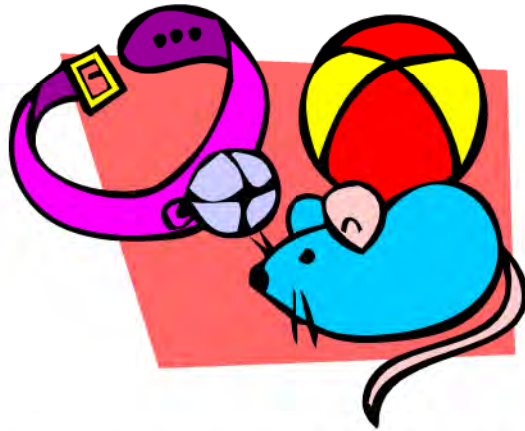


Toy Time for Tots: **A Curriculum to Support** **Communication and Cognitive** **Development for Children with** **Hearing Loss**

A statewide outreach project brought to you by the
Colorado School for the Deaf and the Blind
Outreach Programs
Colorado Home Intervention Program (CHIP)



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Third Edition

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Toy Time for Tots:

A Curriculum to Support Communication and Cognitive Development for Children with Hearing Loss

Annette Landes

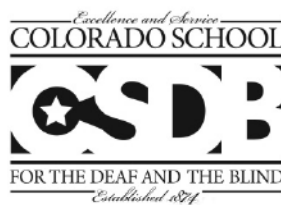
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A Statewide Outreach Project



Colorado School for the Deaf and the Blind

Outreach Programs

Colorado Home Intervention Program

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We would also like to thank the countless families we have worked with over the years that have given us input on what works best for early intervention. Thank you for letting us into your homes. You have inspired us and your feedback on what works best with families is reflected in this curriculum.

Annette Landes, Cynthia Hunnicutt, Wendy Dudley

INTRODUCTION

Philosophy and Purpose

Guidelines and Limitations

Other Considerations

Communication Strategies to Increase Communication with Your Child

Philosophy and Purpose

The philosophy behind the *Toy Time for Tots* curriculum is based on the importance of play in the development of language skills for children ages, newborn to three years old. When young children experience a delay in play skill development, language development can also be impacted. In children with a hearing loss, language development is already at risk; consequently, development of play skills is essential. It is critical appropriate toys and materials are available for families to use in facilitating language play.

In the past, it was common practice for professionals providing home intervention to bring toys and materials into the home to demonstrate speech, auditory and language activities needed to develop the communication skills of children. Over time and through the support of research, best practice is currently focused on intervention in a natural environment utilizing toys and materials readily available to the child. The suggested toys identified in the curriculum are not provided with this resource. Therefore, when needed, early intervention providers can assist families in accessing toy lending libraries and similar supports so that families can participate in the activities suggested.

The *Toy Time for Tots* curriculum is separated into the following age groups:

- ❖ newborn to six months
- ❖ six to twelve months
- ❖ twelve to eighteen months
- ❖ eighteen months and older
- ❖ twenty-four months and older
- ❖ thirty months and older

Within each age group, age appropriate toys are identified. Strategies and resources are provided in the areas of vocabulary acquisition, auditory skill development, speech and language, pragmatics, literacy, songs and nursery rhymes as well as related activities. In addition, American Sign Language signs for each identified vocabulary item are included.

The curriculum is written in a parent friendly style so that early interventionists can readily share the activities with families. All activities include the wording "your baby" or "your child" so that the information resonates easily with parents

who are following the curriculum. We encourage professionals to copy select activities to leave with families so the families can readily access strategies between home visits.

Professionals will also notice and appreciate the "Additional Resources" under each toy. Because so many resources are available to early interventionists, the "Additional Resources" section was included as a way to coordinate resources and to assist professionals in combining ideas in their lessons. By no means is this an exhaustive list of resources available to professionals working with infants and toddlers with hearing loss but this list of resources can be a good starting point.

The *Toy Time for Tots* curriculum was created with the idea that it can be used across all communication modalities (e.g., signing only, spoken language only, or any combination of signing and spoken language). The activities listed can be adjusted or omitted as deemed appropriate by the facilitator and the family to best meet the needs of the child and his/her language goals. The curriculum is intended to be a framework with ideas but is not limited to a specific communication choice.

It is the responsibility of the early interventionist to explain and model the strategies identified within the curriculum. This curriculum works optimally when a family-centered approach to early intervention is utilized.

Guidelines and Limitations

The protocol for utilizing the *Toy Time for Tots* curriculum is a general guideline which can be individualized to the needs of each child and family. It is suggested one or two toys be introduced to the family per month allowing for enough time to fully implement the strategies and activities. It is important to follow the child's development as all children will develop speech, language and auditory skills at different rates. Certain factors such as cognitive levels, severity of hearing loss, additional diagnoses, age at identification and age at onset can impact the rate of development in these skills. Flexibility is built into the curriculum as to the rate in which new toys are introduced.

The *Toy Time for Tots* curriculum is one of many resources available to early interventionists and may be used in combination with other developmentally appropriate materials. Clearly, not all developmentally appropriate toys or every strategy or activity could be included. The curriculum framework allows for individual inspiration in discovering additional activities to implement with each toy as well as discovering related toys to be used purposeful play. Many of these additional activities and materials can be found or made with everyday items found in the home.

Other Considerations

Some toys and materials included in the curriculum are appropriate for most age groups but may not be specifically listed for all age ranges. The following toys/materials include:

- ❖ Mirror
- ❖ Camera and Experience Book
- ❖ Play Dough
- ❖ Stuffed Animals
- ❖ Blocks
- ❖ Musical Instruments
- ❖ Bubbles
- ❖ Crayons
- ❖ Foam Balls

Activities for these toys should be adapted to match the individual developmental needs of each child.

Communication Strategies to Increase Communication with Your Child

Being Responsive

- ❖ Respond verbally and/or in sign to what your child is doing
- ❖ Respond to what your child is signing or saying
- ❖ Respond by showing your child more words to sign
- ❖ Respond with words on the same topic
- ❖ Respond without judgment or criticism
- ❖ Give your child words and/or signs for his/her actions and experiences
- ❖ Teach words and/or signs for what your child communicates nonverbally
- ❖ Translate your child's actions into words and/or signs
- ❖ Translate your child's sounds/approximations into words and/or signs
- ❖ Respond to single words either verbally or though sign with simple, short sentences
- ❖ Return your child to the topic when he/she strays

Be Emotionally Playful

- ❖ Make interactions playful
- ❖ Use interactions for companionship than information
- ❖ Respond to your child's emotions
- ❖ Show affection and warmth
- ❖ Use facial expressions and body language
- ❖ Be more interesting than your child's distractions
- ❖ Laugh enthusiastically and playfully
- ❖ Accept your child's ideas without criticism

- ❖ Use a feeling word to label your child's feelings
- ❖ Describe your child's play to your child and pretend with him/her
- ❖ Remember: playing is the way children learn
- ❖ Speech should occur naturally and at your child's own pace
- ❖ Act out the word and/or sign that you use

Strategies to Encourage Learning

- ❖ Respond only once and then wait for your child to sign/verbalize more
- ❖ Take one turn and wait for your child to take a turn
- ❖ Wait for a turn silently and show your child you are waiting
- ❖ Try "one more turn" when he/she stops participating
- ❖ Take several turns using the same topic
- ❖ Try to initiate and respond equally between you and your child
- ❖ Allow for silence when your child does not immediately respond
- ❖ Think of turn taking as a game of Ping-Pong
- ❖ Instead of asking questions; show your child what to say and/or sign
- ❖ Use pictures to teach a word or have your child use a word

Toy Time for Tots #1

Newborn to Six Months



Oh, Baby! A Touch and Feel Book® by Elizabeth Hathon

Baby Einstein: Baby Da Vinci-My Body® Book by Julie Agner-Clark

Stuffed Bear

Rattle

Cow Puppet

Keys

Mirror

Animal Bath Glove

Musical Animal Toy

Hanging Bug Toy

Oh Baby! Touch-And-Feel® Book (Hathon, E. New York, NY: Grosset & Dunlap, 1999)

Vocabulary

baby	dog	hat	open
baby's name	duck	head	sheep
bear	eyes	look	shhhh
blanket	foot	mirror	soft
cat	flower	mouth	touch
cow	goodnight	nose	

Auditory/Speech/Language Activities

Touch the different textures and pictures in the book. Add inflection, duration and loudness differences to your voice such as:

- that's soft – push push
 - smell the flowers - sniff sniff
 - hear the doggie - woof woof
- (Auditory discrimination)

Ask/sign to your baby, "*Where's the _____?*" as you look at the different pictures. Help your baby to touch the object you have named.

(Auditory discrimination, Auditory identification)

Introduce body parts as you look at the pictures of your baby and the animals in the book.

Name/sign the animals and produce the sounds they make such as "*The duck says quack.*"

Pragmatics Activity

One of the fundamentals of social development is eye contact. It is never too early to start to develop this skill, and it is a wonderful connection with your baby. When talking about parts of the body, focus on his/her eyes and try to establish eye contact with your baby. Use exaggerated expressions to keep his/her interest. While you have his/her interest, make a variety of facial movements and see if he/she will attempt to imitate you.

Literacy Activity

It is never too early to read with a baby! Allow your baby to explore books daily and set aside one or more times each day when you will read with him/her. Use simple books with large pictures, such as the one in this activity. Touch and Feel books are great to stimulate and engage your baby.

Books

Baby Touch and Feel Pets (New York, NY: DK Publishing, 2010)

Bright Baby Touch & Feel Baby Animals (Priddy, R. London, England: Priddy Books, 2006)

Little Feet Love (Nex, A. Atlanta, GA: Piggy Toes Press, 2009)

Songs/Nursery Rhymes

Rock-a-bye Baby

Hush, Little Baby

This Little Girl of Mine (This Little Boy of Mine)

Related Materials/Activities Found in the Home

Find mirrors around your home and let your baby look at his/her image.

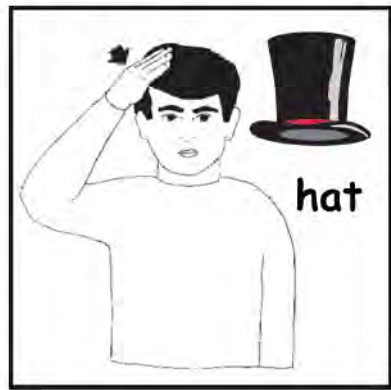
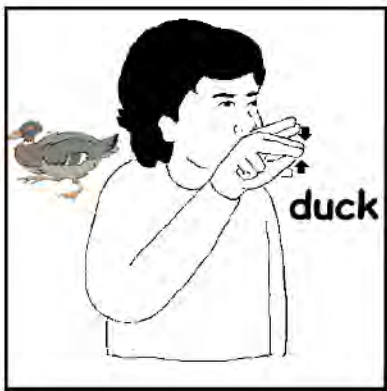
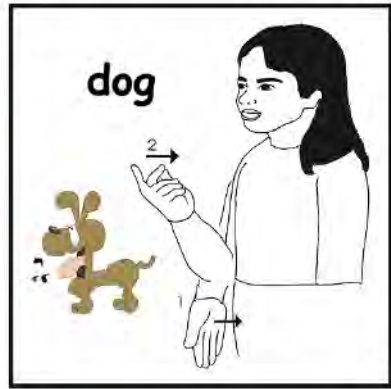
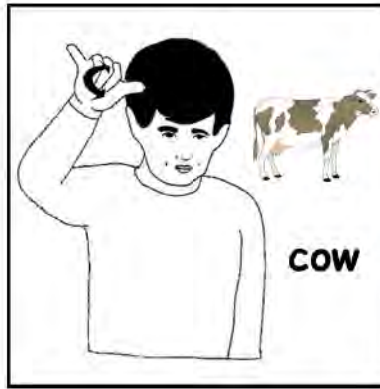
Expose your baby's touch to a variety of fabrics and textures and ask him/her to feel them.

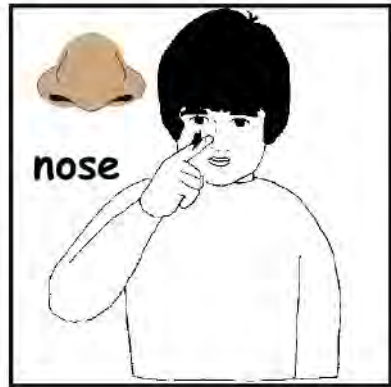
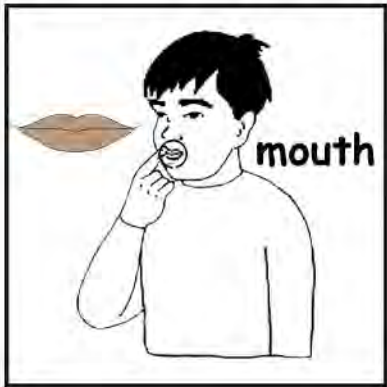
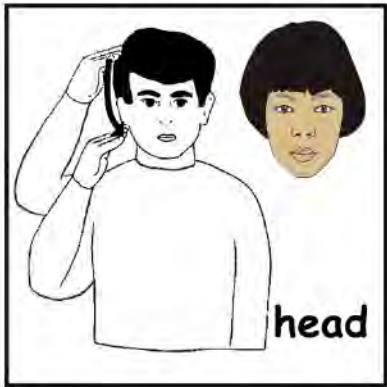
Play with stuffed animals.

Make a photo book of people and animals in your baby's life.

Additional Resources

SKI-HI Curriculum; Earliest Interactions, Topic 7: Using Expressive Infant-Directed Early Communication.





Baby Einstein: Baby Da Vinci-My Body® Book

(Agner-Clark, J. Los Angeles, CA: Disney Press, 2005)

Vocabulary

baby	eyes	look	nose
baby's name	frog	mirror	peek-a-boo
blow	head	monkey	say cheese
cow	listen	mouth	sun

Auditory Activities

Emphasize sounds that differ in length, intensity and pitch such as:

- cheese – make “cheese” a long sound
- wow – make “wow” short, loud and high pitched
- blah – stick out your tongue and make blah short, loud and low pitched
- puff – whisper this sound and have baby feel the air
(Auditory discrimination)

Make a silly face and have your baby watch your tongue movements; give your baby time to imitate. Play peek-a-boo with the book, a blanket and your hand.

(Auditory discrimination)

Speech/Language Activities

Point out the body parts of the animals in the book. Find the same parts on your baby.

Look in the mirror with your baby and talk/sign about your baby's name, mommy, body parts, etc.

Pragmatics Activity

Peek-a-boo is a great activity to start with a young baby to encourage a variety of social, pragmatic, and language skills. Additionally, your baby will love it. Establish your baby's attention and use exaggerated expressions. Use a repetitive phrase like “*peek-a-boo*” or “*boo*” or “*I see you!*” as you continue to repeat the activity.

Literacy Activities

Place books all around the house and have them be accessible to your baby.

Model reading in the daily routine to establish early on the importance of literacy.

Books

Pat the Cat (Kunhardt, New York, NY: E. K. Golden Books, 1998)

Peek-a-Who? (Laden, N. San Francisco, CA: Chronicle Books, 2000)

Hello Baby: Mirror Board Book (Priddy, R. London, England: Priddy Books, 2012)

Songs/Nursery Rhymes

Tap, tap, tap
On my baby's (or name) cheek
Tap, tap, tap
On my baby's cheek (take baby's hand and put it on his cheek)

Head, Shoulders, Knees and Toes

Twinkle, Twinkle Little Star

Related Materials/Activities Found in the Home

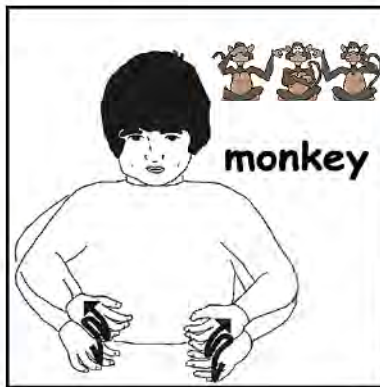
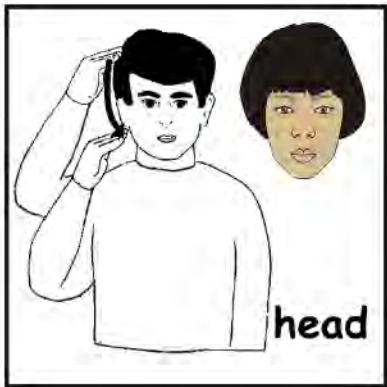
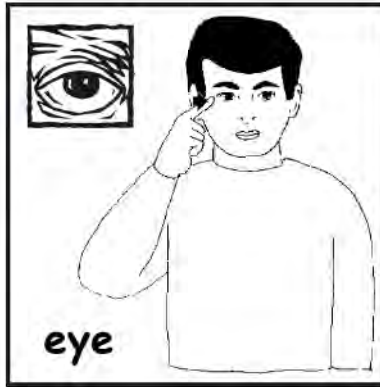
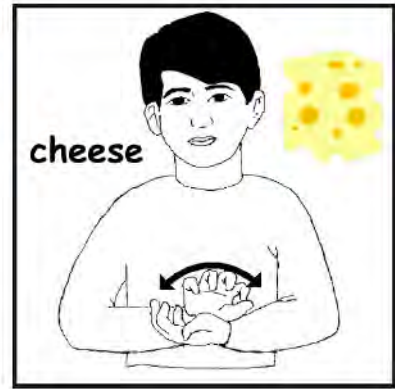
Find mirrors around the home and let your baby look at his/her image.

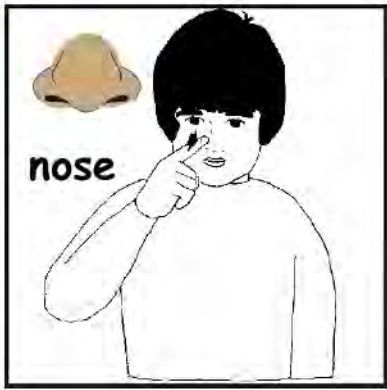
Play peek-a-boo games with blankets and toys. Hide your eyes under the blanket, then take a turn with your baby's eyes. Hide stuffed animals or toys.

Make a peek-a-boo board. Buy a plain colored vinyl placement. Cut pieces of textured material (e.g., felt, cotton, burlap, fake fur, velvet, fleece, corduroy, etc) into squares. Glue the top edge of the squares to the placemat. Leave the other three sides unglued. Cut out pictures of objects from magazines, use photographs or small objects that fit under the squares. Use a small square of sticky-backed Velcro to attach each picture/object under each textured square. You and your baby are ready to play peek-a-boo for the picture/object, name the object under the square, begin to find named object and talk about the feel of the textures.

Additional Resources

Learn To Talk Around The Clock; Play Time Level 1, Talking Points P2: Catch Those "Peek-a-boo" Moments While Playing with Your Child.





Stuffed Bear

Vocabulary

bear	head	nose
eyes	mouth	soft

Auditory Activities

Have the teddy bear “talk” to your baby in different pitches, loudness levels and length such as:

- Hi baby (name) – high and low
- Here comes the bear – whisper and normal voice level
- The bear says: roar – in long but sweet voice
- The bear says: I love you – in short, singing words
(Auditory discrimination)

Speech/Language Activities

Point out the body parts of the bear and find the same parts on your baby.

Hold up the bear and do antics – make the bear dance, jump, sleep, etc, for your baby. Use repetition, for example say, “*Dance, dance, dance*” while the bear is dancing.

Pragmatics Activities

Continue to work on establishing eye contact with your baby. Have your baby follow the bear with his/her eyes as you move the bear from side to side.

Hide the bear and play peek-a-boo games. Use exaggerated facial expressions and have fun with your baby!

Literacy Activity

Go to the local library story time with your baby. Explore the Children’s area of the library and help the child to feel comfortable there. Find durable board books when possible.

Books

Pat the Bunny (Kunhardt, D. New York, NY: Golden Books, 2001)

Animal Signs (Slier, D. Washington, DC: Gallaudet University Press, 1995)

Brown Bear, Brown Bear, What Do You See? (Martin, B. New York, NY: Henry Holte and Co., 1996)

Wake Up, Papa Bear! (Algrim, D. New York, NY: Golden Books, 2007)

Songs/Nursery Rhymes

Teddy Bear, Teddy Bear

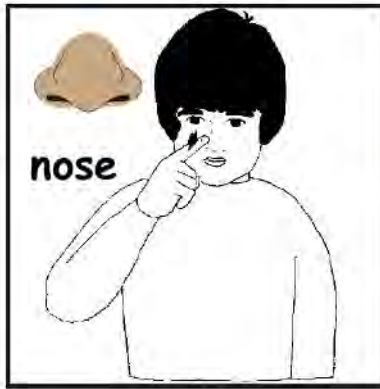
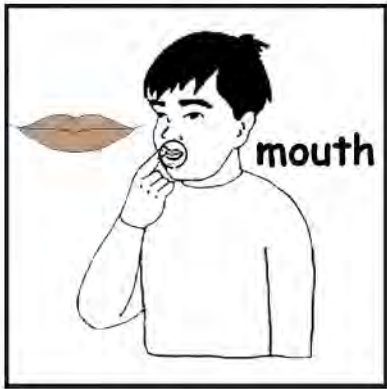
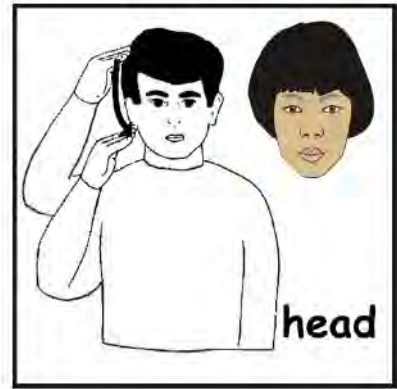
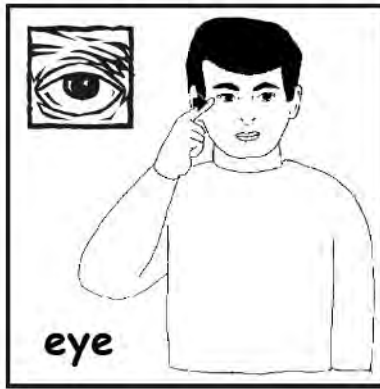
The Bear Went Over the Mountain

Related Materials/Activities Found in the Home

Play with a variety of stuffed animals in the home.

Additional Resources

SKI-HI Curriculum; Earliest Interactions, Topic 6: Importance of Eye Contact and Communicating Directly to Your Child.



Rattle

Vocabulary

listen shake

Auditory Activities

Shake the rattle in front of your baby, to the sides and watch for responses to the sound.

(Awareness and meaning of sounds)

Shake the rattle fast and slow, loud and soft. Talk about the differences.

(Awareness and meaning of sounds, Auditory discrimination)

Repeat same activity as above, gradually moving the object out of your baby's field of vision to encourage development of visual tracking and localizing to sounds.

(Awareness and meaning of sounds, Auditory localization)

As your baby develops, begin presenting sound without a visual cue.

(Awareness and meaning of sounds)

Speech/Language Activities

Talk/sign about the sounds the rattle makes – loud and soft, fast and slow.

When your baby responds to the sound, show excitement and point to your ear and say, "*You heard the rattle!*"

Pragmatics Activity

Continue to establish the importance of faces in social interactions. While shaking the rattle, bring it up to your face to encourage your baby to fix his/her gaze on your face.

Literacy Activity

When reading with your baby, allow him/her to turn the pages if he/she is interested. Introduce the idea of pointing to pictures and labeling. For example say/sign *tree* as you point to a tree on the page. As always, use a lot of repetition. Children at this age love it!

Books

I Hear, Sounds in a Child's World (Ogle, L. and Thoburn, T. Winter Park, FL: American Heritage Press, 1971)

Belly Button Book (Boynton, S. New York, NY: Little Simon, 2005)

The Very Hungry Caterpillar (Carle, E. New York, NY: Philomel Books, 1994)

Songs/Nursery Rhymes

Shake it, shake it, shake it high,
Shake it, shake it, shake it low,
Shake it, shake it on your tum,
Shake it, shake it on your toe.

Tune: *Old McDonald had a Farm*

Rattle, rattle, shake, shake, shake, e-i-e-i-o
Rattle, rattle, shake, shake, shake, e-i-e-i-o

Related Materials/Activities Found in the Home

A variety of rattles with different sounds are a fun way to stimulate your baby's hearing.

Make rattles by filling small containers with beans, rice, or marbles. Seal the containers completely and securely.

Additional Resources

Learn To Talk Around The Clock; Playtime, Talking Points P1 Level 1: Position Your Child For Best Interaction While Playing.



Cow Puppet

Vocabulary

cow	hair	mouth	soft
eyes	head	nose	tongue

Auditory Activities

Have the puppet "talk" to your baby in different pitches, loudness levels and length:

- Hi baby (name) – high and low.
- Here comes the cow – whisper and normal voice level.
- The cow says: moo – varying your pitch and length.
- The cow says: I love you – in short, singing words.
(Auditory discrimination)

Play peek-a-boo with the puppet. Hold the puppet behind your back. Bring out the puppet and say "*peek-a-boo.*" Put it behind your back again and continue until your baby begins to anticipate the puppet. Use words such as "*Where is the cow?*" See if your baby begins to look for the puppet before seeing it.

(Awareness and meaning of sounds, Auditory identification)

Speech/Language Activities

Have the puppet sing a song. You can begin to see early communication from your baby with songs. Wait for your baby to show you through body movement that he/she wants *more* before singing again. Bounce your baby while you are singing. Reinforce the concept of *more*, help your baby sign more if you are using sign language.

Point out the body parts of the cow and find the same parts on your baby.

Hold up the cow and do antics. Make the cow dance, jump, sing and sleep for your baby.

Have your baby follow the cow with his/her eyes as you move the cow from side to side.

Pragmatics Activities

Your baby is learning to respond to his/her name. Use the puppet to sign to your baby, using his/her name often.

Play peek-a-boo with the puppet. Use an expectant look and wait time so that your baby feels the anticipation. Bring the puppet out with excitement and say "Here is the cow!" with a big smile. Repeat as often as your baby is interested. Listen for vocalizations during your wait time as your baby comes to expect the outcome.

Literacy Activity

This is an age when your baby loves repetition. It is great to have some books that you read to your baby every day. Use books that have a natural rhythm, often with rhyme, and predictable phrases.

Books

Moo, Baa, La La La! (Boynton, S. New York, NY: Little Simon, 1982)

Barnyard Dance (Boynton, S. New York, NY: Workman Publishing, 1993)

Are You a Cow? (Boynton, S. New York, NY: Little Simon, 2012)

Songs/Nursery Rhymes

Pony Girl/Boy (bouncing baby on lap)

Pony Girl (Boy) Pony Girl

Won't you be my pony girl?

Giddy up, giddy up

Whee (lift baby into air), my pony girl

She'll be Comin' Around the Mountain

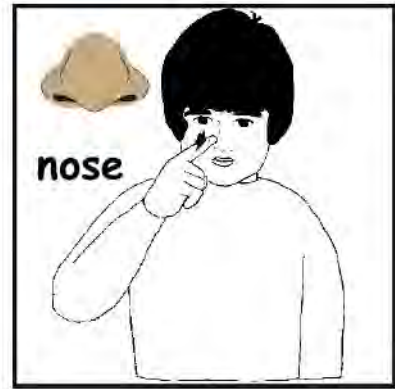
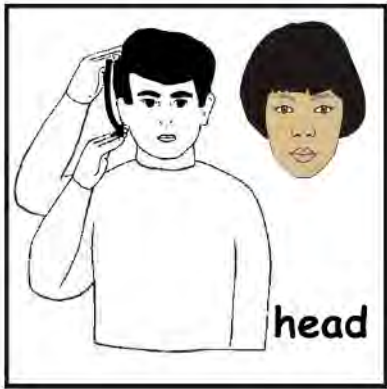
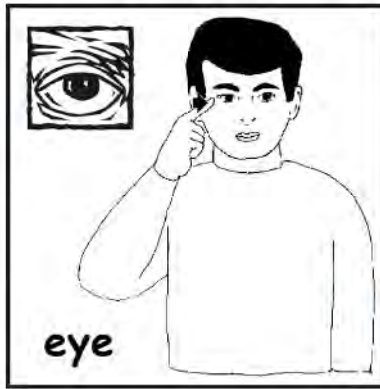
Related Materials/Activities Found in the Home

Make a puppet! Stuff a sock or pillowcase with fabric scraps or anything soft and clean. Tie it shut with a string. For safety, do not leave long ends. Draw a happy face on the sock or pillowcase. Show your baby the puppet and play!

Additional Resources

Listening Games for Littles by Dave Sindrey; Listening Idea #10: Play Time Socks.

Learn To Talk Around The Clock; Playtime, Talking Points P4 Level 2: Tuning in to Your Child at Playtime.



Keys

Vocabulary

hold keys listen look shake

Auditory Activities

Shake the keys and tell your baby to "*listen*." Shake the keys in front of your baby and to the side. Watch for signs that your baby hears the sound.

(Awareness and meaning of sounds)

Put the keys in your baby's hand. When your baby shakes them, reinforce the movement and the sound.

(Awareness and meaning of sounds).

Speech/Language Activities

Talk/sign about the color of the keys.

Use words like shake and look. Use a lot of repetition.

Drop the keys. When your baby follows the keys, say "*uh-oh*" and pick them up to try it again.

Pragmatics Activity

Play a modified version of peek-a-boo by hiding the keys behind your back and look at your baby. Use an expectant look and wait time so your baby feels the anticipation. Bring the keys out with excitement and say, "*Here, they are!*" with a big smile. Repeat as often as your baby is interested. Listen for vocalizations during the wait time as your baby comes to expect the outcome.

Literacy Activity

In addition to reading books before bedtime, begin to give your baby a narrative of the day each night before bed. Explain to your baby the activities and who he/she saw using sequence words (for example, first, then, last). This is building the foundation of stories and storytelling.

Books

I Hear (Oxenbury, H. London, England: Walker Children's Hardbacks, 2000)

Turn the Key: Who Do You See? (Merberg, J. New York, NY: Downtown Bookworks, 2011)

Duck's Key: Where Can It Be? (Alborough, J. La Jolla, CA: Kane/Miller Book Publishers, 2005)

Goodnight, Gorilla (Rathmann, P. New York, NY: Putnam Juvenile, 1994)

Songs/Nursery Rhymes

Where Is Thumbkin?

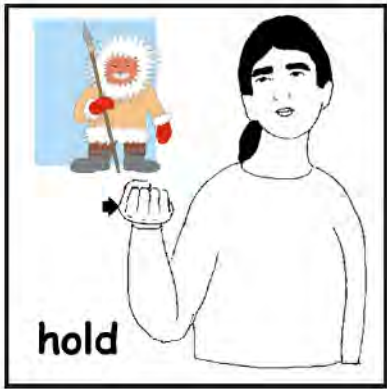
London Bridge is Falling Down

Related Materials/Activities Found in the Home

You can use keys from around the house that are connected. Keys made from child friendly materials are best to use. Other materials may not be as safe. Measuring spoons, which are connected, are another option.

Additional Resources

SKI-HI Curriculum; Infants 0-12 Months, Topic 9: Maximizing Infant Routines.



Mirror

Suggested Toys

Crib and Floor Mirror® Sassy
Tag n' Smile Plushie Mirror® Taggies
Alphabet Zoo Activity Mirror® Skip Hop

Vocabulary

baby	face	mirror	mouth
daddy	look	mommy	nose
eyes			

Auditory/Speech and Language Activities

A baby, toddler and young child all enjoy looking in a mirror. The mirror activities will change as your baby gets older. Introducing a mirror at a young age helps to teach your baby that he/she is separate from mom and dad. This is something babies need to learn.

Hold your baby on your lap in front of the mirror. Emphasize your baby's name and begin pointing out body parts. Touch your baby's body parts as you talk about them.

(Auditory comprehension)

Talk about mommy and daddy, depending on who is holding your baby. Show your baby your body parts.

(Auditory discrimination, Auditory comprehension)

Wave to your baby and help your baby wave back.

Place a blanket over your baby or yourself, take it off and say "*peek-a-boo.*"

Sing to your baby in front of the mirror.

Pragmatics Activity

Try to engage your baby in back-and-forth vocal play in front of a mirror. When your baby vocalizes, imitate the sound(s) and get his/her attention. Use wait time and an expectant look and your baby might then make another sound. Continue to imitate the sounds and turn this activity into a game. Your baby might not catch on the first time but keep trying!

Literacy Activity

When you are reading with your baby, think about how to position yourself, your baby (and any other children) to maximize his/her learning. Think about how your baby can

best see signs and/or hear the words. Additionally, consider how your baby can best explore the book through touch.

Books

Babies (Fujikawa, G. New York, NY: Grosset & Dunlap, 1994)

Hello Baby (Priddy, R. London, England: Priddy Books, 2012)

Baby Einstein: I See Me! (Zaidi, N. New York, NY: Disney Press, 2009)

Where Is Baby's Belly Button (Katz, K. New York, NY: Little Simon, 2000)

Songs/Nursery Rhymes

Pat-a-Cake

This Little Piggy

Itsy Bitsy Spider

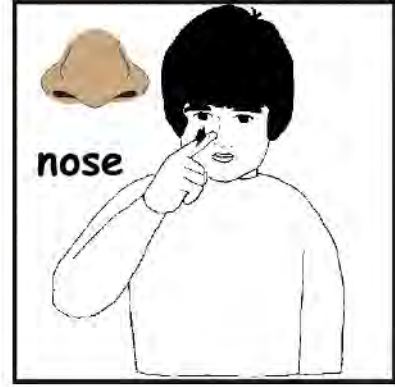
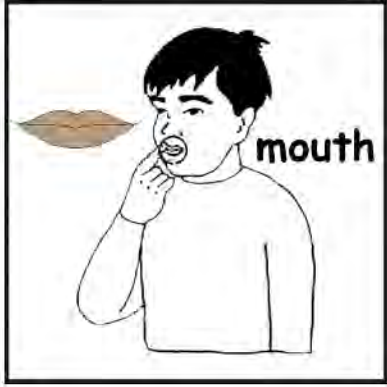
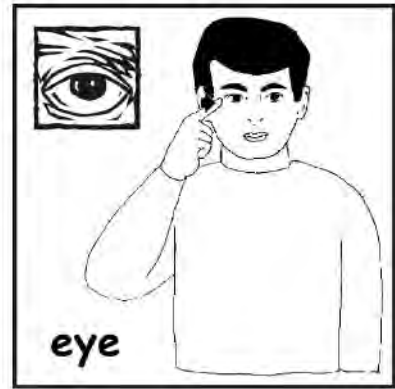
Related Materials/Activities Found in the Home

Take advantage of any mirror in the home or when you are out in the community to show your baby his/her reflection. Talk about what else you can see in the mirror, what your baby is wearing, and how you are feeling.

*A note on safety, please make sure the mirror you use is made of unbreakable material and provides an accurate reflection. Some mirrors have a distorted image. A freestanding mirror could fall over, so only use with adult supervision.

Additional Resources

Learn To Talk Around The Clock; Playtime Talking Points P3: Sing to Your Child Yes, You!



Animal Bath Glove

Suggested Toys

Garden Puppet Wash Cloth® The Soap Box Shop

Komfort Animal Head Bath Glove® Ningbo Jinmao Import & Export Co., Ltd.

Vocabulary

animals	dirty	penguin	wash
bath	dolphin	soap	water
boat	frog	tiger	wet
clean	hippopotamus		

Auditory Activities

Make a sound association for each animal and repeat it often as you identify and point to that animal such as:

- Dolphin – ee, ee, ee
- Frog – croak, croak, croak
- Tiger – grrrrr

Use different intonation, duration and intensity with each sound to encourage auditory awareness and vocal play.

(Auditory discrimination)

Encourage turn-taking and development of auditory feedback loop by repeating back any sound that your baby makes. Give plenty of wait time for your baby to imitate in return.

(Auditory feedback and integration)

Speech/Language Activities

Encourage visual tracking by moving the glove from side to side in front of your baby.

Use glove at any time. Not just at bath time. Name each animal (signing and/or speaking) as you wiggle it with your finger. For example, say, *"Here's the hippo. Hi hippo!"* For an auditory activity, use various pitches as you do this and BE PLAYFUL!

Ask/sign to your baby, *"Where's the frog (or other animal)? Here he is!"* as you move the specified finger toward your baby to grasp.

Identify the body parts on each animal as you play with it and use repetition, such as, *"See the dolphin's mouth? Bite, bite, bite!"*

Have an animal hide in the boat. Ask/sign to your baby, *"Where is the _____ (name specific animal)?"* Pull the animal out and sign/say, *"There he is! Hi, duck! Now let's put _____ in the boat. Where is _____?"*

When bathing your baby with the glove, identify an animal and have the animal find a body part by saying, "*The penguin is going to get your toes!*" For an auditory activity, add the sound association related to the animal as you play.

Hide the gloved hand behind something such as under a table, behind a chair, or beside the tub. Play peek-a-boo with the glove one animal at a time. An example is, "*Where's dolphin? Peek-a-boo! He sees (baby's name)!*"

Talk/sign about things each animal can do as you imitate it, for example, "*Look! The frog is dancing!*" or "*Hippo is going to kiss you...kiss, kiss, kiss!*" Other examples include bending, looking, eating, drinking, taking a bath, popping bubbles and washing face.

Pragmatics Activity

Expose your baby to waving and to using greetings, such as hi, bye, and hello. While you have on the glove, make a fist with your hand so all of the animals are faced down. One by one, have each animal pop up and say, "*Hi _____*" to each animal. Once you have all five up, repeat this, only going down again saying, "*Bye _____.*"

Literacy Activity

Some baby books are made with waterproof material just for having fun in the bath. Read these books with your baby and let him/her explore letters, concepts and sounds during bath time.

Books

The Mitten (Brett, J. New York, NY: Scholastic, 1992)

Mimi's Toes: A Splash and Giggle Bath Book (Aigner-Clark, J. New York, NY: Disney Press, 2003)

Mrs. Wishy Washy (Cowley, J. New York, NY: Philomel, 1999)

Touch and Feel Bathtime (New York, NY: DK Publishing, 2009)

Songs

Where is Thumbkin? (The puppet can be used with this song)

Head, Shoulders, Knees and Toes

Row, Row, Row Your Boat

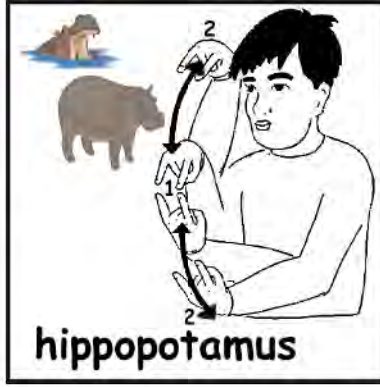
Related Materials/Activities Found in the Home

Any age appropriate bath toys including squirters and rubber ducks are a great way to make bath time fun for your baby!

Additional Resources

SKI-HI Curriculum; Infants 0-12 Months, Topic 2: The Importance of the Early Months of Life for Communication and Language Learning.

Learn To Talk Around The Clock; Bath Time, Level 1: Checklist for Improving Bath Time Interactions.





Musical Animal Toy

Suggested Toys

Musical Inchworm® Lamaze

Musical Cow Plush Toy® Carter's

Vocabulary

black

green

mouth

soft

blue

head

orange

white

dance

hear

purple

worm

eyes

legs

red

yellow

Auditory Activities

Explore the various noises the toy makes with your baby. With each noise, point to your ear and say, *"Did you hear that? I hear the music!"*

(Awareness and meaning of sound)

Present noises while the toy is in your baby's field of vision. Move the toy to the sides and make noises, encouraging your baby to follow sounds.

(Auditory localization)

Move/bounce to the rhythm of the song the toy plays.

(Awareness and meaning of sound)

Have the toy *talk* to your baby with different pitch, inflection, soft and normal intensity in order to introduce various suprasegmentals of speech. Some examples are *"Hi, baby's name," "I'm going to kiss you," "Where's mommy? There she is!"*

(Auditory discrimination)

Speech/Language Activities

Allow your baby to handle the toy, pulling and chewing on various parts to encourage motor and oral motor development

Sign/talk about and point to various body parts of toy. Point to and identify your baby's matching body part.

Have the toy do various antics such as:

- dance
- kiss
- eat
- jump
- sleep
- wake up

Identify what the toy is doing by signing/speaking in "radio commentary" style. An example is, "*Look...the worm is dancing! Now he's jumping on mommy's head!*"

Identify the various colors on the toy and talk/sign about them to baby. Tell your baby, "*The worm's tongue is red!*" and "*His head is green.*"

Hide the toy under a blanket, asking, "*Where's the worm?*" Pull blanket off and say/sign "*Hi worm,*" "*peek-a-boo*" or other playful phrases.

Pragmatics Activity

Your baby is learning his/her name. Make the animal *talk* to your baby, using his/her name often. This will continue to help build awareness of his/her name that will eventually lead to responding to his/her name.

Literacy Activities

Aim to read to your baby every day. Hold up bright pictures to share. Say or sign the words in rhythm.

Carry books with you everywhere! Put children's books in different rooms in the home, in the car, and in the diaper bag so that books are accessible to your baby always!

Books

My Turn: Tomato, Lettuce and Wiggly Worms (James, D. London, England: Two-Can Publishing, Ltd., 2000)

Yummy Yucky (Patricelli, L. Cambridge, MA: Candlewick Press, 2003)

The Worm Family (Johnston, T. San Diego, CA: Harcourt, 2004)

Songs/Nursery Rhymes

If You're Happy and You Know It

The Worm

A tiny, tiny worm wiggled along the ground (use finger for worm)

It wiggled along like this, without making a sound

It wiggled until it came to a hole in the ground (use cupped hand)

It wiggled inside without making a sound....shhhhh!

Related Materials/Activities Found in the Home

Play music with your baby during the day and dance together.

Use noise making toys or objects around the home for localization and sound awareness.

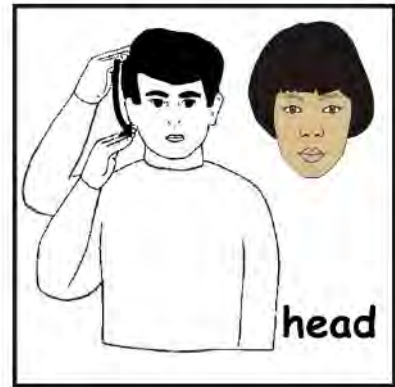
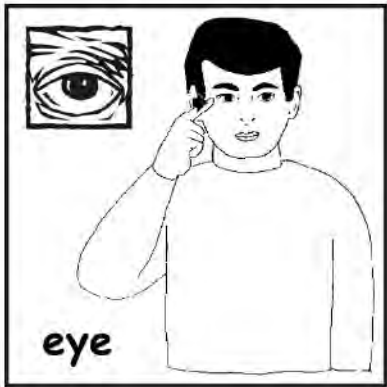
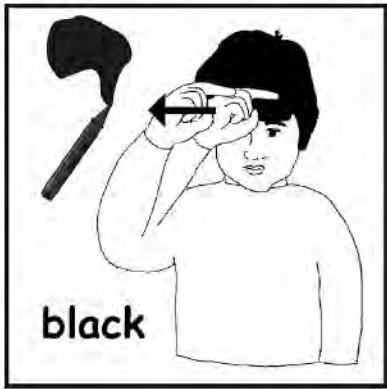
Play with other cause and effect toys, like squeezing and music starts.

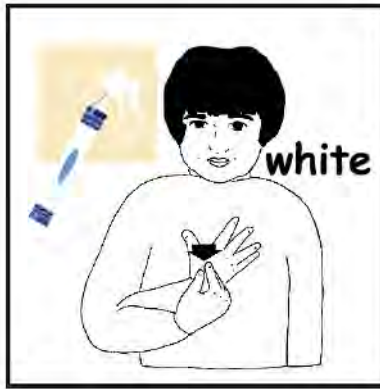
Make homemade sock animals for a fun toy. Make sure it is made with parts that won't come off, as well as with non-toxic materials.

Additional Resources

SKI-HI Curriculum; Early Spoken Language Through Audition, Topic 10: Playful Speech.

CHIP Parent Manual, Section 6, Opportunities to Model Language in Daily Routines





Hanging Bug Toy

Suggested Toys

Buzz the Bug® Lamaze

Hang on Baby Bug Toys® B Kids

Vocabulary

antenna

eyes

listen/hear

tummy

bug

head

mouth

wings

colors

legs

shake

Auditory Activities

Alert your baby to the various sounds a bug makes. While pointing to ear and reinforce your baby's responses to sound by saying, *"Did you hear that? Shake, shake, shake. I hear it...good listening!"*

(Awareness and meaning of sound)

Make sounds with the bug in your baby's field of vision and reinforce your baby's responses. Gradually move the toy out of your baby's field of vision while continuing to make sounds with the toy. Again, reinforce any responses to sound that your baby makes.

(Awareness and meaning of sound, Auditory feedback and integration)

Move the bug up and down while moving it toward your baby (like an airplane) while varying pitch with an *ahhhh* sound or *buzzing* sound. Do the same with long utterances and staccato utterances when the bug stops or bounces. Encourage and reinforce your baby's vocalizations!

(Auditory discrimination)

Speech/Language Activities

While your baby explores the toy, identify the various parts of the bug including, shapes and colors. Point out the body parts of bug as well as identifying them on your baby. For example say, *"Look at the bug's eyes. Where are your eyes? Here they are!"*

Play peek-a-boo with the bug, covering it with a blanket or hiding it behind you or another object. Say/sign *"Peek-a-boo!"* each time you uncover it. Reveal the bug and say, *"Hi bug"* or *"There's the bug!"*

Make the bug perform various actions, such as:

- dance
- jump
- kick

- kiss
- hide

Playfully talk/sign about what the bug is doing. Turn on music and have the bug move to the rhythm of the music or sing a song while bug *dances*.

Have your baby hold on to one of the bug's legs while you hold on to a leg on the opposite side. Say/sign "*pull*" and engage in a gentle tug of war. Reinforce your baby's responses during play. Do many times and wait in anticipation for your baby to indicate he/she wants to play again. This may be as simple as leg kicks or a yell. Reinforce by repeating play. Imitate and reinforce any vocalizations your baby makes while you are playing. Use acoustic highlighting by repeating sounds, varying pitch, intensity and length of utterances. Have fun!

Pragmatics Activity

Your baby will enjoy activities that make you laugh. Be silly with your baby and put the bug in various places around your baby, for example on your head, under a box, beside your baby, etc. Be playful and use humor. Sign/say "*Where's the bug?*" and look around. "*He is on my head. He's going to get you!*" etc.

Literacy Activity

Place books around the home so you can read to your baby anytime and anywhere. Carry books in the diaper bag, car, etc. Singing and rocking are early literacy activities to share with your baby. Sing lullabies to your baby as you hold him/her and move from one place to another. Add motion by swaying or rocking while you sing.

