

#### Domain and goal

- With assistance, begins to self-advocate when the environment is too noisy
- Remembers 8-9 word sentences

#### Activities

##### Summer Experience Book

Summer is a wonderful time for expanding your child's Experience Book. Each day, add to a book individualized just for your child; include daily activities and/or special occasions. Use 8-9 word sentences in the text for each story. Read a sentence and have your child repeat the sentence correctly as he/she pretends to read the story back to you.

You may use an App or create a digital Experience Book, or you may choose to create the Experience Book using supplies you have at home.

You will need:

- ✓ Binder for individual papers, and a notebook or sketch pad
- ✓ Paper to add to the book if not using a self-contained book
- ✓ Crayons, pencil, pen, and/or markers
- ✓ Glue or tape
- ✓ Computer (optional)
- ✓ Printer (optional)
- ✓ 'Smart' technology for accessing Apps (optional)

For additional information about experience books go to [www.cochlear.com/wps/wcm/connect/au/home/support/rehabilitation-resources/early-intervention/my-experience-book/](http://www.cochlear.com/wps/wcm/connect/au/home/support/rehabilitation-resources/early-intervention/my-experience-book/)



##### Noisy Experiences

Create a noisy environment at home to give your child practice for self-advocacy. Turn on the television or music, or invite siblings or friends to play a noisy game such as Charades. Later, find places to go where your child can practice self-advocacy in noisy environments outside of the home, such as a noisy cafeteria or sporting event. Coach him/her on what to do when the environment is too noisy. With assistance, your child begins to self-advocate. Here are some suggestions that are helpful to children this age:

- Express, 'It's too loud'.
- Move away from the noise.
- Turn down the volume of the noise or music.
- Ask the other person to sit closer or directly across.



Date	What did your child do?

# Receptive & Expressive Language

Theme: Season – Summer

WEEK 40

## Domain and goal

- Uses concepts: during, from, until, finally
- Uses reflexive pronoun: myself
- Uses 'know how to'

## Activities

### Make a Sailboat

Create a toy sailboat that floats in water. Incorporate the language goals for this week:

Directions for making the sailboat and targeted language:

- Cut a triangle out of construction paper to use for the sail. 'Make the sail *from* this piece of paper.'
- Color decorations on the sail with crayons or markers. 'The boat will look fancy *during* its journey.'
- Punch three holes along the long straight side of the triangle. 'You can't attach the mast *until* you punch these holes.'
- Weave a straw through the holes. 'Make a mast *from* this straw.'
- Press a small circle of modeling dough on the center of the inside of the plastic lid. 'The mast won't stay up *until* you put it in the dough.'
- Push one end of the straw into the modeling dough. 'You can't float the sailboat *until* you put on the sail.'
- Sail the sailboat in a flat container of water. 'Finally you can float the sailboat in the water.'
- Sail the sailboat during bath time. 'You can sail the boat *during* bath time.'

Take photos of the project and completed sailboat and have your child retell the experience to others.

- 'I *know* how to make a sailboat.'
- 'I made it *myself*.'

You will need:

- ✓ Wide plastic lid from a plastic container
- ✓ Straw
- ✓ Construction paper
- ✓ Children's scissors
- ✓ Hole puncher
- ✓ Crayons or markers
- ✓ Modeling dough



Date	What did your child do?

# Speech

Theme: Season – Summer

WEEK 40



## Domain and goal

- 100% intelligible, although some sounds and blends are not perfect all the time

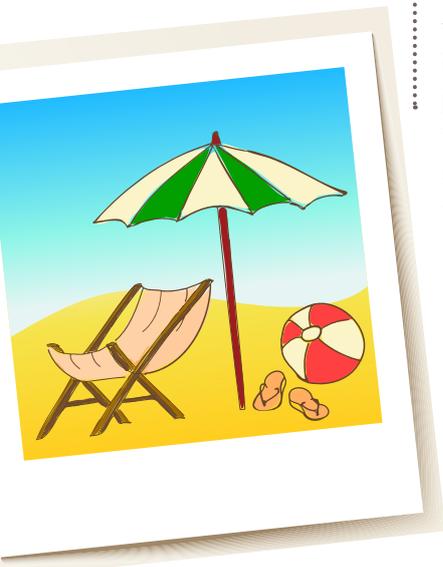
## Activities

It is likely your child has reached 4 years of chronological age. At this age it is common for children with normal hearing to be nearly 100% intelligible, although some sounds and blends are not perfect all the time. Throughout the three-part Sound Foundation series, you have stimulated or bombarded your child with all of the English consonant sounds. Now it is time to informally assess your child's speech productions. During conversations with your child, listen to his/her speech productions. Make note:

- Are there specific sounds your child does not correctly produce?
- Are these sounds in words they learned early on before they were able to produce the consonants?
- Are some of these sounds in blends?
- What percentage of the time are these sounds produced correctly?

