

Say It Slow/Say It Fast

Level 1: Imitation

Goal: To improve your child's ability to "take words apart" (say it slowly) and put them "back together" (say it fast).

When: During playtime. 10 minutes
Adjust this time depending on your child's attention span.
Stop before she or he becomes frustrated or bored.

STEPS

1. Choose a two-syllable word puzzle (hot - dog, mon - key, air -plane). Show your child the whole picture and say the word. Have your child imitate the word.
2. Say, "I'm going to say this word slowly. I'm going to break it apart."
3. Separate the two pieces as you say the word again, this time slowly (e.g. "hot -- dog," pause between the "hot" and "dog"). Point to the first part of the picture as you say "hot" and the second part as you say "dog".
Be sure the picture is facing the child.
4. Ask your child to say it after you as you hold up a piece of the picture. When your child says the syllable, hand him or her that piece of the puzzle.
5. Practice saying the word "fast" (normally, "hotdog") and "slowly" (broken apart; i.e., "hot" -- "dog") as you take apart and put the puzzle together.
6. After your child can imitate one word this way, practice all the two-syllable words this way, one at a time.

Say It Slow/Say It Fast

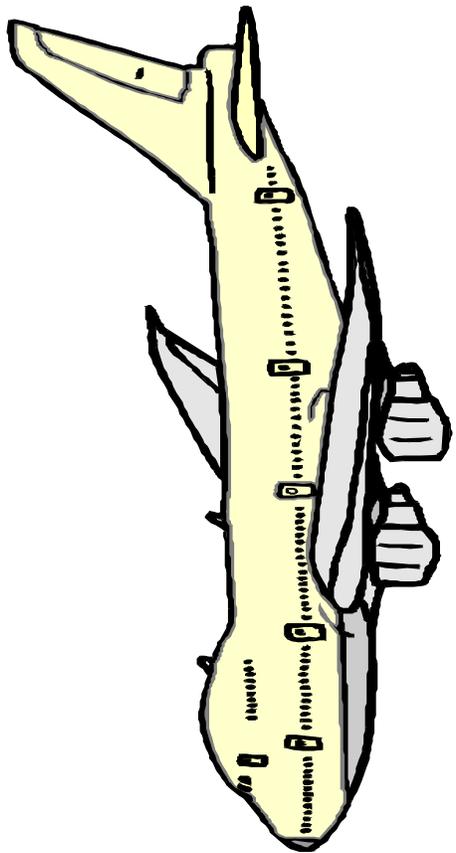
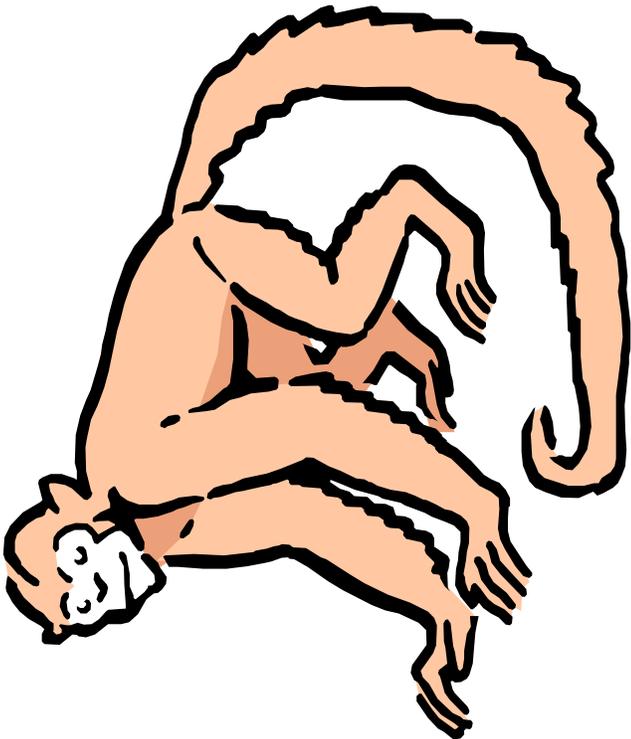
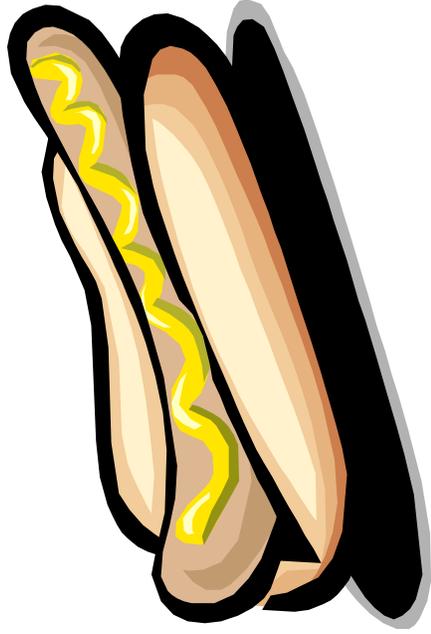
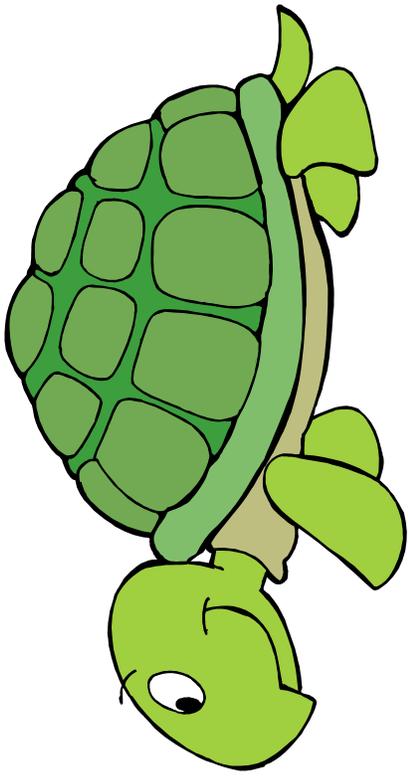
Level 1: Production