Books

Busy Bugs (Stanley, London, England: M. Kingfisher, 2003)
The Very Hungry Caterpillar (Carle, E. New York, NY: Philomel Books, 1994)
Miss Spider's ABC Board Book (Kirk, D. New York, NY: Scholastic, 1998)
The Very Quiet Cricket (Carle, E. New York, NY: Philomel, 1990)
Ten Little Ladybugs (Gerth, M. Atlanta, GA: Piggy Toes Press, 2007)

Songs/Nursery Rhymes

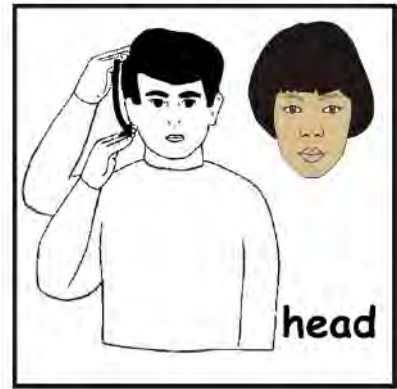
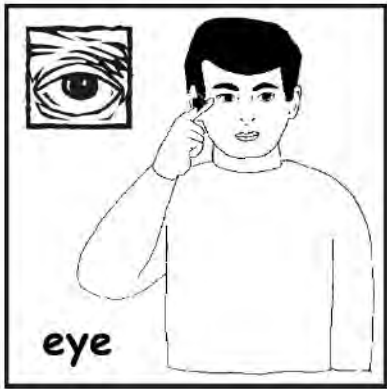
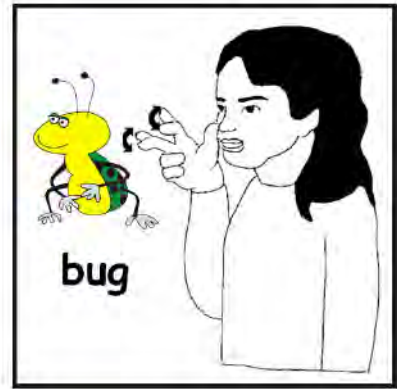
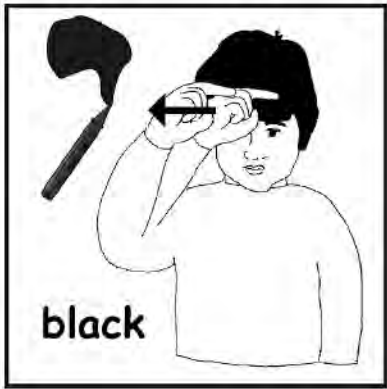
Itsy, Bitsy Spider
The Ants Go Marching
Baby Bumble Bee

Related Materials/Activities Found in the Home

When you play outside with your baby or at the window, begin to point out the bugs you see such as flies, ladybugs, inchworms and ants. Discuss body parts, colors, size, etc. of each bug.

Additional Resources

Just for Fun: Developmentally-Appropriate Activities to Promote Early Communication and Language Development Sample Activities 0-3 months, pp. 37-43.





Toy Time for Tots #2

Six to Twelve Months



Pop-Up Toy
Stacking Rings
Stacking Cups
Blocks
Soft Ball
Happy Baby Words Book
Shape Sorter
Mirror
CD Player/Digital Music Source
In and Out Toy
Roll Along Toy
In and Out Animal Toy

Pop-Up Toy

Suggested Toys

Busy Poppin' Pals® Playskool

Pop Up Farm Yard Friends® Castle Toys

Vocabulary

bye-bye	hear	panda	sheep
close	lion	peek	turn
elephant	monkey	pop	uh-oh
eyes	more	push	where
giraffe	open		

Auditory Activities

Alert your baby to each sound the toy makes by saying, *"I hear that! Did you hear that?"* Reinforce any response.

(Awareness and meaning of sounds)

Put the toy out of your baby's field of vision and make sounds with the toy. Encourage and reinforce his/her attention to auditory cues.

(Awareness and meaning of sounds, Localizing sound source)

Encourage your baby's localization skills by placing toy out of his/her field of vision to the right or left then make sounds with the toy.

(Localizing sound source)

Model the sounds the animals make and contrast the sounds

- long versus short (moo versus woof woof)
- high pitched versus low pitched (buk buk versus roar)
- loud versus soft (brrrr – elephant versus tongue click – horse)

Give wait time between models and watch for any sound imitation. Reinforce all vocal attempts.

(Auditory feedback and integration, Auditory discrimination)

Speech/Language Activities

Changing pitch, duration and loudness of sounds and words are three ways to keep a baby interested in listening to speech. Identify the animals and their sounds in various ways. Examples are *"Where's the lion? There he is! The lion says ROARRRRR"* or *"See the dog? The dog says woof, woof, woof."*

Model vowel sounds and beginning consonants when opening each compartment of the toy by saying, *"Pop! Boo! Open!"* or something similar.

Help your baby open the doors of the toy and exclaim the baby is *pushing, turning or sliding*.

As you close the doors, say "bye-bye" to each animal. Wave bye-bye to each animal. Use hand under hand to guide your baby to wave. Ask "Where did the _____ go?"

Talk about each animal and describe its characteristics (colors, sizes, shapes, etc.).

Point out the facial body parts for each animal.

Pragmatics Activity

Your baby will begin to imitate sounds and actions at this age. These skills can be reinforced with this toy. As you make animal sounds, give wait time to see if your baby will imitate the sounds. Wave bye-bye to the toys as you close the cover. Say "h!" with lots of inflection when the toy flip opens. Play peek-a-boo with the animals and watch for your baby to imitate your actions.

Literacy Activity

Incorporate reading at naptime and bedtime each day. Pick books that are durable, bright and colorful. Use phrases such as, "Get your pointer finger out" as you touch the different pictures. Help your baby isolate one finger and touch a picture on the page. Name and point to objects in the pictures.

Books

Polar Bear, Polar Bear, What Do You Hear? (Martin, B. and Carle, E. New York, NY: Henry Holte and Co., 1997)

Dear Zoo (Campbell, R. New York, NY: Simon and Schuster, 1982)

Daddy Hug (Warnes, T. New York, NY: Harper Collins, 2008)

Piggies (Wood, A. and Wood, D. Orlando, FL: Harcourt, Inc., 1991)

Songs/Nursery Rhymes

Pop Goes the Weasel (Substitute each animal for the monkey)

This Little Piggy

Baa, Baa Black Sheep

Related Materials/Activities Found in the Home

Hide small objects under cups or a blanket. At first, only partially cover the object and help your baby find the hidden toy.

Use noise making toys or objects around the home for localization and sound awareness.

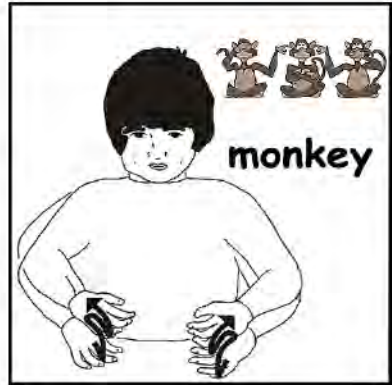
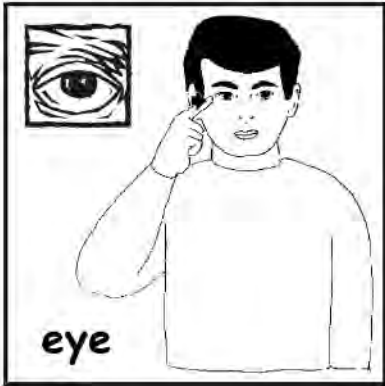
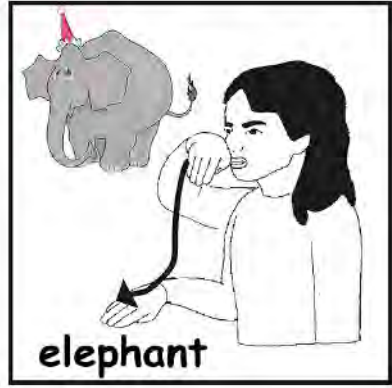
Use toys or objects which have a cause and effect such as hit the button and music starts.

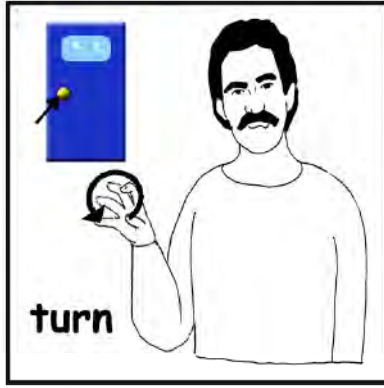
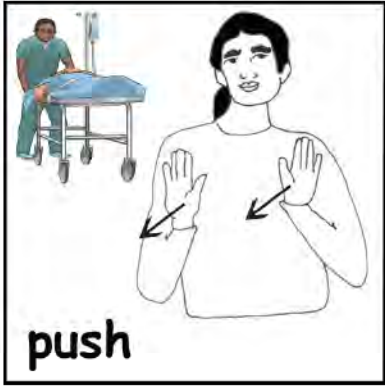
Play lots of peek-a-boo with the baby! Take turns covering up with baby's blanket. Your baby will begin to pull the blanket off to find you.

Wave bye-bye to daddy/mommy when leaving for work. Wave bye-bye to toys when cleaning up. Wave bye-bye to stuffed animals at bedtime.

Additional Resources

SKI-HI Curriculum; Infants 0-12 Months, Topic 10: Meaningful Play for Infants.





Stacking Rings

Suggested Toys

Little Superstar Little Stacker® Fisher Price
Rock and Roll Stacker® Sassy

Vocabulary

blue	off	peek-a-boo	yellow
circle	on	red	
green	orange	round	

Auditory Activities

Make different sounds through the rings. Have your baby watch and listen. Use sounds your baby makes changing the length, loudness and pitch of your voice. Give the ring to your baby and watch for attempts at imitation. To avoid over stimulation, vocalize one sound at a time as you hold the ring near your mouth. This limits the sounds your baby needs to listen to and process.

(Auditory feedback and integration)

Take the rings off slowly and make a slow vowel sound. Take the rings off quickly and make explosive sounds *ba ba ba* for each ring.

(Auditory discrimination)

Use the words *on* and *off*, varying your pitch with each ring. You can whisper as you put the rings on and use a loud voice as you take the rings off.

(Auditory discrimination)

Speech/Language Activities

Talk about the colors as your baby takes the rings off. Your baby is not yet ready to identify colors, but needs to hear the names of the colors many times before understanding these words.

As with the colors, introduce differences in sizes of the rings. Your baby is not ready to learn size differences, but needs to hear these types of words. Comparing the biggest ring to the smallest ring will be easiest for your baby to see at this age.

Use the words *on* and *off* as you play with the rings. Talk about what you are doing with the rings, and what your baby is doing with them.

Put a ring on your head, make it fall off and exclaim, "*Uh-oh!*" Give the ring to your baby. Does he/she try to put in his/her head? Help your baby put it on his/her head. When it falls off, exclaim, "*Uh-oh!*" This is often baby's first word so listen carefully!

Pragmatics Activity

Your baby will begin vocalizing to gain your attention. Give your baby a ring from the stacking toy, watch and wait to see if he/she will make a sound through the hole in the same way you have modeled.

Literacy Activity

Set up a literacy corner in the family room. Place a basket on the floor with many of your baby's favorite books. Your baby should start to move around, watch to see if he/she navigates to the basket and begins to look at the books. Have sturdy books available in the basket for manipulation and exploration without worry!

Books

My Shirt is White (Bruna, D. Bel Aire, CA: Two Continents, 1975)

White on Black (Hoban, T. New York, NY: Greenwillow Books, 1993)

Cloth Baby Book of Colors (Portland, Oregon: Etsy.com)

Songs/Nursery Rhymes

Tune: *Here we go 'round the Mulberry Bush*

This is the way we put on the rings,

Put on the rings, put on the rings.

This is the way we put on the rings,

So early in the morning.

This is the way we take off the rings,

Take off the rings, take off the rings.

This is the way we take off the rings,

So early in the morning.

Round the Garden Goes the Teddy Bear

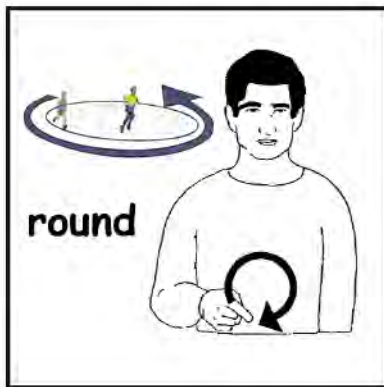
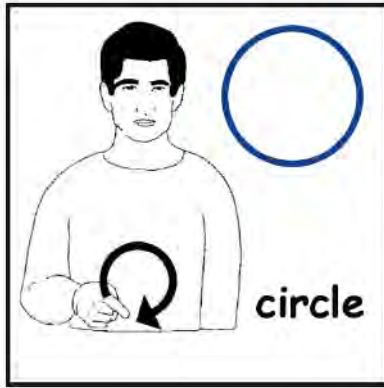
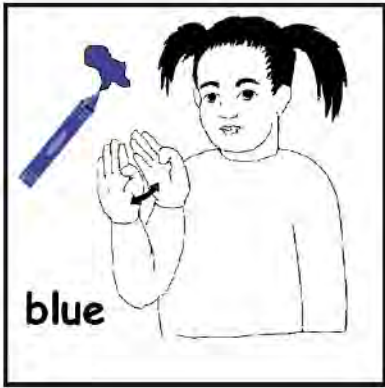
Related Materials/Activities Found in the Home

Have your baby take objects out of containers and encourage putting the items back.

Once Cheerios® have been introduced into the baby's diet, the baby can take them out and put back into the bowl. This will help with the development of the pincer grasp.

Additional Resources

My Turn to Learn by Susan Lane, Lori Bell and Terry Parson-Tylka; Chapter 8: Bringing My Child's Attention to Sound and Making Sound Meaningful.



Stacking Cups

Suggested Toys

Stacking Cups® Babies R Us

Caterpillar Spillers Stacking Cups® Munchkin

Vocabulary

big	cup	on	small
black	down	orange	uh-oh
blue	fall	pink	up
brown	green	purple	white
build	off	red	

Auditory Activities

Say *"up, up, up"* as you help the baby build with the cups. Raise your pitch as the cups go up, start with a whisper and make your voice louder as the stack gets taller.

(Auditory discrimination)

"Uh-oh" is a great sound to introduce to your baby. As the cups fall over, use inflection, loudness and duration changes with the word *"uh-oh."*

(Auditory discrimination)

Put small objects in the cups and shake. Listen to the different sounds and talk about what you hear.

(Awareness and meaning of sounds)

Speech/Language Activities

Your baby is not yet ready to identify colors, but he/she needs to hear the names of the colors numerous times before understanding or using these words. Talk about the colors and designs as the baby plays with the cups.

Your baby is not ready to learn size differences, but needs to hear these types of words. As with the colors and designs, introduce differences in sizes of the cups. Comparing the biggest cup to the smallest cup is easiest to see at this age.

Begin counting the cups as you stack. Talk about how tall the stack is becoming. Give the direction to knock down the cups. Use the cue *"one, two, three...knock them down!"* Watch for your baby to wait for three before knocking the cups over.

Place the cups in a row and count. Have your baby follow your finger as you say a number and touch a cup. This is joint attention and is an important skill your baby will use while learning.

Find small toys which fit in the cups and help your baby learn to put items in and take items out. Name the small toy as it is put in or taken out of the cup. Hide a toy under the cup and show your baby where the toy went. Talk about what is happening and show great surprise when you find the toy!

Pragmatics Activity

Your baby will begin to have fun repeating actions that make you laugh. When knocking over the tower of cups, your baby will delight in your response and will want to play the game over and over! Model the sign for *more* if using sign language during this fun game. Provide hand-over-hand or hand-under-hand to help the baby sign. After several presentations, your baby may move his/her hands to make the sign.

Literacy Activity

Take pictures of your baby playing with the nesting cups and other favorite toys. Make a personalized book of your baby playing – put these pictures in baggies, staple together and you now have a fun book.

Books

Of Colors and Things (Hoban, T. New York, NY: Greenwillow Books, 1996)

Uh Oh, Baby (Cheyette Lewison, W. New York, NY: Cartwheel Company, 1992)

Songs/Nursery Rhymes

Tune: *London Bridge*

Stack the cups up, up, up

Up, up, up,

Up, up, up

Stack the cups up, up, up

They all fall down!

Humpty Dumpty

Rock a Bye Baby

Related Materials/Activities Found in the Home

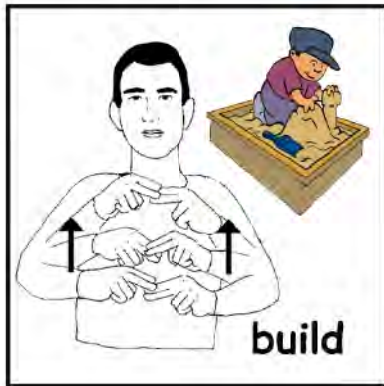
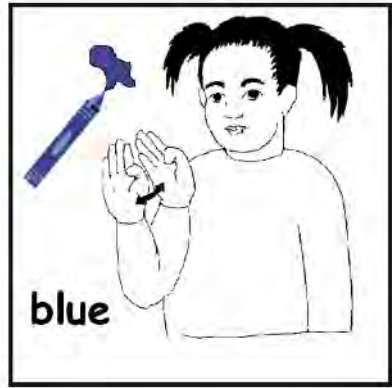
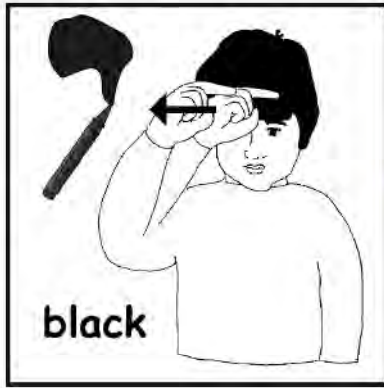
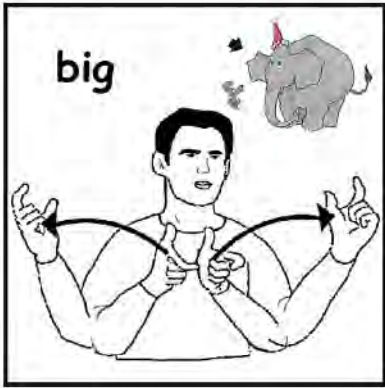
Give your baby empty kitchen containers, such as Tupperware®, and help him/her stack them.

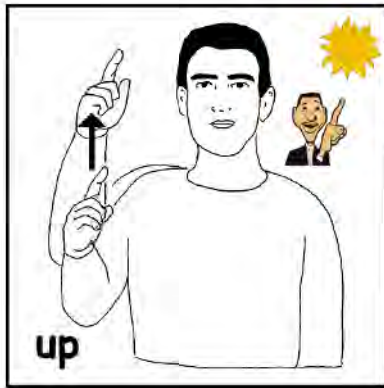
Find old boxes and stack them.

Stack pillows up and have fun falling into them.

Additional Resources

CHIP Parent Manual; Section 3 Communication: The Importance of Visual Attention for Early Communication.





Blocks

Suggested Toys

Peek a Block® Fisher Price
PBK Blocks® Pottery Barn
Soft Baby Blocks® Early Years
Baby Face Nesting Blocks® Smartlink

Vocabulary

block	fall down	rough	turn
build	feel	shiny	uh-oh
bumpy	numbers 1-10	soft	up

Auditory Activities

Say "*up, up, up*" as you help the baby build with the blocks. Raise your pitch as the blocks go up, start with a whisper and make your voice louder as the tower gets taller.
(Auditory discrimination)

"*Uh-oh*" is a great sound to introduce to your baby. As the blocks fall over, use inflection, loudness and duration changes with the word, "*uh-oh.*"
(Auditory discrimination)

Bang the blocks together. Help your baby to do the same. Move the blocks to the side, bang the blocks together, and watch your baby search and localize for the sounds.
(Awareness and meaning of sounds, Localizing sound source)

Speech/Language Activities

Talk about the colors, designs and textures of the blocks as your baby plays.

Emphasize the words *up* and *down* when playing.

Count the blocks out loud as you stack them. Talk about how tall the tower is getting. Give the direction to knock down the blocks. Use the cue, "*One, two, three...knock them down!*" Watch for your baby to wait for three before pushing the blocks over!

Name the objects inside the blocks or on the blocks. Talk about the colors of the objects, what you do with the objects and how they feel. Giving language stimulation in this manner will help to set the foundation of language development. Your baby not only needs to hear single words, but connected speech rich in description.

Talk about turn taking when building. You can emphasize your baby's name and have him/her wait until you say his/her name before placing a block on the tower.

Pragmatics Activity

Continue building on the social skill of your baby laughing at a funny action like knocking over the blocks. Introduce language such as, "One, two, three, wheeeee!" when you get ready to knock over the blocks. Add wait time between three and knocking the blocks over to see if your baby will use his/her voice in anticipation of the action. Reinforce any communication attempts.

Literacy Activity

When reading, encourage your baby to turn the pages. Chunky books are the easiest way to practice this fine-motor skill. Reading books with flaps is another great way to encourage active participation in reading time.

Books

Mrs. Mustard's Baby Faces (Wattenberg, J. San Francisco, CA: Chronicle Books, 1989)

Let's Go, Baby! (McElroy, J. New York, NY: Little Simon/Simon & Schuster, 2010)

Songs/Nursery Rhymes

Tune: *Here we go 'Round the Mulberry Bush*

This is the way we bounce, bounce, bounce

Up and down, up and down

This is the way we bounce, bounce, bounce

Every single morning.

Itsy Bitsy Spider

Rock-a-bye baby

Related Materials/Activities Found in the Home

Give your baby empty kitchen containers, such as Tupperware®, and help him/her stack them up.

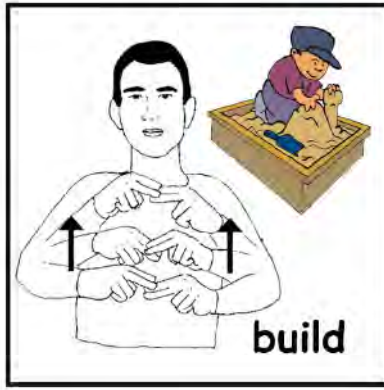
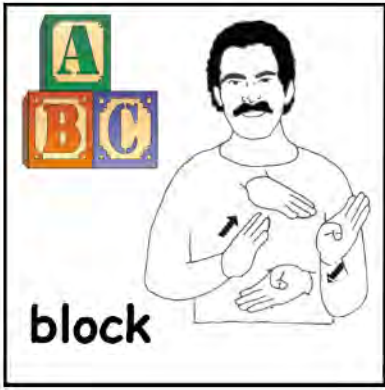
Find old boxes and stack them.

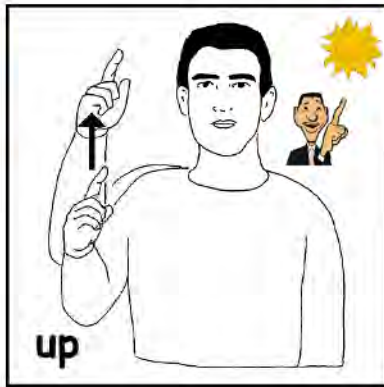
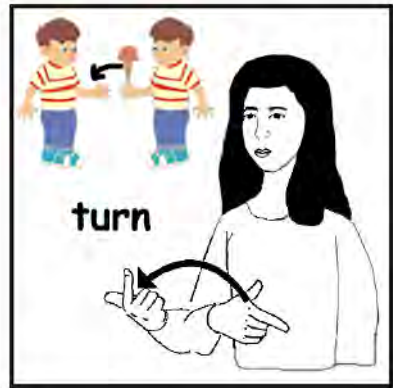
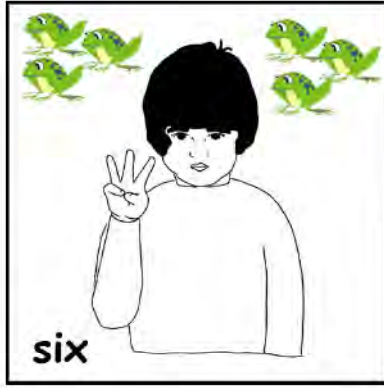
Stack pillows up and have fun falling into them.

Lay different textures on the floor and talk about the feel of the textures.

Additional Resources

Learn To Talk Around The Clock; Playtime: Level 1.





Soft Ball

Vocabulary

ball	green	put	throw
blue	in	roll	up
down	me	soft	where
go	orange	take	you

Auditory Activities

Emphasize the words *throw* and *roll* as you are doing the motions. When your baby throws or rolls the ball back to you, again emphasize these words. As your baby nears his/her first birthday, he/she should be able to either throw or roll upon command.

(Auditory comprehension)

Use high and low pitches when talking about rolling or throwing. When rolling down an incline, match your voice to the direction the ball is going. As you drop the ball from above your baby, again use different pitches as the ball falls to the ground. As you hold the ball up, see if your baby will use his/her voice to get you to drop the ball, imitating your pitch.

(Auditory discrimination)

Roll the ball up your baby's back. Say "*up, up, up*" as your inflection rises. Drop the ball in front of your baby and say an elongated "*down*". Play the game repeatedly, pausing between the up and down. Does your baby indicate with voice that he/she wants you to drop the ball?

(Awareness and meaning of sounds, Auditory discrimination)

Speech/Language Activities

Talk about the colors and feel of the ball.

Emphasize the words up and down when rolling and throwing during play.

Partially hide the ball under a blanket and ask your baby to find the ball. Introduce the word *where* as you emphasize looking for the hidden ball. When your baby finds the ball, exclaim "*Peek-a-boo!*" Move the ball around the room, telling your baby where you are putting the toy such as under the chair, behind the couch or next to the table; encourage your baby to move towards the ball.

Introduce *putting in* and *taking out* by using the ball and a container like a pan or a small tub. Drop the ball in, say "*bye-bye,*" and take the ball out saying "*Here we go.*" Help your baby imitate these movements and sounds. Wave to the ball as it goes in the pan.

As your baby is learning to move (rolling and crawling), place the ball out of reach and encourage him/her to move towards the ball.

Take turns rolling the ball back and forth. Model language to request the ball from your baby, for example, "*I want the ball, please*" or "*Want ball*". Before you roll the ball to your baby say, "*What do you want?*" or "*Do you want the ball?*" Hold the ball up to your mouth and say ball. Wait to see if your baby tries to sign or say ball. When your baby approximates ball, give him/her lots of praise!

Pragmatics Activity

This is the time when your baby will start to wave bye-bye. As the ball rolls away from you when playing, wave bye-bye and use variations in pitch, duration and loudness to call attention to your words. You can use a high pitched voice for the first bye, and then lower your voice for the second bye. You can whisper bye-bye and draw out your production of bye-bye. Help your baby wave and model this frequently throughout the day such as when important people leave, during routines and when playing.

Literacy Activity

Model different actions on the pictures in the book you are sharing with your baby such as:

- pet the dog
- knock on the door
- kiss the baby
- swat at the bee
- pull you hand away quickly from the alligator's teeth

Your baby will love watching you make these actions especially if you add fun sounds. You will see your baby imitate these movements and want to look at the pictures again and again!

Books

What Do Babies Do? (Slier, D. New York, NY: Random House Publishing, 1985)

Goodnight Moon (Wise Brown, M. New York, NY: Harper and Row, Inc., 1947)

Songs/Nursery Rhymes

Tune: *Row, Row, Row Your Boat*

Roll, roll, roll your ball
Back and forth we go
Merrily, merrily, merrily, merrily
Back and forth we go

Jack and Jill

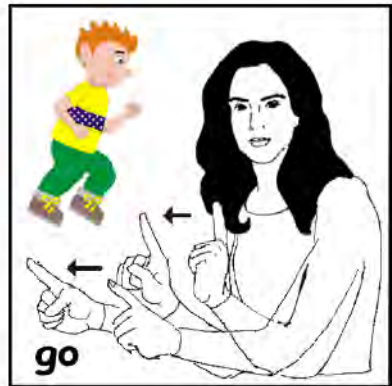
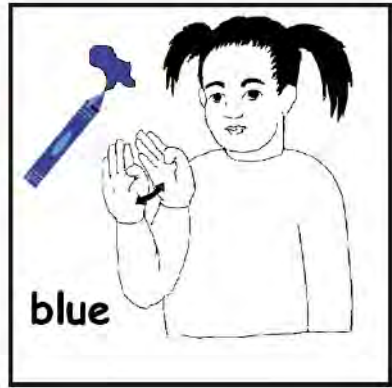
Related Materials/Activities Found in the Home

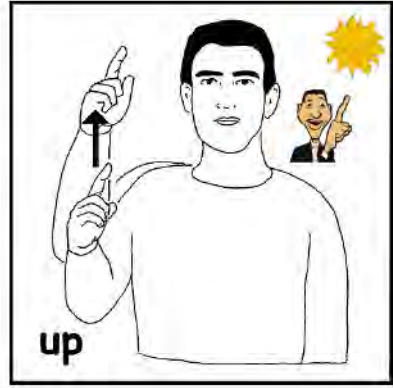
An inflatable beach ball can provide hours of fun. If it is not completely inflated, your baby can easily grab the ball. You can practice rolling, kicking, bouncing and hiding the ball along with hiding behind it.

Attach a plastic slinky to the inflatable beach ball using a plastic-coated twist tie. Bend the edges of the twist tie over so there are no sharp ends. Suspend the ball from a hook in the ceiling. Place over your baby's changing table. Your baby can swat at the ball during diaper changes. Talk about the color and design of the ball. Talk about how the ball moves when your baby swats at it. The ball bounces or it moves up and down. Attach sounds to the movements like, *wheeee* or *ba ba ba*, each time the ball is hit.

Additional Resources

My Turn to Learn by Susan Lane, Lori Bell and Terry Parson-Tylka; Chapter 11: Getting Close to Communicate.





Happy Baby Word Books® (Priddy, R. London, England: Priddy Books, 2001)

Vocabulary

At this age, all of the words in the book are excellent vocabulary builders.

Auditory/Speech/Language Activities

As you talk about the pictures in the books, begin saying the picture name and helping your baby point to the picture. Name the picture again. Talk about what you do with the objects. Describe the pictures by color, texture, taste, and function. Your baby needs to hear the same words many times before attaching meaning.

(Auditory comprehension)

When available, show your baby the real object when you show the picture of the object in the book. Most of the pictures are of objects readily available in your baby's environment.

Begin adding sound associations to objects like animal and car motor sounds, as you look in the book and as you see the real object.

(Auditory discrimination)

Give your baby directions as you read the book such as turn the page, *"find the baby, where's the apple"*, etc. As your baby nears his/her first birthday, he/she should be able to recognize these words.

(Auditory comprehension)

Pragmatics Activity

Your baby will begin to imitate motions that adults model with a page in a book. If you pet the picture of the horse, your baby will begin to imitate the same motion. You can pretend to eat a picture of food and then offer some to your baby. Babies will open their mouth in anticipation! Get your pointer finger out and model touching pictures in the book with only this finger. Watch for your baby to do the same.

Literacy Activity

Your baby is in the stage of "book sharing." This means he/she might not have the attention span to listen to an entire story but would rather interact with the book (making motions on pictures), turn the pages, or preferring one page only. Share books with your baby at his/her pace and capitalize on what he/she finds interesting. Talk about what interests your baby and limit question asking at this time.

Books

Hello Baby! (Fox, M. New York, NY: Simon & Schuster, 2009)

Where is Baby's Belly Button? (Katz, K. New York, NY: Little Simon, 2000)

Songs/Nursery Rhymes

Tune: *Where is Thumbkin*

I see eyes, I see eyes
Here they are, here they are
Let's point to the eyes, let's point to the eyes,
Here they are, here they are.

Open and Shut Them

Head, Shoulders, Knees, and Toes

Pat-a-Cake

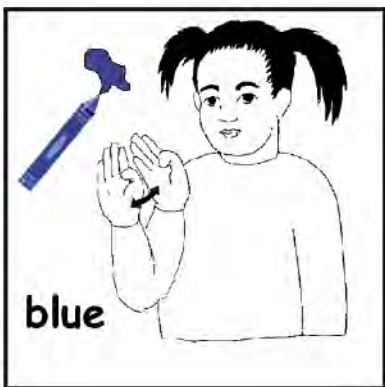
Related Materials/Activities Found in the Home

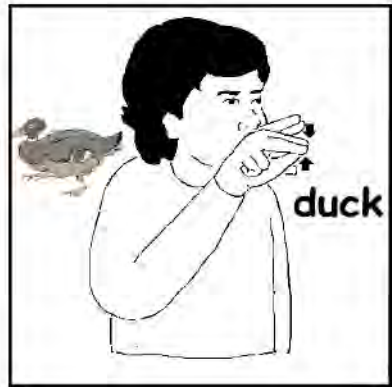
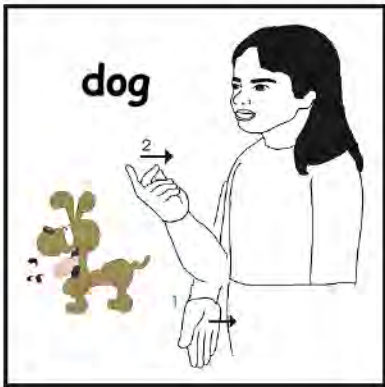
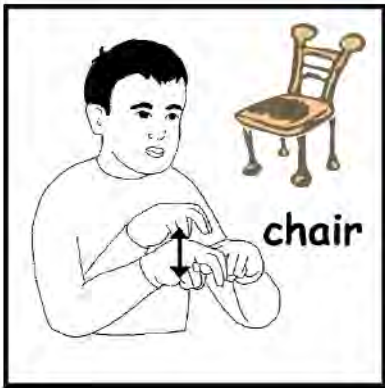
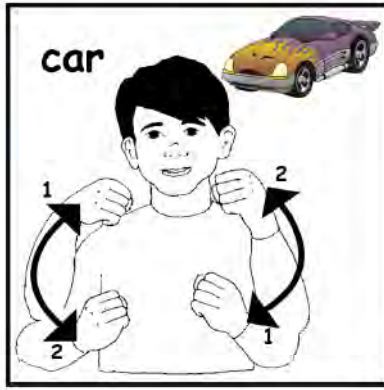
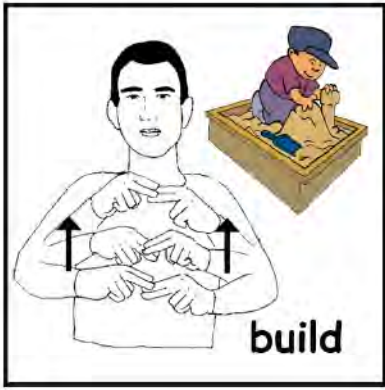
Talking about common objects in your baby's environment will help with language development. Talk about what you see when you look at photographs of your baby. Any baby book is appropriate at this age.

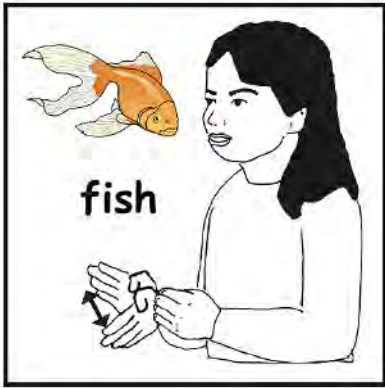
Make a photo book of your baby with similar items found in the *Happy Baby Word Book*. Put the pictures in sandwich baggies and staple together. Your baby will love holding onto this book and looking at the pictures.

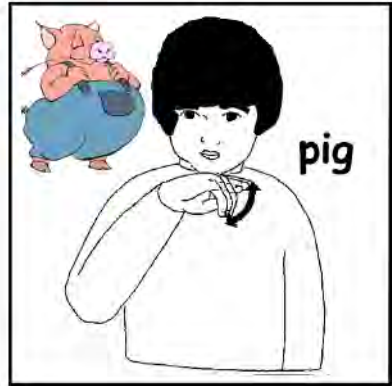
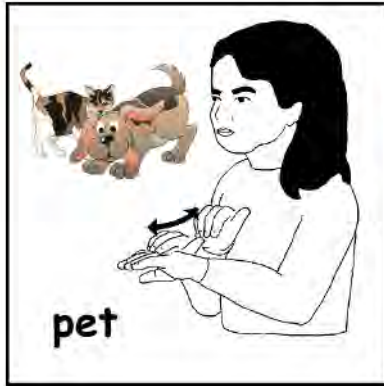
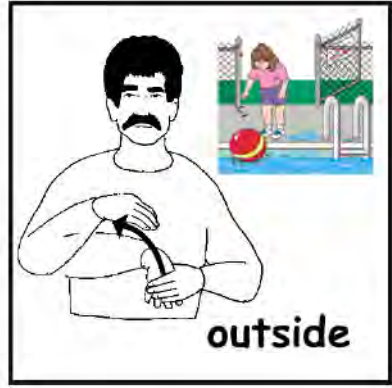
Additional Resources

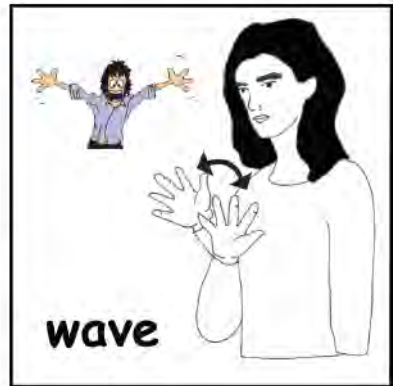
SKI-HI Curriculum; Literacy Topic 1: What is literacy and why is it so important.











Shape Sorter

Suggested Toys

Baby's First Blocks® Fisher-Price
Soft Shape Sorter® Lamaze
Musical Shape® One Step Ahead
Sorter Ball and Crawling Toy® One Step Ahead

Vocabulary

block	green	on	square
blue	in	out	top
bye-bye	off	red	triangle
circle			

Auditory Activities

As you drop the blocks into the container, talk about the sounds you hear. Point to your ear each time you drop a block in.

(Awareness and meaning of sounds, Localizing sound source)

Stack the blocks and emphasize "up" each time you put a block on. Introduce "ready, set, go" and knock the blocks over. As you repeat this activity, wait to see if your baby begins to recognize the words "ready, set, go."

(Auditory comprehension)

Make a train out of several of the blocks and say "ch ch ch" or "choo choo" as you push the train. Make an airplane with two blocks and say "ahahaha" as you fly the plane. When it is your baby's turn, listen to see if he/she makes the same sounds.

(Auditory discrimination)

Speech/Language Activities

Talk about the colors and shapes of the blocks.

You can begin working on the concept of *give me* when asking for a toy. This is a great way to introduce the concepts of *my turn*, *your turn*, and *share*.

As your baby tries to put the blocks into the correct shape hole in the container, talk about what is happening. Examples are:

- You have the circle.
- Where does it go?
- Can you find the right hole?
- Try again.
- Do you want mommy to help?

This running dialogue is an excellent technique for language development.

Help your baby to stack the blocks. Ask if he/she wants one more. Encourage vocal or gesture/sign communication, depending on your choice of communication. Work on the concepts of *up* and *down*. Use lots of vocal inflection as the blocks go up and exclamations as the blocks fall down.

Introduce *putting in* and *taking out* with the blocks and the container. Drop the blocks in, say "bye-bye" and take the blocks out saying, "*Here we go.*" Help your baby to imitate these movements and sounds. Wave to the blocks as they go into the pan.

Pragmatics Activity

Your baby is beginning to reach out in an attempt to request an object. This is a great time to introduce turn taking as your baby is requesting a block. As you are playing with the blocks, hold a block out of reach and ask your baby, "*Do you want this block? Yes you do! Tell mommy, block please. It is your turn. Now it is mommy's turn. Mommy says, block please.*"

Literacy Activity

As you look in books with your baby, talk about familiar events that connect to the pictures in the book. For example, if there is a picture of a baby eating, you can talk to your baby about what he/she likes to eat, what you he/she had for breakfast that day, or foods your baby does not like to eat.

Books

What Color? (Sieveking, A. New York, NY: Penguin Books, 1992)

What Shape? (Mackinnon, B and Sieveking, A. New York, NY: Penguin Books, 1992)

Lemons Are Not Red (Vaccaro Seeger, L. New York, NY: Roaring Brook Press, 2004)

Songs/Nursery Rhymes

Fee fie, foe fum

Fee, fie, foe, fum

Up the blocks they go

Fee, fie, foe, fum

Uh-oh, oh no! (as the blocks come down)

Tune: *Here we go 'Round the Mulberry Bush*

This is the way we stack the blocks

Stack the blocks, stack the blocks

This is the way we stack the blocks

So early in the morning

This is the way we knock them down
Knock them down, knock them down
This is the way we knock them down
So early in the morning

Related Materials/Activities Found in the Home

Give your baby empty kitchen containers, such as Tupperware®, and help him/her stack them.

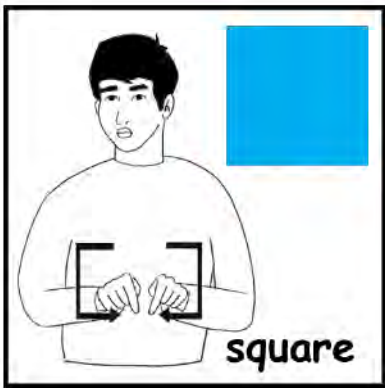
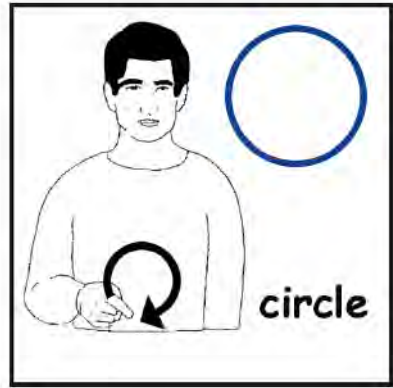
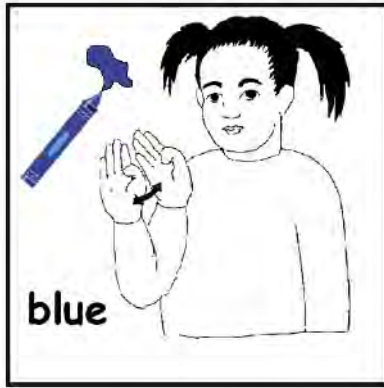
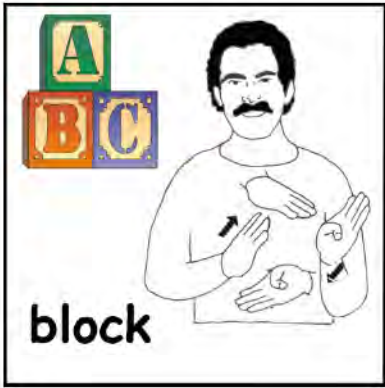
Find old boxes and stack them.

Stack pillows up and have fun falling into them.

Lay different textures on the floor and talk about the feel of each texture.

Additional Resources

CHIP Parent Manual, Section 3: Using Interactive Turn-Taking, p.49.



Mirror

Suggested Toys

Crib and Floor Mirror® Sassy
Tag n' Smile Plushie Mirror® Taggies
Alphabet Zoo Activity Mirror® Skip Hop

Vocabulary

baby	face	look	mouth
daddy	hair	mirror	nose
eyes	kiss	mommy	tongue

Auditory/ Speech/Language Activities

Continue to talk about your baby's body parts (same as in the 0-6 month activity).
Begin to include more parts such as cheeks, hair and tongue.

(Auditory comprehension)

Talk about mommy, daddy and baby; watch for your baby to look at the person named, indicating name recognition.

(Auditory discrimination, Auditory comprehension)

Wave to your baby and ask your baby to wave back.

(Auditory comprehension)

Place a blanket over your baby or yourself. Take it off and say "*peek-a-boo.*"

Begin oral motor play in front of the mirror. Have your baby follow your motions like sticking tongue out, moving tongue back and forth, kissing/puckering your lips, and blowing raspberries. This type of imitation sets the foundation for speech imitation.

When playing with sound association toys, meaning toys that have a related sound to them, such as airplane – "*ahahaha,*" boat – "*puh puh puh,*" cat – "*meow,*" do this play in front of the mirror so your baby can use visual cues to help make the sound accurately.

(Auditory discrimination)

Sing to your baby in front of the mirror.

Pragmatics Activity

When looking in the mirror, make faces that indicate different feelings:

- sad face
- happy face
- confused face

See if your baby tries to imitate these expressions. Describe your face to your baby and why you might make that face. Explain, "*Mommy is happy because she can see her baby! Mommy is sad because she is hungry.*" Have your voice intonation match your face. This is the beginning of social language!

Literacy Activity

Begin adding voices to your story time as you book share with your baby. If you are looking at a picture of a sad baby, use a sad voice as you wipe away your baby's tears. If you see a picture of a bear, use a growl type voice. Your baby will love listening to these different voices and you may hear him/her imitate the patterns of your voice (pitch, loudness, duration).

Books

What Is It? (Hoban, T. New York, NY: Greenwillow Books, 1994)

Where is Baby's Belly Button? (Katz, K. New York, NY: Little Simon, 2000)

Peekaboo Kisses (Saltzberg, B. Orlando, FL: Harcourt, Inc., 2002)

Songs/Nursery Rhymes

Two Little Black Birds (index fingers up in air)

Sitting on a hill

One named Jack (put one hand forward)

One named Jill (and the other forward)

Fly away Jack (fly fingers of one hand behind back)

Fly away Jill (and the other hand)

Come back Jack (bring one hand forward)

Come back Jill (and the other hand)

Jeepers/Creepers

This Little Piggy Went to Market

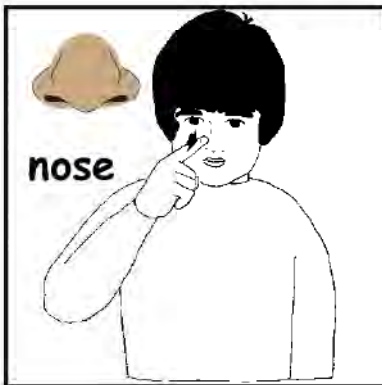
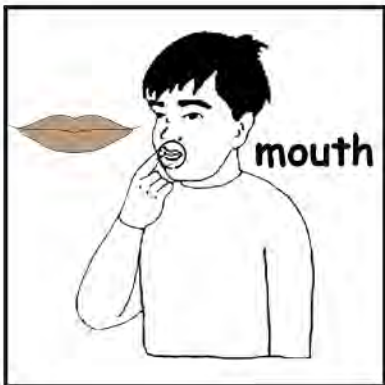
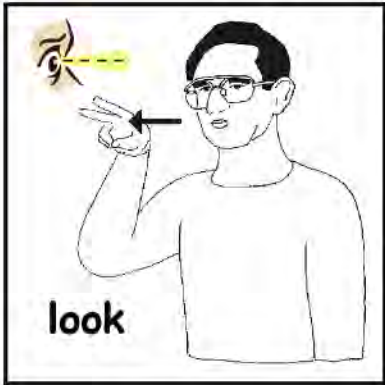
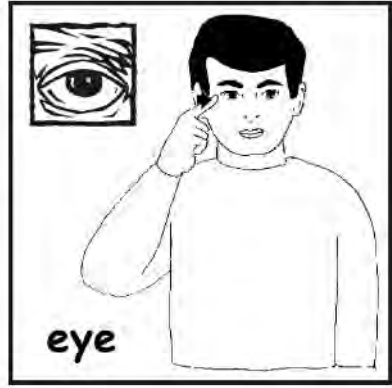
Related Materials/Activities Found in the Home

Take advantage of any mirror in your home, or when you are out in the community to show your baby his/her reflection. Talk about what else you can see in the mirror, what your baby is wearing, and how you are feeling.

*A note on safety: make sure the mirror you are using is made of unbreakable material and provides an accurate reflection. Some mirrors have a distorted image. A freestanding mirror could fall over, so only use with adult supervision.

Additional Resources

CHIP Parent Manual, Section 3: The Importance of Visual Attention for Early Communication (p 57).



CD Player/Digital Music Source

Vocabulary

dance	hear	music	talk
finish	listen	sing	turn on

Auditory Activities

Record your baby making sounds and play back. See how your baby responds. Does he/she talk back to the sound?

(Auditory feedback and integration)

Play songs to your baby throughout the day. Before bedtime, play lullabies. During more active times, play fun songs.

(Awareness and meaning of sounds)

Give your baby directions while talking into the microphone (such as, clap your hands, show me your eyes, wave bye-bye, etc.).

