

# The Power of Your Presence: Fostering Literacy from Birth

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If you want to foster your own ability to use the T Strategies.... then....

Use this Strategic Framework

Strategic Framework	<b>Tune In (Listening)</b> <b>**MOST PIVOTAL STEP**</b>	<b>Talk More (Speaking)</b>	<b>Take Turns (Interacting)</b>
Understanding (Knowing how and when to do)	<ul style="list-style-type: none"> <li>Notice the child's body language and where he/she is directing his/her attention</li> <li>What does your child find interesting?</li> <li>What does he/she like to talk about?</li> <li>Also involves setting up the physical environment/having materials that are safe and interesting, ready and available for your child to use in order to build opportunities for you to observe his/her interests</li> </ul>	<ul style="list-style-type: none"> <li>Know when is it a good time for you and your child to use strategies</li> <li>Develop consistent routines to establish times that naturally build opportunities to use strategies.</li> <li>Think about your daily routine, when would be best to try some of these techniques?</li> <li>Just "Talking More" without "Tuning In" first is not as effective as "Tuning In" first!</li> </ul>	<ul style="list-style-type: none"> <li>Continually monitor and readjust to build/keep the conversation/interaction going, by noticing your child's eye contact, body language, etc.</li> <li>What do you find easy or challenging about doing this?</li> </ul>
Expression (Showing and doing the skills)	<ul style="list-style-type: none"> <li>Notice your own body language, eye contact, and tone of voice.</li> <li>How do you think you impact the message you send to your child?</li> <li>Notice how you model your feelings or enjoyment of               <ul style="list-style-type: none"> <li>Listening &amp; Speaking</li> <li>Reading &amp; Writing</li> <li>Drawing &amp; Creating</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Describing: think 5 senses (see, smell, feel, hear, touch)</li> <li>Narrate your actions and thinking out loud</li> <li>Parallel Talk: talk about what the child is doing</li> <li>Use Concrete Nouns (Take the "It" Away)</li> <li>Process Based Praise: describing what the child did vs. "Good Job"</li> </ul>	<ul style="list-style-type: none"> <li>Use of Open Ended Questions that start with who, what, where, how, why, and when</li> <li>Wh word + what do you think?</li> <li>Help child express what he/she is thinking.</li> <li>Prompt with "I wonder..."</li> </ul>

# If you want to foster your child's...

try....

<p><b>General Listening Skills</b></p> <p><i>***If you have any concern about your child's hearing, always best to consult your child's Pediatrician. Don't hesitate to inquire about a full Audiological Assessment by an ASHA (American Speech-Language-Hearing Association) Certified Audiologist. A full Audiological Assessment gives more information about your child's hearing than a Hearing Screening. You can also consult your local school district's Speech-Language Pathologist. Ask if full Hearing/Audiological Assessments are offered in your district or county.</i></p> <p><i>*** Please understand that recurring ear infections can impede hearing and more specifically your child's ability to hear/perceive important high frequency sounds (s, f, th) , which are ESSENTIAL for Literacy development!!!</i></p>	<ul style="list-style-type: none"> <li>• Draw your child's attention to and model how you listen to environmental sounds such as a timer ringing or a siren blaring and talk about them. Use the word "sound" I hear the ... sound.</li> <li>• Take a nature walk on a summer night and listen to the sounds</li> <li>• Read books like <u>Polar Bear, Polar Bear, What Do Hear?</u> Or <u>Mr. Brown Can Moo. Can You?</u> And talk about the sounds the various animals make.</li> <li>• Play games like "Simon Says."</li> <li>• Notice how your child follows single and multi-step directions</li> </ul>
<p><b>*Ability to hear Rhyming Words</b></p>	<p>Listen for Rhyming patterns in words</p> <ul style="list-style-type: none"> <li>• Read, sing and say nursery rhymes with your child.</li> <li>• Draw your child's attention to the words that rhyme.</li> <li>• <u>Nursery rhyme source: <a href="http://Nurseryrhymes.org">Nurseryrhymes.org</a></u></li> <li>• Dr. Seuss Books are great for this, <u>There's a Wocket in My Pocket</u>, <u>Dr. Seuss ABCs</u>, <u>Dr. Seuss' The Foot Book</u>, Any fun story your child enjoys with rhyming words is great!</li> <li>• Make up silly nonsense words that rhyme.</li> </ul>
<p><b>*Ability to hear syllables in words</b></p>	<ul style="list-style-type: none"> <li>• Draw your child's attention to the number of syllables in a word or the number of words in a sentence.</li> <li>• Clap the number of words in a sentence or the number of syllables in a word.</li> <li>• Clap for each syllable in the names of the various Dinosaurs, such as "Triceratops" or "Stegosaurus." Sing songs like "B-I-N-G-O."</li> </ul>

## If you want to foster your child's...

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	<ul style="list-style-type: none"> <li>• Listen to the beat of a drum or music with a strong rhythmic beat.</li> <li>• Read books or poems with Alliteration, ask your child questions like "Pizza and Popcorn begin with the same sound, can you hear it?" Exaggerate the sounds for emphasis. Say Tongue Twisters with your child.</li> <li>• Exaggerate or elongate the sounds in words, like "ssssssss...un for sun." (/S/ is one of the most frequently occurring sounds in our language. Good sound to emphasize!)</li> </ul>
<p><b>**Ability to hear individual sounds in words</b></p> <p><u>*Phonological Awareness</u> broad term for the awareness of sounds in sentences, words and syllables, <u>**Phonemic Awareness</u>: focuses on the smallest unit of language; the individual phonemes or sounds. Both of these are critical Pre-Reading Skills!!</p>	<p>According to the F.A.S.T. Reading Program, <a href="http://www.deanallandesign.com/ftp/fast_2006_web/pages/about_press.htm">http://www.deanallandesign.com/ftp/fast_2006_web/pages/about_press.htm</a> the sounds/corresponding letters in our language from most to least frequently occurring in text are: s, a, t, r, p, n, i, c, l, m, o, b, f, u, d, e, g, h, k, v, j, z, w, x, y, sh, th, qu, ch, wh, and ng.</p> <ul style="list-style-type: none"> <li>• Describe; Use your senses and describe what your or your child can see, hear, smell, taste, and touch.</li> <li>• Narrate what you are doing or thinking</li> <li>• Explain why you may be thinking or doing something, use words like because. "I am picking up the toys <u>because someone may trip on them.</u>" This also helps build your child's ability to understand the "perspectives" or thought processes of others. (Higher level thinking skill)</li> <li>• Parallel talk: talk about what your child is doing.</li> <li>• Use nouns more often than non-specific words like "it."</li> <li>• Past/future: Talk about events. "Remember, yesterday, we...tomorrow, we will..." (Child will hear</li> </ul>
<p><b>Vocabulary</b></p>	

# If you want to foster your child's...

try....

	<p>different verb tenses.) Retell events.</p> <ul style="list-style-type: none"> <li>• Repeat and add. Repeat what you child says and add a word or two. Add adjectives and descriptor words.</li> <li>• Using descriptive process based praise. Praise efforts by describing. "You drew with a yellow and orange crayon" gives much more information and language to your child as opposed to telling him/her "Good Job!"</li> <li>• Describing concepts. Opposites are a great way to capture your child's attention. Examples include in/out, up/down, clean/dirty, hot/cold, over/under, near/far.</li> <li>• Incorporating Math Talk: Mathematical concepts are everywhere! Talk about numbers, shapes, directions (up/down), positions (over/under), measuring (tall/short) and comparing (more/less).</li> </ul>
<p>Ability to take turns in Conversation</p>	<ul style="list-style-type: none"> <li>○ Pay attention to body language, tone of voice, eye contact, body positioning, etc. <ul style="list-style-type: none"> <li>■ Monitor and re-adjust, continue to "Tune In" to keep the conversation going.</li> <li>■ Use open-ended questions which require more than a yes/no answer. <ul style="list-style-type: none"> <li>● What do you think?</li> <li>● Who do you think?</li> <li>● How do you think?</li> <li>● When do you think?</li> <li>● Why do you think?</li> <li>● Use "I wonder" to elicit ideas.</li> <li>● Goal: Notable Child Development Expert Stanley Greenspan once said that we want the child to do the "thinking." and that it's not so much about the child getting the "right" answer, but rather to</li> </ul> </li> </ul> </li> </ul>

## If you want to foster your child's...

try....

	<p>express his/her reasons. Challenge your child to give his/her explanations, opinions and observations.</p> <ul style="list-style-type: none"> <li>• Playfully "act" dumb so your child has to explain a process or reason!</li> <li>• Talk about feelings and emotions.</li> <li>• Have fun telling and retelling stories!</li> <li>• Website with lots of resources about language and information for parents is <a href="http://Hanan.org">Hanan.org</a></li> </ul>
Interest in books	<ul style="list-style-type: none"> <li>• Set up the environment with a ready place for your child to read including an accessible book area, comfy chair, good lighting, etc.</li> <li>• Child has his/her own personal book basket.</li> <li>• Make going to the public library part of your weekly routine.</li> <li>• Model your own enjoyment of reading.</li> <li>• According to Educator Sarah Punkoney, use the following criteria when choosing books:             <ul style="list-style-type: none"> <li>◦ Look for a variety of genres</li> <li>◦ Choose interesting topics</li> <li>◦ Seek Award Winners (Caldecott Medal)</li> <li>◦ Use Familiar Authors (Eric Carle, etc.)</li> <li>◦ Find Stories that mimic events in child's life</li> </ul> </li> </ul> <p>Get your child's input; child can help you select books! Helpful Websites:</p> <p><a href="https://stayathomeeducator.com/preschool-literacy-activities">https://stayathomeeducator.com/preschool-literacy-activities</a></p>

If you want to foster your child's...

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	<a href="https://researchparent.com/books/kids-books/best-books-for-kids/best-books-for-preschool">https://researchparent.com/books/kids-books/best-books-for-kids/best-books-for-preschool</a>
Interest in letters/print	<ul style="list-style-type: none"> <li>• Talk about the letters in your child's name</li> <li>• Find the letters in your child's name on product labels, signs and on TV.</li> <li>• Play games in the car, look for letters on license plates, signs, etc.</li> <li>• Using the letters in your child's name. Play "Letter of the Day" Game; write letters on small pieces of paper. Put the pieces in a jar or container, chose one for each day. Look for that letter all day long!</li> <li>• Draw your child's attention to signs and logos. Make a point of reading signs out loud with your child.</li> </ul>
Interest in the Alphabet	<ul style="list-style-type: none"> <li>• Promote by helping your child recognize and name letters of the alphabet, common words.               <ul style="list-style-type: none"> <li>◦ Draw child's attention to the letters and words on signs and symbols.</li> <li>◦ Play games with magnetic letters</li> <li>◦ Talk about uppercase letters and lowercase letters</li> <li>◦ Match uppercase to corresponding lowercase letters</li> <li>◦ Distinguish letters from numbers</li> </ul> </li> <li>• Read Alphabet books like <u>Chicka Chicka Boom Boom</u>, <u>Eating the Alphabet</u>, and <u>Tomorrow's Alphabet</u>.</li> </ul>
Fine motor writing skills	<ul style="list-style-type: none"> <li>• Keep in mind the stages of development Pre Writing Stroke Development/approximate age of development</li> </ul>



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	<ul style="list-style-type: none"> <li>○ Vertical line, 2yrs</li> <li>○ Horizontal Line, 2.5 yrs</li> <li>○ Circle, 3 yrs</li> <li>○ Cross, 3.5 yrs.</li> <li>○ Square 4 years</li> <li>○ Diagonal line 4.5 yrs</li> <li>○ Diagonal line 4.5 yrs.</li> <li>○ X, 4.5 yrs</li> <li>○ Triangle, 5 yrs.</li> <li>○ It is optimal if children can draw all of the shapes before writing all of the letters of the alphabet</li> <li>○ Letter formation, top to bottom, left to right</li> <li>○ Uppercase lines and curves easier to form than lowercase letter shapes; Better to start with uppercase than to struggle/develop poor habits with lower case!</li> <li>● Use small or broken crayons (be careful of choking hazards for children under 3 years of age) to encourage correct grasp</li> <li>● <a href="http://wtears.com">Helpful website: wtears.com</a></li> </ul>
Interest in fine motor/writing/drawing	<ul style="list-style-type: none"> <li>● Have areas where your child can safely draw and write</li> <li>● Establish routines when you write, show how you write lists for the grocery store, etc.,</li> <li>● Point out how you use writing in everyday life</li> <li>● Use dry erase memo boards and show your child how you write down messages, take notes, etc.</li> <li>● Use scrap paper of various colors and sizes</li> <li>● Use various implements to encourage interests                             <ul style="list-style-type: none"> <li>○ Slick Stix Crayons</li> <li>○ Twist Crayons</li> <li>○ Markers etc.</li> </ul> </li> </ul>



If you want to foster your child's...

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	<ul style="list-style-type: none"> <li>• Play fun games like "Message in a Bottle." Write a message and put it in an empty plastic bottle. Your child could decorate the bottle with stickers. Have fun reading/writing the message in the bottle.</li> <li>• Use blank spiral bound books; your child can draw a new picture in it everyday.</li> <li>• Use "I Can Draw Books"/drawing pad apps, have child use a stylus pen, make it interactive, you and your child take turns drawing.</li> <li>• Support and encourage your child's efforts. Appreciate the process.</li> <li>• If your child is at the "scribbling" stage, and scribble draws a picture, ask them "What do you want it to be?" Write it down. Encourage your child's imagination. This simple act covers many key language and print skills!</li> </ul>
Interest in writing/sounding out words	<ul style="list-style-type: none"> <li>• Model sounding out words as your write a list or message. Exaggerate the beginning and ending sounds.</li> <li>• When your child is interested in writing, don't feel like he/she has to write the entire word correctly, just start with the most prominent sounds. Exaggerate those sounds. Eg. "Pizza...pppppp zzzzz..." I hear a "p" and "z." Help your child identify beginning and ending sounds of words and talk about the letters that go with those or "spell" those sounds.</li> </ul>
Visual Scanning skills *important for reading and academics	<ul style="list-style-type: none"> <li>• Play games like "I Spy" (also in hand out)</li> <li>• Go on Scavenger Hunts</li> <li>• Play Hide and Seek *write a letters on a small cards and hide them for your child to find</li> <li>• Find "Hide and Seek" pictures "I Spy" books or "Where's Waldo?" books</li> </ul>

If you want to foster your child's...