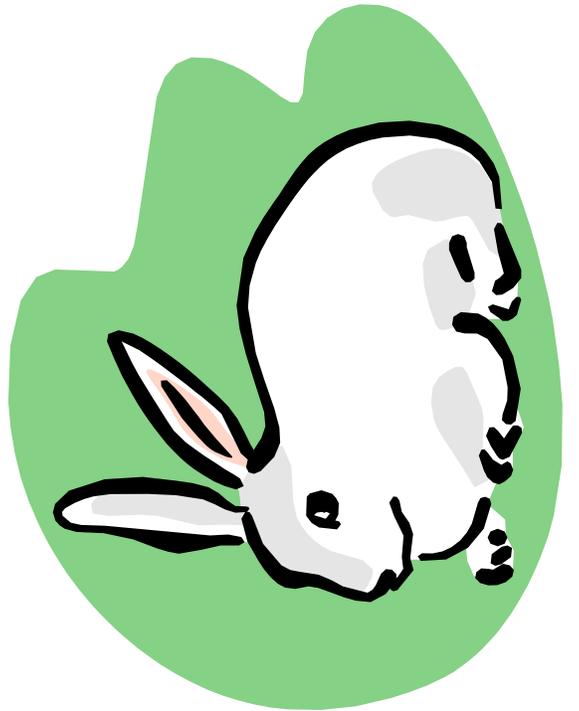
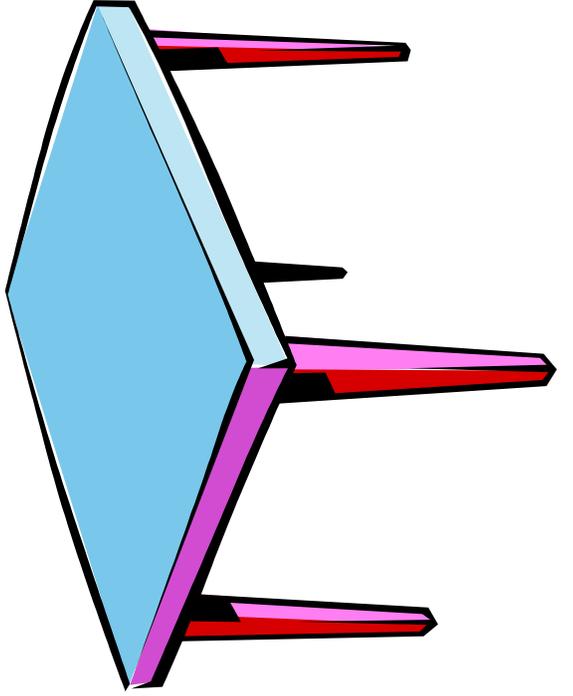
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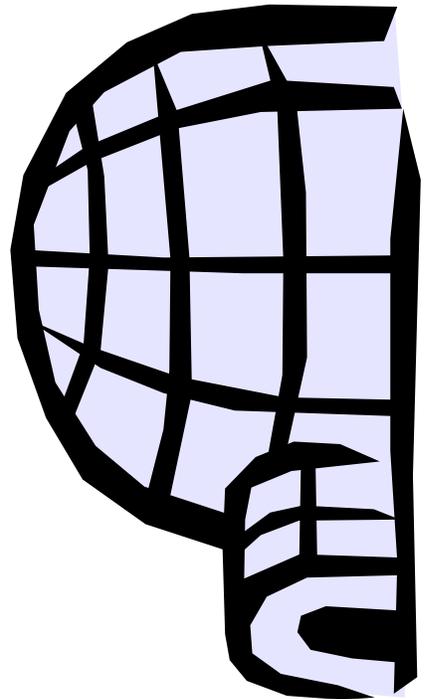
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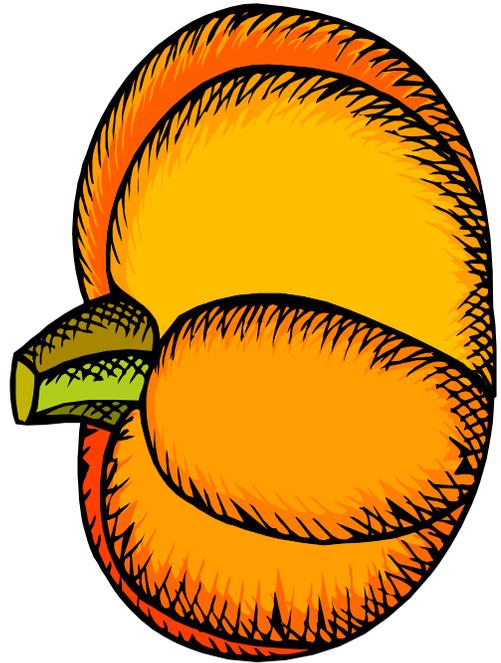
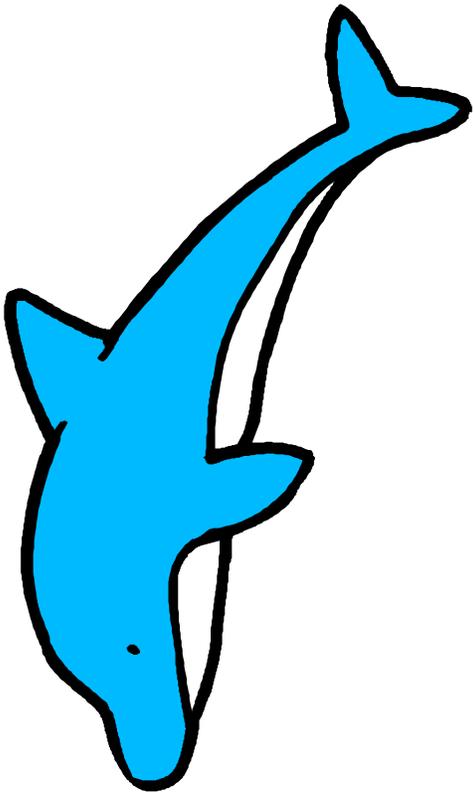
STEPS

