

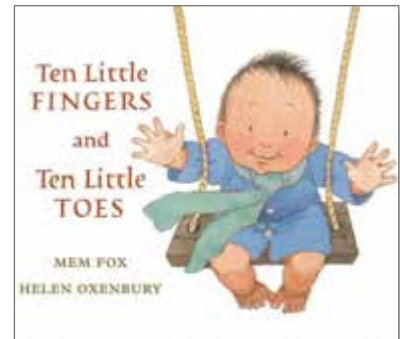
## AV techniques and strategies

- Teaching listening for information in all settings
- Moving from familiar to less familiar speakers

### Story of the week: "Ten Little Fingers and Ten Little Toes" by Mem Fox.

*Puffin Books, Melbourne, 2008.*

- A wonderful story about babies and their body parts, providing a great review from the goal in Week 17 to identify body parts. This book also provides wonderful opportunities for your child to hear and practice the speech goal this week – /b/ in the word baby. It is also a book which is introducing the repetition of a single phrase over and over which will aid your child in saying the last word of the repeated phrase, "ten little fingers and ten little toes" (Auditory Cloze).
- You can also use this book to develop the concept of "same". Each baby that is introduced is continued on the following pages as the group of babies increases in size. Your child will have fun looking at a baby on a page and then finding the same baby on the following pages.



### Song of the week: "Rock-a-bye Baby"

Words: "Rock-a-bye Baby, in the tree top. When the wind blows, the cradle will rock. When the bough breaks, the baby will fall. And down will come baby, cradle and all."

This is a slow, quiet song to sing while rocking a baby/doll in your arms or in a cradle. It provides your child with an opportunity to imitate the word 'baby' while singing and after your child becomes familiar with the song, you can use the Auditory Cloze technique to encourage him to fill in the word baby in the two verses.

- You can act out the song with your child while holding your child and rocking him. When the bough breaks, lower your child down to the ground as you sing, 'down will come baby'.
- Change the baby to other stuffed animals your child has and change the word baby to whatever object your child has chosen.
- To give your child many concrete examples of 'down', sing the song at the playground with a doll at the top of the slide. When you get to the words 'down will come baby', help your child push the doll down the slide.
- You can make the song a guessing game by using family members' names instead of 'baby' in the song. As you sing the song, your child needs to listen for the information imbedded in the middle of the phrases to hear which person's name you sang. This is a review of your auditory goal from Week 15. Once the person has been identified, they can be the next person to sing the song and change the name.
- Give your child a chance to sing the song and choose the name to put in place of 'baby' in the verses. Your child should use a singing voice, match the rate and some of the melody, and put in a recognisable name among the non-verbal sounds or jargon.

