

## Domain and goal

- Detects Ling-6 Sounds
- Begins associating objects with the Ling sounds
- Wears device all waking hours
- Indicates when device is not working

## Activities

The Ling-6 Sounds were devised to make sure that your child can hear across the entire speech spectrum from the lowest pitched phonemes in English to the highest pitched phonemes. Making sure that your child hears all six sounds means he can hear everything you say. You can also use these sounds to determine how far away your child can be from you and still understand what you are saying. You will be introduced to distance listening in Week 6.

### Teaching the Ling sounds & observing child

- See the Appendix for a list of toys to use for the Ling sounds. Wrap one of each toy in colorful paper that your child can open himself. Write which toy is inside each package and hold one up and tell the child, **"Listen! I can hear an airplane, /arrrrrrrrrrrrrrr!"**. Point to your ear and then give the package to your child to unwrap. Once he has the airplane unwrapped, make the sound again, point to the plane and tell the child you can hear the airplane. Wait quietly now and give your child an opportunity to imitate the sound himself. Count to ten before you make the sound again yourself. Continue with remaining five packages.

### Wearing the Device

- Your child should only take the device off for bathing, swimming and sleeping. Some children want to sleep with device on even while they are asleep, this is fine.

### Broken Device

- Once you know your child is hearing with the device and turning to sounds in his environment, you need to start teaching him to tell you when he cannot hear. Turn the device off sometimes during the day, present an ELTL sound that you have previously introduced and point to his ear and say, **"You can't hear"**. Shake your head no and look sad. Turn the device back on and then point to his ear with a smile and say, **"Oh, now you can hear"**. Show the child what to do when he can't hear, take device off and give it to you, point to his ear, shake head, etc. Anything you



Date	What did your child do?

## Domain and goal

- Begins to learn common daily phrases with performative attached
- Begins to identify daily routines based on performative information

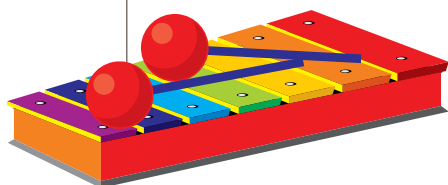
## Activities

Even though you work/play with your child every day, he will learn language best if you pair it with your daily routines. Your child needs lots and lots of repetition of language in meaningful interactions in order to learn. You might feel uncomfortable repeating everything hundreds of times, however, without this, your child's learning rate will be slower. Talk, talk, talk, all day every day, and then talk some more.

### Teaching common daily phrases

- Use a camera to take photos of your child doing all the daily routines: eating, sleeping, playing, sharing a book, brushing teeth, going in the car, washing hands, don't touch, climbing up a slide, crying, blowing nose, etc. Print the photos and laminate them so they can be used every day (see *daily phrases list*). If you don't have a camera, borrow one from a relative or friend. Children love looking at themselves and this will be a wonderful teaching tool for you to use over the next few years.
- While taking the photos, say the performative and the phrase a few times. Show your child the photo, if using digital camera. Repeat the phrase with the performative, i.e., "**Wash, wash, wash your hands**", every time you look at the photos.

Remember, the performative is easier for your child to hear than the actual words. This is because we add suprasegmentals to the performatives by making them longer, making them in a sing-song voice, repeating them or whispering them.



Date	What did your child do?

## Domain and goal

- Begins to spontaneously produce performatives associated with ETLT objects and daily phrases

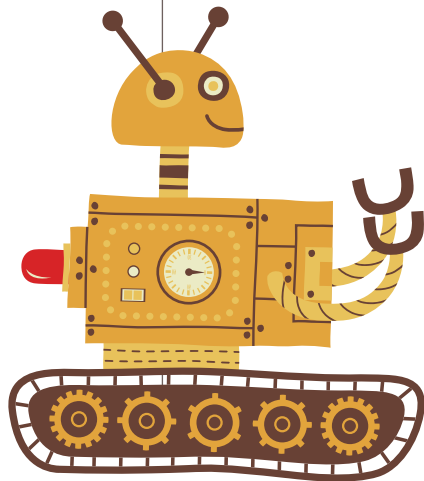
## Activities

When your child vocalizes, he will either vocalize on his own (spontaneously) or after hearing you model a performative (imitation). Both vocalizations are important and necessary in guiding your child to spoken language. You will be using a combination of these throughout the weeks ahead.