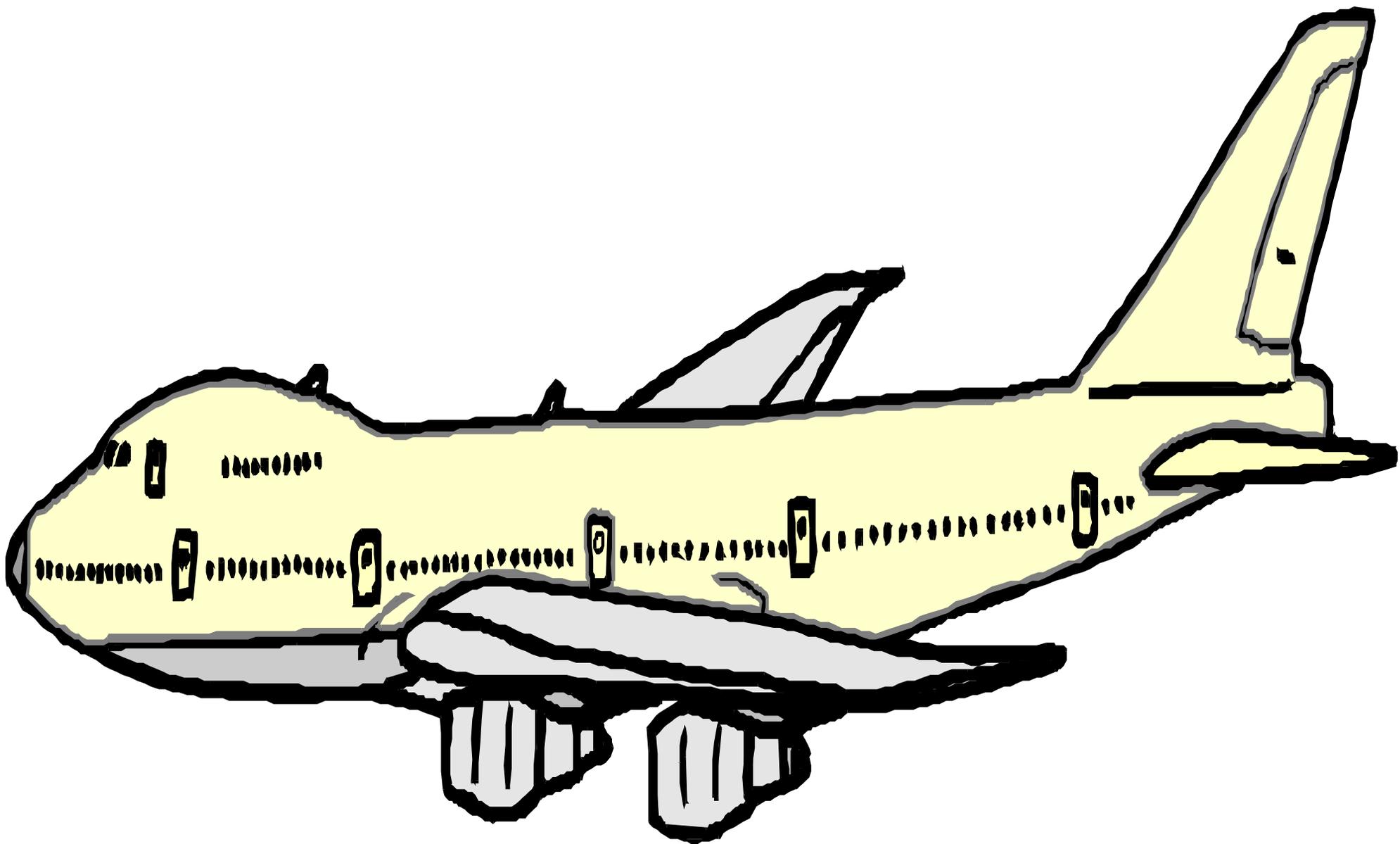
1. Lay out the puzzle of a word that your child has already practiced with (e.g., "airplane") and say, "Can you say this word slowly?"
2. Take the puzzle apart and ask your child to say the word "broken apart" (slow; i.e., "air" -- "plane"). Give help as needed.
3. When your child is able to say the words "broken apart" without your help you are ready to try some of the following:
 - * Lay out three puzzles of two-syllable words that he or she has practiced. Mix up the pieces and ask your child to put the puzzles together and tell you the word normally and broken apart.
 - * Lay out three two-syllable word puzzles (put together) and have your child say one of the words slowly while you try to "guess" which one she or he is saying.
 - * Ask your child to put the words together backwards and make a "silly" word out of it (e.g., "monkey" becomes "key-mon," "hotdog" becomes "dog-hot").
 - * Introduce the three-syllable word picture puzzles (i.e., el - e - phant, tel - e - phone, kan - ga - roo, but - er - fly).