(Auditory comprehension)

Speech/Language Activities

Do movements with your baby to songs. Stop and see if your baby indicates he/she wants more through body movements. Reinforce the concept of *more*. Help your baby sign *more* if you are using sign language.

Give your baby the microphone and listen for the sounds she/he makes. Sing a song first to your baby and then give him/her a turn. Watch for signs to indicate singing.

Use a variety of sounds, pitches, loudness levels and durations into the microphone. Give your baby a turn and watch for imitation.

Pragmatics Activity

Help your baby continue to learn how to imitate motions by using lots of fun songs and nursery rhymes that include gestures along with words. Using the techniques of hand-over-hand or hand-under-hand guidance can help your baby feel the movements as he/she rests his/her hands on top or under your hands (sit with baby on your lap). Stop the motion and see if your baby moves his/her hands to indicate more.

Literacy Activity

Sing a song with just one syllable substituted for the words. For example, if you sing "Rock-a-bye baby," sing "ba" for each word, keeping the tune of the song. Your baby will be able to join in with singing sooner if a song is modeled in this way. Try it. You will be amazed!

Books

I Can, Can You? (Parish, P. New York, NY: Greenwillow Books, 1994)
Any nursery rhyme book

Songs/Nursery Rhymes

Any child's song is appropriate at this time.

Recommended cd's for babies include:

Baby Genius cd

Baby Einstein Lullaby cds

Raffi cds

Tune Ups Advance Bionics

Related Materials/Activities Found in the Home

Most cable/satellite providers have music stations as part of available programming. Find a children's music station (or make a station online at www.pandora.com or other source) and you will have appropriate songs at your fingertips!

Incorporate a bedtime song/prayer into your baby's routine as a consistent way to model this type of language. If using sign language, a sign language instructor can show you how to sign this in a conceptually accurate manner.

Additional Resources

SKI-HI Curriculum; Early Spoken Language through Audition, Topic 9: Songs and Rhymes.



In and Out Toy

Suggested Toys

My First Fishbowl® Lamaze

Peek and Put Birdhouse® Manhattan Toy

Vocabulary

bird	feather	octopus	shark
blue	fin	orange	shell
bowl	fish	out	spill
clam	fly	purple	starfish
claw	horse	put	swim
crab	house	red	water
empty	in	seahorse	yellow

Auditory Activities

Alert your baby to the sound of each sea animal or bird. "*I hear the crab. Did you hear it?*" Reinforce any response from your baby.

(Awareness and meaning of sounds)

Put each toy out of your baby's field of vision and make the toy sounds. Encourage and reinforce your baby's responses to auditory cues.

(Awareness and meaning of sounds, Localizing sound source)

To reinforce the vocabulary *out* and *in* through audition, repeat each word several times as you put each animal in and take out each animal from the fish bowl/bird house. Use inflection and repetition to highlight the vocabulary. "*The clam goes in, in, in! The fish is swimming out, out, out!*"

(Auditory discrimination)

When you or your baby spills toys out, say "*Uh-oh!*" playfully, use inflection in your voice. Use *wait time* to give your baby a chance to say "*uh-oh*" or any other utterance or approximation before repeating the activity. Look expectant and reinforce any responses.

(Awareness and meaning of sounds, Auditory feedback and integration)

Speech/Language Activities

Identify the parts of the toy as you play in a natural context.

- "Look, the crab is going in the fishbowl!"
- "See the octopus in the water? Hi octopus!"
- "Look at the bird fly! Bye-bye bird."

Point to and sign/talk about each animal's attributes, such as color or specific body parts, as you allow your baby to explore each toy.

Give your baby one toy at a time, signing/saying, "*Put the _____ in the bowl!*" Reinforce and celebrate when the child puts the animal in the bowl. As your baby gets older and more familiar with the vocabulary, give him/her a few choices (*starfish* and *crab*, for example) and tell him/her to put a specific animal in the bowl. Let him/her tell you which animal to put in next when expressive sign/spoken language has developed. Follow the same pattern when telling him/her to take each toy out.

When your baby puts an animal in the bowl, say/sign, "*Bye, bye _____.*" As your baby's expressive vocabulary develops, allow for wait time and look expectant so that he/she has a chance to sign/say it. Do the same when your baby pulls animals out saying "*Hi purple _____!*" Reinforce any approximations of sign or speech.

Reinforce the concepts and vocabulary for *empty* and *all gone* while you play with your baby.

Sing/sign suggested songs or listen to music and have animals *dance* to the music. Have the animals do various other activities as you identify the activities.

- "Jump fish!"
- "The little clam is swimming."
- "The starfish is falling down, down, down."

Engage in give-and-take with the animals to encourage early turn taking. Let your baby give you an animal, give it back saying, "*Here's the clam. Your turn! Can you give the clam back to daddy?*" Reinforce any responses.

Take any animal while your baby is watching and hide it under a blanket or any other location. Ask your baby, "*Where did the clam go?*" Encourage your baby to look for it, asking questions such as, "*Is the clam under the book? Is it on your head?*" When you or your baby finds it, reinforce playfully, "*Here's the clam! Under your blanket!*"

Take a picture of your baby playing with the fishbowl and make an experience page in his/her experience book, emphasizing what your baby is doing. Highlight specific vocabulary. Keep it simple!

Pragmatics Activity

Your baby will begin to direct you in play. Give wait time before taking your turn to put an object in the container, watch to see if your baby indicates what he/she wants you to do. Put the object on your head and see what happens. Does your baby laugh? Does your baby imitate this novel action?

Literacy Activity

Hand your baby a picture book upside down. What does he/she do? If your baby is not yet turning the book right side up, help him/her to do so and talk about what he/she is seeing. Make it a game to look at the book upside-down and then clap when the book is turned the correct way!

Books

One Fish, Two Fish, Red Fish, Blue Fish (Seuss, T. New York, NY: Random House Publishing, 1960)

The Rainbow Fish (Pfister, M. New York, NY: North-South Books, 1995)

At the Beach (Stanley, M. New York, NY: Kingfisher, 2002)

A House for Hermit Crab (Carle, E. Hong Kong: Aladdin 2002)

Songs/Nursery Rhymes

Tune: *Three Little Fishes*

Down in the meadow in the little bitty pool

Swam three little fishes and a mama fishy too.

"Swim" said the mama fishy, "Swim if you can"

And they swam and they swam all over the dam. (3x)

Boop, boop, dittem, dattem whattem choo! (3x)

And they swam and they swam all over the dam.

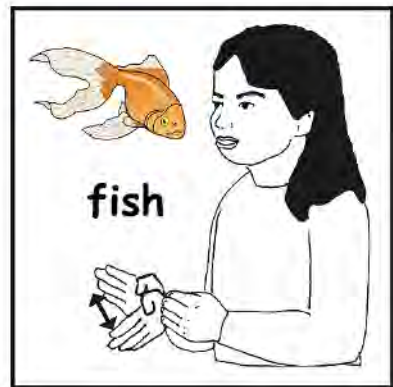
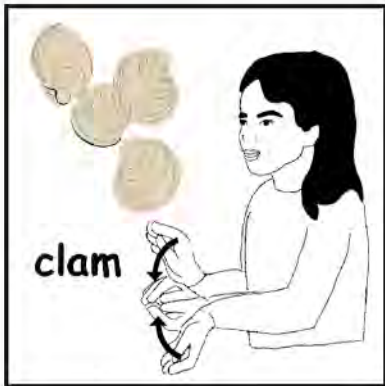
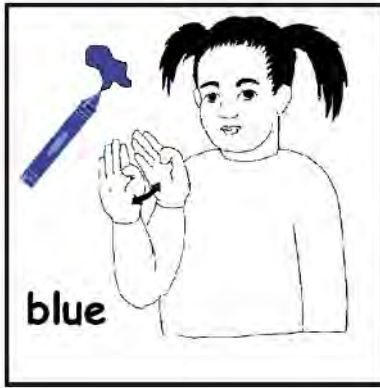
Five Little Ducks

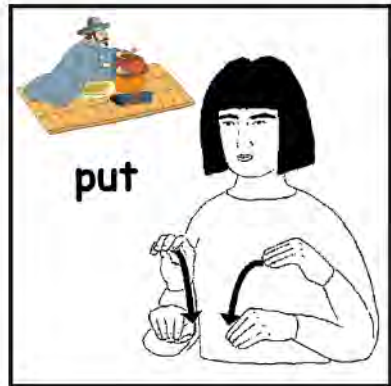
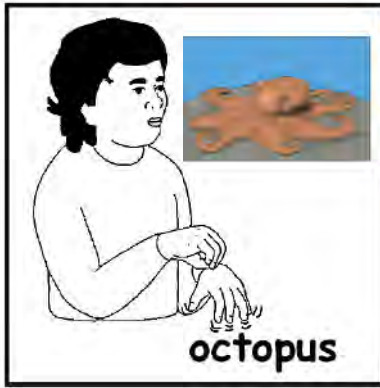
Related Materials/Activities Found in the Home

The same activities can be played in the bathtub or a water table using a large plastic bowl and bath toys or squirters. Try putting a little blue or green food coloring in the water to make it more interesting.

Additional Resources

Learn To Talk Around the Clock; Playtime: Level 2.







Roll Along Toy

Suggested Toys

Mirror Crawl Toy® Lamaze

Go Baby Go! 1-2-3 Crawl along Snail® Fisher-Price

Vocabulary

baby

listen

push

roll

crawl

mirror

quiet

song

lights

music

Auditory/Speech/Language Activities

As your baby pushes the toy along, focus on the song being played and sing along.

(Auditory awareness and meaning of sounds)

When the toy stops, talk about it being quiet. Encourage your baby to push the toy again to hear the songs!

(Auditory awareness and meaning of sounds)

Look in the mirror with your baby. Talk about her/his body parts and point to them.

(Auditory comprehension)

Make kisses on the mirror. Encourage your baby to copy this movement and sound.

(Auditory discrimination)

Wave at your baby in the mirror. See if he/she will copy this movement. Help her/him if the child will let you.

Turn off the room lights and play with the toy in the dark. Watch the toy's lights come on. Help your baby to touch the lights.

Pragmatics Activity

Play peek-a-boo with your baby in front of the mirror. Watch your baby's surprise when the blanket is removed and he/she can see him/herself.

Literacy Activities

When making faces in the mirror with your baby, talk about how you feel.

When you share a book with your baby, pick books with fun baby faces. Babies love looking at baby pictures.

Make a photo album of your baby doing different routines with both mom and dad. Place the pictures in individual baggies and tape close. The baby can "eat" the pictures

without ruining them. He/she will spend lots of time looking at these pictures. Write your baby's name on each picture.

Books

Baby Faces (New York, NY: DK Publishing, 1998)

Baby Faces Board Book Eat (Baby Faces) (Grobel Intrater, R. New York, NY: Cartwheel Company, 2002)

Baby Faces (Miller, M. New York, NY: Little Simon, 1998)

Songs/Nursery Rhymes

Hush Little Baby

Rock-a-bye Baby

So Big

Related Materials/Activities Found in the Home

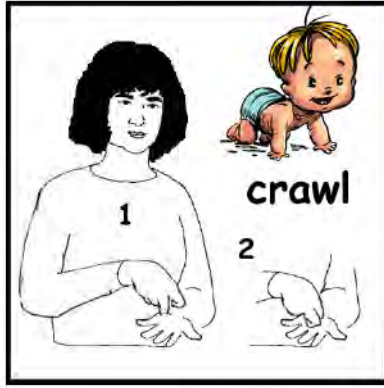
Push a ball back and forth with your baby. Hide the ball under a blanket and see if your baby can find it!

Place toys out of reach of your baby and encourage your baby to move towards the toy. Help your baby into a crawling position if necessary. Help your baby to roll from stomach to back and from back to stomach.

Place toys on a blanket out of reach and help your baby to use the blanket as a "tool" to pull the toy to him/her.

Additional Resources

SKI-HI Curriculum; Infants 0-12 months: Topic 1 Activity Sheet for seven-nine months.



In and Out Animal Toy

Suggested Toys

Surprise Inside Elephant® Early Years

Soft Sorting Pals Toy® International Playthings

Vocabulary

baby	flower	out	share
ball	green	peanut	tail
blue	hide	pull	white
eat	in	purple	yellow
elephant	mouse	push	
feed	orange	red	

Auditory Activities

Give a sound association to each part of the toy and refer to the association when your baby plays with the toy. *"Here's the mouse! Squeak, squeak, squeak!"* Put the toy to your mouth and repeat the sound association. Put the toy to your baby's mouth expecting utterance. Reinforce any response and repeat as long as your baby is interested.

(Auditory discrimination)

Reinforce auditory skills in specific target vocabulary by repeating often. While feeding the elephant peanuts, use dialog such as, *"The elephant is eating peanuts...eat, eat, eat!"* Give your baby an opportunity to listen. Reinforce any listening response or verbalizations from your baby.

(Auditory discrimination)

Listen to the crinkle of the flower and identify the sound source to your baby. *"I hear the flower. Can you hear the flower?"* Reinforce any response from your baby.

(Auditory awareness and meaning of sounds)

Speech/Language Activities

While your baby is exploring the toy, label the items.

Label actions and prepositions as well as items while playing with your baby. As your baby puts the mouse into the elephant's opening, say *"The mouse goes IN the elephant."*

Label colors of objects as well as parts of animal's body. Encourage your baby to point to the animal's body parts as he/she gets older. *"Where are the elephant's legs?"*

Take a small toy and put it in the animal signing/saying, *"Where did the mouse go?"* Give the baby time to explore and figure out for him/herself. If the baby becomes too frustrated, tell the baby to *"Look in the elephant. Peek-a-boo! Hi mouse!"*

Pretend to feed the animal food while facilitating language. Give the food to your baby to imitate feeding, and expand concept by feeding the other animals included in the toy as well as any of your baby's favorite stuffed animals or each other. *"Yum, mommy likes peanuts. It is daddy's turn!"*

Hide a toy in the container and put your hand inside the container. Sign/talk to your baby about what you feel (hard/soft, smooth/rough, furry, etc.). Ask, *"What is it?"* Take your hand out and let your baby pull out object. *"It is your pacifier!"*

As your baby becomes familiar with items, ask your baby to put them inside the container at your request. *"Put the flower in."* After your baby is familiar with this game, look expectant, as if you are waiting for directions encouraging your baby to tell you which item to put in with any approximated utterance or sign.

Roll the ball back and forth between you and your baby to encourage turn taking. *"Mama's turn. Are you ready? Roll, roll, roll!"* Encourage your baby to roll it back.

Put various toys in each of the pockets and talk/sign about it, include language rich dialog about colors, adjectives and prepositions. *"Look, the baby elephant is in the blue pocket."* *"Hi baby!"* Repeat the process while taking the toys out.

Take a picture of your baby playing with the toy and make an experience page out of it, labeling objects and actions in a simple eye catching manner for your baby.

Pragmatics Activity

Your baby is getting better at pointing therefore you can offer a choice of two objects and ask which one he/she wants. See if your baby uses his/her pointer finger to make a choice. Maybe your baby is just reaching towards one object or maybe both! Use language around the choice making. Name the two objects and talk about the one selected. Over time, your baby will become very skilled at choice making. You can use this strategy during snack/meal time, when getting dressed, and during play.

Literacy Activity

Take time to read to your baby every day. Pick books that are durable, bright and colorful. Name and point to objects in the book. As your baby gets older ask him/her to point (or help your baby) to specific objects on the page and repeat them name of the object.

Books

The Saggy, Baggy Elephant (Jackson, K. New York, NY: Golden Books, 1999)

Elmer's Friends (McKee, D. New York, NY: Harper Collins, 1989)
The Elephant and the Bad Boy (Vipont, E. New York, NY: Puffin Books, 2007)
Mommy's Pocket: Book and Finger Pocket (Weyn, S. New York, NY: Reader's Digest 2008)

Songs/Nursery Rhymes

Tune: *Here we go 'Round the Mulberry Bush*

The elephant goes like this and that, this and that, this and that
(walk heavily and stomp feet)

The elephant goes like this and that,
because he's big and fat! (Puff up cheeks and stretch out arms)

He has no fingers and has no toes, he has no fingers and has no toes
(Wiggle fingers and toes)

He has no fingers and has no toes, but goodness gracious what a nose!
(Stick arms out like a long trunk)

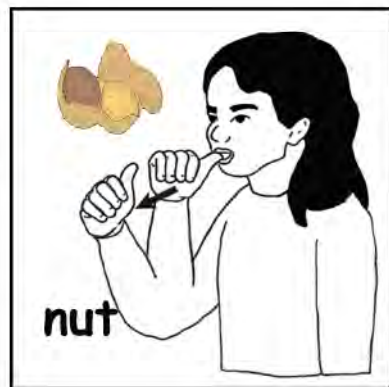
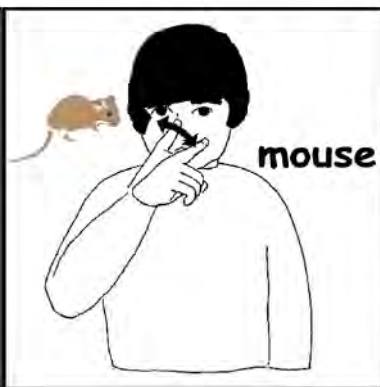
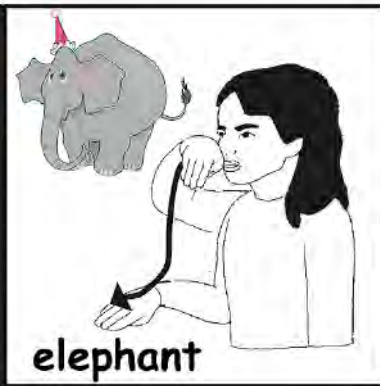
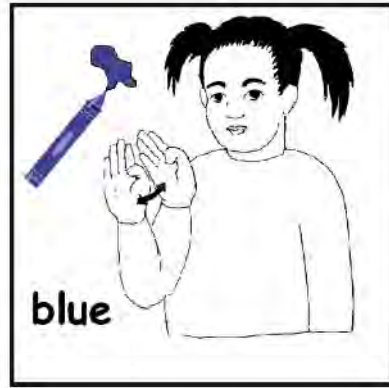
Elephants at Work and Play

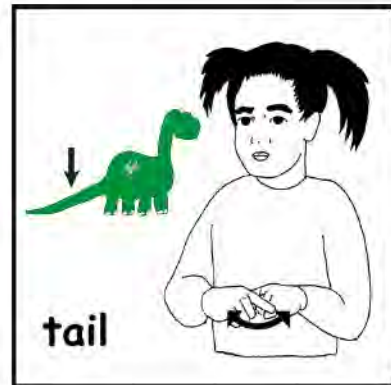
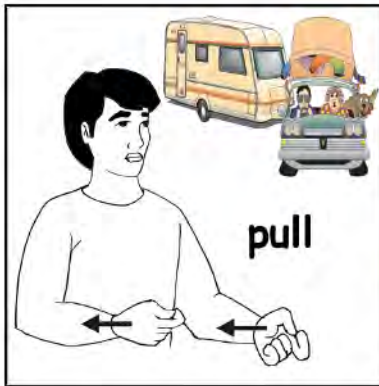
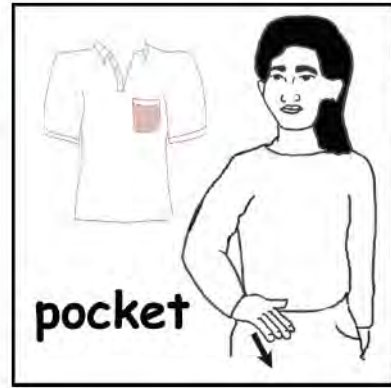
Related Materials/Activities Found in the Home

Make a "mystery box" by cutting a hole big enough for your hand in the side of a sturdy box (preferably one with a lid). If you wish, you can cut two holes in the box so that your baby can manipulate the object inside with both hands at the same time. Put specific objects in the box and have your baby feel the objects without looking and try to guess the object. Model this and use descriptive vocabulary to indicate clues about the object. *"It's something soft and squishy. It has a long tail."*

Additional Resources

SKI-HI Curriculum; Topic 4: Activity Sheet 2 (Earliest Interactions).





Toy Time for Tots #3

Twelve to Eighteen Months



Farm Puzzle (5-8 pieces)

Press/Go Train

Bath Squeeze Toys

Playdough

Children's Drum and Rattles

Assorted Vehicles

Wooden Animal Puzzle (3-4 Pieces)

Spot's Favorite Words® by Eric Hill and *Happy Baby*

Animals® by Roger Priddy Board Books

Assorted Animals

Bubbles

Crayons

Soft Ball

Mirror

CD Player/Digital Music Source with Microphone

Animal Shape Sorter

Play House and Nursery Rhyme

Toy Phone

Farm Puzzle

Suggested Toys

Chunky Wooden Farm Puzzle® Melissa and Doug
Wooden Farm Animals Puzzle® Melissa and Doug

Vocabulary

animals	farm	sheep	wakeup
barn	go	sleep	walk
bee	hat	sun	wrong
chicken	pig	tail	
cow	scarf	talk	

Auditory Activity

Use various animal sounds for each animal and alert your child to the sound. Wait for him/her to imitate the sound. Vary your sounds in pitch, length and loudness. Ask your child to find an animal by its sound.

(Auditory discrimination, Auditory identification)

Speech/Language Activities

Play with your child, identifying the puzzle pieces.

Move the animals around as if they are walking, jumping, dancing, sleeping and talking to each other. Have your child do the same.

Put the farmer and all the animals to bed, emphasizing it is nighttime and time to "Go to sleep." Pretend it is morning; tell/sign all the animals to, "Wake up!" Encourage your child to say/sign these things him/herself after you model it.

Talk/sign about the smaller parts of the animals and cowboy such as body parts, tail, hooves, bow, hat, scarf and bell. Ask your child to find these smaller parts. Help him/her to point to them.

Cover a puzzle piece with a blanket and as you lift up the blanket, say the sound. Have your child imitate you.

Tie a ribbon around each puzzle piece and dangle the pieces from your child's high chair. Help your child to pull up a puzzle piece and talk about which animal he/she found. Make the animal sound then drop the animal piece off the side of the high chair and say, "bye-bye." Encourage your child to pull up another piece. Please supervise your child with this activity and cut the ribbon off, when you are not playing with your child, for safety.

Pragmatics Activity

Put the wrong piece in the puzzle hole, say "*Uh-oh*" and talk about how the piece does not fit and how it is in the wrong spot. Demonstrate it in a playful way, modeling the silliness. Follow up with "*Where does it go? Help me find the right place.*"

Literacy Activities

A great expansion activity would be to take your child to the zoo or a petting farm.

Share the title, author, illustrator and dedication page for each book you read with your child. In addition to reading the words of the book, spend time describing the pictures, pointing to objects and labeling them. Use wait time to see if your child will take a turn at labeling.

Books

My Animal Friends (Stephens, R. D. Vancouver, Canada: Tradewind Books, 2003)

My Big Animal Book (Priddy, R. London, England: Priddy Books, 2011)

Animal Signs (Slier, D. Washington, DC: Gallaudet University Press, 1995)

Songs/Nursery Rhymes

Old MacDonald Had a Farm

This Little Piggy Went to the Market

The Farmer in the Dell

Related materials/activities found in the home

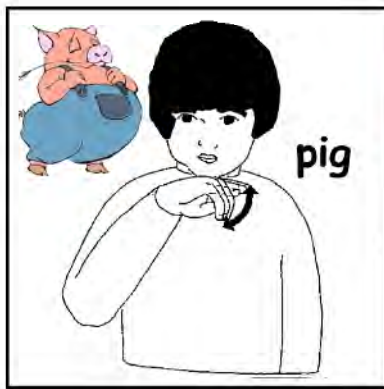
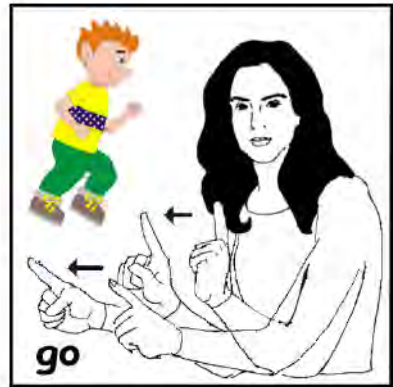
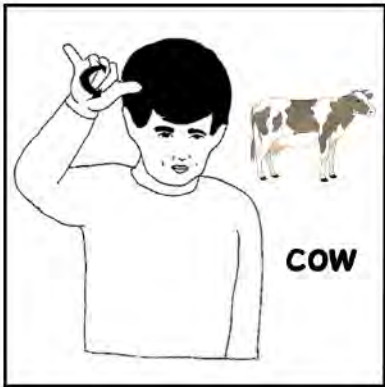
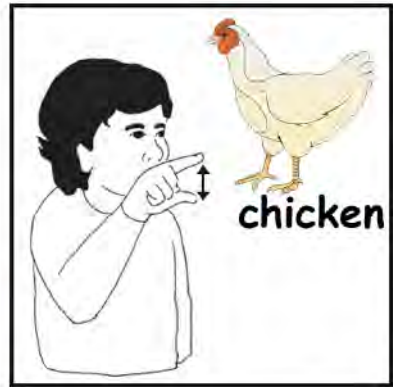
Any stuffed animals or plastic animals can be used in place of farm animals. Cardboard boxes can be used for a barn.

Cut out shapes from the top of a shoebox and have your child put them in the right hole. You can cut out animal shapes, too.

Make animal faces on paper plates – make a mobile. At night, use a flashlight to show the different animals. Make the animal sounds with your child.

Additional Resources

Listening Games for Littles by Dave Sindrey; Listening Idea #1, Play Time Sounds in Play.





Press and Go Train

Suggested Toys

Push and Go Train® Tomy

Press and Go Train® Fisher-Price

Vocabulary

behind

fast

push

under

close

go

slow

wait

down

more

stop

where

far

my turn

train

Auditory Activities

Make a ramp for the train to go up and down. When the train goes down, say "wheeee" with your pitch going down. When the train goes up, say "wheeee" with your pitch going up as the train climbs.

(Auditory discrimination)

Make the train go slow saying "ch ch ch" slowly, and go fast saying "ch ch ch ch" very fast.

(Auditory discrimination)

Have the train go behind the couch and whisper "choo choo." As the train re-appears, use a louder voice, signaling its arrival.

(Auditory discrimination)

Speech/Language Activities

Make different sounds for the train such as "ch ch ch," "choo choo," or "wheeee."

Describe *stop* and *go*. Watch for cause and effect in your child's understanding.

Talk about where the train has gone such as *under* the table, *behind* the couch or *by* mommy. Say "uh-oh" if it goes down the stairs or falls over.

Put the train out of reach and ask/sign your child if he/she wants *more*. Reinforce any attempts at communication.

Talk about the parts of the train, labeling the smaller parts such as wheels, smoke stack and engine.

Pragmatics Activity

Continue to develop the concept of turn taking. Model this by having your child wait for the auditory signal *go* before pushing down the driver's cap. You take a turn and wait for your child to say/sign "*go*."

Literacy Activity

Read predictable and repetitive books with your child. Read the same books many times over again as children this age love repetition.

Books

Freight Train (Crews, D. New York, NY: Greenwillow Books, 1993)

The Goodnight Train (Sobel, J. San Diego, CA: Harcourt, 2006)

The Little Train (Lenski, L. New York, NY: Random House Books, 2000)

Songs/Nursery Rhymes

Down by the Station

She'll be Comin' Round the Mountain

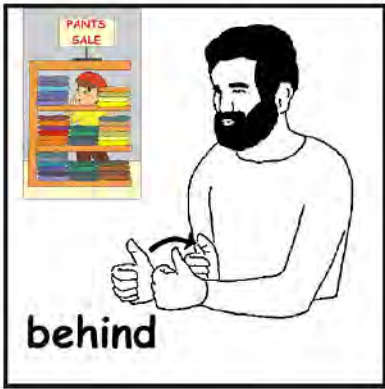
Related materials/activities found in the home

Make a train with blocks and push it along. Make long and short trains, and put a chimneystack on top.

Sit on pillows or cushions and pretend to ride on a train. Make the train sounds, using your voice after you say "*go*" and stopping your voice when you say "*stop*."

Additional Resources

SKI-HI Curriculum; Earliest Interactions, Topic 3: Interactive Turn-Taking.



behind



close



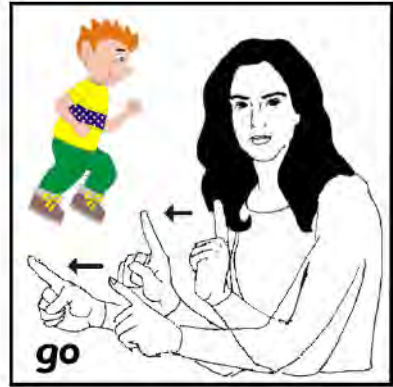
down



far



fast



go



more



my



push



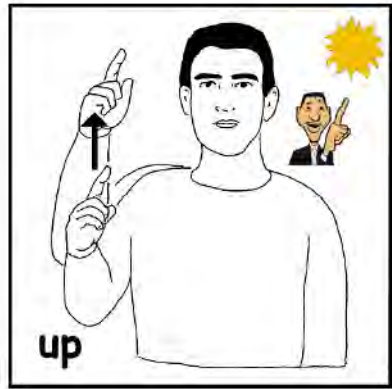
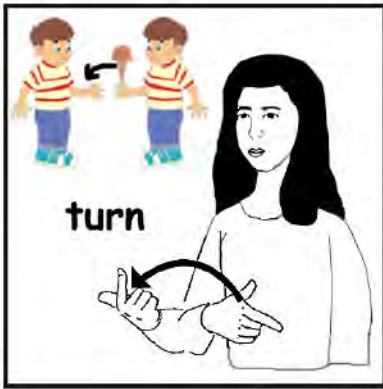
slow



stop



train



Bath Squeeze Toys - fish, star, seal, whale

Suggested Toys

Snap and Squirt Sea® Creatures Sassy
Squirtin' Sea Buddies® Munchkin

Vocabulary

bye-bye	open	star	water
bubbles	say seal	swim	whale
fish	seal	under	where
on			

Auditory Activities

These activities are suggested for water play when your child may be wearing his/her hearing aids. These activities may be difficult during bath time.

Make sounds for each toy, differing in pitch, duration and loudness.

- Fish – swish swish (long)
 - Seal -- arp arp arp (short)
 - Star – shiny (long)
 - Whale – swimming (low pitched and long)
- (Auditory discrimination)

Speech/Language Activities

Play with the squeeze toys when your child is wearing his/her hearing aids and not taking a bath. Talk about the facial body parts on the toys and ask your child to point to the body parts as you name them.

Put a toy in the knock-knock box and encourage lots of language from your child:

- Knock-knock
- Open the box
- What does the fish say?
- Bye-bye fish

Place the different toys around the room and ask your child to go get the toy you name. Encourage him/her to name a toy for you and you go find it. Describe the location of the toy such as on the chair or under the table.

Fill the toy with water during water play and squeeze the water out, sometimes slow and sometimes fast. Match your sounds to the speed such as "puuuush" for slow or "*push, push, push*" for fast.

Pragmatics Activity

Have soap bubbles in the water and push a toy under the bubbles. Ask your child, "Where's the fish?" and as the fish pops up out of the water say, "Hi fish!" Give a toy to your child to imitate you. Repeat with, "Bye fish!" and other social pleasantries.

Literacy Activity

Use sponge bath letters in the bathtub and/or bath finger paint to write out the name of your child as well as the animals and family members. Expose your child to the sounds that the letters make, "Here's an m, it says 'mmm'."

Books

Five Minutes' Peace (Murphy, J. London, England: Puffin Books, 1999)

In My Ocean (Gillingham, S. and Siminovich, L. San Francisco, CA: Chronicle Books, 2011)

Hooray for Fish (Cousins, L. Cambridge, MA: Candlewick Press, 2010)

Guess Who? Ocean Friends (Shepherd, J. New York, NY: Reader's Digest, 2007)

Five Little Monkey Jump in the Bath (Christelow, E. Boston, MA: Houghton Mifflin Harcourt, 2012)

Wake Up, Magic Duck! (Butterfield, M. Hauppauge, NY: Barron's Educational Series, 2010)

Songs/Nursery Rhymes

Twinkle, Twinkle, Little Star

Tiny Tim

Rubber Duckie

Related materials/activities found in the home

Have a cup of ice cubes while your child is in the bathtub. Give your child another cup. Drop an ice cube into the tub and see if your child can retrieve it with his/her cup. This activity can be done during water play as well. Use lots of language:

- explain what your child is doing
- how the ice feels
- scold the ice if it is hard to catch

Have lots of different containers such as spoons and cups available for your child during bath time and water play so he/she can experiment with a variety of items.

Add food coloring to a bucket of water and describe the changing color. Use a paintbrush and paint the sidewalk with the colored water.

Use a variety of sponges during water play. Make funny sounds as you squeeze the water out:

- swish
- gurgle

- squish
- oooo

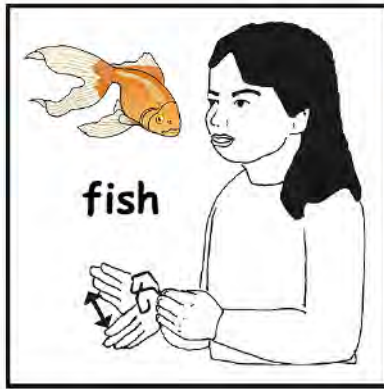
Change your pitch, duration and loudness while playing and watch for your child to imitate!

Additional Resources

Learn To Talk Around The Clock. Bath Time, Level 3 Talking Points BT5: Providing Language Models at Bath Time.



bubbles



fish



good-bye



on



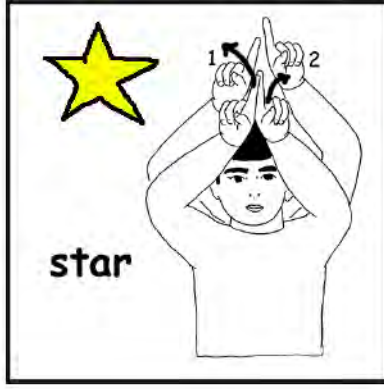
open



say



seal



star



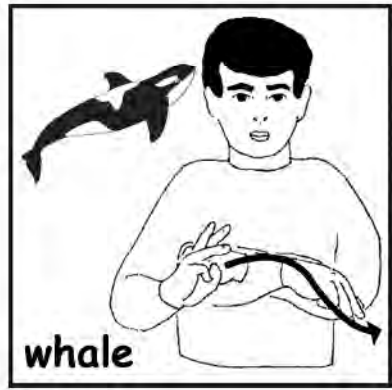
swim



under



water



whale



Play Doh® Hasbro

Vocabulary

airplane	green	pink	snake
blue	long	pull	soft
black	off	purple	squeeze
boat	on	red	want
brown	orange	roll	white
clean	pat	short	yellow

Auditory Activities

Model different actions with the Play Doh® such as:

- roll
- pat
- poke
- squeeze
- pull

Emphasize these words to your child. Use different pitches, durations and loudness levels as you model the different motions. Rolling could be a long sound, either high or low pitch; patting could be short sounds, high and low, soft and loud; squeezing can be high pitched and long, and pulling can be low pitched and long.

(Auditory discrimination)

Before you do the movement as mentioned above, tell your child what you are going to do and see if he/she does the movement first, indicating that he/she understands what you have said.

(Auditory comprehension)

Make different objects out of the Play Doh® and attach a sound to the object:

- boat – *puh puh puh*
- airplane – *ahhhh*
- snake – *sssssss*

(Auditory discrimination)

Speech/Language Activities

Ask your child what he/she wants to build out of the Play Doh®. Give him/her two choices and wait for a response.

Sing *Row Your Boat* as you roll the Play Doh®. Stop and see if your child begins singing to keep the activity going.

Use cookie cutters to make different shapes. Again, present two choices to your child and wait for a response. Make the corresponding sound to the shape.

When first getting the Play Doh® out, hand the container to your child and wait for an indication he/she wants it opened. Provide models and cues. When you are finished playing, ask your child to help you clean up. Say/sign "bye-bye" to the Play Doh® and help your child put on the cover. If your child wants more, encourage this communication.

Make long and short snakes. Run your finger down the snakes, making a /s/ sound – a short /s/ for the short snake, a long /s/ for the long snake. Take your child's finger and run it down the snakes. See if your child attempts to imitate these sounds.

Pragmatics Activity

Model the concepts of getting the attention of others (vocally, physically, and/or gestures) and show what you have made. Vary your model based on the language level of your child. For example, you can use a hand wave, a tap, or say "look" or even "see my snake."

Literacy Activities

Shape the Play Doh® into letters and spell out your child's name.

If making your own play dough, talk about the recipe, describing each step and what you will do next.

Books

What Do Toddlers Do? (Slier, D. New York, NY: Random House, 1985)
Gallop! (Seder, R. B. New York, NY: Workman Publishing Company, 2007)
Roll Over! A Counting Song (Peek, M. Boston, MA: Harcourt, 1991)

Songs/Nursery Rhymes

Row, Row, Row Your Boat
Five Little Monkeys Sitting in a Tree

Related materials/activities found in the home

Play dough recipes:

Non-edible modeling clay (non-toxic)

1-½ cups flour	½ cup salt
¼ cup vegetable oil	½ cup water
liquid food colors	

Mix the food color with the water before adding to the flour. The color will be even this way. Talk about the colors as you decide which color to make the modeling clay. Mix the flour and salt together. Add water and oil. Knead the dough well. Do not leave the clay out in the air or it will harden. Put it in the refrigerator in a covered jar after use and it can be used again.

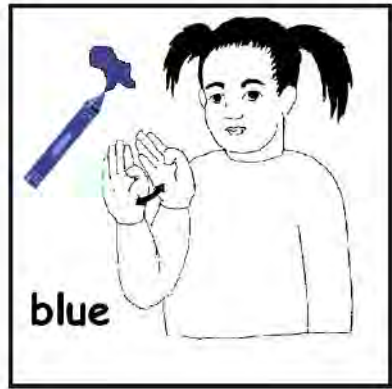
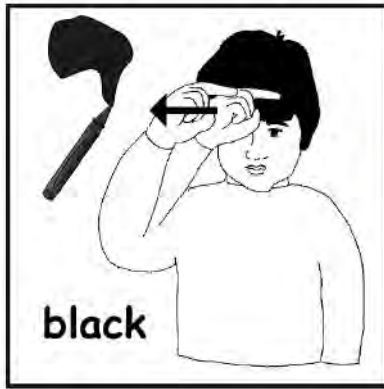
Peanut butter play dough

- 2 cups of peanut butter
- 2 cups of powdered milk
- 1 cup honey

Mix all of the ingredients together. Add more powdered milk to make it less sticky. You can roll and form this dough like any modeling clay. Once you have played with it and eaten as much as both want, put it in the refrigerator to keep it cool. You can keep it in covered containers for several days without it spoiling. You may not want to make too much or keep it too long.

Additional Resources

Listening Games for Littles by Dave Sindrey; Listening Idea #25: Playtime Recipes and Cooking.

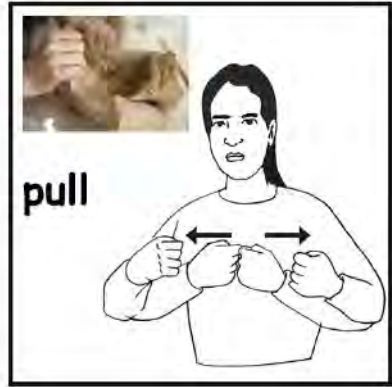




pat



pink



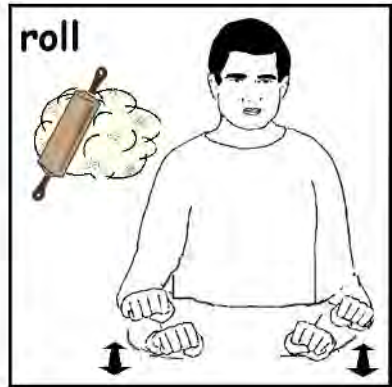
pull



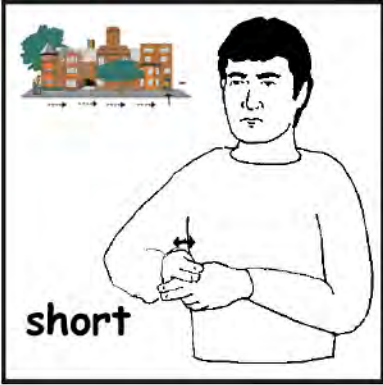
purple



red



roll



short



snake



soft



squeeze



want



white



Children's Drum and Rattles

Suggested Toys

Tap-A-Tune Drum® Little Tikes
Wooden My First Drum® Boikido
Mini Maracas® Hohner Kids

Vocabulary

beat	long	rattle	soft
dance	loud	shake	tambourine
drum	march	short	tap
fast	music	slow	walk
hear			

Auditory Activities

Alert your child to the sound of the drum, rattle or tambourine as the instrument is beat, shaken or tapped. Encourage sound awareness with clapping and facial expression. Tell your child as you point to your ear, *"I hear that!"*

(Awareness and meaning of sounds)

Clap with your child to the rhythm of the drum while someone else is beating it. Encourage your child to do this even when he/she cannot see the person drumming.

(Awareness and meaning of sounds)

Beat the drum to the rhythm of music being played in the background. With your child, march, walk or dance to the rhythm (fast or slow) of the instrument. Match your speed to the beat.

(Awareness and meaning of sounds, Auditory attention)

When playing the drum, talk about the sound being short. Combine the sound with a vocalization. With the rattle, make the sound either long or short. Talk about the differences with your child. Do the same with the tambourine.

(Auditory discrimination)

Take turns with your child using the different sound toys. Tell your child, *"I'm going to play the drum – pa pa pa."* See if your child recognizes these words. Use a specific sound for each toy, for example for the rattle say *"shake shake shake"*; for the tambourine say *"tap tap tap"* and watch for understanding.

(Auditory discrimination, Auditory identification)

Draw pictures of the toy instruments and match them to the real objects. As you play one of the toys, show your child the pictures to encourage association. Later, play the toy out of sight of your child and see if your child can pick the correct picture. This skill

will develop as your child gets older, but introducing it at this age can help set the foundation.

(Auditory discrimination)

Speech/Language Activities

Practice targeted speech sounds with the drumbeats, shaking the rattles or tapping the tambourine.

Discuss and model concepts such as loud and soft, fast and slow while demonstrating with the sound toys. See if your child will imitate.

Name the different instruments and give your child choices as to which one he/she wants to play. Lay the instruments in front of your child and ask him/her to hand you a specific one that you name.

Pragmatics Activity

Practice non-verbal turn taking as your child takes a turn beating the drum, then you take a turn beating the drum. Nonverbal turn taking helps in the foundation of communicative turn taking.

Literacy Activity

Many popular children's songs have accompanying books. Find the books at the library or the bookstore and sing/sign them with your child.

Books

Mary Had a Little Lamb (Hale, M. J. Seattle, WA: Amazon Children's Publishing, 2011)

Little Critter: Just a Little Music (Mayer, M. New York, NY: HarperFestival, 2009)

Drum City (Guidone, T. New York, NY: Tricycle Press, 2010)

Songs/Nursery Rhymes

Tune: *Here we go 'Round the Mulberry Bush*

This is the way we bang the drum,
bang the drum, bang the drum

This is the way we bang the drum,
so early in the morning.

This is the way we shake the rattle.

This is the way we tap the tambourine.

Related materials/activities found in the home

The following household items can all become musical instruments:

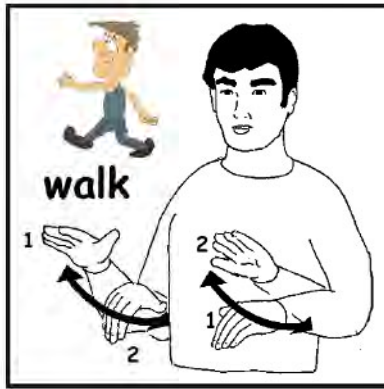
- Any pot with a wooden spoon
- Coffee can with lid and spoon.
- Juice cans filled with rice or beans for a castanet

- Two wooden sticks to hit together
- Aluminum pie pans
- Bells or whistle

Additional Resources

SKI-HI Curriculum; Early Auditory Learning Topic 2: Attending to Meaningful Environmental Sounds.





Assorted Vehicles - cars, trucks, boats, trains, airplanes

Vocabulary

airplane	color	garage	slow
behind	drive	go	stop
boat	down	helicopter	train
car	far	in	truck
close	fast	motorcycle	up

Auditory Activities

Connect a sound to each of the toys such as "*brrrrm brrrrm*" or "*beep beep*" for the car, "*choo choo*" for the train. Be consistent with the sound as you play. Once your child is familiar with the sounds, see if he/she can identify a vehicle by its sound when given a choice of two.

(Auditory discrimination, Auditory identification)

Place a toy in a sock, and make it a surprise when you look in the sock. Make the sound associated with the toy. Have your child take a turn and wait for him/her to make the sound. Vary the toys by sound pitch, duration and loudness to provide contrast. Use the "*knock-knock*" box as a different way to present these sounds in a fun and unique way for your child. Make a sound kit with these toys and give to your child while he/she is sitting in a high chair waiting for food.

(Auditory discrimination, Auditory feedback and integration)

Make a ramp for vehicles to go up and down. When a vehicle goes up, tone of voice goes up. When going down the ramp, voice goes down. Encourage your child to do the same.

(Auditory discrimination, Auditory feedback and integration)

Make vehicles go slow using a soft voice. Go fast using a loud voice. Encourage your child to do the same.

(Auditory discrimination, Auditory feedback and integration)

Speech/Language Activities

Make varied speech sounds when pushing vehicles, depending on what speech sounds are being worked on at the time such as:

- beep
- vroom
- mmm
- choo choo

Find pictures to correlate to the objects and begin matching the two. Move the vehicle over your child. Identify body parts as you go. *"The car is on your head. The truck is going up your arm. The train is under your leg."*

Place the vehicles around the room and ask your child to find the one you name. Talk about the location of the toy and the sound it makes.

Name vehicles you see as your drive with your child or when out walking. Make the associated sound.

Pragmatics Activities

Model saying/signing a polite request by asking for a vehicle that is close to your child such as, *"I'd like the boat please"* or just, *"boat please"* dependent upon the language level of your child.

If your child appears to need help to make the vehicle go, model appropriate ways to ask for help.

Literacy Activity

When out driving, walking or biking, point out environmental print on road signs, billboards and storefronts. Show your child how letters and words are all around us.

Books

In the Driver Seat (Haynes, M. New York, NY: Doubleday, 1997)

Cars and Trucks and Things That Go (Scarry, R. New York, NY: Golden Books, 1974)

Fisher-Price Cars, Trucks, Planes and Trains (New York, NY: Reader's Digest, 2011)

Songs/Nursery Rhymes

Tune: *The Bear Went Over the Mountain*

The car went over your head
The car went over your head
The car went over your head
To see what it could see

The train went under your leg
The train went under your leg
The train went under your leg
To see what it could see

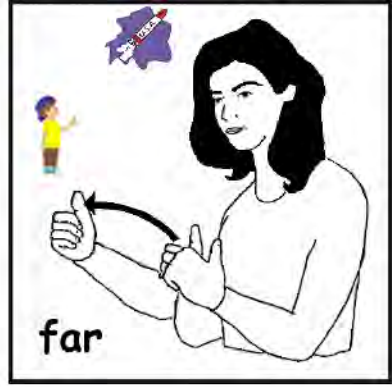
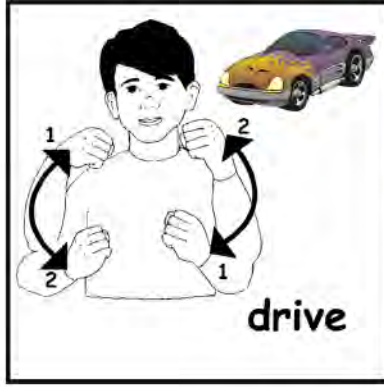
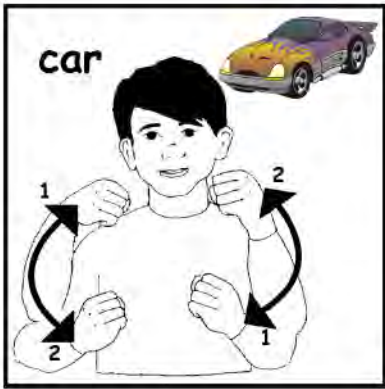
Related materials/activities found in the home

Use a Styrofoam® plate, wash it well with detergent and let it air-dry. Cut a triangle from a piece of paper, stick a toothpick through it and stick it into the Styrofoam® to

make a boat. You can use this boat to practice blowing skills as well as the sound “*puh puh puh*.” Talk about floating, moving through the water and make some boats big, some boats little.

