this book, an elephant and a pig, are funny and entertaining. Your child will enjoy the story as the two friends throw the ball.

Act out the story using different kinds of balls. Take turns throwing the ball, hitting the ball and catching the ball.

Fingerplay of the Week

Balls, by unknown author.

Your child will enjoy this fingerplay that incorporates vocabulary for this week.

A little ball, (make a small circle with your hands)

A bigger ball, (make the circle bigger with your hands)

A great big ball I see, (make the circle even bigger with your hands)

Now let's count the balls, 1, 2, 3. (count as you use your hands to show the little, bigger and great big ball)