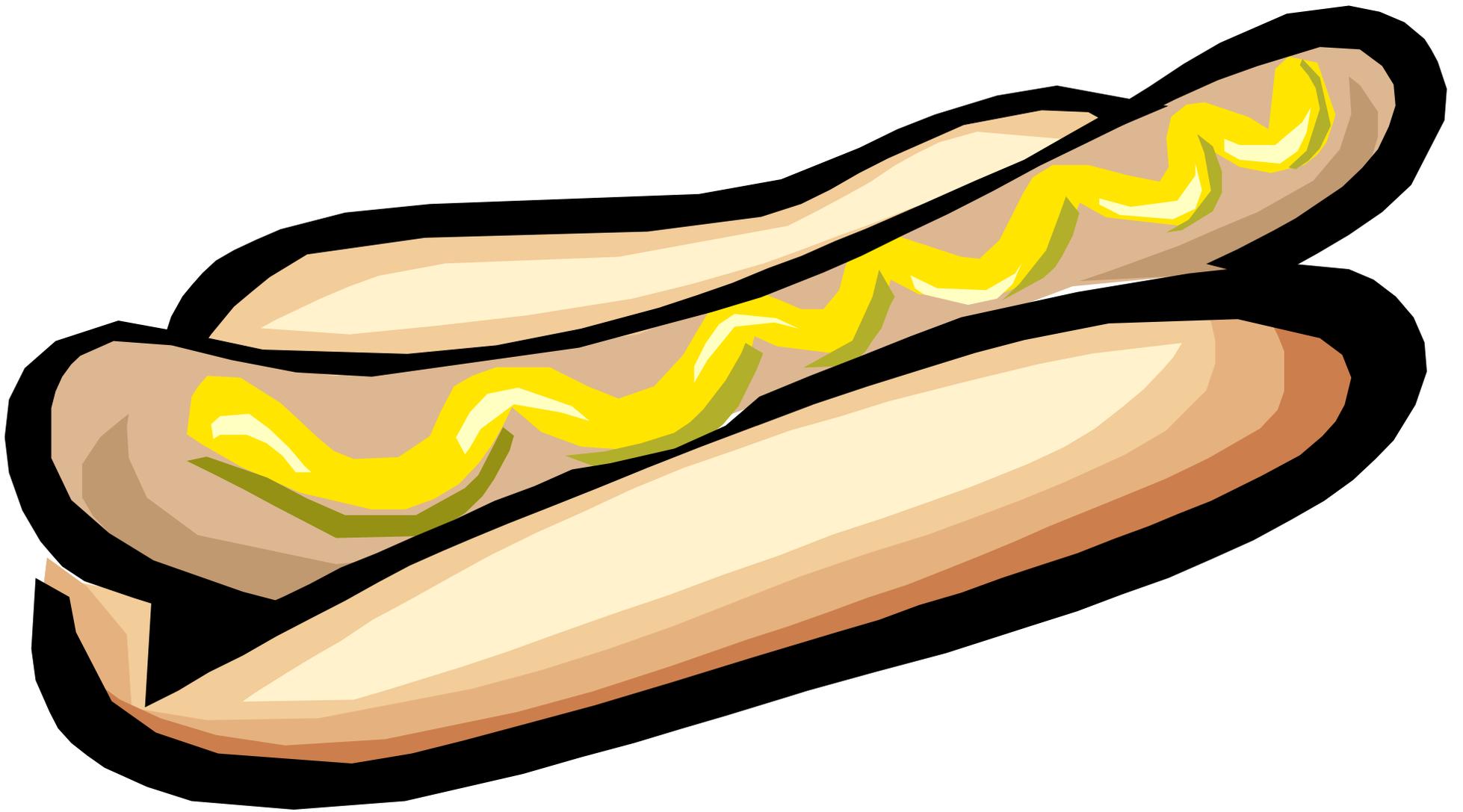


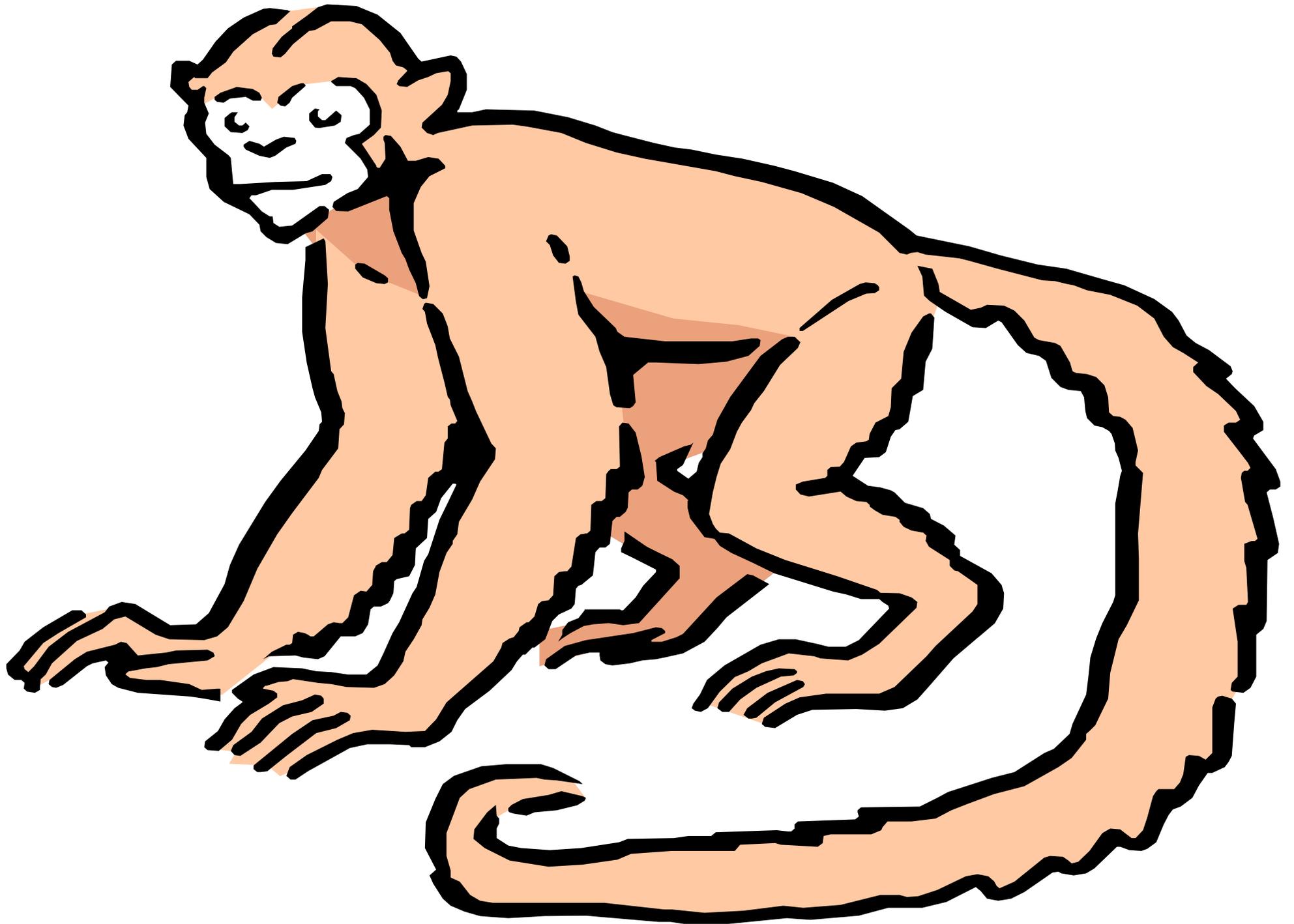