Additional Resources

My Turn to Learn by Susan Lane, Lori Bell and Terry Parson-Tylka; Chapter 24: Ideas for Home, Play, and Away.





Wooden Animal Puzzle (3-4 pieces)

Suggested Toys

Wood Puzzle: Jungle Animals® Crocodile Creek
Animals Mini Puzzle Pack® Melissa & Doug

Vocabulary

ball	doesn't fit	place	tail
bear	dog	puzzle	wake up
block	go	right	where
cat	parrot	sleep	

Auditory Activity

Use various animal sounds for each animal and alert your child to the sound. Wait for your child to imitate the sound after you. Vary your sounds in pitch, length and loudness. Ask your child to find an animal by its sound.

(Auditory discrimination, Auditory identification)

Speech/Language Activities

Play with your child identifying the puzzle pieces.

Move the animals around as if they are walking, jumping, dancing, sleeping and talking to each other. Have your child follow directions to do the same.

Put the animals to bed, emphasizing it is nighttime and time to go to sleep. Pretend it is morning, you tell the animals to, "*Wake up!*" Encourage your child to say/sign these things after modeling.

Talk about the smaller parts of the animals such as ears, eyes, mouth, collar, beak and feathers.

Cover a puzzle piece with a blanket and as you lift up the blanket, say the sound. Have your child imitate you.

Pragmatics Activities

Put the wrong piece in the puzzle hole and say, "*Uh-oh!*" Talk about how it does not fit. Ask your child, "*Where does it go? Please, help me find the right place.*"

Model appropriate greetings such as, "*Hi cat!*" when you pull out the piece or, "*Bye dog!*" when you put it back.

Literacy Activity

Talk about your child's day each night before he/she goes to bed. Emphasize sequential words, "First you...then you...and then you...and now we."

Books

Millions of Cats (Gag, W. New York, NY: Coward McCann, 1928)

If I Were a Jungle Animal (Ellery, A. New York, NY: Simon & Schuster, 2009)

Doggies (Boynton, S. New York, NY: Little Simon, 1984)

Songs/Nursery Rhymes

Tune: *Itsy Bitsy Spider*

The itsy bitsy doggie climbed up the water spout (walk like a dog and bark)

Down came the rain and washed the doggie out (fall to the floor)

Out came the sun (make the sun with your arms in a circle above your head) and dried up all the rain

The itsy bitsy doggie climbed up the spout again (do the same for the cat and the parrot)

BINGO

Related materials/activities found in the home

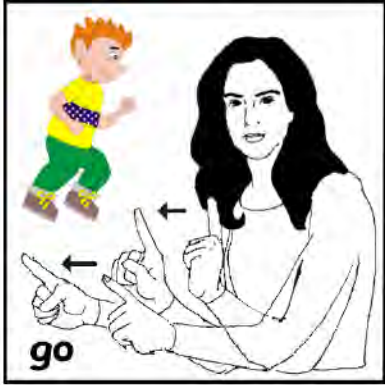
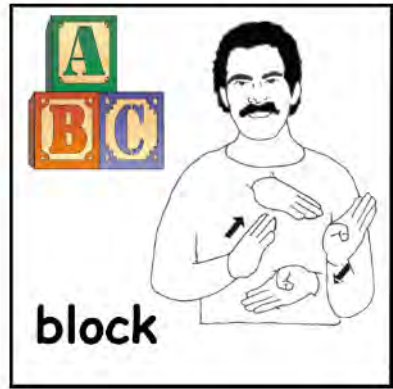
Cut out pictures of animals from a magazine to make an animal book with your child. Glue the pictures on construction paper, using lots of language during this activity. "Do you want glue? Here's the glue, pat, pat, pat." After you glue and lay the pictures down, name the pictures and the sounds the animals make.

Go outside and find animals like birds, squirrels and rabbits. Talk about where wild animals live and why they can't come in the house.

Look for free days at the zoo and enjoy! If your town/city has a petting farm, check for free days there, too.

Additional Resources

Listening Games for Littles by Dave Sindrey; Listening Idea #11: Play Time The Bucket.





Spot's Favorite Words® (Hill, E. New York, NY: Penguin Books, 1997)

Happy Baby Animals® (Priddy, R. London, England: Priddy Books, 2002)

Vocabulary

apple	cow	flower	rabbit
baby	cup	fox	sheep
ball	deer	hat	spoon
boat	dog	horse	sock
cat	drum	pig	train
chicken			

Auditory Activities

Spend time naming the items in the books. As your child becomes more familiar with these words, ask him/her to find a specific item.

(Auditory identification)

Use various animal sounds for each animal in the animal book and alert your child to the sound. Wait for your child to imitate sound after you. Vary your sounds in pitch, length and loudness. Ask your child to find an animal by its sound.

(Auditory discrimination, Auditory feedback and integration, Auditory identification)

In the book, *Spot's Favorite Words*, begin asking questions like, "What goes choo choo?" See if your child can find the train. Finding objects by sound and function is a great way to challenge your child's language development.

(Auditory identification)

Speech/Language Activities

Spend time naming the items and talking about the smaller parts which make up the item.

Match the real objects to the pictures as this occurs during your day.

Talk about the uses of the objects in the book, *Spot's Favorite Words*, such as "We eat apples.", "We put socks on our feet." and "We drink from a cup." Expand your language to your child's experience. "You drink milk from your cup." or "Your hat is red."

When talking about baby animals, introduce their real names. It is important to not only talk about your *cat* but to introduce the word *kitten* as well. This adds another layer to your child's language and understanding.

Pragmatics Activity

Ask your child *wh* questions while you are reading and looking at the pictures. Model and encourage how to appropriately acknowledge others' questions. Show how to

respond by different ways, such as pointing, gesturing, signing, and/or saying the word(s).

Literacy Activity

When available, bring in real objects/props to help support his/her understanding and to connect the reading to real life. Do not be afraid to get silly and use exaggeration.

Books

Baby's Animal Friends (Dunn, P. New York, NY: Random House, 1988)

Baby Touch & Feel: Farm (New York, NY: DK Publishing, 2008)

My Big Animal Book (Priddy, R. London, England, Priddy Books, 2011)

Where's Spot (Hill, E. London, England: F. Warne & Co., 1980)

Songs/Nursery Rhymes

Tune: *Are You Sleeping?*

I see something, I see something
It goes choo choo, it goes choo choo
It goes very fast
It is very long
What is it, what is it?

I see something, I see something
It says "baa", it says "baa"
It is very soft
It is very white
What is it, what is it?

(continue with a variety of familiar objects)

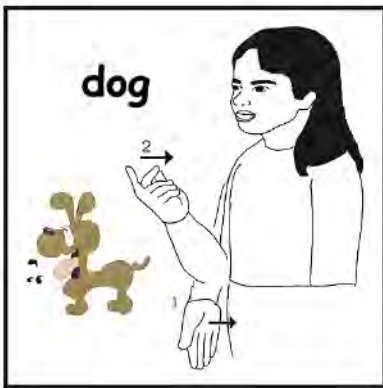
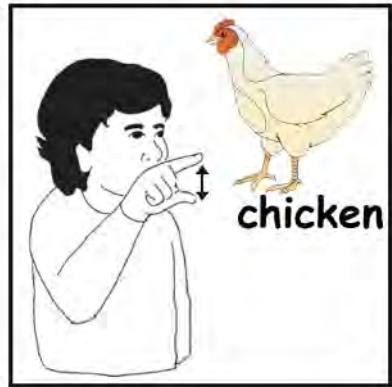
Old MacDonald

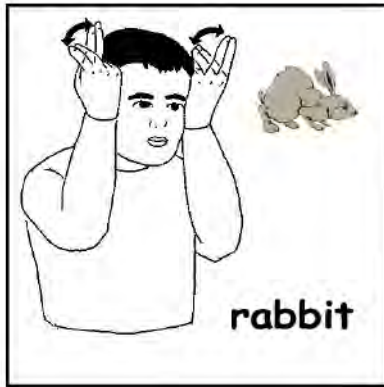
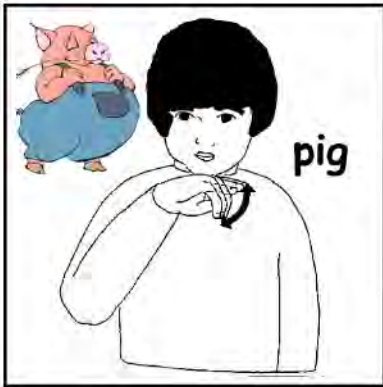
Related materials/activities found in the home

Make your own animal, food, toys or color books by cutting out pictures from a magazine. Use lots of language with gluing the pictures in the book and naming the pictures.

Additional Resources

SKI-HI Curriculum; Literacy, Topic 5: Booksharing with Your Child.





Assorted Animals

Vocabulary

cat	find	pig	where
cow	fish	sheep	which
dog	horse	what	

Auditory Activities

Use various animal sounds for each animal and alert your child to the sound. Wait for your child to imitate the sound after you. Vary your sounds in pitch, length and loudness. Ask your child to find an animal by its sound.

(Auditory discrimination, Auditory feedback and integration, Auditory identification)

Work on sound associations using the following sounds:

- Fish: swish swish
- Sheep: baaa
- Dog: woof woof
- Pig: oink oink
- Cat: meow
- Cow: moo
- Horse: neigh or tongue click

(Auditory discrimination)

Place the animals around the room and ask your child to find the one you name. Take turns so your child is asking you to find a specific animal.

(Auditory identification)

Speech/Language Activities

Play with the animals, modeling their sounds.

Use a knock-knock box and hide an animal inside. Wait and see if your child will name the animal or make its sound.

Wrap the animals in tissue paper and give to your child one at a time. Use a lot of language with this activity such as: *"What is inside? I think it says moo."* Open. *"Oh, look, it's the cow!"*

Look through magazines for pictures of familiar and not so familiar animals. Cut them out and make your own animal book.

To work on action words, have the animals perform movements such as walking, jumping, dancing, sleeping and eating. We often focus on nouns with children.

Introducing verbs is an excellent way to facilitate further language development, and keep your child ahead of the game!

Pragmatics Activity

Model and encourage politely requesting an animal from each other, including "please" and "thank you." Also model social pleasantries with the animals, "Hi cow, how are you?"

Literacy Activity

Make a photo book of animals that your child sees in his/her daily life and add to it throughout the week. Visit a local farm, aquarium, and/or zoo and take photos to add to the photo book.

Books

Farm Peekaboo (New York, NY: DK Publishing, 2007)

Open the Barn Door... (Santoro, C. New York, NY: Random House, 1993)

Barnyard Dance (Boynton, S. New York, NY: Workman Publishing Company, 1993)

Songs/Nursery Rhymes

Baa, Baa, Black Sheep

Five Little Ducks

The Bear Went Over the Mountain

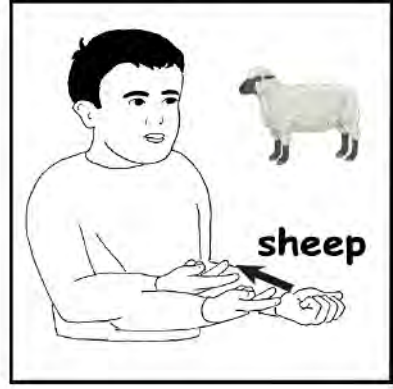
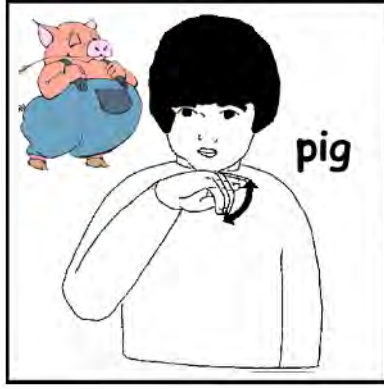
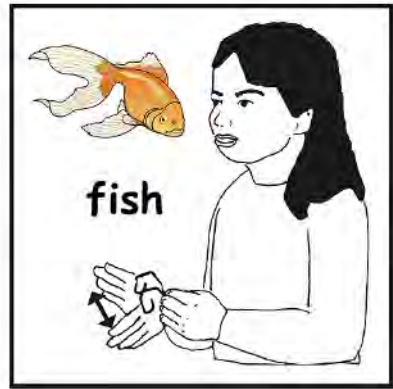
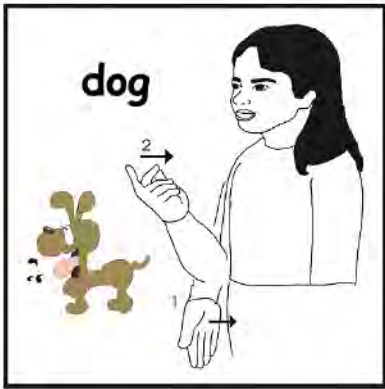
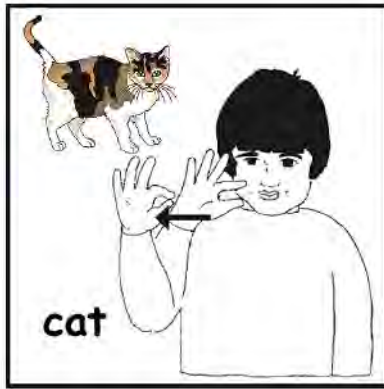
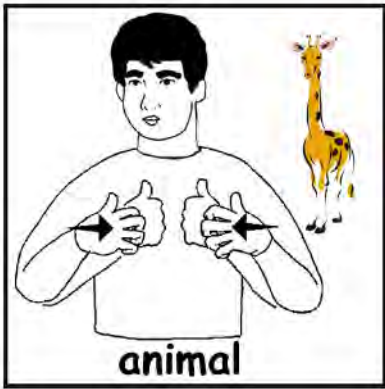
Hey Diddle, Diddle

Related materials/activities found in the home

Use animal magnets you may already have. Take one at a time and put on a cookie sheet while you are playing with your child. Name the animal. Give your child a magnet and ask him/her to put it on the cookie sheet. Ask your child to hand you one of the animals.

Additional Resources

Listening Games for Littles by Dave Sindrey; Listening Idea #15: Play Time The Old Lady That Swallowed a Fly.



Bubbles

Vocabulary

big	bye-bye	help	open
blow	down	little	pop
bubbles	head	more	up

Auditory Activities

Make bubbles with the child using this recipe:

¼ c. clear liquid dishwashing detergent

¼ c. glycerin

¾ c. water

1 Tbs. sugar

Before bringing the bubbles out, ask your child if he/she wants to play with bubbles. Look for recognition of this word.

(Auditory comprehension)

If you have a closed container of bubbles, close the lid very tightly and give it to your child to open, saying, "*Open!*" Encourage your child to give the bubbles to someone else and ask, "*Open.*"

Talk about the bubbles going up or down, using a higher pitch for "*up up up*" and lower pitch for "*down down down.*" Before blowing, ask your child, "*Do you want me to blow the bubbles up or down?*" and wait for a response.

(Auditory discrimination, Auditory comprehension)

Pop the bubbles by clapping your hands together or by poking with your finger. Give your child the direction of how to pop the bubbles before you blow and see if he/she understands these words.

(Auditory comprehension)

Speech/Language Activities

As you play with bubbles, focus on words such as "*pop*" and "*bye-bye.*" Use lots of inflection in your voice for these words.

Catch a bubble after you blow some. Tell your child you are going to pop it on their shoe, knee, head or hand. Watch for recognition of these words by seeing if your child looks to the place you have named. After you catch a bubble, hand the wand to your child and tell him/her to pop them on your shoe, knee, head or hand.

As the bubbles go up, say, "*Up, up, up*" and have your pitch go up. As the bubbles come down, say, "*Down, down, down*" and have your pitch come down.

Encourage your child to ask for more bubbles. Model *more* and have your child feel your nose as you make the nasal *m* sound.

Step on the bubbles as they land on the floor. Talk about stomping. Stomp lightly and stomp hard. Encourage your child to imitate you.

Begin working on blowing with your child. If he/she is having difficulty blowing bubbles, try blowing into a straw in water or blowing cotton balls.

Pragmatics Activity

Hand your child the bubbles with the top on tightly. When he/she cannot open the bottle, encourage asking for help from your child. "*You want mommy to open? Say open. Tell mommy you want help.*" Say/sign "*help.*"

Literacy Activity

Children at this age enjoy books that involve some participation, such as lift-the-flap books and books with textures. Use these books to engage your child and while he/she is using his/her hands to explore the books, talk about what he/she is doing/feeling.

Books

Bubbles, Bubbles (Appelt, K. New York, NY: Scholastic, 2002)

Balloons, Balloons, Balloons (Lillegard, D. New York, NY: Dutton, 2007)

Bubble Bath Baby (Ellis, L. San Francisco, CA: Chronicle Books, 2004)

Songs/Nursery Rhymes

Tune: *Here We Go 'Round the Mulberry Bush*

This is the way we blow the bubbles,
Blow the bubbles, blow the bubbles
This is the way we blow the bubbles
So early in the morning

This is the way we pop the bubbles,
Pop the bubbles, pop the bubbles.
This is the way we pop the bubbles,
Clap, clap, clap, clap, clap, clap.

Related materials/activities found in the home

Make your own bubbles:

One cup of water

¼ cup of dishwashing liquid detergent

1 teaspoon of sugar

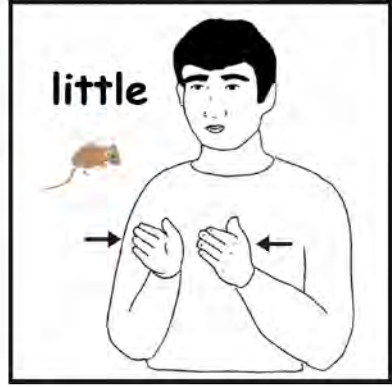
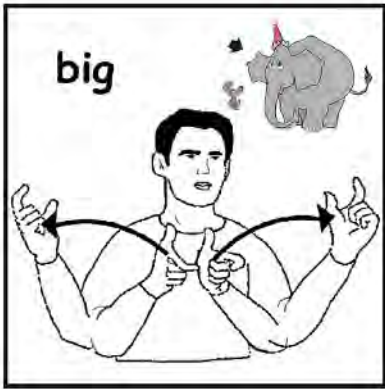
pipe cleaner bent into shape of wand

Blow a straw into the bathtub while your child is taking a bath. Make sure your child doesn't drink the water!

Practice blowing cotton balls, small pieces of tissue or feathers. This is a great activity to help with increase breath support needed for speech.

Additional Resources

Learn To Talk Around The Clock; Outdoor Play, Level 1: Outdoor Play The Challenge.



Crayons

Vocabulary

black	face	purple	triangle
blue	green	rectangle	white
brown	line	red	yellow
circle	long	scribble	your
color	orange	short	zip
crayon	pink	square	

Auditory Activity

When coloring with your child say, "*Scribble, scribble*" when scribbling, "*Zip*" (prolonged) when making lines, "*Wheee*" when drawing a circle, and, "*Ooh ahh ooh ahh*" when drawing zig zags. Watch to see if your child imitates the movements and/or the sounds.

(Auditory discrimination, Auditory feedback and integration)

Speech/Language Activities

This is a good age to introduce crayons. Your child will need lots of guidance at first to know what to do with crayons. He/she will just enjoy making the colors and scribbling at this age! Use fat crayons so your child can hold them better.

As you make different shapes, name the shape and give your child the crayon. Help him/her to make the same shape.

Draw a face and talk about the body parts you are adding. Ask your child to find his/her own body parts.

Use a different color each time you play. This will help with beginning identification of colors.

Provide interesting contrasts such as a white crayon on black paper.

Pragmatics Activity

Take turns using the same crayon. After you draw a picture or shape, hand the crayon to your child and say, "*Your turn.*" Wait to see if your child hands the crayon back to you and also says, "*Your turn.*"

Literacy Activities

After your child draws a picture, write his/her name on the paper, saying/signing each letter as you write.

When reading with your child, point to the words on the book to call attention to the words. Print awareness is a pre-literacy skill and while your child might naturally look at the pictures, bringing attention to the print on the page is very valuable.

Books

Little Blue and Little Yellow (Lionni, L. New York, NY: Knopf Books, 2009)

Harold and the Purple Crayon (Johnson, C. New York, NY: HarperFestival, 2012)

Flaptastic: Colors (New York, NY: DK Publishing, 2009)

A Color of His Own (Lionni, L. New York, NY: Knopf, 2006)

Songs

Rainbow Song

Rainbow purple
Rainbow blue
Rainbow green
And yellow too
Rainbow orange
Rainbow red
Rainbow shining overhead.

Come and count
The colors with me
How many colors
Can you see?
1-2-3 on down to green
4-5-6 colors can be seen

Rainbow purple
Rainbow blue
Rainbow green
And yellow too
Rainbow orange
Rainbow red
Rainbow shining overhead.

Related materials/activities found in the home

Any crayons will provide lots of fun for your child.

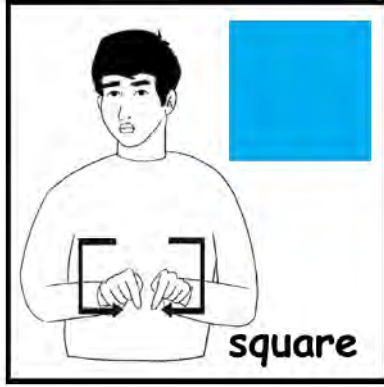
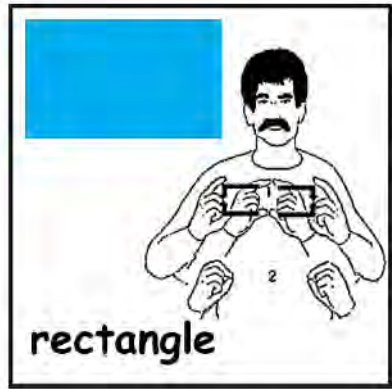
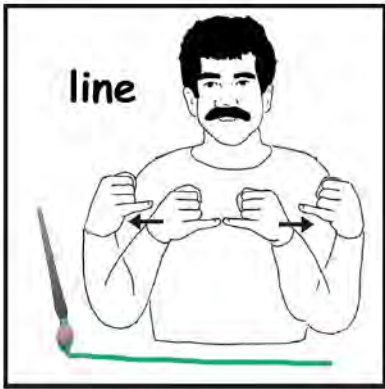
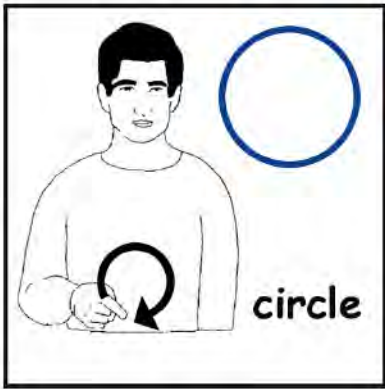
Bath foam can be used to make lines or scribble.

Use shaving cream to color with or make lines and scribbles in (just squirt some on the table). Add food coloring, but make sure your child doesn't eat it! If your child is very interested in the taste, use whip cream instead and enjoy!

Paint with water that has been dyed with food coloring. You can do this outside on the sidewalk or fence.

Additional Resources

Listening Games for Littles by Dave Sindrey; Listening Idea #23: Play Time Barrier Games.



Soft Ball

Vocabulary

ball	down	soft	under
chair	hide	squish	up
color	roll	throw	who
couch	shoe		

Auditory Activities

Work on action words such as *throw*, *roll*, *squish* and *hide*. Demonstrate these actions and encourage your child to imitate. Name an action and see if your child understands by performing the action.

(Auditory comprehension)

Make a ramp using a piece of cardboard coming off the couch. Roll the ball down and use a downward pitch as the ball rolls and say, "*Wheeee*." Push the ball back up the ramp and say, "*up, up, up*" and have your pitch match the motion. Give the ball to your child and watch for imitation.

(Auditory discrimination)

Put the ball on different parts of your body and have your child follow you with his/her ball. Name a body part before you move the ball and see if your child does it first.

(Auditory identification)

Speech/Language Activities

Talk about the colors and feel of the ball.

Emphasize the words *up*, *down*, *roll* and *throw* when playing.

Give directions to place the ball around the room such as "*put the ball under the chair*"; "*put the ball on the couch*" or "*put the ball next to your shoes*."

When your child is playing with mommy and daddy or another family member, ask your child to roll the ball to a specific person. When you have the ball, ask your child to whom you should roll the ball.

Hide the ball around the room and have your child look for it. Use the expression "*Where's the ball?*" and once he/she finds it, describe where it was found, for example, "*You found it under the table!*"

Pragmatics Activity

Your baby has been learning the concept of back and forth turn-taking through communication, like when he/she makes a sound, then you make a sound, then he/she

makes a sound, etc. Continue to develop this skill by setting up a turn-taking activity with the ball. First it is your turn to roll, then it is his/her turn to role, and then yours again. Model/encourage appropriate ways to ask for the ball, such as pointing to the ball, signing/saying, "Ball," and/or signing/saying, "Ball please."

Literacy Activity

Make the home as *literacy rich* as possible, having books visible everywhere. Have places throughout the home where your child has easy access to books. Let your child choose the books he/she wants to read and choose books that you think will be engaging to your child.

Books

A Ball for Daisy (Raschka, C. New York, NY: Schwartz & Wade, 2011)

Where is Baby's Beach Ball? (Katz, K. New York, NY: Little Simon, 2009)

Ball! (Asquith, R. New York, NY: DK Publishing, 2000)

Songs/Nursery Rhymes

A Little Ball

A little ball (clasp your hands together into a ball)

A bigger ball (move your hands apart, curving them into a ball shape)

A great big ball I see (stretch your hands and arms up into a wide arc)

Now let's count the balls

One (stretch your hands and arms up into a wide arc)

Two (curve your hands into a ball shape)

Three (clasp your hands together)

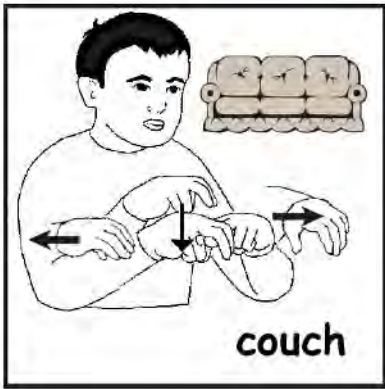
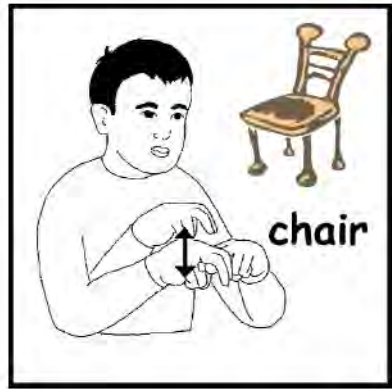
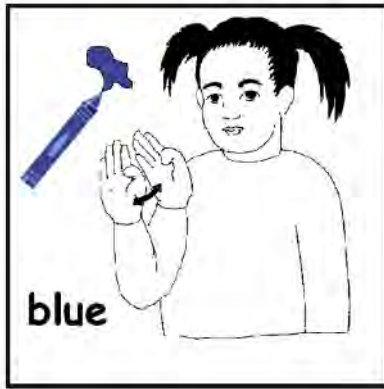
Ring Around the Rosie

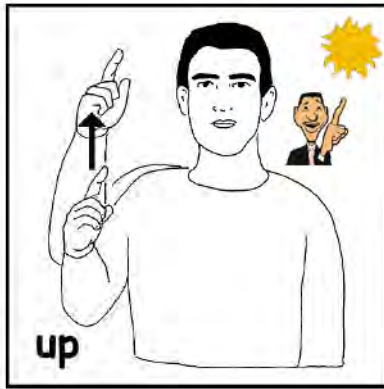
Related materials/activities found in the home

Any soft ball will make a fun toy for your child. You can practice rolling, kicking, bouncing and hiding the ball along with hiding behind it. Bring in a wide variety of sizes of balls including very large ones. Talk about the different sizes of the balls. Place your child on the largest one and move him/her around on the ball. Use words like "slide, bounce, wobbly" and "slippery" as he/she sits on the ball.

Additional Resources

Learning To Talk Around The Clock; Outdoor Play, Level 3: Let Me Show You How to Say That!





Mirror

Vocabulary

baby	face	look	mouth
daddy	hair	mirror	nose
eyes	kiss	mommy	share

Auditory/ Speech/Language Activities

Stick out your tongue and move back and forth. Ask your child to copy you. Blow raspberries!

Say, "Eeee oooo" into the mirror and ask your child to copy you. Add more sounds as you continue to engage in vocal play.

Ask your child to point to his/her body parts while looking in the mirror.
(Auditory comprehension)

Continue to play in front of the mirror with sound association toys (toys that have a related sound to them):

- airplane – *ahahaha*
- boat – *puh, puh, puh*
- cat – *meow*

Visual cues help your child make the accurate sounds.
(Auditory discrimination)

Sing/sign to your child in front of the mirror. As your child becomes more familiar with a song, watch for her/him to do the movements before you do – indicating understanding and memory for the song.

Do movements in the mirror like clapping hands, patting head and shaking arms. Encourage your child to imitate.

Pragmatics Activity

This is a fun age to practice copying mouth movements and facial expressions in the mirror. Start with the lips and pucker then smile. Pretend to kiss the mirror. Encourage your child to copy. Make faces that indicate feelings and talk about those feelings (e.g., happy, sad, excited).

Literacy Activity

Squirt shaving cream or use whip cream on the mirror. As you make different movements, use words with a lot of inflection in your voice. Say *scribble, zip, circle*, etc. Watch for your child to imitate. Write out your child's name, saying/signing the letters as you write them.

Books

Baby Einstein: I See Me! (Zaidi, N. New York, NY: Disney Press, 2009)
Peek-a-Who? (Laden, N. San Francisco, CA: Chronicle Books, 2000)
Pat the Bunny (Kunhardt, D. New York, NY: Golden Books, 2001)
Where Is Baby's Belly Button (Katz, K. New York, NY: Little Simon, 2000)

Songs/Nursery Rhymes

This Old Man (in front of the mirror)
Head, Shoulders, Knees, and Toes
You Are My Sunshine

Related materials/activities found in the home

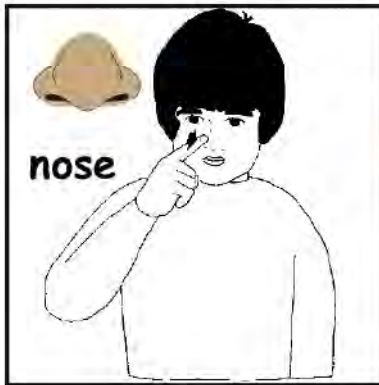
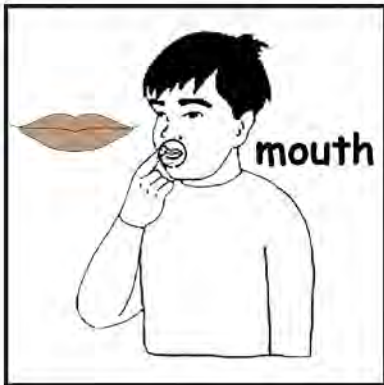
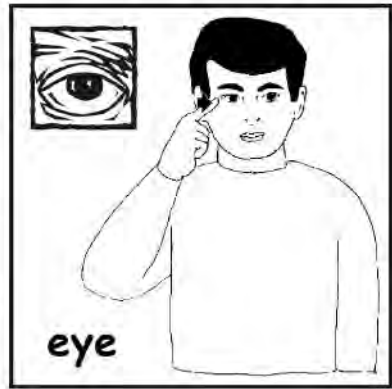
Any mirror around your home. Use full-length mirrors to talk about the body parts and imitate movements.

*A note on safety: make sure the mirror you are using is made of unbreakable material and provides an accurate reflection. Some mirrors have a distorted image. A freestanding mirror could fall over, so only use with adult supervision.

Additional Resources

Learn To Talk Around The Clock; Getting Dressed, Level 1: Checklist for Improving Interactions While Dressing.

SKI-HI Curriculum; Natural Environments and Routines, Topic 3: Putting It Together/Incorporating Skills Into Family Routines and Activities.



CD Player/Digital Music Source with Microphone

Vocabulary

all done	music	soft	take turns
listen	off	song	turn on
loud	on	stop	your
more	sing	talk	

Auditory Activities

Record your child talking and singing. Play it back for him/her. See how your child responds.

(Auditory feedback and integration)

Play songs to your child throughout the day. Before bedtime, play lullabies. During more active times, play fun songs.

(Awareness and meaning of sounds)

Give your child directions while talking into the microphone (e.g., clap your hands, show me your eyes and wave bye-bye).

(Auditory comprehension)

Speech/Language Activities

Move to the songs/music with your child. Stop and see if your child indicates he/she wants more through body movements. Reinforce the concept of *more*. Encourage your child to sign "*more*" if you are using sign language. If your child is already saying/signing "*more*" then expand on that and say, "*More music!*"

Give your child the microphone and watch to see what sounds she/he makes. Sing a song first to your child and give him/her a turn. Listen for singing from your child.

Use a variety of sounds, pitches, loudness levels and durations into the microphone. Give your child a turn and watch for imitation.

Pragmatics Activity

Help your child continue to learn about imitation of sounds with the microphone. Make fun sounds with your child into the microphone. You can make animal sounds or car motor sounds. You take a turn and hand the microphone to your child and say, "*Your turn.*" Play back the recording for your child. Build on the social skill of laughing at something funny when you hear back the sounds you and your child made on the recording.

Literacy Activity

Get in the habit of reading books and singing songs to your child whenever possible, especially before bedtime. This will help settle your child for bed and be a nice bonding time. The repetition of using the same song and/or book (or a few songs/ a few books) is helpful so your child will recognize the tune, rhythm, and/or pictures and associate that with resting.

Books

Barnyard Dance (Boynton, S. New York, NY: Workman Publishing Company, 1993)

A Children's Treasury of Songs (Bleck, L. New York, NY: Sterling Publishing, 2006)

Baby Beluga (Raffi, New York, NY: Random House, 1992)

Songs/Nursery Rhymes

On Top of Spaghetti

Oh Susanna

It's a Small World

Related materials/activities found in the home

Use a wooden spoon or any similar object as a microphone. Your child will love singing and talking into anything you call a microphone!

Play children's songs at home and dance.

Play children's music in the car, if applicable, and sing along together.

Additional Resources

Learn To Talk Around The Clock; Getting Dressed, Level 1: Checklist for Improving Interactions While Dressing.

SKI-HI Curriculum; Natural Environments and Routines, Topic 3: Putting It Together/Incorporating Skills Into Family Routines and Activities.





Shape Sorter

Suggested Toys

Jumbo Shape Sorter® Infantino
Pull Along Shape Sorter® Hape

Vocabulary

circle	out	star	turn
color	push	tail	triangle
in	square		

Auditory Activities

Have your child wait until given an auditory cue "go!" to make the shapes go around. Wait for your child to give you at least a verbal approximation before you turn the handle.

(Auditory comprehension, Auditory feedback and integration)

Vocalize the names and shapes of the toy, as well as colors. Encourage your child to imitate/approximate the words after you say the words. Reinforce any verbal attempts.

(Auditory feedback and integration)

When your child knows the shapes or colors, ask your child to give you a specific color or shape of block, using the Auditory Sandwich technique. Put that shape or color in the correct hole. Allow your child to ask you for a block and reinforce any attempts at communication.

(Auditory comprehension, Auditory feedback and integration)

Use the shape sorter to teach behavioral responses to sound. This will be helpful for upcoming audiology appointments. Start within your child's field of vision and make a sound such as drum, tone, bell, or speech. Model for your child as he/she drops the shape in the sorter after the sound has been made. Repeat until your child understands the concept. This may take many practice sessions. As your child becomes more familiar with the game, move further from his/her field of vision and repeat. Reinforce all appropriate responses.

(Awareness and meaning of sound)

Speech/Language Activities

While playing with your child, name all of the shapes and colors of the toy animal. Talk about the body parts, naming each and finding them on your child.

Ask/sign to your child to take the shapes out by signing/saying a specific word such as "go" or "turn." Help your child take his/her turn if needed. Encourage your child to

say/sign the same word when he/she wants to turn it again. Look at him/her expectantly and give plenty of wait time!

Discuss concepts of *in* and *out* while playing with the shape sorter, such as "*The yellow block goes IN the elephant.*" Emphasize the concept and word by repeating and emphasizing the sign or by using acoustic highlighting and repetition. Push elephant's ear and sign/say "*out*" or other word to cue the action.

When your child is familiar with shapes and colors, give him/her a few shapes. Ask (sign/verbal) your child for a specific shape or color and reinforce correct responses and playfully teach any others. "*Can I have the yellow block? Thank you! You gave me the yellow block! The block goes in the hole. Bye-bye, block!*" Take turns playing this game, giving your child a chance to request a certain color or shape to put in.

Pragmatics Activity

Model asking for help if your child has trouble with finding the right shape. If you see your child having difficulty, offer help by saying, "*Do you need help?*" and use wait time to see if your child will say/sign "*help.*" If he/she does not say/sign "*help*" you can say, "*I will help you*" and reinforce the word/sign for "*help.*" Then describe what to do as you show your child how to fit in the shape. For example say, "*Turn your hand this way*" or "*Try the circle over here.*" When it is your turn to put in a shape, bring in humor and model getting it wrong, "*Oh no, it does not fit in here, silly me! Let's try another one!*"

Literacy Activities

Make a *Shape Book* by looking through old magazines with your child and cutting out different shapes. Glue each onto a separate piece of paper and label. Make an easy cover with construction paper and label with (baby's name) *Shape Book*.

Take a trip to the library together and see how many books you can find about shapes and colors. Choose books that are bright, durable and of interest to your child.

Books

Brown Bear, Brown Bear, What Do You See? (Martin, B. New York, NY: Henry Holt & Co., 1996)

A Color of His Own (Lionni, New York, NY: L. Knopf Books, 2006)

Look Around: A Book About Shapes (Fisher, L. London, England: Puffin Books, 1989)

Spot Looks at Shapes (Hill, E. London, England: Frederick Warne & Co, 1993)

Songs/Nursery Rhymes

Tune: *The Muffin Man*

Do you know what shape this is?

What shape this is, what shape this is?

Do you know what shape this is, I'm holding in my hand?

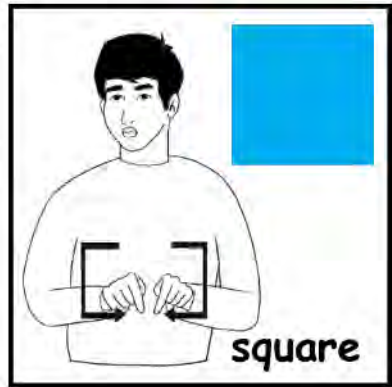
A Tisket, A Tasket

Related materials/activities found in the home

Do a shape or color walk around the house to identify things in the home or environment that shares a specific attribute. For example, "*What can we find that is a circle? Yes, a plate is a circle!*" The grocery store is a fun place to look for shapes as well.

Additional Resources

SKI-HI Curriculum; Earliest Interactions, Topic 4: Using Daily Routines as a Way to Communicate Frequently Throughout the Day.



Play House and Nursery Rhyme

Suggested Toys

Happy Sounds Home® Little People
Weebles Jack N Jill Playpack® Playskool

Vocabulary

after	fall down	hill	tumble
broke	fetch	Jack	water
crown	head	Jill	

Auditory Activities

Recite the nursery rhyme Jack and Jill as you play with the figures. Use pause time to see if your child begins to use his/her voice in a similar intonation pattern. Reinforce any vocal play.

(Auditory feedback and integration)

When reciting the nursery rhyme, use different voices:

- whisper vs. loud
- fast vs. slow
- high pitched vs. low pitch

Watch to see if your child imitates these characteristics of speech.

(Auditory discrimination, Auditory feedback and integration)

Give your child simple directions with spoken language only after he/she is familiar with the nursery rhyme, such as, "*Jack falls down! Jill comes tumbling after! It's time to eat. Push the button.*"

(Auditory comprehension)

Before pressing the button to make Jack and Jill go sliding down, say, "*One, two, three, go!*" When it is your child's turn, watch for imitation of this sequence.

(Auditory comprehension)

Speech/Language Activities

Give your child a play bucket, purse, or container with handle and collect things around the house. Use the word "*fetch*" to increase your child's complex receptive vocabulary. Fetch different items around the house and put them in the container. Compare this to the water that Jack and Jill are fetching.

Have the Jack and Jill figures/dolls fall down other places such as the couch, the bed, or your head! Use lots of inflection in your voice. As they go down use words like "*wheeeee*" and "*uh-oh*," and when they go back up use "*up, up, up*". Ask your child where to put Jack or Jill.

"Should Jack go on my head or on the couch?" Giving choices will help with expressive communication.

Make a ramp off of the furniture using pillows. Have your child roll off the couch or chair while providing careful supervision. Use lots of inflection as your child rolls down "wheeee" and goes back up "up, up, up."

Pragmatics Activity

Role-play the nursery rhyme *Jack and Jill* with your child. Talk about the different ways to fall down and act them out. Discuss how Jack might have felt after falling, also how Jill might have felt by watching him fall. Highlight different emotion words and use matching expressions on your face when talking about them.

Literacy Activities

Begin introducing "Theory of Mind" questions. Remember, provide your child with complex questions and expect him/her to respond to the concrete.

1. I wonder why Jack and Jill needed water.
2. Why did Jack and Jill tumble down the hill?
3. How did Jack feel when he broke his crown?
4. What was Jill thinking when she saw Jack tumble down the hill?

Connect real experiences with what is happening in the story, "Do you remember when you fell down just like Jack?"

Books

In the Tall, Tall Grass (Fleming, D. New York, NY: Square Fish, 1995)

I Went Walking (Williams, S. Boston, MA: Red Wagon Books, 1996)

Jack and Jill Went Up the Hill (Herman, R. A. San Francisco, CA: Chronicle Books, 2006)

Jack and Jill: A Halloween Nursery Rhyme (Yoon, S. New York, NY: Little Simon, 2012)

Songs/Nursery Rhymes

Jack and Jill

Little Bo Peep

London Bridge is Falling Down

5 Little Monkeys Jumping on the Bed

Down By the Bay

Related materials/activities found in the home

Act out the nursery rhyme with stuffed animals or dolls.

When outside, re-create the nursery rhyme with your child by rolling down a hill!

At the park, when your child goes down the slide, remind him/her about Jack tumbling down. Use the word *crown* for head.

Bring a paper sack with you on a walk outside. Fetch different items such as rocks, leaves, sticks and grass. Talk about these items when you get home. You can glue these items to your child's experience page!

Additional Resources

SKI-HI Curriculum; Play and Concept Development, Topic 6: Quality Interactions and Play.



after



break



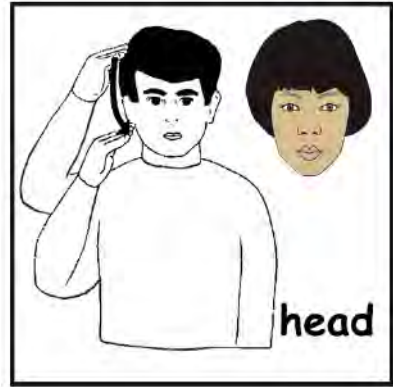
down



fall



get



head



hill



roll



water

Toy Phone

Suggested Toys

Classic Chatter Phone® Fisher-Price

Pull-a-long Toy Phone® Mattel

Dial and Discover Phone® VTech

Vocabulary

bye-bye

hello

nose

talk telephone

daddy

mommy

numbers 1-10

telephone

eyes

mouth

pull

who is it?

Auditory Activities

Place the phone behind your child or to the side where he/she can't see it. Dial the phone and see if your child responds and localizes to the ringing sound.

(Awareness and meaning of sound, Auditory localization)

Talk about the parts on the phone and have your child touch the parts. Use highlighting by emphasizing important words as you use clear, slow speech.

(Auditory discrimination, Auditory identification)

Tell your child whom you want to call. If you say, "*Daddy*," look for word recognition from your child. Does he/she say, "*Daddy*" or sign it after hearing you?

(Auditory discrimination, Auditory feedback and integration)

Speech/Language Activities

As your child begins to say or sign her/his first words, ask, "*Who is on the phone?*" after you make a ringing sound. Give your child choices, such as, is it daddy or grandma? Model for your child what to say on the phone, using lots of fun inflections such as, "*Hi daddy. I love you!*" or, "*Hi Nana, where are you?*"

Use the phone to talk about interesting things that happen during the day. If the dog has been naughty, call the dog on the phone and say, "*No, no doggy, no chewing.*" If the soup for lunch was too hot, say, "*No, no soup, you are too hot. We need to blow.*"

Tell your child you are going to call someone and sing them a song. Sing a familiar song on the phone and hand the phone to your child. Watch to see if he/she imitates you.

When you do different motions with the phone, use different sounds such as: "*brrrrr*" when you dial or "*bye-bye*" when you hang up. When you pull the phone say, "*puuuullll*" and as you push it away say, "*push, push, push*". Using long and short sounds are very interesting to your child and will keep her/his attention. As you model talking on the phone, you will teach your child to use his/her voice each time he/she is presented with

the phone. Reinforce all vocal play on the phone! You can turn take with fun sounds! First you say, "lalala" and hand the phone to your child and give him/her wait time to see if he/she will match your vocalization. Change the sound to a tongue click. Continue this back and forth game, solidifying the auditory feedback loop with your child.

Pragmatics Activity

As you are talking on the phone, tell your child about how the other person is feeling, "That was daddy on the phone, he is tired today." or "That was Grandma on the phone, she misses you."

Literacy Activities

Make an experience page with your child after you have played with the phone.

Explain to your child as you look up a phone number online or in a phone book. If there is a picture by the name of the place, show it to your child.

