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Cochlear implantation is a surgical procedure, and carries with it the risks typical for surgery. You may lose residual hearing in the implanted ear. Electrical stimulation may result in some side effects, including ringing in the ear, stimulation of the facial nerve; in rare cases this may cause pain. Though rare, it is possible that additional surgery may be required at some point to resolve complications with a cochlear implant.

For complete information about risks and benefits of cochlear implantation, please refer to the Nucleus® Package Insert (**available at [www.CochlearAmericas.com/Nucleusindications](http://www.CochlearAmericas.com/Nucleusindications)**).

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# Speech Sounds: Vowels

## A Guide for Parents and Professionals in English and Spanish

Ideas compiled by CASTLE staff, Department of Otolaryngology  
University of North Carolina — Chapel Hill



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# Speech Sounds: Vowels

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# Introduction

This guide was modeled after *Speech Sounds* for consonants, a guide that was developed by Nancy Caleffe-Schenck and Dian Baker and first published by Cochlear Americas in 2007. *Speech Sounds* has been used by tens of thousands of professionals and parents of children with hearing loss in the United States and around the world. This new guide covering vowels borrows heavily from the methodology and approach developed and presented by Nancy Caleffe-Schenck and Dian Baker. We acknowledge their work and its importance to this latest resource.

## How Do I Use This Guide?

**This program was designed to be used by professionals and caregivers prior to the Cochlear™ publication *Speech Sounds* by Nancy Caleffe-Schenck and Dian Baker.**

Auditory Bombardment\* is a crucial step in habilitation for children with hearing loss. This guide can be used for 'vowel of the week' in a therapeutic setting and at home. It provides ideas for words, songs, books, activities and common phrases to be used with a child who is an early listener. For children who are late identified, these activities can be adapted to the child's age and developmental level. It is important to state that these are activities that will promote the caregiver to use the vowels in a meaningful way. It is not expected that the child will imitate the caregiver. However, once a child has been exposed to the vowel for approximately two weeks, the child should begin to use it in their babble. It should also be noted that the word lists developed for this guide are based on Standard or General American English, used by most media in the United States. However, attempts were made to account for dialectical differences.

## The Importance of Suprasegmentals and Vowels

The suprasegmental patterns of duration (rate), intensity (volume), and pitch give us the quality of our speech and play an important role in our communication. Suprasegmentals allow us to vary the meaning of our message without changing the words by putting stress on different words and conveying emotion in what we are saying. Children learn at a very young age if the speaker is angry or happy simply from the person's volume and intonation. For example, the phrase "Go get it" can be produced as a simple request or as a forceful command by varying the rate, pitch, and volume while saying it. So even if the listener doesn't understand all of the words spoken they can determine the emotion of the message. Similarly, the phrase "You've seen that" can be interpreted numerous ways depending on which word is given stress or rising intonation ("YOU"VE seen that", "You've SEEN that" or "You've seen THAT?"). Without the appropriate use of suprasegmentals the voice can sound flat which can affect socialization in the hearing world as well as cause miscommunication of intended meaning.

The thirteen vowels (/u/ shoe, /ʊ/ book, /o/ boat, /ɒ/ dog, unstressed /a/, /ʌ/ up, /ɑ/ hot, /ɛr/ bird/mother, /æ/ cat, /ɛ/ red, /ɪ/ big, /i/ see) and four

diphthongs (/aɪ/ eye, /au/ how, /ɔɪ/ boy, /eɪ/ way) in the English language determine differing accents such as ones you hear in Great Britain, Australia and Texas. With the use of cochlear implants, children with profound hearing loss can and do develop natural-sounding speech as well as these regional accents.

Vowels are also the first ways that children use spoken language. Correct productions of vowels can represent first words (i.e. /o/ for "go"). "Accurate vowel productions can help listeners assign meaning to vocalizations in the early stages of speech development. The ability to convey meaning soon after implantation may be highly motivating and encourage active language learning in young implanted children." (Ertmer, 2010)

Children without a hearing loss typically develop all of their vowels within 24 to 36 months of age. Because children with hearing impairment who are learning spoken language through listening are typically twelve months of age or older at cochlear implantation, they will have more mature motor abilities. Therefore it is imperative that they develop most of the vowels and all of the suprasegmental patterns within the first year of listening. (See Red Flags) Before the use of cochlear implants, Doreen Pollack (Educational Audiology for the Limited-Hearing Infant and Preschooler, p. 194) and Daniel Ling (Ling Speech Cards) were recommending the importance of developing vowels with age appropriate activities through vowel bombardment. Although we know that today's cochlear implant user has full exposure to the frequencies for all vowels, this technique of acoustically bombarding a child with a vowel is still appropriate. FDA guidelines indicate children who are deaf cannot receive a cochlear implant before the age of one. This has them already delayed in speech and language acquisition by a year. Showering the child with words, songs, and phrases that emphasize a vowel or suprasegmental pattern will expedite the child's listening and spoken language development.

## What the Research Says

Research shows that vowel development improves drastically during the first year of cochlear implantation. A case study by Ertmer (2001) investigated the formant structures of a congenitally deaf child's speech before and after the child received a cochlear implant at nineteen months of age. This case-study revealed that after one year of cochlear implant use, she was using the majority of the English vowels.

Although it takes the hearing child twenty-four to thirty-six months to produce all of the English vowels, it is important to remember that motor skills are also developing at this time. In the United States, most children do not receive a cochlear implant prior to twelve months of age. Therefore a child who receives a cochlear implant in the United States will have more mature motor abilities and should be able to produce most of the vowels in the English language twelve to eighteen months after receiving a cochlear implant. (See Red Flags)

\*Auditory Bombardment is a technique in which the individual is provided with repeated, systematic exposure to phonological targets.

# “Duration” Unit

**Acoustic Information:** Hearing Needed to Detect Duration: below 1000 Hz

Hearing Needed to Identify or Use: below 1000 Hz

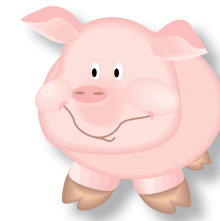
## Learning to Listen Sounds and Words with Varied Duration:

- **1 Syllable:** Learning to Listen Sounds: moo (cow), ahhh (airplane)  
Words: boo; down; go; push; whee
- **2 Syllables:** Learning to Listen Sounds: choo choo (train), woof woof (dog), oink oink (pig), meow (cat)  
Words: bye-bye; boo-boo; sleepy; wake up; mommy; daddy; uh oh; cookie, doggie, night night
- **3 Syllables:** Learning to Listen Sounds: brrr beep beep (car), hop hop hop (rabbit), buh-buh-buh (bus)  
Words: peek-a-boo; shake, shake, shake; up, up, up; bumble bee; butterfly; elephant

## Songs:

*Any song can be used for input of varied duration. These are just a few examples of songs that contain long and short durations.*

- Alouette
- Are You Sleeping
- Be Kind to Your Web-Footed Friends
- BINGO
- Did You Ever See a Lassie
- Edelweiss
- Humpty Dumpty (Elongate “fall”)
- If You’re Happy and You Know It
- It’s Raining, It’s Pouring
- Itsy-Bitsy Spider
- Mr. Sun
- On Top of Spaghetti
- Polly Wolly Doodle
- Rain, Rain Go Away
- Rockabye Baby
- Ten in the Bed (aka Roll Over)
- Going on a Bear Hunt
- The Littlest Worm
- You Are My Sunshine
- Wheels on the Bus
- Walking, walking, walking, walking, hop, hop, hop, hop, hop, hop, running, running, running, running, running, running, then we stop, then we stop (to the tune “Are you Sleeping”)



## The CASTLE Program

The Carolyn J. Brown Center for the Acquisition of Spoken language Through Listening Enrichment (CASTLE) is a public-private partnership that is part of the University of North Carolina-Chapel Hill School of Medicine and the Department of Otolaryngology/ Head and Neck Surgery. CASTLE’s mission is to teach children who are deaf to listen and talk. We provide direct intervention services to children and their families including “Mommy and Me” language groups, toddler classes, preschool classes, and auditory verbal parent participation sessions. We also provide training to professionals and students in the field of deaf education through workshops, coaching and practicum experience. CASTLE is a member of OPTION Schools. More information on OPTION schools can be found at [www.auditoryoralschools.com](http://www.auditoryoralschools.com). For more information on the CASTLE program, please contact Hannah Eskridge at [heskridg@unch.unc.edu](mailto:heskridg@unch.unc.edu) or 919-419-1428 or on our website at [www.med.unc.edu/earandhearing/castle](http://www.med.unc.edu/earandhearing/castle)

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## The Cochlear™ HOPE Program

The HOPE Program was initiated to support the (re)habilitation needs of children and adults with cochlear implants, and the professionals who serve them. HOPE includes a range of training opportunities, print and electronic resources, and practice tools developed especially for each of our audiences. Many of these tools are available for no cost, or to view on the HOPE website, [www.CochlearAmericas.com/HOPE](http://www.CochlearAmericas.com/HOPE).

## Formants

### What are formants and why are they important?

Formants are bands of energy that give us the traits that help us identify one sound from another. On the top of each page of this manual, there is a reference to the vowel formants (F1 & F2). In order for a child to hear (detect) a vowel, they must have hearing to F1. In order for a child to identify a vowel, hearing must be to F2. For example, F1 of /u/ as in ‘moo’ is 430Hz and F2 is 1170Hz; therefore, a child must have hearing to approximately 500 Hz to detect and 1200 Hz to identify the /u/ sound. Because the highest F2 for vowels is around 3000 Hz, a child that has hearing to 3000Hz should be able to produce all of the vowels presented to them.

## Red Flags

Research has shown that a child who has worn a cochlear implant and received intensive input for a year typically produces most English vowels. Therefore, if a child with a cochlear implant age of at least one year is not accurately producing a wide variety of English vowel sounds in approximations of words, there is cause for concern. Other possible impeding factors should be investigated, such as the child’s mapping strategy, level and quality of intervention services, amount of home carryover, and/or any cognitive or motor delays.

A child who displays oral-motor impairments such as excessive drooling, feeding difficulties, low tone or muscle weakness is at high risk for slow development of accurate speech sound production. Typically children with such impairments should be referred to an Occupational Therapist and/or a Speech Pathologist who specializes in oral-motor dysfunction.

A child who demonstrates excessive and inconsistent vowel distortions, abnormal intonational patterns, and/or inconsistent speech sound errors may have childhood apraxia of speech (also frequently referred to as dyspraxia, developmental apraxia of speech, developmental verbal dyspraxia). This is a motor planning disorder in the absence of motor weakness. A child with apraxia requires a specialized type of speech therapy to address motor planning in addition to building audition skills. ([www.apraxia-kids.org](http://www.apraxia-kids.org))

## Special Thanks

We at CASTLE hope that this information can be helpful to therapists and parents by being assembled into one document. We would like to thank those who have published information on vowel production and bombardment, on which this manual is based. These authors include, but not limited to Daniel Ling, Doreen Pollack, Donald Goldberg, Nancy Caleffe-Schenck, Warren Estabrooks, and Judy Simser. We also would like to thank our personal mentors Carolyn Brown, Todd Houston, Kathryn Wilson, Beth Walker, Beth Whitfield and Kim Panciera who continue to share their knowledge with us.

# “Intensity” Unit

**Acoustic Information:** Hearing Needed to Detect: below 1000Hz

Hearing Needed to Identify or Use: below 1000Hz

## Crafts:

- “Cut, cut, cut” with scissors
- Draw/paint long lines vs. short lines/dots while vocalizing
- Move fingers around in finger paint/pudding while vocalizing
- Paint polka-dots with Do-a-Dot Art paints, cotton balls, or small sponges while inputting “dot dot dot...”

## Games:

### Group Games:

- Duck, Duck Goose (GOOOOSE)
- Any type of race (“ready, set, goooooo”)

### Board Games:

- Chutes and Ladders by Hasbro
- Don’t Break the Ice by Hasbro
- Sorry by Parker Brothers (short syllables when counting, long to slide)

## Ideas for Home:

- Cut play-doh and “rooooooll” playdough
- Push someone in a wagon, “puuush” for long pushes, “push, push, push” for short pushes
- Stirring items, say “stiiiiirrrr” as you stir the item
- Pouring items, say “pourrrrr” or “drip, drip, drip” as you slowly pour out the items
- Pop bubbles, say “pop,” “pop,” “pop” as you pop the bubbles
- “Up, up, up” (going up the ladder) and “whee” while going down a slide
- Vocalize short syllables while bouncing on a therapy ball or hippity hop

## Ideas for Older Kids:

- Zip line
- Swings “whee” as you push the child
- Spin Art Machine by Rose Art, “drop, drop” with paint, “spiiin” when paint it going around
- Relay Race “goooo...stop”
- Make paper chains using different durations for the length of the chain

## Notes:

## Learning to Listen Sounds and Words with Varied Intensity:

- Putt, putt, putt (boat LLS whispered)
- Night, night (softly); Wake up (loud)
- Swish swish (fish LLS whispered)
- Sssssss (snake LLS whispered)
- Tick tock tick tock... (whispered)
- Tip toe tip toe... (whispered)
- Sssshhhhhh... (whispered)
- Hush (whispered)
- Stop! /Go! (loud)



## Songs/Nursery Rhymes:

*Any song can be used for input of intensity*

- Baby Bumblebee (say “ouch” loudly)
- Five Little Ducks (make daddy/mamma duck quack loudly at the end)
- John Jacob Jingleheimer Schmidt
- Row, Row, Row Your Boat (Row, row, row your boat, down the jungle stream. If you meet a crocodile don’t forget to scream! AAAAAHHHH)
- Open, Shut Them (Open up your great big mouth “AAAAH”, but do not put them in)
- 1-2-3-4 (One - you said that softly..., Two - a little bit louder, Three - I still can’t hear you, Four - that’s so loud!)
- Wheels on the Bus (The babies on the bus say “wah, wah, wah” (loudly). The mommies say “sh, sh, sh”(softly)
- Pop goes the Weasel (Pop – loud)
- Going on a Bear Hunt
- Ring Around the Rosie (2nd verse “Cows are in the meadow eating buttercups (normal volume), Thunder, Lightning we all stand up (loudly)

## Books/Literature:

- *Goodnight Moon* by Margaret Wise Brown (ex. “...and a quiet old lady whispering hush” whispered)
- *Five Little Ducks* (any version) (ex. make mama duck quack loudly)
- *Jack and the Beanstalk* (any version) (ex. “...fi fie foe fum...” loudly)
- *Sheep on a Ship* by Nancy E. Shaw and Margot Apple
- *The Napping House* by Audrey Wood and Don Wood
- *The Very Quiet Cricket* by Eric Carle
- *The Very Lonely Firefly* by Eric Carle

## Intensity Play Activities:

- “Shhhhhhhh”, he’s sleeping (whispered)...wake up! (loudly)
- “Ouch!”
- “Shhhh be quiet”, while sneaking up on someone and then yell “Boo”

## Crafts:

- Make snakes with play dough (“ssss-ouch” real loud when it pretends to bite)
- Make butterflies out of tissue paper and make them fly while whispering “fu fu fu”

## Games:

### Group Games:

- Hide and Seek
- Follow the Leader (be loud for certain actions like stomping and quiet for others like tip toe)

### Board Games:

- Don’t Wake up Daddy – Hasbro Parker Brothers
- Don’t Break the Ice – Hasbro

## Ideas for Home:

- Put dolls/stuffed animals to sleep by whispering “shhhhh/night night” or “go to sleep” then say “wake up” very loudly
- During pretend play make big dolls/figures talk loudly and small dolls/figures talk quietly
- Play with a microphone and have child imitate your volume while singing/talking

# “Pitch” Unit

**Acoustic Information:** Hearing Needed to Detect: below 1000Hz

Hearing Needed to Identify or Use: below 1000Hz

## Ideas for Older Kids:

- Tell secrets to each other by whispering at close range
- Yell to someone far away
- Start a race by saying “ready, set (normal volume)... go! (loudly)”
- Playing with musical instruments can also introduce a child to intensity cues otherwise known as dynamics in the music world. The following can be games to play with musical instruments:
  - 1) With percussion instruments and a rain stick, you can tell the story and progression of a rainstorm. Using the book *Rain* by Peter Spier’s can give some visual clues to the children. Start out with the pitter patter of rain with a small drum, add the rain stick to the story, and then for thunder add a bass drum. Then gradually decrease the instruments until you are left with just a pitter patter of rain and then silence (the storm is over). Another book for children with higher language skills that focuses on an impending storm is *Thunder Cake* by Patricia Polacco. (This story will probably need to be paraphrased for most early listeners.)
  - 2) A version of the hot/cold game. One person leaves the room and an item is hidden somewhere in the room within view. The person returns to look for the item. They are given clues to how close they are to the item based on how loud the instrument (i.e. drum) is played. The louder the sound the closer the person is to the object.

## Notes:

## Learning to Listen Sounds and Words with Varied Pitch

- AHHH (varied pitches) for the airplane
- Moo (LOW pitch) for the cow
- Meow (high pitch) for the cat
- Squeak Squeak (high pitch) for the mouse
- Woof Woof (low pitch) for the dog
- Stomp Stomp (Low pitch – ex. elephant stomping through the forest)
- Uh oh
- Ding Dong
- Bye Bye



## Songs:

*Any song can be used for pitch. These are just a few examples of songs that have distinct pitch differences in them.*

- Five Little Monkeys Jumping on the Bed (Use a low pitch for the doctor’s voice)
- I’ve Been Working on the Railroad
- See-Saw Marjorie Daw
- Three Little Kittens (Use different pitches for mother and kitten’s voices)
- Wee Willy Winkie
- She’ll Be Coming Around the Mountain (high pitch for whistle, low pitch for grandma snoring)
- Where Is Thumbkin? (Have one thumb talk in a high voice and the other thumb talk in a low voice)
- Alice the Camel (Boom, Boom, Boom with a low pitch)
- Itsy Bitsy Spider (sing at low pitch and high pitch) Sing the “Itsy Bitsy Spider” using a high pitch, then change the words to “The Big Fat Spider” and sing at a low pitch
- Old McDonald (change the pitch for different animals, i.e. cow’s moo is low pitch; cat’s meow is high pitch)
- I Caught a Fish Alive
- Five Little Ducks (Daddy duck has low pitch and mama duck is high pitch)
- Wheels on the Bus (Driver (low-pitch) “Move on back”)
- This Little Piggy (This little piggy went “whee, whee, whee” (high-pitch) all the way home)

## Books/Literature:

*Changing the pitch for different character voices will emphasize this target.*

- *Goldilocks and the Three Bears* (any version)
- *Jack and the Beanstalk* (any version)
- *Little Red Riding Hood* (any version)
- *The Three Billy Goats Gruff* (any version)
- *The Gingerbread man* (any version)
- *The Three Little Pigs* (any version)
- *The Lion and the Mouse* (any version)
- *Big Little* by Leslie Patricelli
- *Go Dog Go* by PD Eastman (Do you like my hat?)(high pitch); (No, I do not like your hat)(low pitch)

## Vowel Play Activities:

- “Whee” with cars going down track
- “Whee” with a swing
- Changing diaper low pitch to high pitch for “pooh-ee” or “pee-u”
- While putting rings on a ring toy or stacking blocks change pitch from low to high or high to low

## Crafts:

- Make paper rings and move them up and down in pitch
- Glue/staple/tape streamers to tubes and raise them up and down using high and low pitch
- While finger painting have fingers move up for high and down for low

## Games:

### Group Games:

- Car racing track/ramp – Melissa & Doug
- Throwing balls into a basket – change your pitch on how fast or slowly the ball is moving.