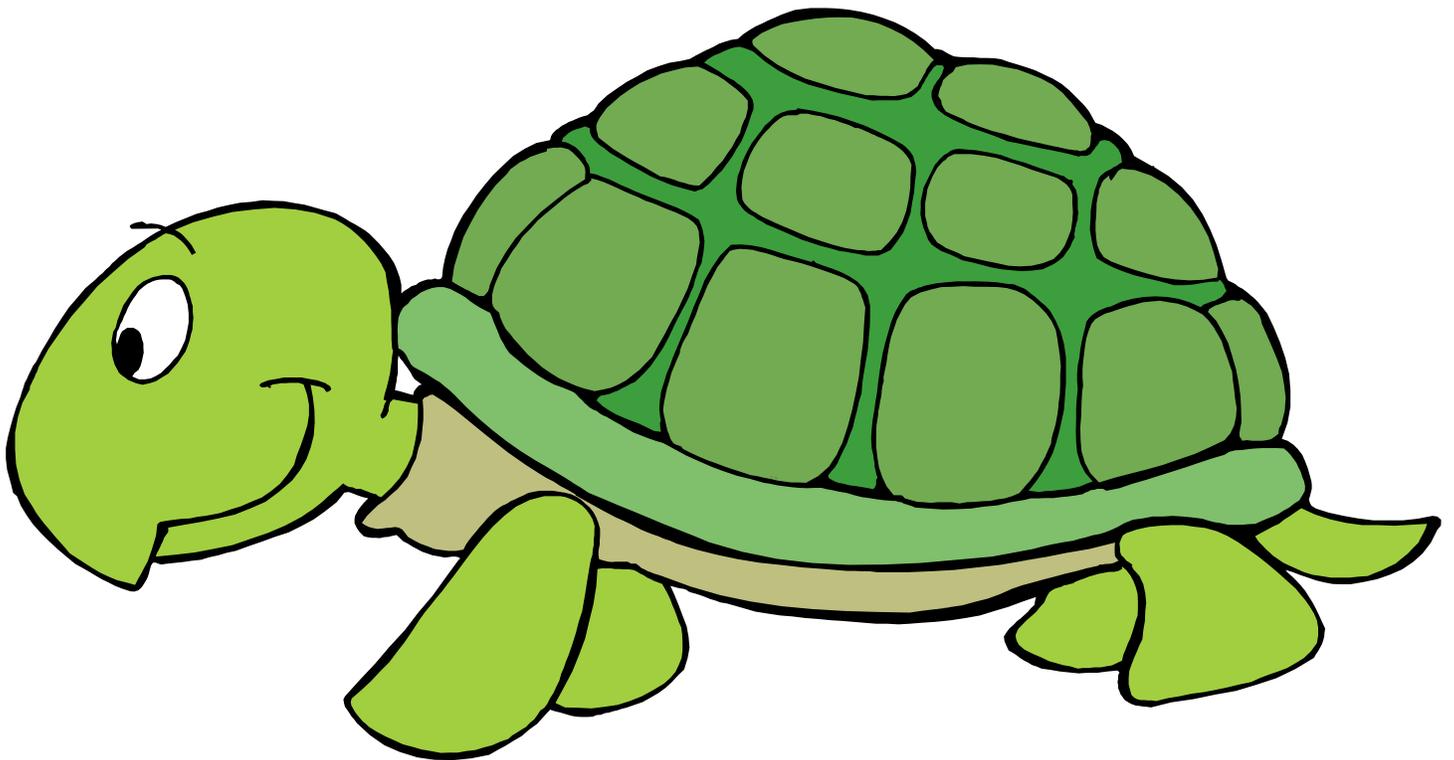
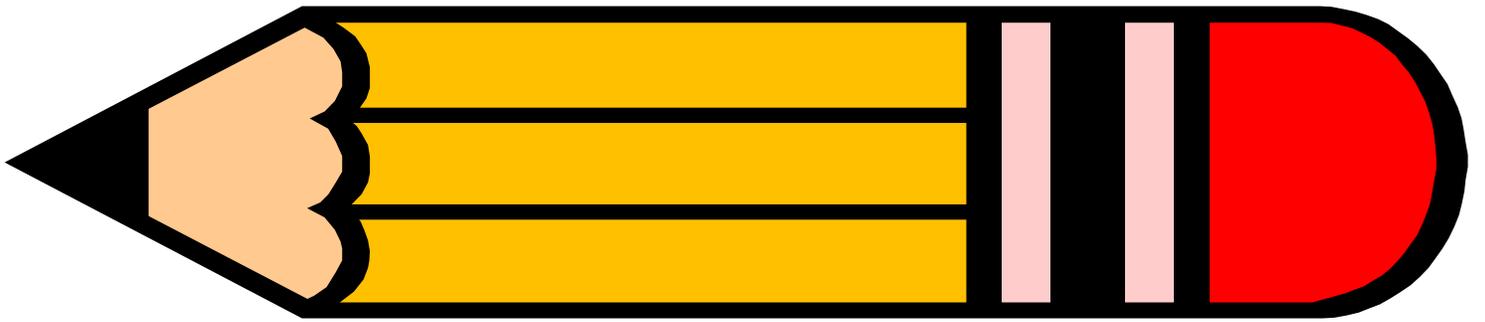


