

Domain and goal

- Produces voiced vs. voiceless sounds
- Vocalises on demand
- Auditory bombardment of /m/ Speech Sounds p.29–30

Activities

Consonants are made up of voiced (b) and voiceless (p) sounds. This week you are going to introduce voiceless sounds and contrast with voiced sounds. Appropriately turning his voice on and off during vocalisations is an important skill your child needs to learn. Your child will need the opportunity to hear you produce these sounds many times before he will be able to produce them himself. Use this week to play many games using these contrasting sounds.

Voiced phonemes: b, m, n, w

Voiceless phonemes: h, p, t

Imitation on demand

This is slightly different than allowing your child to imitate spontaneously. You are now expecting him to imitate by withholding an object until he imitates. This is necessary to ensure your child listens and imitates appropriately what he has heard, the more practice he gets, the better his imitations will become.

Play with boats and aeroplanes. Pour water into a large tub for the boats and make runways out of blocks or paper for the aeroplanes to fly onto. Put about ten boats and planes in a bag, tell your child to listen, as you make the performative for the object you will bring out of the bag. Wait for your child to imitate the sound he has heard, if he does not imitate spontaneously, use one of the prompts from Week 2 in order to indicate it is his turn. Your child should begin to hear the difference between the voiced /ar/ for the aeroplane and the voiceless /pʌ/ for the boat.



Date	What did your child do?