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Ability to make sense of the visual world *Important for science and social studies.	<ul style="list-style-type: none"> <li>• Take time to talk about changes in nature, use the environment as cues and help your child make meaning from these observations "Hmmm, the sun is out, the air is warmer, what will happen to the snow, I wonder?"</li> <li>• Visit the Zoo, a Children's Museum or Science Center</li> <li>• Appreciate art work, talk about lines, colors, shades of colors. Talk about shapes, sizes, and colors in the environment, pick a shape and look for things around the house with that shape</li> </ul>
Observation skills	<ul style="list-style-type: none"> <li>• Do simple science experiments (sink/float, mix baking soda with vinegar) and observe the results</li> <li>• Make bathtime a learning experience with fun bath toys, talk about how various toys can float, or just talk about the bubbles, water, getting wet, clean, drying off with a towel. etc. Lots of language!</li> <li>• Play Charades (great for helping your child pay attention to the non-verbal cues of others).</li> </ul>
Ability to understand how we use and look at books	<ul style="list-style-type: none"> <li>• Talk about how we look at and use books</li> <li>• Talk about the difference between words and pictures</li> <li>• Take a "picture walk" when you look at a book, just look at the pictures to get the "gist" of the story</li> <li>• Talk about the parts of a book, front, back, turning the pages, etc.</li> <li>• Show how we read from left to right; point to the words as you read them.</li> <li>• These are "Concepts of Print Skills," essential for pre-reading!</li> </ul>

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## Ability to understand and safely use technology

\*There are many educational apps that offer practice with pre-academic skills. What makes using any App a good opportunity for brain building and learning is when the adult is actively engaged with the child, and they use the app together with 3 T strategies!

- Help your child make sense of images he/she sees on a screen by interactively describing, interpreting what you are viewing together.
- Talk about the process of navigating through the various screens, usually there are arrows or other directional symbols. Talk about the meaning of these symbols.

Remember if you are genuinely enjoying an activity, chances are so is your child!

Also, if you feel a bit silly using some of these techniques, that's good thing.

Chances are you are using them enough to be effective!

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\* Please try these tips at home!!

## Talking During Mealtime

by Anthony B. DeFeo, Ph.D.; Diann D. Grimm, M.A., C.C.C., Ed.S.;  
and Patricia A. Paige, M.S., C.C.C.

In many households, the most social event of the day is mealtime. With family members talking together, your child is given a fun opportunity to learn and use language. At mealtime, your child can practice listening to others, describing events, and sharing feelings and information. Here are some tips to make the most out of "table talk"!

### What's special about mealtime?

The verbal give-and-take that occurs at the table is an ideal setting for a child to learn the rules of conversation. These rules involve what to say, how to say it, and when to say it. Other language skills develop at mealtime. "Gimme potatoes" gradually becomes "Please pass the potatoes." The use of polite language forms can be practiced while your child learns table manners. This is a first step toward the later ability to use appropriate language in different social situations. You can make the most of the daily mealtime routines to stimulate language development.

### Mealtime Concepts

Language is based on ideas and experiences. Through interaction with their world, children learn meaning. Here are some ideas or concepts that are a natural part of the mealtime routine. Help your child learn these concepts by talking about them at mealtime.

#### Nouns:

Names of food and food groups, dishes, utensils, furniture, napkin, placemat, tablecloth, etc.

#### Actions:

Eat, drink, taste, chew, swallow, cut, pour.

#### Opposites:

Hot/cold, sweet/sour, more/less, empty/full, all/none, half/whole, a little/a lot, yummy/yucky, raw/cooked, liquid/solid, etc.

#### Adjectives:

Colors and shapes of foods; crunchy, mushy, soupy, baked, fried, mashed, salty, messy, hungry, thirsty, full, all gone, more, etc.

#### Location:

On the table, next to the plate, in the bowl, out of your chair, under the table, behind, away from, etc.

### Sample statements to use at mealtime:

Mealtime concepts can be practiced in unlimited ways. Here are some examples of statements that are tailored to children in: (1) the early stages, and (2) the later stages of language development. Use statements like these to encourage language development at mealtime.

Purpose	Examples	Concepts
Naming	(1) "Mmmmm, jello" (2) "This is called Crunchy Tuna Casserole"	Nouns
Describing	(1) "This looks good." "The peas are green and round."	Adjectives
Explaining	(1) "You dropped your cookie. It broke!" (2) "First eat the chicken and potatoes. Then you can have dessert."	Actions
Comparing	(1) "Juice is cold. Soup is hot." (2) "Oranges are much sweeter than grapefruit."	Adjectives
Requesting	(1) "More milk?" (2) "Would you like me to cut your meat for you?"	Vocabulary Actions
Giving directions	(1) "Stay in your chair." (2) "Please put your dirty glass on the counter."	Location
Predicting	(1) "You're going to like this apple." (2) "That's your third cupcake! How do you think you're going to feel after dinner?"	Nouns

With a little practice, mealtime can become a rewarding learning experience for your child.

6

## Talking Tips for Parents

Use these suggestions during everyday activities to encourage your child's language development:

1. Keep talking fun.
2. Reward and praise your child's communication attempts. It's not necessary to correct your child's grammar or pronunciation.
3. Use facial expressions and gestures to help your child understand.
4. Keep your sentences short and simple.
5. Speak slowly and clearly. Repeat for your child if necessary.
6. Emphasize key words you want your child to learn.
7. Repeat main ideas frequently, in as many different ways as possible.
8. Set a good example for your child. Model correct speech. It's not necessary to ask your child to repeat exactly what you say.
9. Give your child enough time to respond. Your child may take a long time to organize thoughts and feelings and put them into words. Avoid the tendency to interrupt your child.
10. Discuss your child's language abilities with your speech and language clinician. Try not to expect too much—or too little—of your child.
11. Avoid placing too much pressure on your child to talk. Your child may not want to "perform" verbally in front of others.

## Vocabulary

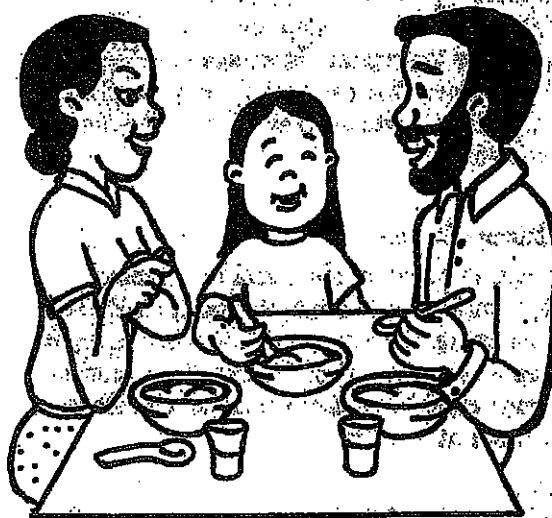
**Concept**—A general idea or characteristic applicable to several objects or events, which helps organize knowledge about the world.

**Model**—To provide an example of good speech or other behavior; to demonstrate a desired verbal response.

**Speech and language clinician**—A person who is qualified to diagnose and treat speech, language, and voice disorders.

### Refer to:

- 2.1 Language Development
- 3.5 Pairing Movement With Learning
- 4.2 Learning Action Words
- 4.4 Help Your Child Learn Comparison Skills
- 5.1 Tips for Parents on Learning at Home
- 5.3 Talking During Bathtime
- 5.4 Talking During Dressing
- 5.5 Talking and Television



# Talking During Dressing

by Anthony B. DeFeo, Ph.D.; Diann D. Grimm, M.A., C.C.C., Ed.S.;  
and Patricia A. Puige, M.S., C.C.C.

## What's special about dressing time?

The time you spend helping your child get dressed can easily become a language lesson. One-on-one attention is built into this situation. Dialogue is a natural part of it. You can talk about the here-and-now during dressing. ("Let's get your shirt over your head.") You can also talk about future events. ("We're going to the zoo today.")

Dressing is a series of actions that happen at least once a day, at about the same time and in a predictable order. The repetition involved in this experience is a great aid to language learning. Your child can expect certain language to be used over and over again within this familiar routine. This consistency of experience makes it easier for your child to learn new language.

Language forms such as plurals ("one foot, two feet") and prepositions ("socks on, shoes on") can be learned through daily discussion. Your child can also learn to communicate needs and wants. Then, the ability to express choices and opinions develops ("I want the blue shirt, not the red one").

Your child is also learning how to choose clothing based on weather (long pants versus shorts) and social events (play clothes versus dress-up clothes). Talking about how to make these decisions improves thinking skills.

## Dressing Time Concepts

Language is based on ideas and experiences. Through interaction with the world, children learn meaning. Here are some concepts that are a natural part of the dressing routine. You can help your child learn these words and concepts by using them during dressing:

### Nouns:

Shirt, socks, shoes, pants, dress, pajamas, etc.  
Undershirt, underpants, diaper, slip, belt, button, zipper, sleeve, collar, etc.  
Hat, raincoat, umbrella, boots, sunsuit, bathing suit, sunglasses, etc.

### Major body parts:

Arm, leg, hand, foot, tummy, private parts, eye, ear, etc.

### Less obvious body parts:

Fingers, cheeks, chin, elbow, wrist, heel, ankle, etc.

### Actions:

Pull, push, put, raise, stand up, sit down, button, zip, snap, tie, hurry up, etc.

### Prepositions:

On, off, in, out, through, around, over, etc.

### Time/Sequence:

First, next, last, before, after, now, later, today, morning, afternoon, etc.

### Adjectives:

Colors, dirty/clean, new/old, same/different, pretty/ugly, light/dark, hot/cold, warm/cool, long/short, right/left, striped, checked, plaid, print, etc.

### Categories:

Things to wear on your feet, hands, head.

Things that keep you warm or cool.

Things with buttons, zippers, snaps, Velcro.

### Number:

One, two, three, etc., a pair, every, each, same size, etc.

## Sample statements to use during dressing

Dressing concepts can be combined in unlimited ways. Here are some examples of statements that are tailored to children in: 1) the early stages, and 2) the later stages of language development. Use statements and questions like these to encourage language development during dressing.

Purpose	Examples	Concepts
Naming	(1) "That's a shirt." (2) "There are your sneakers."	Nouns
Describing	(1) "Pretty dress." (2) "You look great in your new blue running suit."	Adjectives
Explaining	(1) "Oops, not this shirt. It's too small." (2) "You'll need a sweater for later. It's going to cool off this evening."	Adjectives Time/ Sequence
Comparing	(1) "Look! One red sock and one blue sock."	Adjectives

7

	(2) "This shirt has more buttons than the other one."	Numbers
Requesting	(1) "Get me a diaper, please." (2) "Where did you put your umbrella?"	Nouns
Giving Directions	(1) "Put your arms up." (2) "Get your pants over your feet. Then stand up and pull them up."	Actions/ Body Parts Actions/ Prepositions
Pretending	(1) "Wear this hat. Be a cowboy!" (2) "Why don't you put on your magician's cape and do some magic tricks?"	Nouns
Expressing Opinion	(1) "Sandals today or sneakers?" (2) "Which do you like better, the striped skirt or the plaid one?"	Nouns Adjectives

Use statements like these, and create your own, to practice language skills during dressing. You will find that dressing time can be a rewarding language experience for your child.

### Vocabulary

**Concept**—A general idea or characteristic applicable to several objects or events, which helps to organize knowledge about the world.

**Model**—To provide an example of good speech or other behavior; to demonstrate a desired verbal response.

**Speech and language clinician**—A person who is qualified to diagnose and treat speech, language, and voice disorders.

### Refer to:

- 2.1 Language Development
- 3.5 Pairing Movement With Learning
- 4.2 Learning Action Words
- 4.4 Help Your Child Learn Comparison Skills
- 5.1 Tips for Parents on Learning at Home
- 5.2 Talking During Mealtime
- 5.3 Talking During Bathtime
- 5.5 Talking and Television



### Talking Tips for Parents

Use these suggestions during everyday activities to encourage your child's language development:

1. Keep talking fun.
2. Reward and praise your child's communication attempts. It's not necessary to correct your child's grammar or pronunciation.
3. Use facial expressions and gestures to help your child understand.
4. Keep your sentences short and simple.
5. Speak slowly and clearly. Repeat for your child if necessary.
6. Emphasize key words you want your child to learn.
7. Repeat main ideas frequently, in as many different ways as possible.
8. Set a good example for your child. Model correct speech. It's not necessary to ask your child to repeat exactly what you say.
9. Give your child enough time to respond. Your child may take a long time to put thoughts and feelings into words. Avoid the tendency to interrupt your child.
10. Discuss your child's language abilities with your speech and language clinician. Try not to expect too much—or too little—of your child.
11. Avoid placing too much pressure on your child to talk. Your child may not want to "perform" verbally in front of others.



# Talking During Bathtime

by Anthony B. DeFeo, Ph.D.; Diann D. Grimm, M.A., C.C.C., Ed.S.;  
and Patricia A. Paige, M.S., C.C.C

## What's special about bathtime?

Bathtime is an ideal situation for language development. It gives you a chance to spend pleasurable, relatively unhurried time with your child. If your child's bathtime is in the morning, you have an opportunity to talk about plans for the day. An evening bath is a great time to discuss what happened during the day. A time to anticipate or a time to reflect—the bath routine can be a wonderful time to talk.

Taking a bath is a more playful time than other daily routines. It gives you and your child a chance to "play" with language too! In addition, bathtime can involve lots of action. There's splashing, washing, and playing with bath toys. So jump in! Take advantage of this important learning opportunity.

## Bathtime Ideas and Concepts

Language is based on experiences. Through interaction with the world, children learn meaning. Here are some ideas or concepts that are a part of the bathtime routine. Help your child learn these concepts by talking about them during bathtime.