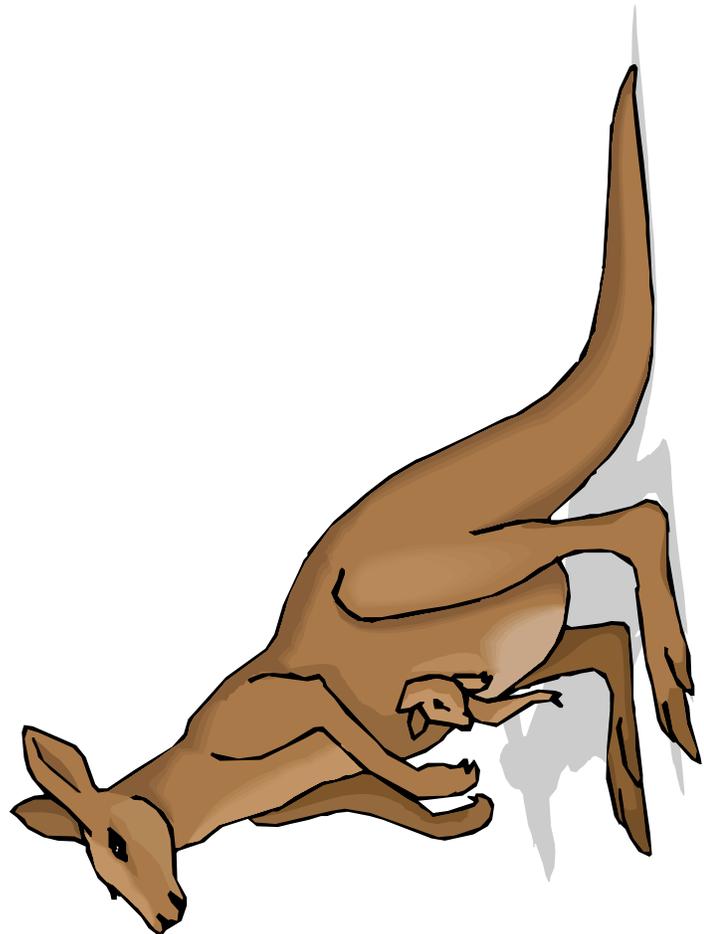
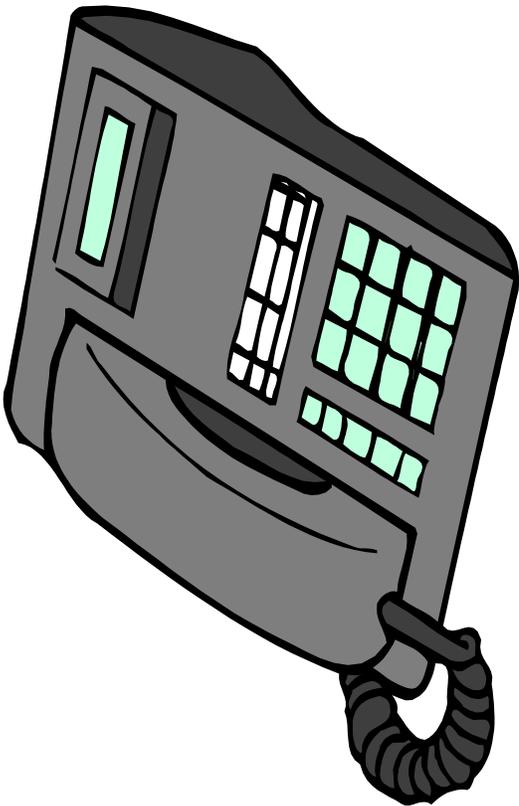
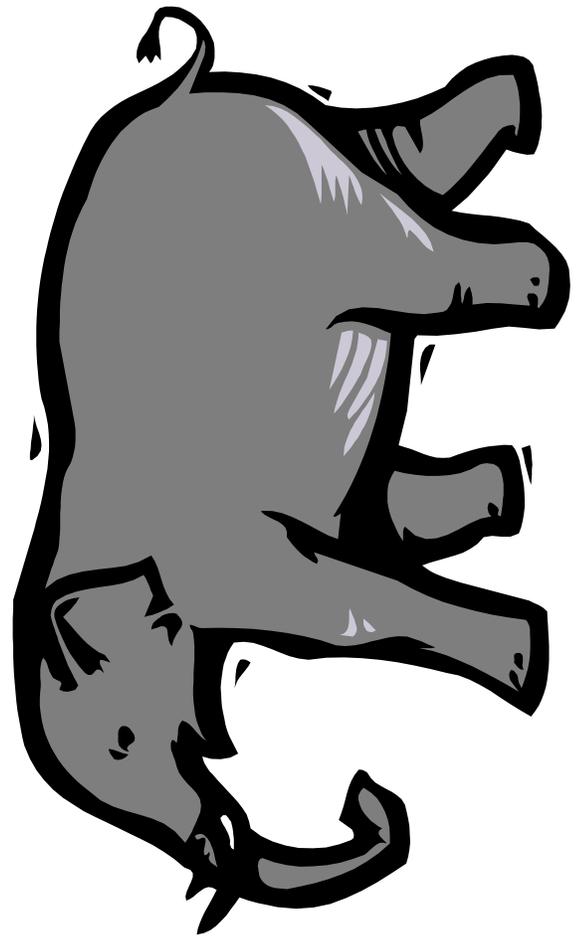
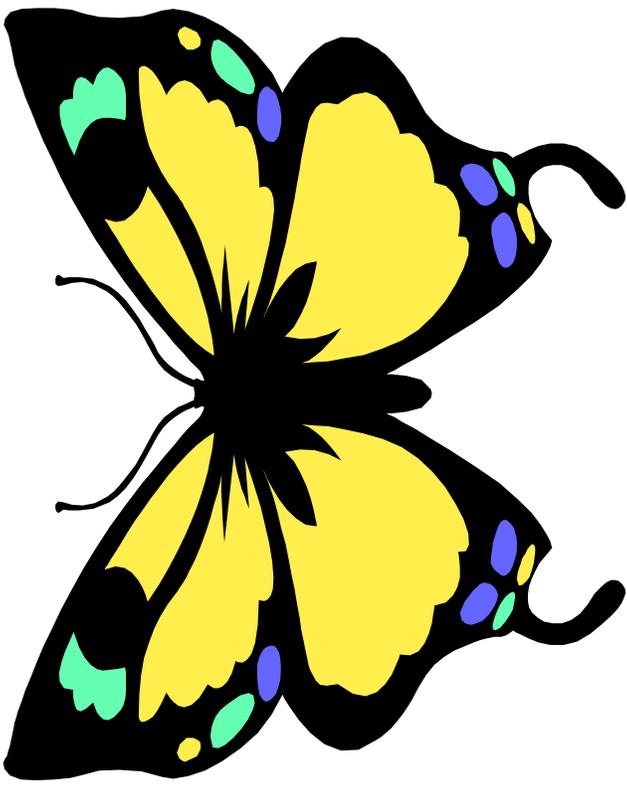












