



# Audition

WEEK 4

Theme: Up in the sky

## Domain and goal

- Auditory discrimination and understanding for noun + verbing, using the same noun and a different verb at the end of the phrase

## Activities

Many of the activities for this week will use the same materials and toys. You will use many of these props in other units too. Toys that you might find or make include anything that goes up in the sky.

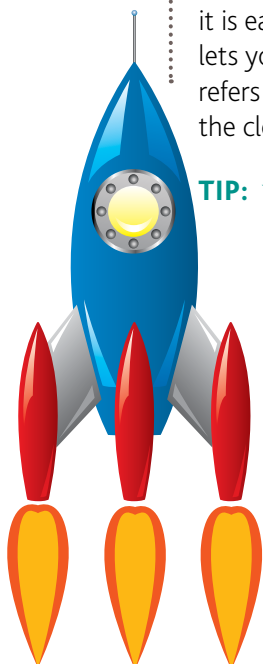
You will need:

- ✓ Transportation: airplane, helicopter, spaceship, hot air balloon, parachute
- ✓ Weather and Sky: clouds, rain, sun, snow, lightning, rainbow, moon, stars
- ✓ Toys: balloon, rocket, kite
- ✓ Animals: birds, ducks, geese
- ✓ Flannel board or barrier
- ✓ Fabric, construction paper or wrapping paper in the colors: blue, green, brown
- ✓ Poster board.

To create a background for this activity and activities for the next two weeks, use a flannel board, table or the carpet on the floor. Find different colors of fabric, construction paper or wrapping paper to represent the sky and the ground with mountains, hills, a meadow, water and trees. You could also draw and color the background on a big piece of paper or poster board with your child.

With the four objects in front of your child, and starting out with words your child already knows, say, "**The bird is eating**". Your child reaches for the bird and pretends it is eating. Now say, "**The bird is flying**". He/she shows the bird flying in the sky. This lets you know your child discriminates and understands "flying" versus "eating" as it refers to the bird. Try some more. "**The rain is falling**", he/she puts drops of rain under the cloud. "**The rain is stopping**", they take the raindrops away.

**TIP:** ★ Refer to the *Supporting Materials* toward the end of the book for a list of common toys you will use over and over again for different themes throughout these lessons.



Date	What did your child do?



# Receptive Language

Theme: Up in the sky

WEEK 4

## Domain and goal

- Understands the question, "Where is it?"



## Activities

Using the same materials you collected for the auditory lesson from this week, have a discussion with your child about the "picture" they're making with the objects. *"Where's the sun? Oh, there it is, behind the clouds. It's hiding."* *"Where is the moon? It's behind the mountain."* *"Where's the bird? He must be in his nest."* Your child might not answer with the correct preposition. For example, he/she may not say, "behind the cloud"; instead they might respond with, "cloud". That's okay. You are giving the input for prepositions that you will target in the next few weeks.

**TIP:** ★ Your child is comfortable and confident with "the therapy routine" at this point and there is no grabbing for toys because he/she knows they'll have their turn with the toys. A good way to remember this auditory-verbal process is called The Five E's (Caleffe-Schenck, *Speech Sounds*):

1. Expose your child to a sound, words, phrase or question, using auditory input only.
2. Expect your child to respond by imitating your model or by using spontaneous language he has learned.
3. Experience with the toy, prop, picture or book is the reward for this interaction.
4. Expand his language as he is playing with the toy. (There are many things you can talk about. These will be explained in Weeks 18–22 if you want to look ahead.)
5. Expressive spoken language generated spontaneously by your child emerges in real life.

★ You probably realise that the goals for each of the lessons during any week are integrated and fluid. The theme for each week gives you a framework to teach all of the goals for the present week, to review goals from previous weeks and to prepare for upcoming weeks. Remember that the activities, books and songs are simply suggestions. When you are clear on the goals, you can be creative, follow your child's lead and use any situation, toy, book or interests of your child to reach the goals for listening, speech and understanding and using spoken language.

Date	What did your child do?



# Expressive Language

Theme: Up in the sky

WEEK 4

## Domain and goal

- Uses "up" in 2–3 word phrases
- Asks, "What's [name] doing?"
- Adds "ing" to some verbs
- Begins to generate four- to six-word sentences by combining two- to three-word phrases



## Activities

Your child has been practicing the vocabulary, listening and language related to things that go up in the sky. Extend these contrived play activities to the real world and look up at the sky when you're outside. Enjoy these opportunities during the day, at night, when it's clear and when it's not.

