



Domain and goal

- Produces /m/
- Vocalises on Demand

Activities

One of the first sounds children produce is the phoneme /m/. You provided your child with auditory bombardment in Week 3 which should have provided many opportunities to hear this sound. Now it's time to give him opportunities to imitate /m/. This phoneme is most easily produced on its own, with no vowel or diphthong.

/m/ in isolation

- You have been teaching your child to identify the /m/ in the Ling-6 Sound Test, using the picture of an ice-cream cone. This week, provide lots of opportunities through play for your child to produce the /m/. Have tea parties, feed the doll, and feed your pet, etc. Each time you say the /m/, wait and allow your child time to imitate. If they don't imitate spontaneously, use one of the prompts you have learned.

Matching syllables, vowels and initial /m/

- When your child wants more of anything, model the word "**more**" and acoustically highlight the /m/ at the beginning of the word by lengthening it slightly. Say "**mmmmore**" and request your child to imitate the word by producing at least an /m/, and possibly matching the one syllable and the correct vowel /ɔ/.
- If your child has trouble producing the /m/ at the beginning of the syllable, model the performative 'yum' and expect him to produce the /m/ at the end. The end position is often easier for some children.

Date	What did your child do?