



# Audition

Theme: Verbing

WEEK 2

## Domain and goal

- Auditory memory for two related objects

## Activities

Last week you helped your child learn to select two objects when given a choice of four. This week you want your child to remember two related objects. To make the activity more challenging, set up the situation so your child needs to go a short distance to get the two objects. This helps to build auditory memory while your child remembers the two words as he/she is getting the objects. Start by placing four objects rather close to your child and say: **"Where's the soap and wash cloth."** Once your child is successful at this activity, make it a little less predictable by using this two-item request as you go through your day.

### Getting Ready to Go

When getting ready to leave the house, pause for your child to retrieve what you need before you leave. **"Get your juice and cup."** **"Where are your shoes and socks?"** **"Find your hat and mittens."**

### Draw a Picture

Your child probably enjoys drawing and painting. Gather what you'll need and set the stage by covering the surface of the table. Say: **"Here's the paper. Now get the paint and paintbrush. Great! Now we need the cup and some water. Let's paint."** Or, if your child is more interested in using the crayons, ask him/her to **"Pick up the crayons and paper"**. After they have completed their masterpiece, say, **"Let's send it to Aunt \_\_\_\_"** (review of last week's family names). **"Get the envelope and stamp."** Note: Your child may not yet know the vocabulary for envelope and stamp. If they don't know the words, go back to one-item memory. Say, **"Get the envelope", then guide his/her hand to pick up the envelope. Do the same with the stamp."**

You will need:

- ✓ Crayons
- ✓ Paper
- ✓ Paints
- ✓ Paintbrush
- ✓ Small tip-resistant cup
- ✓ Water
- ✓ Newspaper to cover the table
- ✓ Envelope
- ✓ Stamp.

**TIP:** ★ At this age it is appropriate for your child to use crayons rather than markers. This gives them practice at using pressure on the crayon.

★ Ask for two objects only when your child knows the vocabulary for these objects. It may be frustrating if you try to increase auditory memory using words your child doesn't yet know.



Date	What did your child do?



# Receptive Language

Theme: Verbing

WEEK 2

## Domain and goal

- Understands, "Who's that?"

## Activities

In Week 1, your child learned the names of family and friends and how to greet them. He/she is now moving onto processing the question, "Who's that?" You can continue to expand upon the activities from last week and expect your child to answer the question with the names they learned last week.

### Who Boo?

This game is a form of the traditional *Peek-A-Boo* game that children like to play. A sister, brother or another friend or family member covers their own head with a small blanket as your child watches. You ask your child "Who's that?" When he/she responds with the correct name, the person joyfully lifts the blanket from their head and says something like, "I'm looking at you".

### Hide and Find

Someone hides in an obvious place in the house or outside. As you and your child get closer to the person, you ask, "Who's that?" When your child says the person's name, the person jumps out and says, "I was hiding".

**TIP:** ★ Both of these games provide opportunities for your child to hear different verbs to describe actions, such as: looking, hiding, peeking, finding and guessing. This builds a foundation for your child to begin using verb + ing.

★ Typically, verbs are in the middle of a sentence, such as, "I'm pouring the juice". Children more easily remember the last words they hear, so it's important to specifically target vocabulary for verbs.



Date	What did your child do?



# Expressive Language

WEEK 2

Theme: Verbing

## Domain and goal

- Labels objects and actions
- Asks, "What's that?"
- Replaces jargon for words, although they may not be completely intelligible

## Activities

Your child is showing interest in knowing words for things and is beginning to ask the question, "What's that?" This may be linked with pointing to an object. Naming the object is important so that your child learns many ways to label things in their environment. But don't stop at teaching your child nouns – in these activities the goal is to teach verbs + ing to indicate what someone is doing.

### Playing With the Ball

This is an outdoor activity that allows you and your child to enjoy being outside while moving around and learning lots of verbing words. When rolling the ball, say: "Rolling, rolling the ball, Mommy's rolling, rolling the ball. Now it's your turn." Continue to play with the ball and incorporate verbs such as: throwing, catching, kicking, chasing. After modeling the action and the words a few times, wait for your child to tell you what they want you to do. When he/she says the word(s), reward them with the action.

### Cleaning the House

Turn everyday chores into an enriching language lesson. Everything you do throughout the day can be labeled with an action verb. "Wiping, wiping the counter." "Sweeping the floor, sweeping, sweeping up the dirt." "Daddy's dusting, dusting the table."

**TIP:** ★ Although at first it might not sound like a specific question, listen to the rhythm, vowels and the consonants your child uses. Also take clues from the context to figure out that they're asking you, "What's that?" When you respond with a label, you are reinforcing your child to continue asking meaningful questions to seek information and teaching your child new words at the same time.

★ Once your child uses a noun or verb, substitute a different word that has a similar meaning. For example, if your child uses the word "Washing", respond with: "Yes, we're washing. We're cleaning. We're washing your hands. We're cleaning your hands."

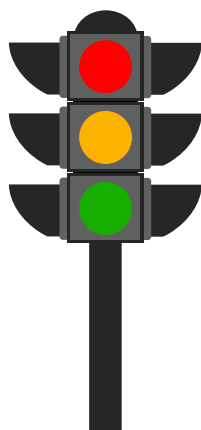


Date	What did your child do?