LETTER-SOUNDS FOR LETTER DAY ACTIVITIES

The following is the rough order of sounds as they develop in children's speech. You do not need to teach these sounds in this exact order. However, it is important to do these activities with sounds that the child can articulate easily. Avoid words with the initial letters q, sh, ch and th, because the written letters do not correspond to the speech sounds (e.g., the first sound in "church" is not a "c" sound as in "cat").

Start with these letter-sounds: w, p, b, d, t, m, n, h, y

Do these letter-sounds next: f, v, s, z, g, *k/c (*k and c have the same sound but are different letters. Teach them separately.)

Do these letter-sounds last: j, l, r

Remember that this activity is teaching your child to listen for the *sounds* in words. Often alphabet books choose pictures to depict a letter by the way it is *spelled* not the way it sounds (e.g. "cheese" as a /C/ word; "giraffe" as a /G/ word). If you see this, do not include that word in your game. To reduce confusion, it is important to be consistent. Choose simple words and choose words that sound the way they are spelled. The following is a chart of letters and sounds as they should be taught in this activity.

Letter-Sound	Sample Words	Letter-Sound	Sample Words
W	water, worm, wet, window	F	food, fork, fox, fan
P	pot, paint, pear, pool	V	violin, van, vase, vacuum
B	boy, bed, bike, ball	S	sock, soap, sun, spoon
D	door, dime, doll, dog	Z	zoo, zebra, zipper
T	toe, toy, truck, tree	G	goat, gate, game, grass
M	mop, mail, milk, man	k	kite, kangaroo, king, kiss
N	net, nap, neck, nose	c	cat, cake, cookie, car
H	house, hill, horse, head	j	juice, jar, jacks, jelly
Y	yogurt, yo-yo, yard, yellow	l	light, lion, lip, leg
		r	rake, rain, raisin, rock

Additional Activities for Parents to Increase Children's Print Awareness and Phonological Awareness

The activities listed below are arranged from easier to harder, in order that skills are learned by young children. It is important to begin activities with children at a level that is not too hard for them. Some activities start at a very simple level and can be extended to more complex skills. Parents should be sure that their children can perform the task at the simpler level before moving on to the higher level.