### Board Games:

- Sorry by Hasbro (say “sorry” in a low voice)
- Bingo (any version) – call the numbers (i.e. B4) in a low voice & use a high voice to call out “bingo”
- Chutes and Ladders by Milton Bradley

# /u/ as in “shoe” Unit

**Acoustic Information:** Hearing Needed to Detect /u/: 430Hz  
Hearing Needed to Identify or Use /u/: 1170Hz

## Words that Contain Target Vowel:

### Learning to Listen Sounds:

- Cow says “**moo**”
- Monkey says “**ooo-ooo-eee-eee**”
- Rooster says “**cock-a-doodle-doo**”
- Train goes “**choo choo**”



### First Developing Words:

do  
juice  
shoe  
spoon  
you

### Later Developing Words:

achoo	drew	noon	threw
adieu	ewe	pew	through
afternoon	few	pooh	to
balloon	flew	pool	too
blew	food	proof	tool
blue	fool	queue	toot
boo	fruit	raccoon	tooth
boot	fuel	rescue	true
brew	glue	roo	truth
bugaboo	grew	roof	tube
canoe	hoo	rule	tune
cartoon	hoop	school	two
chew	hugh	screw	use
clue	hullabaloo	shoo	usual
coo	jewel	smooth	view
cool	juicy	soon	whew
crew	knew	spoon	who
cruel	loose	soup	whose
cruise	lose	stew	you'll
cucumber	lou	stool	zoo
cue	moon	sue	
dew	new	tattoo	

## Songs/Nursery Rhymes:

- Baby **Boo** by Colin & Jacqui Hawkins
- **Blue Moon**
- **Blue's Clue**
- Hey Diddle Diddle (**Moon, Spoon**)
- I See the **Moon** and the **Moon** Sees Me. God Bless the **Moon** and God Bless Me
- **Shoo** Fly Don't Bother Me.
- Skip, Skip, Skip to my **Lou (Lou, Shoo)**
- **Spoonful** of Sugar from Mary Poppins
- **Who** Stole the Cookie from the Cookie Jar?
- Winnie the **Pooh**
- **Two** Feet, by Chris Barton
- Cobbler, Cobbler Mend My **Shoe**
- Little Bunny **Foo-Foo**
- One, **two**, buckle my **shoe**
- There was an Old Woman
- Stirring my **Brew**
- Green Grass **Grew**
- All I Want For Christmas Is My **Two** Front Teeth

## Phrases:

- Get your **shoes**
- That's **cool!**
- Time for **school**
- **Ooh**, yuck!
- **Who** is it?

## Books/Literature:

*Text may not always contain the target vowel; however, pictures in the book can be used to reinforce the target vowel.*

- *And the Dish Ran Away with the Spoon* by Janet Stevens
- *Blue's Clues*
- *Chicka-Chicka Boom Boom* by Bill Martin and John Arachambault
- *Goodnight Moon* by Margaret Wise Brown
- *Guess How Much I Love You* by Sam McBratney
- *Hey, Diddle-Diddle* by Kin Eagle
- *Little Boy Blue* by Iona Opie and Rosemary Wells
- *One Dog Canoe* by Mary Casanova
- *Papa, Please Get the Moon for Me* by Eric Carle
- *Put Me in the Zoo* by Robert Lopshire
- *Stone Soup* (Any version)
- *The Wind Blew* by Pat Hutchins
- *Winnie the Pooh* by A.A. Milne

## Ideas for Home:

- When walking up the stairs say “up, up, up” with rising pitch and walking down say “down, down, down” with decreasing pitch
- Play with toy daddy and child with dollhouse (daddy uses low pitch, baby high)
- Pick up child “up up up” while pitch rises
- Ride the horsie, “whee”
- Slides “ up, up, up”(rising pitch) going up the ladder and “whee” sliding down (lowering pitch)
- Pick the child up and spin around in circles – say “whee”
- Sit and spin – say “round and round” with high and low pitches
- Merry Go Round – say “round and round” with high and low pitches

## Ideas for Older Kids:

- Pretend play. Wear old lady costumes or man costumes to talk in high pitch and low pitch voices
- Telephone game. Have kids tell something to someone sitting next to them in a high or low pitch and then each child has to imitate the same pitch
- Read stories to younger children. Have the older child change pitch for different characters (ex: The Three Little Pigs – high pitch for pigs, low pitch for the Big Bad Wolf)
- Write a story in which the character's voices have different pitches. “Publish” the story and read it to the class, to a younger grade level, or on video tape

## Notes:

# /ʊ/ as in “book” Unit

**Acoustic Information:** Hearing Needed to Detect /ʊ/: 540 Hz  
Hearing Needed to Identify or Use /ʊ/: 1410 Hz

## Vowel Play Activities:

- Changing baby diaper, say “Ooo, that is smelly” to something that doesn’t smell good.
- Play Peek-a-boo
- Play with a train and make the “choo-choo” sound. “Listen, I hear the train saying “choo-choo”.
- Play in water, shaving cream, fingerpaint and say “Oooooo” with motions
- Paint nails, body glitter, hair accessories “Oooooo, pretty”
- Make chocolate pudding; pretend its mud for your farm animals to play in. Oooooo, they’re dirty!

## Crafts:

- Decorate box, bag, shirt, hat with **jewels**
- **Glue** items on paper
- Make a train & say “choo-choo”
- **Balloon** ghosts for Halloween! Blow up a balloon, draw a ghostly face on the balloon, tie a string and hang from the ceiling. The ghosts also say “Oooooooo.”
- Use tootsie pops to make a candy ghost (“Oooooooo”). Wrap a white facial tissue around the lollipop, tie with a chenille stick (or piece of tape), then draw a face on your ghost.
- Draw pictures on construction paper, white boards, sidewalk with chalk. Talk about what you **drew**; “You **drew** \_\_\_\_, I **drew** a \_\_\_\_.”
- Make a collage of blue items/objects. Pom-poms, buttons, stickers, paper and/or beads.
- Cut out **blue** objects from catalogs or magazines and **glue** them to paper.
- Color a picture of a cow that says “moo.”

## Games:

### Group Games:

- Duck, Duck **Goose**
- Musical Chairs
- Musical Statues [www.en.wikipedia.org/wiki/Musical\\_statues](http://www.en.wikipedia.org/wiki/Musical_statues)
- Queenie, Queenie, **Who’s** got the ball? [www.en.wikipedia.org/wiki/Queenie,\\_Queenie,\\_who's\\_got\\_the\\_ball%3F](http://www.en.wikipedia.org/wiki/Queenie,_Queenie,_who's_got_the_ball%3F)

### Board Games:

- **Uno** by Mattel
- Guess **Who** by Milton Bradley
- **Cadoo** by Cranium
- Scooby-**Doo!** Who Are You by Pressman
- Goodnight **Moon** by Briarpatch
- **Chutes** and Ladders by Milton Bradley
- **Cootie** by Hasbro
- Barrel of Monkeys by Milton Bradley
- Tumblin’ Monkeys by Mattel
- Jumping Monkeys by Pressman

## Ideas for Home:

- Find each other’s **shoes**
- Get fake **tatoos**
- Make **fruit** salad
- Make **soup** or **stew**
- Use **tools** to “fix” things
- Plant **cucumbers** in a garden – they grow fast and there are many to pick off the vine daily!
- Play with a **Hoola-hoop**
- Play farm – **Moo** like cows!
- Toss **balloons** back and forth
- Make **juice!** (Frozen apple/orange juice concentrate, kool-aid, etc.)
- Prepare to go visit the **pool** – gather all the things you need for the **pool** (towel, lotion, floats, swim trunks, snacks, sun glasses)
- Look through all of Mommy’s/Daddy’s/Grandpa’s **tools**. Maybe there’s a small project you can do together using tools!
- Eat snacks or meals that require a **spoon**
- Make lunch for **two** people/stuffed animals – where you need two plates, two napkins, two forks, two cups, etc.

## Ideas for Older Kids:

- Make chocolate-covered **spoons** to give as gifts
- **Clue** or **Clue Jr.** by Parker Brothers
- Teach/play a **new** game – talk about the **rules**
- Use a telescope and look at the **moon**

## Notes:

## Words that Contain Target Vowel:

### Learning to Listen Sounds:

- Dog says “**woof woof**”

### First Developing Words:

book  
push  
cookie  
hook



### Later Developing Words:

bush	good	put	Woody (from Toy Story)
brook	hood	shook	woodpecker
book	hook	should	woodchuck
cook	look	stood	wolf
could	nook	sugar	woman
crook	octopus	took	would
crooked	pudding	wood	
foot	pull		

## Songs/Nursery Rhymes:

- Auld Lang Syne – (“**Should** old acquaintance be forgot”)
- Hokey Pokey – (“**Put** your \_\_\_\_ in”)
- Who Stole the **Cookies** from the **Cookie Jar** (could change “stole” to “**took**”)
- How much is that doggie in the window (**woof woof**)
- Whose Afraid of the Big Bad **Wolf**
- How Much **Wood** Could a **Woodchuck** Chuck?
- **Pussycat, Pussycat**
- **Put** Your Little **Foot**
- Polly **Put** the Kettle On
- Tommy **Snooks** and Betsy **Brooks**
- The **Woody Woodpecker** Song
- I Love You a **Bushel** and a Peck
- **Put** Your Finger On, **Put** Your Finger On...
- In A Cabin In the **Wood**
- Little Fishes in A **Brook**
- Over the River and through the **Woods**
- There Was A **Crooked** Man

## Books/Literature:

*Text may not always contain the target vowel; however, pictures in the book can be used to reinforce the target vowel.*

- *Good Night Gorilla* by Peggy Rathmann
- *Good Night Moon* by Margaret Wise Brown
- *Little Red Riding Hood*
- *The Doorbell Rang* by Pat Hutchins (for input of **cookies**)
- *The Enormous Carrot* by Vladmimir Vagin (for input of **pull**)
- *The Foot Book* by Dr. Suess
- *Who Stole the Cookies* by Judith Moffatt
- *Woodpeckers of North America* by Frances Backhouse
- *Sesame Street Cookie Monster books* by Modern Publishing (**cookies**)
- *I Spy Books* by Jean Marzollo and Walter Wick (**look**)
- *Where Is Waldo?* by Martin Handford (**look**)
- *Look for Lisa* by Tony Tallarico (**look**)
- *Charlie Cook’s Favorite Book* by Julia Donaldson and Axel Scheffler

## Vowel Play Activities:

- Pick up heavy objects by saying “**u u u**” while lifting
- Push on Play Dough or heavy objects and say “**u u u**”
- Push potato head pieces in “**u u u**”
- Push pegs through hammer toy “**u u u**”

## Crafts:

- Build things with **wood**
- Make dark tube with black construction paper. **Put** glow-in-the-dark stars on another sheet. **Look** through the tube at the stars.
- Trace **foot** on paper.
- Decorate **cookie** shapes with gems to look like candy cookies.
- Make a **book** by stapling folded paper. Add desired pictures.
- Step in paint/paint the bottom of your **foot** – make **footprints** on paper
- **Push** stamps into ink pads – then make a picture with the stamps
- **Push** stickers (so they will stick better!) onto paper/clothing
- Make an **octopus** by stapling crepe paper to a paper plate (“**push**” on the stapler)
- String painting – dip a piece of string/yarn in paint then put it in a folded piece of paper and **pull** it out, unfold the paper and see the design
- Finger paint with **pudding**

# /o/ as in “go” Unit

Acoustic Information: Hearing Needed to Detect /o/: 760 Hz  
Hearing Needed to Identify or Use /o/: 1250 Hz

## Games:

### Group Games:

- Tug-of-war to input “**pull pull pull**”
- The “what if...?” game (“what **would** you do?”)
- **Pushing** races (fill trunks or boxes to make them heavy, make starting and finish lines, see who can make it to the finish line first while pushing the heavy object, cheer contestants on “push push push...”)

### Board Games:

- Goodnight Moon Game by Brairpatch
- Jenga by Hasbro – **push/pull** out each piece
- Trouble by Milton Bradley – **push** the bubble
- Kerplunk by Mattel – **pull** out the sticks
- I’m a Little Teapot – Fisher-Price (**cookies**)
- Cookies and Milk – Parker Brothers
- Cookie Crunch – Sesame Street Games

### Ideas for Home:

- Go for a walk with binoculars and **look** at various things in environment
- Hang things on **hooks**
- Play kitchen and **cook** (or involve child in real cooking activities)
- Play with View Master and tell the child to “**look**” each time you change the picture
- Decorate **cookies** with icing
- Play hide and seek to **look** for someone or something.
- Pretend to be dogs (**woof-woof**)
- **Pull** each other in a wagon
- Go to the library to pick out **books**, look at all the **books**, take some **books** home to read!
- Wear sweatshirts or jackets with **hoods**
- Play with a kaleidoscope – **look** at all the different designs
- Play with Play-Dough – **push** cookie cutters to make shapes
- Play with button activated toys – **push** the button to make it go/work/light up
- Take turns **pushing** each other in a rolling chair, laundry basket, riding toy
- Make, serve, and eat **pudding**

## Ideas for Older Kids:

- Find things made of **wood**
- Make a birdhouse out of **wood**
- Put objects (or birdfeeders) on **hooks** and hang on trees
- Make a problem-solving experience **book** about what the main character “**should**” do in different situations
- Research and act like **woodpeckers**
- Rearrange a room and have child help you **push** the furniture

## Notes:

### Words that Contain Target Vowel:

#### Learning to Listen Sounds:

- Santa says “**ho ho ho**”

#### First Developing Words:

boat  
broken  
go  
hold  
no  
no more  
home  
nose  
open  
show  
throw



#### Later Developing Words:

arrow	gross	open	sold
blow	grow	over	stone
boat	hippo	phone	stove
borrow	hoe	poetry	swallow
bow (noun)	hello	roach	those
choke	hope	roast	throat
close	hose	road	tip- toe
clothes	joke	robe	toast
coast	know	robot	toaster
coat	loaf	rope	toe
Cocoa	low	rose	told
don't	most	row	total
float	mow	post	uh-oh
flow	narrow	show	vote
ghost	note	slow	whoa
globe	oatmeal	smoke	zero
glow	okay	snow	
goal	old	soap	
goat	only	soak	

### Phrases:

- **Show** me
- Oh-**no**
- **Open** it
- **No**-no
- Uh-**oh**
- **No** more
- Time to **go**
- Ready, set, **go**
- **Don't** do that
- Answer the **phone**
- Say **hello**
- **Don't** hit/ **no** hitting
- Throw it away
- Open/**close** the door
- Go with the **flow**
- **Blow** a kiss
- **Blow** your nose
- **Go** away
- Leave me **alone**
- **Show** and tell

### Songs/Nursery Rhymes:

- 5 Little Monkeys (**No** more Monkeys)
- Hi **Ho**, Hi **Ho** by Walt Disney
- Crimson and **Clover** (Tommy James)
- Let it **snow**, let it **snow**, let it **snow**
- Old McDonald (ee—i—ee—i—o)
- **Open**, shut them (finger play song)
- **Over** the Rainbow (Judy Garland)
- **Row Row Row** your **boat**
- **Bingo**
- Do Your Ears Hang **Low**
- Frosty the **Snowman**
- Ring Around the **Rosie**
- Head, Shoulders, Knees and **Toes**
- **Hello** Song
- Down By the Station
- Eeny Meeny Miney, **Moe**
- For He's A Jolly Good **Fellow**



# /ɔ/ as in “dog” Unit

**Acoustic Information:** Hearing Needed to Detect /ɔ/: 840Hz  
Hearing Needed to Identify or Use /ɔ/: 1060 Hz

## Words that Contain Target Vowel:

### Learning to Listen Sounds:

- Crow says **caw, caw**



### First Developing Words:

all done  
all gone  
ball  
dog  
draw  
soft\*  
wall

### Later developing Words

all	fall	law	strawberry
awesome*	flaw	lawn	strong
awful	fog*	log	tall
awkward	fought	long	talk
bought	frog*	lost*	taught
brought	gnaw	mall	thought
call	gone	off	waffles*
caught	hall	paw	walk
chalk	haunted	raw	wash*
claw	hawk	saw	water*
cough	hee- haw	slaw	wok
crawl	hog*	small	wrong
dawn*	hotdog	song	yawn
doll*	jaw	straw	

### Phrases:

- All done
- All gone
- Aww, shucks
- Call me
- Take it off
- I saw it
- Awesome!
- Turn it off
- Wrong way

\*Subject to regional dialect and not always pronounced with this vowel

## Board Games:

- **Bingo**
- Hungry, Hungry **Hippo** by Milton Bradley
- **Uno** by Mattel
- Mr. **Potato** Head by Playskool
- Tic Tac **Toe**

## Ideas for Home:

- Color a picture of **roses**
- Play with **boats** in sink or tub of water
- Play with phone – “**Hello**”
- Put **bows** in hair, in baby dolls' hair, or on stuffed animals
- Put stickers on each other's **noses** (or on baby dolls or stuffed animals)
- Talk about **toes** while painting toenails on little girls
- **Throw** bean bags in laundry basket
- Make **toast**
- **Roast** marshmallows
- **Coke Float**
- Make **boats** with sponges and straws
- Use **hose** to water plants/car
- Wash/**fold** clothes
- Cook on the **stove**

## Ideas for Older Kids:

- Blow cotton balls into a goal with straws and input “**blow blow blow**”
- Have races – “Ready, Set **Go**”
- Make a **robot**
- Make hot **cocoa** (open the cocoa, scoop the cocoa, pour the cocoa, stir the cocoa)
- Make **oatmeal** cookies (open the oatmeal, scoop the oatmeal, pour the oatmeal, stir the oatmeal)
- Put **glow** in the dark celestial decals up in bedroom
- Put on a puppet **show** and give each character a real or made up name ending in /o/ ( e.g. Milo, Waldo, Shilo, Romeo, Theo, Yoko, Alfredo, Paco)
- **Show** & Tell
- Write in invisible ink (lemon juice) and then put heat underneath it to see what you **wrote**
- Go for a walk or play outside and look for your **shadow**

## Notes:

## Books/Literature:

*Text may not always contain the target vowel; however, pictures in the book can be used to reinforce the target vowel.*

- *Go, Dog. Go!* by P. D. Eastman
- *Hello Ocean* by Pam Munoz Ryan and Mark Astrella
- *Me and My Robot* by Tracey West and Cindy Revell
- *Snow* by P.D. Eastman and Roy Mc Kie
- *The Nose Book* by Al Perkins and Joe Mathieu
- *The Snowman* by Raymond Briggs
- *The Snowy Day* by Ezra Jack Keats
- *Three Billy Goats Gruff* (any version)
- *Three Little Pigs* (**blow** the house down)
- *There Was an Old Woman Who Swallowed a ...*
- *No, No, Yes, Yes* by Leslie Patricelli
- *Ready, Set, Go* by Nina Laden
- *Finding Nemo* by Disney

## Vowel Play Activities:

- Have child sit on lap sway from side to side... “**whoa!!**”
- Have child **throw** soft ball to bowling pins
- Jack Be Nimble... Jack jumps **over**
- Santa (ho ho ho)
- Roll cars on track – **Go**
- Drive cars off table... “**oh no**” or “**uh-oh**” when they fall
- Open variety of containers – **Open**
- Spill water- **oh no, uh-oh**

## Crafts:

- Make faces with different **noses**
- Make **snow** (using cotton balls, Ivory **soap** flakes, spray **snow**...)
- Paint with shaving cream to make ‘**snow**’
- Make a **snowman** with **marshmallows**
- Make **bows** for presents
- Paint **rainbows**
- Paint a **road** on paper to drive cars on

## Games:

### Group Games:

- Make faces with different **noses**
- **Show** and Tell
- Play **Limbo** (“How **low** can you **go**?”)
- **Bowling** (“roll the ball”)

## Songs/Nursery Rhymes:

- 1-2-3-4-5 I **caught** a Fish alive
- **Autumn** Leaves (Autumn Leaves are **falling** down, **falling** down, **falling** down; Autumn leaves are **falling** down to the tune of London Bridge)
- Bingo (**Dog**)
- Five Green & Speckled **Frogs**
- How much is that Doggie in the window (**dog**)
- London Bridge (traditional) (...**falling** down...)
- Mickey Mouse clubhouse Hot**dog** song
- See-**Saw**-Marjory **Daw**
- Wheels on the Bus (**all** through the town)
- Where Oh Where Has My Little **Dog** Gone
- You Ain't Nothing but a Hound **Dog**