## Domain and goal

- Imitates *acquired consonants* (see *Speech goal for Week 1*) in two-syllable babble with the same consonant and same vowel
- Discriminates sounds that differ by manner



Date
What did your child do?

## Activities

At this stage you want to provide lots of practice for your child to use speech sounds correctly. Present silly two-syllable utterances for a few minutes once or twice a day. Encourage your child to imitate what you are saying. During this week, use the sounds he/she already produces and put them into two syllables using the same vowel between the consonant sounds. Examples of syllables you might use are: haha, hoohoo, heehee, mama, moomoo, miemie, wawa, woowoo, weewee, nienie, noe noe, neenee, paypay, poepoe, baba, beebee, booboo.

### Stack It Up

Use any toy with pieces that stack on top of each other or go on a spindle. Put one of the pieces to your mouth, covering your lips, and say the silly two-syllable model. Move the toy toward your child, but not close enough that they feel you are invading their personal space. This is a cue for your child to imitate what he/she heard you say. When your child says the silly syllable, hand them the toy to stack. At the end, your child knocks the stack over or pops up the toys, depending on the toy.

### Waiting for the Toast

There are moments throughout the day when you and your child may be waiting for something. These moments are a good time to practice silly syllables. In the morning when you are waiting for the bread to toast, practice a few of the silly syllables. You might want to put on the refrigerator a list of the syllables you are practicing so you'll easily remember, especially since your child's speech targets will change often.

### Red Light, Green Light

When sitting in the car at a stop light, see how many silly syllables you and your child can practice until the light turns green.

**TIP:** ★ The rule of thumb is three tries. If your child doesn't get the silly syllable quite right the first time, you might ask him/her to listen and try again. If your child makes a closer approximation the second time, you might want to reward them by letting him/her have the toy. If you feel they can do better, try one more time. At this point, your child gets the toy even if their production isn't perfect. You are rewarding their efforts. Only expect your child to try three times at the most before he/she gets a turn with the toy.

★ **Manner of consonants** refers to *how* sounds are made. There are six different manners of consonants in the English language. Hearing the difference between manner of consonants is relatively easy for a child with a cochlear implant who has learned to listen. Refer to the Supporting Materials toward the end of this resource to see a list of the different manners and what sounds go with each manner.

★ Be sure your child is listening, not looking, when you say the sounds. This will encourage them to say what they hear and will help them to develop natural-sounding speech. It also teaches your child to learn speech through listening or **auditory self-monitoring**. You can encourage listening rather than looking by sitting next to your child rather than across from them, focusing his/her attention on a toy or book rather than your face, or holding a toy to cover your mouth.



### Story of the Week

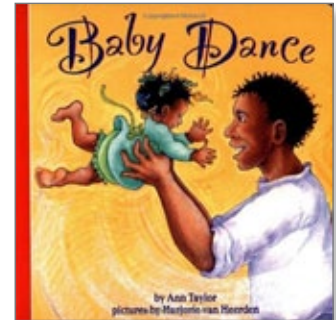
**Baby Dance**, by Ann Taylor, illustrated by Van Heerden, Harper Festival, 1998.

The story of a father and his baby daughter dancing and singing is told through an action poem that rhymes. The story comes alive through the illustrations showing the changing colors that seem to go with the rhythm of the dance.

*Dance, little baby, move to and fro. Coo and crow, baby, there you go.*

You can act this story out by doing the same actions with your child. Feed in the verb + ing before you do the action: **"Dancing, dancing with Daddy."** **"Moving around. We're moving."**

Another way to act out this story when you are seated is to move a doll as you read through the rhyme.



### Song of the Week

**Shake My Sillies Out**, *The Book of Kids Songs, A Holler-Along Handbook*, by Nancy Cassidy, illustrated by Jim M'Guinness, music produced by Ken Whiteley, Klutz Press, Palo Alto, CA, 1986.

This song is perfect for children who like to move around. Act out the verbs as you sing the song. A more advanced activity is to sing one of the verses, pause, and wait and let **your** child do the action. This allows you to see if your child understood the words you just said (receptive language).

*Gotta shake, shake, shake my sillies out; shake, shake, shake my sillies out; shake, shake, shake my sillies out, and wiggle my waggles away.*

*Gotta clap, clap, clap my crazies out; clap, clap, clap my crazies out; clap, clap, clap my crazies out, and wiggle my waggles away.*

*Gotta jump, jump, jump my jiggles out; jump, jump, jump my jiggles out; jump, jump, jump my jiggles out, and wiggle my waggles away.*

*Gotta yawn, yawn, yawn my sleepies out; yawn, yawn, yawn my sleepies out; yawn, yawn, yawn my sleepies out, and wiggle my waggles away.*

*Gotta stretch, stretch, stretch my stretchies out; stretch, stretch, stretch my stretchies out; stretch, stretch, stretch my stretchies out, and wiggle my waggles away.*

*Gotta shake, shake, shake my sillies out; shake, shake, shake my sillies out; shake, shake, shake my sillies out, and wiggle my waggles away.*