Books

Hello, Is That Grandma? (Whybrow, I. Wilton, CO: Tiger Tales, 2008)

Hippos Go Beserk (Boynton, S. New York, NY: Little Simon, 2000)

On the Phone (New York, NY: DK Publishing, 2007)

Songs/Nursery Rhymes

Tune: *Wheels on the Bus*

The bell on the phone goes ring, ring, ring,
Ring, ring, ring, ring, ring, ring
The bell on the phone goes ring, ring, ring.
All through the town

Your daddy on the phone says I Love You,
I Love you, I Love You
Your daddy on the phone says I Love You,
I Love You all through the town

Your doggy on the phone says woof, woof, woof,
Woof, woof, woof, woof, woof, woof
Your doggy on the phone says woof, woof, woof
All through the town

The mommy on the phone says time for sleep,
Time for sleep, time for sleep
The mommy on the phone says time for sleep
All through the town

The baby on the phone says night, night, night,

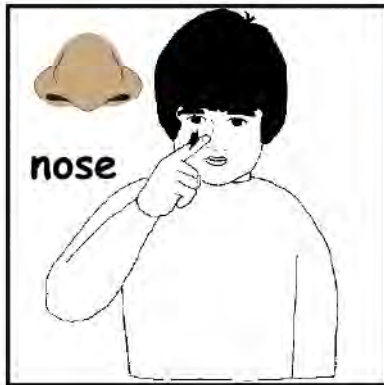
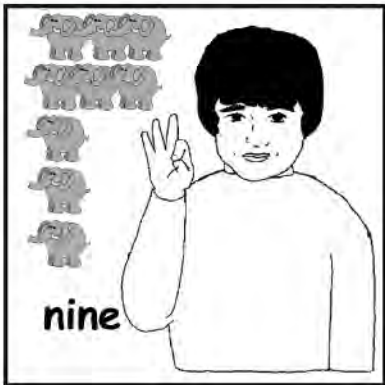
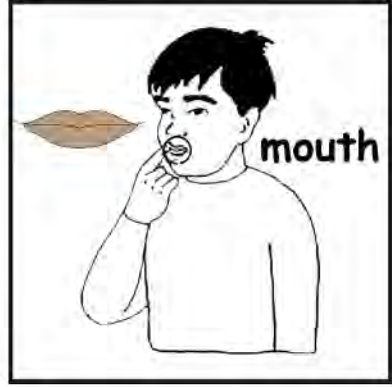
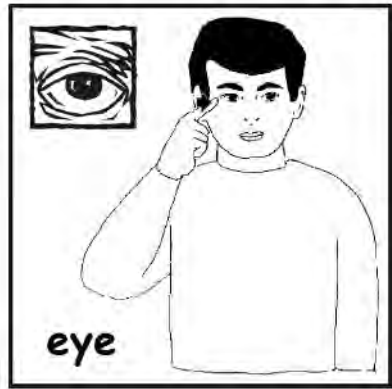
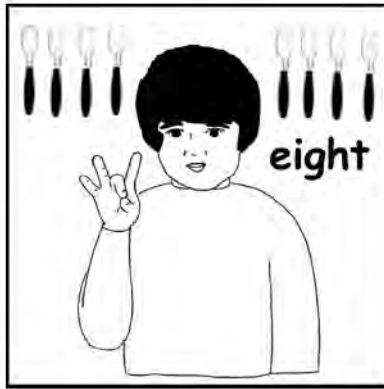
Night, night, night, night, night, night
The baby on the phone says night, night, night
All through the town

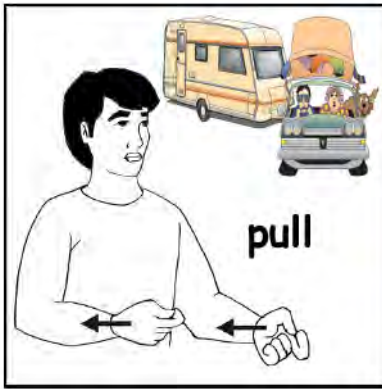
Related materials/activities found in the home

Make sounds into different containers such as an empty coffee can or paper towel roll. The sounds will sound differently. Your child will be interested in listening to these fun variations. Encourage turn taking by passing the can/roll back and forth with your child. You want to watch for a strong auditory feedback loop developing as your child matches the sounds you make. To encourage success, start with sounds your child can already make and later switch to new sounds. Does your child follow you?

Additional Resources

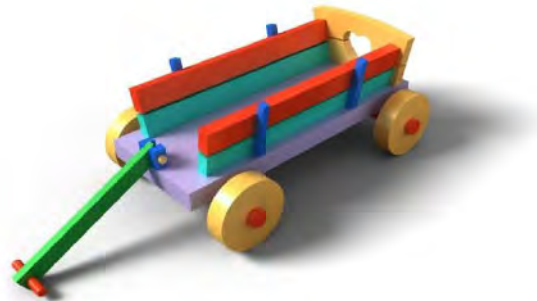
CHIP Parent Manual; Language: Opportunities to Model Language in Daily Routines





Toy Time for Tots #4

Eighteen Months and Older



Bubbles

CD Player/Digital Music Source

Picnic Basket Set

Farm Animal Play Set

Musical Instrument Pack

Mirror

What Makes A Rainbow?® by Betty Ann Schwartz

Goldilocks Play Set

Fun Bath Toy

Pound a Ball Toy

Bubbles

Vocabulary

above	down	more	soap
big	hard	my	soft
blow	jump	numbers	water
bubbles	little	pop	
catch	mix	pour	

Auditory/Speech/Language Activities

Make bubbles with the child using this recipe:

¼ c. clear liquid dishwashing detergent

¼ c. glycerin

¾ c. water

1 Tbs. sugar

If you have a closed container of bubbles, close the lid very tightly and give it to your child to open, saying, "*Open!*" Encourage your child to give the bubbles to someone else and ask, "*Open.*"

Watch as bubbles go "*up, up, up*" increasing in pitch and "*down, down, down*" decreasing in pitch.

(Auditory discrimination)

Work on puckering and blowing bubbles to encourage oral-motor development.

After you blow the bubbles, keep them floating by blowing on them from underneath.

Blow bubbles and say "*pop*" as your child pops each one. Use other words depending on what sounds you are working on such as, "*bam, boom.*" Encourage your child to imitate.

Catch a bubble on the wand and place the bubble on your child's knee, elbow, or nose and name the body part. Next, ask your child where he/she wants the bubble to go.

(Auditory comprehension)

Count the bubbles as they hit the floor. Jump on them!

Encourage your child to ask for *more*, working toward two word combinations like more bubbles. Take turns blowing bubbles saying, "*My turn!*"

Talk about the different sizes of bubbles like small, big, tiny, huge, and other comparisons such as this bubble is smaller than that one!

Pragmatics Activity

Turn taking can be a difficult skill for your child at this age. Encourage turn taking during a fun activity like bubbles can reinforce this ability in a socially appropriate manner. As you show excitement to your child's verbal skills (saying/signing "my turn", "more bubbles"), you are teaching your child the importance of respectful asking and waiting during play.

Literacy Activity

As you read books to your child about bath time, pop the bubbles on the pictures. If the written word *pop* is on the page, show it to your child. Follow the bubble with your finger. Encourage your child to do the same. Use different voices as you say "pop" – high pitched, low pitched, fast, in a whisper. Watch to see if your child copies these vocal characteristics. As you consistently find a specific word on a page, you will soon be able to ask your child to show you the word! Your child is probably not yet reading, but can demonstrate early literacy skills such as this with consistent modeling.

Books

Piggies (Wood, D. and Wood, A. Mooloolaba QLD: Sandpiper, 1995)

Baby: Bathtime! (Baby Touch and Feel) (New York, NY: DK Publishing, 2009)

Baby Einstein: What Floats? (Aigner-Clark, J. New York, NY: Baby Einstein Company, 2003)

Songs/Nursery Rhymes

Tune: *Mulberry Bush*

This is the way we blow the bubbles,
Blow the bubbles, blow the bubbles.
This is the way we blow the bubbles,
So early in the morning.

This is the way we pop the bubbles,
Pop the bubbles, pop the bubbles.
This is the way we pop the bubbles,
Clap, clap, clap, clap, clap, clap.

Pop Goes the Weasel

Higglety, Pigglety, Pop

Related Materials/Activities Found in the Home

Recipe for bubbles, straws can be substituted for wands. Be careful your child does not suck solution up through straw.

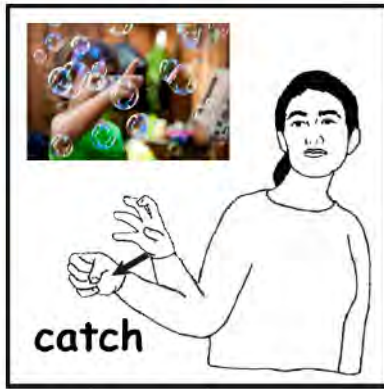
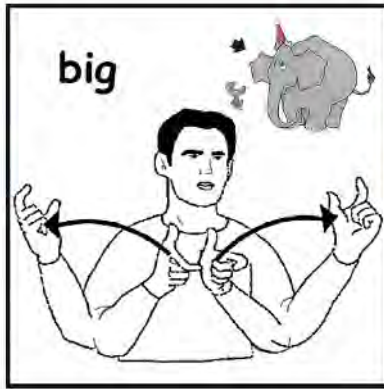
Pipe cleaners bent into the shape of a wand can be used with bubbles.

Blow cotton balls across a table. You may want to work on voiceless plosive sounds "p", "t" and "k" by using this technique.

Blow bubbles into bathwater using a straw.

Additional Resources

Listening Games for Littles by Dave Sindrey; Listening Idea #1: Bubbles.





CD Player/Digital Music Source

Vocabulary

Words of songs from individual songs

dance	loud	on	song
fast	music	play	
hear	off	soft	

Auditory Activities

Sing and sign to songs on tapes.

(Awareness and meaning of sounds)

Turn on music and point to your ear. Say, *"Do you hear the music?"*

(Awareness and meaning of sounds)

Practice having your child indicate the presence of sound versus no sound. For instance, put a block in box when music starts.

(Auditory discrimination)

March and dance to the rhythm of the songs. When the music stops, everyone sits down.

(Auditory discrimination)

Play musical instruments to the rhythm of the songs. See if he/she can keep the beat.

(Auditory discrimination)

Play the music where your child cannot see the music source. Help your child to find the music. At this age, your child will need lots of help finding the music. When you move the music to a new hidden place, your child will want to go back to the first place he/she found the music. This is developmentally appropriate. With practice your child will learn to search for new places.

(Localizing sound source)

Speech/Language Activities

Get various books with CDs from the library or get e-books with audio. Listen to and read them with your child, pointing to and identifying appropriate pictures and items of interest to him/her.

Using the microphone, allow your child to talk into the device while recording. Play his/her utterances back for them to hear and imitate.

Make an utterance using a targeted vowel or consonant or suprasegmental feature into the microphone. Give it to your child to encourage him/her to imitate the sound. Examples are "bababa" or "wheeee" going up and down in pitch.

Record or sing favorite songs for your child to listen to and sing along.

Sing songs using one syllable only. For example, substitute the words in a song with the syllable *ba*. It will be much easier at this age to sing along if he/she is not challenged by all the words in a song. Your child can match the tune of the song, and you will be surprised by how quickly the child will begin to sing with you. Change the syllables as you change songs. Eventually, add in a couple of real words with the song – especially words/phrases that are repeated throughout the song.

Slow down when you are singing with your child. It will be much easier for him/her to discriminate words at a slower pace.

Pragmatics Activity

Verbal turn taking is developing at this age. Encourage this skill with the use of a microphone. Say a sound and hand the microphone to your child. After your child says the sound, ask for the microphone back. Imitate whatever sound your child says. Make this activity interesting by using a variety of intonations such as pitch, loudness and length changes.

Literacy Activity

When using a book with audio, you will know when to turn the page when you hear the bell. Help your child to listen for this sound and turn the page when appropriate. Show your child the page number (if listed) on the book.

Books

Hush Little Baby (Winter, J. New York, NY: Knopf Books for Young Readers, 1984)

Real Mother Goose (Fisher Wright, B. New York, NY: Cartwheel Company, 2000)

Songs/Nursery Rhymes

Any children's tapes such as *Raffi*; *Sharon, Lois, and Bram*; and *Wee Sing*.

Any children's book with a CD or an audio e-book is an excellent way to introduce optional ways for your child to listen to books and music.

You can make up songs to any routine. For example, "Oh where? Oh where, could our shoes be? Oh where? Oh where, could they be? I've looked up and down and all around. Oh where? Oh where, could they be?"

You can use a song for transition time during your day. After playtime, sing the *Barney Clean-Up* song; before naptime, sing *Rock a Bye Baby*; before bath time, sing *Mulberry Bush*, substituting appropriate words for your routine. You can also add a song to diaper time, getting ready to leave the house, and when it is time to eat.

Related Materials/Activities Found in the Home

Make fake microphones using toilet paper rolls and tape a ball of aluminum foil to the top of it.

Additional Resources

SKI-HI Curriculum; Early Auditory Learning: Topic 5 (Locating Sounds and Voices), Topic 6 (Locating Sounds and Voices at a Distance) and Topic 7 (Locating Sounds and Voices Using Many Levels).



Picnic Basket Set

Suggested Toys

18 Piece Picnic Basket Set® Alex Toys
Pretend & Play Picnic Basket Set® Quill.com
First Picnic Play Set: 9 piece Toys® Mansion Schools
Pretend Play Kitchens and Play Food

Vocabulary

clean	drink	plate	spoon
cookie	dry	pour	tea
cracker	glass	snack	towel
cup	like	soap	wash
dirty	more	spill	wet
doll			

Auditory Activities

Ask your child to help set the table by asking for the various utensils such as, *"Please hand me the spoon."*

(Auditory comprehension)

Select various snacks to serve, set them all out and ask your child to pass you one of the items, *"Please pass the crackers."*

(Auditory comprehension)

Include your child's favorite dolls or stuffed animals at snack time. Ask your child to give something to each specific friend, *"Give froggy a cracker."* Limit number of variables for young children.

(Short-term auditory memory)

Speech/Language Activities

Let your child lead and initiate some of the activities with the picnic set, while you imitate his/her actions and signs or verbalizations. After a while, add vocabulary and language to the conversation in a natural context.

Set the table, identifying each utensil and item used. Help your child with one-to-one correspondence by modeling one fork, spoon and knife at each place setting. Is your child able to do this as well? Provide detailed directions when setting the table to help your child gain this skill.

Ask your child, *"Who is going to sit here?"* and discuss names of people and toys who will be invited.

Brainstorm snack and drink options, and let your child decide what to serve. If you want to make this a longer activity, you could pretend to make something such as cookies or a drink.

Include dolls and stuffed animals. You and your child can take turns feeding the stuffed animals. Use appropriate dialog such as, "*Teddy needs a drink.*"

Emphasize proper question forms, such as, "*May I have more tea?*" or "*Would you like more cookies?*" Make sure that you are modeling this appropriately with good suprasegmental features as well. Use fewer words for younger children or those with lower language levels.

Discuss how the different items you are eating taste sweet, sour, hot, cold or yummy.

Wash the dishes and clean up the tea party area, using dishwashing vocabulary such as bubbles, pop, washrag, clean, dirty, scrub and playing with bubbles. Sing the *Clean Up* song.

Describe the utensils by their function, "*We cut with a knife.*" or "*We stab with a fork.*" Include safety words when talking about the knife. Describe the dishes and how they are used. Ask thinking questions like, "*What would happen if we put soup on the plate?*" Show your child what happens with a liquid on a plate or how it works to eat soup with a spoon. These types of activities enrich language development and problem solving skills.

Pragmatics Activity

As parallel play (children playing alone but are interested in what other children are doing) develops, act out sequences in your play knowing that the child will watch. Talk about what you are doing. "*I am giving teddy a drink of juice. Teddy is thirsty. Don't spill teddy! Do you want more? Tell me more drink.*" This will help not only in developing play skills and the needed social language, but is an overall excellent language development strategy of self-talk (using short sentences to talk about what you are seeing, hearing or doing).

Literacy Activity

Begin to encourage prediction when reading with your child. Ask what he/she thinks is going to happen before your turn the page. Giving choices during this type of activity can help the child in giving a response. An example could be: "*Do you think the baby wants milk or juice?*" "*Do you think the little boy is going to sleep or will he play?*"

Books

Little Bunny Follows His Nose (Howard K. New York, NY: Golden Books, 2004)
Corduroy's Day (Freeman, D. New York, NY: Puffin, 1976)

If You Give a Pig a Pancake (Joffe Numeroff, L. New York, NY: HarperCollins, 2000)

The Very Hungry Caterpillar (Carle, E. New York, NY: Philomel Books, 1994)

Songs/Nursery Rhymes

Teddy Bear's Picnic

This is the Way We Wash the Dishes

This Little Piggy Went to Market

I'm a Little Teapot

Peas Porridge Hot

Related materials/activities found in the home

Household plates, bowls, and utensils can be used in place of the picnic set.

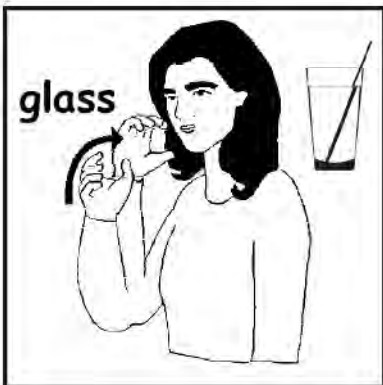
Have a meal outside and talk about the concept of a picnic.

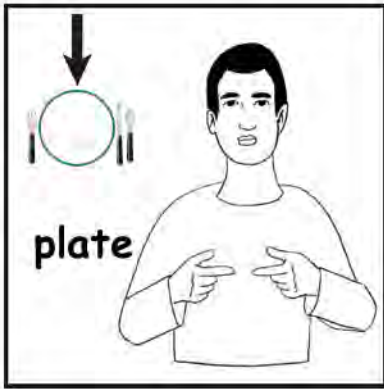
Have a tea party with stuffed animals.

Have a Tupperware® drawer available to your child in the kitchen. As you are preparing dinner, your child will have lots of fun playing with all the containers.

Additional Resources

Listening Games for Littles by Dave Sindrey; Listening Idea #23: Barrier Games.





Farm Animal Play Set

Suggested Toys

Little People Animal Sounds Farm®

Big Barn Farm Set® Construction Playthings

Vocabulary

barn	farmer	horse	sheep
chicken	feed	hungry	sleep time
cow	full	night	windmill
eat	hay	pig	who

Auditory Activities

Use various animal sounds for each animal and alert your child to the sound. After he/she understands the connection, make the animal sound and see if your child can choose the animal that makes that sound. Let your child make the animal sound and you guess the animal.

(Auditory discrimination, Auditory comprehension)

Feed each animal using the horse and cart. Tell your child, "*Feed the chicken.*" Encourage your child to use auditory discrimination skills to listen to which animal you told him/her to feed. Be sure to utilize Auditory Sandwich technique.

(Auditory discrimination)

If the farm makes animal noises itself, as well as plays songs, utilize this feature, pressing on each button and alerting your child to the presence of noise, and to what the noise is associated. Encourage your child to press the buttons, as he/she will be rewarded with auditory feedback.

(Auditory awareness and meaning of sounds)

Provide unusual directions during play to challenge listening skills. Examples include:

- Put the horse on the barn.
- Have the sheep ride the horse.
- Have the cow stand on his head.
- Put the pig under the barn.

These types of directions encourage listening to what is being said, not anticipating a typical direction such as, "*Give the horse some hay.*" See if your child can give you a silly direction.

Speech/Language Activities

Let your child explore the farm while watching to see what most interests him/her. Use this information to decide how to interact in the most appealing way throughout the play in order keep your child engaged and interested.

Offer language and vocabulary by simply and naturally identifying objects on the farm. Remember to let your child initiate some of the conversation.

Feed the animals and talk about what each animal might like to eat. Emphasize concepts of *hungry* and *full*. "*The chicken is hungry. Give the chicken some corn. All done! He's full!*". Encourage the use of carrier phrases such as, "*I want _____,*" and, "*Give me _____.*"

Emphasize concepts of *over, on, under, off, beside*, using the animals. For example, put an animal on the barn and say, "The cow is on the barn!" Wait to see if your child will imitate the action with another animal and an utterance. If not, ask, "*Can you put an animal on the barn?*" Let your child choose to put an animal somewhere and discuss where it is. "*Now the cow is beside the horse!*"

Put the farmer and all the animals to bed, emphasizing it is nighttime and time to, "*Go to sleep. Night, night!*" When it is morning time, tell all the animals to, "*Wake up!*" Encourage your child to say these things him/herself after modeling.

Hide one of the animals and see if your child can guess which one is missing. If he/she cannot, take an inventory with your child to help them figure it out. Emphasize question form "*who?*" and "*who is gone?*" This will work best for children more than 2 years of age.

Hide one of the animals and talk about, "*Where is the _____?*" When your child finds it, talk about where the animal was found. "*He is behind the couch!*" Have your child hide the animal for you to find.

Pragmatics Activity

You will start to see your child begin to use words to express problems. When playing with the farm animals, model words such as, "*Oh no, the cow is hungry. Where is the hay?*" "*Ouch! The pig fell down!*" "*No-no horse, you can't stand on the barn!*" Watch for imitations of your actions and words.

Literacy Activity

Animal books are important at this age. Real pictures of animals and fun drawings of animals entice children. A great expansion activity to reading books about animals is to visit the zoo or petting farm. Take pictures of your child at these places to make an experience book. You will be able to recount these activities with your child and increase his/her memory, vocabulary and connect experiences to the books you read together.

Books

Farm Animals (Sears, N. New York, NY: Random House Books for Young Readers, 1997)

Farm Counting Book (Miller, J. New York, NY: Aladdin Paperbacks, 1992)
Good Morning Farm (Wright, B. Racine, WI: Golden Press, 1974)

Songs/Nursery Rhymes

Mary Had a Little Lamb
The Farmer and the Dell
Baa, Baa Black Sheep
Five Little Ducks

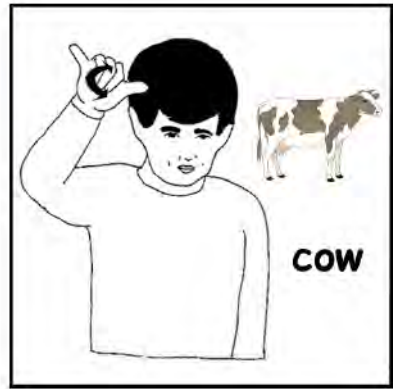
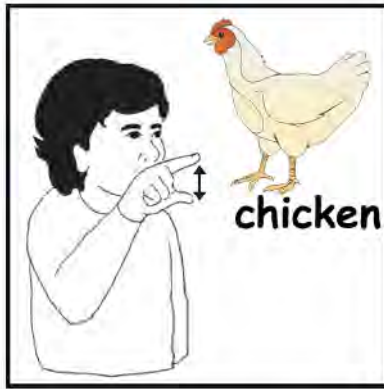
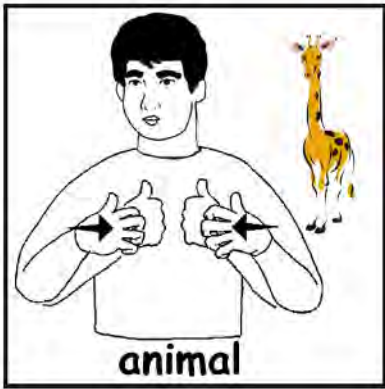
Related Materials/Activities Found in the Home

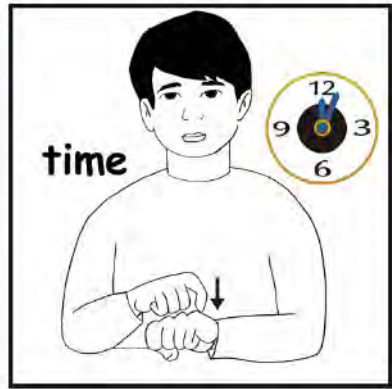
Stuffed animals or plastic animals can be used in place of farm animals. Cardboard boxes can be used for a barn or corral, and toy trucks and tractors to feed the animals.

Begin using crayons with your child. Draw different animals and talk about the sounds they make. Tell your child to draw a certain animal. No matter what is produced, exclaim to your child about the drawing, such as, "I see the cow! The cow says *moo*." Encourage language through choice making, "Do you want to draw a dog or a cat?"

Additional Resources

Listening Games For Littles by Dave Sindrey; Listening Ideas #5, #9: Old MacDonald's Farm, #41: Old MacDonald, and #1: The Wake Up Game.





Musical Instrument Pack

Suggested Toys

Little Rhythm Maker Drum®

Kids Toddler Music Band Set of 5 Pieces® Hohner

Band a Box Preschool Toddler Musical Instruments® Melissa and Doug

Vocabulary

dance	hear	march	walk
drum	listen	music	
fast	loud	slow	

Auditory Activities

Alert your child to the sound of the drum as it is being played. Encourage and praise sound awareness by clapping for him/her and using excited facial expression, *"I hear the drum! Do you hear the drum?"*

(Awareness and meaning of sounds)

Clap with your child to the rhythm while someone else plays the drum. Encourage him/her to do this even when he/she cannot see the person drumming.

(Auditory discrimination)

Count the beats as they are drummed.

(Auditory comprehension and Short-term auditory memory)

Have your child clap or put a block in a box when he/she hears the drum, using the Auditory Sandwich. Use a lot of positive reinforcement. You may need to model this several times.

(Awareness and meaning of sounds)

Beat the drum to the rhythm of music as is being played in the background.

(Sound discrimination)

March, walk and/or dance to the beat of the drum.

(Sound discrimination)

Make pictures to correspond to the instruments. Match the pictures to the actual instrument. As you play an instrument out of sight, can your child pick the right picture?

(Auditory discrimination)

Speech/Language Activities

Practice targeted speech sounds in repeated syllables with the drumbeats like *boom boom, pa pa, and too too.*

Discuss and model concepts such as *loud* and *soft*, *fast* and *slow* while demonstrating with the drum. Encourage your child to imitate.

Name the different musical instruments. Describe how they sound and feel. When you are listening to music, identify the instruments you hear so your child becomes familiar with not only the names but also with the sounds these instruments make.

Pragmatics Activity

Your child may begin to name objects upon request. Remember, it can be difficult for a young child with hearing loss to answer questions. While it may be challenging, you will want to expose your child to questions, limiting the number. When asking your child to name an instrument, clap out the syllables, as many of these words are more complex, like tambourine, xylophone, and maraca. This fun way of saying words with clapping can encourage your child to vocalize back while clapping.

Literacy Activity

Writing is a part of literacy, as is coloring! Help your child to draw musical notes (circles) and sing to the music that is drawn! Your child will love drawing the circles (may continue with circling around, not yet stopping) and directing you to sing.

Books

Sesame Street: My First Instrument (Gates Galvin, L. Sesame Workshop, 2011)
Shake Shake Shake: Family Celebration Board Books (Davis Pinkney, A. San Diego, CA: Red Wagon Books, 1997)

Songs/Nursery Rhymes

Any music can be used for background.

This Old Man, He Played One, He Played Knick Knack on My Drum

Tune: "*Wheels On The Bus*"

Oh, the sticks on the drum go up and down.

Up and down, up and down.

Oh, the sticks on the drum go up and down.

All through the town

Oh, the sticks on the drum go rum, tum, tum.

Rum, tum, tum, rum, tum, tum.

Oh, the sticks on the drum go rum, tum, tum,

All through the town

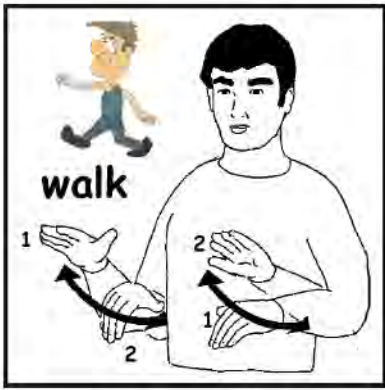
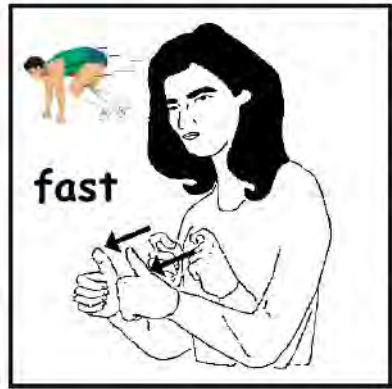
Related Materials/Activities Found in the Home

The following household items can be turned into musical instruments:

- Pot with a wooden spoon
- Coffee can with lid and spoon
- Juice cans filled with rice or beans for a castanet
- Two wooden sticks to hit together
- Aluminum pie pans
- Bells or whistles
- Before stapling two paper plates together, fill with dried beans.

Additional Resources

Learn To Talk Around The Clock; Playtime: Level 2.



Mirror

Vocabulary

angry	hair	nose	teeth
ears	happy	sad	where
emotions	mirror	scared	
eyes	mouth	smile	

Auditory Activities

When your child is familiar with the names of the parts of the face, ask him/her, while looking in the mirror, "*Point to your nose.*" Use the Auditory Sandwich for this activity.
(Auditory comprehension)

Ask your child to point to two body parts – show me your eyes and your nose! While this may be tricky, model how to point to two parts in sequence and help the child to do the same.
(Short-term auditory memory)

Speech/Language Activities

To encourage oral-motor development, move lips, tongue, and jaw while encouraging your child to imitate and watch him/herself in the mirror.

While looking in the mirror, identify the parts of your child's face, as well as the tongue, teeth and hair. For example, "*There are Billy's eyes!*"

Work on targeted speech sounds while looking in the mirror, and encourage your child to imitate and watch him/herself such as *bababa*, and *boo boo boo*.

Play peek-a-boo while looking in the mirror. Remove the mirror and say, "*Where is Billy?*" Put mirror back in front of the child and say, "*There he is!*" or simply, "*Boo!*" Encourage him/her to do the same.

Make faces in the mirror and talk about an emotion that might be associated with that face. "*Look at your face! You look sad.*"

When washing the baby's face or brushing his/her teeth in front of a mirror, talk about what you are doing. Name your child's body parts while you are cleaning them. You can expand on this activity in the bathtub. While you may not have a mirror accessible during bath time, talk about what body parts you are washing. Ask your child to help wash his/her toes, belly, shoulders, and elbows. Introduce smaller parts of the body your child may not be as familiar, such as ankle, wrist and chin.

Pragmatics Activity

Your child will not like it when you tell him/her, "No" but this is not only necessary to keep your child safe, it is the beginning of setting boundaries. You may want to find different ways of saying, "No" so your child doesn't begin to use this word frequently! Instead of saying, "No", try – "I know you want to pull the kitty's tail, but let's pet her softly." "Let's throw the toys into the toy box, not on the floor." "We can't pour water on the floor, let's pour water into the bowl" (when in the bathtub). By practicing other ways of redirecting your child's behavior, you will limit the number of times a day you say, "No."

Literacy Activity

Make a picture book of your child as he/she is showing different emotions like happy, surprised, mad, sad and frustrated. This is a great way to teach these words. Put the pictures in sealed baggies, staple together, and you have a wonderful book your child can carry around.

Books

Faces (Brenner, B. New York, NY: Dutton Juvenile, 1970)

Me Book (Johnson, J. New York, NY: Random House Books for Young Readers, 1979)

What Do Babies Do? (Slizer, D. New York, NY: Random House Publishing, 1985)

Songs/Nursery Rhymes

Head, Shoulders, Knees and Toes

If You're Happy and You Know It

Tune: Where is Thumbkin

Where is _____? Here I am! (To tune of Thumbkin, using child's name or body part instead)

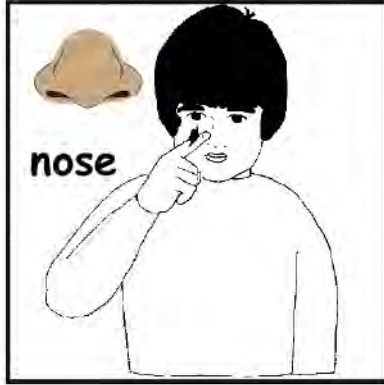
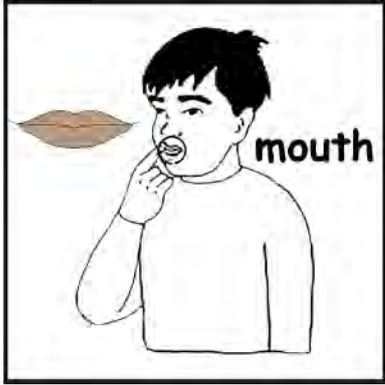
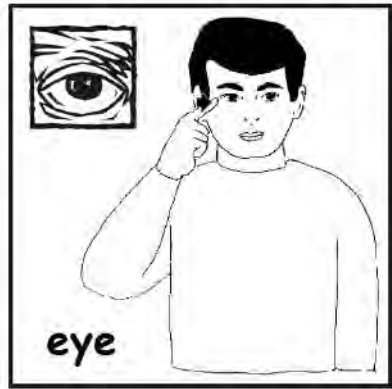
Related materials/activities found in the home

Draw a face with your child – add eyes, nose, mouth, hair and ears.

If you have butcher paper, trace your child on the paper. Add body parts and clothing items to the drawing.

Additional Resources

Learn To Talk Around The Clock; Bath Time: Levels 1-8.





What Makes a Rainbow?® (Schwartz, B.A. Franlin,TN: Piggy Toys Press, 2003)

Vocabulary

blue	feathers	orange	red
butterfly	flower	purple	yellow
color	fox	rabbit	
feather	green	rainbow	

Auditory Activities

On each page, ask your child to point to a familiar specific object. Use the Auditory Sandwich technique until your child is successful.

(Auditory comprehension)

If your child knows his/her colors, find objects around the home that are the same but in different colors, such as blocks or manipulatives which are age appropriate and child safe. Using the auditory sandwich, ask your child to hand you various colors of that object, "*Give me the green block.*" Have your child do the same to you.

(Auditory comprehension)

Speech/Language Activities

Identify the objects in the book and talk about their attributes such as, "*The chick is small and yellow.*"

Choose a specific color and go on a *color walk* in the home; find things that are that specific color. For example, "*Look! I see a blue bowl!*" Choose one color at a time.

Finger-paint with corn syrup and add food coloring. When the painting dries, it will be smooth to the touch and slightly raised.

Use sidewalk chalk and make a rainbow.

When playing with colored blocks, sort the blocks by color and make a yellow house or a blue house. Ask your child to give you matching blocks.

Add a drop or two of food coloring to water or food to add some excitement to mealtime. "*Look! Your mashed potatoes are blue!*"

Pragmatics Activity

Continue to encourage turn taking at this age level. When coloring, share a crayon and use language to support turn taking. You can say, "*My turn with red – I will draw an apple. Now it is your turn with red. I wonder what you will draw. Will you draw an*

apple or a flower?" When it is your turn again, ask your child what he/she wants you to draw? Give choices to help with his/her expressive language.

Literacy Activity

Point out the color words on each page of this book. Run your finger underneath the word, emphasizing this color. Ask your child to do the same. After your child is familiar with this book, ask him/her to find the color word and see if he/she remembers where it is on the page.

Books

Brown Bear, Brown Bear (Carle, E. New York, NY: Henry Holt & Company, 1996)

Mouse Paint (Walsh, E. Mooloolaba QLD: Sandpiper, 1995)

My Very First Book of Colors (Carl, E. New York, NY: Philomel Books, 2005)

Songs/Nursery Rhymes

Tune: *Farmer and the Dell*

A duck is yellow

A duck is yellow Hi ho the dairy-o

A duck is yellow.

A-Tisket, A-Tasket

Five Green and Speckled Frogs

Related materials/activities found in the home

Blocks, trucks, play dough, toy animals, anything with color!

With your child, gather items outside the home which are a certain color. Bring them inside and glue them on a piece of paper. Identifying all of the items brought in for a color collage. Choosing one color at a time is best.

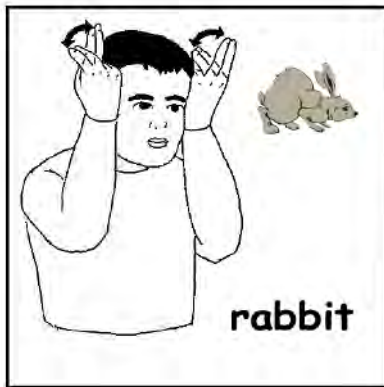
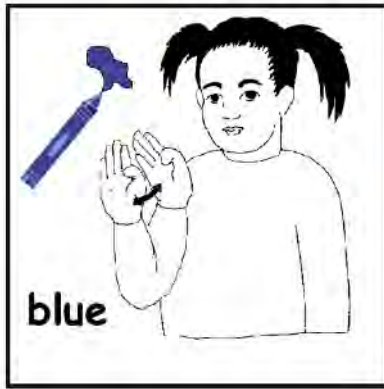
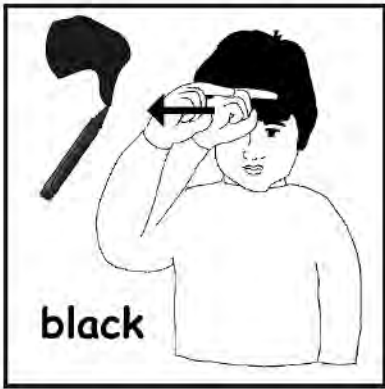
Choose a color for the day and dress in that color.

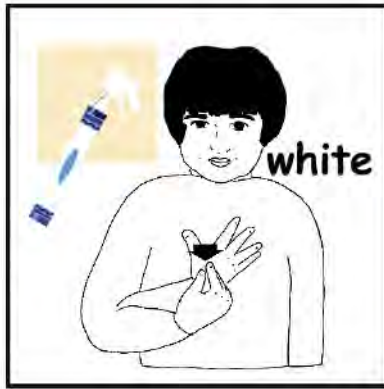
Go for a walk with your child and identify all the colors you see!

When there is a rainbow in the sky, point this out to your child. Draw a picture of the rainbow!

Additional Resources

My Turn to Learn by Susan Lane, Lori Bell and Terry Parson-Tylka; Chapter 24: Reading and Writing Activities.





Goldilocks Play Set

Suggested Toys

Goldilocks And The Three Little Bears Read And Play Set® Ababy

Goldilocks Adventure Set® Playskool (no longer in production but can be found on-line)

Vocabulary

baby	eat	just right (perfect)	sits
bears	escape	like	soft
bed	favorite	little	three
big	garden	mac and cheese	warm
bowls	Goldilocks	medium	welcome
chair	hard	momma	
cold	home	papa	
discover	hot	scared	

Auditory Activities

Use different voices for each bear (low pitch for papa, medium pitch for mama, high pitch for baby) and encourage your child to find the correct bear and imitate your voice.

(Auditory Discrimination, Auditory feedback and integration)

Give your child directions, with auditory cues only, such as, "*Put Goldilocks to bed. Feed Goldilocks the cold mac and cheese.*" As your child becomes more accurate in following directions, add a second detail such as, "*Put Goldilocks in the big bed*" or "*Have baby bear sit in momma's chair.*"

(Auditory comprehension)

Speech/Language Activities

Play with lots of fun sounds as you interact with Goldilocks and the cottage. Knock-knock on the door and encourage your child to imitate. Play with the knock-knock box (any box with a lid) and have different objects placed inside for your child to find. Encourage use of the words like *knock, open, more*, and the names of the hidden objects in the box.

Use different intonations (high pitch vs. low pitch), duration (fast vs. slow), and intensity (loud vs. whisper) as you tell and re-tell the story to your child. Use the strategy of *wait time* as you introduce one of the bears and see if your child remembers what type of voice to use (momma, papa, or baby).

Use predictable phrases during the story to help your child sequence sounds and words and becomes successful with word combinations.

Role-play the story with your child and stuffed animals. Assign roles as this is an important play skill with which some children with hearing loss can struggle.

Collect different teddy bears from around the house. Talk about the differences in the bears. Have your child find a bear that you describe.

Find different sizes of objects and begin sorting the big objects from the small ones. Show the difference in sizes in the story.

As you read the book, count the objects, encouraging your child to imitate the pattern of counting.

Pragmatics Activity

As you play with the activity set, model conversations between Goldilocks and the bears. Keep your language simple. Make papa bear say, "*Where's my porridge? Who broke my chair? Who is in my bed?*" and Goldilocks say, "*I'm hungry. I'm tired. I'm scared.*" and baby bear say, "*Who are you?*" Then make Goldilocks say, "*I'm a girl.*" Use different voices in role-play. Give your child a character and see if he/she will imitate words or intonations.

Literacy Activities

Read the accompanying story with the child. Ask "Theory of Mind" questions.

1. How does Goldilocks feel when the bears came home?
2. What is your favorite chair?
3. How does the macaroni and cheese taste?
4. Does Goldilocks like the hard bed?

Your child will begin to understand parts of the story and will often empathize with a character's feelings.

Make an experience page with your child after you have played with the Goldilocks play set.

Connect real experiences with the story. "*Do you remember the time you tried food that was too hot? We had to blow and blow on it before you could eat it.*"

Books

Going on a Bear Hunt (Rosen, M. New York, NY: Little Simon, 1997)

That's not my Teddy (Watt, F. London, UK: Usborne Books, 2008)

Where's My Teddy? (Alborough, J. Somerville, MA: Candlewick, 1994)

One Bear All Alone (Bucknell, C. New York, NY: Puffin, 1989)

Teddy Bear, Teddy Bear: A Classic Action Rhyme (Hague, M. New York: NY: Harper Festival 1997)

Little Bear Sleeping (Johnston, T. New York, NY: Putnam Juvenile, 1991)

Polar Bear, Polar Bear, What Do You Hear? (Martin, B. and Carle, E. New York, NY: Henry Holte and Co., 1997)

The Three Bears Rhyme Book (Yolen, J. Orlando, FL: Harcourt Children's Books, 1997)

Songs/Nursery Rhymes

Peas Porridge Hot

Tune: *Teddy Bear, Teddy Bear Turn Around*

Goldilocks, Goldilocks, turn around. (turn around)

Goldilocks, Goldilocks, knock on the door. (knock with hands)

Goldilocks, Goldilocks, eat some porridge. (pretend to eat)

Goldilocks, Goldilocks, have a seat. (squat)

Goldilocks, Goldilocks, go to sleep. (put cheek on folded hands.)

Goldilocks, Goldilocks, run, run, run. (run off)

Related materials/activities found in the home

During meal time, talk about the temperature of foods. Talk about food likes/dislikes. As you talk about what you like or don't like, this will encourage your child to begin understanding that people can have different thoughts and ideas. Ask your child if she/he likes a particular food and describe the food – *"Oh, you like fries because they are salty. You like them with ketchup."*

Begin describing items by size. Show your child different shoes and who might wear them. Have your child sort the clean laundry by size: big socks, medium socks and little socks.

When playing with other toys, use different voices such as, high-pitched voice for a baby doll or low voice for a stuffed animal bear.

Relate emotions during routines/daily experiences to the story. *"Oh, you are tired just like Goldilocks when she was trying the beds."* *"Oh when the dog barked, it scared you, just like Goldilocks was scared when the three bears came home."*

Bear Biscuits

3 tube-style refrigerator biscuits for each child

cinnamon sugar

ungreased baking sheet

honey

butter

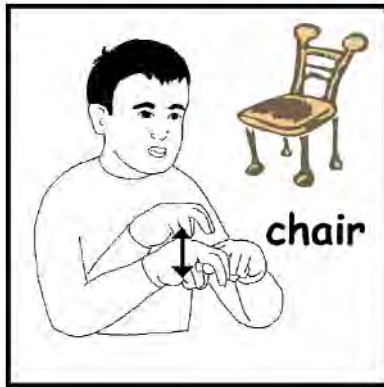
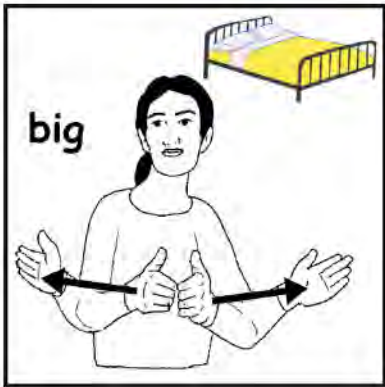
Shape 1 biscuit into the body. Take the second biscuit and divide it into four equal parts for arms and legs. Take the third biscuit and use half for the head and divide the remaining half into two ears. Roll each piece in the cinnamon sugar. Put the pieces

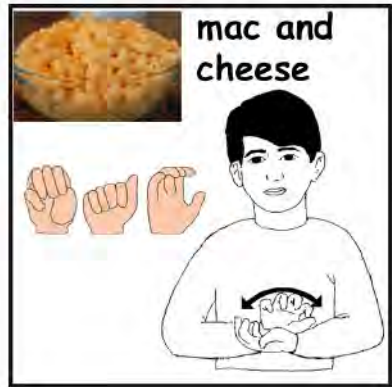
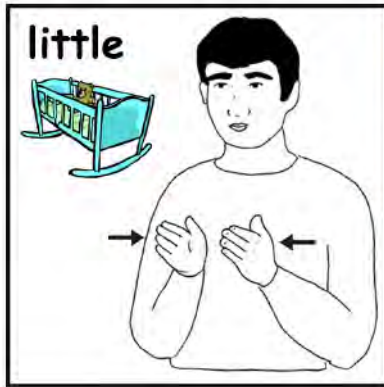
together. Bake at 425 for 8-10 minutes. Serve with honey butter: 1/2 cup of butter mixed with 4 tablespoons of honey.

Additional Resources

SKI-HI Curriculum; Auditory-Oral Language Topic 8: Emphasizing Key Spoken Phrases/Sentences.

Listening Games for Littles by Dave Sindrey; Activity 30: Acting out favorite books (*Going on a Bear Hunt*).







Fun Bath Toy

Suggested Toys

Octopals Fun Bath® Tomy

Alex Toys Rub a Dub Squirters for the Tub® On the Go Transportation

Soft Swimmers Animal Characters Bath Toy, 3 Pack® Sassy

Vocabulary

children	fourth	sad	splash
colors	happy	scared	squirt
eight	mad	second	stick
eighth	match	seven	surprised
fifth	mom	seventh	swim
first	octopus	six	third
five	one	sixth	three
float	pour	sleepy	two
four			

Auditory Activities

Use sound associations when playing with toy. For example, the octopus can say "*squirt, squirt, squirt*" when you squirt out water. Model several times and give to your child to imitate.

(Auditory discrimination)

If your child is familiar with colors, ask the child for a specific color (verbal only or use Auditory Sandwich technique) for you to play. Encourage expressive language by asking your child what color he/she wants.

(Auditory comprehension)

As you put water in the toy and pour it out, say, "*Pour, pour, pour*" or, "*Down, down, down.*" Give the toy to your child and look expectant, encourage him/her to imitate. Repeat as long as your child is engaged.

(Auditory discrimination)

With the Octopals® toy, put each baby octopus in its place on the base and turn around in the water, singing, "*Round and round and round and round.*" Encourage your child to imitate and reinforce any vocalizations.

(Auditory discrimination)

If using the Octopals® toy, count the octopus babies while pointing to their numbers, making the pitch go up as numbers go higher.

(Auditory discrimination)

Speech/Language Activities

While playing with your child in the bathtub, identify the objects, colors, and numbers (if applicable) on the toy. Model language and encourage your child to imitate sign/verbalizations for the objects.

Fill up the toys by squeezing them under the water. Give to your child and show how to squirt out the water. Sign/talk about the color of the toy and describe the toy. Have your child take animals or toys go for a *ride* around the bathtub – pushing them and making motor sounds.

See if the toy will stick to the side of bathtub or wall. Encourage turn taking "*My turn!*" If the toys stick, count as they stick. Take them off one by one.

If playing with the Octopals®, stick four octopi on the side of the tub (one of each color). Give yourself and the child another octopus to squirt with. Tell your child to squirt one of the octopi on the wall, according the color you specify. Reinforce correct response and have fun! Take turns and encourage the child to ask you which octopus should get wet.

Pragmatics Activity

This is a bath time activity and your child will not be wearing his/her hearing aids or cochlear implant(s). This is a good time to practice sign language. You can add signs to the names of all the bath toys and routine language such as turn on the water, pour the bubbles, and wash your body. You can encourage turn taking with your child using sign language – "*You squeeze the toy. My turn. Get the star and give it to me.*"

Literacy Activity

Invite your child to retell stories read to him/her. Also, encourage your child to describe the daily events he/she experienced or you experienced together. Help the child with all the words he/she needs. If you begin this strategy now, the child will become a skilled story teller. Add words such as first, then, last so your child is exposed to this type of vocabulary.

