Domain and goal	Activities

Domain and goal

- Auditory memory for two known words in correct sequential order

Activities

Going to the Farm

Set up a farm with a barn; fence for the pasture for the horses and cows; blue fabric, carpet or paper as the pond; brown as the area for the pigs; and green as the meadow for the sheep. Put the animals on the farm, reviewing the name for each animal as you place it. As you are cleaning up, ask for two animals and teach your child to give them to you in sequential order.

You will need:

- ✓ Toy farm animals
- ✓ Toy barn or barn made out of a box
- ✓ Toy fence
- ✓ Fabric, carpet or paper in the colors: blue, brown and green.

Pet Shop

For this activity you'll need toys that represent pets. You can use stuffed animals or small, plastic toys. Set up a pretend pet shop by putting the animals out. Review or teach your child the vocabulary for each of the pets as you are setting up the shop. Make cages for the animals using small berry containers for the smaller toy animals, or bread or laundry baskets for the stuffed animals. Put pet supplies in the store. A leash can be made from yarn; a stretch head band can be a collar; and an ice cream wooden stick can be a perch for the bird. Once your child knows the vocabulary for the pets, model the game where you come to the pet store to buy two pets. Say, *"Hi, I want to buy…a dog and a cat"*. Your child gives you the pets in the order you said. Feed in additional language by talking about each animal: *"The rabbit's so soft." "The cat has whiskers."* Change roles and let your child be the shopper. This provides an opportunity for him/her to practice expressive language, vocabulary and conversation.

You will need:

- ✓ Toys that represent pets, such as: dog, cat, bird, rabbit, snake, lizard, hamster and fish
- ✓ Small berry containers or bread or laundry baskets
- ✓ Yarn
- ✓ Stretch headband
- ✓ Ice cream wooden stick.
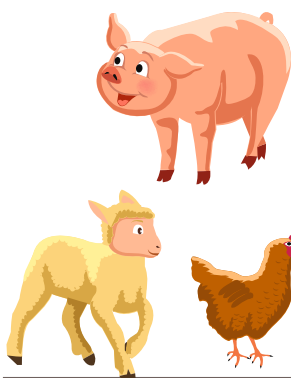
TIP: ★ Match pictures of the objects with toys representing the animals.

★ Once your child has an auditory memory for two objects, or two-item memory, teach them to remember the two items in the order you say them, or auditory sequential memory. Typically, a child remembers more easily the last word said in a string of words. Encourage your child to say the first word first and the second word next. This will set the foundation for longer **auditory sequential memory**.

Date	What did your child do?

Hear now. And always

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Domain and goal	Activities
• Selects toys that represents songs when hearing the song	**What's my Song?**

What's my Song?

Find toys or pictures to represent songs you have been teaching your child. Here are some examples of common objects and songs:

- Bus: The Wheels on the Bus
- Star: Twinkle Twinkle Little Star
- Spider: Itsy Bitsy Spider
- Birds: Two Little Blackbirds
- Barn: Old McDonald Had a Farm
- Ducks: Five Little Ducks
- Cake: Happy Birthday
- Bell: Jingle Bells.

Sing each song with your child while you and/or your child hold the toy that represents the song. Then put four objects in front of your child. Sing one of the songs. He/she picks up the toy that goes with the song. Switch roles.

What's my Tune?

Use the same toys from *What's My Song?* and play the same game, but this time hum the song without singing the words. This probably will be more challenging for your child to both select the toy based on the tune you are humming and also to hum the tune without the words. Keep the game playful and positive.

You might also try using a kazoo. Teach your child to hum and not blow to get the kazoo to work.

TIP: ★ To reinforce this week's theme of farm animals and pets, take a field trip with your child to a real farm, if possible, and a pet shop in your community. Real-life opportunities help children learn and remember the language associated with the experiences.

Date	What did your child do?

Hear now. And always

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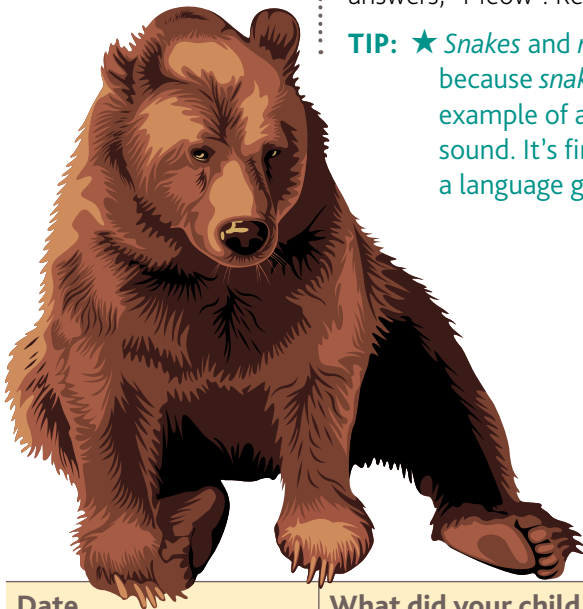| Domain and goal	Activities
• Uses some plurals • Imitates four-word repetitive language • Answers, "What does the animal say?"	**Going to the Farm** While you are playing the farm game described for the auditory domain this week, encourage your child to use plurals for more than one animal. Remember that two-syllable words may be easier, as in the word "horses". Some plural forms for animals are irregular and remain the same word as in the word "sheep". Other plurals sound like an /s/, as in "cats". Some sound like /z/ as in "pigs". Listen for a speech marker indicating that your child is trying to use the plural, even if his/her speech is not necessarily correct.