## Books/Literature:

*Text may not always contain the target vowel; however, pictures in the book can be used to reinforce the target vowel.*

- *All Gone* by Bobbi Barto
- *Annabelle's Awful Waffle* by Tracey E. Dils
- *Clifford the Big Red Dog* by Norman Bridwell
- *Crow Call* by Louis Lowry
- *Dogabet* by Dians Bonder
- *Doggies* by Sandra Boynton
- *Froggy Learns to Swim* by Jonathon London (frog, water)
- *Fun Dog, Sun Dog* by Deborah Heiligman
- *Go Dog Go* by PD Eastman
- *Good Dog Carl* by Alexandra Day
- *Hello Ocean* by Pam Munoz Ryan (water)
- *Maisy Goes Swimming* by Lucy Cousins (water)
- *Pig and Crow* by Kay Chora
- *Rainbow Crow* by Nancy Van Laan
- *Raindrop, Plop!* by Wendy Cheyette Lewison
- *That's not my dolly\** by Fiona Watt
- *The Water Hole* by Graeme Base
- *Three Little Pigs* (straw)
- *Tuck in the Pool* by Martha Weston (water)
- *Water, Water Everywhere* by Julie Aigner-clark and Nadeem Zaidi

# /a/ as in “father” Unit

**Acoustic Information:** Hearing Needed to Detect /a/: 1020Hz  
Hearing Needed to Identify or Use /a/: 1750 Hz

## Words that Contain Target Vowel:

### Learning to Listen Sounds:

- Airplane goes – **ahhhh**
- Sheep says – **baaa baaa\***
- Down – **ha ha ha**
- Rabbit goes – **hop hop hop**
- Clock goes – tick **tock**
- Rooster says – “**cock** a doodle doo”

### First Developing Words

block	hot	sock	wash*
car*	on*	stop	water*

### Later Developing Words

a lot	flock	mock	shock
astronaut	flop	model	shop
bottle	fox	monster	shot
dock	got	mop	slob
clock	helicopter	not	smock
cop	hop	octopus	spot
doctor	hospital	pocket	star*
doll*	job	pop	stock
dot	jolly	popsicle	top
drop	knock	pot	walk*
fall*	llama	rob	wand
father	lock	rocket	wash*
follow*	locker	rock	watch
fossil	lot	rot	

## Phrases

- On **top**
- Don't **drop** it
- Don't **fall\*** down
- Stop, drop,** and roll
- Watch** me/**watch** this
- Knock, knock**
- I **got** it
- Time to go **potty**
- Stop** it
- Wash\*** your hands

## Songs/ Nursery Rhymes:

- All Around the Mulberry Bush (**Pop** Goes the Weasel)
- Baa Baa\*** Black Sheep
- Five Little **Froggies\***
- He's a **Jolly** Good Fellow
- Hickory Dickory **Dock**
- If All the Rain **Drops** (**ah ah ah ah...**)
- London Bridge (**Lock** her up)

- Peas Porridge **Hot**
- Ring Around the Rosy (**Pocket** and **Fall\*** Down)
- Rock** Around the **Clock**
- Rock**-a-Bye Baby
- Twinkle Twinkle Little **Star\***



## Books/Literature:

*Text may not always contain the target vowel; however, pictures in the book can be used to reinforce the target vowel.*

- A Fish out of Water* – Helen Palmer
- All Aboard Airplanes*, Frank Evans
- Angela's Airplane*, Robert Munsch and Michael Martchenko
- Are You My Mother?*, P.D. Eastman (highlighting “**not**” throughout the book)
- Birthday Monster*, Sandra Boynton
- Everything I Know About Monsters*, Tom Lichtenheld
- Fox in Socks* – Dr. Seuss
- Going to the Doctor (First Experiences)*, Anne Civardi
- I'm a Little Teapot* by Iza Trapani
- Llama, Llama Red Pajama* by Anna Dewdney
- Is your Mama a Llama?* by Deborah Guarino
- Monsters Inc.*, Disney Pixar
- No, No David*, David Shannon (tell David to **stop!**)
- One Hungry Monster*, Susan Heyboer O'Keefe
- Planes*, Byron Barton
- Smelly Socks*, Robert Munsch
- Spot Series* by Eric Hill
- Ten Apples Up on Top* by Dr. Seuss writing as Theo. LeSieg
- That's Not ...series* (Usborne Touchy-Feely Board Books) by Fiona Watt
- That's Not My Monster*, Fiona Watt and Rebecca Wells
- That's Not My Plane* (Usborne Touchy-Feely Board Books) by Fiona Watt
- The Bernstein Bears Go To The Doctor*, Stan Bernstein
- The Little Red Hen* (highlighting “**not**!”)
- There's a Monster in My House* by J. Tyler and P. Hawthorn
- Twinkle, Twinkle, Little Star\** by Iza Trapani
- Monster Jam: The Amazing Guide*, James Buckley
- The Popcorn Book* by Tomie de Paola

## Vowel Play Activities:

- Drawing “cute” pictures — “**Aw**, look at that!”
- See **saw**

## Crafts:

- A nature hike – gather **fall/autumn** items and make a collage
- Draw** cards/pictures
- Make a **dog** puppet
- Make a **doll\***
- Make snow **balls** with styrofoam and glitter paint
- Paint with **straw**
- Make house with **straws**
- Blow paint with **straws**

## Games:

### Group Games:

- Doggy Doggy** Where's Your Bone?
- Leap **Frog**
- Ping **Pong**
- Kick**ball**
- Baseball**
- Football**
- Basketball**
- Volleyball**
- Soccer (talk about ball)

### Board Games:

- Slobberin' Sam by Milton Bradley (**dog** catches dog bones)
- SORRY\*** by Parker Brothers
- Jenga by Hasbro ( Don't let it **fall**)
- Don't Break the Ice by Milton Bradley (“Oh no it's going to **fall**”, “Don't make it fall”, “Oh good, it didn't **fall**”)
- Pictionary by Hasbro (**draw**)
- Win, Lose or **Draw** by Milton Bradley

## Ideas for Home:

- Draw** with sidewalk chalk
- Dressing **dolls\***
- Make **waffles\***
- Take the **dog** for a walk
- Blow bubbles with **straws**
- Hang things on the **wall**
- Wash\*** the dishes (or other items)
- Water\*** plants
- Water\*** play or input – as you fill the bathtub, baby pool, cup for drinking, sink to wash dishes, washing the car
- Make kool-aid (use powdered mix and **water\***)
- Muffins (quick mix where you only add **water\***)
- Make a **haunted** house or **hallway**

## Ideas for Older Kids:

- Measuring items to see which one is **small, long,** or **tall**
- Obstacle course that requires lots of **crawling**
- Shoot rubber bands at a target to make it **fall**
- Various games with a **ball** (basket ball, softball, baseball, etc.)

## Notes:

\*Subject to regional dialect and not always pronounced with this vowel

\*Subject to regional dialect and not always pronounced with this vowel

# /ʌ/ as in “up” Unit

Acoustic Information: Hearing Needed to Detect /ʌ/: 850 Hz

Hearing Needed to Identify or Use /ʌ/: 1590 Hz

## Words that Contain Target Vowel:

### Learning to Listen Sounds:

- Bus goes /bʌ bʌ bʌ/
- Chicken says /bʌk bʌk bʌk/
- Slide – “up, up, up, whee”



### Early Developing Words:

bucket	run
cup	truck
cut	touch
funny	under
jump	up

### Later Developing Words:

buck	double	mud	trouble
brush	drum	mug	trust
bug	duck	must	tug
bun	fun	nut	tub
bunny	gum	oven	ugly
bunch	glove	puddle	umbrella
bus	gonna	puff	underline
button	huff	puppy	underwear
couple	hug	rub	unhappy
crumb	hunt	rug	yuck
crunch	jug	stuck	yum
cub	love	sun	
done	lunch	thumb	

## Phrases:

- Clean up
- Don't touch
- Uh-oh
- Stand up
- Pick it up
- Don't Run
- I love you
- All done
- Brush your teeth
- Brush your hair
- Eww, Yuck!
- Yum, yum

## Ideas for Home:

- Feed baby doll a **bottle** and put it to sleep “rock rock rock”
- Hide things in each other's **pockets**
- Make popcorn with air popper and talk about how the air is **hot** and how the kernels **pop**
- Knock on doors “**knock knock**”
- Let child wear a **watch** and prompt others to ask him about it throughout the day
- Make kool-aid (use powdered mix and **water**\*)
- Make **popsicles**
- Muffins (quick mix where you only add **water**\*)
- Play doctor – use **doctor** kit, or just Band-Aids and blankets, take turns being the **doctor**/patient
- Play with **monster** trucks – crush **cars**, jump over cars, race
- **Pop** bubbles, balloons, packing bubble wrap...
- **Wash**\* the dishes (or other items)
- **Water**\* plants
- **Water**\* play or input – as you fill the bathtub, baby pool, cup for drinking, sink to wash dishes, washing the car
- While driving in the car say “**stop**” each time you have to stop the car
- Hide a needed item in the home (i.e. can opener while making soup), “Oh no, we **lost**\* it” and repeat the phrase while looking for the item. Also say: “It's **not** in there” while looking for the item.
- Look through magazines and find people forming a variety of **jobs** and talk about their **occupation**

## Ideas for Older Kids:

- Play basketball (**shot**)
- Collect **bottles** for recycling
- Connect the **dots**
- Dig for **fossils**
- **Follow** the Leader
- Iron-on decals/ Perler Beads and talk about how the iron is **hot**
- **Knock knock** jokes
- Lines and **Dots** game
- **Rock**, paper, scissors
- Start a **rock** collection
- Discuss even and **odd** numbers
- Put together and paint **model rockets**, airplanes or cars
- Research about an **octopus** and then have the child report their findings – on video as a reporter, or write and “publish” a book about the creature, etc.
- Science project of **rotting** fruits and vegetables: Talk about why things **rot** and how the soil needs the nutrients, etc. to formulate a well-rounded learning experience. Keep a journal using the scientific process and observe, compare and contrast fruits and vegetables in the refrigerator versus those left on the counter versus those left outside in the elements. Form a hypothesis and take pictures to add to the child's journal – which set of fruits/vegetables rotted first/last and why? How did the fruits/vegetables look and feel as they rotted, etc.

## Notes:

## Vowel Play Activities:

- “**Ahhh**” for airplane – swing airplane from string attached to the ceiling
- “**Ahhh**” with paper airplanes as you let them go to fly
- “**Ahhh**” when pretending to be airplanes with arms stretched out for wings
- “**Ahhh**” when sipping a refreshing drink or other tasty treat
- “**Ahhhh**” when scared – having a toy dinosaur or animal chase another animal who screams “**Ahhhh!**” (can also incorporate pitch differences depending on who's being chased)
- Touch skin with feathers or other soft items and say “**ahhhh**”
- Fan yourself when you're hot (or pretending to be hot) and say “**ahhhhh**”
- Make dolls run away from a monster or dinosaur saying “**ahhhhh**”
- “**Ah Ha!**” (when find something you're looking for)

## Crafts:

- Decorate a flower **pot**
- Make paper airplanes – “**ahhhh**”
- Make **rockets** out of soda **bottles** or paper towel tubes
- Melt crayon shavings between wax paper with iron and talk about the iron being **hot**
- Paint **rocks** for outdoor decorations or doorstops
- Make pet **rocks**—can use **hot** glue to glue eyes, antennas **on**; paint **on** mouth, etc.
- Paint with **dot** paint dispensers or cotton balls to make **dots**
- **Sock** puppets
- Ocean in a bottle – add **water**\* and oil to a soda **bottle**, food coloring and floating fish. Seal with hot glue
- Make paper plate **clocks**
- Any craft putting things **on**

## Games:

### Group Games:

- **Hop Scotch**
- **Hot Potato**
- Red Light, Green Light (**stop!**)
- **Water**\* balloons
- Tag (**got** you)

### Board Games:

- Don't Break the Ice (**blocks**) by Milton Bradley
- **Monster** Mix Up
- Mr. Ribbit's **Pond** by Playskool
- **Topple** by Pressman
- Trouble (each turn you have to **pop** the **popper**) by Milton Bradley
- Jenga by Hasbro (Pull a **block**, put it **on top**)
- I'm a Little **Teapot** by Fisher Price

\*Subject to regional dialect and not always pronounced with this vowel

\*Subject to regional dialect and not always pronounced with this vowel

# /ɜ˞r/ as in “dirty” Unit

**Acoustic Information:** Hearing Needed to Detect /ɜ˞r/: 560 Hz  
Hearing Needed to Identify or Use /ɜ˞r/: 1820 Hz

## Words that Contain Target Vowel:

### Learning To Listen Sounds:

- Bear says “grrrrrrr”



### First Developing Words:

turn  
bird  
dirty

### Later Developing Words:

birthday	curl	hurt	stir
blur	curtain	learn	sure
blurry	dirt	myrrh (i.e. frankinsense and myrrh)	sturdy
burn	early	nurse	squirt
burger	fern	person	third
burr	first	purrr	Thursday
burst	fur	purchase	turtle
chirp	furnace	purse	were
church	furniture	search	word
churn	girl	shirt	worm
circus	heard	shirt	worse
circle	her	shirt	
curb	hurry	shirt	

## Songs/Nursery Rhymes:

- Bears, lions and tigers have **fur fur fur**
- Dogs have **fur** and cats have **fur**
- Happy **Birthday**
- Hurry, Hurry** Drive the Firetruck
- Little **Girl** and the Queen
- The **Worms** Crawl In
- I've Been **Working** on the Railroad
- What are Little **Girls** Made of
- Blue **Bird**, Blue **Bird**
- Circle, Circle**, Dot, Dot
- Guess I'll Go Eat **Worms**
- Little **Bird**, Little **Bird**

## Ideas for Home:

- Collect lightning **bugs** (or any other **bugs**)
- Eat **crunchy** snacks and talk about how you can hear it go “**crunch, crunch**”
- Go to park/pond and feed the **ducks**
- Jump** in **puddles** (or over **puddles**)
- Make slime or Gak and input “**yuck**” while you touch it
- Play in the mud...**yuck!**
- Play with **trucks**
- Ride the **bus** or point out **buses** while driving around
- Say “**up up up...**” as you go up stairs/steps
- Start a coin collection in a **jug**
- Read touchy-feely books that have different textures on each page – **touch** each one as you read
- Brush** dolls hair, toy animal manes, etc.
- Bake cinnamon **buns**
- Use pots and pans as **drums**, take turns using each different homemade **drum**
- Make koolaid/lemonade/juice and pour into different types of **cups**
- Use a doll house – pretend to give all dolls and animals a bath in the **bathtub**
- Have an egg **hunt**
- Have a treasure **hunt**
- Hang a **bucket** from the ceiling (pulley system), then put fun toys into the bucket and pull it **up, up, up** and then back down
- Play a game where you lift the child little by little – going **up, up, up!**
- Make **lunch** – for yourselves or pretend lunch for dolls or stuffed animals
- Hide things **under** the bed, table...
- Look through magazine and point out favorite foods and say “**yum, yum**”, or “**yuck**” for foods that are disliked

## Ideas for Older Kids:

- Help **cut** vegetables or fruit for a snack or a meal
- Practice writing **upper case** letters, finding **upper case** letters in favorite books, games
- Decorate plastic **cups** with paint pens – give out to friends, family, classmates
- Have a lemonade stand – **cut** out lemons from construction paper to make a lemonade stand sign, help **cut** lemons to make lemonade and pour lemonade into **cups**
- Cook or bake anything that requires the **oven**

## Notes:

## Vowel Play Activities:

- “**Up, up, up**” as you pick the child up high
- “**Uh-oh**” whenever something falls or spills, etc.

## Crafts:

- Glue feathers on a **duck** coloring page
- Make **bugs** with **thumbprints**
- Make a **drum** out of a large coffee can or oatmeal container
- Make a paper plate **sun** with streamers and tissue paper
- Make **mud** with chocolate pudding and gummy worms
- String **buttons** to make a bracelet or necklace
- Use buttons in crafts: **buttons** as face pieces for jack-o-lanterns, **buttons** on a paper snowman or **buttons** as the center of flowers and draw petals, a stem and leaves around the **buttons**.
- Use designer scissors (to make zig-zags, etc) to **cut** designs with paper or cloth and make crafts or collages with the cut pieces.
- Use scissors to **cut** out craft outlines: farm animals/vehicles/holiday items – to then color, paint or decorate
- Make a **bug** (caterpillar) with a clothespin, different colored pom poms (glued on top) & wiggly eyes

## Games:

### Group Games:

- Duck, duck** goose
- Button**, button, who's got the button?
- Funnel** Ball

### Board Games:

- Lucky **Ducks** by Milton Bradley
- My Little **Ladybug** by Fisher Price
- Wheels on the **Bus** Game by Milton Bradley

## Phrases:

- My **turn**
- Your **turn**
- Turn** around
- Eewww, its **dirty**
- Stir** it
- I **heard** that
- Brrr**, its cold
- Happy **Birthday**
- I'm **first**/You're **first**
- Yes **sir!**

## Books/Literature:

*Text may not always contain the target vowel; however, pictures in the book can be used to reinforce the target vowel.*

- Diary of a Worm* by Doreen Cronin and Harry Bliss
- Wonderful Worms* by Linda Glaser
- Birds* by Kevin Henkes and Laura Dronzek
- Birds, Nests & Eggs* by Mel Boring
- Grumpy Bird* by Jeremy Tankard
- Hurry! Hurry!* by Eve Bunting and Jeff Mack
- Nurse Nancy* by Kathryn Jackson and Corinne Malvern
- I Want to Be a Nurse* by Dan Liebman
- Turtle Splash! Countdown at the Pond* by Cathryn Falwell
- Yertle the Turtle* by Dr. Suess
- Teenage Mutant Ninja Turtles* by Sonia Murphy & Chris George
- Baby Turtle's Tale* by Elle J. McGuinness & Romi Caron
- Have You Got My Purrr* by Judy West

## Vowel Play Activities:

- Brrrrrr** – that's cold
- Gggrrrrrr** – lion or bear

## Crafts:

- Decorate a t-**shirt** with puffy paint, iron-on-decals, tie dye...
- Decorate a **purse** with puffy paint, craft gems/jewels, sequins...
- Glue feathers to a **bird** coloring page
- Use **furry** fabric to make various animals
- Make a **bird** feeder – cover a pinecone in peanut butter, then sprinkle bird seed on the peanut butter, hang from a tree branch and wait for the **birds!**
- Make a collage of **girls** from photographs or pictures in magazines

**Games:****Group Games:**

- Pin the Tail on the Donkey (nose on the jack-o-lantern, star on the Christmas tree...) and "turn, turn, turn" the person who is blindfolded

**Board Games:**

- Any board game where you have to take turns – "My turn, your turn"
- Memory game – "Turn it over"
- Turtle Picnic, by Fisher-Price

**Ideas for Home:**

- Cooking activities that require **stirring**
- Dig in **dirt** for worms
- Go **bird** watching with binoculars
- Make **dirt** by crushing chocolate cookies and put gummy worms in it
- Play dress-up with different **shirts** and **purses**
- Play turn taking games and input "my **turn**"/"your **turn**"
- Play with wind-up toys and input "**turn, turn, turn**" as you wind them
- Make real **burgers** for lunch or dinner, or pretend **burgers** for your dolls and stuffed animals
- Bake a **birthday** cake
- Use a child's Doctor kit to pretend to be a **Nurse**
- Pretend to **burn** food while playing in a kitchen center
- Listen to and talk about cats **purring**
- Wash **dirty** dishes together
- While getting dressed or doing laundry talk about **shirts** (mommy's **shirt**, daddy's **shirt**, blue **shirt**, princess **shirt**, etc.)
- Play with water toys that **squirt**, or **squirt** guns ("**squirt** the tree", "**squirt** the rock", "**squirt** the slide", etc.)