### Nouns:

Towel, washcloth, bathtub, faucet, soap, shampoo, bubblebath, names of bath toys, drain, plug, showerhead, nozzle, bathroom, wall, soap dish, sponge, etc.

### Body Parts:

Head, leg, arm, eyes, chin, wrist, ankle, etc.

### Actions:

Rub, wash, scrub, splash, dry, rinse, kick, squirt, drip, pour, wiggle, etc.

### Adjectives:

Wet/dry, clean/dirty, cold/hot, empty/full, big/little, rough/smooth, warm/cool, slippery/spongy, hard/soft, etc.

### Location:

Up, down, in tub, out of tub, behind ear, under water, next to tub, over head, on the washcloth, stand up, etc.

### Time Concepts:

Before/after, next, first, last, now, later, etc.

## Water Concepts:

Sink/float, solid/liquid, bubbles, waves, pour, spray, etc.

## Sample statements to use during bathtime:

Bathtime concepts can be practiced in unlimited ways. Here are some examples of statements that are tailored to children in: (1) the early stages, and (2) the later stages of language development. Use statements and questions like these to encourage language development during bathtime.

Purpose	Examples	Concepts
Naming	(1) "Look, a boat!"	Nouns
Expressing Opinion	(2) "Oh, what a nice bubble. I like this bubble"	
Describing	(1) "On your hair!" (2) "The soap is under the water."	Location
	(1) "I'm cold!" (2) "The water is too hot to get in now."	Adjective
Explaining	(1) "The boat stays on top. It floats." (2) "We can't pour that big bucket of water into that little cup. There's too much."	Water concepts
Comparing	(1) "Dirty hands, clean face." (2) "That brush is rough. But the soap is smooth."	Adjective
Requesting	(1) "Give me the towel." (2) "Could you pull the plug?"	Action
Giving directions	(1) "Please, get in the tub." (2) "Tilt your head back. I need to rinse off your hair."	Actions Location
Predicting	(1) "Oh, the duck will fall!" (2) "I think the soap will float. What do you think?"	Water Concepts
Pretending	(1) "You be Shamu." (2) "Why don't you make a splash like Shamu?"	Action

8

### Talking Tips for Parents

Use these suggestions during everyday activities to encourage your child's language development:

1. Keep talking fun.
2. Reward and praise your child's communication attempts. It's not necessary to correct your child's grammar or pronunciation.
3. Use facial expressions and gestures to help your child understand.
4. Keep your sentences short and simple.
5. Speak slowly and clearly. Repeat for your child if necessary.
6. Emphasize key words you want your child to learn.
7. Repeat main ideas frequently, in as many different ways as possible.
8. Set a good example for your child. Model correct speech. It's not necessary to ask your child to repeat exactly what you say.
9. Give your child enough time to respond. Your child may take a long time to organize thoughts and feelings and put them into words. Avoid the tendency to interrupt your child.
10. Discuss your child's language abilities with your speech and language clinician. Try not to expect too much—or too little—of your child.
11. Avoid placing too much pressure on your child to talk. Your child may not want to "perform" verbally in front of others.

By using statements appropriate to your child's language level you will find that you can make bathtime a fun way for your child to learn language.

### Vocabulary

**Concept**—A general idea or characteristic applicable to several objects or events, which helps organize knowledge about the world.

**Model**—To provide an example of good speech or other behavior; to demonstrate a desired verbal response.

**Speech and language clinician**—A person who is qualified to diagnose and treat speech, language, and voice disorders.

#### Refer to:


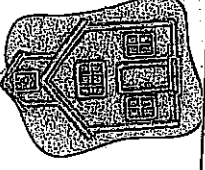
- 2.1 Language Development
- 3.5 Pairing Movement With Learning
- 4.2 Learning Action Words
- 4.4 Help Your Child Learn Comparison Skills
- 5.1 Tips for Parents on Learning at Home
- 5.2 Talking During Mealtime
- 5.4 Talking During Dressing
- 5.5 Talking and Television

# September

## SOCIAL EMOTIONAL GROWTH

### Websites to Explore

[www.main.zerotothree.org/site/PageServer?pagename=key\\_social&AddInterest=1157](http://www.main.zerotothree.org/site/PageServer?pagename=key_social&AddInterest=1157)  
[www.ccids.umaine.edu/ec/growingideas/socemolg.pdf](http://www.ccids.umaine.edu/ec/growingideas/socemolg.pdf)  
[www.pbs.org/wholechild/abc/social.html](http://www.pbs.org/wholechild/abc/social.html)



Sun	Mon	Tue	Wed	Thu	Fri	Sat
 Prepare backpack, coat, show and tell the night before to help avoid rushing in AM.	Give your child opportunities to make choices (pick out clothes night before, snack item )	Prepare your child for morning routine to help prevent battles before school.	Begin to adjust your child's bedtime schedule to back to school bedtime.	Take your child to visit the playground and grounds of new school.	Talk about things your child will do at school each day (Ex. snack, stories, sing songs, art.)	Spend time with your child let them know they are important to you.
Get to know your child's teacher. Communicate questions and concerns.	Get involved in your child's school, attend parent meetings.	Find out ways you can help with your child's learning at home.	Show enthusiasm in your child's efforts. Encourage early reading skills such as pretend reading.	Ask questions about your child's day and listen when they tell you.	Draw a picture for your child and hide it in their lunch bag or backpack.	Pay attention to emotions and feelings let them know that feelings are part of who we are.
Find ways to let your child help around the house. This fosters trust and independence.	Point out and build on your child's strengths.	Let your child know it is ok to make mistakes. Give them the opportunity to learn from them.	Discuss behaviors without blaming the child. Help child come up with rewards and consequences.	Arrange a play date with a peer.	Sit down with your child while they are doing homework and talk them through it.	Set limits for your child, and reinforce these limits fairly and consistently.
Play games that teach your child how to cooperate or work together with others.	Give your child opportunities to be around peers. Join a sports team or visit a playground.	Allow for natural consequences when dealing with behaviors. If you do not eat you will be hungry.	Explain to your child the behavior you expect and explain the reasons for your expectations.	Share a joke, and laugh with your child. Laugh at the jokes they tell you.	Avoid filling every extra minute of time with activities. Everyone needs down time.	Learn to let some things go. Your child will remember the times you spent together.
						

# October

## EXPLORE READING

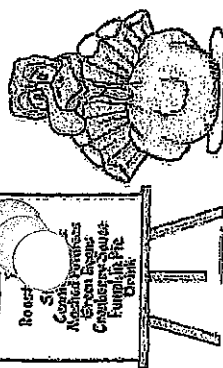


Websites to Explore:  
[www.beactivekids.org](http://www.beactivekids.org)  
[www.bornlearning.org](http://www.bornlearning.org)  
[www.literacy.uconn.edu](http://www.literacy.uconn.edu)  
[www.readingrecovery.org](http://www.readingrecovery.org)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				Read a rhyming book at bedtime	Read the print of your favorite cereal box.	Have your child read his/her favorite story to you. <i>us when you</i>
At the grocery store, find items starting with "B"	Put together two words to make a new word. (cow+boy=cowboy)	Write your child's name on their belongings.	Rhyme words with their toys.	Pick 3 vegetables and clap the syllables.	Point to the words as you read.	Have your child read a book and turn the pages.
Have your child use pictures to make up their own story.	Pull out a photo album and make a story about the pictures.	Pick a picture and have your child make up a story.	Pick various letters and have your child tell 3 words that begin with that letter.	While driving have your child look for letters on signs or billboards.	Allow your child to finish phrases in books.	Read Nursery Rhymes with your child.
Sing a Children's song with your child.	Make a grocery list together.	Practice writing their name.	Read and identify road signs.	Tell your child their middle and last name.	Practice saying and writing their address.	Read a menu.
Write a daily schedule with your child	Look at the calendar, what are the days of the week? Count...	Play a rhyming game at dinner. Rhyme dinner foods.	Create a special quiet reading area in your home.	Tap out syllables in words and sentences.	Read a book to your child during bath time.	Write words outside with sidewalk chalk, label what you see.
Make a trick or treat map of the neighborhood.						

# November

## INTELLECTUAL DEVELOPMENT



Websites to Explore:  
[www.med.umich.edu/yourchild](http://www.med.umich.edu/yourchild)  
[www.magnatparents.org](http://www.magnatparents.org)  
[www.maginationpress.com](http://www.maginationpress.com)  
[www.loveandlogic.com](http://www.loveandlogic.com)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
 Tell your child "I Love YOU!"	Play "I spy with my little eye...something red"	Have child combine all foods that are the same-boxes, cans veg- etables	Make a noise maker- Put beans in a paper towel roll and duct tape the ends closed	Have your child help you sort laundry by color (whites, colors)	Sing and Play "If your happy and you know it..."	Daylight Savings time - get a good night's sleep
Use car time to sing "Old McDonald" together	Sequence objects by size-use bowls and nesting cups	Have your child work along side with you at an age appropriate level, dust a table and praise effort!!	Find buried treasure with magnets	Play with simple puzzles-food, cars, trucks, animals and simple shapes	Collect assorted con- tainers match lids to cans and or pots and pans	Talk about and point out "big" and "little" objects
Give your child a job such as watering plants and flowers together	Coach proper manners; Please and Thank You	Read a story- allow your child to turn pages of the book	Play guessing games- Which half is it in? Which cup?	Let your child help you prepare a meal...measuring, pouring, stirring	Have your child help recycle, sort newspapers and mag- azines	Rake leaves with your child, look at and describe leaves, jump in piles
Play with blocks for early geometry, gravi- ty, shape and balance learning	Play "Simon Says..."	Place socks in a pile and find the one's that match		Let your child help you prepare a meal...measuring, pouring, stirring	Have your child help recycle, sort newspapers and mag- azines	Point out and look for shapes around the house
Put water in a tray and play with assorted squeeze bottles, containers, funnels etc.	Count 1 to 10	Play with shapes- match circles, squares and triangles		Let your child help you prepare a meal...measuring, pouring, stirring	Have your child help recycle, sort newspapers and mag- azines	Point out and look for shapes around the house

# December

## TECHNOLOGY

Websites to Explore:




[www.metc.org/earlyconnections](http://www.metc.org/earlyconnections)  
[www.sesameworkshop.org](http://www.sesameworkshop.org)



Sun	Mon	Tue	Wed	Thu	Fri	Sat
Pop popcorn or watch coffee brew. Talk about what you see.	Teach and Model good "screen time rules" Don't sit too close. Take wiggles and blinking breaks.	Write with a pen—then explore how it works by taking it apart.	Use the computer at the library or at home. Discuss parts of the computer: mouse, screen, and keyboard.	Use a copy machine or print something on the computer.	Use a knife and spatula and whisk.	Look under the hood of a car. Explore any other motors you can.
Make a physical graph [line-up] shoes with and without laces. Then graph on paper or the computer	Draw with a marker or crayon on paper; then use a magna doodle, etcha sketch or computer.	Take photo print or view on the digital screen or computer.	Use a calculator to add the ages of everyone who lives in your house.	Look at a Toaster. Unplug it, hold it and use all the vocabulary you can to describe.	Read about and look at pictures of an airplane. Make and fly a paper airplane	Teach and Model BALANCE! Demonstrate shared time with physical exercise and screen time.
Have your child dial [push the numbers] for some of your phone calls today.	Record your voice and play it back.	Go to the library check out a book on tape of CD.	Count together while you watch a clock for one minute.	Ask a relative or friend a question in an email and read the answer together with your child.	'Recite the steps as you [for your child] put the DVD/Video in to watch a movie together.	Take a night-time walk and look at the holiday lights. Name all the types of light: sun, candle, lamp etc.
Jump up and down and time how long you can jump without stopping.	Recite and model the steps you follow as you heat something in the microwave.	Use a mixer or blender and talk about how ingredients looked before and after mixing.	Tape record house hold sounds: vacuum, mixer, lawn mower, running water etc. Play back and name.	Use a stapler, highlighter, ruler, pen, pencil. Explore Office tools.	Talk on the telephone.	Change the volume on the television or CD player. Talk about protecting your hearing and set a safe volume.
				Have a No Technology Night—candle-light and simple games, pencils and paper projects.	Celebrate! Bang pans, blow horns, shout when you turn the clocks to midnight. Put the kids to bed early.	

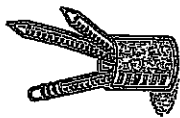
# January

## APPROACHES TO LEARNING

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						Play "I Spy at Breakfast".
Count toes in the tub.	Practice zipping.	Find RED things.	Read with a flashlight.	Play hide and seek.	Let your child choose their snack.	Make something with tape and paper.
Make patterns with blocks.	Practice buttoning.	Find YELLOW things.	Read on the floor.	What rhymes with pig?	Draw with markers.	Visit your library.
Count 5 toys-put them away.	Practice dressing.	Find BLACK things.	Read a bedtime story.	Go Sledding.	Build a snowman.	Move like animals.
Sweep the floor.	Make cookies together.	Find WHITE things.	Read in a favorite spot.	Make up rhymes for your child's name.	Write a note to your child.	Build a fort with blankets and chairs.
Set the table.	Experiment with water and food coloring.					