Books

Tickly Octopus (Galloway, R. Wilton, CT: Tiger Tales, 2007)

My Very First Book of Numbers (Galloway, R. Wilton, CT: Tiger Tales, 2007)

The Rainbow Fish (Pfister, M. New York, NY: North-South Books, 1995)

Songs/Nursery Rhymes

Octopus' Garden

I'd like to be under the sea,
In an octopus' garden in the shade

He'd let us in, knows where we've been
In his octopus' garden in the shade

Eight Little Octopus (to the song 10 Little Indians)

Related materials/activities found in the home

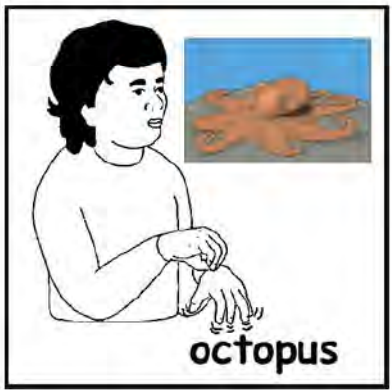
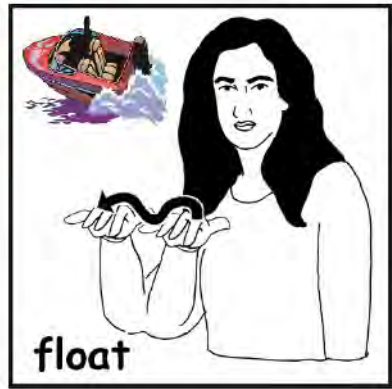
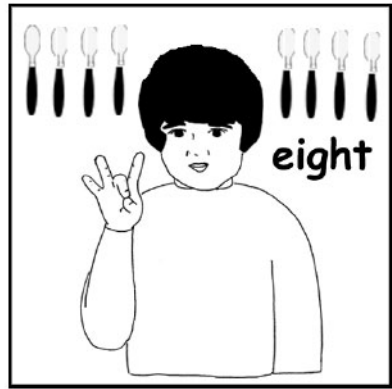
Any type of bath toys, water squirters, or squirt guns

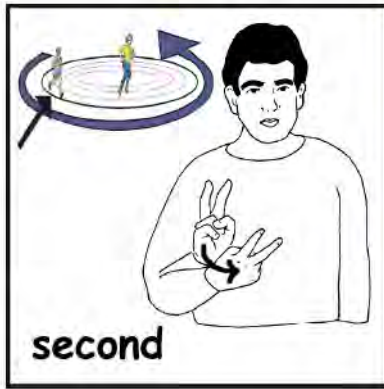
Bathtub foam stickers in the shapes of familiar objects, letters, or numbers

Bowls can be great toys for the tub – your child can practice pouring without the worry of making a mess

Additional Resources

SKI-HI Curriculum; Sim Com Topic 7: Signing English.





Pound a Ball Toy

Suggested Toys

Pound A Ball® Battat Jr

Pound And Roll Tower® Melissa & Doug

Pound n' Play® Early Years

Vocabulary

ball	fast	one	three
blue	green	red	top
bottom	hammer	right	two
color	hard	roll	wrong
different	match	same	yellow
exit	maze	soft	

Auditory Activities

Ask your child to hit the balls. Model this for your child and see if he/she can match your actions. Encourage your child to begin using descriptive words such as *soft*, *loud*, *fast* or *slow*.

(Auditory discrimination, Auditory comprehension)

Count the balls. Initially, your child may use voice for each number without clearly articulating each word, showing the pattern perception of four syllables. Before hitting a ball, use the phrase: "One, two, three, hit!" Again, watch for your child to imitate this sequence.

(Auditory discrimination)

Speech/Language Activities

Talk about the color of each ball and show your child how to match the color of the ball to the corresponding hole. At first, your child may not understand color matching, as you continuing showing how the colors match, he/she will begin to gain this concept.

Put the ball on the wrong color and talk about it. You can say, "Uh-oh, mommy put it in the wrong place. Where does this ball go? Does it go here? No, no, let's try here. Yeah, it matches." Your child will begin to have fun making mistakes on purpose with color matching. Use lots of vocal inflection as you correct your child and look for the correct match.

Talk about the actions happening as your child pounds on the ball. Watch the ball go *down, down, down* the ramp and out the *bottom*. Now, the ball goes back on top. As you use location words *down*, *bottom*, on *top*, your child will begin an awareness of these types of words.

Use other items to pound the ball such as your hand, a block, even a play car. Talk about how these things are different but can be used for the same activity. Ask your child, "*Should we pound with our hand or the block?*" Giving choices always encourages more expressive language, verbal or signed.

Pick a ball and ask your child to find other items in the house the same color. Go on a color walk and see how many other *red* items are in your house. Do all the colors one at a time.

Pragmatics Activity

If your child demonstrates some frustration with this toy – matching colors, getting the ball on the hole, hitting accurately with the hammer, you can model how to ask for help. This is not easy your children at this age so giving him/her the words/signs can alleviate some frustration. Model *help me* and positively reinforce any attempts towards asking for assistance.

Literacy Activity

Use "Theory of Mind" questions:

1. I wonder what color you like best.
2. What happens if you hit the ball too softly?
3. What else can we hammer?

Use a different ball that is too big for the toy and try to pound it in. When it will not go through the hole, ask your child about this. Talk about size differences.

Make an experience page with your child after you have played with the pound a ball toy.

Share the title, author, illustrator and dedication page of every book you read with your child.

Books

How Do Dinosaurs Know Their Colors? (Yolen J. New York, NY: Blue Sky Press, 2006)

Black? White! Day? Night! (Vaccaro Seeger, L. New York, NY: Roaring Brook Press, 2006)

Who is Tapping at My Window? (Deming, A. New York, NY: Puffin, 1994)

The Banging Book (Grossman, B. New York, NY: HarperCollins, 1995)

Songs/Nursery Rhymes

Tune: *Here we go 'round the Mulberry Bush*

This is the way we pound the balls,
Pound the balls, pound the balls.

This is the way we pound the balls,

So early in the morning.

Tune: *The Farmer in The Dell*

The balls go down, the balls go down,
After I pound them, the balls go down.
The red ball sits down, the blue ball sits down,
I put the balls back after they go down.
The green ball sits down, the yellow ball sits down,
I put the balls back after they go down.

Related Materials/Activities Found in the Home

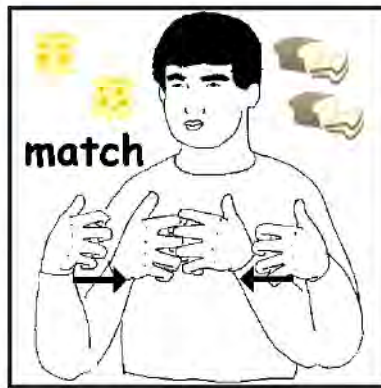
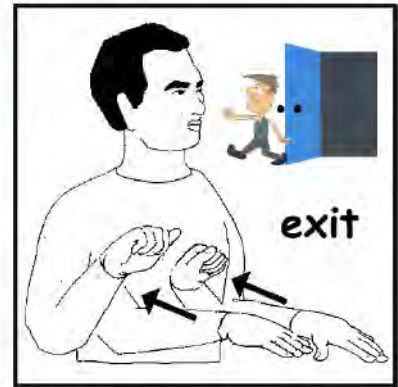
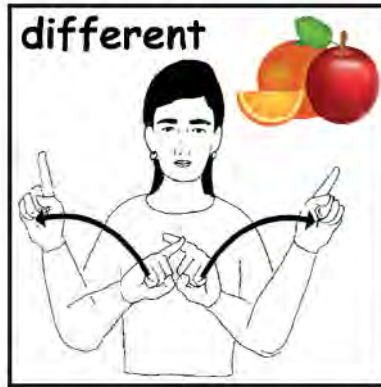
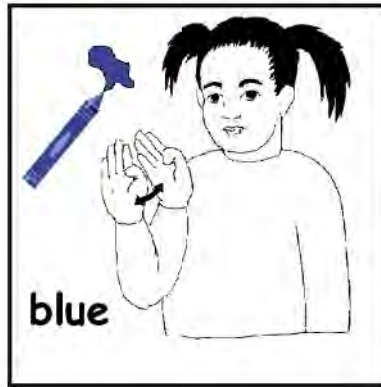
This is a great activity for those toddlers who have the endless supply of energy. Find a big couch pillow or just an ordinary bed pillow. Take some stickers and let your child put them on the pillow. Using the plastic hammer, have your child hit the pillow. Give requests to hit a specific sticker on the pillow. If you have alphabet stickers, it's a great way to introduce new letters or review old ones.

Create a color box. Find an empty shoebox and glue any color construction paper all over the outside. This will become "*Your _____ (choose a color) Box.*" Now go around the house and find some objects of that color and put them in the box.

Make Sticky Pockets. You can do this activity anywhere. You'll need a few envelopes and some construction paper. Fold the flap of the envelope back. You can use a little tape at each end to tape the flap back to the envelope. Tape the envelope to a flat surface with the pocket accessible. Cut a strip of construction paper to fit, and tape it to the envelope. You now have a hanging pocket. Have your child find different colored objects to put in the envelope with the matching construction paper.

Additional Resources

SKI-HI Curriculum; Play and Concept Development Topic 2: Symbolic Play and Thinking.





Toy Time for Tots #5

Twenty-four Months and Older



Various Vehicles

Matching Memory Blocks

Baby Doll and Tub

Play-Doh®

Jumbo Crayons and Coloring Books

Racing Team Vehicles

The Very Hungry Caterpillar® by Eric Carle

Mr. Potato Head®

Lacing Shapes

Magnetic ABC Book

Various Vehicles

Suggested Toys

cars
trucks
boats
trains
airplanes

Vocabulary

airplane	down	go	train
behind	drive	helicopter	truck
boat	far	motorcycle	turn
car	fast	slow	up
close	garage	stop	where
color			

Auditory Activities

While pushing cars around, make prolonged sounds "*vroooooom*" as the vehicle keeps moving and make short, staccato sounds "*beep, beep, beep*" when you stop and start the vehicle quickly. Encourage your child to try doing the same.

(Auditory discrimination)

Make a ramp for vehicles to go up and down. When vehicle goes up, tone of voice goes up, when going down the ramp, voice goes down. Again encourage your child to do the same.

(Auditory discrimination)

Make vehicles go slow (making car noises using a soft voice), and fast (using a loud voice). Encourage your child to do the same.

(Auditory discrimination)

Say "*Go!*" before pushing the vehicles. Keep going until your child says/signs, "*Stop!*" Model this to your child several times first. Let him/her control the vehicle and say "*Go.*"

(Auditory comprehension)

After your child has awareness of these components with visual cues, try any of the above activities behind him/her. Ask, "*Did the car go up or down?*" Let your child do the same activity. This activity may be more appropriate for older children.

(Auditory comprehension)

When your child is familiar with all of the names of the vehicles, put a few different ones in front of him/her. Tell your child to put a certain vehicle in the "garage" which can be made from an upside down shoe box cut with a square hole. *"Put the helicopter in the garage."* Use the Auditory Sandwich technique until your child is successful. Increase the number of variables as your child is older, for example, *"Put the helicopter with a red door in the garage."*

(Auditory comprehension, Short-term auditory memory)

Speech/Language Activities

Allow your child to play with the vehicles while following his/her lead, imitating actions and signs/vocalizations and expanding utterances naturally. Also, encourage turn taking. *"It is my turn to push the car!"*

Make a lot of varied speech sounds when pushing vehicles, depending on the sound the vehicle is commonly associated with or what speech sounds are being worked on at the time *"beep, vroom, mmm, choo choo"*. Model and encourage your child to repeat speech sounds.

Ask your child to put things in or on vehicles. For example, *"Put some dirt in the truck. Should we put water or sand on the cars?"* Give him/her a choice to encourage, at the minimum, a one-word answer.

Encourage language play with prepositions such as, *"My car is under the table. Where is yours?"* Give directions with prepositions. *"Let's drive our cars under the chair. Let's fly our airplanes on top of the couch."*

Categorize and sort vehicles by type like color, size, or other attribute during language play. Describe the differences and similarities between the vehicles.

Talk about various possible places each vehicle could be going. *"My truck is going to the store to get groceries. The car is going to the park! Where is the train going?"*

Build a ramp for the vehicles. Add lots of descriptive language about the height of the ramp and how fast the vehicles will go. Make two ramps and have a race!

Pragmatics Activity

Your child is beginning to use more descriptive language so increase modeling of these attributes such as sizes, colors, textures, temperatures. Action words are equally important so pair verbs with the nouns your child can say. For example when your child says, *"Truck"*, you say *"Truck go!"* Adding a word to your child's verbalizations is a strategy that can be used for a long time as he/she is increasing word length.

Literacy Activity

When you are reading with your child, begin to identify the emotions of the characters in the story. Helping your child see these emotions paired with words will increase his/her understanding. Be creative and describe two emotions a character may be feeling. *"The girl is happy and excited because it is almost her birthday!"*

Books

The Little Engine That Could (Piper, W., Hauman, G. and Hauman, D. London, UK: Penguin Books, 1990)

Freight Train (Crews, D. New York, NY: Greenwillow Books, 1978)

Crash! Bang! Boom! (Spier, P. New York, NY: Doubleday Books for Young Readers, 1990)

Songs/Nursery Rhymes

The Wheels on the Bus (substitute other vehicles for the word 'bus' and other phrases for round and round, such as 'to the farm' or 'down the track', etc.)

Down at the Station

Engine on the Track

Row, Row, Row Your Boat

Related Materials/Activities Found in the Home

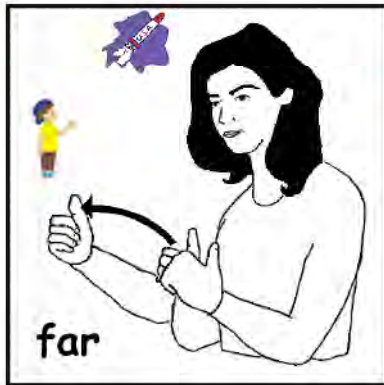
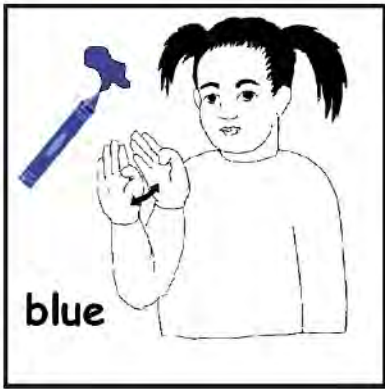
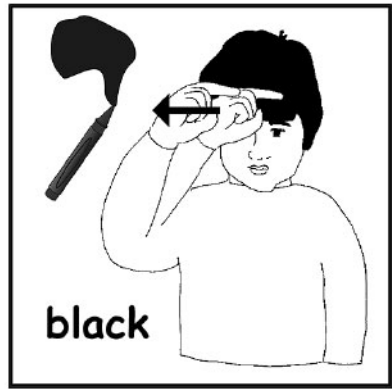
Use blocks or boxes to make homemade vehicles.

Go to a park and slide with your child. Make different car or vehicle sound each time you go down. *"Let's be a train! Choo choo!"*

Make garages from cardboard boxes and paint them different colors. When playing with the vehicles with your child, park them in the garage with the matching color. *"Put the red helicopter in the red garage."*

Additional Resources

Listening Games for Littles by Dave Sindrey; Listening Idea #1 (The Car).





garage



go



green



helicopter



motorcycle



orange



pink



purple



red



slow



stop



train



Matching Memory Blocks

Suggested Toys

Early Explorer Animals Memory Game® Hape

Elephants Never Forget Memory Matching Game® Dellosa

Vocabulary

alligator	chicken	fish	lobster	snake
animal	cow	fly	monkey	spider
bat	crab	fox	moose	squirrel
bear	deer	frog	mouse	swim
beaver	different	fur	penguin	tiger
big	dinosaur	giraffe	pig	turkey
bird	dog	goat	rabbit	turtle
buffalo	dolphin	gorilla	rhinoceros	whale
bug	donkey	hippopotamus	rooster	where
bunny	duck	horse	same	worm
butterfly	eagle	jump	seal	
camel	elephant	lion	shark	
cat	farm	little	skunk	

Auditory Activities

Identify the animals by their animal sound (if they make one) and make that sound. Encourage your child to do the same. Make an animal sound and have him/her identify which animal makes that sound by choosing the appropriate block. Have your child make a sound for you to guess.

(Auditory comprehension)

Lay out two or three (or more, depending on the auditory and language development of your child) memory blocks with different animals on them, face up. Using the Auditory Sandwich technique, ask your child to pick up one of the blocks. *"Pick up the zebra."* Have your child do the same for you. For older children, make the activity harder by describing the animal instead naming the animal such as, *"Give me the animal with the black stripes."*

(Auditory comprehension, Short-term auditory memory)

Speech/Language Activities

Play the matching game, starting with just a few matching blocks at a time to ensure your child's success. Identify the animals on each block, and talk about the concept of same and different, as well as getting a "match."

For younger children, you can play the matching game with the blocks picture-side up to teach the concept of same and different.

Talk about the attributes of each animal such as color, size, whether it has hair or feathers and where it lives.

Sort the animals by attribute such as color, insect, big or little, and farm animals. For example, *"Let's find all of the animals that have feathers."*

Talk about something each animal does, emphasizing fun verbs, such as hippos swim in water, butterflies fly and cats pounce. Ask your child if he/she can think of something the animal might be able to do. *"What can fish do?"* For younger children, *"Can a fish fly?"*

Pragmatics Activity

Your child will be demonstrating different emotions at this age level. When playing a matching game, model different emotions for your child and label feelings. When a match is made, exclaim, *"Ta da!"* or, *"I did it!"* Watch to see if your child will imitate these words. Add emotion words such as *"excited"* and *"happy."* When your choice is not a match, snap your fingers and say, *"Next time"* or *"Bummer."* Add emotion words such as *"disappointed"* or *"frustrated."* Always match facial expression to words and voice. If you are using sign language, add signs to these phrases to help your child express these emotions and thoughts. During the day when your child is experiencing these different emotions, the words/signs will have been modeled and your child will be more familiar with these concepts.

Literacy Activity

Sequencing stories can be challenging for young children. Have your child practice this skill by retelling any experience he/she may have. For example, after playing this matching game, encourage your child to tell you about the game. Help fill in necessary words. *"Do you remember when you turned over the two lions? You had a match! What did you see next?"* When possible, have the child describe this story to another adult, again supporting your child with words/signs. This type of practice will help your child with reading and retelling stories in books.

Books

Dear Zoo (Campbell, R. New York, NY: Simon and Schuster Children's Publishing, 1982)

The Mixed-Up Chameleon (Carle, E. New York, NY: HarperCollins, 1998)

That's Not My... series (Watt, F. London, UK: Usborne Books, 2001 – 2010)

Songs/Nursery Rhymes

Five Little Ducks

Baa, Baa Black Sheep

Baby Bumble Bee

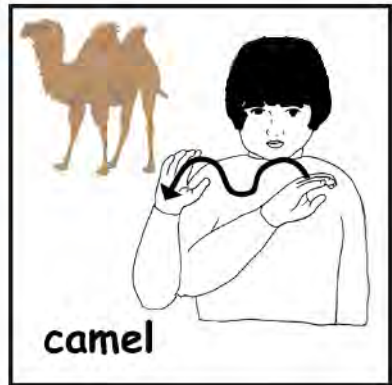
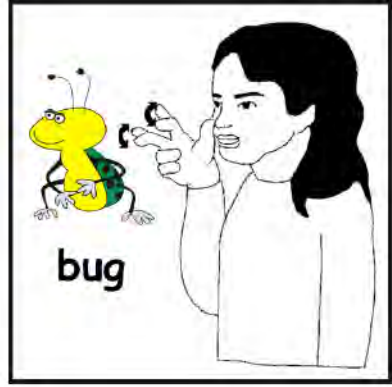
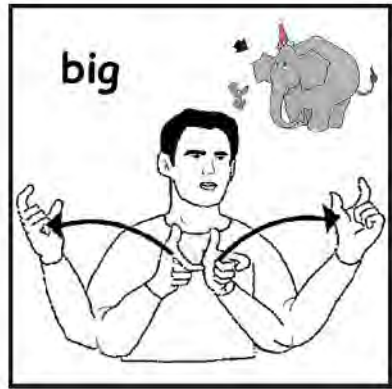
This Little Piggy

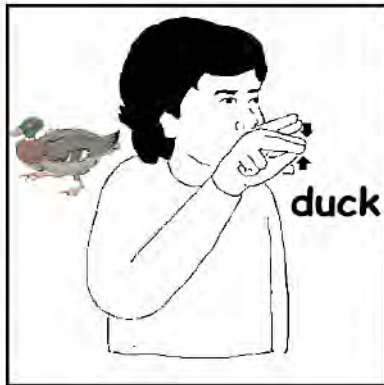
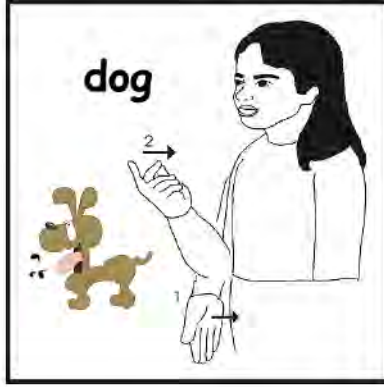
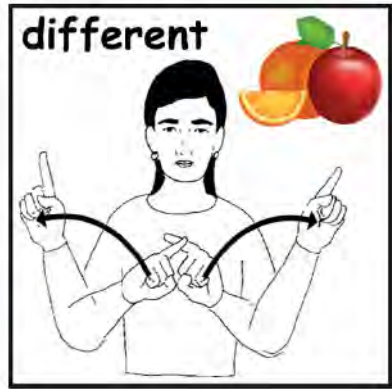
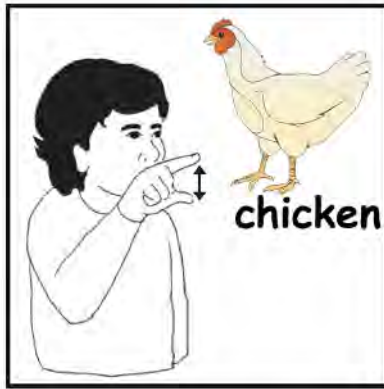
Related Materials/Activities Found in the Home

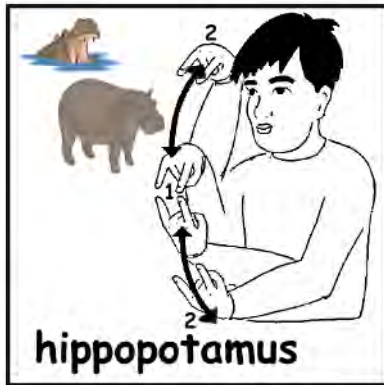
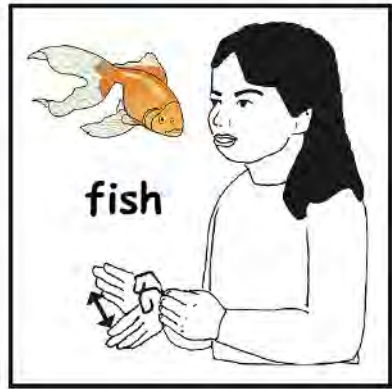
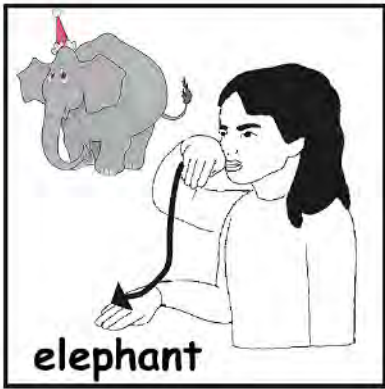
Anything can be matched such as blocks, utensils or cups
Sorting laundry
Putting away dishes
Matching stuffed or plastic animals

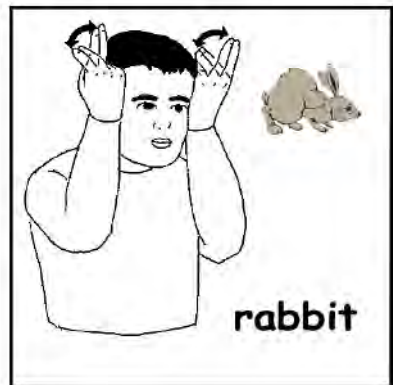
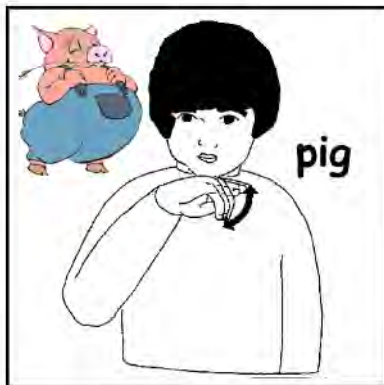
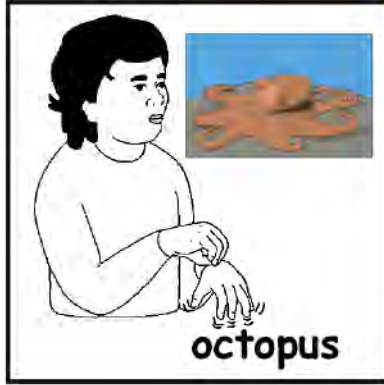
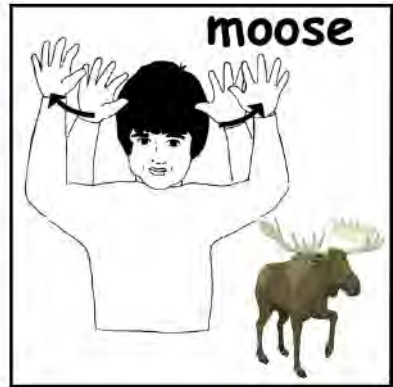
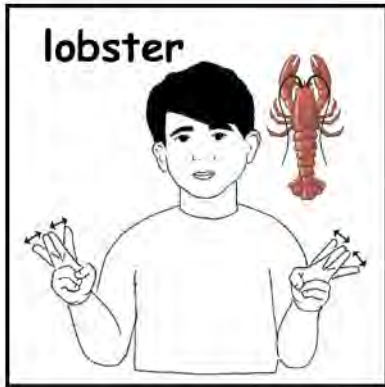
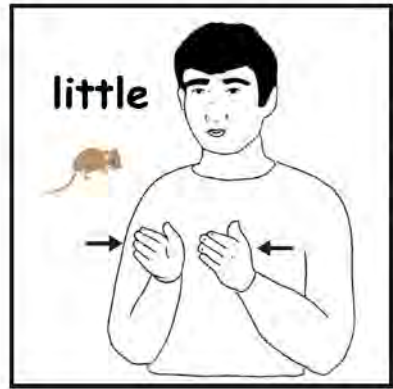
Additional Resources

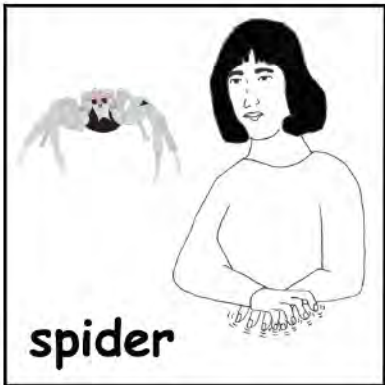
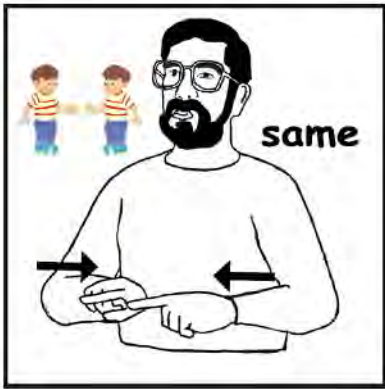
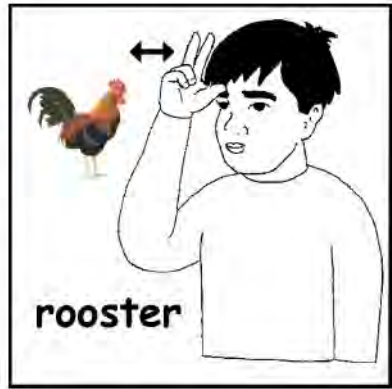
Listening Games for Littles by Dave Sindrey; Listening Idea #41: Garden Glove Rhymes.

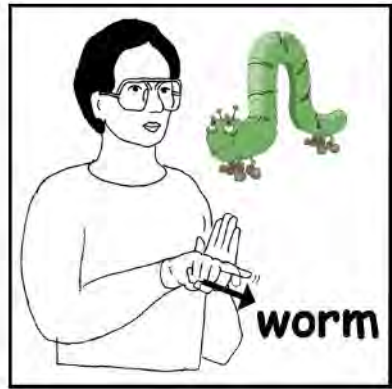
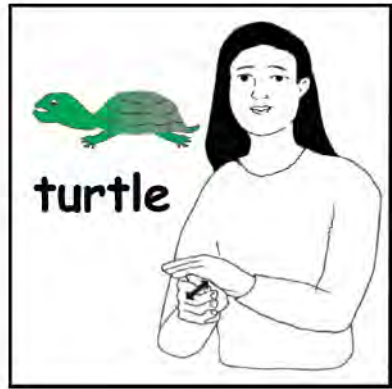
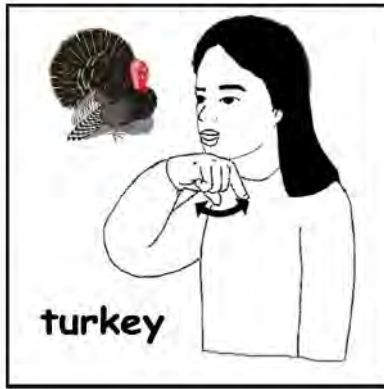












Baby Doll and Tub

Vocabulary

baby	diaper	robe	splash
bathtub	dirty	rubber duck	tired
bubbles	feed	shampoo	towel
clean	laugh	smell	washcloth
cry	powder	soap	water

Auditory Activities

Talk about sounds a baby might make when taking a bath, such as "ooo", "waaa" and "splash". Model these sounds when playing with your child as he/she is giving a bath to the baby doll. Use different inflections, pitches and loudness levels and watch for imitations of the sounds from your child.

(Auditory discrimination)

Ask your child, "Should we wash the baby's hair or her feet?" Can your child respond to these types of questions? Ask your child, "What should we do next?"

(Auditory comprehension)

When giving your child a bath, ask for specific items (using Auditory Sandwich) such as, "Give me the soap, please." and, "Get the duck."

(Auditory comprehension)

When playing with the doll, give a sequence of actions for your child to follow:

1. Dry your baby
2. Give the baby a kiss
3. Put the diaper on your baby
4. Put on the baby's pajamas

Watch to see if your child can follow two-step directions. Move on to three-step directions.

(Short-term auditory memory)

Play hide and seek with the baby doll. Instruct your child on the game. Hide with the baby doll. Yell out for the child to find you, "I'm behind the couch! I'm hungry, I want my bottle!" Show yourself to your child as this can be a tricky game for a two year old. However, after many times of playing the game, your child should get better at finding you. Have your child hide with the baby and call for you!

(Localizing sound source)

Speech/Language Activities

As always, give your child an opportunity to explore the toy before initiating any specific activities. Follow his/her lead and respond encouragingly to his/her

actions/signs/verbalizations by imitating them and expanding them. See what he/she does with the baby without your direction. Add language (parallel talk) to your child's activities with the baby.

Identify all of the baby doll's body parts as your child is "washing" them. Explain to your child about the body part's use. *"We see with our eyes. We smell with our nose. We wiggle our fingers."*

Identify all of the objects needed when washing the baby doll, such as soap, washcloth, and towel. How do they feel or smell? What color are they? Add lots of descriptions to your language.

Make a lot of "baby" sounds while bathing the baby doll and encourage the child to imitate these sounds.

Discuss what the baby doll might be doing when it is being bathed, such as splashing, blowing bubbles, crying, and laughing. *"Waa, waa, waa. The baby is crying!"* Be sure to dialog with your child while you are role playing, radio commentary style. For example, *"Now we are putting the baby in the warm water. The baby likes the water. Now let's get the washcloth and put soap on it."*

Pragmatics Activity

Understanding emotions is beginning for your child at this age. Assign a "feeling" to the baby doll and match your voice and facial expression to the emotion such as sad, hungry, tired, scared, and happy. Ask the child how the baby doll feels. Provide choices if necessary, *"Is your baby doll happy or tired?"* Explain why a baby may be feeling a certain way. Change your voice to match the emotion. Does your child imitate you? The next time your child is feeling a similar way, talk about how the baby felt the same way and why. The more connections you can make with your child, the stronger his/her memory for language will be!

Literacy Activity

Make an experience book with your child about his/her routines in the day. Include dressing and bathing activities. When playing with the baby doll, bring out the experience book and share with your child his/her pictures doing the same activities! Your child will love seeing himself/herself in pictures and having the baby doll do the same things.

Books

Wake up and Goodnight (Zolotow, C. New York, NY: Harper and Rowe, 1971)

Harry the Dirty Dog (Zion, G. New York, NY: HarperCollins, 1976)

I Can Do It Myself (Goldsborough, J. New York, NY: Golden Press, 1981)

Goldilocks and the Three Bears (Brett, J. New York, NY: Putnam Juvenile, 1992)

Whose Baby am I? (Butler, J. New York, NY: Viking Juvenile, 2001)

Songs/Nursery Rhymes

Rub a Dub, Dub, Three Men in a Tub

Rock-a-Bye Baby

Baby Bumble Bee

Related Materials/Activities Found in the Home

Any doll that can get wet

Plastic tub

Regular bathtub or sink

Your child!

Soap Crayons

1 ½ cup pure soap powder (Ivory Snow)

Food coloring

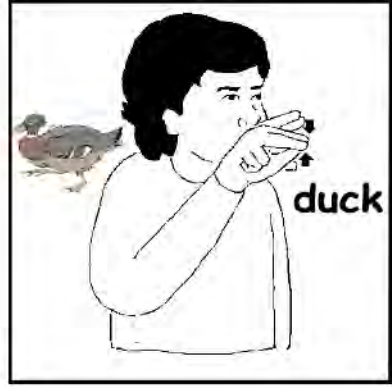
½ cup water

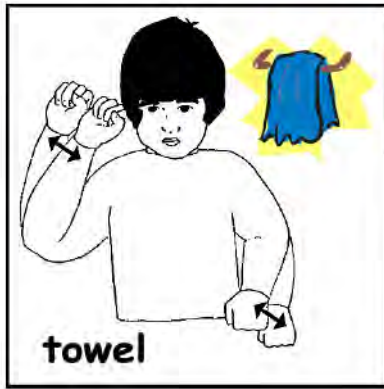
Small containers or ice cube tray

Mix water and soap powder together. Add enough food coloring to get the color you want. If you want more than one color, divide the mixture into two or three small containers before adding the food coloring. Pour the colored soap into a small container like an empty plastic film canister or ice cube tray and let it harden before using. Have fun in the tub!

Additional Resources

Learn To Talk Around The Clock; Playtime Level 1: Level 8.





Play Doh® Hasbro

Vocabulary

black	eyes	make	red
blue	green	nose	roll
brown	hair	orange	short
circle	knife	pink	white
cut	long	purple	yellow
ears			

Auditory Activities

Ask your child to get a certain color of Play Doh® while playing, using the Auditory Sandwich technique. You can also do this with various shapes or cookie cutters being used, if he/she knows his or her shapes. *"Please give me the star."*

(Auditory comprehension)

While rolling out the Play Doh®, make long strings of syllables or vowels to emphasize duration "oooooooo", or short, staccato sounds while cutting/poking/patting the playdough "cut, cut, cut; poke, poke, poke; pat, pat, pat". Watch to see if your child imitates you.

(Auditory discrimination)

Sing *Row, Row, Row Your Boat* while rolling out the Play Doh®. You can substitute the "ba" sound for all the words in the sound. This will make it easier for your child to start singing and following the tune.

(Auditory discrimination)

Speech/Language Activities

Follow your child's lead as you are playing with the Play Doh®, being ready to comment on whatever he/she is making. Comment on what the child is doing, as well as what you are doing, radio commentary style. For example, *"You are rolling the blue dough back and forth. Oh, you chose a cat cookie cutter."*

Talk about how the Play Doh® feels, emphasizing adjectives like soft and squishy.

Make various shapes (animals, assorted objects) with cookie cutters, discussing the names of the shapes and other concepts, such as rolling out the Play Doh® into long or short shapes.

Make Play Doh® "food" and use with the picnic backpack set (see Eighteen Months and Older).

Make targeted speech sounds as you roll, cut and stamp out the Play Doh® such as *ahhh, ahhh, ahhh* or *bop, bop, bop*, and encourage your child to do the same as he/she does the same activity.

Make objects such as balls and snakes. Make some big and some small. Talk about size differences. Ask your child what he/she wants to make. Compare the objects. Can your child begin to sequence by size?

Pragmatics Activity

Your child will be able to take two to three conversational turns with you at this age. Begin watching for these opportunities, asking a simple question, waiting for your child to respond, and replying back adding a word to his/her answer. Opportunities you provide your child in this type of conversation will strengthen his/her communication and understanding of social language rules.

Literacy Activity

After playing with the Play Doh®, ask your child to tell you about the experience. Provide sequencing words such as, "*First, we made a _____, then we opened the _____ colored playdough and made a _____.* *When we were all done, we sang the clean-up song. Let's sing it now!*"

Books

My Five Senses (Aiki, New York, NY: HarperCollins, 1991)

Shapes (Turner, G. New York, NY: Viking Juvenile, 1991)

Here Are My Hands (Martin, Jr. B. New York, NY: Henry Holt and Company, 2007)

Tails (Van Fleet, M. San Diego, CA: Red Wagon Books, 2003)

Songs/Nursery Rhymes

Shake Your Sillies Out (Raffi)

Head, Shoulders, Knees and Toes

This Old Man

Related Materials/Activities Found in the Home

Cookie cutters, plastic knives, rolling pin or dowel

Make your own play dough with the following recipes:

Non-edible playdough

1½ cups flour

¼ cup vegetable oil

½ cup salt

food coloring

½ cup of water

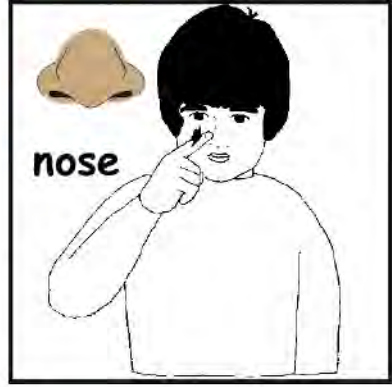
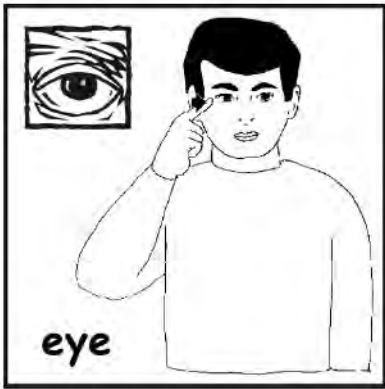
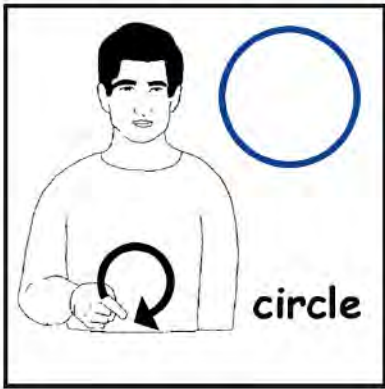
Mix the food color with the water before adding to the flour mixture

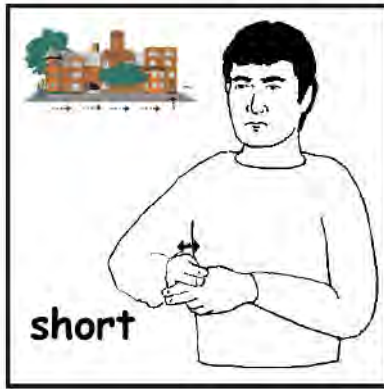
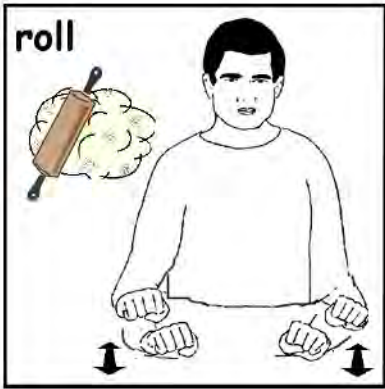
Peanut butter play dough
2 cups peanut butter
2 cups powdered milk
1 cup honey

Mix all ingredients. Add more powdered milk to make it less sticky. Refrigerate when not in use. Don't keep too long.

Additional Resources

My Turn to Learn by Susan Lane, Lori Bell and Terry Parson-Tylka; Chapter 15: Following My Child's Lead in Play and Interest.





Jumbo Crayons and Coloring Books

Vocabulary

black	draw	orange	red
blue	give	picture	see
book	green	pink	what
brown	guess	please	white
color	line	purple	yellow

Auditory Activities

While coloring with your child, ask him/her to pass you a specific color using the auditory sandwich technique.

(Auditory comprehension)

Introduce words that rhyme such as *"cat/hat/bat; bee/tea/pea; moon/spoon; head/bed; eye/pie/tie"*. Draw these pictures with your child. Ask your child to color the _____. Watch to see if your child picks the correct picture. Hearing the difference between rhyming words can be difficult at first. Using the Auditory Sandwich technique after you are sure your child knows the vocabulary can be a great sequential way of acquiring the auditory skills necessary.

(Auditory discrimination)

Draw an incomplete, simple picture like face with only one eye, car without wheels or a house without a door. Ask your child, *"What is missing?"* Clue your child to name the missing part. Ask him/her what you should draw. Give choices if your child is unable to name the part missing.

(Auditory comprehension)

Speech/Language Activities

Identify objects in coloring book. Talk about what color the objects are typically and color accordingly. *"What color is Barney? Okay, color him purple."*

Go around the room (or look at a book) identifying objects which are a certain color. *"Let's find some things that are the color orange."* Collect them and display them for the day in a specific place.

Play a guessing game. *"I'm thinking of a fruit that is yellow."* You may narrow the set if needed. This works best with older children.

Play "I Spy" with objects around the room using color cues. *"I spy something blue and yellow."*

Put different colors of food coloring in a bowl of water and see what colors are made when combining them.

Use a large piece of blank paper to draw objects. Have your child "guess" what you are drawing while features are added. Talk about attributes of what you are drawing as you go and how they are clues as to what the objects is. *"I see a tail on your drawing. I think it is an animal!"* Use a lot of self-talk when attempting to guess what is being drawn. Encourage your child to draw pictures as well. Practice simple shapes, too.

Get a big piece of butcher paper and have your child lay down on it. Trace your child. Add details to the tracing such as body parts and clothing items. Color the different parts to match your child. Use lots of descriptive language during this activity.

Pragmatics Activity

Your child is improving at providing details when communicating. You can practice this skill when coloring. Draw a face and ask your child, *"What color should I make the eyes?"* Talk about smaller parts of the face such as eyebrows, eyelashes, cheeks, and chin. Draw these parts in. When making the ears, add hearing aids! Modeling these details will increase your child's receptive and expressive language. You can add details to any picture you draw with your child.

Literacy Activity

Children at this age love looking in books that have the same object on each page. Finding this small detail can be fun and lead to lots of exclamations. Books that have a repeating object include *The Napping House* by Audrey Wood and *Goodnight Moon* by Margaret Wise Brown.

Books

Mouse Paint (Walsh, E. Mooloolaba QLD: Sandpiper, 1995)

My Very First Book of Colors (Carl, E. New York, NY: Philomel Books, 2005)

Colors Around Us: A Lift the Flap Surprise Book (Rotner, S. and Woodbull, A. New York, NY: Little Simon, 1996)

Songs/Nursery Rhymes

A-Tisket, A-Tasket

Mary Had a Little Lamb

Hickety Pickety My Black Hen

Over in the Meadow

Related Materials/Activities Found in the Home

Blocks, trucks, Play Doh®, play animals, anything with color!

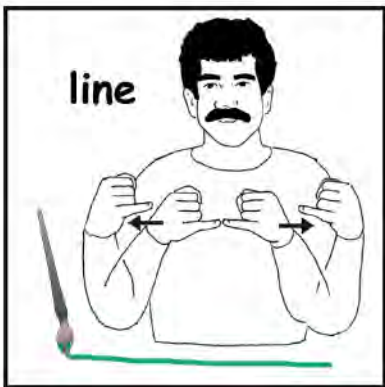
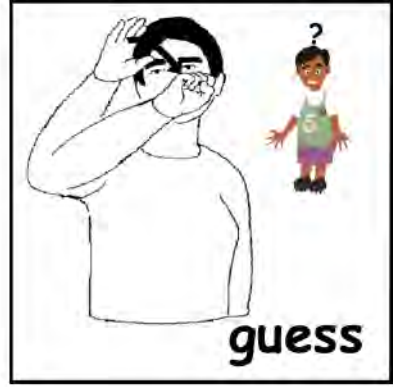
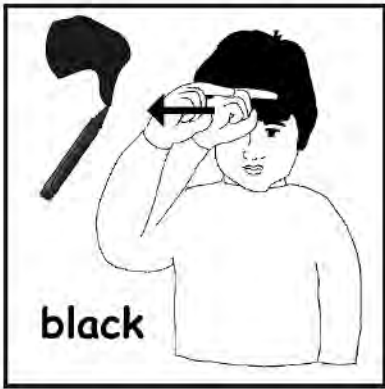
Mix water and food coloring (enough for two ice cubes of each color) and pour into ice cube trays. When frozen, place an ice cube into a Ziploc® bag and let the child enjoy watching the ice cube melt and move around. Add another color of ice cube to the first color, and watch together as the colors combine and change to a new color.

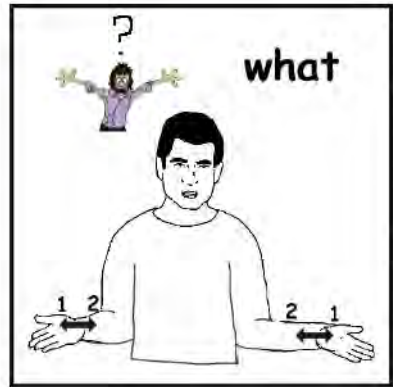
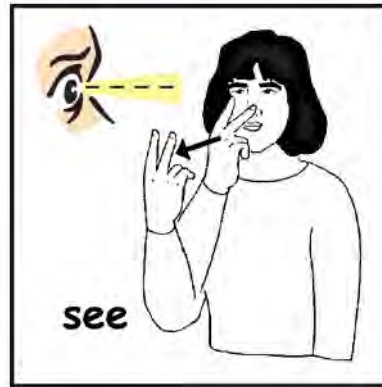
Fold a piece of construction paper in half. Open it up and on one half, put yellow paint. On the other half, put red paint, then re-fold. Open back up and look at the color that is made when the two paints mix together!

Using cardstock paper, pour corn syrup on the page. Add food coloring to the corn syrup and swirl around. Add a different color. Talk about what is happening to the colors. This is a great activity because if your child wants to taste the "paint" it is all edible! When the painting dries, it will be smooth to the touch.

Additional Resources

Listening Games for Littles by Dave Sindrey; Listening Idea #28: Draw a Part.