**Ideas for Older Kids:**

- Save their allowance or birthday money and talk about what they might go and **purchase** at the store
- Complete a **word search** together, **search** for each word
- Read a book together, then talk about what you **learned**
- Tie-dye T-shirts
- Make a **word search** for others to complete
- Fill up a toy or a real **purse** with various items
- Plant seeds in the **dirt**
- Talk about which animals have **fur**. Discuss which animals don't have **fur**
- Practice writing **cursive** letters
- **Curl** each other's hair with **curlers** or **curling** iron
- Play restaurant and take turns being the **server** and **servicing** the food

**Notes:**

# /ə/ as in "under" Unit



**Acoustic Information:** Hearing Needed to Detect /ə/: 580 Hz

Hearing Needed to Identify or Use /ə/: 1740 Hz

**Words that Contain Target Vowel:****Early Developing Words:**

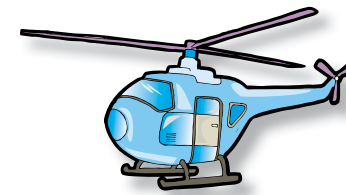
picture  
under  
water  
color

**Later Developing Words:**

after	December	master	sister
beaver	diaper	Mater (from Cars)	spider
bigger	doctor	mister	soldier
bother	driver	monster	super
brother	enter	mother	supper
butter	faster	nature	thunder
calendar	father	never	tiger
caterpillar	fever	November	Tigger
center	finger	October	together
consider	flower	other	waiter
cover	grandfather	over	weather
cubbard	grandmother	photographer	whether
custard	helicopter	sailor	woodpecker
danger	manger	September	yesterday

**Songs/Nursery Rhymes:**

- 5 Little Monkeys Jumping on the Bed (doctor)
- **Consider** Yourself at Home
- **Flowers** Growing
- **Hector Protector**
- I Hear **Thunder**
- Itsy Bitsy Spider
- **Jeepers Creepers**
- Lady With the **Alligator** Purse
- **Mister** Moon
- **Never** Smile at a Crocodile
- **Over** the River and Through the Woods
- **Peter, Peter** Pumpkin Eater
- **Peter** Piper
- Put Your **Finger** On
- See-Saw Margery Daw
- **Slippery Dippery**
- Ten Little **Fingers**
- Ten Little **Monsters**
- The More We Are **Together**
- Thirty Days Has **September**



- **Tinker, Tailor**
- **Whether** the **Weather**
- What's the **weather**...

**Phrases:**

- Oh, **bother**.
- **Super!**

**Books/Literature:**

*Text may not always contain the target vowel; however, pictures in the book can be used to reinforce the target vowel.*

- *Are You My Mother* by P.D. Eastman
- *Courduroy Goes to the Doctor* by Don Freeman & Lisa McCue
- *The Itsy-Bitsy Spider* by Iza Trapani
- *Budgie the Little Helicopter* by Sarah The Duchess of York
- *How Does a Helicopter Work?* by Sarah Eason
- *Flower Garden* by Eve Bunting and Kathryn Hewitt
- *The Very Hungry Caterpillar* by Eric Carle
- *The Very Busy Spider* by Eric Carle
- *Tigger Comes to the Forest* by A. A. Milne, Stephen Krensky, and Ernest H. Shepard

**Vowel Play Activities:**

- Pretend to make stuffed animals growl "errrr"
- Pretend to ride motorcycles "vrrrm, vrrrm"

**Crafts:**

- Make **spiders** out of Styrofoam balls (body) and pipe **cleaner** (legs)
- Make a **helicopter** out of a cardboard box. Decorate the **helicopter** and pretend to drive it
- Make something out of **paper** mache
- **Color/Draw** pictures, make crafts to give out to your **sister, mother, father, brother**
- Use **water** color paints – cups of **water** and **paper**
- Paint with **water** on construction **paper**
- Paint with **water** on the sidewalk/driveway and watch it disappear
- Make **flowers** out of tissue paper – fold layers of tissue paper (accordion style), wrap chenille stick (pipe cleaner) around center to hold tissue and to make your stem. Finally spread out tissue to make a flower.
- **Flowers:** Cut out **flower** shapes from construction paper, tape to short part of a bendy straw (straw will be stem) then add a pom pom to the center of the flower

# /æ/ as in “cat” Unit

Acoustic Information: Hearing Needed to Detect /æ/: 1,010 Hz  
Hearing Needed to Identify or Use /æ/: 2,320 Hz

## Games:

### Group Games:

- Limbo – Go **under**
- **Mother** May I?

### Board Games:

- **Monster** Mix-up by Maple Grove
- Operation by Milton Bradley (pretend to be the **Doctor**)
- The Very Hungry **Caterpillar** Game by University Games

## Ideas for Home:

- Puzzles – Put pieces **together**
- Hang blankets or sheets over furniture to make tents. Read and/or play **under** the tents
- Play Cops and **Robbers**
- Have family members hide; then call for them: “**Mother**, where are you?” (**father, brother, sister**)
- Pretend to change **diapers** on baby dolls and/or stuffed animals
- Whenever your child does something well, tell him “**super!**”
- Make and eat **custard**
- During a storm, listen and talk about the **thunder**
- Go on a hunt looking for **spiders** in the yard (can catch and put in a bug box)
- Use **water** to make kool-aid
- Make muffins – use muffin mix that only requires **water**
- Fill up the kitchen sink with **water** – to wash dishes

## Ideas for Older Kids:

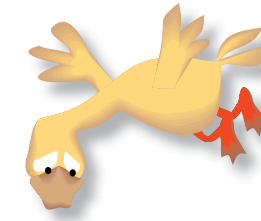
- Write an article and publish a **newspaper**
- Research **spiders, caterpillars, or thunder**, etc. Have the child publish a book about his research, or write about what was learned and video tape a documentary
- Make a calendar and talk about the months – focus on **September, October, November, December**
- Take pictures, then organize the **pictures** into a photo album or collage
- Write situations on slips of paper (write on the wall, jump off of a roof) talk about what you would **never** do

## Notes:

## Words that Contain Target Vowel:

### Learning to Listen Sounds:

- Duck says “**quack quack**”
- Sheep says “**baaaa**”



### First Developing Words:

bathroom  
hat

### Later Developing Words:

act	can't	hammer	plastic
add	cap	hamster	quack
am	cat	hand	rag
and	clap	happy	ram
animal	class	hatch	ran
apple	crab	have	rat
ask	crack	Jack	sad
at	crash	lag	sat
ax	dad	lap	scab
back	dash	last	snack
bad	elastic	Mack (from	snap
bag	fan	Disney's Cars)	splash
banana	fantastic	mad	stack
band	fast	magazine	stand
band aid	fat	man	strap
bang	flag	map	tack
bat	gas	mask	tag
battery	glad	mat	tap
black	glass	match	tax
cab	glasses	math	that
can	grab	pat	track
candle	grass	patch	trash

## Phrases:

- Hit the road **Jack**
- Take out the **trash**
- Put it in the **trash**
- **Have** a good day
- Do you want to sit in my **lap**?
- What's **that**?
- **Pat** the dog
- Time for **snack**
- Hit the **sack**
- Take a **bath**
- **Rack** your brain
- Move **back**
- Come **back**
- Don't do **that**
- Aw **man!**
- Too **bad**
- **Stand** up
- Don't **grab**
- **That's** fantastic!

## Songs/Nursery Rhymes:

- I like to eat **apples** and **bananas** (first verse)
- Step on a **crack**, break your mama's **back**
- If You're **happy** and you know it (**clap** your **hands**)
- **Pat**-a-Cake
- The **ants** go marching one by one
- This old **Man**
- Open Shut Them (**clap** and **lap**)
- Miss Mary Mack (**Mack, black, back**)
- **Jack** and Jill
- **Jack** Sprat
- **Jack** Be Nimble
- **Happy** Birthday to You
- Green **Grass** Grows All Around
- Did You Ever See a **Lassie**?
- I like **Trash** by Oscar the Grouch
- **Ram Sam Sam**
- I Really Love to **Dance** by Laurie Berkner
- “Baa Baa **Black** sheep”

## Books/Literature:

*Text may not always contain the target vowel; however, pictures in the book can be used to reinforce the target vowel.*

- *Caps for Sale* by Esphyr Slobodkina
- *Five Little Monkeys Swinging on a Tree* by Eileen Christelow (can't, catch)
- *The Cat in the Hat* by Dr. Seuss
- *Gingerbread Man* (any version)
- *That's Good, That's Bad* by Margery Cuyler
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst
- *The Hat* by Jan Brett
- *Ten Apples Up On Top* by Dr. Seuss
- *The Apple Pie Tree* by Zoe Hall
- *Apples and Pumpkins* by Anne Rockwell
- *Hand, Hand, Fingers, Thumb* by Al Perkins
- *Fancy Nancy* by Jane O'connor and Robin Preiss Glasser
- *Little Quack* by Lauren Thompson and Derek Anderson
- *Little Quack's Hide and Seek* by Lauren Thompson and Derek Anderson
- *Barnyard Dance!* by Sandra Boynton
- *Green Eggs and Ham* by Dr. Seuss

# /ɛ/ as in “bed” Unit

**Acoustic Information:** Hearing Needed to Detect /ɛ/: 690 Hz  
Hearing Needed to Identify or Use /ɛ/: 2610 Hz

## Words that Contain Target Vowel:

### Learning to Listen Sounds:

- Telephone goes “bring, bring **Hello**”

### First Developing Words

bed  
desk  
dress  
get\*  
heavy  
help



### Later Developing Words

address	forest*	net	step
ahead	forget	next	success
basket*	Fred	peg	Ted
bell	fret	pen*	tell
belly	friend	pencil*	ten
bend	gem	pet	tend
best	get*	press	tent
bet	guess	pretend	test
better	head	princess	then
bless	heavy	read (past tense)	thread
bread	hello,	recess	vest
chess	help	red	vet
chest	jell-o,	rest	weather
dead	fell	said	web
Ed	jelly	sell	well
egg	Jenny	send	went
elbow	jet	September	west
elephant	leg	set	wet
Elmo	less	shed	when
end	let	Shrek	where
ever	men	sketch	yell
every	mend	smell	yellow
feather	mess	speckled	yes
fed	met	spend	yet
felt	Ned	spread	
fetch	nest		

## Phrases

- **Where** are you?
- Whatever
- **Bless** your heart
- **Guess** who
- God **bless** you.
- **Eh**, all **wet**
- **Help** me
- **Hello**
- Don't **forget**
- Let's **pretend**
- Go **fetch**
- Don't **yell**
- What a **mess!**
- **Set** the table
- Not **yet**
- Make your **bed**

## Songs/Nursery Rhymes:

- Five Green and **speckled** frogs (**speckled**)
- Five Little Monkeys (**bed, said, head**)
- **Head**, Shoulders, Knees and Toes
- **Hello** Song
- **Help!** by The Beatles
- Jingle **Bells**
- Lady in **Red** by Chris De Burgh
- Paw Paw Patch (**where oh where** is my **friend**)
- Six Little Ducks (feather)
- **Teddy** Bear, **Teddy** Bear
- **Ten** In the **Bed** (...said, fell)
- The more we **get together** (get, together)
- What's the **Weather?**
- **Yellow** Submarine by The Beatles
- You Got a **Friend** in Me (from Toy story by Randy Newman)
- Cinderella **Dressed** in **Yellow**

## Ideas for Home:

- As you are going through the photo album, have the child find pictures of **Dad**?
- Building and playing with a train or car **track**
- Magnet play with **magnets** on refrigerator
- Build with **Magna-Tiles** by Valtech
- Play **catch** outside
- Pounding with a toy **hammer** (**bang, bang, bang**)
- **Crash** cars and other items
- **Stack** blocks
- Throw the **bag** (bean bag throws/ corn hole)
- Make **applesauce**, **apple pies**, etc.
- Play dress up with a variety of **hats**
- Play doctor and '**wrap**' broken parts, and put **band** aids on

## Ideas for Older Kids:

- Make a list of words that rhyme with: **rat, am, an**
- Guessing game to **ask** questions and figure out what's in the **bag**
- **Unpack** shopping bags or **pack** the **bags** for a trip
- **Pack back pack** for school the next day
- **Wrap** presents
- Play pool and '**rack**' the pool balls
- Find things around made out of **glass** vs. **plastic**
- Collect **cans, glass, plastic** for recycling

## Notes:

## Vowel Play Activities:

- Duck in the pond: **quack**
- Sheep: **baaa**
- Bang blocks (“**bang, bang, bang**” then do it softly “**tap tap tap**”)
- Pretending to sneeze (**ah-choo**)\*
- Baby cries '**wahhh**'

## Crafts:

- Decorate a **bag** (canvas)
- Draw **mad, sad, and happy** faces
- Glue **apples** on a tree
- **Hand** print paintings
- Make a funny **hat**
- Make **bats**
- Paint with **stamps**
- Paper plate **masks: cat, rat, bat**
- Trace **hands** and cut out
- Make **flags** from different countries
- Make **apple** prints (painting with apples)
- Collage from magazines of **sad, mad or happy** faces
- **Cat** craft activities
- Make a **fan** by folding paper accordion style
- Make place **mats** by covering any artwork with clear contact paper

## Games:

### Group Games:

- Simon Says: **clap** your **hands**, **tap** your foot, **pat** your head/tummy, **stand** on one foot,
- **Whack** a piñata
- Play **tag**

### Board Games:

- Chutes and **Ladders** by Milton Bradley
- Lucky Ducks by Hasbro (**quack, quack**)
- **Whack** a Mole by Hasbro
- Memory or any matching game (“I got a **match**”)

\*Subject to regional dialect and not always pronounced with this vowel

\*Subject to regional dialect and not always pronounced with this vowel

# /eɪ/ as in “way” Unit

**Acoustic Information:** Hearing Needed to Detect /eɪ/: 370Hz  
Hearing Needed to Identify or Use /eɪ/: 3200 Hz

## Words that Contain Target Vowel:

### Learning to Listen Sounds:

- Horse says “neigh”

### First Developing Words:

baby	face	crayon	say
hair	airplane	hearing aid	
chair	table	wait	

### Later Developing Words:

able	fade	plane	tape
acorn	fake	play	today
afraid	flake	race	trade
age	game	rain	trail
ape	gave	rainbow	train
awake	grade	raisin	wave
away	gray	rake	wake
birthday	hooray	refrigerate	day (all days of the week)
eight	hurricane	sail	fray
bake	hibernate	safe	hay
blade	lake	same	obey
blaze	lane	shade	okay
braid	late	shake	play
brain	mail	shape	spay
break	make	skate	spade
cake	mistake	snake	spray
came	name	snail	stay
cane	page	space	staple
cape	parade	sprain	tape
chase	pain	spray	tray
daisy	paint	strain	way
date	pale	state	yeah
decorate	pail	table	yesterday
drain	place	tail	
earthquake	plate	take	

### Phrases:

- Throw it **away**
- No **way** Jose
- Wipe your **face**
- Up-up and **away**
- Clean the **table**
- Wake** up
- Put it **away**
- Go to the **table**
- Say** it again
- Stay** there

## Songs/Nursery Rhymes:

- Gray** Squirrel
- Days** of the week song
- Happy **Birthday**
- Pat-a-**cake**
- Rain, rain, go away**
- Rock-a-bye-**baby**
- Say, say** oh play mate
- Stay Awake** by Walt Disney
- Away** in the Manger
- Mail** Myself to You
- Old **Gray** Mare
- School **Days**
- Sailing, Sailing!**
- An apple a **day**
- It's **raining**, it's pouring
- Wake** up Little Suzy by Everly Brothers
- Daisy, Daisy**
- Amazing Grace**
- Down by the **Bay**
- I **Gave** My Love a Cherry
- Bringing Home A **Baby** Bumblebee



## Books/Literature:

*Text may not always contain the target vowel; however, pictures in the book can be used to reinforce the target vowel.*

- Alexander and the Terrible, Horrible, Very Bad, No Good Day* by Judith Viorst
- Babies Don't Eat Pizza: A Big Kids' Book About Baby Brothers and Baby Sisters* by Dianne Danzig & Debbie Tilley
- Millions of Snowflakes* by Mary McKenna Siddals and Elizabeth Sayles
- Out and About at the Bakery* by Jennifer A. Ericsson
- Skating is Fun* by Suzanne Berton
- The Rainy Day* by Anna Milbourne and Sarah Gill
- Snake* by Chris Mattison
- I Know an Old Lady Who Swallowed a Fly* by Mary Anne Hoberman
- Tails* by Matthew VanFleet
- What Do You Do With a Tail Like That?* By Steve Jenkins

## Board Games:

- Elefun** by Hasbro
- Elmo's Lunch Bunch** by University Games
- Guess Where?** by Milton Bradley
- Guess Who?** by Milton Bradley
- Guess Zoo?** by Colorforms
- Mr. Potato **Head** by Hasbro
- The **Dress-Up** Game, by Colorforms
- Any game that uses **pegs** (Sorry, Trouble...)

## Ideas for Home:

- Asking questions to prompt a “**Yes**” answer
- Build with **Legos**
- Egg** toss
- Decorate **eggs**
- Cook **eggs**
- Hide-n-Seek with toys “**Where** is it?”
- Make a **tent** with blankets or play in a real **tent**
- Make **red** or **yellow** Jell-o
- Make sandwiches and **spread** on the **bread** (jelly, peanut butter, mayonnaise, etc.)
- Play with “**pets**” from the Littlest Pet Shop ([www.littlestpetshop.com](http://www.littlestpetshop.com)) can also pretend to be a **vet**
- Talk about **bed** time
- Make the **bed**
- Talk about having **fed** a **pet** or a doll
- Wash dishes and talk about them being **wet**
- When putting clothes from the washer to dryer talk about them being **wet**
- Sell** lemonade
- Set** the table
- Spread** peanut butter/jelly/butter on **bread** at snack time or lunch time

## Ideas for Older Kids:

- Create a **web** obstacle course with yarn/string in a room
- Guess** what food you **smell**
- Make a map based on an **address**
- Make model **jet** airplanes
- Make **bread**
- The secret/**telephone** game “They **said**...”
- Talk about favorite activities during **recess**
- Pin the **leg** on the person
- Using a “Lite Brite” by Hasbro- put in the **peg**
- Walk around school to meet staff and when done talk about who you **met**
- Create **tests** for teachers or parents to take on fun facts of interest

## Notes:

## Books/Literature:

*Text may not always contain the target vowel; however, pictures in the book can be used to reinforce the target vowel.*

- Green Eggs and Ham* by Dr. Seuss
- Little Red Hen* (any version)
- Little Red Riding Hood* (any version)
- Princess and the Pea* (any version)
- Princess and the Frog* (any version)
- Five Little Monkeys Jumping on the Bed* (...head, said)
- Just a Mess* (Little Critter books)
- Who's Making That Mess?* by Jenny Tyler
- The Going to Bed Book* by Sandra Boynton
- There Were Ten in the Bed* by Annie Kubler
- The Red Book* by Barbara Lehman
- The Very Busy Spider* by Eric Carle (web)
- I Went Walking* by Sue Williams
- Be My Friend, Floppy Puppy* by Ann Tobias (friend)

## Vowel Play Activities:

- Any water activity – “That’s **wet!**”

## Crafts:

- Any craft using **red** and/or **yellow** materials (paper, glitter, paint)
- Glue **feathers** onto a turkey/bird/peacock coloring page
- Make creations out of pipe cleaners – where you **bend** the pipe cleaners into different shapes
- Make an experience book with digital pictures of **red** or **yellow** things in the immediate environment (furniture, toys, fire alarms, etc)
- Make **elephant** masks/pictures
- Make body drawings on large butcher paper- talk about the **legs** and decorate them to put pants on the **legs**
- Paint with water and talk about the paper being **wet**
- Paint with **feathers**
- Draw pictures with fancy **pens** (glitter pens, Gelly Roll pens...)
- Make **vests** out of brown paper bags and decorate as desired
- Make wax paper leaf rubbings by **pressing** the crayon over the leaf and **pressing** the paper together, then iron

## Games:

### Group Games:

- Egg** Hunt (collect eggs in a basket)
- Ned's Head** – (pull items from the word list Out of His Head) by Fundex
- Red** Rover
- Three-**legged** race
- Talk about who goes **next** during a game.
- Guess which one is **heavy** – present objects of similar size and shape and have children guess which is the **heavy** object without touching it
- Play Head's Up, **Seven** Up (or vary it with **ten** up)



## Vowel Play Activities:

- Make **snakes** out of play dough
- Play with horses that say "**neigh**", and feed them **hay**
- Playful scolding "**hey!**"
- Play "**wake up**" with a baby doll
- Play with watering can and make it **rain** on flowers
- Clap and say "**yeah/yay**" or "**hooray**"

## Crafts:

- Anything requiring lots of **tape** or **staples**
- **Decorate cupcakes**
- Make a **face** out of various objects
- **Paint** with **hay**
- Make a **face** out of play dough
- Use paper **plates** to **make faces**
- Paint a paper **plate** as a pumpkin/Santa/animal
- Use **shapes** to make **faces**
- **Make a snake** with a sock with beans/rice
- Make a piñata with **paper** mache (rip the **paper**)
- Use tissue **paper** to make **rainbows**
- Make snow**flakes**
- Color with different colored **crayons** (red crayon, yellow crayon, etc...)
- **Paint** anything (pumpkins, toys, **paper**, egg cartons)
- Color a **rainbow**
- **Trace** stencils

## Games:

### Group Games:

- Have **races** with cars, running, crab walking.....
- Pin the **tail** on the donkey
- Say "**yay/yeah**" when get ball in a hoop
- Clown **face** bean bag toss – make a clown face out of a large box leaving the eyes, nose, and mouth open holes – toss bean bags at the **face** and get one point for each one that goes in.