# February

EXPLORE WRITING



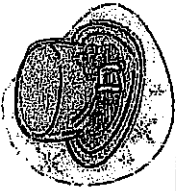
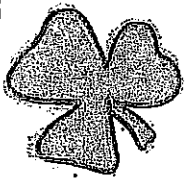
Happy February! Please let us know if you have any questions!  
 Websites to explore:  
[www.familyfun.com](http://www.familyfun.com)  
[www.everythingpreschool.com](http://www.everythingpreschool.com)  
[www.starfall.com](http://www.starfall.com)  
[www.mightybook.com](http://www.mightybook.com)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		Trace/draw O's 	Trace/copy numbers	Write/draw in sand	Look for objects that start with "D". 	Look for words at the corner store
Draw crosses 	Make a special occasion card	Make a pretend grocery list	Label objects inside and outside your house	Trace/write your name with markers	Look for objects that start with "S". 	Look for words at the book store
Draw a face 	Make a party invitation	Write/draw in salt	Make dots with a bingo marker 	Write/draw with shaving cream	Look for objects that start with "M". 	Look for words in your community
Trace/write your first name	Count objects in your house 1, 2, 3, 4, ...	Draw a pet	Make words with letter magnets 	Read a book	Look for objects that start with "P". 	Look for numbers on your neighbors' houses
Build letters from Play Dough	Find the ABC's and #'s on a keyboard					



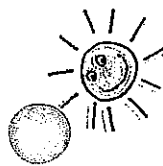
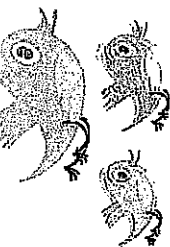
# March

## EXPLORE SOCIAL STUDIES


Sun	Mon	Tue	Wed	Thu	Fri	Sat
 <p>Sing "Head and Shoulders, knees and toes" (change up the body parts)</p>	<p>Have your child help you take out the trash/recycling.</p>	<p>Go visit your neighborhood police/fire station</p>	<p>Trace your child's body. Color it to match the clothes he/she is wearing.</p>	<p>Pretend you are in a boat (basket or box) on the ocean. Talk about what you see in the sky and water.</p>	<p>Set up a play store with food from your kitchen. Make your own money</p>	<p><u>Arabics</u> Reach for the ceiling Touch the floor Stand up again Let's do more (add more body parts with rhymes)</p>
<p>Talk about the color of your hair, eyes, skin. (Discuss same and different)</p>	<p><u>Chant</u> "If your name is (Sue) &amp; you have a (shoe) Show me how you can (Jump up and down)</p>	<p>Make a family collage drawing or gluing pictures. Discuss and label the pictures.</p>	<p>Count the eggs in an egg carton. Talk about where eggs come from.</p>	<p>Build a house with blocks and people.</p>	<p>Pointe out road signs, talk about the colors, letters, shapes and what the sign means.</p>	<p>Draw a map of your house. Talk about where members sleep, eat, watch TV, etc.</p>
<p>Talk about a recent family gathering. Who was there? What did you do?</p>	<p>Take pictures of your favorite places in the community. Make a book with them.</p>	<p>Go for a walk. Discuss the different buildings in your community.</p>	<p>Find a large rock outside, use crayons or paint to draw a face on it.</p>	<p>Cut-out pictures of faces. Talk about things every face has and things that are different.</p>	<p>While running errands talk about family and community member occupations..</p>	<p>Go outside and discuss the different sounds you can hear.</p>
<p>Build a farm using blocks or Lincoln logs. Talk about who lives on a farm.</p>	<p>Read "Alexander and the Terrible, Horrible, No Good, Very Bad Day"</p>	<p>Have your child get the mail from the mailbox and sort magazines and letters.</p>	<p>Take a garbage bag and gloves on your walk. Clean up the neighborhood.</p>	<p>Make people and faces with play-dough.</p>	<p>Talk about the color of hair and eyes of all family members and pets. (make a chart)</p>	<p>Spread a blanket on the floor and have an inside picnic.</p>
		<p><u>Rain Chant</u> I hear thunder (2x) Listen don't you (2x) Pitter Patter raindrops (2x) I'm wet through, so are you. (tune Frere Jacques)</p>	<p>Read a book about a different culture. Talk about the ways you are alike and different</p>	<p>Read a book about community workers and discuss their jobs.</p>		

# April

## EXPLORE MATH



Websites to Explore:  
[www.sesamestreet.org/games](http://www.sesamestreet.org/games)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
 Measure how tall members of your family are.	Set out bathroom scale and let your child weigh themselves. Help them keep record of their weight on a chart. Check the chart every few months to see how they are growing in weight.	Stack blocks higher, lower, taller and shorter.	Make a collection of empty cartons that includes one of each size: half-pint, pint, quart, half-gallon and gallon. During water play let your child experiment with pouring from one carton to another to discover how much water each one holds.	Go on a number hunt in your home. Try to find a 1, 2, 3 ....	Count days on the calendar to next special event.	Measure child's height, cut a piece of yarn of equal length. Give the child the yarn to use as a 'measuring tape'. Help your child use this tape to measure objects around the house.
Fold and give your child a square of plain paper. Ask your child to fold papers in half. Show them how to fold their papers in half again to create four equal parts. Have them color each fourth a different color.	Weigh your favorite toys on the scale.	Attach pennies, nickels, dimes and quarters to a tabletop with loops of tape rolled sticky sides out. Let your children place sheets of paper on top of the coins and rub over them with erasers.	Place pennies, nickels, dimes and quarters on the table. Sort and name each coin.	When serving a whole pizza, let your child observe as you first cut it in half. Count together the number of pieces. Continue cutting the pizza in half to create fourths and eighths.	Point to the number on a clock when it's time to do something special.	With chalk, draw a line of 10 squares on a sidewalk. Write the numerals 1 to 10 inside the squares. Let your child take turns counting the numbers while jumping from square to square.
Go on a shape hunt to find squares and rectangles.	Have your child locate two items in the house that are heavy. Can they pick them up?	Make an age chart for your family. Glue on a paper block for every year.	Give children two different items for snack time. Have them make patterns before eating.	Follow a recipe together making sure to count the number of spoons and cups.	Choose one item in your house and count how many you have all together.	Split treats in 'half,' making sure that one person doesn't have 'more' than the other.
Sort toys for clean up. Have a box for vehicles, foods, animals and people.	Blow bubbles and compare sizes by locating and popping only big bubbles or only small bubbles.	Have your child help by matching socks and sorting silverware.	Play a board game and practice counting the number of moves you need to make.	Play store. As a buyer and a cashier, make sure to carefully count your money.	Fold a load of laundry together. Compare who has more socks? Shirts? What item is there the most of?	Set the table, making sure you have the correct number of napkins, cups, plates and utensils.

# May

## SPEAKING AND LISTENING



Websites to Explore:

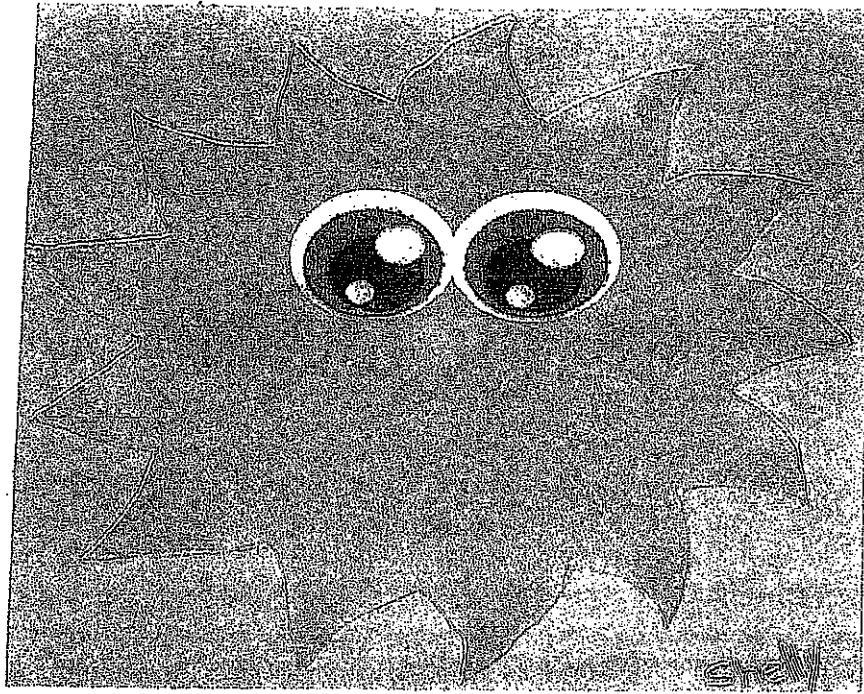
[www.angellia.com/nj/speechlanguage/OnlIneactivities.html](http://www.angellia.com/nj/speechlanguage/OnlIneactivities.html)

[www.asha.org/public/speech/development/parent-stim-aetv7tes.htm](http://www.asha.org/public/speech/development/parent-stim-aetv7tes.htm)

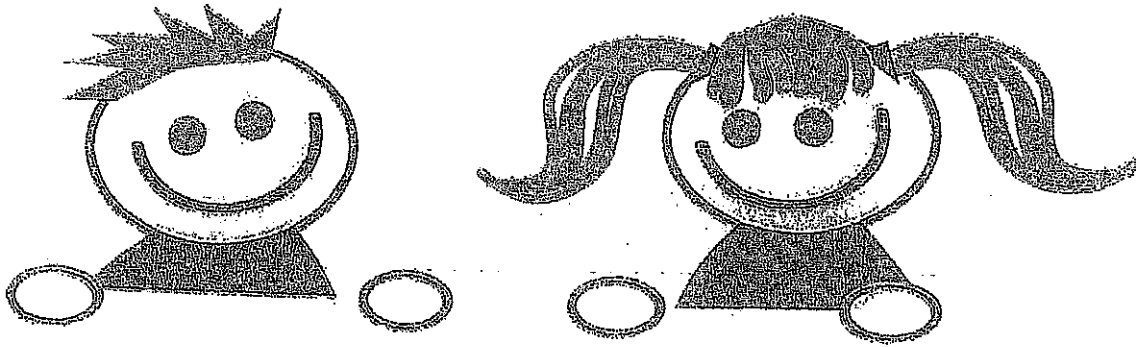
[www.msnu.edu/condis/raster2/sphtherapy.html](http://www.msnu.edu/condis/raster2/sphtherapy.html)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
Take your child shopping with you, talk about what you see	Ask your child what is needed to see the table, have them help	Learn a Nursery Rhyme	Have your child give directions for making a snack	Tell your child a story without a book	Dance to music	Have child telephone a relative
Play "I Spy" with your child	Play "Simon Says" with your child	Have your child deliver a simple message to someone	Play "What's in the Bag" Child has to guess what is hidden in the bag	Play a game with rules with your child (Go Fish, board games)	Play "Hide and Seek" with your child	Take your child for a ride/walk and talk about what you see
Talk about words that begin with the same letter, name 5	Play a clapping game with your child where they imitate a rhythm	Go on a scavenger hunt for things that go together	Clap syllables in family members names	Tell your child a story using family pictures	At nighttime go outside and listen for insects "What do you hear?"	Visit a garden. Talk about plants, leaves, petals and colors
Make animal noises like Old MacDonald and have child identify animal	Name 10 opposites with your child	Say your child's name with different fun letters	Make a map to a hidden treasure	Make up a silly song with your child during daily activities	Play charades, acting out words	Hide an object. Have child ask questions to guess what it is?
Play going on a trip in the car (takes a turn telling what will be taken and repeat what everyone says)	Create music with pots and pans	Go outside and talk about what you hear				





# Summer Enrichment Calendar



**Dear Parents:**

We have attached a summer calendar filled with fun activities for the months of July and August. This calendar was produced by the Early On professional staff through Oakland County School District and modified by Grosse Pointe Public School Speech-Language Pathologists, Kristen Devooght and Maria Deskins. The activities were designed to be fun and easy but are not in any specific order. Please feel free to use the calendar to fit your child's needs, interests, and schedule. Most importantly, have fun with your child! As always, do not hesitate to contact us with any questions or concerns. Have a wonderful summer!









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Play, play, play... at least once per day!







JULY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						
1 Play with the wind	2 Walk in the tall grass	3	4 	5 	6 Roll up in a clean dry towel like a caterpillar	7
8	9 Make ice for outdoor play	10	11 	12 Use spray bottles to wash outside toys	13	14 Jump in puddles after it rains
15 	16	17 Make a fruit smoothie	18 Play "my turn, your turn"	19	20 Play a silly rhyming game	21
22 Make your own hidden picture book	23 Put cushions on the floor	24 	25	26 Trace your hands and feet with sidewalk chalk	27 	28 Have a laundry basket race
29 	30	31 Water the flowers				



Pause to play... at least once a day!!

August

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Read a new book or story	2	3 Go on a bug hunt	4 
5 Paint with water	6 	7 Eat without utensils and don't worry about the mess!	8	9 Play roll it, bounce it, throw it, catch it!	10 	11
12	13 Blow bubbles	14	15 March to a song!	16 Find hidden treasures in a canvas bag or pillowcase	17 Play "Peek-a-boo"	18
19 	20	21	22	23 Make a rainy day bucket	24	25 Point out the colors you see at the grocery store
26 Play sponge water fun	27 Take an extra long bath with tub paints	28 	29 	30	31	

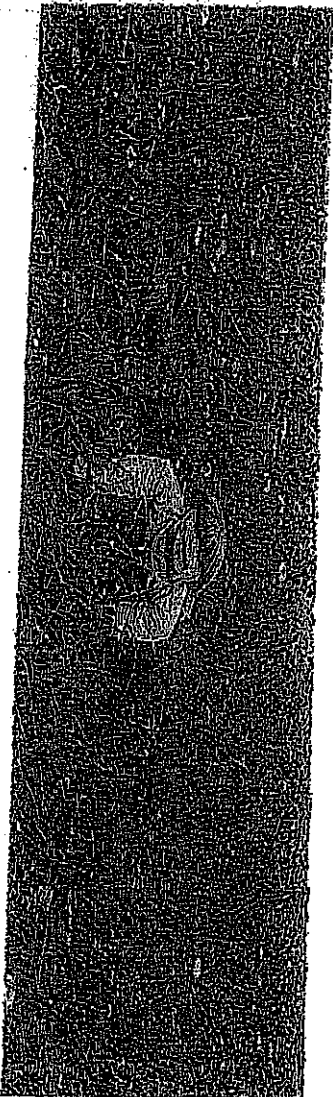


## July: Play with the wind

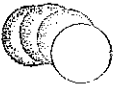
Hang wind chimes, bubble wands, pinwheels and other outdoor garden decorations that move where your child can watch them, especially on windy days. You can place these items outside a window that your child can easily see out of, or go outside with your child to watch the movement in the wind. Talk to your child about the wind, and what other things can move on a windy day!