If you feel your child has had adequate exposure and practice for all of the misarticulated consonants, if others tell you they cannot understand your child, or if you have concerns about his/her speech productions, it is recommended that you seek professional guidance from a speech language pathologist. You can look online for someone in your area by checking with the national speech language and hearing association for the country in which you live. For example, you can find a listing of ASHA (American Speech-Language-Hearing Association) certified professionals in the United States at [www.asha.org](http://www.asha.org). Click on 'Find a Professional.' You can also check with your local school district and request a formal speech and language evaluation; it is better to have your concerns addressed by a professional than to 'wait it out.' The professional will take into account your child's hearing age, chronological age, and speech developmental norms among other factors.

Check the Support Materials at the back of this *Sound Foundation* resource for a chart to help you assess the appropriateness of your child's speech productions.



Date	What did your child do?

#### Domain and goal

- In The Good Old Summertime
- Take Me Out to the Ballgame

#### Activities

##### In The Good Old Summertime

This song was written in the early 1900s and the chorus is well known. The first verse is included if you would like to teach a more complete and complex version to your child. The first verse includes rhyming words and the opportunity to enhance your child's auditory memory for poetry and songs. If you would like to keep it simple, sing only the chorus with your child. Take a walk with your child, hold hands, and sing the song together. Feel free to change the feminine pronouns 'her' and 'she' to the masculine 'his' and 'he' if your child is a boy.

*There's a time in each year  
That we always hold dear,  
Good old summer time;  
With the birds and the trees'es  
And sweet scented breezes,  
Good old summer time;  
When your day's work is over,  
Then you are in clover,  
And life is one beautiful rhyme;  
No trouble annoying,  
Each one is enjoying,  
The good old summer time.*

##### Chorus:

*In the good old summertime, in the good old summertime.  
Strolling through the shady lanes with your baby mine.  
You hold her hand, and she holds yours,  
and that's a very good sign.  
That she's your tootsie-wootsie,  
in the good old summertime.*

##### Take Me Out to the Ballgame

Going to a ballgame is a favorite summer activity for families. Be sure your child knows this song before going to the game, so he/she can sing along with the crowd.

*Take me out to the ball game  
Take me out with the crowd  
Buy me some peanuts and crackerjacks  
I don't care if I never get back  
Let me root, root, root  
For the home team  
If they don't win it's a shame  
For it's one, two, three strikes you're out  
At the old ball game*



#### TIP:

★ Children between the ages of 4 and 5 years typically realize and imitate the differences between a speaking and singing voice. Continue to teach songs to your child through listening to fine tune auditory, speech, and language abilities.

Date	What did your child do?

### **Summer**, Gerda Muller (Author), Floris Books, 2004

This book is one of a series of books about the four seasons. It has no text, so your child is free to create his/her own story about summer using the detailed illustrations of children of different races and ages. Your child can talk about summer activities such as catching fish, playing at the beach, eating ice cream, and going on a picnic. Incorporate this week's goals, for example:

- Remembers 8-9 word sentences: The children are playing with toys on the beach.
- Uses concepts: during, from, until, finally: During the day the children play at the beach. They are there from morning until late afternoon. Finally it's time to go home.
- Uses reflexive pronoun: myself; uses 'know how to': I know how to make up a story. I can tell the story all by myself.

### **Sunshine Makes the Seasons** (reillustrated) (Let's-Read-and-Find-Out Science 2), Franklyn M. Branley (Author), Michael Rex (Illustrator), Collins, 2005

Your child begins to understand the causes of changes in seasons with the colorful illustrations and easy text. Do an experiment to show the tilt of the Earth and the revolution around the sun. Use this book to review the four seasons as discussed in Weeks 4 (Autumn/Fall), 18 (Winter), and 29 (Spring).

**TIP:** ★ Arrange times when you have a break from parenting. This gives you time to refresh and recharge and return to the journey of joyful parenting.