### Board Games:

- Don't **Break** the Ice by Hasbro
- Games like Kerplunk or Jenga requiring you to **take** it out.
- Memory ("They're the **same**/not the **same**")
- Mr. Potato Head by Playskool (make a **face**)
- Farm Families by Milton Bradley (find the **baby**)
- Silly Faces Game by Colorforms (make a **face**)

## Ideas for Home:

- Birthday play scenario (wrap pretend present with **tape**, sing Happy **Birthday**, cut/serve **cake**)
- Hang drawings/pictures up with **tape**
- Make a **cake**
- Play with **baby** dolls and wash their **faces**
- Eat **bagels**
- **Braid hair**
- Recipes with **raisins** (trail mix, muffins, bagels, ants on a log)
- **Bake** any item (pizza, cookies, bread...)
- **Rake** (or pretend to rake) different areas of the yard
- **Decorate faces** with **face** paint
- **Paint** pictures, and **tape** them on the wall when they're dry
- Color using **crayons**
- Play under the **table**
- Walk to the **mailbox** and get the **mail**
- After washing dishes, watch the water go down the **drain**
- **Trace** outlines of hands, feet, whole body with sidewalk chalk
- Make a **train** out of cardboard boxes that children can ride in ("All aboard the **train**", Let's go for a **train** ride"...)

## Ideas for Older Kids:

- Learn **days** of the week
- Make **cap**es to play superheroes... "up, up, up and **awaaaaay**"
- Make letter **A** out of clay, and other tactile objects; practice writing the letter **A**
- Write their **name** in a variety of ways
- Help clean the windows at home by **spraying** the window with cleaner
- Use **hay** to make a scarecrow
- Play with sidewalk chalk (write **names** of friends, draw **apes**, **daisies**, **rainbows**, etc.) then use water to **spray** the sidewalk clean
- Make a **train** out of cardboard boxes—**paint** and **decorate** the train
- Learn about **space**, then build a **space** shuttle, put on a **space** suit and pretend to go into outer **space**
- Read about **parades**, then **paint** floats and flags and have a **parade**—**wave** to the people you pass
- Make **bracelets** out of foam shapes
- Write letters to family members and put them in the **mail**
- Learn **days** of the week with a calendar

## Notes:

# /I/ as in "big" Unit

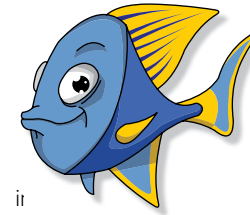
Acoustic Information: Hearing Needed to Detect /I/: 530 Hz

Hearing Needed to Identify or Use /I/: 2730 Hz

## Words that Contain Target Vowel:

### Learning to Listen Sounds:

- Phone goes "**bring bring**"
- Fish goes "**swish swish**"



### First Developing Words

big	picture	ir
milk	little	sit
fish	drink	give

### Later Developing Words

bit	hill	mitten	swim
bliss	him	pick	thin
blister	hippo	pictures	this
brick	his	pig	tick
build	hit	pill	tickle
chip	if	pink	tip
did	in	pretty	thrift
different	inch	rip	thrill
dig	is	rich	trick
dish	it	ring	trip
ditch	itch	shrimp	will
dip	kick	sip	win
fill	kitten	sister	wind/windy
fit	lick	slip	wish
flip	lid	skip	witch
fish	lift	spill	which
giggle	lip(s)	spin	zip
give	little	stick	
gorilla	miss	sticky	

## Phrases:

- **give** me a **kiss**
- Don't **hit**
- Don't **spill**
- **Sit** down
- **Pick** it up
- Who **is** it?
- **Zip** it up
- How **big** is \_\_\_\_? So **big**.
- **Chill** out
- **Stick** in the mud
- **Trick** or treat
- **Which** one?
- **Pick** one
- **Fill** it up
- Be **still**
- I/we **miss** you

## Songs/Nursery Rhymes:

- Hey **Diddle Diddle** (fiddle)
- Hokey Pokey (put your \_\_\_\_ **in**)
- **Itsy-Bitsy** Spider
- Jack & Jill (hill)
- **Little** Red box (**little**, **wish**, **in**, **Kiss**)
- **This Little** Piggy Went to Market...
- **Skip** to My Lou
- **Zippity** Doo Dah
- **Hickory Dickory** Dock
- **Kiss** by Prince
- A **Tisket**, A **Tasket** (basket)
- Bubblegum, Bubblegum in a **Dish** (**wish**)

## Books/Literature:

*Text may not always contain the target vowel; however, pictures in the book can be used to reinforce the target vowel.*

- *Fish Out of Water* by Helen Palmer
- *Kiss Kiss* by Margaret Wild & Bridget Strevens-Marzo
- *No More Kissing* by Emma Chichester Clark
- *The Rainbow Fish* by Marcus Pfister
- *The Runaway Bunny* by Margaret Wise Brown
- *The Three Little Kittens* (any version)
- *The Three Little Pigs* (any version)
- *The Wind Blew* by Pat Hutchins
- *The Mitten* by Jan Brett
- *Mittens* by Lola Schaefer
- *Good Night Gorilla* by Peggy Rathmann
- *Maybe a Bear Ate It* by Robie Harris and Michael Emberly
- *Ten Friendly Fish* by Debbie Tarbett
- *Three Billy Goats Gruff* (any version)
- *Millicent and the Wind* by Robert Munsch
- *Itsy Bitsy Spider* by Iza Trapani
- *Pinkalicious* by Victoria Kann and Elizabeth Karm
- *Find the Piglet* (Usborne, illustrated by Stephen Cartwright)

## Vowel Play Activities:

- It's **icky**
- **Tick**-tock, **tick**-tock
- **Tickle**, tickle, tickle

# /i/ as in “see” Unit

Acoustic Information: Hearing Needed to Detect / i / : 370 Hz

Hearing Needed to Identify or Use / i / : 3200 Hz

## Crafts:

- Make **pig** masks
- Make houses or other pictures of **sticks**
- Make **wind** chimes or a **wind** sock
- CD **fish** (use 2 old cd's and glue together with writing on the inside and put **tissue** paper through hole for **fins** and googly eyes on the sides)
- Make a skeleton out of **toothpicks**
- House of **toothpicks**
- Picture frame out of popsicle **sticks**
- **Rip tissue** paper and glue on to designs
- Make felt **mittens**
- Paint **bricks** to make doorstops
- Decorate **sippy** cups
- Make or decorate a **pillow**

## Games:

### Group Games:

- **Hit** a piñata with a **stick**
- **Spin** the bottle (can give high fives versus kissing, or blow kisses)
- Play follow the leader with verbs: **spin, skip, swim, kick, tip** toe
- Go **Fish**
- **Skipping** races
- Darts or any game with a target (“I/you **missed**” or “I/you **hit it**”)

### Board Games:

- Hungry Hungry **Hippo** by Milton Bradley
- Memory (**flip** cards over and talk about how they're **different** when they don't match)
- Go **Fish** by Fisher Price

## Ideas for Home:

- **Dig** in sandbox or dirt (plant a garden)
- **Kick** a ball back and forth
- **Pick** apples or berries
- Play Pooh **Sticks** (watch two **sticks** flow under a bridge to see which gets under the bridge first)
- Snacks with **dip**
- Wash **dishes**
- **Tickle** games on each other or doll
- Eat **goldfish**
- Snack with pretzels and peanut butter on the end and '**fish**' for candy
- Blow **kisses**
- Make **pink** cupcakes with **pink** frosting
- Make **pink** Kool Aid and **sip** it
- Play doctor and pretend being **sick**
- Load the **dishwasher** (give each item to child and say 'put **it in** the **dishwasher**')
- Taking **lids** off and on
- **Spit** while brushing teeth
- Play with animals or dolls in sink or tub of water making them **swim**
- Exercise with hand weights and **lift, lift, lift...**

## Ideas for Older Kids:

- Apply **lipstick** or chapstick to **lips** and **kiss** a mirror or paper
- Find **big** and **little** versions of various objects around the house
- **Lick** lollipops, popsicles, ice cream...
- Make presents to **give** people
- Play **Pick-up sticks**
- Have a **pillow** fight
- Take/draw **pictures**
- Paint nails with nail-**polish**
- Measure various items in **inches**
- Any game or competition to see who **wins**
- Make a **wind** machine
- Play **Go Fish**
- Write cards/letters to grandparents, friends, or relatives out of town saying “we **miss** you!”

## Notes:

## Words that Contain Target Vowel:

### Learning to Listen Sounds:

- Cars go “brrrr, **beep beep**”
- Mice say “**squeak, squeak**”
- Cats say “**meow**”
- Slides/swings go “**whew**”
- Chinese Yo-Yos go “**whew**”
- Witches say “**hee hee hee**”
- Birds say “**tweet tweet**”
- Donkeys say “**hee haw, hee haw**”
- Monkeys say “ooo-ooo-**eee-eee**”

### First Developing Words:

baby	dirty	heavy	please
cookie	eat	me	sleep
daddy	funny	mommy	

### Later Developing Words:

Bambi	Eeyore (Winnie the Pooh)	McQueen (Lightning)	sheet
beach (ball, etc)	equal	mean	shriek
be	even	Mickey (Mouse)	sleek
bee	feed	Minnie (Mouse)	sleet
beet	feel	money	sneak(y)
beat	feet	monkey	sneakers
bleed	flea	nasty	sneeze
breathe	flee	needle	squeeze
breeze	fleet	niece	street
busy	freeze	pea	sweet
candy	green	peace	season
celery	Halloween	peach	tasty
cheek	he	peel	tea
Cheerios	heat	peek	teddy (bear)
cheese	hurry	peek-pee	three
clean	ice cream	piece	teeth
coffee	keep	potty	treat
creature	key	queen	tree
deep	kitty	read	turkey
dream	knee	repeat	we
dizzy	leaf	scary	wheel
Donkey (from Shrek movies)	leave	scary	Winnie the Pooh
eagle	leaves	seat	Woody (Toy Story)
east	leak	see	yucky
easy	leap	seek	yummy
eeek	leek	sheep	zebra
		sleeve	

## Phrases:

- **Be** careful
- Give it to **me**
- **Peek-a-Boo!**
- Brush your **teeth**
- Give **me** a hug
- Time to **eat**
- **Clean** up
- Give **me** a kiss

## Songs/Nursery Rhymes:

- Autumn **Leaves** Are Falling Down
- **Itsy-Bitsy** Spider
- **Baby Bumble Bee**
- Jesus Loves **Me**
- Baa Baa Black **Sheep**
- Little Bo **Peep**
- **Clean** up
- Little **Green** Frog
- Five Little **Monkeys** Jumping on the Bed
- **Polly** Put the Kettle On
- Five Little **Monkeys** Swinging in the **Tree**
- **Mary** Had a Little Lamb
- Found a **Peanut**
- Rock-a-bye **Baby**
- For **He's** a **Jolly** Good Fellow
- **Teddy** bear, **Teddy** bear Turn Around
- **Green** Grass Grows All Around
- This Little **Piggy** says **whew, whee, whee**
- **Happy** and You Know It
- **Wheels** on the Bus
- Head Shoulders, **Knees** & Toes
- Have you ever **seen** a **Lassie**
- **Hickory Dickory** Dock
- Way Up High in the Apple **Tree**
- **Hokey Pokey**
- Who Stole the **Cookies** from the **Cookie** Jar
- **Hurry, Hurry** Drive the Firetruck
- **Yankee** Doodle
- I **Scream, You Scream, We all Scream** for Ice **Cream**
- I'm a Little **Teapot**

## Books/Literature:

*Text may not always contain the target vowel; however, pictures in the book can be used to reinforce the target vowel.*

- *A Tree for Me*, by Nancy Van Loan
- *Green Eggs & Ham*, by Dr. Seuss
- *Bambi*, Golden Books
- *Jack and the Bean Stalk*
- *Bear Feels Sick*, by Karma Wilson and Jane Chapman
- *Leaves, Leaves*, by Tomie dePaola
- *Baby Bear, Baby Bear, What Do You See?*, by Eric Carle
- *Mickey Mouse Clubhouse (series)*, by Sheila Sweeny Higgins
- *Brown Bear, Brown Bear What Do You See?*, by Eric Carle
- *Napping House*, by Audry Wood
- *Polar Bear, Polar Bear What Do You Hear?*, by Eric Carle
- *Princess and the Pea*
- *Baby Happy, Baby Sad*, by Leslie Patricelli
- *Russell the Sheep*, by Rob Scotton
- *Deep in the Swamp*, by Donna M. Bateman
- *Sheep in a Jeep*, by Nancy E. Shaw and Margot Apple
- *Five Cheeky Monkeys*, by Brooks/Tarbett
- *Sheep in a Shop*, by Nancy E. Shaw and Margot Apple
- *Funny Faces: Dizzy Dragon*, by Roger Priddy
- *Sheep Trick or Treat*, by Nancy E. Shaw and Margot Apple
- *Goldilocks and the Three Bears*
- *Silly Sally*, by Audry Wood
- *Silly Street*, by Jeff Foxworthy
- *Silly Milly*, by Wendy Cheyette Lewison (Scholastic Reader Level 1)

# /aɪ/ as in “bye” Unit

**Acoustic Information:** Hearing Needed to Detect /aɪ/: 370Hz

Hearing Needed to Identify or Use /aɪ/: 3200 Hz

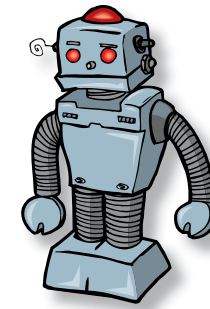
## Words that Contain Target Vowel:

### Learning to Listen Sounds:

- “Hi” with a mirror

### First Developing Words:

eye  
bye-bye  
fight  
night-night  
ride



### Later Developing Words:

alive	five	lime	sky
apply	fire	mice	slice
bike	fly	might	sly
bite	french fry	mile	smile
buy	fry	my	shine
bride	guy	nice	quiet
bright	hide	night	side
by	high	nine	size
chime	hike	pie	slide
climb	I	rice	supply
cry	ice	tie	tiny
dice	ice cream	Thai	tribe
die	iron	thigh	twice
dinosaur	July	time	why
drive	lion	try	wife
dry	kite	shy	wipe
dye	kind	spy	wind-up
find	knife	spider	yikes
fine	library	spine	
firefly	lie	sigh	

### Phrases:

- Be **nice**
- **Try** again
- **My** turn
- Good **night**
- **Dry** your hands
- What **time** is it?
- Gimme **five!**
- Don't **cry**
- **Wipe** it up/off

## Board Games:

- Barrel of **Monkeys** by Milton Bradley
- **Candy** Land by Milton Bradley
- **Cookie** Crunch by Sesame Street Games
- **Cootie** by Milton Bradley
- Don't Spill the **Beans** by Milton Bradley
- Don't Wake **Daddy** by Hasbro
- Hi-Ho **Cherrio** (talk about the **cherries** you are collecting)
- **Memory** (any set – talk about your **memory** while playing)
- Milk and **Cookies** by Parker Brothers
- My Little **Lady** Bug by Playskool
- Jumpin' **Monkeys** by Pressman
- **S'getti** Scatter by Fisher Price
- **Silly** Faces Game, by Colorforms
- Tumbling **Monkeys** by Mattel

## Ideas for Home:

- **Peek-a-Boo!**
- Playing in dry **beans** (hiding items, etc)
- Make **green** foods/snacks – add green food coloring to mixes, liquids
- Brush **teeth** together
- **Feed** pets/outside birds/animals
- Make **silly/funny** faces in the mirror, or in mirrors you come across while at the mall, bathroom, grocery store
- Talk about **dirty** clothes – while sorting laundry, putting clothes in the washing machine
- While **cleaning** the house – talk about **dirty** floors, **dirty** windows, **dirty** sinks...whatever you need to **clean**
- Meal time – **dirty** faces, **dirty** hands, **dirty** dishes, **yummy**
- Have a **tea party** (real or pretend)
- Bake **cookies**
- **Baby** dolls – pretend play: **Feed baby**, change **baby**, rock **baby**
- **Squeeze** water out of a sponge into a container
- Plant **seeds**
- Play with animals or people and have them **eat** or **sleep**
- Make **macaroni** and **cheese**
- Play store and use play **money**
- Give **jelly beans** for a **treat**
- Play with a View-Master or kaleidoscope and talk about what you **see**

## Ideas for Older Kids:

- Make homemade **ice cream** or **ice cream** sundaes
- Decorate for **Halloween** or Christmas/**Easter tree**
- Search for four-**leaf** clovers
- **Clean** up
- Talk about playing **Wii** (do you want to play **Wii?**, Time to put away the **Wii?**)
- Make **Pizza** with lots of **Cheese**
- Play **Keep** Away
- Make a **Movie**
- Count **money**

## Notes:

- *The Three Billy Goats Gruff* (any version)
- The Gingerbread Baby, by Jan Brett
- *The Oreo Cookie Counting Book*, by Catherine Lukas and Victoria Raymond
- *The Ugly Duckling*, by Hans Christian Andersen
- *Three Little Pigs* (any version)
- *Who Took the Cookie?*, by Bonnie Lass and Philmon Sturges
- *Eat Your Peas, Ivy Louise* by Leo Landry
- *The Foot Book* by Dr. Seuss
- *The Cheerios Play Book*, by Lee Wade

## Vowel Play Activities:

- Whee – with a car ramp, slide, yo-yo, swing, tops
- Eek – with scary things (Halloween books, spiders, bats etc..) and with door opening
- Pe-u-something smelly (diaper, trash, bathroom, etc)
- Peek-a-boo/ Pee-pie

## Crafts:

- Paint your **feet** and make footprints on construction paper
- Make a collage of **green** art supplies – construction paper, tissue paper, pipe cleaners, buttons, noodles, sequins, pom-poms, stickers, foam shapes
- Use dry **beans** or **seeds** to make a picture on construction paper
- Make pretend **ice cream** out of play-dough, use construction paper rolled into a cone as your ice cream cone
- Build an **ice cream** cone out of construction paper, different colored scoops of ice cream, then glue real sprinkles and a red pom-pom (for a **cherry**) on top
- Make gingerbread house – decorated with all kinds of **candy**
- **Halloween** crafts: decorate a ghost cut-out with cotton balls, a spider from a Styrofoam ball with pipe **cleaners** as legs, a tissue wrapped around a lollipop to make a ghost, – ooohh, they're all so **scary!**
- **Peel** stickers off paper to decorate something
- Make a **bumblebee** using black and yellow construction paper
- Make **sheep** with cotton balls by gluing cotton balls to a sheep coloring page
- Make binoculars or telescope out of paper tubes and walk around talking about what you **see**

## Games:

### Group Games:

- **Doggie, Doggie** Where's Your Bone?
- **Freeze** Tag
- Hide and **Seek**
- **Hokey Pokey**
- **Leap** Frog
- Red Light, **Green** Light
- **Sleep**/Wake Up
- Who Stole the **Cookie** from the **Cookie** Jar?