### *What your child will learn:*

- Observation skills
- Visual attention skills
- Grasping patterns (holding bubble wand or pinwheel)
- Language: talk about what you and your child see, feel, and hear (noisy chimes, wet bubbles, spinning pinwheel, blowing breezes)
- Speech:
  - /s/ blends - spin, stop, slow, swing
  - /k/ and /g/ - go, cool, gust, catch
  - /f/ - fast, fun, fan



July: Play in the tall grass



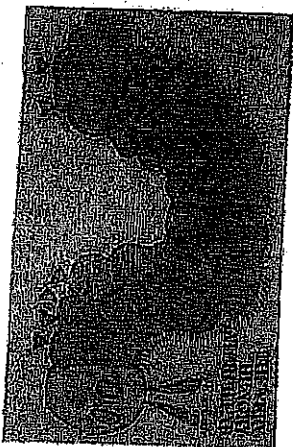
Play with your child in the tall grass.  
***What your child will learn:***

- Sensory input
- One foot balance
- Core strengthening
- Language: vocabulary (action words) - crawl, hop, skip, jump, walk, run, leap, flip, spin, roll, lay, stomp (i.e. play "simon says...")
- Speech:
  - /s/ blends - skip, stop, spin, slow, slide, stomp, stay
  - /k/ and /g/ - go, come, crawl, grass, can, green,
  - /f/ - feet, fast, foot, fun, flip

**July: Roll up in a clean dry towel like a caterpillar**

On the floor, roll your child in a clean, dry towel and say, "Caterpillar, caterpillar, go inside." Unroll your child and say, "Come out now as a butterfly!"  
***What your child will learn:***

- Body awareness
- Sensory awareness



• Language: Read The Hungry Caterpillar by Eric Carle

- Speech: practice pronouncing "long words" (multisyllabic words): caterpillar, watermelon, strawberry, lollipop, blueberry, butterfly

**July: Make ice for outdoor play**

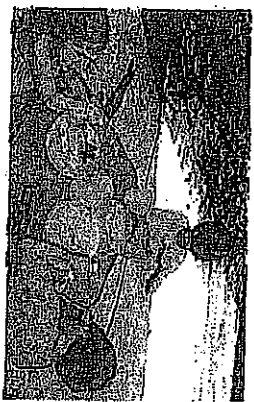
Freeze water in containers of various shapes and sizes (such as applesauce or butter containers, etc.) You may add plastic figures or toys to the water before freezing. Once the water turns to ice, take the containers outside and remove the ice blocks. Talk about the ice melting in the sun. Get out winter mittens or gloves for easier handling.

***What your child will learn:***

- Gross motor skills
- Fine motor skills
- Knowledge of their world (solids and liquids, temperature, seasons)
- Language: Ask your child questions: "How does ice feel?", "What do you see?", "Why is ice melting?"
- Speech: /s/ blends: slippery, smooth

/k/ and /g/: cold, good, grab, go

/f/: freezer, freeze, fun, frozen, fill



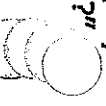
**July: Use spray bottles to wash outside toys**

bottle to wash plastic outside toys. Add a squirt of liquid soap if you desire. Use a small cloth or sponge to dry the toys. When you dry the toys, be sure to notice "Where did the water go?"

***What your child will learn:***

Use clean water in a spray

- Fine motor skills
- Listening
- Knowledge of their world (wet and dry, water, mist)
- Language: Ask your child open ended questions: "What do you do with a shovel/bucket/towel/etc.?", "What's in the spray bottle?", "How do you dry the toys?", "Why do we wash things?", "Where do we wash the toys/clothes/our bodies/etc.?"
- Speech: /s/ blends: spray, sprinkle, sponge, splash, slippery, squirt, squeeze





/k/ and /g/: cold, cool, go, good, clean, grab

/f/: first, fast, fun, fill, fell

### July: Jump in the puddles after it rains

After it rains, go outside with your child. Jump and play in the puddles. Talk about the rain as you play.  
**What your child will learn:**

- Gross motor skills
- Trunk control
- Sensory input
- Language: vocabulary (action words/descriptive words) - running, splashing, jumping, laughing, wet, soaked, skipping, hopping, stomping, spinning, kicking
- Speech: /s/ blends: splash, skip, stomp, spin

/k/ and /g/: go, come, kick, cool, clouds

/f/: fun, fast, feet

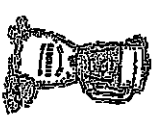
### July: Make a fruit smoothie

Use your child's favorite ingredients like strawberries, bananas, milk, kale, yogurt or juice. Let your child push the button on the blender and say, "Ready, set, go!" Sit down together and enjoy your snack!  
**What your child will learn:**

- Following directions
- Sensory input
- Language: talk to your child about the steps involved in making the smoothie (first, next, last)
- Speech: /s/ blends: strawberry, smooth, spin, stir, special, scrape, snack, spoon, spill, stop, slow, spatula

/k/ and /g/: go, good, cold, cup, green, kale

/f/: fast, fill, fun, frozen, food

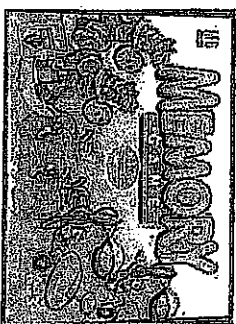


## July: Play "My turn! Your turn!"

Play turn taking games with your child. During play time say, "my turn" and then say, "your turn" giving your child some time to copy you.

### *What your child will learn:*

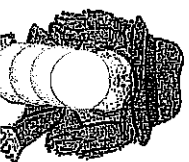
- Social skills
- Emotional regulation
- Thinking skills
- Language: pronouns - *my* turn, *your* turn, *his* turn, *her* turn
- Speech: depending on the board game think of words containing your child's target sound



## July: Play a silly rhyming game

Make up a rhyming game, or sing a rhyming song and have your child sing and play along with you, such as:  
 "Touch your toes and wiggle your nose,  
 tap your ears and wipe your tears,  
 pat your knees and whisper please,  
 cover your eye and jump up high,  
 and stamp your feet and get a treat!"

OR...



Play "I Spy" with rhyming words anywhere you are! For example, while at the grocery store say "I spy with my little eye something that rhymes with 'Fred'." Once your child spots the "bread" have your little one take a turn.

### ***What your child will learn:***

- Following directions
- Body awareness
- Eye-hand coordination
- Language with direction following game: Keep directions simple and easy for your child to complete successfully. If your child is having trouble with following the directions, pause in between to give them time to process the language. For example, "Tap your ears..... (pause until child finds their ears)..." Wipe your tears... (pause until your little one finds their tears)."
- Language for "I Spy" game: Categories - point out the category the rhyming word is in, such as, "I spy something that rhymes with 'dapple.'" When your child finds the apple you can say, "Great job! An apple is a type of fruit!"
- Speech:
  - /s/ blends: strawberry, spy, snack
  - /N/ blends: please, plum, play
  - /f/: fruit, fun, funny, feet

### **July: Make your own hidden picture book**

Use sticky notes to cover up pictures in a book. Allow your child to discover what is hiding behind the papers.



***What your child will learn:***

- Visual skills
- Memory skills
- Fine motor skills
- Early literacy skills
- Language: Vocabulary building and prepositions: under the sticky note, behind the sticky note
- Speech: Point out words or pictures that contain your child's target sound. Have your child practice the correct pronunciation of his/ her sound within the word.

**July: Put the cushions on the floor**

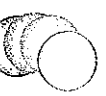


Take all the cushions off the couch and place them on the floor for tumble play. Talk about rolling, jumping and falling. Use words like "on top, under, over, on, off" as you play.

***What your child will learn:***

- Following directions
- Gross motor skills
- Language: Talk about "location words" (prepositions) - Under/ underneath, above, over, below, next to, in front of, behind, on top of, off, on, in, etc.
- Speech:
  - /s/ blends: slip, stop, stay, stand, step, spot, skip
  - /l/ blends: slip, slide, flip, flop, slow, play, plop
  - /f/: flop, fall, fell, fun, flip
  - /k/ and /g/: climb, crawl, couch, cover, grab, go, give

**July: Trace your hands and feet with sidewalk chalk**



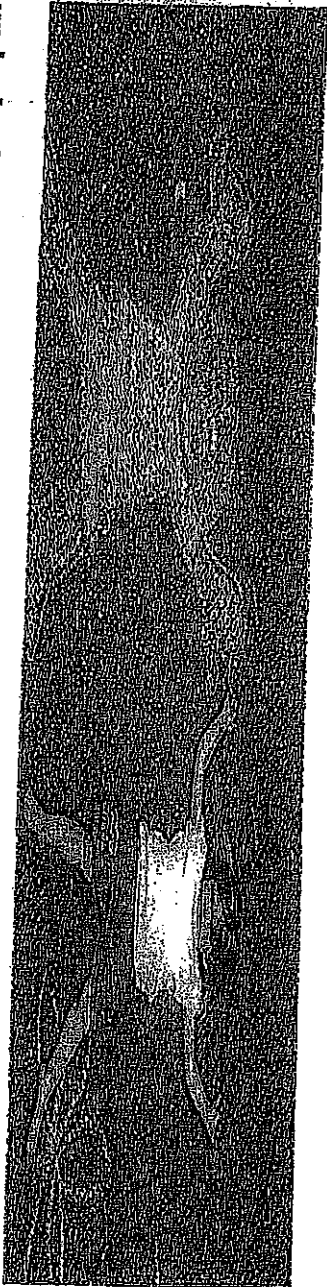
Use chalk to trace your child's hands, feet or body on the sidewalk. While doing this, name the part of the body you are tracing. If you trace your child's whole body, have your child draw the different body parts like eyes, nose and mouth. Name them while you draw, and point to them on your child. If your child is able to, let him trace your body, too.

***What your child will learn:***

- Turn taking
- Fine motor skills
- Language: vocabulary (verbs) - lie, lay, spread, trace, draw, tickle, stand/ vocabulary (nouns) - body parts (head, shoulders, elbows, wrist, fingers, waist, thigh, knee, heel, etc), sidewalk, cement, chalk
- Speech:
  - /s/ blends: still, step, stand, spot, sky, skin, smile, spread

/f/: face, feet, foot, funny, feel, front

/k/ and /g/: cold, come, grass



**July: Have a laundry basket race**

Use two laundry baskets. Put a favorite stuffed animal in each one. Mark a place across the room for the finish line. Each of you push a basket across the floor to the finish line. Ask your child questions before the race like, "What basket do you want?", "Who do you want to push?", etc. If your child is old enough to hold on and balance, gently put her in the basket, too!

***What your child will learn:***

- Arm and shoulder strengthening
- Following directions
- Gross motor skills



- Language: Ask simple questions ("What is in the basket?", "Where is the animal?", "Who is pushing the basket?", "Who won the race?"). Ask higher level questions/make predictions ("Which animal do you think will win?", "What do you think will happen if we put a real animal in the basket?", "Who else can push the basket?", "What else can we put in the basket?")
- Speech: /s/ blends: start, stop, score, small

/f/: fit, fun, fast, full, finish

/k/ and /g/: go, crash, gas, grab, game, get

**July: Water the flowers**

Punch holes in the lid on a plastic bottle that has a handle. Fill the bottle with water and let your child water the flowers. Watch the flowers grow!

**What your child will learn:**

- Postural control and modulation
- Arm and shoulder strengthening
- Visual attention
- Knowledge of their world (awareness of nature)
- Language: vocabulary (opposites) - empty/full, heavy/light, dry/wet, in/out
- Speech: /s/ blends - spill, spout, stop  
/k/ and /g/ - cold, go, cool, good,  
/f/ - fill, full, fast, flow, first

**August: Read a new story or book**

Sit in your favorite chair with your child on your lap and read a new or favorite story or book.  
*What your child will learn:*

- Listening
- Auditory
- Attachment
- Knowledge of their world

Language: Ask simple questions in which the answer can be found by looking at the picture in the book (i.e. Book - Three Little Pigs, Question - "Who is blowing the house down?", "What did the pig use to build his house?"). Ask higher level



- questions/make predictions (i.e. "What would you use to build your house?", "Do you think the wolf would blow it down?"
- "Why or why not?"
- Speech: If your child has been focusing on a specific sound in speech therapy, help them find words in the book that have that sound. As you say the word/s with your child, emphasize their sound.



### August: Go on a bug hunt



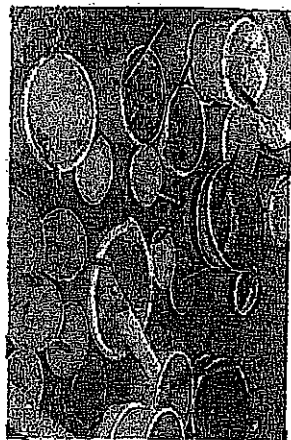
Find a spot in the yard to observe the ants and other crawling creatures. Talk about what you see and what the bugs are doing.

***What your child will learn:***

- Observation skills
- Visual attention
- Joint attention
- Knowledge of their world
- Language: Vocabulary (describing words) - worms, dragonfly, ant, ladybug, fishy, creeping, crawling, slimy, tiny, colorful, hard shell, soft, smelly
- Speech:
  - /s/ blends: slimy, sticky, slowly, smell, slither, scary, spider

/f/: fly, fishy, fast, follow, find

/k/ and /g/: creepy, crawl, go, good, color, green, grasshopper

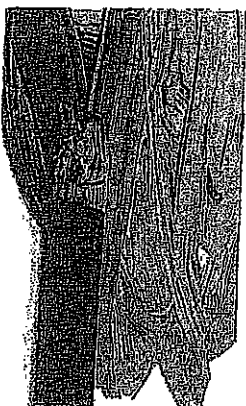


### August: Paint with water

Use paint brushes of various sizes and a bucket of water to paint outdoors. The experience will be no mess for you, but lots of fun on a hot summer day!

#### ***What your child will learn:***

- Arm and shoulder strengthening
- Postural control
- Fine motor skills
- Creativity
- Imaginative play
- Language: Vocabulary (colors) - red, orange, yellow, etc.  
Vocabulary (action words) - paint, stroke, wipe, splash, pick, mix, swirl,  
/s/ blends: spot, splash, stir, smear, slow, spill
- Speech: /f/: fast, fun, fill  
/k/ and /g/: green, cold, can, gold,



### **August: Eat without utensils, and don't worry about the mess!**

At mealtime, forget the utensils! Wait to see how your child responds. Allow your child to explore using his/ her hands. Some children may become more verbal during a sensory experience like this one! If you are worried about the mess, bring their high chair outside!