A spontaneous imitation is where you provide a model and your child naturally imitates it with no prompting or requesting on your part. Your child will do this more and more as he becomes accustomed to you speaking, listening to your voice and imitating what he heard while listening to his own voice to make sure that it matches what you have said. This is the development of his auditory feedback loop.

### Spontaneous imitations:

- Use the photos from the receptive language activity above. Look at each picture and say the phrase, acoustically highlighting the performative. Hand the photo to the child and give him a turn to say the performative. Make a box with a slit for posting the pictures into after your child is finished. You can also put photos in envelopes and seal them. For the next week you can open the envelopes and practice the phrases again as you take each photo out of the envelope.
- Use a flap book with animals or vehicles and model for your child: Open the flap, say the performative and a short phrase, "**Vroom, it's a car Vroom**", Let your child do the next page. Take turns for each page. Your child should vocalize for his turns.



Date	What did your child do?

## Domain and goal

- Produces voiced vs. voiceless sounds
- Vocalizes on demand

## Activities

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

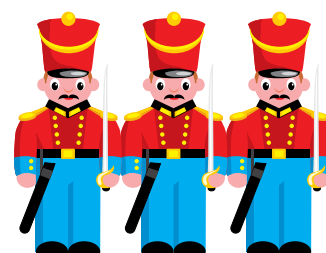
Voiced phonemes: b, m, n, w

Voiceless phonemes: h, p, t

### Imitation on demand

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

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



Date	What did your child do?

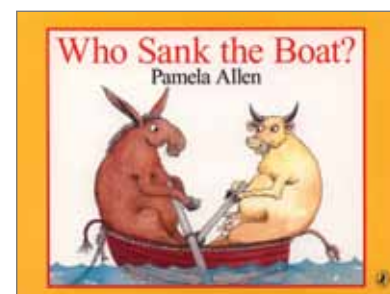
**AV Techniques and Strategies**

- Use of parentese
- Acoustic highlighting
- Hand cue
- Joint attention

**Story of the week: "Who Sank the Boat" by Pamela Allen.**

*Puffin Books, Penguin Books Australia, Ltd, 1982.*

- This book gives the child the opportunity to hear the voiceless sound of the boat /pʌ/ from the speech goal above. It also has five animals in the story, each with their own performative to which the child can match the duration and vowel content. Your child is not yet ready for the book to be read word for word. Instead, talk about the pictures on each page, highlight the performatives for each animal and repeat phrases such as: "Oh no! Be careful!", as each animal gets in the boat. You can also act this story out with a toy boat from the speech activity above and some plastic animals.

**Song of the week: "Baby Bumble Bee"**

Words: "I'm bringing home a baby bumble bee. Won't my Mommy be so proud of me. Cause I'm bringing home a baby bumble bee. Bzzzzzz Ouch! It stung me."

- Pretend to catch a bee in your hands and sway your arms back and forth as you sing. While singing the Bzzzzzz part, shake your hands and then open them and pretend to throw the bee out. Point to your palm as you sing "ouch".
- This song is a great song to create anticipation in your child, they will recognize the Bzzzzzz part and get excited to throw open their hands. They will also get good practice listening to and producing the diphthong, /aʊ/ for ow!
- You can also make bees out of cotton balls and paper and catch these and then throw them at the end of the song.



★ **TIP:** Ask family and friends to select birthday presents for your child from the story book list or from the learn to listen toy list.