It is most important to keep the activities fun. Do not overload a child by attempting too many of the different activities at once. Focus on one or two of the activities first and experiment to discover which activities are most enjoyable for you and your child.

1. Have your child draw pictures or glue pictures cut out from magazines onto paper. Have him or her tell a "story" about the picture as you write what he or she says. You can teach new words at this time but the focus should be on drawing the child's attention to the printed word. After the story is written go back and take turns "reading" the story to each other. Collect these pictures and stories and make them into a book that can be looked at again and again.
2. Teach your child simple Nursery Rhymes. After he or she can say the rhyme and is very familiar with it, practice counting the words in one sentence at a time. The focus should be on teaching your child about sentences and words -- that sentences are made up of words. If your child cannot count yet then use blocks to represent words and build a tower as you say the rhyme, with one block added with each word spoken.
After your child can do this activity based on words move to counting syllables and then individual sounds in words.
3. Use a set of rhyming picture cards and practice categorizing the rhyming words. If your child has trouble matching rhyming words, provide help by drawing attention to the fact that words that rhyme have the same sound at the end. For example, "cat" and "rat" rhyme because they both have the "at" sound at the end; "clock" and "block" rhyme because they both have the "ock" sound at the end (emphasize the ending that makes the words rhyme when saying them). Adding some examples that do not rhyme may help your child understand (e.g., "clock" and "ball" do not rhyme because they have different ending sounds).
4. Make up "silly" words by changing the first letter in a word. Play a game of seeing how many "silly" words you and your child can create and then have your child tell you whether or not the "silly" word is a real word or not. To play this game at the easiest level, you should make up several words by changing the first sound (e.g., cook, book, took, mook, look) and then asking your child whether or not it is a real word.

At a more advanced level, you can model and ask your child to change the first sound in a word from one word to another. For example, say “my word is ‘be’ and the new sound is /m/ (say the sound, not the word). What is the new word?” (‘me’). There are lots of familiar words that the first sound can be changed to make a new word (light - night, boat - goat, pail - sail, cat - rat, ball - wall).

5. Play a game of saying a familiar rhyme or familiar word incorrectly by changing one sound in a word. Have your child tell you if you said it correctly or not. If it was incorrect explain why. For example, “‘Mary had a little bamb’ -- is that correct?” “No, why?” “Because I said ‘b – amb and I should say l-amb.’ I said a ‘B’ sound but ‘lamb’ has an ‘L’ sound.” Next have your child practice saying the sounds and hearing the difference.
6. Use a set of picture cards (or make them using 3x5 cards and pictures cut from magazines) and group them by the first sound in the word. The words you use should be simple and familiar to your child. Be sure that the printed word appears on the card so that you can point out that they all start with same letter. At first, use only two sounds. Later, after your child is better at this task you can increase the number of sounds to categorize. Finally, you can make the game involve many sounds by playing “go fish” with the initial sounds of words. Create a shuffled “deck” from the picture cards (making sure that there are at least two of each beginning sound). Give you and your child each five to seven cards and then take turns trying to create pairs by asking the other player if her or his hand includes a card with a specific first sound (e.g., “Do you have a /b/?”). When the player has that card, the opponent gets to create a pair; otherwise, the opponent gets to “go fish” for a match in the deck. Continue the game until one player has eliminated all of the cards in her or his hand. The player with the most pairs wins.

Helpful Hints: Keep It Fun

Not too easy nor too difficult

Not too boring nor too frustrating

Pay attention to what your child can and cannot do

Praise your child for all efforts

Do not expect perfection

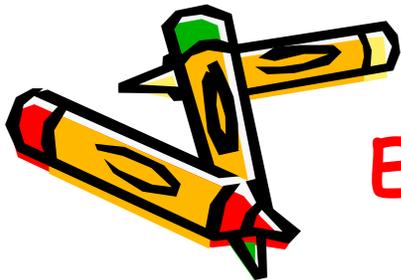
Stop before you or your child become frustrated

Do not correct speech errors at this time

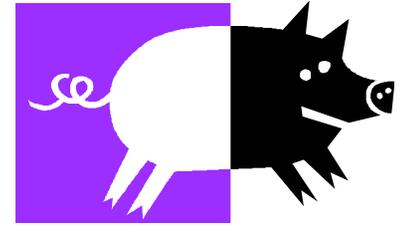
Use toys, books, and words that interest your child

Have fun!

Encourage the whole family to play!



Higglety Pigglety Pop

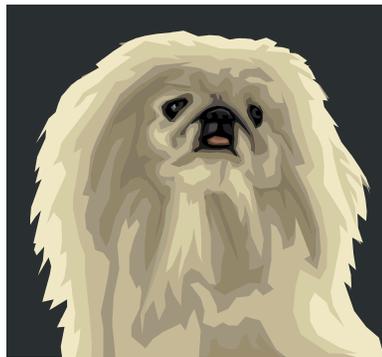


Higglety Pigglety POP!

The dog has eaten the mop.

The pig's in a hurry, the cat's in a flurry.

Higglety Pigglety POP!



Monkey See, Monkey Do

(tune: Twinkle, Twinkle, Little Star)

Monkey one *(point to self,)*

Monkey two *(point to child)*

Monkey see *(circle or point to eyes)*

Monkey do! HOP!

(repeat, and add other actions)

