



Audition

Theme: Animals

WEEK 9

Domain and goal

- Localizes sounds throughout the day

Activities

Listening Hide and Seek

In this game, someone hides and someone finds the person hiding. But the seeking is done by listening, not looking. The seeker keeps their eyes closed and listens as the person hiding calls out: **"I'm over here. You're getting closer. Here I am. Open your eyes now. You found me. Now you hide."**

Toy Hide and Seek

This is an adaptation to *Listening Hide and Seek*. In this game, someone hides a toy that makes a sound, such as a windup toy, a ticking clock, or music playing from a music player. With their eyes closed, the seeker searches for the sound and finds it by listening. The reward is playing with the toy or dancing or singing to the music.

You will need:

- ✓ A toy that makes a sound.

Going Shopping

Pick a time during the day when few shoppers will be in the store. Clothes stores provide opportunities where your child can practice auditory localization without the two of you getting far from each other while still seeing each other. If you step to the side of a clothes rack, call your child's name and guide him/her in turning around to see you or coming to you. Then your child calls you and you do the same. Keep it fun, light and relatively quiet. Your child needs to listen for your voice even if you are not using a loud voice. Do this for just a few minutes, then continue on with your shopping.

TIP: ★ Localization is easier for your child when using two hearing aids or two cochlear implants, or a hearing aid on one ear and a cochlear implant on the other. However, localization is possible even when wearing only one cochlear implant. With one implant, you may notice your child searching or looking around to localize, or localizing by knowing where a sound might come from and associating the sound with the location.



Date	What did your child do?



Receptive Language

Theme: Animals

WEEK 9

Domain and goal

- Understands when questions require a yes or no answer

Activities

Your child is learning to make choices and express opinions by answering yes-no questions. Sincerely seek your child's opinion as you ask yes-no questions throughout the day. Here are some examples of yes-no questions you might use.

In the Kitchen

- Are you hungry?
- Do you like bananas?
- Is the soup hot?

Before Nap

- Are you tired?
- Do you want your teddy bear?
- Is this a good book?

Looking out the Window

- Is [sister/brother] coming home?
- Do you see the moon?
- Will it rain?



TIP: ★ To make it more realistic, include family members and friends for modeling yes-no questions and how to answer them.

★ Be aware that questions requiring a yes or no answer do not necessarily encourage turn-taking in communication. A simple "yes" or "no" answer can end the communication abruptly.

★ Model for your child how to follow up on yes-no answers by adding information related to the question or asking a question in return. For example, if you ask your child, "Do you want some juice?", model the answer, "Yes, please, I like juice".



Date	What did your child do?



Expressive Language

Theme: Animals

WEEK 9

Domain and goal

- Answers Yes-No questions
- Uses language for object + action
- Uses some generalized nouns for categories

Activities

Yes-No Questions

Please refer to the activities and tips for the receptive language goals for this week. You can use these activities for both receptive and expressive use of yes-no questions.

Go Dog Go

Use this week's book to encourage your child's expressive language for object + action, such as: Dog is driving; Wind is blowing; Sun is shining.

Throughout the Day

There are countless ways to integrate the language for object + action as you go through your day. Model the language for your child and encourage him/her to use the language to talk about what's happening. You can prompt your child with the question, "What's happening?" or "What's the [noun] doing?" Here are a few examples of responses: the water is running; the dog is barking; the cat is sleeping; the music is playing; the food is cooking; the phone is ringing.

Puzzles

Puzzles of specific categories of objects are useful toys for teaching your child to use labels for categories. Here are examples of puzzles you might use for general and more specific categories:

- Fruit: banana, apple, pear, grapes, strawberry
- Vehicles: car, truck, airplane, train, boat
 - Boats: ship, sailboat, motor boat, row boat, tug boat, canoe
- Clothing: shirt, pants, socks, hat, shoes
 - Shoes: boots, slippers, sandals, sneakers.

Organize your Toys

Use bins to organize toys into categories such as: vehicles, play dishes, balls, doll toys. Your child uses the name for the bin as he/she takes it out to play.



Date	What did your child do?



Domain and goal

- Produces /g/ in some words and phrases

Activities

As mentioned in previous lessons, you encourage your child to use the target sound in words and phrases. For this week's lesson, continue to feed in lots of /g/ words and phrases.

Go Dog Go. In the book for the week, your child talks about the pictures using many /g/ words and phrases:

- **G**o, dog, **g**o
- **G**et the car
- That dog **g** is big
- He is **g**igger
- Going to a dog party.

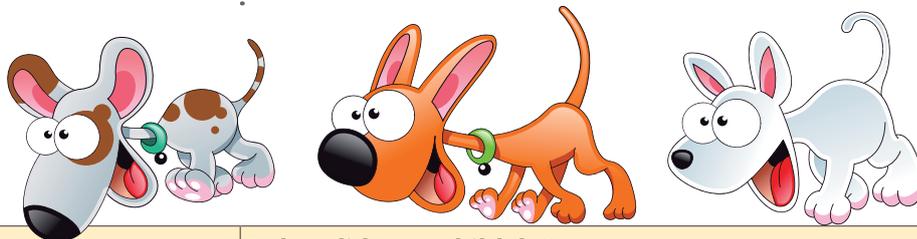
Plant a Garden

- Plant a **g**arden
- **D**ig the dirt
- Look for bugs and slugs
- The plants are **g**rowing
- **G**ather the **g**reen beans.

TIP: ★ When stimulating a new sound, expect correct production in syllables before words and phrases.

★ Expect your child to use /g/ correctly at the beginning of words before the end of words.

★ Your child may omit the second consonant in **blends**. For example, he/she may say, "geen" for "green"; this omission is age appropriate, so don't worry about it.



Date	What did your child do?

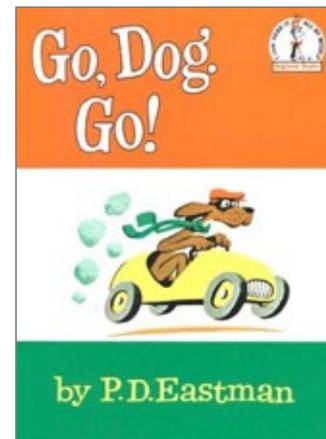


Story of the Week

Go Dog Go, by PD Eastman, *Random House Books for Young Readers*, 1966.

Follow the dogs as they go on an adventure. But where could they be going? What a surprise for your child when you read about and show the illustrations of all the dogs at the big dog party.

This rhythmic book has been a favorite for children since the 1960s. It is written using many single syllable words that combine into appropriate phrases for this week's lessons. You'll read language that fits into present and future goals, such as prepositions, colors and adjectives to describe size; for example, "Green dogs, yellow dogs, big dogs, little dogs". Some dogs go in cars, so you can read this book again in the next few lessons about vehicles.



Song of the Week

Where Has My Little Dog Gone?, *In Songs Kids Love to Sing Animal Crackers*

KRB Music Companies (Author), Executive Producer Kenneth R Bennett, Performed by The Funky Bunch, 2003.

*Where, oh, where has my little dog gone?
Where, oh, where can he be?
With his tail so long and his ears so low,
Oh, where, oh, where could he go?*

TIP: ★ Notice that the book and song for this week complement each other. You can sing the song as you are reading the book, and you can refer to the book as you are singing the song.