### Sky Gazing

Your child has a lot to talk about as he/she looks up at the sky. Engage in conversation by making comments about what you are experiencing with your child. In return, you can expect him/her to be using "up" in interesting ways, "Mommy up... moon up... up in sky". Your child generates the beginning of four- to six-word sentences by combining two- to three-word phrases they have learned; for example, "Airplane flying up... in the sky". Notice that your child is adding "ing" to some verbs. He/she wants to learn more and more verbs and asks you, "What's [name] doing?" This is an exciting time as you add more and more verbs to your child's repertoire of words and continue to expand their spontaneous expressive language.

**TIP:** ★ Continue to track your child's progress by jotting down and recording what your child accomplished and the date for each of the goals. Also, make note of milestones that you notice but aren't listed as a goal.

★ You are taking notice of your child's "Glows" and "Grows". Consider your child's "Glows" as the goals he/she has reached, and the "Grows" as the goals that are still emerging and need to be reinforced a bit longer.

★ Share the "Glows" and "Grows" with other team members involved in your child's care, such as the audiologist, day care provider and extended family. This will allow them to support your work and your child's development. Be sure to see your audiologist and other health care professionals according to their recommendations for your child.



Date	What did your child do?



## Domain and goal

- Continue to stimulate /ng/
- Produces /ng/ correctly in some words
- Imitates acquired consonants in two-syllable babble with the same consonant and different vowels

## Activities

There are plenty of words in the up in the sky unit for stimulating the /ng/ speech sound, such as flying, raining, shining, floating, hanging. Listen carefully. Your child may produce the /ng/ sound correctly in a few of these words.

Now that your child has practiced saying silly two syllables with the same vowel, mix it up and change the vowel while keeping the same consonant, such as: hahoo, mooma, wawu, nona, papoe, beeboo.

### Airplanes on the Runway

Collect some toy airplanes and a piece of cardboard that represents the runway. Hold a plane close to your mouth to cover your lips. Say a silly two-syllable word such as "beeboo". Move the airplane toward your child and signal that it's their turn to say it. When he/she imitates what you said, give your child the plane to take off, fly, land and park on the runway. Reinforce the last two week's lessons on verbing.

You will need:

- ✓ Toy airplanes
- ✓ Piece of cardboard or toy that represents a runway.

**TIP:** ★ Be sure to keep the toys out of your child's reach until it's their turn to play with them. Then move them out of reach again before you present the next silly sound. This prevents your child from being so interested in playing with the toy that they are not fully listening to your speech model and their new syllables to practice. When your child has mastered the silly syllables by listening attentively, you can encourage **automaticity** of these sounds by letting him/her play with the toys as you do this babbling activity.

★ There is a distinct difference between using a toy to determine if your child hears a sound versus to reinforce your child's speech productions. When your child goes to the audiologist, he/she may hold a toy to their ear until they hear the sound, and then drop it into a container. The term for this is **conditioned play**. This is a different task than when you put a toy toward your mouth as we are doing for this speech activity. Just remember: toy to the ear means "listen"; toy toward the mouth means "say".



Date	What did your child do?



## Story of the Week

**My Mommy Hung the Moon**, by Janie Lee Curtis, Harper Collins Children's Books, 2010.

This silly book fits right into the theme of the week, up in the sky. It is written as a rhyming story: "She lit up the sun, so bright and so round. She puffed out each cloud, stretched trees from the ground." Cuddle up with your child either inside or outside and comment on the beautiful illustrations as you read the book.



Using the props you found for acting out up in the sky, let your child create the story, My Mommy Hung the Moon, as you read the verse to them.

As you are putting the props away at the end of the story, practice and review the auditory goals you've been working on: "**Put away the cloud and the tree.**" "**Find flying and raining.**"

## Song of the Week

**Twinkle, Twinkle Little Star**, Wee Sing Children's Songs and Fingerplays, by Beall and Nipp, Price/Stern/Sloan, Los Angeles, 1985.

*Twinkle, twinkle little star.  
How I wonder what you are.  
Up above the world so high,  
Like a diamond in the sky.  
Twinkle, twinkle little star.  
How I wonder what you are.*

Although your child may know already the actions and some of the words to this song, it is an appropriate fingerplay to include in the up in the sky unit. Be sure to target the new verb phrase, "**The star is twinkling**".

