



Audition

Theme: In the water

WEEK 5

Domain and goal

- Auditory discrimination, identification and memory for noun + verb-ing where the noun is a different word at the beginning of the phrase
- Auditory discrimination, identification and memory for noun + noun are verb-ing

Activities

Five Little Ducks

The song for the week, Five Little Ducks, reinforces the theme in the water and incorporates many of the goals for this week. For the auditory lesson, use toy props or cut out pictures of five individual ducks and a bigger duck to be Mama duck (you can download these images from the Internet). Also find pictures of a fish and a bird. Say: **"The duck is swimming. Fish is swimming"; "Baby is walking. Mommy is walking"; "Baby is swimming. Mommy is swimming"; "Duck is flying. The bird is flying"**. Your child picks up two objects at the same time and shows the action. If your child is doing this easily, try phrases like, **"Mommy and baby are swimming", "Mommy and baby are walking"**.

This song also gives you a wonderful opportunity to feed in memory for numbers. Count the ducks, **"One, two, three, four, five"**. Don't expect your child to remember the sequence of five numbers at this time, although you can encourage him/her to point to each duck and act like he/she is counting.

You will need:

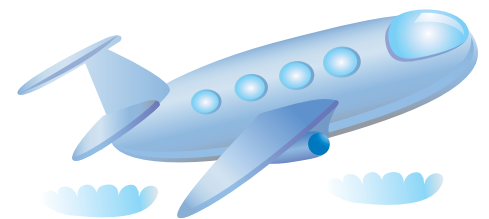
- ✓ Pictures of toys of five little ducks and one mother duck.

Up in the Sky

You spent only one week on the up in the sky unit. Reviewing last week's unit and using the same props allows you to practice the new auditory goals for this week. Change your input to phrases such as, **"Bird is flying. The airplane is flying", "Balloon is floating. The parachute is floating", "The sun is shining. The star is shining"**. Next, try, **"The bird and airplane are flying", "The balloon and parachute are floating"**.

Kitchen Cooking

Using food words your child already knows, stimulate the auditory goals with phrases such as, **"The soup is cooking. The beans are cooking. The soup and beans are cooking"; "The cheese is cooling. The noodles are cooling. The cheese and noodles are cooling"**.



Date	What did your child do?



Receptive Language

WEEK 5

Theme: In the water

Domain and goal

- Understands prepositions: in, on, under

Activities

Playing with Cups

Gather some small toys that your child can name, such as dog, kitty, car, duck. Get out three plastic cups. Turn two cups upside down and leave one open at the top. With your child watching, hide each toy and say: *"In...in the cup."* *"On...on the cup."* *"Under...under the cup."* Ask your child: *"Which one is in?"*, *"Which one is on?"*, *"Which one is under?"* Your child will point to the corresponding cup.

Where's the Bear?

Using a teddy bear and a small cardboard box, hide the teddy bear either in, on or under the box. *"Where is he? Under? In? On...the box? Let's look."*

An adaptation to *Where's the Bear?* is to use a box that is sturdy enough for your child to crawl in, on, or under. *"Where are you?" "In? Under? On...the box?"*

You will need:

- ✓ Small toys that your child can name
- ✓ Two plastic cups
- ✓ Teddy bear
- ✓ Small cardboard box
- ✓ Sturdy cardboard box.

TIP: ★ Since the receptive and expressive language goals are similar this week, go back and forth in each activity by teaching the understanding or receptive language first and encouraging the expressive language next.



Date	What did your child do?



Expressive Language

WEEK 5

Theme: In the water

Domain and goal

- Uses prepositions: on, in, under
- Asks, "Where is it?"

Activities

As you are putting clothes away, ask your child to put something either "in", "on" or "under". Break up the direction so your child hears one three-word phrase plus another three-word phrase. **"Let's put the shoes... under the bed."** **"Put the mittens... in the box."** **"Put the shirt...on the bed."** Ask your child to close his/her eyes. Ask, **"Where is the shirt?"** Your child opens their eyes and runs to find it and tells you, "On...on the bed". Remember that all the words, especially in the phrase "on the bed", may not have perfect speech.

Five Little Ducks

While acting out the *Five Little Ducks* song, hide a duck "far, far away" on a piece of blue paper or carpet (water) and ask, **"Where is the duck?"** **"On the water?"** **"Under the water?"** Find a duck "far, far away" on a piece of green paper or carpet (grass) and ask: "Where is the duck?", "In the grass?"

You will need:

- ✓ Five little ducks
- ✓ Background from *up in the sky* unit.

Playground Time

Go to the playground and play follow the leader. Go in, on and under the various climbing structures appropriate for a child 24–36 months of age. Let your child be the leader and give you the directions.

TIP: ★ With all of these activities, encourage your child to be the teacher and ask you the question, "Where is it?" This encourages expressive use of the question form.

★ If you have an older person in the house you can have them model the answer if your child is unsure.



Date	What did your child do?