## Songs/Nursery Rhymes:

- Hush-a-**Bye** Baby (traditional)
- Itsy-Bitsy **Spider**
- Sing a Song of Sixpence (**pie**)
- Little Jack Corner (**pie**, I)
- Skip to My Loo (**Fly** in the buttermilk, shoo **fly**, shoo)
- Miss Mary Mack (They jumped so **high, high, high**, they touched the **sky**, they didn't come back till the 4th of **July**)
- You Can **Fly** by Disney from Peter Pan
- Three **Blind** Mice
- Let's Go Fly a **Kite** (from Mary Poppins)
- I Caught A Fish **Alive**
- Good **Night** Sleep **Tight**
- Star **Light**, Star **Bright**
- What Are Little Girls Made Of? (**spice, nice**)

## Books/Literature:

*Text may not always contain the target vowel; however, pictures in the book can be used to reinforce the target vowel.*

- *A Fly Went By* by Mike McClintock & Fritz Seibel
- *Firebears* by Rhonda Gowler Greene
- *I Went Walking* by Sue Williams
- *I Know an Old Lady Who Swallowed a Fly* by Mary Ann Hoberman
- *I Can Fly! (Little Golden Book)* by Ruth Krauss
- *Curious George Flies A Kite* by Margaret Rey and H.A. Rey
- *The Kite* by Mary Packard
- *I Can Lick 30 Tigers Today* by Dr. Seuss
- *Why Do Tigers Have Stripes?* By Helen Edom and Robert Morton
- *Five Little Pumpkins* by Tiger Tales and Ben Mantle
- *That's Not My Tiger* by Fiona Watt
- *The Shy Little Kitten* by Cathleen Schurr
- *The Shy Little Horse* by Margaret Wise Brown
- *Curious George Goes to an Ice Cream Shop* by H.A. Rey, Margaret Rey and Allan J. Shalleck
- *Max Drives Away (Max and Ruby)* by Rosemary Wells
- *Don't Let the Pigeon Drive the Bus!* by Mo Willems
- *Goodnight Moon* by Margaret Wise Brown
- *Goodnight Gorilla* by Peggy Rathmann
- *The Little Red Hen*, Golden Book
- *Inside, Outside, Upside Down*, by Stan & Jan Berenstain

# /au/ as in “cow” Unit

**Acoustic Information:** Hearing Needed to Detect /au/: 430 Hz

Hearing Needed to Identify or Use /au/: 1750 Hz

## Vowel Play Activities:

- Whenever something spills, falls, breaks, or a mistake is made say, “**ai-yai-yai!**”
- Say “**hi**” to reflections in the mirror
- Say “**hi**” or “**oh my**” to a toy that pops out of Jack-in-the-box or pop up puppet

## Crafts:

- Paint with **ice** cubes and powdered tempera paint (or powdered koolaid)
- Draw pictures of animals or stick people and add wiggly **eyes**
- Use an **iron** to melt crayon shavings between pieces of wax paper
- **Tie** bows to decorate a bag, shirt, hat...
- Make a **kite**
- Make a **spider** – use a foam ball for the body, chenille sticks (pipe cleaners) for legs and wiggly **eyes**
- Make a **spider** – blow up a small balloon (for the spider body), wrap 4 chenille sticks (pipe cleaners) around the knot in the balloon (shape for legs), add wiggly **eyes**
- Make a pretend steering wheel (circle out of cardboard, plastic plate, sewing hoop) and **drive** around the house/yard/therapy room
- With ANY craft – have different **sizes** (of crayons, paper, buttons, chenille sticks, pieces of tape, wiggly **eyes**, stickers, bottles of glue). With each item – ask “What **size** do you want?”
- Make **neckties** out of fabric scraps

## Games:

### Group Games:

- Mother, May I?
- Red **Light**, Green **Light**
- **Hide** and Seek
- **Simon** Says
- **I Spy**

### Board Games:

- Don't Break the **Ice**, Milton Bradley
- Sorry, Parker Brothers (**slide**)
- ANY board game – “it's **my** turn!”

## Ideas for Home:

- Jump **high** on a mini-trampoline
- Make an **ice cream** sundae
- Make homemade **ice cream**
- Make snow cones with shaved **ice**
- Fly a **kite**
- Make **lime**-aid (instead of lemonade)
- Pour a drink for everyone and add lots of **ice**
- **Drive** toy cars around the house or around a track drawn on paper
- Play with **wind**-up toys

- Get baby dolls and stuffed animals ready for bed and tell them all “**goodnight!**” or “**night-night!**”
- Ride **bikes**
- **Tie** bows in each other's hair or in doll's hair
- Look into mirror and say “**hi**” to each other's reflections
- **Climb** on playground equipment
- Play with bugs or **spider** man and have them **climb** up a wall
- Play dress-up with Dad's **neckties**
- Use a Magna Doodle/white board to draw different faces – add **eyes/smiles**
- **Spider** Cookies – Sandwich cookie for the body, open cookie and press 8 pretzel sticks into crème (for legs), close cookie, use **icing** and small candy as **eyes**
- Make **ice** pops – pour juice into **ice** cube trays, add popsicle sticks and freeze
- **Buy** – help **buy** groceries, or play store/shopping
- When eating – take small **bites**/big **bites**
- **Hide** toys in **rice** – then dig and **find** them
- **Slide** – down slides on a playground
- **Slice** – vegetables, bread, cakes/pies (adult controls **knife**, while child observes)
- Make different colored **ice** cubes (add drops of food coloring into each section of an ice cube tray and freeze), then add to juice/water/koolaid
- **Wipe** up messes, or **wipe** off dirty hands

## Ideas for Older Kids:

- Practice **tying** shoes
- Make **tie-dyed** shirts
- Make/hang up wind **chimes**
- Make a **pie**
- Have them help you **dry** the dishes
- Catch **fireflies** in a jar
- Ride **Bikes**
- Dinosaur hunt – go outside and look for “**dinosaur**” tracks
- **Hide** and Seek
- Go for a **hike**

## Notes:

## Words that Contain Target Vowel:

### Learning to Listen Sounds:

- Cat says “**meow**”
- Top goes “**round & round**”

### First Developing Words:

cow  
down  
house  
mouth  
out



### Later Developing Words:

about	flower	mouse	sound
around	found	now	spout
blouse	fountain	ouch	stout
brown	frown	owl	thousand
chow	gown	pound	towel
cloud	ground	pow	tower
clown	growl	pow-wow	town
count	hound	powder	trout
crown	how	round	upside down
drown	loud	shout	wow
flounder	mountain	shower	

## Songs/Nursery Rhymes:

- Autumn Leaves (are falling **down**)
- I'm a Little Teapot (**stout, spout, out**)
- Ring Around the Rosie (**around, down**)
- **Round** and **Round** the garden
- She'll Be Coming 'Round the **Mountain**
- The Bear Went Over the **Mountain**
- Teddy Bear, Teddy Bear (turn **around**, touch the **ground**)
- Wheels on the Bus (all through the **town**)
- All **Around** the Mulberry Bush
- Blow the Man **Down**
- **Camptown** Races
- **Down** By the Bay
- **Down, Down** Baby, **Down** by The Rollercoaster
- **Down** by the Station
- The Green Grass Grew All **Around**

## Books/Literature:

*Text may not always contain the target vowel; however, pictures in the book can be used to reinforce the target vowel.*

- *Little Cloud* by Eric Carle
- *Napping House* by Audrey Wood
- *In A People House* by Dr. Seuss
- *How Now Brown Cow* by Alice Schertle and Amanda Schaffer
- *Millions of Snowflakes* by Mary McKenna Siddals
- *Five Little Bats Flying in the Night* by Steve Metzger (**count** the bats while reading the story)
- *Click, Clack Moo Cows That Type* by Doreen Cronin and Betsy Lewin
- *Time For School, Mouse* by Laura Numeroff and Felicia Bond
- *The Best Mouse Cookie* by Laura Numeroff and Felicia Bond
- *Cows Can't Fly* by David Milgrim
- *Splat the Cat* by Rob Scotton (the cat says “**meow**”)
- *Never, Ever Shout in a Zoo* by Karma Wilson, Douglas Cushman
- *Stellaluna* by Janell Cannon (**owls**)
- *The Cow Who Clucked* by Denise Fleming
- *If You Give a Mouse a Cookie* by Laura Numeroff and Felicia Bond

## Vowel Play Activities:

- Top (**round & round**)
- Pretend scrapes and cuts with dolls, put band-aids on and say “**ow**”
- Pretend a puppet is biting you and say “**ow**” or “**ouch**”
- Spin the child around & say “**round and round**”

## Crafts:

- Glue rectangles to make **tower**
- Make **clouds** with cotton balls or sponges with white paint
- Make shapes by tracing **around** cookie cutters
- Make **owls** – print out a picture from the internet and glue or color feathers on it
- Make **flowers** out of tissue paper – fold layers of tissue paper (accordion style), wrap chenille stick (pipe cleaner) around center to hold tissue and to make your stem. Finally spread out tissue to make a flower
- **Flowers:** Cut out **flower** shapes from construction paper, tape to short part of a bendy straw (straw will be stem) then add a pom-pom to the center of the flower
- Decorate foam **crowns** with glitter and jewels
- Make a collage of **brown** items
- Any craft with many items. Put in different containers to take **out**
- After reading “Three Little Pigs”, make a variety of **houses**: Stick **house**, brick **house**, straw **house**
- Fingerpaint with shaving cream or pudding. Make circles & say “**round and round**”

# /ɔɪ/ as in “boy” Unit

**Acoustic Information:** Hearing Needed to Detect /ɔɪ/: 370 Hz

Hearing Needed to Identify or Use /ɔɪ/: 3200 Hz

## Words that Contain Target Vowel:

### Learning to Listen Sounds:

- Pig says “oink oink”

### Words:

ahoy	coin	noise	turquoise
annoy	cowboy	oil	toy
avoid	destroy	oyster	toilet
boil	enjoy	point	voice
boing	foil	poison	void
boy	join	soil	voyage
choice	joy	soy	
coil	moist	spoil	

## Songs/Nursery Rhymes:

- I got the **Joy, Joy, Joy, Joy** down in my heart
- **Joy** to the world by Three Dog Night
- Little **Boy** Blue
- Old McDonald had a farm (with pig)
- **Billy Boy** ([www.smart-central.com](http://www.smart-central.com))
- **Boy and Girl** ([www.smart-central.com](http://www.smart-central.com))
- Ten Little Indian **Boys**
- **Toyland**
- What Are Little **Boys** Made of
- **Danny Boy**
- Beautiful **Boy** by John Lennon



## Ideas for Older Kids:

- Put on a puppet show. At the end, have the characters “take a **bow**”
- Learn about **owls**. Pretend to be a reporter to share the information with others either live or on video
- Go to a dairy farm to learn about **cows**
- Weigh various objects on a scale and record/make a graph of how many **pounds** each one weighs
- Play a guessing game and then talk about if the item goes inside or **outside**

## Notes:

## Games:

### Group Games:

- Name that **Sound** (present various environmental or animal sounds and have each person guess what makes the sound)
- Don't Touch the **Ground** (play with a beach ball, balloon, tissue paper... hit it up in the air and the person who lets it touch the ground has to sit out and play resumes until there is one person left who is the winner)
- Have a treasure hunt (each person tells what they **found** at the end)
- King of the **Mountain** (build a mountain out of pillows, blankets..., one person gets on top and declares “I'm king of the mountain!” while the others try to knock them **down**; whoever is successful in knocking them **down** gets to be the next “king of the mountain” and play repeats)
- Play tag, kickball, etc., and let people know “you're **out**”
- Hide and Seek, “I **found** you”
- Hide objects, “I **found** the \_\_\_”

### Board Games:

- **Counting** Cakes by Lakeshore
- Hi Ho Cherry-o by Parker Brothers (**count** the cherries)
- Jenga by Hasbro – (“build the **tower**”, “Don't make the **tower** fall **down**”, “Put it on top of the **tower**”...) )
- Kerplunk by Mattel – (“pull the stick **out**”, “don't let the balls fall **down**”)
- Light Bright by Hasbro – **Wow, how** pretty!
- Get Better Bear, Fisher-Price (“**ow/ouch**”)

## Ideas for Homea

- Make a **house** out of cardboard boxes
- Make wings out of construction paper and feathers, tie onto your arms and pretend to be **owls**
- Play farm – milk the **cows**, feed the **cows**, etc.
- Plant **flowers**
- Pick **flowers**
- Get ready to take a **shower** – gather soap, shampoo, **towel**, pajamas
- Use face paint and pretend you are **clowns** – talk about becoming a **clown** as you put on the paint
- Build a **tower** with blocks, Legos...
- Play beauty shop – “What goes on the **mouth?**”, take items **out** of the make up kit, use a **towel** to clean up any mess and to wrap around for hair cuts, when all done “**Wow**, you look beautiful!”

## Books/Literature:

*Text may not always contain the target vowel; however, pictures in the book can be used to reinforce the target vowel.*

- *Roy the Robot* by Nancy Qwaisini
- *If You Give a Pig a Party* by Laura Numeroff (**oink, oink** with the pig on each page)
- *Cowboy Small* by Lois Lenski
- *I Want To Be a Cowboy* by Dan Liebman
- *Toy Story* by Golden Books (all the **toys** and Woody the **Cowboy**)
- *The Three Little Pigs*, any version (**oink, oink!**)
- *Pirate Pete* by Kim Kennedy (“**Ahoy!**”)
- *Too Much Noise* by Ann McGovern
- *Bunny's Noisy Book* by Margaret Wise Brown
- *Gerald McBoing Boing* by Dr. Seuss

## Vowel Play Activities:

- Pig “oink oink”
- Bounce child on a therapy ball or trampoline while saying “boing, boing, boing”

## Crafts:

- Paper bag **cowboy**
- Paper bag puppet pig: **oink**
- Pencil flowers in a pot with **soil**.
- Use one segment of an egg carton. Paint it pink, then attach a string to tie and make a pig nose for each person (**oink, oink**)
- Use pink tissue paper squares to glue onto an outline of a pig (**oink, oink**)
- Make a star or sword out of cardboard and wrap with **foil**

## Games:

### Group Games:

- **Poison** ball – put a ball in the middle of the room to be the “poison ball”, then each person takes a turn to roll their ball as close to the “poison ball” as they can without touching it; if your ball touches the poison ball, you're out, and the closest ball to the poison ball at the end is the winner
- **Destroy** – make block houses and stand far away from them. Each person takes a turn to toss a bean bag/ball at the houses. See which team can **destroy** the building first
- Play “What's that **noise?**” Have the child close their eyes. Make various **noises** from around the room (ex. scissors, moving chair, closing doors) then ask them “what's that **noise?**”

# Introducción en Español

## Board Games:

- Wee Little Piggies by Milton Bradley
- Farm Families by Milton Bradley (**oink, oink** says the pig)
- Pop the Pigs Kids Game by Goliath (**oink, oink** says the pig)
- Don't Break the Ice by Hasbro (talk about which blocks of ice to "**avoid**" hitting so the game board won't collapse)
- Battleship by Hasbro (**destroy**)

## Ideas for Home:

- Create a small garden using potting **soil**
- Sort **toys** vs. not **toys**
- Have child help you cover food/leftovers with **foil**
- Have child help you cook pasta/mac-n-cheese and watch for the water to **boil**
- **Boil** water – make hard boiled eggs
- Use aluminum **foil** (instead of cooking spray) on a cookie sheet to protect cookies from sticking
- Use a toy laser **pointer** to draw shapes on the wall, take turns telling each other where to **point** the laser
- Use your local Sunday Newspaper and look at all the **toys** in the catalogues/flyers
- Use your inside **voice** or outside **voice**, turn it into a game!
- Make a pretend boat (out of a laundry basket, large box, or a blanket on the floor) take a **voyage**. ("**Ahoy!**, Mate.")
- Dress up like Pirates/pretend to be pirates, "**Ahoy!**"
- Put **coins** that you find in the house or wallet and put in a bank
- Make homemade popcorn using cooking **oil**

## Ideas for Older Kids:

- SCRABBLE – create as many words with "**oy**" or "**oi**"
- Charades – using words with "**oi**" or phrases that have "**oi**"
- Teach each other how to flip **coins**. Look at **coins**, talk about their differences, count **coins**
- Talk about the dangers of **poison**, and what could be **poisonous** around school, home. Cut out pictures from grocery ads or flyers and make a collage of poisonous items
- Write a story to share about the things that you **enjoy**
- Building Lego structures to then **destroy**

## Notes:

## ¿Qué Hago?

Este programa fue diseñado anteriormente por Cochlear™ para ser utilizado por profesionales y cuidadores, bajo el nombre de Speech Sounds de Nancy Caleffe-Schenck y Dian Baker. La repetición constante a través de la audición (bombardeo auditivo) es un paso crucial en la habilitación de niños con pérdida auditiva. Esta guía puede ser utilizada para ejercitar la «vocal de la semana» tanto en el entorno terapéutico, como en el hogar. Está llena de ideas para que se escuchen palabras, canciones, libros y frases comunes que se usan con un niño que está comenzando a oír. Para los niños que se identifican tardíamente, estas actividades se podrán adaptar a la edad y al nivel de desarrollo del niño. Es importante señalar que estas son actividades que le facilitarán al cuidador a utilizar las vocales de manera significativa. No se espera que el niño imite a la persona que las diga. Sin embargo, una vez el niño haya estado expuesto a la vocal por aproximadamente dos semanas, debería comenzar a expresarla dentro de su balbuceo. Queremos señalar que las listas de palabras en esta guía se diseñaron con base en el español de Latinoamérica y del utilizado por la mayoría de los medios de comunicación de esta área. Tratamos, sin embargo, de tomar en cuenta las diferencias idiomáticas.

## ¿Por qué Son Importantes las Suprasegmentales y las Vocales?

Los patrones suprasegmentales de acentuación, ritmo y entonación tienen sus correlatos acústicos en la duración (tiempo), la frecuencia (tono) y la intensidad (volumen, y juegan un papel importante en nuestra comunicación. Los suprasegmentos nos permiten variar el significado de un mensaje sin cambiar las palabras al poner énfasis en algunas de éstas y transmitir emoción en lo que decimos. Los niños aprenden a una edad muy temprana si la persona que habla está enojada o feliz, simplemente por el volumen o la entonación del hablante. Por ejemplo, la frase «Ve y búscalo» se puede producir como una simple petición o como una orden contundente al decirlo con variación de ritmo, de entonación, de acentuación y de volumen. Por lo tanto, aunque la persona que la escucha no entienda todas las palabras dichas, puede determinar la emoción del mensaje. De modo parecido, la frase «Usted ha visto eso» se puede interpretar de muchas maneras dependiendo de la entonación de la palabra acentuada y de la intensidad («USTED ha visto eso», «Usted ha VISTO eso» o «¿Usted ha visto ESO?»). Sin el uso apropiado de los suprasegmentos, la voz puede sonar monótona, lo cual afecta la comprensión del mensaje y la socialización en el mundo de los oyentes.

Las cinco vocales (/a/ mamá, /ɛ/ ven, /i/ vida, /u/ tu, /o/ yo) en español, tienen un sonido bien definido, ya sea con o sin acentuación. Como en el inglés, dos vocales combinadas formarán un diptongo. Por ejemplo, una vocal fuerte (/ɛ/, /a/, y /o/) con una vocal débil sin acento (/u/ e /i/), pueden producir palabras tales como aire u oigo. Con el uso del implante coclear, los niños con pérdida auditiva profunda pueden y desarrollan una forma de hablar natural que refleja el acento regional de su lengua materna, de acuerdo a la región de América Latina a la que pertenezcan.