Racing Team Vehicles

Vocabulary

behind	fast	next	slow
car	finish	race	start
color	go	ready	win
crash	lose	set	

Auditory Activities

Tell your child to make his/her vehicle go fast or slow using the Auditory Sandwich technique. Increase the number of variables for more difficulty. *"Make the red car go slow."*

(Auditory comprehension)

If your child has the concept of positional prepositions, tell him/her to position cars accordingly, using Auditory Sandwich technique. *"Put the red car behind the yellow car."*

(Auditory comprehension, Short-term auditory memory)

Use a lot of car sounds as you play, focusing on targeted speech sounds (vroom, honk, beep or urch). Encourage your child to make the sounds also.

(Auditory feedback and integration)

Use *"Ready, set, go!"* when racing. Expect your child to say the same thing when starting the race.

(Auditory comprehension)

Speech/Language Activities

Use a lot of sounds when racing cars, focusing on targeting speech sounds such as, *"Beep beep, vroom vroom."*

Talk about racing and emphasize *"Ready, set, go!"* Let your child say it to start race.

Discuss "win" and "lose", "first, second, and third," etc. in the context of play. *"The yellow car is first! It won the race!"*

Work on prepositions by positioning cars accordingly and stressing the appropriate preposition verbally. For example, the green car is [behind, next to, in front of] the yellow car.

Have the racing cars go on trips to the store, the farm and the library. Set up pretend places and drive the cars, using descriptive language such as how fast they are going,

why they are going or what they will do. This type of play not only facilitates language development but also pretend play.

Pragmatics Activity

Continue to support short conversations with your child at this age. When playing with the race cars, ask simple questions given in choice form that have more than one right answer. *"Do you want the red or blue car? Do you want to go to the farm or the library? Should we push the cars fast or slow?"* Repeat back your child's answer, adding a word. An example could be when the child chooses to go the farm, you say, *"Farm please, you want to go to the farm? What animals will we see? Do you think we will see a cow or a horse. A horse? A brown horse? Yes, I think we will see a brown horse. Do you want to pet the horse or feed him?"* As you model this type of dialogue, your child will become more skilled in answering questions, maintaining topics and possibly imitating longer sentences.

Literacy Activity

Imitating lines is a skill that your child will be achieving at this age level. Draw roads on paper with your child. Make some roads straight, others curvy. Drive your cars on the roads. Go fast, go slow. Start and stop. Add stop lights and talk about red means "stop" and green means "go." Remember that writing, drawing and coloring are all parts of literacy.

Books

Go, Dog. Go! (Eastman, P.D. New York, NY: Random House Books for Young Readers, 1966)

The Berenstain Bears and The Big Road Race (Berenstain, S. and Berenstain, J. New York, NY: Random House Books for Young Readers, 1987)

The Tortoise and the Hare (Ward, H. Dorking, Surrey: Templar Publishing, 2000)

Songs/Nursery Rhymes

Racecar

Racecar, racecar goes so slow
Racecar, racecar goes so fast
Racecar, racecar step on the gas!!

Driving in our Car (to the tune of the *Farmer in the Dell*)

We're driving in our car
We're driving in our car,
We're driving in our car,
Brum, brum, brumety brum,
We're driving in our car.
We're stopping in our car,
We're stopping in our car,
The lights have turned to red,

We're stopping in our car.
We're driving in our car,
We're driving in our car,
The lights have changed to green,
We're driving in our car.

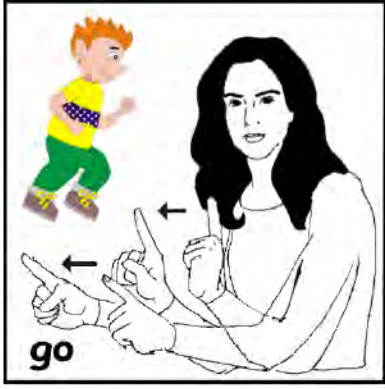
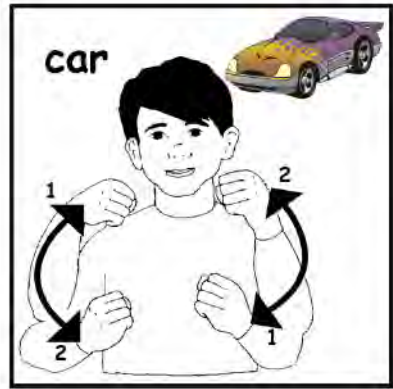
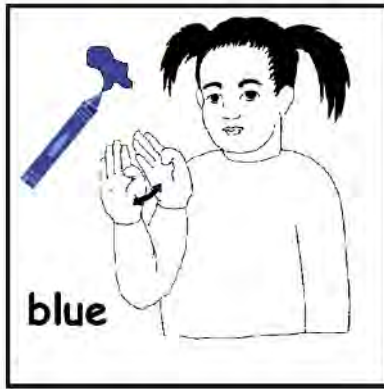
Wheels on the Bus

Related Materials/Activities Found in the Home

Cut out the top and bottom of a cardboard box. Decorate and attach construction paper or paper plate wheels to sides. Attach "straps" with ribbon or similar material so that your child can "wear" the car costume by putting the ribbons over his/her shoulders. Take turns having races with your child and other children, if possible. Use "Ready, set, go!" When children reach finish line, discuss first, second and third. Let each child have a turn facilitating the race.

Additional Resources

Listening Games for Littles by Dave Sindrey; Listening Idea #43: Car Rides The Cookie Sheet.





The Very Hungry Caterpillar® (Carle, E. New York, NY: Philomel Books, 1969)

Vocabulary

apple	ice cream	pie	Sunday
butterfly	leaf	puppet	sweet
cake	lollipop	salt	through
caterpillar	Monday	Saturday	Thursday
cheese	number	sick	too much
egg	orange	sour	Tuesday
Friday	pear	stomach	watermelon
hungry	pickle	strawberry	Wednesday
hurt			

Auditory Activities

Make a caterpillar "sock" puppet (see Speech/Language activities below). Lay out several food items in front of your child. Tell "caterpillar" to "eat" a specific food set in front of him/her using Auditory Sandwich technique. *"On Monday, the caterpillar ate a grape."* Ask your child to take the sock puppet and "eat" the correct food item. Allow your child to tell the sock puppet which food item to eat next. Make this activity easier or more difficult by remembering to delete or add variables including food words or nonfood words that differ according to syllable number (apple vs. banana), vowel differences (milk vs. meat), initial consonant differences (pie vs. tie) or final consonant differences (cat vs. can) This caterpillar can eat anything!

(Auditory discrimination, Auditory comprehension)

Copy pictures of various foods in the book. Cut the pictures apart and attach a paper clip to each. Make a "caterpillar" which is a popsicle stick with a magnet on the bottom. When specific food is requested for caterpillar, *"The caterpillar wants some sausage"*, your child will use the popsicle stick caterpillar to pick up the correct picture with the magnet. Use the Auditory Sandwich technique. Make this activity more difficult for older children by asking them to describe the food. *"The caterpillar wants a fruit that is sweet and red and round."*

(Auditory comprehension)

Ask your child to find a specific page in the book after he/she is very familiar with the story. Say, *"Find the picture where the caterpillar's tummy hurts."*

(Auditory comprehension)

Speech/Language Activities

Make caterpillar sock puppets using different fabrics and items such as glue, scissors and paint. Be sure to identify and name items and verbs as you create. *"What color do you want his eyes?" "Cut, cut, cut the cloth."*

Re-enact the story using some of the same foods from the story and the caterpillar sock puppet.

Play a food guessing game, *"My caterpillar wants a fruit that is round and green and little."* Emphasize adjectives and descriptions and encourage your child to do the same. Remember it may be difficult for him/her to describe items at first, so it may help if you ask questions such as *"What color is it?"* or *"Oh, so your caterpillar wants something red"* and continue to model appropriately. For young children, it may be helpful to have a few of the actual food items in front of them for a visual cue (two to three items only).

Make a hungry caterpillar book, following the same general format. Talk about the days of the week and let your child choose the food that he/she wants the caterpillar to eat on that day. Draw the food on the page. Let your child put a hole-punch through the drawn picture. You may want to pre-write the book with a space to add the child's food choice. *"On Monday, he ate through one _____."*

Discuss attributes of each food in the story.

- sweet, sour, salty
- chewy, crunchy, smooth
- fruit, vegetables, bread
- things you like/dislike

Bring samples of the various foods and put each food into the categories described above to increase comprehension

Help your child sequence the events of the story. What happened first? Second? Third? If this is too difficult, you may use only a picture from the beginning, the middle and the end of the book to initiate the concept of sequencing events.

Pragmatics Activity

Two-year olds think that whatever they like or do not like, you think the same way. This is a great age to emphasize that you may like foods that he/she doesn't and vice versa! Introduce this concept when eating, emphasizing if you like something that your child does not. Watch for your child's quizzical reaction! If your child is eating something you don't like, again emphasize your feeling towards this food. Your child will be surprised that you think differently than he/she does.

Literacy Activity

When you are making your shopping list, have your child next to you making a list as well! Talk about the foods that you need to buy, encourage your child to "write" down the foods he/she wants to purchase. Compare your lists. Bring both lists to the store and help your child cross off items as you put them in the cart. Later, have your child tell daddy or a sibling what he/she bought at the store.

Books

If You Give a Mouse a Cookie (Joffe Numeroff, L. New York, NY: HarperCollins, 1985)

If you Give a Moose a Muffin (Joffe Numeroff, L. New York, NY: HarperCollins, 1994)

Peanut Butter and Jelly (Bernard Westcott, N. New York, NY: Puffin, 1992)

Songs/Nursery Rhymes

Do You Know the Muffin Man?

Peter, Peter Pumpkin Eater

Pease Porridge Hot

I'm a Little Teapot

Related Materials/Activities Found in the Home

At meal times, identify each food available to eat and talk about how each one looks and tastes, whether it is a fruit, vegetable or bread.

When grocery shopping, talk about the food items as the items are placed in the cart. Let your child see and feel it, if appropriate. Also, point out any unusual or fun items you don't often purchase.

Have a tea party with your child. Set out stuffed animals as "guests." Real food and drinks can be used. Model language requesting items, saying "*thank you*" and "*please*."

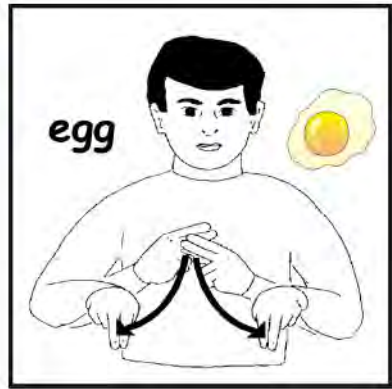
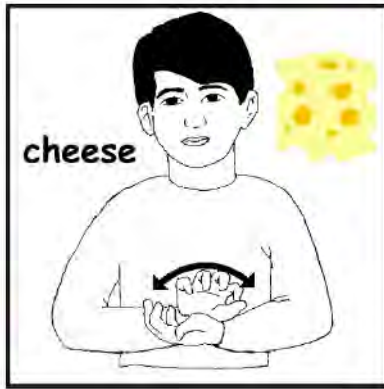
Go on a walk looking for caterpillars and butterflies. Point out other insects. Describe what the insects look like and how they move.

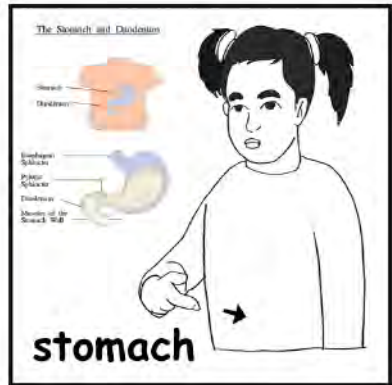
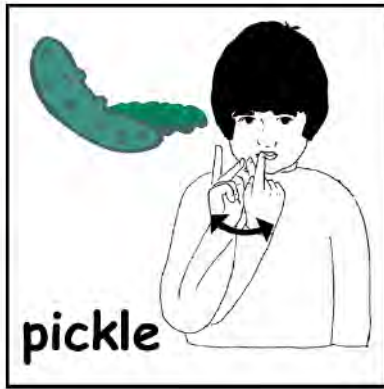
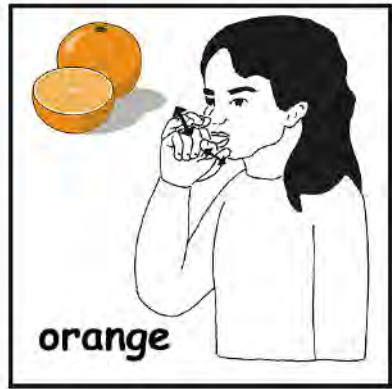
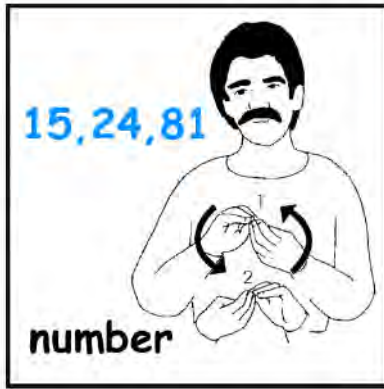
Go on a picnic. If it is too cold, have one in the family room. Lay out a blanket and all the food. Model language for requesting items, saying "*please*" and "*thank you*", and talking about how the food tastes.

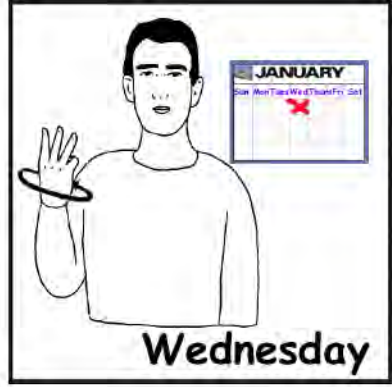
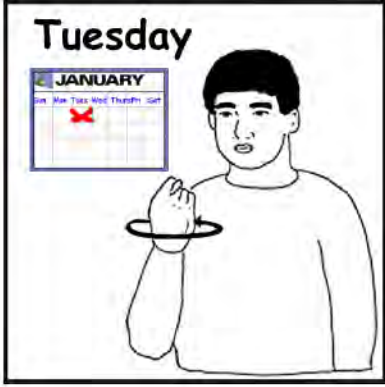
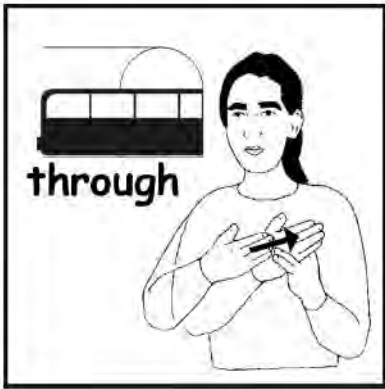
Talk about the concepts of being *hungry* and *full*. Use these words frequently when eating so your child becomes more accurate in understanding how he/she is feeling.

Additional Resources

Listening Games for Littles by Dave Sindrey; Activity #16: The Hungry Puppets.







Mr. Potato Head® Hasbro

Vocabulary

blue	green	place	teeth
ear	hands	potato	wrong
fix it	hat	purple	yellow
funny	mustache	shoes	
glasses	nose	silly	

Auditory Activities

Ask your child for specific body parts. You can hide the different parts around the room while your child is watching and ask him/her to get the "eyes." Using a flashlight to look for the body parts can lengthen your child's attention span. A higher level of listening to challenge your child would be to ask for two body parts or a body part plus another item. As your child gets older, challenge him/her even more with questions like, *"Let's look for something we use to hear."*

(Auditory comprehension, Short-term auditory memory)

Ask your child to get the eyes, nose and mouth and see if she/he can remember all the items. Sometimes having your child repeat what was said is a good technique to improve memory.

(Short-term auditory memory)

Be silly with your directions to see if your child can follow them. *"Put the shoes on his head. Put his nose in his mouth."*

(Auditory comprehension)

Speech/Language Activities

Match the toy parts to yours and your child's body parts. Tell your child how the parts are used. When your child is familiar with this language, ask her/him to get the part which is used to see.

Give your child choices, such as, *"Do you want the eyes or the mouth? Do you want the big nose or the little nose? Do you want the green hat or the blue hat?"* Encourage your child to use word combinations (sign and/or spoken) in his/her response.

Give your child only one ear or one arm and watch his/her response. How does she/he let you know that something is missing? Model language for your child to use when asking for the other piece.

Hide Mr. Potato Head® parts around the room and ask your child to find specific parts. When using a flashlight, the searching activity becomes even more fun for your child.

When cleaning up, ask for different parts of Mr. Potato Head® as you are putting them away. Make the questions harder by asking, "Give me something we wear on our feet. Give me the nose and one arm."

Pragmatics Activity

Begin using toys (Mr. Potato Head® and a stuffed animal) to model conversations between the two toys. Have Mr. Potato Head® talk to a stuffed animal and have the stuffed animal answer back. Use different voices for each toy. Give one toy to your child and continue the game. Can your child pretend to talk for the toy? How much language can your child use? Model this type of play frequently to support social language skills.

Literacy Activities

Use "Theory of Mind" questions

I wonder what color hat Mr. Potato Head® would like?

Why does Mr. Potato Head® need eyes?

When he is smiling, how do you think Mr. Potato Head® feels?

Make an experience page with your child after you have played with Mr. Potato Head®.

As you read through books with baby pictures, talk about how the baby is feeling, what she/he is thinking.

Books

Where is Baby's Belly Button? (Katz, K. New York, NY: Little Simon, 2000)

My Five Senses (Ailiki, New York, NY: HarperCollins, 1991)

Babies (Fujikawa, G. New York, NY: Grosset & Dunlap, 1993)

The Kissing Hand (Penn, A. Terra Haute, IN: Tanglewood Press, 2007)

Songs/Nursery Rhymes

Head, Shoulder, Knees and Toes

Where is Thumbkin

Take Your Little Hands

Take your little hands and go clap, clap, clap

Clap, clap, clap

Clap, clap, clap

Take your little hands and go clap, clap, clap

Clap your little hands

Take your little feet and go tap, tap, tap

Tap, tap, tap

Tap, tap, tap

Tap your little feet and go tap, tap, tap

Tap your little feet

Take your little lips and go kiss, kiss, kiss.
Kiss, kiss, kiss
Kiss, kiss, kiss.
Take your little lips and go kiss, kiss, kiss.
Kiss your mom and dad

Take your little arms and go hug, hug, hug.
Hug, hug, hug
Hug, hug, hug
Take your little arms and go hug, hug, hug,
Hug all your friends.

Related Materials/Activities Found in the Home

Play in the mirror with your child and make lots of funny faces. Move your tongue around and encourage your child to do the same. Make happy, sad, mad and scared faces. Identify these emotions to your child.

Use dolls and stuffed animals to continue working on body parts. Focus on smaller parts of the face. Show your child the doll/stuffed animal has eyes. You can expand this activity to find other body parts such as belly button, knee, elbow, eye lashes, dimples and ankles.

Using sidewalk chalk, have your child lie down on the sidewalk and trace his/her body. Add body parts to the drawing. Have your child trace your body and talk about what is the same (both have two eyes) and what is different (mom is tall, ____ is small.)

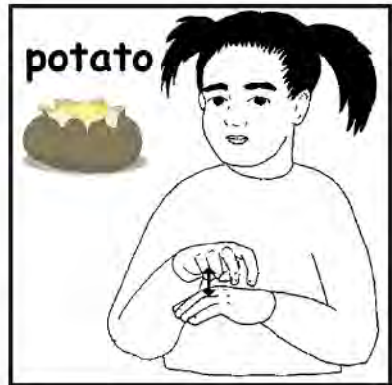
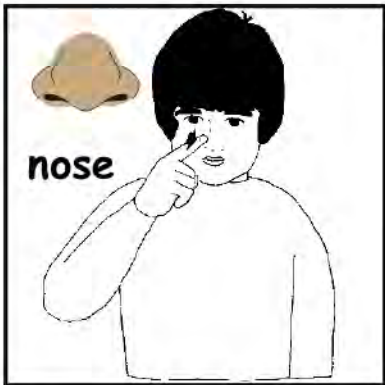
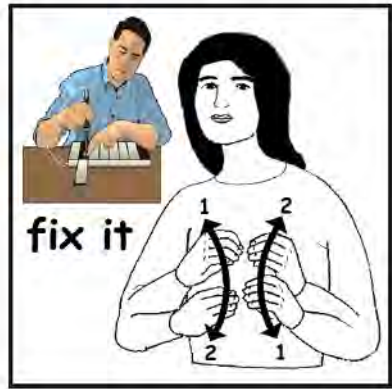
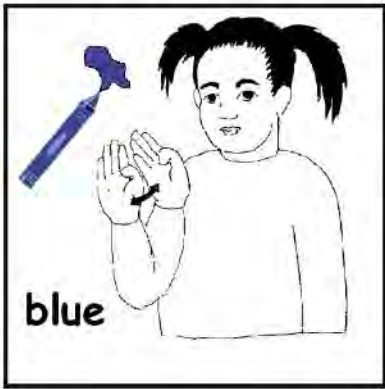
Thumb Print Cookies
2 cups flour
1 teaspoon salt
2/3 cup oil
4-5 Tablespoons water

Put all of the ingredients into a bowl. Mix with your hands or a fork. Roll the dough into small balls. Have the child press his/her thumb into the center of each ball. Bake on a greased cookie sheet at 325 degrees for 10 minutes. Let cool and fill with jam or peanut butter.

Additional Resources

Listening Games for Littles by Dave Sindrey; Listening Idea#24: Play Time: Yogurt Container Peek box: Mr. Potato Head.

SKI-HI Curriculum; Early Auditory Learning Topic 12: Discrimination and Comprehension of Fine Speech Sounds and Consonants.





Lacing Shapes

Suggested Toys

Lacing Shapes® Patch Products Inc.

Lacing Shapes® Miniland

Lacing Shapes® Beyond Play

Vocabulary

blue	heart	square	through
circle	orange	star	triangle
flower	purple	string	yellow
green	red		

Auditory Activities

Ask your child for different colors/shapes to string. Show your child an object with the same color or shape to work on matching until he/she can receptively identify colors. To challenge your child, ask for a specific shape and color, two different shapes or two different colors.

(Auditory discrimination, Auditory comprehension, Short-term auditory memory)

Lay all the shapes in front of your child. Place a piece of cereal on each shape. Ask your child to find the yellow star. When he/she is successful, your child can eat the cereal!

(Auditory comprehension)

Use different voices as you string a shape. You can make long sounds as the shape travels down the string, you can whisper, make short sounds or vary your pitch. Have your child imitate your voice during his/her turn.

(Auditory discrimination)

Speech/Language Activities

Have your child sort the shapes by color or shape.

Have a "green" day and wear green clothes, eat green foods, find green things in the house and outside, cut green pictures out of a magazine and glue them onto a piece of paper. You can do this for all the colors.

Give your child choices. Do you want the green star or the yellow square? Encourage the use of word combinations (sign and/or spoken) in his/her response.

Count the shapes and encourage your child to match your rhythm and number of syllables.

When cleaning up, ask for different shapes/colors and reinforce your child's attempts to follow these directions.

Make a shape book. Find pictures in a magazine which are different shapes and cut them out. Put all the shapes on one page together.

Go on a shape walk around the house and outside. Find as many objects as you can that are round, square, rectangle and triangle.

After collecting different shaped objects, ask your child challenging questions, *"Give me something that is square shaped and you write on it. Give me something that is rectangle shaped and you use it on your hair."*

Pragmatics Activity

Continue supporting your child's ability to give details. Place all of the shapes behind you when you are playing with the lacing shapes. Ask your child which shape he/she would like to use. Give choices if necessary. If your child says "star", model back, *"yellow star"* or *"pointy yellow star."* Ask your child to imitate. As your child learns this vocabulary, he/she will begin to use it spontaneously. As you go about the day, reinforce these types of details when talking with your child.

Literacy Activity

Start a picture with one of the shapes from the toy. For example, draw a star and ask the child what else could be added for a night picture. Give your child choices such as, *"Should we put a moon or a sun?"* Ask your child what color the shape should be. Help your child to draw the shapes. Talk about making lines and circles. Count the shapes made with your child.

Books

What Shape? (Mackinnon, B and Sieveking, A. New York, NY: Penguin Books, 1992)

What Color? (Sieveking, A. New York, NY: Penguin Books, 1992)

Blue Hat, Green Hat (Boynton, S. New York, NY: Little Simon 1984)

How Do Dinosaurs Know Their Colors? (Yolen J. New York, NY: Blue Sky Press, 2006)

Black? White! Day? Night! (Vaccaro Seeger, L. New York, NY: Roaring Brook Press, 2006)

Songs/Nursery Rhymes

Square Shape Song (to the song *Twinkle, Twinkle Little Star*)

Put your square shapes in the air,
Hold it high and keep it there.
Put your square shape on your back,
Now please lay it on your lap.
Put your square shape on your toes,

Now please hold it by your nose.
Hold your square shape in your hand,
Now will everyone please stand.
Wave your square shape at the door,
Now please lay it on the floor.
Hold your square shape and jump, jump, jump,
Now throw your square shape way, way up.

*The Rolling Circle Song (to the song *Have You Ever Seen A Lassie?*)*

Have you ever seen a circle, a circle, a circle?
Have you ever seen a circle, which goes 'round and 'round?
It rolls this way and that way, And that way and this way.
Have you ever seen a circle, which goes 'round and 'round?

*What Shape is this? (to the song *The Muffin Man*)*

Do you know what shape this is,
What shape this is, what shape this is?
Do you know what shape this is
I'm holding in my hand?

Related Materials/Activities Found in the Home

Make big dice! This is a fun activity for toddlers where they can learn their shapes and colors while having fun tossing big boxes around the room. You'll need a couple of medium size square boxes. Wrap each box with white paper or wrapping paper turned inside out. Color different shapes on each side of the dice. Have the toddler roll each die and identify the shape/color on top. Kids love tossing the big boxes around!

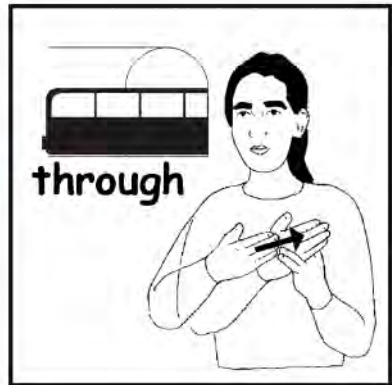
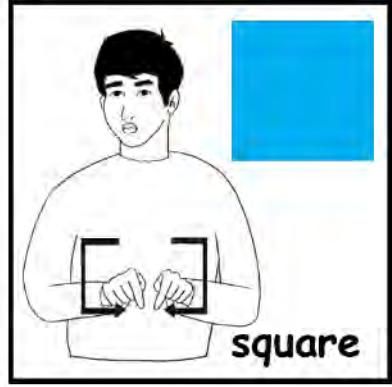
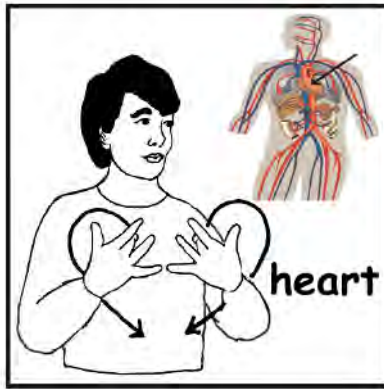
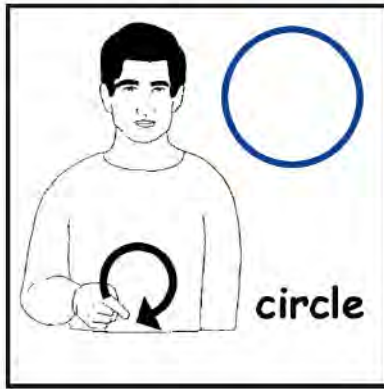
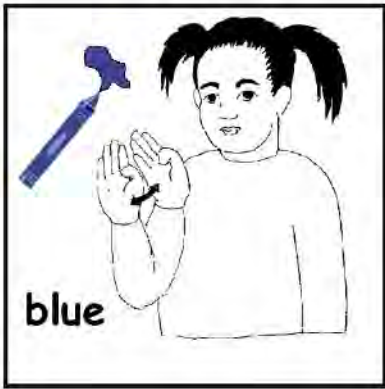


Use sidewalk chalk and make different shapes on the sidewalk. Find outside objects with different shapes such as rocks, leaves, twigs and flower pots and trace around them.

Get out all those old plastic containers and lids, or use some disposable ones, and have fun matching the shapes! Bowls are circles and sandwich containers are squares! Some are big and some are small. Mix up the containers and lids and have your child match the lid with the container. You can start with the lids on the containers with some small snacks inside. As your child eats each snack, talk about the shape of the container.

Additional Resources

Listening Games for Littles by Dave Sindrey; Listening Idea #46: Play Time Dice Shaker – Colors.





Magnetic ABC Book

Suggested Toys

Wooden Magnetic Alphabet Puzzle Book® Melissa & Doug
Magnetic Play & Learn ABC® Top That

Vocabulary

apple	horse	octopus	violin
butterfly	igloo	panda	whale
cat	jellybeans	quail	xylophone
dog	kite	rabbit	zebra
elephant	ladybug	sun	yarn
fish	monkey	tiger	zebra
goat	nuts	umbrella	

Auditory Activities

Read the book to your child, name each item and encourage your child to repeat the words back. Enjoy the puzzle pieces. Allow your child to explore them as you read.

(Auditory discrimination)

Take puzzle pieces out of book one page at a time. If possible, unlace the book so that each page is separate. Lay puzzle pieces to the side and play an auditory discrimination game by verbally requesting an item on the page for your child to put back in the puzzle. For example, on the first page, you could say "*butterfly*". Your child would have to discriminate between "butterfly", "apple" and "cat" to guess the correct piece. Give your child a turn to name an item for you to put in the correct spot. As your child's auditory skills advance, play with more pages at a time. You may also add more words he/she must discriminate and use the Auditory Sandwiching technique until your child can discriminate without any visual cues.

(Auditory discrimination)

When your child's auditory, speech, and language skills have advanced, play another auditory game by describing each puzzle piece according to an attribute or other clue instead of just naming the object. For example, this animal says meow or this object is red with black spots. Again, make the task easier or harder, depending on the number of pages used at a time.

(Auditory comprehension)

Introduce the ABC song. This is a lot for a two-year old to remember, but working on this activity now will ensure your child's success in knowing the ABC's by the time he/she is three. Sing this song frequently in the car, before bed or at nap time. Soon your child will attempt to sing along!

(Short-term auditory memory)

Speech/Language Activities

Read/sign the book with your child, talk about the pictures and objects, describe their attributes, and allow him/her to explore the puzzle pieces.

Lay out puzzle pieces, one page at a time and request your child put in a specific piece by signing or talking. Reinforce correct responses, and take turns, have your child tell you to put in a specific puzzle piece.

Play the same game as above, but instead of naming the object to put in, describe the object, name an attribute or function of that object such as "What do you use to keep the rain from falling on you?" or "What animal can you ride on that says 'neigh'?" To make the task less difficult, do only one page at a time.

Take out puzzle pieces and sort them by different categories such as things found in the house, animals, animals that live in the water or things that are red. Use your imagination and emphasize the use of adjectives.

Pragmatics Activity

Put a puzzle piece from the book in the wrong spot. Introduce language that describes the mistake. "*Uh-oh, I made a mistake. I put that in the wrong place. I need to fix this!*" Soon your child will make mistakes on purpose to watch for your reaction. This development of social language to repair mistakes will set the foundation for your child's future peer interaction and teach him/her that it is okay to make a mistake.

Literacy Activities

Have extensive conversations about the books you share and relate these books to your child's everyday experiences.

Encourage "Theory of Mind" questions when reading with your child. For example, talk with your child about the feelings a character might be experiencing.

Books

Play and Learn Shapes and Sorting (Bicknell, New York, NY: Priddy Books, 2004)

Eating the Alphabet (Ehlert, L. Mooloolaba QLD: Sandpiper, 1994)

Alphabet Mystery (Wood, A. New York, NY: Blue Sky Press, 2003)

Songs/Nursery Rhymes

The ABC Song (to the song *Twinkle, Twinkle Little Star*)

The Alphabet Love Song

A, you're adorable, B, you're so beautiful

C, you're a cutie full of charms, D, you're a darlin'

E, you're exciting, F, you're a feather in my arms

G you look good to me, H, you're so heavenly

I you are the one I idolize

J, we're like Jack and Jill, K, you're so kissable
L, is the love light in your eyes
MNOP, I could go on all day
QRST, alphabetically speaking, you're OK
U made my life complete,
V means you're very sweet, WXYZ
It's fun to wander through the alphabet with you,
To tell you what you mean to me.

Related Materials/Activities Found in the Home

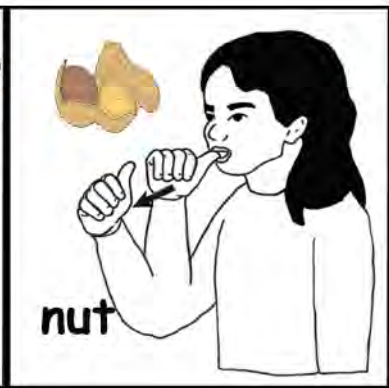
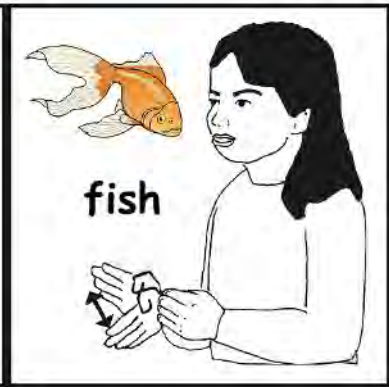
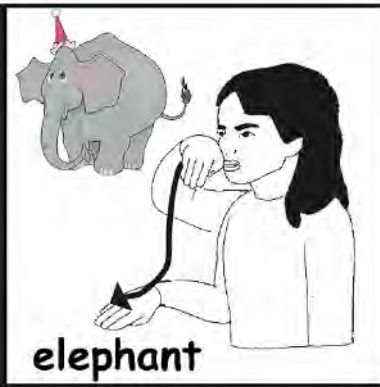
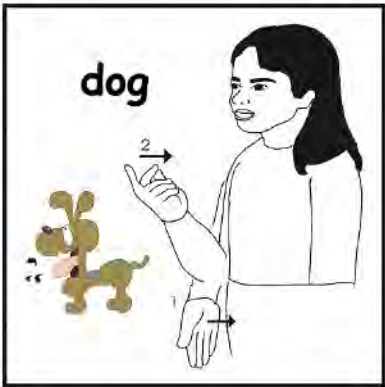
Sort objects during everyday activities at home such as laundry or putting dishes away.

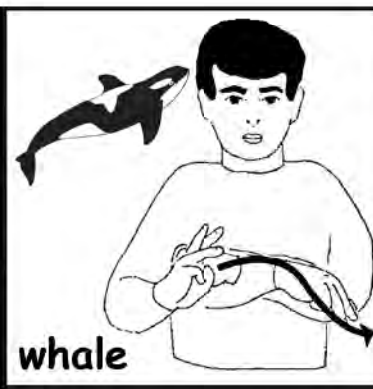
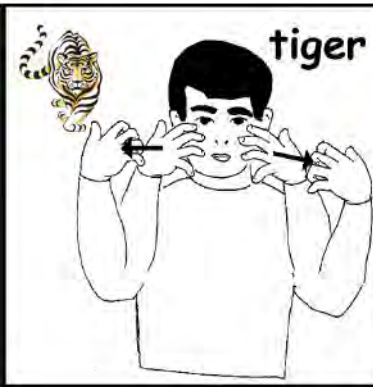
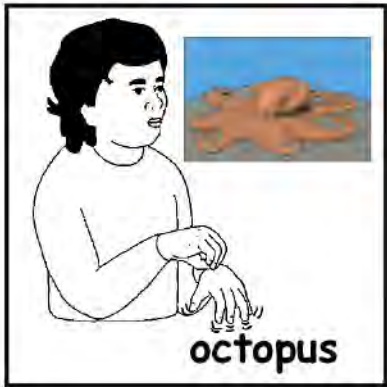
Make your own ABC book together! Take pictures of objects around the house that start with each letter of the alphabet. Print out the pictures and put each picture on one piece of paper. Label each page with the letter and word. Make a nice title page with construction or cardstock paper and write the child's name. (e.g., "Zoe's ABC Book.")

Start labeling common objects around the house. On index cards, write the name of the object and tape the card to the object. Label a door, chair, oven, refrigerator, dishwasher and table. Outline the word so the child can see the shape of the word. Highlight the first letter.

Additional Resources

SKI-HI Curriculum; Sim Com Topic 6: Making your sim com more complex.





Toy Time for Tots #6

Thirty Months and Older



Chalk Sticks

Doctor's Kit

Play Food and Cash Register

Beauty Set and Play Money

Barnyard Animals

Memory Game

Bathtub Finger Painting Kit

Bo Peep and Sheep Puppets/Dolls

Chalk Sticks

Vocabulary

black	clothing	orange	road
blue	clothing	outside	shirt
body parts	draw	pants	shoe
brown	gray	pink	short
car	green	purple	sidewalk
chalk	line	rectangle	white
chalkboard	long	red	yellow
circle			

Auditory Activities

Draw lines on the sidewalk such as long, short, thick and thin. Vocalize a target sound while you are walking on the line but vary the phonologic component of the target sound depending on the length of the line. For a long line, use a long utterance. For a short line, use a short utterance. For a thick line, use a loud utterance. For a thin line, use a soft utterance.

(Auditory discrimination)

Draw an incomplete picture of an object such as a car without wheels, doors, or windshield, or a house without doors or windows on a chalkboard or the sidewalk. Tell your child to add one feature to the incomplete picture using the Auditory Sandwich technique. For example, "*Add two pink wheels to the car.*" Increase the difficulty of the task by increasing the number of variables as his/her auditory skills increase. Let your child tell you what to draw next.

(Auditory comprehension)

Draw simple shapes or objects, ones that your child is familiar with and know the names, in various places on the sidewalk. Draw them close enough for your child to jump from one to the other. Using the Auditory Sandwich technique, tell your child to stand on one of the figures. Next tell him/her to jump to another figure (jump on the flower) and another until he/she has jumped on all of them. Let your child take the lead and tell you on which shapes to jump.

(Auditory comprehension)

Speech/Language Activities

Give your child the chalk and imitate the figures he/she writes on the sidewalk, paper or chalkboard. Encourage imitation and turn-taking.

Draw an outline of your child's body on the sidewalk. Talk about your child's physical features, body parts, and clothing and add them in as you discuss them. You may want to draw an outline of your own body and draw your own features in, using self-talk as a

strategy to encourage and elicit language and concepts from your child. *"Hmm, I think I will draw my hair on first. My hair is brown and short, so I need to draw with brown chalk."*

Make shapes with the chalk. Find outside objects with different shapes such as rocks, leaves, twigs, and flower pots and trace them.

On a driveway or large piece of butcher paper, draw a road. Allow your child to help you create it for use with toy cars and various vehicles. See ideas under Various Vehicles, Ages 24 Months and Older Toy Bag #5. Make curves, straight lines, and left and right corners for the cars to follow. Talk about these vocabulary words as you drive the vehicles along the road. *"My green truck is going straight. Now it is going to turn right. Which way is your yellow car going?"* Also, use this time for fun language play and sabotage by stopping your car and waiting for your child to say/sign *"beep, beep"* or *"go!"* before you move the car out of his/her way. Model this for your child before engaging in activity.

Pragmatics Activity

When you are drawing figures/people, draw different facial expressions on each face. Talk about what the figure is feeling and see if your child will imitate the face.

Literacy Activity

Use the chalk to write your child's name and family members' names. Say and/or sign the letter names as you write them.

Let your child draw pictures on the sidewalk. After he/she is done, ask what it is and "title it" by writing the word under the picture, spelling out the letters aloud and/or with fingerspelling as you write.

Books

Where Does It Go? (Miller, M. New York, NY: Greenwillow Books, 1998)
Harold and the Purple Crayon (Johnson, C. New York, NY: HarperFestival, 2012)
Caps for Sale (Slobodkina, E. New York, NY: HarperCollins, 1985)

Songs/Nursery Rhymes

Head and Shoulders, Knees and Toes
If You're Happy and You Know It

Related materials/activities found in the home

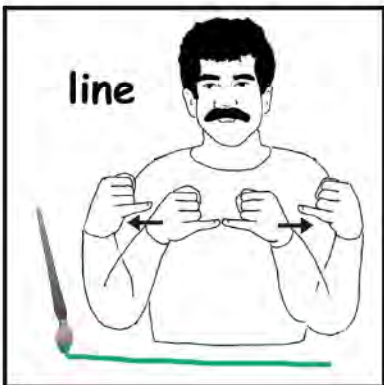
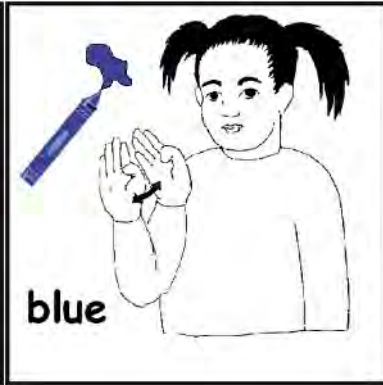
Draw on a piece of colored construction paper with chalk.

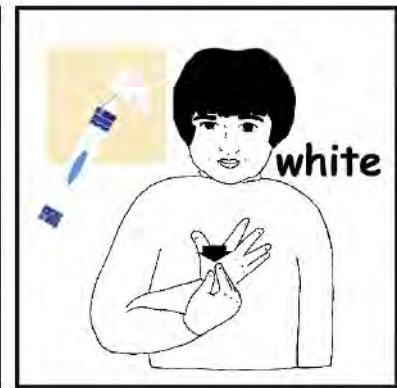
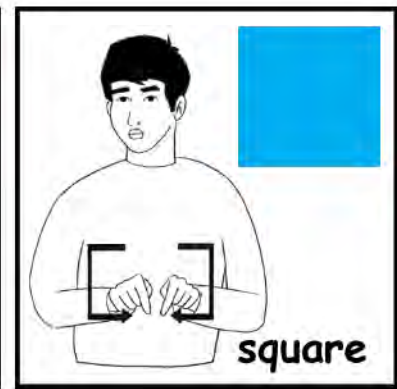
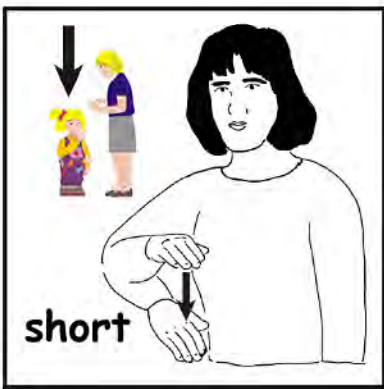
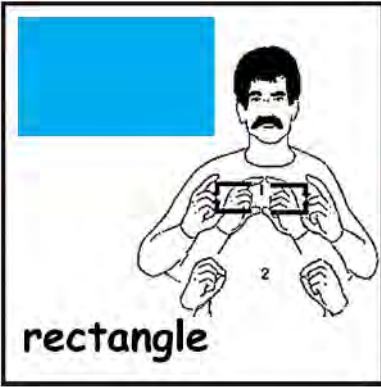
Draw on a window with wet chalk. It will easily wash away when you are done.

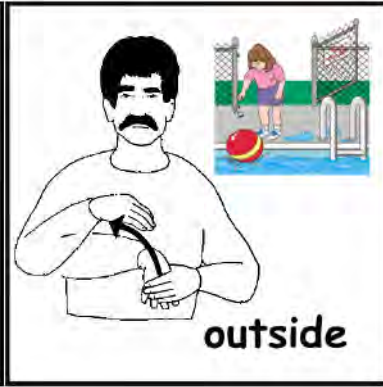
Using cardstock paper, pour corn syrup on the page. Add food coloring to the corn syrup and swirl around. Add a different color. Talk about what is happening to the colors. This is a great activity because if your child wants to taste the "paint" it is all edible! When the painting dries, it will be smooth to the touch.

Additional Resources

Listening Games for Littles by Dave Sindrey; Listening Ideas #28: Play Time Draw a Part.







Doctor's Kit

Suggested Toys

Doctor's Kit Play® Set Kidkraft

Medical Kit® Fisher-Price

Pretend & Play Doctor Set® Learning Resources

Vocabulary

arm	eyes	hurt	nose
bandage	fingers	knee	open
better	fix	leg	patient
broke	foot	medicine	shoulder
close	hand	mouth	sick
doctor	head	neck	well

Auditory Activities

When you are certain your child knows specific body parts, tell him/her to point to a body part using the Auditory Sandwich technique. As child gets older ask questions about more difficult vocabulary such as elbow, eyebrows, or toenails.

(Auditory comprehension)

Ask questions about the *problem*. For example, "*Where does it hurt?*" or "*How did it happen?*" or "*Is it broken?*"

(Auditory comprehension)

Use a doll or stuffed animal as the *patient*. You be the doctor for a turn and have your child be the nurse. Give specific instructions for your child to follow such as:

- Get out the stethoscope
- Look in her ears and eyes
- Put on a bandage

Watch to see if your child can follow two-step directions. Move on to three-step when appropriate.

(Short-term auditory memory)

Speech/Language Activities

Role-play doctor and patient, focusing on questions such as where, how, who, what, when and why. Alternate the roles of doctor and patient.

Name less common body parts as you perform an exam. "*This is your ankle. Does it hurt?*"

Make fun stories as to why you are at the doctor. For example, "I fell off my bike" or "I was skating." Focus on verbs and activities. Introduce cause and effect, "I was going too fast and fell down."

Pragmatics Activity

When it is your turn to be the patient, use a variety of descriptive words about how you are feeling such as relieved, anxious, hurt, scared or worried. Use matching facial expressions and voice to emphasize these vocabulary words. Make only the faces and have your child guess how you are feeling. The next time your child goes to the doctor, talk about how your child felt and why. Talk about what they expected before the visit and if their prediction was right.

Literacy Activities

Have a prescription pad to 'write out' prescriptions. Start with writing your child's name and birthday.

Talk about the most recent experience your child had at the doctor's office. Use sequential words to describe how the appointment went. "First we had to wait for the nurse to call your name, then we went in and they weighed you, then the doctor did your check up, then you got a shot, and finally at the end you got to pick a sticker!"

Books

A Trip to the Doctor (Linn, M. New York, NY: Harper & Row, 1988)

Doctor Maisy (Cousins, L. Cambridge, MA: Candlewick, 2001)

The Berenstain Bears Go to the Doctor (Berenstain, S. and Berenstain, J. New York, NY: Random House, 1981)

Songs/Nursery Rhymes

Tune: *Farmer in the Dell*

My nose, my neck, my knee

My nose, my neck, my knee

Hi ho the cherry oh

My nose, my neck, my knee

Five Little Monkeys Jumpin' on the bed

Related materials/activities found in the home

Use objects such as a flashlight, paper and pencil, ace bandage, band aids, paper towel cardboard holder, robe, and popsicle sticks to play doctor.

Additional Resources

My Turn to Learn by Susan Lane, Lori Bell and Terry Parson-Tylka; Chapter 22: Helping Repair Communication Breakdowns.





Play Food and Cash Register

Suggested Toys

Food Groups Play Set® Melissa & Doug
Healthy Play Foods® Learning Resources
Cash Register® Fisher-Price
Count 'n Play Cash Register® Little Tikes

Vocabulary

apple	corn	melon	potato chip
bacon	cost	microwave	pretzel
banana	cracker	milk	refrigerator
beef	cut	mix	salad
boil	dollar	money	salt
bread	egg	noodle	sandwich
butter	food	onion	soup
cake	french fries	orange	sour
candy	fruit	order	spaghetti
carrot	grape	oven	stir
cent	hamburger	pancake	stove
cereal	hot	peach	strawberry
cheese	hot dog	pear	sweet
cherry	ice cream	pickle	tea
chicken	juice	pie	toast
chocolate	lemon	pizza	tomato
cold	lettuce	pop	turkey
cook	measure	popcorn	vanilla
cookie	meat	potato	vegetable

Auditory Activities

Play restaurant and *order* different foods. For example, "*I would like some spaghetti and an apple.*" If your child doesn't choose the correct object, use the Auditory Sandwich technique. You may need to start from a smaller set of objects if too difficult.