#### ***What your child will learn:***

- Tactile stimulation
- Fine motor skills
- Language: Go to the library and check out Baby Beards written by and illustrated by Eric VanRaepenbusch OR Messy Meals written by Betsy Franco
- Speech: /s/ blends: sticky, slimy, smell, scoop, sloppy, squeeze

/f/: fun, funny, face

/k/ and /g/: cool, good, grab, gross

### **August: Play roll it, bounce it, throw it, catch it!**

Put different sized, multi-colored plastic or rubber balls in a laundry basket.  
***What your child will learn:***

- Eye-hand coordination
- Knowledge of their world
- Language: Give your child different directions to follow (i.e. roll it, bounce it, throw it, spin it, kick it, or catch it). Ask your child to pick a specific color (i.e. Pick the blue ball, Pick the red ball.).
- Speech: /s/ blends: small, stop, stand, spin, slow

/f/: fun, first, foot, feet, fast, four

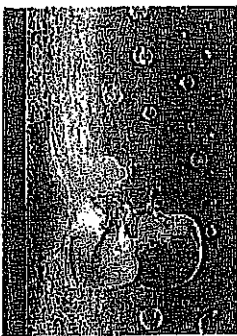
/k/ and /g/: green, grab, go, come, kick, catch

### August: Blow bubbles

Blow bubbles with your child. Use a finger and poke at the bubbles, or your whole hand to swat at them. Try catching or stomping on them, too! Track them as they rise and fall. Be sure to talk while you play by describing what you see the bubbles do and where the bubbles are.

### What your child will learn:

- Oral motor skills
- Visual attention
- Isolated finger movements
- Bilateral hand skills
- Language: Talk with your child about what they are  
Watch the bubbles go from up high to down low. Have  
blow the bubbles ("up", "blow up", "bubbles up", "blow  
mommy" - tailor to your child's language skills). You can also have your child tell you how to blow ("blow fast", "blow slow",  
"blow big bubbles", "blow small bubbles", etc)
- Speech: /s/ blends: stomp, swat, smack, splat, slow, small  
/t/: fun, fall, finger, follow, foot  
/k/ and /g/: go, grab, catch, caught, cool



seeing, observing, feeling, and doing.  
your child tell you where (up/ down) to  
bubbles up", or "blow the bubbles up  
bubbles", "blow fast", "blow slow",

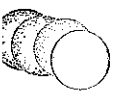
### August: March to a song

Sing or listen to a song with your child and march around the room together.

### What your child will learn:



develops listening skills



- Balance and coordination
- Motor planning

- Language: Encourage your child to verbalize words and phrases to the song by singing the start of a phrase and letting your child fill in the missing word/s (I.e. Twinkle, Twinkle, \_\_\_\_\_ or The wheels on the bus go \_\_\_\_\_). Also to encourage pre-literacy, you and your child can clap out the words in a song, pausing the claps after each word.
- Speech: /s/ blends: start, stop, slow, stomp

/f/: fast, fun, first

/k/ and /g/: go, clap

**August:** Find hidden treasures in a canvas bag or pillow case

Put interesting objects or forgotten toys in a small canvas bag or pillowcase. Show the bag to your child and encourage him to reach in and discover the treasures. Talk about and play with each item, then have your child take a turn collecting new treasures to put inside.

**What your child will learn:**

- Following directions
- Sensory exploration
- Language: Have your child tell you 2-3 things about the item that they pick (I.e., It's red, It's big, I bounce it)
- Speech: /s/ blends: small, squeaks, special

/f/: find, first, fun

/k/ and /g/: grab, get, green, color, collect

**August:** Play peek-a-boo in a rice tray

Use a large plastic container with a lid. Take pictures of family members or animals, or use pictures from a magazine. Place the pictures on the bottom of the container. Cover the pictures with uncooked rice. Play peek-a-boo with your child by pushing the rice aside to see the pictures. \*Cover the container when not in use.

**What your child will learn:**

- Object Permanence
- Sensory Input
- Fine Motor skills
- Language: . Play a guessing game: "I see someone that is a girl. She likes to shop" or "I see a boy whose name rhymes with 'John'". You can be the describer or the guesser!
- Articulation: /s/ blends: special, slide

/f/: fun, first, feels

/k/ and /g/: cool

\*\*\*\*\* Maybe try having friends or family member's pictures whose names start with your child's target sounds (You can add in friends or neighbors too!)



**August: Take an extra long bath with tub paints**

Use colored bathtub paints and allow your child to draw on himself/ herself in the tub.

### ***What your child will learn:***

- Balance and coordination
- Visual Skills
- Creativity
- Sensory Input
- Language: You can play a game like "Simon Says". "Simon says paint your elbow pink", "Simon says paint both ankles blue." This will help your child learn to follow directions and learn more specific body parts while having a super time! Have your child give your directions, "Draw a flower on the wall"
- Articulation: /s/ blends: slimy, slick, slippery, smooth, stick

/f/: fun, feet, face, finger, four, five, flower

/k/ and /g/: good, cool, cold, green, go



### **August: Make a Rainy Day Bucket**

Assemble a small bucket of toys and put it away for a "rainy day" (i.e., bubbles, feather, slinky, silly putty, small puzzle, etc.) . The novelty and surprise will keep your child entertained.

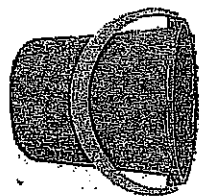


***What your child will learn:***

- Tactile Stimulation
- Imaginative play
- Language: Have your child reach in and just feel one toy. Have them try to guess what the toy is by just feeling it. Have them try to tell you about it by describing what they feel (i.e., it is hard, it is round, it is smooth, it has a pointy end, etc.). If that is too difficult for your little one, have your child reach in and take 1 toy out of the bucket. Have your child label the object and then you can use "describing words" to help your little one learn about the object or toy. Take enough time with each toy to really enjoy, you may not get through the whole bucket but that is OK!
- Articulation: /s/ blend: smooth, sticky, slimy, special, slinky

/f/: fun, feather, first

/k/ and /g/: good, go, grab, get, cool, can, cup

**August: Point out the colors you see at the grocery store**

Point to different fruits, vegetables, and foods in the grocery store or market. Pay attention to the different colors, shapes, and sizes. Take turns playing a guessing game by describing what you see.

***What your child will learn:***

- Observation skills
- Joint attention
- Emotional connection
- Language
- Knowledge of their world (foods, colors, sizes, shapes)
- Language: Encourage descriptive vocabulary (colors, shapes, sizes, quantity) and comparative concepts by verbalizing what you see. For example, "I see a round apple, I see a an oval watermelon., The watermelon is bigger than the apple., The apple is a darker red than the strawberry., We need 3 cucumbers, I am weighing little green grapes.,". Enage your child in the process of selecting, weighing, and bagging the food by asking questions such as: "Which grapes do you want?, Which apple do you think weighs more, the red one or the green one?, How many oval fruits can we spot?."



- Articulation: /s/ blends: spot, strawberry, spinach, spoil

/f/: four, five, firm, full, fig

/k/ and /g/: grab, give, cucumber, carrot, kiwi, coconut, cut, cold, cantaloupe

### **August: Play sponge water fun**

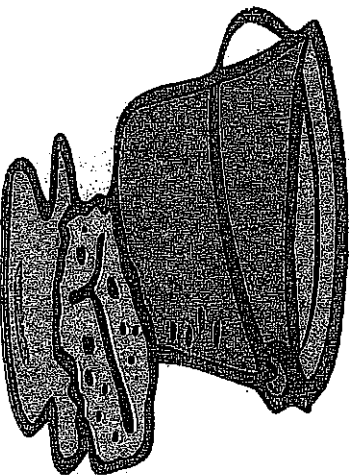
Buy packages of sponges at the dollar store in different shapes and colors. Fill a plastic container with water and take it outside for water fun. Have your child squeeze the water out of the sponges and watch them fill with water again.

#### ***What your child will learn:***

- Observation skills
- Joint attention
- Emotional connection
- Language: Follow simple directions with key concepts. For example, say to your child, "Pick a red sponge., Squeeze the water on the tree., Give me a square sponge., Take all the oval sponges out. ". To increase the complexity of following directions, add negation to the direction. For example, "Pick any color but not yellow., Squeeze the water anywhere but the grass., Put all the sponges that are not big in the big bucket. "
- Articulation: /s/ blends: sponge, splash, squeeze, squirt, square, spill

/f/: fun, fill, fast, first, full

/k/ and /g/: go, gone, green, cold, grass, clean



**August: Look for flowers; make a flower bouquet**

Walk around the neighborhood with a bucket/vase/pitcher/can. Pick and collect flowers to make a bouquet.

***What your child will learn:***

- Observation skills
- Joint attention
- Fine motor skills
- Language: Describe what you find and what your child finds. For example, "I found a pink flower with 2 leaves, You found the biggest flower., This flower is missing petals."
- Articulation: /s/ blends: stop, smell, sneeze, small, spot

/f/: four, fun, fill, fall, finger

/k/ and /g/: grab, go, come, give, can, carry







## Have You Seen My Dinosaur?

By: Jon Surgal

Last week we read Have You Seen My Dinosaur by Jon Surgal. While the young boy is searching for his dinosaur all over town, it turns out the dinosaur is just playing "hide and seek" on him! It is a really cute book and a super way to either reinforce or help your child learn prepositional concepts! The prepositions addressed in the book include, "next to", "under", "above", "on", and "in"!

Please reinforce prepositional concepts with your child at home. A few ways you can do this include (but are not limited to):

1. Read and talk about this book! You can play with stuffed animals and hide them in a similar place as the dinosaur is hiding! (Maybe just not "under a dock"!)
2. Play "hide and seek" with each other.
3. Take turns hiding old easter eggs on each other (keep the "hiding" to one room so as not to overwhelm all of you!). Focus on "location" words such as *under*, *behind*, *next to*, etc.
4. Ask your child to help you with jobs that include putting things in various places. (i.e., "Will you please put this book in the bookcase?" or "Please put your shoes next to the shoe bin".)

These are just a few ideas! Any games or activities that you come up with are great too!

Thank you. Always feel free to let me know if you have any questions.

Your Friend in Education,

Kristen DeVooght





# The Gruffalo

By: Julia Donaldson

This past week, we have been reading and discussing the book titled The Gruffalo by Julia Donaldson. It has been a really fun book to read and all of the children really seemed to love it! We spent some time even making our very own Gruffalo!

Please check the book out at the library so you can read it with your child. Also, I have a copy that you are welcome to borrow if you aren't able to locate it at the library. Below please find some extra discussion questions, articulation practice related to books vocabulary, etc. that you can complete with your child at home.

Vocabulary building: tusks, claws, jaws, wart, prickles, terrible, laughter, rumble, crumble, creature

(for older students approaching kindergarten) Academic/ Book info: title, author, illustrator, setting

Phonemic Awareness: Identify the initial sound in simple words (mouse, snake, fox, tree, house, nut, laugh, wood, path)

## Wh- Comprehension Questions



**Basic:**

1. Where is mouse walking? (in the dark woods)
2. What does the fox want to do with the mouse? (eat him!)
3. Where does the fox live? (in the underground house)
4. Who lives in the tree? (the owl)
5. Who says "hoot"? (the owl)
6. What does owl want to drink with mouse? (tea)
7. What kind of ice cream does the Gruffalo like? (owl ice cream!)
8. Where does owl go when he is scared? (up in his tree)
9. Who lives in the logpile? (the snake)

10. What does the Gruffalo want to eat? (the mouse)
11. Who tricks the Gruffalo? (the mouse)
12. What does mouse eat at the end of the story? (a nut)

*Advanced:*

1. Why does fox want mouse to come to his underground house with him? (so he can eat him)
2. Why does fox run back to his house after he talks to mouse? (he is scared of the Gruffalo)
3. How do you know owl is scared? (he has a scared look on his face and he flies back to his treehouse)
4. When does snake go back into his logpile? (after mouse tells him that the gruffalo's favorite food is scrambled snake)
5. When does mouse look nervous/ scared? (when the Gruffalo appears in the woods)
6. Why is snake scared? (because he sees the Gruffalo!)
7. When does mouse eat the nut? (at the end of the story)

Articulation:

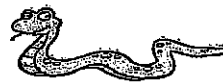
/k/ /g/ sounds: come, Gruffalo, going, claws, good, cream, creature, crumble, quick, good bye

/l/ sound: Looked, Lunch, cLaws, fLew, bLack, sLid, Lake, sLice, fLed, owl

/s/ blends: snake, stroll, sped, stream, scrambled, scariest, feast, slice, scared

/f/ sound: fox, favorite, food, frightfully, flew, feast, fled,

Rhyme Match Game: (see next page)



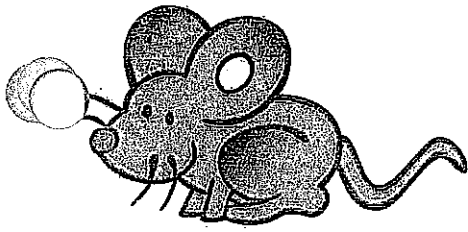
Thank you for being a partner in the education of your child!