Asimismo, las vocales son una de las primeras formas con las que los niños utilizan el lenguaje oral. Las vocales aisladas correctamente producidas pueden representar las primeras palabras (p. ej. /o/ para «no»). «Una buena producción de las vocales puede ayudar al oyente a interpretar las producciones infantiles en las etapas tempranas del desarrollo del habla. La capacidad de otorgar significado rápidamente después de la implantación puede ser altamente motivante y alentadora para el desarrollo del lenguaje en niños pequeños que reciben un implante". (Ertmer, 2010)

Típicamente los niños que no tienen pérdida auditiva desarrollan todas las vocales entre los 12 y los 24 meses de edad. Debido a que nuestros niños generalmente ya tienen doce meses de edad o más al momento del implante coclear, sus capacidades motoras estarán más maduras; por lo tanto, es imperativo que desarrollen la mayoría de las vocales y todos los patrones suprasegmentales en el primer año de edad auditiva. (Ver señales de alarma).

Antes de que se usaran los implantes cocleares, Doreen Pollack (Educational Audiology for the Limited-Hearing Infant and Preschooler, p.194) y Daniel Ling (Ling Speech Cards) recomendaban la importancia del desarrollo de las vocales con actividades apropiadas a la edad mediante el bombardeo acústico con las mismas (sobre-exposición). Aunque hoy en día sabemos que los niños que usan implante coclear tienen acceso a todas las frecuencias del habla, está técnica de sobre-exposición acústica sigue siendo adecuada. Debido a los lineamientos de la FDA, la mayoría de los niños no recibirán un implante coclear antes del año de edad. Esto en sí mismo constituye un atraso de un año en la adquisición del habla y del lenguaje. Bombardear al niño con palabras, canciones y frases que enfatizan una determinada vocal o un patrón suprasegmental acelerará el desarrollo de la audición y el lenguaje hablado.

## ¿Qué Dicen las Investigaciones?

Las investigaciones demuestran que el desarrollo de las vocales mejora drásticamente durante el primer año del uso del implante coclear. Ertmer (2001) realizó el seguimiento del desarrollo de las vocales en una niña congénitamente sorda e implantada a los diecinueve meses de edad. Encontró que después de un año de uso de implante, la niña producía la mayoría de las vocales en inglés.

Aunque a un niño que oye le toma de doce a veinticuatro meses producir todas las vocales del español, es importante recordar que las capacidades motoras también se están desarrollando en ese momento.

En los Estados Unidos, la mayoría de los niños no reciben un implante coclear antes de los doce meses de edad. Por lo tanto, un niño que recibe un implante coclear en este país, tendrá las capacidades motoras más maduras y debería poder producir la mayoría de las vocales del idioma español de doce a dieciocho meses después de haber recibido un implante coclear. (Ver señales de alarma).

# Unidad /u/ como en "Tú"

Información Acústica: Audición Necesaria para Detectar: /u/ 430Hz

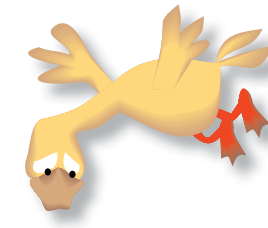
Audición Necesaria para Identificar o Usar: /u/ 1170Hz

## Palabras que Contengan la Vocal:

tuvo	única	muñeca	cuchara
subir	unido	agua	azúcar
Julio	fruta	una	zumo
Junio	jugar	uña	lechuga
muñeco/a	juego	juguetes	uvas
tu	culeca	ducha	cuadro
cucu	cuatro	rueda	enchufe
salud	mundo	champú	mueble
Hugo	música	chupón	bufanda
jugo	murciélago	abuela	luna
tubo	mucho	abuelo	
bueno/a	junto	buzón	
uno	hueso	cuchillo	

## Aprendiendo a Escuchar

- Vaca: "Muuu"
- Trompeta: "Tun tun"
- Pato: "Cuak cuak"
- Fantasma: "Buu"
- Chango: "Uuu eee"
- Tren: "Chuu chuu"
- Carro de Policía: "Wu wu wu"
- Búho: "Ju, ju"



## Frases

- Sigues tu
- Empuja
- Uuuu que bonito
- Uh, huele feo

## Canciones:

- *Cucu Cucu Cantaba la Rana* ([www.eljardinonline.com.ar/cancioneropag3.htm#rana](http://www.eljardinonline.com.ar/cancioneropag3.htm#rana))
- *Marcha de las Letras* ([www.cri-cri.net/Canciones/canciones.html](http://www.cri-cri.net/Canciones/canciones.html))
- *Aquí Puso la Pajarita el Huevo*
- *Tomás* (Cepillin)
- *Muñeca Vestida de Azul* ([www.uv.mx/Popularte/esp/scriptphp.php?sid=93](http://www.uv.mx/Popularte/esp/scriptphp.php?sid=93))
- *En la Feria de Cepillin* ([www.songarea.com/mc/6/cepillin.html](http://www.songarea.com/mc/6/cepillin.html))
- *En la Granja de Mi Tío*
- *La Patita* ([www.cri-cri.net/Canciones/lapatita.html](http://www.cri-cri.net/Canciones/lapatita.html))
- *La Rana* ([www.tsl.state.tx.us/ld/projects/ninos/songrhymes.html#rana](http://www.tsl.state.tx.us/ld/projects/ninos/songrhymes.html#rana))

## El Programa CASTLE

The Carolyn J. Brown Center for the Acquisition of Spoken language Through Listening Enrichment (CASTLE) es una asociación pública y privada que es parte de University of North Carolina-Chapel Hill School of Medicine y del Department of Otolaryngology/ Head and Neck Surgery. La misión de CASTLE es enseñarles a los niños sordos a escuchar y hablar. Proveemos servicios de intervención directa a niños y sus familias incluyendo grupos de lenguaje mommy and me, clases para niños entre las edades de 1 y 3 años, clases preescolares y sesiones de terapia auditivo-verbal con la participación de los padres. También proporcionamos capacitación a profesionales y estudiantes en el campo de la educación de sordos mediante talleres, entrenamiento y experiencia práctica. CASTLE es miembro de OPTION Schools. Puede encontrar más información sobre OPTION Schools en [www.auditoryoralschools.com](http://www.auditoryoralschools.com). Para obtener más información sobre el programa de CASTLE, favor de comunicarse con Hannah Eskridge a [h eskridge@unch.unc.edu](mailto:h eskridge@unch.unc.edu) o al 919-419-1428 o en nuestra página web [www.med.unc.edu/earandhearing/castle](http://www.med.unc.edu/earandhearing/castle)

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- Ling, D. (2002). *Speech and the Hearing-Impaired Child: Theory and Practice*, 2nd Edition. Washington, D.C.: AG Bell.
- Pollack, D., Goldberg, D., & Caleffe-Schenck, N. (1997). *Educational Audiology for The Limited-Hearing Infant and Preschooler*. Springfield, Illinois: Charles C Thomas What

## El Programa Cochlear HOPE

Puede encontrar más información sobre Cochlear HOPE en [www.CochlearAmericas.com/HOPE](http://www.CochlearAmericas.com/HOPE)

## Formantes

### ¿Qué son los formantes y por qué son importantes?

Los formantes son bandas de energía que dan las características que nos ayudan a distinguir un sonido de otro. En la parte superior de cada página de este manual, hay una referencia a los formantes de las vocales (F1 y F2). Para que un niño oiga (detecte) una vocal, tienen que tener acceso auditivo al primer formante (F1). Para poder identificarla tendrá que tener audición suficiente para el segundo formante (F2).

Por ejemplo, F1 de /u/ como en «mu» es 430Hz y el F2 es 1170Hz; por lo tanto, el niño tiene que oír aproximadamente 500 Hz para detectar, y 1200 Hz para identificar el sonido de la /u/. Debido a que el F2 más alto para las vocales es cerca de 3000 Hz, el niño que tiene audición hasta 3000Hz, debe poder producir todas las vocales que se le presenten.

## Señales de Alarma

Las investigaciones han demostrado que un niño, que ha usado un implante coclear y ha recibido información auditiva intensiva por un año, normalmente producirá la mayoría de las vocales del inglés. Por lo tanto, sería preocupante si un niño con una edad auditiva de un año post-implante, no está produciendo con exactitud una amplia variedad de los sonidos de las vocales del inglés en aproximaciones de palabras, por lo que se deberían de descartar otros factores agregados que lo estén perjudicando, como las estrategias de codificación y el mapeo del niño, el nivel y la calidad de los servicios de intervención, la cantidad y calidad del apoyo y transferencia en el hogar, y/o cualquier retraso cognitivo o motor.

Un niño que muestra discapacidad oral y motora como sialorrea (babeo excesivo), dificultad para alimentarse, baja tonicidad o debilidad muscular, tiene mayor riesgo de tener un desarrollo lento en la producción exacta de los sonidos del habla. Típicamente los niños con tales discapacidades deben remitirse a un terapeuta ocupacional o a un patólogo del habla que se especialice en disfunción oral motora.

Un niño que demuestra distorsión de las vocales, patrones anormales de entonación o errores inconsistentes del sonido del habla, podría tener apraxia verbal infantil (con frecuencia también se le llama dispraxia, apraxia del habla infantil, dispraxia del habla infantil...) que es un trastorno de la planificación motora en la ausencia de debilidad motora. Un niño con apraxia necesita terapia del habla especializada para tratar la planificación motora, además de desarrollar las destrezas auditivas. ([www.apraxia-kids.org](http://www.apraxia-kids.org))

## Agradecimiento Especial

Todos los que formamos parte de CASTLE esperamos que esta información sea de ayuda para los terapeutas y los padres al estar recopilada en un solo documento. Quisiéramos agradecer a los que han publicado información sobre la producción y bombardeo de vocales en la que se basa este manual incluyendo, pero no limitado a : Daniel Ling, Doreen Pollack, Donald Goldberg, Nancy Caleffe-Schenck, Warren Estabrooks y Judy Simser. También quisiéramos agradecer a nuestros mentores personales Carolyn Brown, Todd Houston, Kathryn Wilson, Beth Walker, Beth Whitfield y Kim Panciera quienes continúan compartiendo sus conocimientos con nosotros.

## Libros/Literatura:

*Puede ser que el texto no contenga la vocal de enfoque sin embargo, las imágenes en el libro se pueden utilizar para reforzarla.*

- *Buenas Noches Dora* por Christine Ricci
- *Muu, Moo* por Alma Flor Ada
- *Mi Primer Libro de Palabras en Español* por Angela Wilkes
- *Cuaquito* por Lauren Thompson
- *Ocho Monitos* por Piggy Toes Press
- *El Canguro tiene Mama* por Erik Carle

## Actividades para Juegos Vocálicos:

- "Uh, huele feo": Mientras que se le cambia el pañal al bebe o cuando hay un aroma desagradable
- "Chu-chu": Hacer el sonido del tren mientras juega con el juguete o al leer un libro con trenes
- "Uuuu": Al vaciar agua de un jarrón al vaso o hacer figuras con los dedos en pintura o en una charola llena de crema de rasurar
- "Uuuu que bonito/a": Complementar un dibujo del niño/a o al pintarle las uñas, accesorios de niña
- "La vaca dice muuu...": Al hablar de la vaca mientras juegan con un juego de granja
- "Cuak cuak": Jugar con patitos de plástico en una pequeña tina con agua
- "Uuuu": Al estar untando crema o aceite al cuerpo del bebé
- "Wu wu wu": Esconder carros de policía de juguete en arena y permitir que el niño los desentierre

## Manualidades:

- "Uuh, que bonito": Decorar una caja, bolsa, camisa, gorra con joyas y comentar sobre su aspecto
- "Chu chu": Construir un tren de juguete hecho de rollos de papel del baño y decorarlo
- "Muuu": Hacer una máscara de una vaca con platos de papel o cortar retratos de vacas y colgarlas en casa
- "Buuu/uuuu" variando el tono: Decorar el recorte de un fantasma usando bolitas de algodón

## Juegos:

- A la rueda de San Miguel

# Unidad /o/ como en "Ojo"

Información Acústica: Audición Necesaria para Detectar /o/: 760 Hz  
Audición Necesaria para Identificar o Usar /o/: 1250 Hz

## Ideas para el Hogar:

- Juguetes – Jugar con el niño/a con diferentes objetos del hogar y juguetes "Este es un **juuuguete** y este es un zapato etc.
- Jugo/zumo/frutas – Hacer jugos en casa (El enfoque es alargar la vocal "u" en **Juuugo**, **fruuuta** etc.)
- Contar y comer **uuuvas** con los niños
- Ver los álbumes llenos de fotos de los **abuelos**
- Agua, champú – Bañar al perro o mascota de la casa
- Usar una **cuchara** para agitar líquidos caliente
- Buscar el **chupón** del niño/a por toda la casa antes de dárselo

## Ideas para Niños Mayores:

- Canasta Revuelta: [www.juegosengrupo.com/canasta-revuelta](http://www.juegosengrupo.com/canasta-revuelta)
- Juan Pirulero: [www.uv.mx/Popularte/esp/scriptphp.php?sid=102](http://www.uv.mx/Popularte/esp/scriptphp.php?sid=102)
- Ponerse uñas postizas y decorarlas
- Crear tarjetas navideñas para los abuelos
- Con la ayuda del niño/a hacer una ensalada de lechuga

## Notas:

## Palabras que Contengan la Vocal:

toso	perro	caldo	rodilla
ojo	pantalón	jabón	oso
gordo	flor	oro	caracol
comió	Bombón	loro	cinco
patio	feo	comal	lobitos
caballo	cabello	olla	blanco
flor	dedo	ratón	Jamón
boca	codo	Santa Clos	calzón
camino	biberón	coco	hormiga
corrió	cero	pozo	chico
cocina	flaco	huevo	zapato
sol	flotar	puso	otro
col	barco	agarro	chivo
teléfono	bajo	cocino	sucio
conejo	alto	oreja	
león	sopa	tobillo	

## Aprendiendo a Escuchar

- Perro: "Guao, guao"
- Santa: "Jo, jo, jo"
- Reloj: "Tic toc"
- Campana: "Ding dong"

## Frases

- Vámonos
- Es hora de irnos
- Dame un beso
- Oh, no
- Ya no hay
- No
- No lo hagas
- Di Hola
- Déjame solo
- Dímelo
- Dámelo
- Tíralo
- Oh, oh
- No lo toques
- Sigo yo
- Es hora de comer



## Canciones:

- Cinco Pollitos por Alma flor Ada y F. Isabel Campoy
- Cinco Lobitos por Alma flor Ada y F. Isabel Campoy
- Arroz con Pollo ([www.mamalisa.com/?t=ss&p=2654&c=50](http://www.mamalisa.com/?t=ss&p=2654&c=50))
- Pinpon
- El Comal y La Olla de Cri-cri
- Amor Chiquito (cepillin)
- Allá en la Fuente ([www.mamalisa.com/?t=ss&p=1221&c=50](http://www.mamalisa.com/?t=ss&p=1221&c=50))
- De Colores ([www.mamalisa.com/?t=ss&p=1124&c=50](http://www.mamalisa.com/?t=ss&p=1124&c=50))  
Yo Tengo una Hormiguita (con la "o")
- La Marcha de las Letras ([www.cri-cri.net/Canciones/canciones.html](http://www.cri-cri.net/Canciones/canciones.html))
- Pulgarcito ([www.juegosycanciones.com/pulgarcito.html](http://www.juegosycanciones.com/pulgarcito.html))
- El Chorrito ([www.cri-cri.net/Canciones/canciones.html](http://www.cri-cri.net/Canciones/canciones.html))
- Los Pollitos ([www.songarea.com/mc/6/cepillin.html](http://www.songarea.com/mc/6/cepillin.html))
- El Ratón Vaquero ([www.cri-cri.net/Canciones/elratonv.html](http://www.cri-cri.net/Canciones/elratonv.html))
- El Borreguito Enfermo ([www.cri-cri.net/Canciones/elborreguito.html](http://www.cri-cri.net/Canciones/elborreguito.html))
- Tengo una Muñeca ([www.mamalisa.com/?t=es&p=319&c=50](http://www.mamalisa.com/?t=es&p=319&c=50))
- Este Dedito ([www.doslourdes.net/Este%20dedito.htm](http://www.doslourdes.net/Este%20dedito.htm))

## Libros y Literatura:

*Puede ser que el texto no contenga la vocal de enfoque sin embargo, las imágenes en el libro se pueden utilizar para reforzarla.*

- *Oso Polar, Oso Polar* por Bill Martin y Eric Carle
- *Oso Pardo, Oso Pardo* por Bill Martin y Eric Carle
- *El Patio Feo* por Margarita Ruiz
- *Pinocho* por Carol Ottolenghi y Jim Talbot
- *El Mago de Oz* por Carol Ottolenghi y Jim Talbot
- *Ricitos de Oro* por Valeri Gorbachev
- *Pedro y el Lobo* por Pie Corbett
- *Donde esta Spot* por Eric Hill
- *Donde esta la Oveja Verde* por Mem Fox
- *Buenas Noches Luna* por Margaret Wise Brown
- *Huevos Verdes con Jamón* por Dr. Suess
- *My Opposites/Mis Opuestos* por Rebecca Emberly
- *Este No es Mi Niñito* por Usborne
- *Perritos* por Sandra Baynton
- *El Gran Granero Rojo* por Margaret Wise Brown
- *Los Animales de Maisy* por Lucy Cousins
- *Donde Viven los Monstruos* por Maurice Sendak



## Actividades para Juegos Vocálicos:

- Jo jo jo – Santa
- "Mira el guau guau" – Durante una caminata por el vecindario hable sobre todos los perros que vea.
- "Oh no" o "Oh oh" – Cuando se derrama el agua o líquidos en la mesa por accidente
- Tic Toc es hora de comer" – Al apuntar al reloj
- Hoooola – Durante una caminata vaya saludando a todos vecinos

## Manualidades:

- Ojo/boca/oreja/cabello – Haga una pequeña marioneta usando calcetines viejos
- Flor – Hacer un lindo arreglo de flores de papel o con flores artificiales
- Barco – Hacer barcos de papel, decorarlos y jugar con ellos en la tina del baño
- Oso – Hacer la máscara de un oso usando platos de papel
- Santa Clós – Colorear un dibujo de Santa Clós y pegar bolitas de algodón como su barba
- Bombones – Haga un pequeño hombre de las nieves usando bombones blancos

## Juegos:

- A la bobo bobo
- Boliche
- Carrera de sacos
- La pelota loca: [www.doslourdes.net/JUEsenpelotaloca.htm](http://www.doslourdes.net/JUEsenpelotaloca.htm)
- El Bote: [www.doslourdes.net/JUEpopbote.htm](http://www.doslourdes.net/JUEpopbote.htm)
- Los Conejos: [www.doslourdes.net/JUEpoplosconejos.htm](http://www.doslourdes.net/JUEpoplosconejos.htm)
- Lotería
- Jenga: Cuando todos se derrumban pueden decir "ooh se cayoo"

## Ideas para el Hogar:

- Cocinar **huevos con jamón** para el desayuno
- Preparar y cocinar un **caldo de pollo** o **sopa**
- A la hora de bañar al niño/a hablar sobre los ojos, boca, orejas, y cabello
- Usar pares y nones de **zapatos**

## Ideas para Niños Mayores:

- Sortear la ropa de lavar enfocándose en la ropa blanca y pantalones
- Hacer un collage de fotos de objeto que tengan la /o/ por ejemplo "bolso, carro etc."
- Cocinar o hornear un postre con **bombones**
- Un paseo al zoológico y ver los animales-oso pardo, oso polar, león, etc.
- Disfrazarse de Santa Clos en Navidad
- Hacer un chocolate caliente