(Auditory identification, Auditory comprehension)

Play grocery store using the cash register. Tell your child which items you want to buy, have him/her pick up the items you ask for and put them in a bag. Total the cost and talk about numbers, dollars and cents. Model this activity for your child first, several times if necessary.

(Auditory identification)

For children with more advanced auditory skills, ask your child to put various foods together such as put the banana in the bag with the chicken, or put the pancakes in the yellow bag. Increase or decrease variables based on your child's auditory skill level.

(Auditory comprehension)

Speech/Language Activities

Identify and name all of the foods available in a natural context while you allow your child to initiate activities and language. Model and expand your child's signed or verbal utterances as you play.

Separate foods into the categories of fruits, vegetables, meat, breads, and milk. You can put the items in labeled bags or boxes.

Pretend to cook food with your child, emphasizing cooking vocabulary such as *fry in the pan*, *stir*, *cook/heat in microwave* or *boil on the stove*.

Work on directional concepts. For example, "Put the meat beside the potatoes. Put the gravy on the meat." You can increase the difficulty of the task by increasing the number of variables. "Give me the apple in front of Kelley." Incorporate other children if possible. Encourage children to address each other by his/her name.

Talk about attributes of the various play foods such as *color*, *sweet*, *sour*, *salty*, *bitter*, *crunchy* and *creamy*.

Pragmatics Activities

Work on social exchanges, particularly if other children are available. Say other children's names and asking appropriate questions such as, "*Sally, may I have some butter?*" or "*Bobby, what would you like to eat?*"

Allow your child to make choices of foods he/she wants to eat while playing restaurant or grocery store. Emphasize carrier phrases. An example is I want_____. Please give me _____. This is an age when children need a reminder that not everyone likes the same things. Talk about what your child likes and does not like to eat and what you like and do not like to eat. Extend it to other family members and/or friends, for example "*You and I like cheese but daddy does not.*"

Literacy Activity

The next time you go to the grocery store, make a list of what you need with your child. When possible, show your child a box/carton/bag of an item you have finished and point out the print and tell your child what it says. When you are at the store, consult your list and show your child the written word and the actual object when you put it in your cart.

Books

Today is Monday (Carle, E. London, England: Puffin Books, 1997)
The Very Hungry Caterpillar (Carle, E. New York, NY: Philomel Books, 1994)
Jamberry (Degan, B. New York, NY: HarperCollins, 1984)
The Shopping Basket (Burningham, J. Cambridge, MA: Candlewick, 1997)

Songs/Nursery Rhymes

I Like to Eat Apples and Bananas
This Little Piggy
I'm a Little Teapot

Related materials/activities found in the home

When serving meals, ask your child where he/she wants his/her food items, such as "*Where do you want the salad? Ok, you want the salad in the bowl!*"

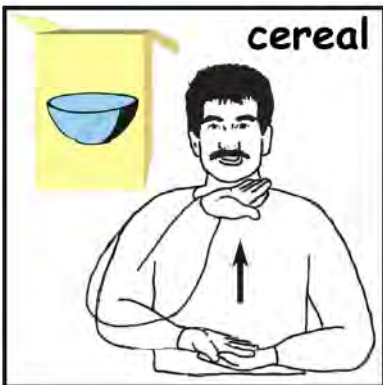
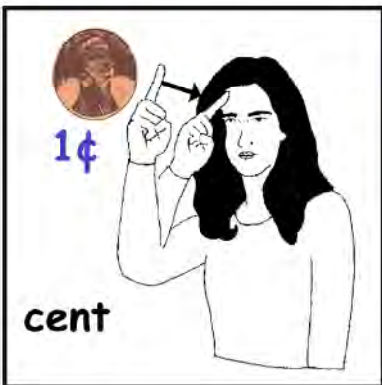
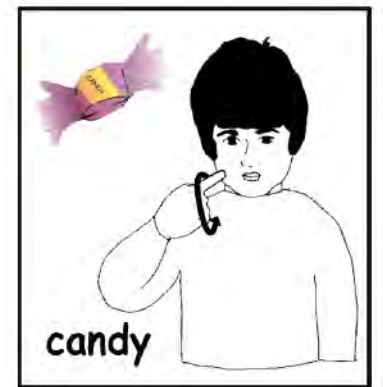
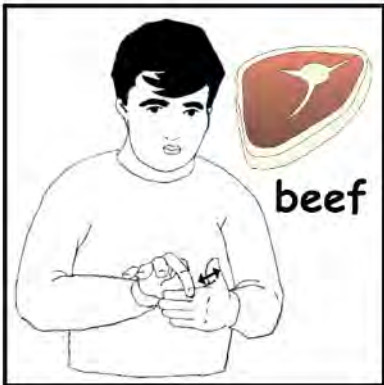
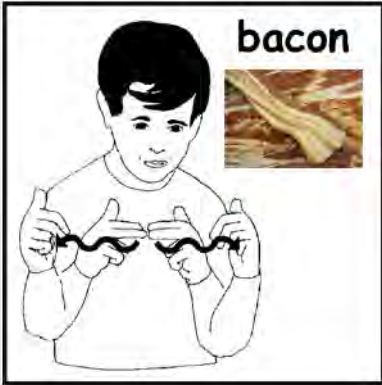
Continue strategies mentioned above throughout meal times, asking family members to pass food items, using first names, and identifying items in a natural context.

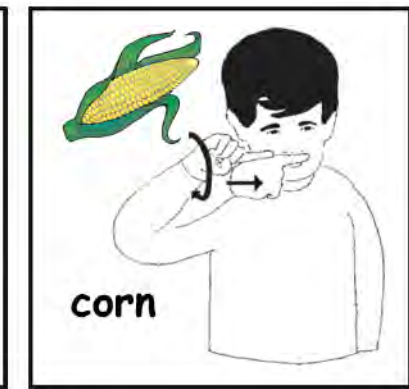
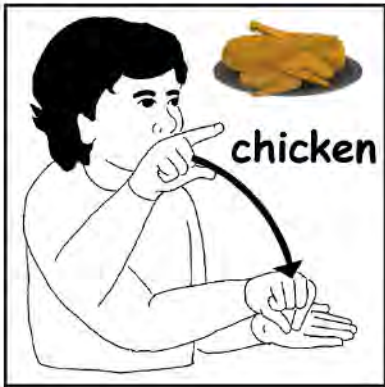
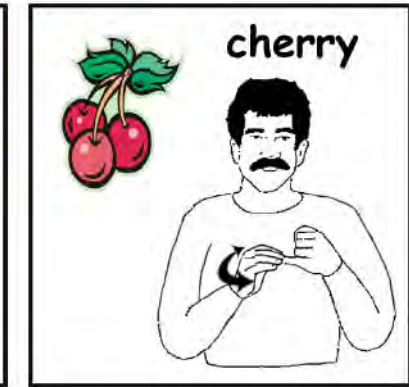
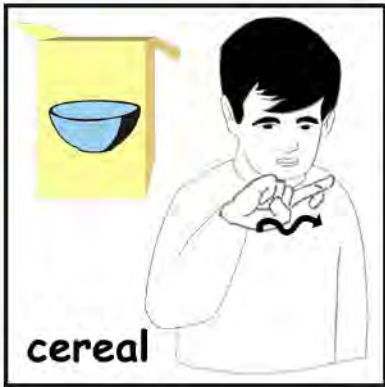
Talk about how foods taste, look and feel at mealtime.

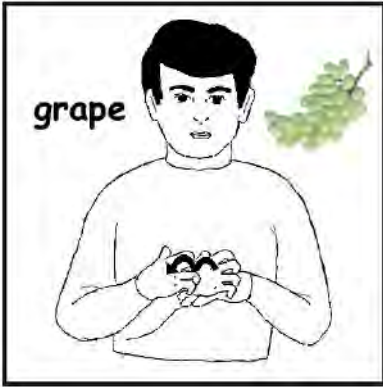
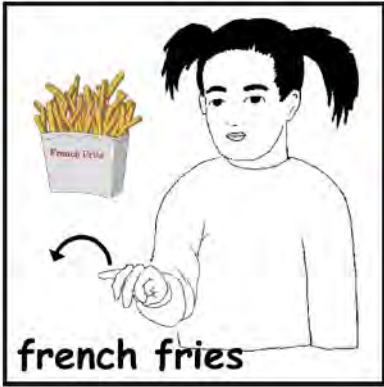
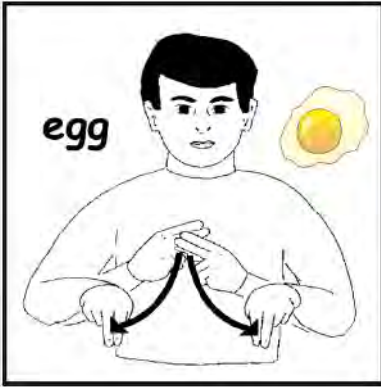
When grocery shopping, categorize the foods as you put them in your cart. "*The fruits will go up front, so the bananas go here, next to the apples.*" "*The frozen foods will go on the right side so the ice cream will go here.*"

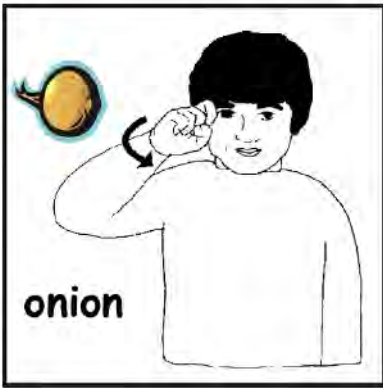
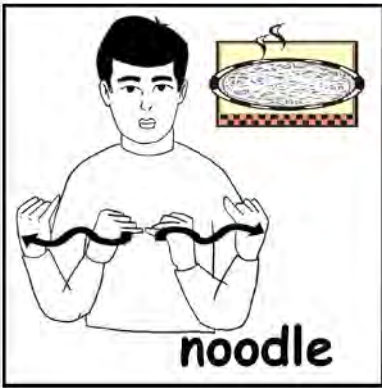
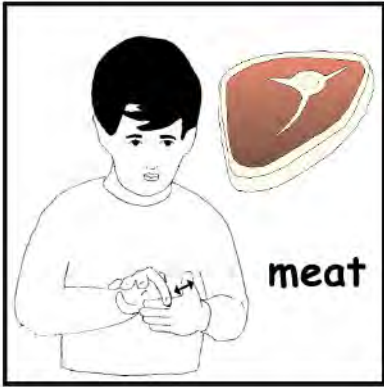
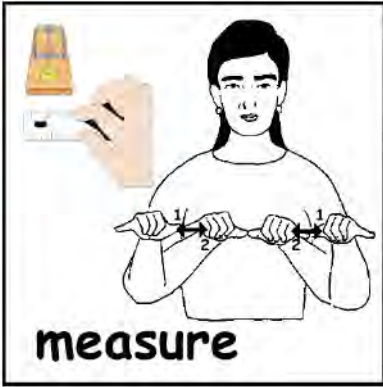
Additional Resources

Learn To Talk Around The Clock; In The Kitchen, Level 7, Talking Points K13: Parallel Talk Sharing and Narrating the Moment While In The Kitchen.

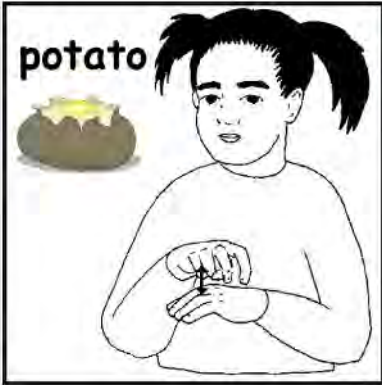
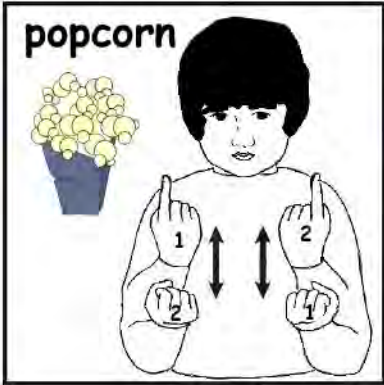


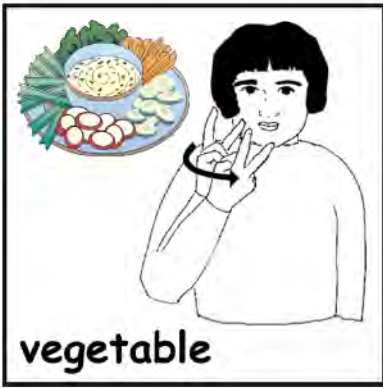
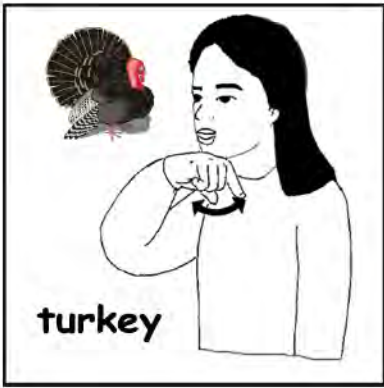












Beauty Set and Play Money

Suggested Toys

Beauty Case Play Set® Kidkraft

Play Money Set® Melissa & Doug

Vocabulary

beautiful	dirty	pretty
brush	dollar	scissors
clean	dry	shampoo
comb	hair	straight hair
cut	penny	wash hair
cute	ponytail	

Auditory/Speech/Language Activities

Role-play salon customer and stylist. Follow your child's lead to expand on and model appropriate vocabulary and language structures. Use questions forms while role-playing such as, *"What do you want? Do you want short or long hair? Do you want to blow dry your hair?"*

Role-play with hairdryer and curling iron reinforcing appropriate vocabulary. Use repetitive words to encourage auditory awareness such as *"dry, dry, dry"*, *"curl, curl, curl"* or *"brush, brush, brush."*

Use play money to pay stylist and give change back. Reinforce very basic money concepts and vocabulary, such as *"dollars, cents, quarter, dime, nickel, penny, buy, pay"* or *"change."*

Pragmatics Activity

Use appropriate social pragmatics such as *thank you* and *you are welcome* and encourage your child to do the same.

Model and reinforce the pragmatic of complementing, such as, *"Your hair looks beautiful."* or *"You have pretty green eyes."* Emphasize adjectives and descriptive vocabulary.

Literacy Activity

Write up a receipt for your child for the services he/she received, for example, a hair cut costs \$10.00 and a blow dry \$5.00. Show your child a real receipt and talk about why they are used.

Talk about the most recent time your child got a hair cut or his/her hair styled and use sequential words when describing the day. Connect personal experiences with the role-playing.

Book

Stephanie's Ponytail (Munsch, R. Toronto, Canada: Annick Press, 1996)

I Love My Hair (Tarpley, N. A. New York, NY: Little, Brown and Company, 2001)

Crazy Hair Day (Saltzberg, B. Cambridge, MA: Candlewick, 2008)

Songs/Nursery Rhymes

Tune: *This is the Way We...*

Wash your hair

Dry your hair

Cut your hair

Curl your hair

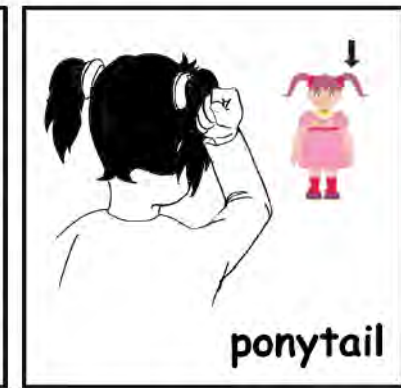
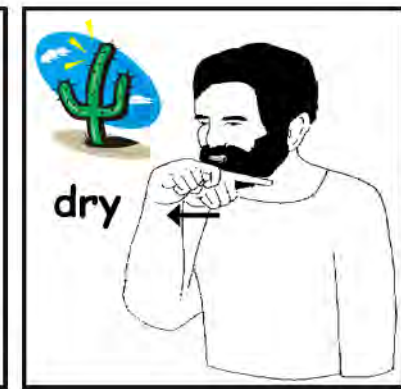
Related materials/activities found in the home

Let your child see the hair brushes, shampoo, combs and hair dryers in the house. Talk about who uses which ones.

When appropriate, show your child real money and talk about how much each piece is worth.

Additional Resources

SKI-HI Curriculum; Natural Environments and Routines, Topic 3: Putting It Together Incorporating Skills Into Family Routines and Activities.





Barnyard Animals

(See Also Little People Farm®, 18 Months and Older)

Vocabulary

big	goat	medium	short
count	guess	pig	small
cow	hide	same	tall
different	horse	sheep	where
duck	large		

Auditory Activities

When your child is familiar with the sounds each of the animals makes, put two or three animals in front of him/her and make the sound of one of the animals. Ask your child, "Tell me which animal you hear." If your child chooses the correct animal, he/she can put the animal in the barn. For older children, put more than two or three animals out to choose from. Allow your child to do the animal sound while you guess which animal makes the sound.

(Auditory identification)

Ask your child to choose an animal while playing "I Spy." Increase the number of variables and the difficulty as your child's auditory skills increase. For example, "*I spy an animal that is brown and white and eats corn.*" Encourage your child to take a turn spying something and giving clues. Be sure to model this skill several times as he/she will want to name the animals, as opposed to describing them.

(Auditory comprehension)

Speech/Language Activities

Play with and explore all the animals in the tube. Talk about their attributes and characteristics such as, "*Did you know that geese have feathers?*"

Discuss the concepts of same and different as you sort the animals into cows, horses and sheep. "*Do all the horses look the same?*" Discuss differences also.

Count how many of each kind of animal. Emphasize the plural "s" at the end of each noun. "*I have one goat, you have three goats.*"

Compare and contrast the various sizes of animals and use the appropriate vocabulary: big, bigger, biggest, or short, medium, tall. Ask simple *wh* questions, such as "*Which one is taller?*" or "*Which one is the smallest?*"

Choose an animal to hide somewhere in the house. Hide it in a fairly simple place and maybe even let some of it be exposed. Ask, "*Where is the goose?*" Give your child hints

such as *"It is on something you sit on."* Increase the difficulty of the task as your child gets older.

Pragmatics Activities

Model and encourage appropriate ways to ask for something, such as one of the animals, *"Can you please give me the small cow?"* or *"May I have the yellow duck?"*

Engage in a game of back and forth dialogue where you describe one of the animals and your child guesses which one it is, or asks more questions when he/she is not yet sure. Model the way conversation flows back and forth between partners so that your child is taking equal turns. Learning this rule of social interaction is an important part of pragmatic development.

Literacy Activity

Use "Theory of Mind" questions and statements while playing with the animals such as:

1. Your favorite farm animals are pigs because they are pink but my favorite farm animals are horses.
2. I thought the dog was hungry but he is not, he is fine!
3. I wonder where the duck wants to go now?

Act out books that he/she have read. If reading a farm animal book, pretend to be the animals with your child, making the noises each animal makes.

Books

Is It Larger, Is It Smaller (Hoban, T. New York, NY: Greenwillow Books, 1997)

Big Red Barn (Brown, M. W. New York, NY: HarperFestival, 1991)

Barnyard Dance (Boynton, S. New York, NY: Workman Publishing Company, 1993)

Songs/Nursery Rhymes

Mary Had a Little Lamb

This Little Piggy

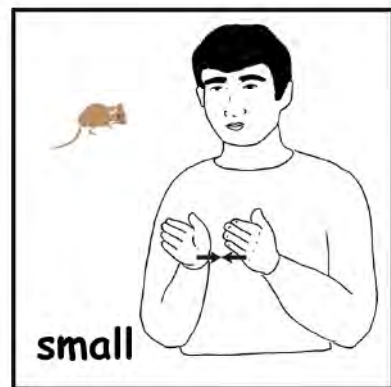
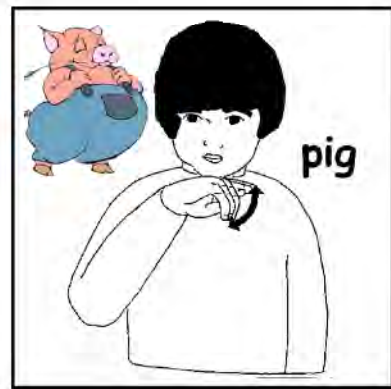
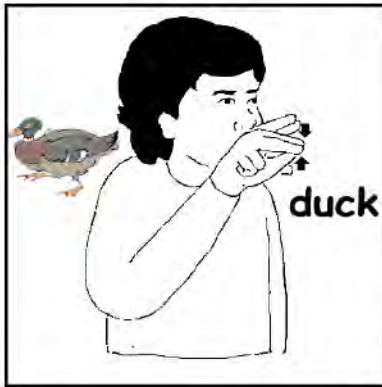
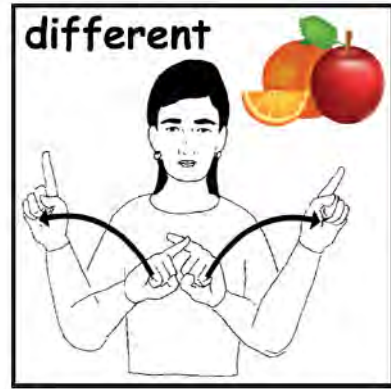
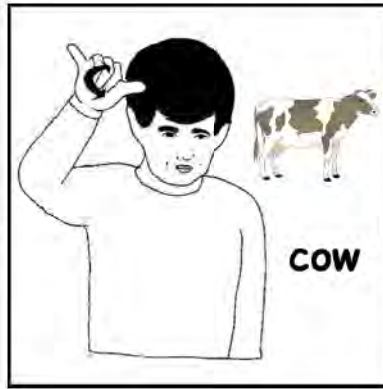
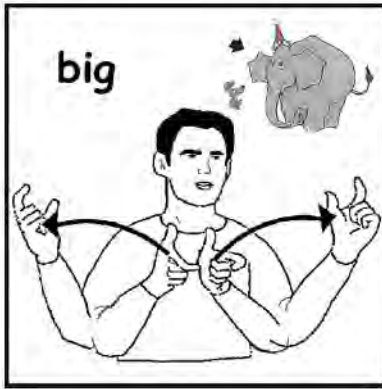
Baa, Baa Black Sheep

Related materials/activities found in the home

Plan a trip to a nearby farm. Talk about the animals you see and what similarities they have and what differences such as if they live mostly in water or on land, if they walk on two feet or four.

Additional Resources

Listening Games for Littles by Dave Sindrey; Listening Idea #27: Play Time Boxes.





Teddy Mix and Match Game

Suggested Toys

Teddy Mix and Match® Ravensburger
Original Memory Game® Hasbro

Vocabulary

angry	brown	ice cream	scarf
baby	chocolate	jar	sleep
ball	cookie	match	small
bear	different	overalls	sock
bee	girl	pajamas	stripe
black	green	panda	sweater
blue	happy	pink	tan
boot	heart	pocket	tie
boy	honey	same	white

Auditory Activities

When your child is familiar with all of the vocabulary, lay several cards (face up) on the table and verbally describe one card, "*the bear with a sweater*" or "*the bear that is black and white*" for your child to choose. If your child picks the correct card, he/she gets to keep it for his/her pile. Next he/she describes a card for you to select. Use the Auditory Sandwich technique, increasing in difficulty until using only auditory cues (no visual).

(Auditory comprehension)

Speech/Language Activities

Look at each card with your child and discuss each one, teaching vocabulary, and comparing/contrasting the cards. Emphasize descriptive vocabulary.

Play a matching game with cards, laying all cards face down and take turns flipping two cards at a time, trying to find matches. Again, emphasize vocabulary, "*Look, I found the bear with one sock.*"

Play "Go Fish" with the cards. Each player gets five cards, and the other cards are in the "draw" pile. Take turns asking other player/players for a specific card by describing the one you want. "*Do you have the bear with the pajamas and pillow?*"

Make up names for each bear using descriptive words such as, "grumpy" or "silly," etc.

Sort the animals by attribute such as color or what the teddy is wearing. For example, you can try to find all of the animals who have a shirt.

Pragmatics Activity

When you play a game like memory, it is a good time to talk about following the rules to a game and the concept of winning. Talk about turn-taking in games. Discuss how it felt when your child won a round. Use descriptive words like "*exciting*." Discuss how it felt when your child lost a round, again using descriptive words like "*disappointing*." Talk about appropriate ways to address the person who wins such as "*congratulations*" with a smile.

Literacy Activities

Point out alike and different things in books. Help your child to explain why they are different and what makes the other things similar.

Identify people and objects and what they are doing. Discuss the colors and numbers of things, the position of objects, size and shapes of objects and the feelings of people.

Books

Corduroy (Freeman, D. New York, NY: Viking Press, 1968)

Froggy Gets Dressed (London, J. London, England: Puffin Books, 1997)

Whoever You Are (Fox, M. New York, NY: Harcourt, 1997)

Same, Same But Different (Kostecki-Shaw, J. S. New York, NY: Henry Holt and Co., 2011)

Songs/Nursery Rhymes

The Bear Went Over the Mountain

Mary Had a Little Lamb

Five Little Ducks

Related materials/activities found in the home

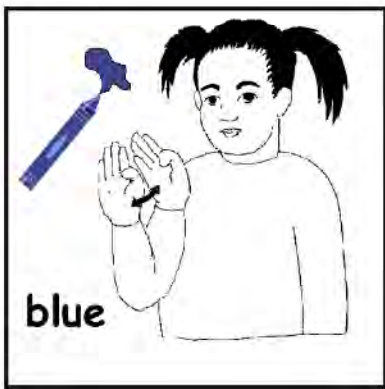
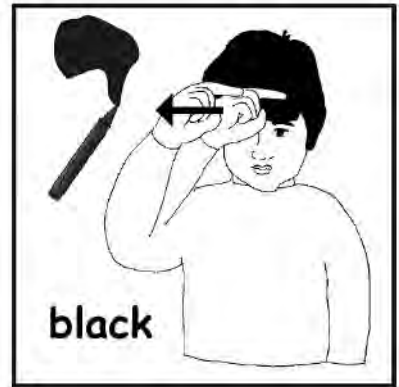
Have a Teddy Bear's Picnic by dressing up several stuffed bears, making fun snacks and "tea." Enjoy the conversation and each other!

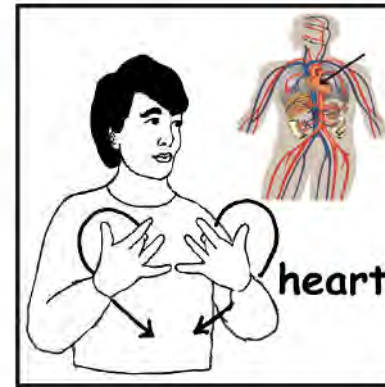
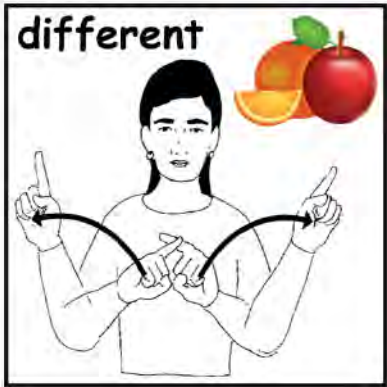
Play dress up in old clothes and costumes or clothes from mom or dad's closet.

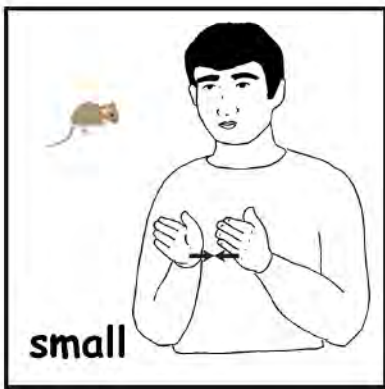
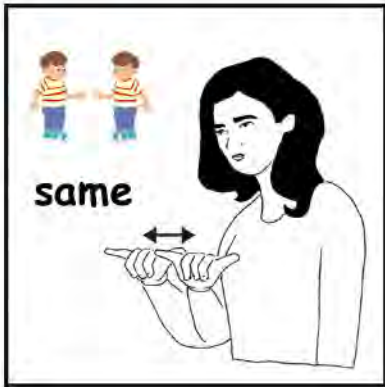
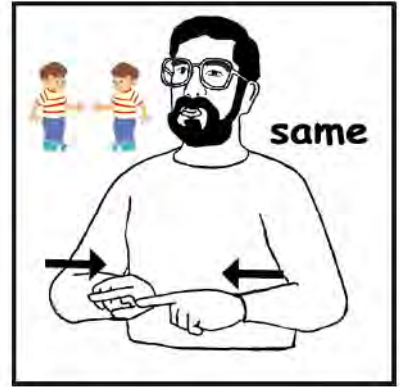
Practice matching when doing the laundry or putting away dishes.

Additional Resources

Listening Games for Littles by Dave Sindrey; Listening Idea #23: Playtime Barrier Games.









Bathtub Finger Paint

Suggested Toys

Bathtub Finger Painting Kit® Alex Toys

Bath Finger Paints® Natural Kids

Bathtub Finger Paint Soap® Crayola

Vocabulary

bath	draw	paint	soap
bathtub	fish	picture	sponge
blue	green	purple	yellow
clean	orange	red	

Auditory Activities

Even though your child will not be using his/her hearing aids or cochlear implants when playing with this toy in the bathtub, the acoustics in the bathroom may allow some speech awareness and discrimination abilities. Some parents report their children can utilize their residual hearing quite well in this setting. Give it a try and see what happens!

Ask your child to find a specific color of paint, using your voice only. See if he/she can draw a picture of an object you request. Include concepts your child is currently learning, like sizes, shapes, and smaller parts of larger objects.

(Auditory comprehension)

Speech/Language Activities

Have your child identify the colors – check for receptive understanding.

When your child draws a picture, ask him/her what it is. Agree with whatever your child names the drawing!

When drawing a picture, leave out a part and see if your child can figure out what is missing. *"Draw a car and forget the wheels. Draw a dog and forget his tail."* This will also help in learning the smaller parts of objects.

Write your child's name with the paint. Have him/her copy you.

When cleaning up, ask for different shapes/colors and reinforce your child's attempts to follow these directions.

Pragmatics Activities

Draw faces with the paint and make a variety of different emotions such as a happy face, a mad face, one crying and one excited. Ask your child to draw the emotion that he/she is feeling.

Model and encourage polite ways to ask for what you want, such as "*May I please have the green?*" when your child is holding a color. You want to encourage sharing and turn-taking.

Literacy Activity

Use "Theory of Mind" questions when finger painting such as:

1. I want to draw something I like to eat – what do I like to eat?
2. I am going to use my favorite color – do you know what my favorite color is?
3. I'm going to draw a happy face – what makes you happy? Do you know what makes me happy?

Books

How Do Dinosaurs Know Their Colors? (Yolan, J. and Teague, M. New York, NY: The Big Sky Press, 2006)

The Mixed-Up Chameleon (Carle, E. New York, NY: HarperCollins, 1988)

The Color Box (Dobbs, D. A. New York, NY: Little, Brown and Company, 1992)

Who Said Red? (Serfozo, M. New York, NY: Aladdin, 1992)

Songs/Nursery Rhymes

Tune: *If you're happy and you know it*

If you are wearing red, Shake your head,
If you are wearing red, Shake your head,
If you are wearing red,
Then please shake your head.
If you are wearing red, shake your head.

Others: Blue, touch your shoe
Black, pat your back
Green, bow like a queen
Yellow, Shake like Jell-O
Brown, turn around
Pink, give us a wink.

Peter, Peter, Pumpkin Eater

Related materials/activities found in the home

Put food coloring in water and paint on the sidewalk outside.

Put food coloring in corn syrup and paint a picture on heavy paper. Mix colors and talk

about the new color made (example: mix blue and yellow food coloring together in the corn syrup and talk about the new color “green” that is created).

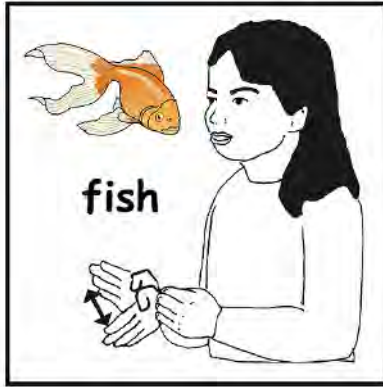
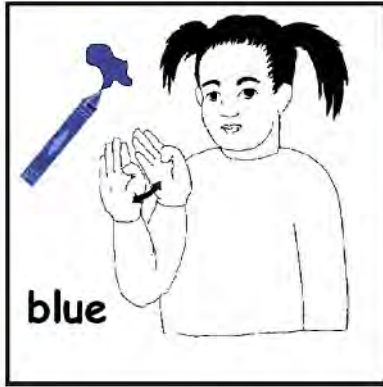
Make a rainbow necklace with fruit loops and yarn. Give your child fruit loops to string onto yarn to make an edible rainbow necklace.

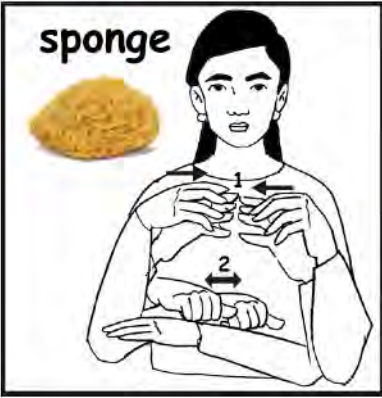
Make rainbow noodles with different colored pasta, paper, glue or string. Have your child make a rainbow gluing the pasta onto paper or pattern them on string to make rainbow necklaces.

Additional Resources

SKI-HI Curriculum; Literacy Topic 3: How Early Literacy May Unfold in Your Child.

Listening Games for Littles by Dave Sindrey; Listening Idea #28: Playtime Draw a Part.





Little Bo Peep & Sheep Puppets/Dolls

Suggested Toys

Little Bo Peep and Sheep Reversible Puppets® Caltoy
Plush Sheep® Gund

Vocabulary

alone	find	leave	to
and	has lost	little	wagging tail behind
come	hide	search	where
concern	him	sheep	with
doesn't know	home	soft	worry

Auditory Activities

As you recite the nursery rhyme, use pause time for your child to join in with you.
(Auditory feedback and integration)

When reciting the nursery rhyme, use different voices such as, whisper vs. loud, fast vs. slow, high pitched vs. low pitch. Watch to see if your child uses these characteristics of speech.

(Auditory discrimination, Auditory feedback and integration)

Give your child directions, with spoken language only, of where to hide the sheep. *"Hide the sheep under the chair. Put the sheep in your bedroom."* Sing the song and have Little Bo Peep find her sheep.

(Auditory comprehension)

Tell your child you are going to hide with the sheep and he/she needs to find you. Call out for your child and see if he/she can find you. See if it is easy for your child to locate your voice. Go upstairs and/or downstairs and challenge your child's localization skills. Add noise to the environment (TV, music) and try the game again and see how competing sounds can affect your child's localization skills. While this may be frustrating for your child, it will help to teach him/her to listen during noise. Have your child take a turn hiding, calling for you!

(Auditory localization)

Speech/Language Activities

While playing with the puppets/dolls, recite Little Bo Peep with all of the verses. Act out the verses with your child. Make paper tails, sheep and trees. Color the tails and sheep with your child and hang them on the tree.

Have your child follow directions with the different colored tails, such as "Put the red tail on the blue sheep."

Have your child color match the tails to the correct sheep.

Talk about the parts of the sheep and Little Bo Peep – introducing new vocabulary like crook, eye lashes, tail and puppet.

Introduce different categories of animals, like farm, zoo and pets. Watch for free days at the zoo and go for a visit. If your town has a petting farm, this is a terrific way to get up close to animals. Find pictures of different types of animals in magazines and cut them out or do a search online and print them. Sort them into different categories – farm, zoo or pets. Talk about where the animals live, why some don't make good pets, the different names we use for them (dog vs. puppy), what they eat, if they swim or fly.

Pragmatics Activities

Talk about how Little Bo Peep feels when she can't find her sheep and when she finally does. Use emotion words like sad, mad, happy and scared, but also introduce more complex emotion words, such as:

- worried
- concerned
- relieved
- anxious
- excited

Talk with your child about how you can feel two emotions at the same time.

Make believe the puppets/dolls are having a conversation. Promote pretend play and reinforce back and forth conversational skills. Use appropriate social greetings and exchanges.

Literacy Activities

Use "Theory of Mind" questions as you talk about Little Bo Peep losing her sheep.

1. How did Little Bo Peep feel when she couldn't find her sheep?
2. Why did the sheep hide?
3. How do you feel if you can't find me?
4. How do I feel when I can't see you in the store?

Make an experience page with your child after you have played with Little Bo Peep.

Connect real experiences with the nursery rhyme. For example you can ask your child, *"Do you remember the time we lost our dog? I was so worried and sad. We looked everywhere for her and then we found her."*

Books

Sheep in a Jeep (Shaw, N. Boston, MA: Houghton Mifflin Harcourt, 1988)

Sheep on a Ship (Shaw, N. Boston, MA: Houghton Mifflin Harcourt, 1992)
Sheep out to Eat (Shaw, N. Boston, MA: Houghton Mifflin Harcourt, 1995)
Sheep take a Hike (Shaw, N. Boston, MA: Houghton Mifflin Harcourt, 1996)
Sheep Trick or Treat (Shaw, N. Boston, MA: Houghton Mifflin Harcourt, 2000)
What Do You Do With a Tail Like This? (Jenkins, S. and Page, R. Boston, MA: Harcourt, 2008)

Songs/Nursery Rhymes

Baa, Baa Black Sheep
Mary Had a Little Lamb
Here Is The Barn

Here is the barn (Form a roof shape with your hands)
Where I like to go (Walk in place)
It's as tall as a tree (Point up overhead)
And cozy, you know (Hug body with arms)
Here is the barn, (Make a roof shape with your hands)
I'll go there with you (Walk in place)
To pet a sweet lamb (Pretend to pet a lamb)
And cuddle it, too! (Pretend to hug a lamb)

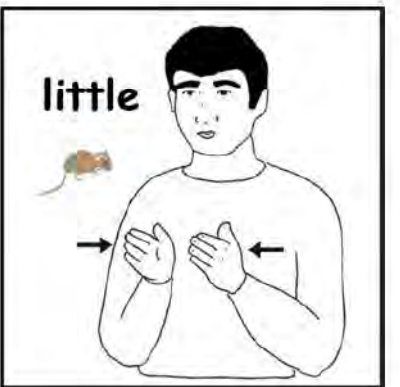
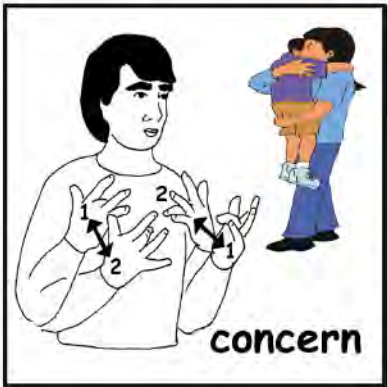
Related materials/activities found in the home

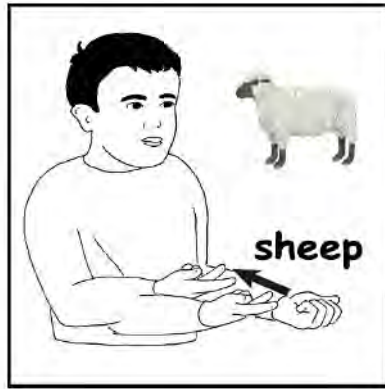
Hide a toy (preferably a stuffed animal) and begin searching for it with your child. You can substitute names in the nursery rhyme, for example, "Little Bo Jason has lost his doggy and doesn't know where to find him, call out his name and he'll come home, wagging his tail behind him." Have your child call out for the lost animal.

Additional Resources

SKI-HI Curriculum; Early Spoken Language Through Audition, Topic 9: Songs and Nursery Rhymes.

Listening Games for Littles by Dave Sindrey; Listening Idea #16 Play Time The Hungry Puppets.





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- Rossi, K. (2003). *Learn to Talk Around the Clock*. Washington, DC: AG Bell.
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- Watkins, S., Johnson Taylor, D., & Pittman, P. (Eds.) (2004). *SKI-HI Curriculum*. North Logan, UT: HOPE, Inc.

Toy Manufacturers

1. ABaby.com
www.ababy.com
1958-59th Street
Brooklyn, NY 11204
2. Alibaba
www.alibaba.com
3. Alex Toys
www.alextoys.com
251 Union Street,
Northvale, NJ 07647
4. Babies 'R' Us
www.babiesrus.com
One Geoffrey Way
Wayne, NJ 07470-2030
5. Battat
www.battatco.com
8440 Darnley Road
Montreal, P.Q.
6. Beyond Play
www.beyondplay.com
1442A Walnut Street #52
Berkeley, CA 94709
7. B Kids
www.bkidsfun.com
8. Boikido
www.boikido.com/eng
9. Caltoy
233 East 4th Street
Los Angeles, CA 90013
10. Carson Dellosa
www.carsondellosa.com
PO Box 35665
Greensboro, NC 27425-5665
11. Carter's
www.carters.com
12. Castle Toys
www.castletoysandgames.com
682 Third Street
Beaver, PA 15009-2116
13. Constructive Playthings
www.constructiveplaythings.com
13201 Arrington Road
Grandview, MO 64030
14. Crayola
www.crayola.com
1100 Church Lane
Easton, PA 18040
15. Crocodile Creek
www.crocodilecreek.com
1648 Lawson Street
Durham, NC 27703
16. Early Years
www.earlyyears.com
75D Lackawanna Avenue
Parsippany, NJ 07054
17. GUND
www.gund.com
One Runyons Lane
Edison, NJ 08817
18. Fisher-Price
www.fisher-price.com
19. Hape
www.hapetoys.com
123 Cree Road
Sherwood Park, AB
20. Hasbro
www.hasbro.com
1027 Newport Avenue
Pawtucket, RI 02861
21. Hohner
www.hohnerkids.com
1000 Technology Park Drive
Glen Allen, VA 23059
22. Infantino
www.infantino.com
4920 Carroll Canyon Road, Suite 200
San Diego, CA 92121
23. International Playthings
www.intplay.com
75D Lackawanna Avenue
Parsippany, NJ 07054
24. KidKraft
www.kidkraft.com
25. Lamaze
www.lamaze.org
2025 M Street NW, Suite 800
Washington, DC 20036

Toy Manufacturers

26. Learning Resources
www.learningresources.com
27. Little Tikes
www.littletikes.com
2180 Barlow Road
Hudson, OH 44236
28. Mattel
www.mattel.com
333 Continental Boulevard,
El Segundo, CA 90245
29. Manhattan Toy
www.manhattantoy.com
430 First Avenue North
Suite 500
Minneapolis, MN 55401
30. Mansion Schools
www.mansionschools.com
PO Box 201734
Austin, TX 78720
31. Melissa and Doug
www.melissaanddoug.com
32. Miniland
www.minilandeducational.com
33. Munchkin
www.munchkin.com
16689 Schoenborn Street
North Hills, CA 91343
34. Natural Kids
www.naturalkidsteam.com
35. Ningbo Jinmao Import & Export
Co., Ltd.
http://jmkomfort.en.alibaba.com/
36. One Step Ahead
www.onestepahead.com
75 Albrecht Drive,
Lake Bluff, IL 60044
37. Patch Products
www.patchproducts.com
1400 East Inman Pkwy
Beloit, WI 53511
38. Playdoh
www.playdoh.hasbro.com
39. Playskool
www.hasbro.com/playskool/
40. Pottery Barn
www.potterybarnkids.com
41. Pretend and Play
www.learningresources.com
380 N. Fairway Drive
Vernon Hills, IL 60061
42. Pure Play Kids
www.pureplaykids.com
43. Quill.com
www.quill.com/schools
PO Box 94080
Palatine, IL 60094-4080
44. Ravensburger
www.ravensburger.com
45. Sassy
www.sassybaby.com
2305 Breton Industrial Park Drive SE
Kentwood, MI 49508
46. Skip Hop
www.skiphop.com
38 Saw Mill Pond Road
Edison, NJ 08817
47. Smart Link
www.fatbraintoy.com
1405 N. 205th Street, Suite 120
Elkhorn, NE 68022
48. Taggies
www.taggies.net
21 West Main Street
Spencer, MA 01562
49. The Soap Box Shop
www.abesmarket.com/store/
thesoapboxshop/
1853 2nd Street
Highland Park, IL 60035
50. Tomy
www.tomy.com
51. Top That
www.toysrus.com
One Geoffrey Way
Wayne, NJ 07470
52. V Tech
www.vtech.com

Toy Manufacturers

Musical Resources:

1. Raffi
www.raffi.com
2. Sharon, Lois and Bram
<http://www.myspace.com/kidssharonloisbram>
3. Wee Sing
www.weesing.com

GLOSSARY

WORD**WHAT IT MEANS**

Associative Play

Associative play involves a group of children with similar goals but do not set rules. While they want to be playing with the same types of toy there is no formal organization. Associative play begins during toddlerhood and extends though preschool age.

Auditory Comprehension

Understanding linguistic information through identification of what was heard and number of critical elements presented and by following directions of varying length.

Auditory Discrimination

Distinguishing the characteristics of different types of sounds to include environmental sounds, suprasegmentals of speech (loudness, duration, pitch), and true/non-true words.

Auditory Feedback and Integration

The ability to monitor one's own vocal production and through approximation, begin to match a spoken model.

Auditory Sandwich Technique

A strategy that gives the child opportunities to practice listening to familiar words and phrases in everyday situations. The idea of an Auditory Sandwich is that information is presented three times: 1. Spoken language only. 2. Spoken language + something to clarify the meaning. 3. Spoken language only.

Awareness and Meaning of Sound

Demonstrating awareness that a sound is present through a behavioral response, localization or association.

Book Sharing

Early literacy strategy of interaction with simple books to include adding motions on pages (ex.: knock on the door), describing pictures, following baby's lead, and use of props.

GLOSSARY

Experience Book	Hand-made picture pages that highlight routines of the day and special events and support concept development. The book can include photos of the child or hand-drawn pictures.
Linguistic Auditory Processing	Higher level of listening skills to include story sequencing and understanding of grammatical structures
Localizing Sound Source	The ability to find where sound is coming, first through searching behaviors and eventually with accurate location of the sound source.
Knock-Knock Box	Cardboard box with hinged lid created to hide a toy inside and to encourage a sequence of language from a child (ex.: knock, verbalize or sign "open", name item inside).
Parallel Play	Parallel play is a form of play where children play adjacent to each other, but do not try to influence one another's behavior. Children usually play alone during parallel play but are interested in what other children are doing. This type of play is usually seen before the age of one year.
Plosive Sounds	A consonant produced by stopping the flow of air at some point and suddenly releasing it (p, k, t, b, d, and g).
Radio Commentary	Language strategy that incorporates Self-Talk (using short sentences to talk about what you are seeing, hearing or doing when you are with your child) and Parallel Talk (talking about what your child is seeing, hearing or doing).
Short –Term Auditory Memory	The ability to hear, remember, repeat, and recall a sequence of numbers, words or directions.
Theory Of Mind	The ability to understand that others have beliefs, desires, and intentions that are different from one's own.

This curriculum was developed to assist early interventionists
working with children who are Deaf and hard of hearing.

By providing a comprehensive approach
to addressing the unique communication needs of this population,
we are confident that you will find
this resource beneficial.