Please let me know if you have any questions or concerns

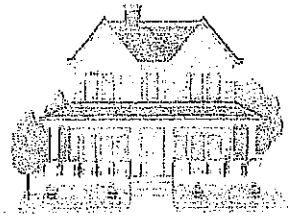
([Kristen.DeVooght@qpschools.org](mailto:Kristen.DeVooght@qpschools.org))

Kristen

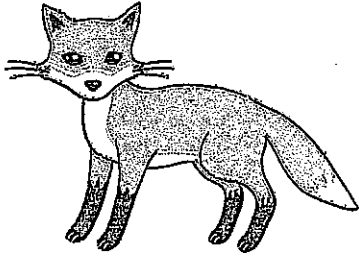




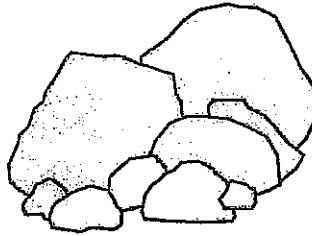
Mouse



House



Fox



Rocks



Toes



Nose



Snake



Claw



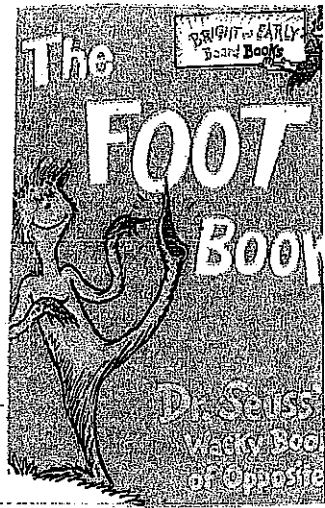
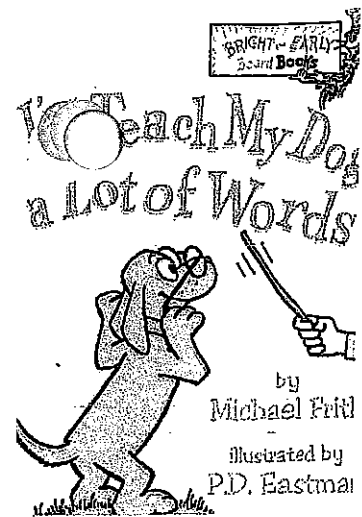
Jaw



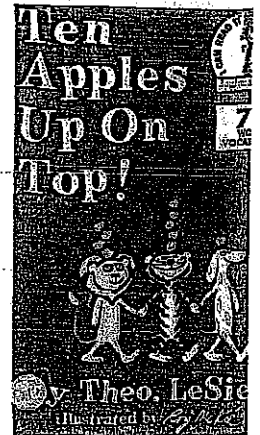
Lake

Cut pictures apart and play a "rhyme match" game!





# Dr. Seuss!



This week the theme was Dr Seuss and rhyming! In speech, we started the week with "Pop Up Pirate" and some work with specific speech sounds, vocabulary development, answering specific wh-questions, and the utilization of appropriate grammar within simple sentences. Later in the week, we focused on the book I Will Teach My Dog A lot of New Words by Michael Frith. The students really enjoyed this book as they were able to act out the book with their own puppy dogs! Later we worked on rhyming amongst other "speech and language" goals.

\*\*\*\*I noticed that for the vast majority of my students, rhyming has proven to be VERY challenging! I have attached a "Fun Rhyming Ideas" sheet to the back of this paper. Please read it carefully and please consider trying some or all of the suggested activities. I have also provided some information regarding the importance of nursery rhymes for young children's skill development.

Please do not hesitate to contact me if you have questions or concerns at [Kristen.DeVooght@gpschools.org](mailto:Kristen.DeVooght@gpschools.org) . Thank you!

Your friend in education,

Kristen



29

# **RHYMING HELP FUN IDEAS!**

(Fun for all ages!)

1. **Nursery Rhymes!!!** Get out your Nursery Rhyme books! A child is never too old for these and children never seem to tire of these books! Read these aloud to your child. After a while, have your child complete the rhymes.
2. Play "I'm thinking of an item that rhymes with \_\_\_\_" or while driving or at the store say, "I see something that rhymes with \_\_\_\_" (i.e., duck/ truck, tape/ grape). Then have your child switch and they can say "I see something that rhymes with \_\_\_\_".
3. Try to make a habit of going to the library to pick out a different book each week or even each month. Books that have rhyming patterns are great for preschool and early elementary students. They help the child improve their rhyming skills and the children typically really enjoy these types of books!
4. Practice rhyming wherever you are! You can pick out items at the grocery store, Target, etc. and make it a game to try and think of 1-2 words that rhyme with your object. It is OK if your child says a "nonsense" word (ie. "big---lig", "cat---wat"). Your child can move to thinking of real words as he improves at this skill.
5. *Try to read with or to your child as much as possible. This is an amazing way to bond with your child and it will really benefit their early reading and rhyming skills.*

Your friend in education,

Kristen DeVoght

# Rhymers Are Readers: The Importance of Nursery Rhymes

## Why Is This Important to My Child?

Tony Stead, senior national literacy consultant for Mondo Publishing in New York, described research showing that in 1945, the average elementary school student had a vocabulary of 10,000 words. Today, children have a vocabulary of only 2,500 words.

"That is disastrous," Mr. Stead said. "So many parents are not reading to their children anymore." A lot of problems, he added, come from children not memorizing rhymes, the bread-and-butter of traditional early children's literature.

"Listening comprehension precedes reading comprehension," Mr. Stead said. "In order for a child to understand what they are reading, they have to be able to hear the language first. A lot of the traditional rhymes, such as 'Jack and Jill' and 'Humpty Dumpty,' were repetitious and allowed us to memorize basic structures and patterns in the English language, then put it together. It's important that young children learn to memorize through verse.

"Research shows children learn more in their first eight years than they do in the rest of their lives. This is a powerful time to teach them to be readers and writers. Instead of enhancing children's imaginations, today's media have stunted it. Rhyme is important in developing phonemic [hearing] awareness in children. It's harder in elementary school to teach kids to read when they do not have oral support. Kids are unable to paint pictures in their heads unless they read. Now they all have pictures painted for them through TV and video. When kids have to create their own stories, they rely on what they saw on television last night rather than form it in their minds. Traditional cultures handed stories down through talk. They didn't have picture books back then. The power of a parent or teacher sitting down and telling a story, allowing kids to paint pictures in their heads, is a very powerful tool. Most of our problems could be solved if parents could be reading to and talking to children from birth, giving them a solid oral language basis. These days, the TV is on during dinner." [Alderman, K., & Alderman, D. Why nursery rhymes? Retrieved from [www.dannyandkim.com/WhyNurseryRhymes.html](http://www.dannyandkim.com/WhyNurseryRhymes.html)]

Nursery rhymes and songs can be used anywhere at any time. As such, they are one of our most transportable forms of play. Here are some of the ways fingerplays, rhymes, chants, and songs teach children concepts and skills and even provide emotional support.

**1. Language Development.** As children recite rhymes and sing songs, they are learning new vocabulary and how to articulate words, modulate their voices, and enunciate clearly. They are simultaneously practicing pitch, volume, and voice inflection while experiencing the rhythm of language. They learn to pronounce words easily by saying them over and over again and by practicing them without effort or the pressures of criticism.

# Rhymers Are Readers: The Importance of Nursery Rhymes

## Why Is This Important to My Child?

**2. Reading Skills.** In almost all fingerplays, the hands move from left to right. This left-to-right directional motion is important for children to experience, since it prepares them for the order of the written word in English. (When you read to your children, let them follow your finger, tracing the words so they also absorb this concept from the written words in a book.) A second important reading concept that children must experience fully before they can become good readers is story sequence. They need to absorb how the sequence of what happened first, second, third, etc., and last affects the story so they can retell it in the order the events occurred.

**3. Math Concepts.** There is frequent use of counting in young children's songs and rhymes, in both a forward and backward direction. Children learn to add as they count forward and subtract as they count backward. Other stories and songs explore words that describe size ("Billy Goats Gruff") and weight ("The Three Bears") and use math-related words to define concepts such as many, few, plenty, and so on. This contributes to the child's basic math foundation, which will later help in math abstractions.

**4. Creative Dramatization.** Rhymes and songs provide great building blocks for creative dramatics. Children love to act out the rhymes as they say them, dramatizing the actions of the characters with their whole bodies or using their hands and fingers. When children are encouraged by an adult to display their creativity in an atmosphere that is free of criticism, their sense of self is strengthened and their confidence in expressing themselves is increased.

**5. Comfort and Support.** Nursery rhymes and songs are "places" young children can retreat to when they feel lonely, sad, or bewildered by their world. If a child is away from Mom or Dad and feeling alone, they can call upon a song they shared and be reminded of the times and the feelings they had when they sang it together.

### References

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- Kenney, S. (2005). Nursery rhymes: Foundations for learning. *General Music Today*, 19 (1), 28-31.
- Monro, F. (Senior Speech-Language Pathologist). Nursery rhymes, songs and early language development. Interior Health Authority.
- Neuman, S. B. (2004). Learning from poems & rhymes. *Scholastic Parent & Child*, 12 (3), 32.



## Gingerbread Man Unit!

This week in speech therapy we have been working hard at many skills! We have been reading the book titled, The Gingerbread Man retold by Eric A. Kimmel. The children have seemed to really enjoy this book. Please consider checking this book out at the library and read it to and with your child. If you are unable to locate the book, let me know and I would be happy to lend it to you ☺ Below please see some expansion ideas that you could do with your little one to help enhance the skills he/ she is learning at school.

Vocabulary building: gingerbread, sly, dough, peppermint, pigsty, pasture, grazing, chuckled, snout

(for older students approaching kindergarten) Academic/ Book info: title, author, illustrator, setting

Phonemic Awareness: Identify the initial sound in simple words ( bake, run, fast, gingerbread, sly, horse, pig, cow, dog, fox, )

Wh- Comprehension Questions:

*Basic:*

1. Who is making gingerbread? (the old lady and old man)
2. Where is the old lady putting the gingerbread man? (in the oven)
3. Where did the lady put his peppermint buttons? (on his tummy)
4. What animal did he see in the mud? (pig)
5. What animals did he see in the pasture? (the cow and horse)
6. Who wanted to be his friend? (the fox)
7. Where did the gingerbread man need to go? (across the river)

8. What did the fox do at the end? (ate him)
9. Who tricked the gingerbread man? (the fox)

*Advanced:*

1. *Why is the old lady putting the gingerbread man in the oven? (to bake)*
2. *When did the lady decorate the gingerbread man? (after he cooled off)*
3. *How does the gingerbread man run? (fast!)*
4. *Why aren't any of the animals able to catch him? (he is too fast)*
5. *Why did the fox offer to help the gingerbread man? (he said he was his friend)*
6. *How did the fox get the gingerbread man to get on his back, head, and snout? (he told him that the water was getting deeper and he didn't want the gingerbread man's feet to get wet)*
7. *Why did the fox eat the gingerbread man? (he is a tasty cookie)*

Articulation:

/k/ /g/ sounds: cut, good, cool, can't, catch, cow

/l/ sound: slow, sly

/s/ blends: sly, snout, slow, started, stood, swimming, swim, swam, snapped

/f/ sound: fast, faster, fox, friend, feet

Thank you for being a partner in the education of your child!

Please let me know if you have any questions or concerns

([Kristen.DeVooght@gpschools.org](mailto:Kristen.DeVooght@gpschools.org))

Kristen





## Sneezy the Snowman

During the past few therapy sessions, the children and I focused on book called Sneezy the Snowman by Maureen Wright. This book is super fun because it is funny, has a lot of rhymes in it, and it repeats itself (the children seem to like this predictability!). Please feel free to go to the library and check it out. If you are not able to find it, I am always happy to lend out my copy to anyone that wants to read this at home!

Vocabulary building: shivered, swirled, gigantic, puddle, blew

(for older students approaching kindergarten) Academic/ Book info: title, author, illustrator, setting

Phonemic Awareness: Identify the initial sound in simple words ( sneezy, snowman, bird, kids, hat, coat, scarf, cold, hot )

Wh- Comprehension Questions:

**Basic:**

1. What kind of a nose does Sneezy have? (carrot nose)
2. What did Sneezy drink that was hot? (cocoa)
3. What happened to Sneezy after he drank the hot cocoa? (he melted)
4. Who rebuilt the snowman? (the children)
5. Who helped the kids rebuild Sneezy? (the birds)
6. What did Sneezy sit in? (a hot tub)
7. What happened to Sneezy when he was in the hot tub? (he melted)
8. Where did Sneezy put the scarf? (on his neck)
9. What did he stand by to get warm? (a campfire)
10. Who ate ice cream at the end? (Sneezy)
11. What did the children share with Sneezy to help him? (a hat, scarf, coat)

*Advanced:*

1. How was Sneezy feeling? (sick, cold)
2. Why was he cold? (he's made out of snow, he was sick)
3. Why did he want some cocoa? (he was cold, to warm up)
4. How did he feel when he got the cocoa? (he was happy, he liked it)
5. Why did he melt? (he drank something hot)
6. How do you know Sneezy is sick? (he keeps sneezing)
7. When were some other times when he melted? (in the hot tub, when he stood by the fire)
8. Why did the children give Sneezy their clothes? (to help him warm up)
9. When did he finally start to feel just right? (after he ate some ice cream)
10. How big was Sneezy's ice cream cone? (7 scoops high!)

Articulation:

/k/ /g/ sounds: Cold, Cocoa, Campfire, Kids, Cap, Colorful, ice Cream

/l/ sound: bLew, bLow, puddle, fLakes, fLew, bLinkd

/s/ blends: SNeezy, SNowman, SNow, SWirled, STocking, SCarf, SCoops

/f/ sound: Freezing, Fire, Flakes, Flew

Thank you for being a partner in the education of your child!

Please let me know if you have any questions or concerns

([Kristen.DeVooght@gpschools.org](mailto:Kristen.DeVooght@gpschools.org))

Kristen



## "Snowmen at Night"

(Speech update this week)

This week in speech our theme was "Snowmen at Night"! We have had so much fun reading the story and making our own snowman craft later in the week.

Some of the children told me that they have the book Snowmen at Night by Caralyn Buehner at home. If you do not have the book, it is at all of the libraries in GP! This is a great reason to go to the library and investigate all of the winter themed books on the shelf!

If you have the book or choose to check it out at the library, please remember that you can use reading time as a speech skill enhancer at home. Even if you do not have the book, the questions below can be a springboard to a conversation about the book or what they did at school.