Pet Shop
Your child practises using plurals when he/she is the shopper as you are playing pet shop that is described in the auditory domain. She asks for, "Two cats", or "Two dogs".

Brown Bear
Read the book for this week, *Brown Bear, Brown Bear, What do you see?* Your child imitates the question, "What do you see?", as you go through the book. Encourage the answer, "I see a duck". This is a shorter answer than "I see a yellow duck looking at me". Don't be surprised if your child repeats these repetitive phrases sometime when you least expect it.

Use the Brown Bear page for asking your child, ***"What does the [animal] say?"*** When you get to the page with the purple cat ask, ***"What does the cat say?"*** Your child answers, "Meow". Respond: ***"Yes, the cat says meow."***

TIP: ★ *Snakes* and *rabbits* may be challenging words for your child to pronounce because *snakes* has the /sn/ blend which comes later, and *rabbits* is an example of a word containing the /r/ sound, another later developing sound. It's fine to use these animals to stimulate expressive use of plurals as a language goal.

Date	What did your child do?

Hear now. And always

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Domain and goal

- Three-syllable babble with same consonant and same vowel
- Three-syllable babble with same consonant and different vowels

Activities

In the Pond

Use ducks and fish to drop into a container of water; this represents the pond. Hold one toy in front of your mouth and present three syllables with consonants your child says, plus the same vowel, "bababa", "moomoomoo", "noenoenoe". Continue through your child's repertoire of consonants. Each time he/she repeats the silly babble they drop a duck or a fish into the pond.

On another day, repeat *In The Pond* if your child is still interested or create a similar game such as putting a pet in his cage in the pet store or a horse in the pasture each time he/she repeats the silly babble. Change the silly babble to three syllables with the same consonant and different vowels, such as "baboobee", "mamoomee", wawoowee". Continue with the consonants your child produces.

Old MacDonald Had a Farm

Sing the song for the week. As your child is singing the animal sounds, "moomoo, here, moomoo, there", they are singing the silly babble from previous weeks in a meaningful context.

TIP: ★ Silly babbling is practiced for a few minutes each day for several reasons:
  o It allows you to check your child's auditory functioning and verify that they are hearing as well as they did the day before.
  o Your child integrates listening and talking, or **auditory self-monitoring**, by talking like speech sounds. Think of it as a loop connecting your child's ears, mouth and brain.
  o It bombards, or bathes, your child in a sound. The more a child hears a sound, the better the chance they will produce it correctly. This is different from working on sounds; it is more like playing with sounds.
  o It gives your child daily opportunities to practice the motor act of speech. As with any motor act, practicing correctly leads to better performance or, in this case, better production.
  o Babbling is transferred into meaningful words and phrases when you expect your child to move from imitation to auditory processing of spoken language and conversation.

Date	What did your child do?

Hear now. And always

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Story of the Week

There are two suggested books for this week since the books use a similar repetitive text and theme, but a slightly different vocabulary. Each book can be used to reinforce the goals for this week. Your child will enjoy acting out each of the stories using toy animals, and they will be attentive to simply listening to you read the book without props.

Brown Bear, *by Bill Martin Jr., illustrated by Eric Carle, Holt, 1983.*

This is considered a children's classic. It is likely your child will be exposed to this book when they get to preschool. The text is repetitive and simple. You'll notice one of the goals for expressive language this week is for your child to say four-word repetitive sentences, such as the one in *Brown Bear*: "What do you see?" Each two-page spread shows one animal illustrated in an art form that your child will begin to associate with other books by the same author and illustrator. There are animals from different environments: farm, zoo and pets. Your child will become so familiar with this book that he/she may try to "read" it by memorising it. This builds your child's auditory memory, confidence, vocabulary and turn-taking in a question–answer format.

I Went Walking, *by Sue Williams, Sandpiper, 1992.*

Six farmyard animals are partially shown as a natural lead-in for your child to respond to "What did you see?" Notice that this is the past tense version of the question asked in Brown Bear. A toddler in the book plays silly games with the animals and eventually takes off his shoes, socks and jacket. The book is simple, short in length and is written with short text.
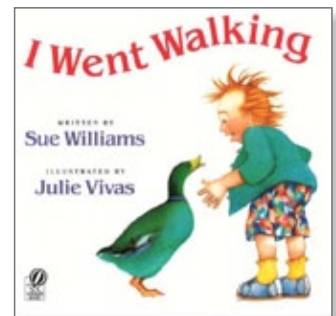
Song of the Week

Old MacDonald Had A Farm, Wee Sing Children's Songs and Fingerplays, *by Beall and Nipp, Price/Stern/Sloan, Los Angeles, 1985.*

This song has been sung by generations of children across the planet. It reinforces animal sounds and provides a fun way for your child to practice alternating vowels in a song format.

Old MacDonald had a farm, e-i-e-i-o. And on his farm he had some [animal name], e-i-e-i-o. With a [animal sound] here and a [animal sound] there, here a [animal sound], there a [animal sound], everywhere a [animal sound]. Old MacDonald had a farm, e-i-e-i-o.

Hear now. And always

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