Domain and goal

- Stimulate /d/
- Imitates two-syllable babble with /m/ and /n/ with different vowels
- Spontaneous speech errors are within manner of production



Activities

Warm Up Babble

Start out with an interesting “drop toy”. A “drop toy” is any interesting, age-appropriate toy with pieces that your child can drop, stack or hang after imitating a sound. First, do the Ling Sound Test that you learned in *Sound Foundation for Babies*. Then, go onto sounds your child previously learned, such as “baboo”.

Now, give your child an opportunity to practice two two-syllable babble with /m/ and /n/ with different vowels, such as “manoo”, “noema” and “meenoe”. Next, stimulate /d/ babbling: “da”, “doo” and “dee”. Increase one syllable to two if your child is correctly producing /d/ in one syllable – “dada”, “doodoo” and “deedee”. Now it’s time to go onto some other fun activities to link babbling with words, making it meaningful language – “da, da, da, down”, “da, da, da, duck”.

Down We Go

Create a slide with a board or with cardboard, or go outside to the playground. Hold one of the toys at the top of the slide. Feed in, “da, da, da down”. Your child gets a turn to say it. Reinforce his/her productions by letting the toy go down the slide, then switch places. Repeat the game and this time add phrases to stimulate the /d/, even if your child is not producing the sound correctly: “Down, duck”, “Down, doll”. Feed in the verbing words you’ve been practicing: “Going down. Doll’s going down. Oh, oh, falling down. Doll’s falling down.”

Toys you will need:

- ✓ Dog
- ✓ Doll
- ✓ Duck
- ✓ Dinosaur.

Baby Dance

In Week 2 you read and acted out the book, *Baby Dance*. You can go back and read this book to reinforce the speech goals:

- Dance
- Go **d**own
- Dance, **D**addy
- Dance, **d**olly, **d**ance.

To encourage /n/ and /m/ practice, use phrases like, “**No more**”.

Five Little Ducks

To incorporate the speech goals for this week into the song activity, point to each duck and say, “Duck”, highlighting the /d/. Give your child a turn to do the same. If he/she doesn’t use the /d/, acoustically, highlight it by saying “d, d, d, duck”. Encourage your child to imitate what you said. After three tries, continue the activity. For /m/ and /n/ practise, try “Night, mama”, when the mother duck sleeps during the winter, and “Mama’s in... in the water”.

TIP: ★ Your child may substitute /b/ or /g/ for /d/. That is an okay substitution at this stage. It is referred to as a substitution within manner, because all three sounds are **plosives or stops**. The difference in these sounds is a little challenging for your child to discriminate through listening. If your child uses /b/ or /g/ for /d/, simply babble the /d/ using auditory only input and no lipreading. “da, da, da”, then say the word “duck” and continue with the activity. Soon your child will be hearing the differences in these sounds and producing a /d/.

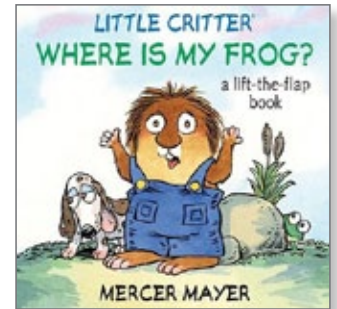
Date
What did your child do?



Story of the Week

Where's My Frog?, by Mercer Mayer, Sterling publishing, 2010.

Little Critter, his dad, dog and pet frog go on a fishing trip. The pet frog escapes by the lake. On each page, Little Critter asks, "Where is my frog?" He could be in the log, up a tree, under a rock, behind a bush or inside the cave. This is a lift-the-flap book that works well for asking the question, "Where is the ___?" It also stimulates thinking skills in associating different animals with different places they like to hide. The fox is in the log; the spider is under the rock; the bear is in the cave.



TIP: ★ Ask the question, "Where is it?", before letting your child lift the flap. This will encourage your child to think and predict. Training the brain is an important aspect of learning language through listening.

Song of the Week

Five Little Ducks, by Raffi, illustrated by Jose Aruego and Ariane Dewey, Crown Books for Young Readers, 1999.

This counting song tells the story of five little ducks who go out to play. Each day, one of the ducks leaves so that first there are five, then four, then three, then two, then one, then no ducks. Mother duck is sad and waits alone through the seasons until spring returns and all five ducks return with their baby ducks.

Five little ducks went out one day, over the hill and far, far away. Mother duck said, "Quack, quack, quack", but only four little ducks came back.

Four little ducks went out one day, over the hill and far, far away. Mother duck said, "Quack, quack, quack", but only three little ducks came back.

Three little ducks went out one day, over the hill and far, far away. Mother duck said, "Quack, quack, quack", but only two little ducks came back.

Two little ducks went out one day, over the hill and far, far away. Mother duck said, "Quack, quack, quack", but only one little duck came back.

One little duck went out one day, over the hill and far, far away. Mother duck said, "Quack, quack, quack", but none of the five little ducks came back.

Sad mother duck went out one day, over the hill and far, far away. Mother duck said, "Quack, quack, quack", and all of the five little ducks came back.