Areas that you can focus on at home would include, but are not limited to:

1. /s/ sounds: snowmen, sledding, snow, slide, slip, street, skate, snowballs, sleepy

2. /l/ sounds: sLippery, sLide, sLedding, look, like (cold cocoa), lawn, line up, laughing, cLowns, sLeepy

3. /k/ sounds: cups, cold, cocoa, clowns, crooked

4. Wh- questions (simple):

- a. Where do the snowmen go at night? (to the park)
- b. What do the snowmen drink at night? (cold cocoa)
- c. Who make the cold cocoa? (snowmen mommy's)
- d. What do they use to hit the ball in the baseball game? (a broom)
- e. Where do they sled? (down the big hill)
- f. What is their favorite activity? (sledding)

(more complex)

- g. When do they go to the park? (at night)
- h. Why do they go to the park? (it is fun!)
- i. Why do they drink "cold" cocoa? (the snowmen would melt with "hot" cocoa)
- j. When do the snowmen get tired? (when they have played all night)

5. Yes/ No questions:

- a. Is snow cold?
- b. Are the snowmen having fun?
- c. Do they like cold cocoa?
- d. Do the snowmen look sad?
- e. Is he going fast?

Most importantly... HAVE FUN!!!

Please contact me if you have any questions or concerns at

[Kristen.DeVooght@gpschools.org](mailto:Kristen.DeVooght@gpschools.org)



My snowman likes to

\_\_\_\_\_ at night!!

My snowman likes to

\_\_\_\_\_ at night!!



My snowman likes to

\_\_\_\_\_ at night!!

My snowman likes to

\_\_\_\_\_ at night!!





# Bear's New Friend

By: Karma Wilson

Last week in speech therapy we worked on many skills! We read the book titled, Bear's New Friend by Karma Wilson. The children seemed to really enjoy this book. Please consider checking this book out at the library and read it to and with your child. If you are unable to locate the book, let me know and I would be happy to lend it to you☺ Below please see some expansion ideas that you could do with your little one to help enhance the skills he/ she is learning at school.

Vocabulary building: hare, badger, peering, raven, trembling, bashful, clatter, scurry, shrugs, wren, rustling, scamper

(for older students approaching kindergarten) Academic/ Book info: title, author, illustrator, setting

Phonemic Awareness: Identify the initial sound in simple words (sun, bear, friend, hare, mouse, log, tree, play)

Wh- Comprehension Questions:

*Basic:*

1. What did bear decide to do at the beginning of the story? (play outside)
2. Who did bear want to play with? (mouse and other animals)
3. Who was bears friend that hops? (bunny/ hare)
4. Where does the bear live? (in a cave)
5. What does bear hear? (a sound (clatter) in the tree)
6. Who is bears littlest friend? (mouse)
7. Where do raven and wren fly? (in the sky)
8. Who was looking in the hole? (gopher, mole, and badger)
9. Where was owl hiding? (in the hole)

10. Where did the animals go swimming? (in the swimming hole)
11. What did bear keep asking? (WHO?)

*Advanced:*

1. When does this story take place? (in the summer)
2. Why does bear leave his den/ cave? (he wants to play)
3. When did bear see something speed past going fast, fast, fast? (when he was looking in the tree)
4. Why was owl hiding in the hole? (he is shy and afraid)
5. How did the animals act when owl flew out of the hole? (surprised)
6. How did bear and his friends get owl to come out of the hole? (they were friendly and told him to come out to go swimming with them)

Articulation:

/k/ /g/ sounds: Come, Clatter, Go, Gopher,

/l/ sound: pLay, Little, cLatter, Log, moLe, fLap, fLy, Like, pool, owL

/s/ blends: SCurry, SQueak, SCratch, SPed, SKy, SWim, SCamper, SPLash

/f/ sound: Friend, Find, Fast, Flap, Fly

Rhyme Match Game: (see next page)

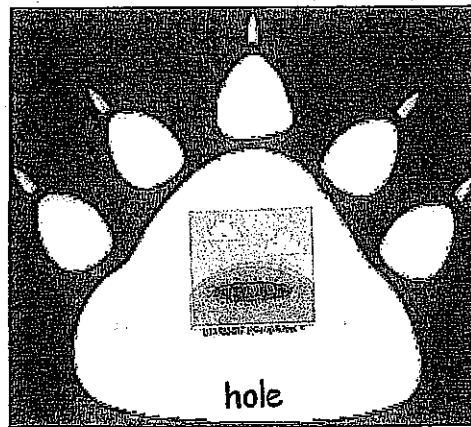
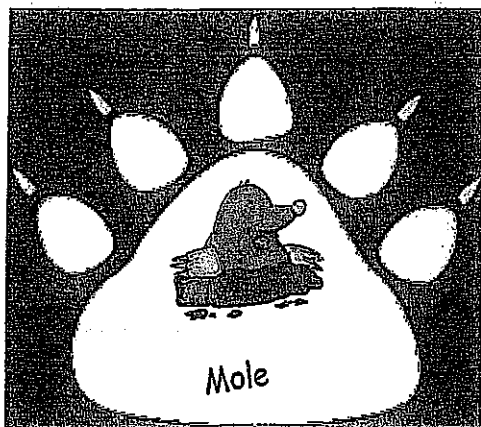
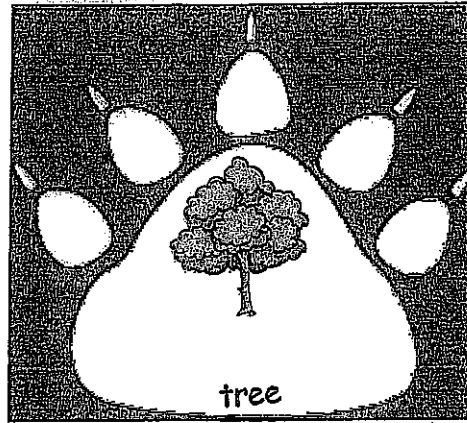
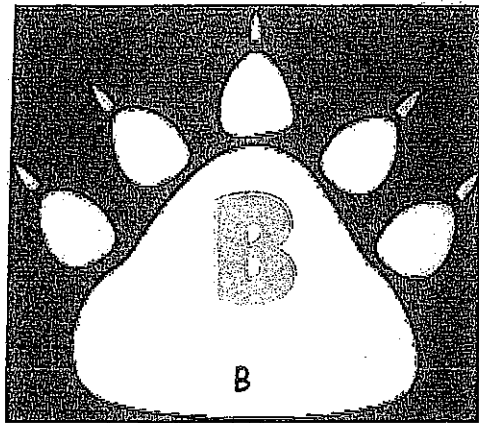
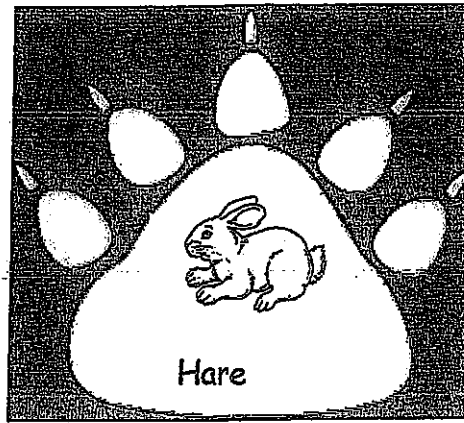
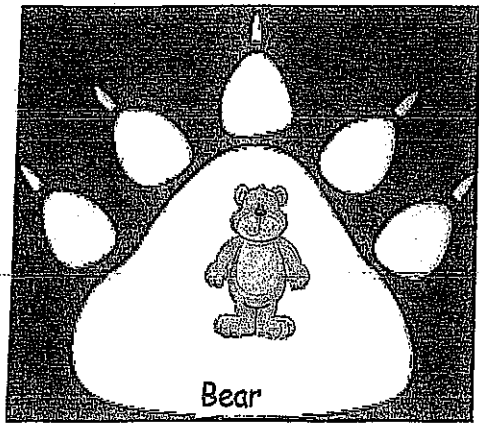
Thank you for being a partner in the education of your child!

Please let me know if you have any questions or concerns

([Kristen.DeVooght@gpschools.org](mailto:Kristen.DeVooght@gpschools.org))

Ms. Kristen









## Olivia and the Kite Party

This past weeks book was Olivia and the Kite Party! We were able to read it a few times. We also played with a giant ball and pretended to "fly" like a kite while working on our language and sound skills! Last, we made our own kites this week!

Please feel free to check this book out at the library or you are always welcome to borrow mine! Below I have included some questions that you can ask your little ones to enhance their understanding and language skills.

Vocabulary building: steamers, bows, string, invite, invitation, teepee, windmill, canoe paddles, pedal

(for older students approaching kindergarten) Academic/ Book info: title, author, illustrator, setting

Phonemic Awareness: Identify the initial sound in simple words (kite, party, fly, wind, blow, fan, paddle, bike)

Wh- Comprehension Questions:

Simple:

1. What do the friends want to make? (a kite)
2. What are they using for string? (yarn)
3. Who helps them find things to make a kite with? (mom)
4. Where do they fly the kites? (in the sky)
5. What makes the kites fly? (the wind)
6. What did he have to pedal to make enough wind? (bike)
7. What animal was Olivia's kite? (butterfly)
8. What letter did Olivia put on her kite? ("O")

**Advanced:**

1. Why did Olivia and her friends want to make kites? (it was a very windy day)
2. How did they let their friends know that they wanted to have a kite party? (they sent invitations)
3. How did they send the invitations? (made them into paper airplanes)
4. When were they able to fly their kites? (after they made the windmill)
5. How did the friends feel when they realized there was no wind? (sad)
6. How did they feel when the windmill was working? (happy/ excited)

**Articulation:**

/k/ /g/ sounds: kites, biKe

/l/ sound: fLy, Olivia, pLane, bLew, bLow

/s/ blends: streamers, string, smiles, sky

/f/ sound: fly, Francine, fan

Thank you for being a partner in the education of your child!

Please let me know if you have any questions or concerns

([Kristen.DeVooght@gpschools.org](mailto:Kristen.DeVooght@gpschools.org))

# Good Thing You're Not an Octopus!

By Julie Markes



Last week we spent some time reading Good Thing You're Not an Octopus! By Julie Markes. The kids loved it because it is surprising and pretty funny. This book can be challenging for some of our little ones because it requires some higher level reasoning skills to understand "why" it's a good thing to NOT be a particular animal!

Please check it out at the library so you can read it with your child to enhance the skills we are working on at school. If you can not locate the book anywhere, feel free to borrow my copy, I am always happy to lend it out.

## Simple Wh- Questions:

1. What do you put on your legs to get dressed (pants)?
2. What do you put on your feet? (shoes)
3. Where do octopus live? (ocean)
4. Where would you see a caterpillar?
5. What does a kangaroo do? (jump)
6. What do birds eat? (worms)
7. Where do birds live? (nest)
8. What do you like to eat for dinner?
9. What do you like to do in the bathtub?
10. Where do sharks live?

## More Advanced Wh- Questions:

1. Why wouldn't you want to be an octopus? (too many legs)
2. When do you get dressed? (in the morning, before school)

3. What do caterpillars turn into?
4. How do you think it would feel sitting in a kangaroos pouch? (hot, bumpy)
5. Why don't you like sitting in a car seat?
6. How would a worm taste? (slimy, yucky)
7. When do we eat dinner?
8. When do bears sleep for a few months?
9. Why do tiger mommys lick their babies?
10. How would it feel to touch a sharks tooth?
11. Why should you not jump in the ocean without your mom or dad?

**Articulation:**

**/s/ blends:** scary, snuggle, slimy, smelly, spaghetti, sleep, sleepy, slumber,

**/k/, /g/:** good, get, caterpillar, kangaroo, car, cave, clean

**Multi-syllabic words:** octopus, kangaroo, caterpillar, two hundred, bathtub, hibernate, disgusting, spaghetti

This is a super fun and silly book so just have fun with it!

Please let me know if you have questions.

Thanks,

Your friend in education,

Kristen

This week in speech, we have been playing:

"Scavenger Hunts/ I Spy..."

This week we have been focusing on getting our "lookers" out (our eyes!) and finding various objects in and out of the building! The children seemed to really enjoy this.

The children brought home their "Scavenger Hunt" sheet that we used in therapy. Please take a look at it. Play "I Spy" or have a scavenger hunt this weekend at home! You can use the same sheet that we used here at Barnes or you can make up your own! Below, please see some expansion ideas for home play!

Basic:

- Something green (insert any color!)
- Something big (and/ or small)
- Something that you eat
- Something that you wear
- Something that is cold (or hot)

### Advanced:

- Something that is wet (or dry)
- Something that is rough (smooth)
- Something that is pretty (beautiful)
- Something that makes you happy (or sad)
- Find a fruit
- Find a vegetable
- Find an animal
- Find a baby toy

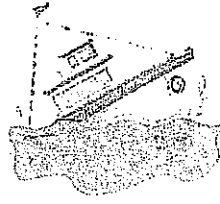
These are just some ideas for playing "I Spy" or having a scavenger hunt. Also, even if your little one is working on "basic" concepts, never hesitate to introduce the more advanced concepts (especially categorizing items like fruits, vegetables, meats, animals, toys, etc). The more exposure your little one has to such concepts, the easier it will be for them to learn them!

Have fun!!

Please email me ([Kristen.devooght@gpschools.org](mailto:Kristen.devooght@gpschools.org)) with any questions or concerns. Thanks



# Sink or Float!



Hello!

Late this week, the students participated in an activity I like to call "Sink or Float"! The little ones absolutely love this activity!

Basically, the students search for a small object that I have hidden under cups placed in various spots around my room. Once they locate one, we will discuss the object and work on language skills such as "What is it?", "Where would you use/ see this?", etc. We also take this opportunity to work on speech clarity (when appropriate). An example of this would be if a child is working on /s/ blends and they find the "snake" under a cup, we will practice the correct sound production of /s/. Another example would be if a child has a hard time including the ending sound in a word (says "ba" instead of "bat") then we can work on that with simple three letter/ 1 syllable words. After that, the students utilize some predicting skills and let me know if they believe the object will sink or float in the large bowl filled with water. They are then allowed to drop it in and see if their prediction was correct!

This is such a super activity because we can work on MANY skills including:

1. Language skills (answering yes/ no questions and answering wh- questions)
2. Vocabulary development
3. Articulations skills/ clarity skills
4. Prediction skills
5. Following simple directions

Thanks and feel free to copy this activity at home in the kitchen or even in the bathtub!

Please let me know if you have any questions or concerns. Thanks

Your partner in education,  
Ms Kristen

40