## Notas:

# Unidad /a/ como en "Mamá"



Información Acústica: Audición Necesaria para Detectar /a /: 1020Hz

Audición Necesaria para Identificar o Usar: /a /: 1750 Hz

## Palabras que Contengan la Vocal:

mesa	mamá	casa	mariposa
cuchara	papá	masa	alto
parada	pan	taza	pan
sentada	rana	pasa	sacar
cama	zapato	canasta	guitarra
teja	cazo	chamarra	plana
tía	araña	telaraña	caballo
mía	lluvia	pata	acabar
tuya	bolsa	vaca	pelota
atrás	joya	amar	cáscara
acá	sal	hermana	pelota
aquí	gata	cara	naranja
allá	cierra	bañar	café
otra	puerta	payaso	águila
abrazo	fila	manzana	árbol
tortilla	línea	harina	nariz
sopa	agua	cargar	panza
sopla	hamaca	piñata	mascar
almendra	gallo	saltar	cabra
almohada	bailar	plátano	

## Aprendiendo a Escuchar

- Guitarra: "Tara tara"
- Batería: "Tra tra"
- Gallina: "Cara cara cara"
- Payaso: "Jajaja"
- Bruja: "Ja ja ja" (riéndose de alguna travesura)
- Avión: "Aaahh"

## Frases

- |                    |                                     |
|--------------------|-------------------------------------|
| • Ven para acá     | • Hazlo otra vez                    |
| • A la cama        | • Dame un abrazo                    |
| • Donde esta Mamá? | • Déjame ver tu aparato/ procesador |
| • A bañar          | • Vamos afuera                      |
| • Cierra la puerta | • A formarse                        |
| • Lávate las manos | • En fila                           |
| • Lávate la cara   | • Abre la puerta                    |
| • Ven a la mesa    | • Ponte tu chamarra                 |
| • Cierra la puerta | • Párate                            |
| • A limpiar        |                                     |



## Canciones y Rimas:

- La Marcha de las Letras ([www.cri-cri.net/Canciones/canciones.html](http://www.cri-cri.net/Canciones/canciones.html))
- La Patita ([www.cri-cri.net/Canciones/lapatita.html](http://www.cri-cri.net/Canciones/lapatita.html))
- A la Rueda de San Miguel
- El la Feria de Cepillin ([www.songarea.com/mc/6/cepillin.html](http://www.songarea.com/mc/6/cepillin.html))
- Feliz Cumpleaños (cepillin)
- Las Mañanitas ([www.songarea.com/music-codes/cepillin.html](http://www.songarea.com/music-codes/cepillin.html))
- Tortillitas para Mamá
- Almendras Turrón
- Aserrín Aserran
- Que llueva Que llueva (Cepillin)
- La Cucaracha ([www.songarea.com/mc/10/cepillin.html](http://www.songarea.com/mc/10/cepillin.html))
- Estrellita ([www.mamalisa.com/?t=ss&p=312&c=50](http://www.mamalisa.com/?t=ss&p=312&c=50))
- Arroz con Pollo ([www.mamalisa.com/?t=ss&p=2654&c=50](http://www.mamalisa.com/?t=ss&p=2654&c=50))
- De Colores ([www.mamalisa.com/?t=ss&p=1124&c=50v](http://www.mamalisa.com/?t=ss&p=1124&c=50v))
- A la Víbora ([www.mamalisa.com/?t=ss&p=1240&c=50](http://www.mamalisa.com/?t=ss&p=1240&c=50))
- Brinca la Tablita ([www.mamalisa.com/?t=ss&p=311&c=50](http://www.mamalisa.com/?t=ss&p=311&c=50))
- Sana Sana ([www.tsl.state.tx.us/ld/projects/ninos/songsrhymes.html#sana](http://www.tsl.state.tx.us/ld/projects/ninos/songsrhymes.html#sana))

## Libros/Literatura:

Puede ser que el texto no contenga la vocal de enfoque sin embargo, las imágenes en el libro se pueden utilizar para reforzarla.

- *¿Dónde está Spot?* por Eric Hall
- *La Mochila de Dora* por Sara Willson
- *Di "Ah": Dora va al Médico* por Pheoby Beinstain
- *Huevos Verdes con Jamón* por Dr Suess
- *Cinco Monitos Brincando en la Cama* por Eileen Christelow
- *En un Árbol están los Cinco Monitos* por Eileen Christelow
- *¿Eres mi Mama?* por P.D Eastman
- *¡Ve Perro! ¡Ve!* por P.D Eastman
- *Cinto Pequeñas Mariquitas* por Melani Gerth
- *Un Día en la Playa* por Lauryn Silverhardt

# Unidad /ɛ/ como en "Tren"

Información Acústica: Audición Necesaria para Detectar /ɛ/: 690 Hz  
Audición Necesaria para Identificar o Usar: /ɛ/: 2610 Hz

## Actividades para Juegos Vocálicos:

- "Ahhh" – Colgar aviones del techo y jugar con ellos, colocar fotos de aviones en diferentes partes de la casa para hablar de ellos
- "Ahhh" – Variando el tono mientras que pasea al niño/a de lado a lado como si fuera un avión
- Aahh" – Después de tomar algo refrescante: agua, refresco etc.
- "Ah, ah, ah" – Cuando arrulla al bebé a la hora de su siesta u hora de dormir
- "Ahhhh!" – Jugar al cucuy y gritar cuanto el niño lo asusta.
- "Aahh" – Al estar vaciando agua a un recipiente o tina.
- Tara-tara – Hacer de cuenta que está tocando la guitarra cuando le canta al bebé
- Ja Ja Ja – Al reirse de algo gracioso

## Manualidades:

- "Ahhhh" Hacer aviones de papel
- "Cara cara cara" – Hacer una gallina con platos de papel
- "Ha ha ha ha" – Pintar el rostro del niño de payaso y reirse de juegos y maniobras
- "Mama" "Papa" – Decorar un porta retrato e incluir la foto de mamá y papá
- "Araña" – Usando el cartón de los blanquillos hacer una araña
- "Telaraña" – Hacer una telaraña con estambre blanco y colgar arañas
- "Pato, vaca, rana" – En un plato de papel dibujar una granja y pegar fotos de los animales

## Juegos:

- A la víbora de la mar
- Poner la cola al burro
- El avión
- Serpientes y escaleras
- Damas chinas
- El patio de mi casa
- La papa caliente
- Doña blanca

## Ideas para el Hogar:

- Decorar el árbol Navideño
- Esconder zapatos por toda la casa y buscar su par
- Preparar masa para tamales
- Sortear los cubiertos a la hora de lavar los trastes y enfocarse en las cucharas
- Los niños pueden ayudar a poner las sábanas en la cama
- Encontrar todas las camas en casa o en la mueblería
- Ayudar al niño/a a pelar una fruta: plátano, manzana y naranja; y estar narrando cada paso

## Ideas para Niños Mayores:

- Hacer y decorar una piñata
- Hacer un rico postre con plátanos o ensalada de frutas
- Ayudar a mamá a preparar la masa y hacer tortillas
- Jugar cualquier deporte en la que se utilice una pelota

## Notas:

## Palabras que Contengan la Vocal:

borrego	tetera	ten	siete
becerro	ven	elefante	mecer
elote	perro	ver	pie
bebe	café	vete	coche
queso	leche	te	mesa
atole	el	lotería	tele
teléfono	de	verde	leer
frijoles	donde	negro	machete
cereza	entre	este	jarabe
espejo	pastel	pez	enfermo
cena	tres	agáchate	estrella
melón	dame	coser	letra

## Aprendiendo a Escuchar

- Borrego: "Beee"
- Chivo: "Mee"



## Frases:

- |                                    |                |                 |
|------------------------------------|----------------|-----------------|
| • Por qué?                         | • Siéntate     | • Lo encontré   |
| • No me pegues                     | • Quédate ahí  | • Ve y cámbiate |
| • Déjame ver tu aparato/procesador | • Párate       | • Ve y báñate   |
|                                    | • Espérate     | • Despiértate   |
|                                    | • Ve y péinate | • Ven aquí      |

## Canciones:

- Lluve ([www.cri-cri.net/Canciones/llueve.html](http://www.cri-cri.net/Canciones/llueve.html))
- Métete Tete ([www.cri-cri.net/Canciones/metetete.html](http://www.cri-cri.net/Canciones/metetete.html))
- El Borreguito Enfermo ([www.cri-cri.net/Canciones/elborreguito.html](http://www.cri-cri.net/Canciones/elborreguito.html))
- Estrellita ([www.mamalisa.com/?t=ss&p=312&c=50](http://www.mamalisa.com/?t=ss&p=312&c=50))
- Cinco Elefantes ([www.mamalisa.com/?t=ss&p=1239&c=50](http://www.mamalisa.com/?t=ss&p=1239&c=50))
- Arroz con Leche ([www.mamalisa.com/?t=ss&p=310&c=50](http://www.mamalisa.com/?t=ss&p=310&c=50))
- A Guanchilopostle ([www.mamalisa.com/?t=ss&p=2231&c=50](http://www.mamalisa.com/?t=ss&p=2231&c=50))
- Brinca la Tablita ([www.mamalisa.com/?t=ss&p=311&c=50](http://www.mamalisa.com/?t=ss&p=311&c=50))
- La Marcha de las Letras ([www.cri-cri.net/Canciones/canciones.html](http://www.cri-cri.net/Canciones/canciones.html))
- Yo tenia Diez Perritos ([www.mamalisa.com/?t=es&p=1995&c=50](http://www.mamalisa.com/?t=es&p=1995&c=50))
- Chocolate ([www.tsl.state.tx.us/ld/projects/ninos/songsrhymes.html#chocolate](http://www.tsl.state.tx.us/ld/projects/ninos/songsrhymes.html#chocolate))
- De Tin Marin ([www.apocatastasis.com/rimas-juego-canciones-cuna-infantiles.php#detin](http://www.apocatastasis.com/rimas-juego-canciones-cuna-infantiles.php#detin))
- Este Dedito ([www.doslourdes.net/Este%20dedito.htm](http://www.doslourdes.net/Este%20dedito.htm))
- Un Elefante

## Libros/Literatura:

Puede ser que el texto no contenga la vocal de enfoque sin embargo, las imágenes en el libro se pueden utilizar para reforzarla.

- *Los Tres Cerditos* por Enriqueta Capellades
- *La Ranita Presumida* por Luz Orihuela
- *Donde Esta Eric* por Isabel Muñoz
- *Siempre te Querré* por Robert Munsch
- *Perritos* por Sandra Boynton
- *Quiero a mi Mamá Porque* por Laurel Parter-Gaylord

## Actividad para Juegos Vocálicos:

- Je je je – Al reirse use la /e/ cuando el niño/a hace algo chistoso
- Beee – Al jugar con pequeños borregos en una charola llena de chantilli
- Meee – Al leer libros de la granja mamá/papá nombran al chivo y hacen el sonido
- Bebe – Jugar con el bebe a las escondidas y con voz juguetona buscarlo "donde esta el beebie"

## Manualidades:

- Elefante: Construir un elefante con rollos de papel del baño pegándole la cara y el cuerpo por: [www.dltk-teach.com](http://www.dltk-teach.com)
- Borrego: Pegar algodón en un plato de papel y convertirlo en gorro para pretender que sois un borrego y decir "beee beee"
- Leer: Usando fotos familiares construir un libro para leer las diferentes aventuras que han tenido
- Pez: Construir un papalote con figura de pescado
- Estrella: Cortar una estrella de cartón y decorarla para navidad

## Juegos:

- El juego de a guanchilosptle
- Lotería
- Elefun
- Jenga
- Escaleras y serpientes
- Hi-ho cerezas (hi-ho cherrio)

## Ideas para el Hogar:

- Lavar el **coche**
- Cortar figuras de **peces** decorar las y colgarlas por toda la casa
- Pintar un plato de **papel** de azul para representar un acuario y **pegarle** galletitas de pescado
- Sortear los juguetes en grupos de **tres**
- Jugar a las escondidas y al que le toca buscar debe de decir "¿Dónde está\_\_?"
- Poner los cubiertos y los platos en la **mesa** antes de cada comida
- Jugar al doctor y hablar sobre el **enfermo/jarabe/descansar**

## Ideas para Niños Mayores:

- Jenga
- Crear un **colage** de diferentes estilos de **coches**
- Jugar el juego de "Un melón, medio melón"
- Hacer una piñata con figura de dragón y pintarla de **verde**
- Construir un caleidoscopio usando papel de colores
- Jugar a "Veo, veo" y buscar cosas que tengan la letra /e/
- Hacer un pastel de tres leches

## Notas:

# Unidad /i/ como en "Sí"

Información Acústica: Audición Necesaria para Detectar / i / : 370 Hz

Audición Necesaria para Identificar o Usar / i / : 3200 Hz

## Palabras que Contengan la Vocal:

cepillo	pico	jícama	frijol
cocina	decir	jitomate	silla
vidrio	mi	iris	perrito
calcetín	mio	picar	bolsillo
piano	limón	chiquito	amarillo
tortilla	lima	di	chivo
bolillo	bicicleta (bici)	piña	girar
gatito	osito	imagina	lilac
carrito	pintar	si	perico
enchiloso	biberón	mira	pajarito
jirafa	dormir	vi	bonito
gigante	chile	cinco	
silencio	anillo	diez	
cielo	iglesia	diente	

## Aprendiendo a Escuchar

- Carro: "Brrrr, bip bip"
- Pollitos: "Pío, pío, pío"
- El Gato: "Miao"
- Caballo: "Iiiii"
- Piano: "Plin plin"
- Chango: "Uuu-iii"
- Ratón: "Squeak, squeak"
- Yo-yo: "Wiiii"
- Ambulancia: "Ui-ui-ui"
- Resbaladilla: "Wii"
- Gallo: "Quiquiriquí"



## Frases:

- Oh, mira!
- Mira que chiquito
- Es hora de irnos
- Di hola
- Dímelo
- Tíralo
- A limpiar
- Quédate ahí
- Ven aquí
- Oh que frió

## Canciones:

- En la Feria de Cepillin ([www.songarea.com/mc/6/cepillin.html](http://www.songarea.com/mc/6/cepillin.html))
- Los Pollitos ([www.songarea.com/mc/6/cepillin.html](http://www.songarea.com/mc/6/cepillin.html))
- Llueve ([www.cri-cri.net/Canciones/llueve.html](http://www.cri-cri.net/Canciones/llueve.html))
- Itzy Bitzy Araña ([www.mamalisa.com/?t=ss&p=314&c=50](http://www.mamalisa.com/?t=ss&p=314&c=50))
- De Colores ([www.mamalisa.com/?t=ss&p=1124&c=50](http://www.mamalisa.com/?t=ss&p=1124&c=50))
- La Marcha de las Letras ([www.cri-cri.net/Canciones/canciones.html](http://www.cri-cri.net/Canciones/canciones.html))

## Libros/Literatura:

*Puede ser que el texto no contenga la vocal de enfoque sin embargo, las imágenes en el libro se pueden utilizar para reforzarla.*

- *Los Tres Chivitos* por Carol Ottolengni
- *Cenicienta* por Francesca Boada
- *Donde Esta tu Ombliguíto* por Karen Katz
- *La Oruga muy Hambrienta* por Eric Carle
- *Cinto Pequeñas Mariquitas* por Melani Gerth
- *Cinco Monitos Brincando en la Cama* por Eileen Christelow
- *En un Árbol están los Cinco Monitos* por Eileen Christelow

## Actividades para Juegos Vocálicos:

- Wiii – Al jugar en la resbaladilla, con un yo-yo o en los columpios
- Brr bip bip – Pasear con el niño/a en la carriola y hacer de cuenta que es un carro
- Iii-iii – Relinchar como un caballo al pasear al niño/a en los hombros
- Pío pío pío – Hacer el sonido de los pollitos mientras picotea tiernamente la barriguita del bebe

## Manualidades:

- Quiquiriquí – Hacer un gallo usando platos de papel y plumas
- Amarillo – Hacer un pulsera de perlas de fantasía de color amarillo
- Frijoles/caletín – Rellenar calcetines de diferentes colores con frijoles para jugar
- Pintar – Pintar pequeños ornamentos durante la navidad u otros días festivos
- Lilac – Hacer flores Lilac de papel
- Cinco/Monitos – Colorear y recortar dibujos de monitos o changuitos que represente un cuento infantil

## Juegos:

- Sillas Musicales
- Un Limón, Medio Limón
- A la Gallinita Siega

## Ideas para el Hogar:

- Hacer agua de **limón** o de **piña** o un pico de **gallo**
- Dar un paseo por el parquet y hablar de los **pajaritos** "mira el pajarito"
- Lavar, montar y cuidar de la **bicicleta**
- Tomarle fotos al niño/a cuando se **cepille** los **dientes** y hacer un pequeño **libro** que pueden leer todos los días
- Salir sin chamarra a jugar y hablar de lo **frío** que esta afuera antes de regresar y ponerse la chamarra
- Invitar al niño/a a **limpiar** la mesa después de cada comida o algún cuarto de la casa

## Ideas para Niños Mayores:

- Invitar al niño a mezclar los ingredientes para ser una salsa : **jitomates; chiles**
- Después de lavar la ropa el niño/a puede buscar todos los **calcetines** y su par
- Invitar al niño/a a que lave el **vidrio** de las ventanas y carro
- Hablar sobre los **bolsillos** de los artículos de ropa al vestir

## Notas:

# Websites

## Cooking Activities

- [www.kids-cooking-activities.com/index.html](http://www.kids-cooking-activities.com/index.html)
- [www.childrensrecipes.com/](http://www.childrensrecipes.com/)
- [www.speakingofspeech.com/Cooking\\_Materials.html](http://www.speakingofspeech.com/Cooking_Materials.html)
- [familyfun.go.com/recipes/](http://familyfun.go.com/recipes/)
- [www.preschoolexpress.com/food\\_station.shtml](http://www.preschoolexpress.com/food_station.shtml)
- [www.theideabox.com/Recipe\\_list.html](http://www.theideabox.com/Recipe_list.html)
- [www.education.com/activity/preschool/recipes/](http://www.education.com/activity/preschool/recipes/)
- [www.kids-cooking-activities.com/preschool-snack-recipes.html](http://www.kids-cooking-activities.com/preschool-snack-recipes.html)
- [www.kids-cooking-activities.com/kids-craft-recipes.html](http://www.kids-cooking-activities.com/kids-craft-recipes.html)
- [www.bry-backmanor.org/picturerecipes.html](http://www.bry-backmanor.org/picturerecipes.html)

## Arts and Crafts

- [www.crayola.com/free-coloring-pages/](http://www.crayola.com/free-coloring-pages/)
- [www.toddler-activities-at-home.com/toddler-crafts.html](http://www.toddler-activities-at-home.com/toddler-crafts.html)
- [www.speech-language-therapy.com/txvowelcontrasts.html](http://www.speech-language-therapy.com/txvowelcontrasts.html)  
(pictures for vowel work)
- [www.speakingofspeech.com/Thematic\\_Materials.html](http://www.speakingofspeech.com/Thematic_Materials.html)
- [familyfun.go.com/crafts/crafts-by-age/](http://familyfun.go.com/crafts/crafts-by-age/)
- [familyfun.go.com/printables/printable-paper-crafts/](http://familyfun.go.com/printables/printable-paper-crafts/)
- [www.preschoolexpress.com/art\\_station.shtml](http://www.preschoolexpress.com/art_station.shtml)
- [www.preschooleducation.com/art.shtml](http://www.preschooleducation.com/art.shtml)
- [www.preschoolexpress.com/pattern\\_station.shtml](http://www.preschoolexpress.com/pattern_station.shtml)
- [www.speechtx.com/index.htm](http://www.speechtx.com/index.htm)
- [www.dltk-kids.com/](http://www.dltk-kids.com/)
- [www.craftideas.info/html/cpi\\_fall.html](http://www.craftideas.info/html/cpi_fall.html)
- [www.theideabox.com/Craft\\_list.html](http://www.theideabox.com/Craft_list.html)
- [www.preschoolexpress.com/art\\_station.shtml](http://www.preschoolexpress.com/art_station.shtml)
- [www.talkingchild.com/crafts.aspx](http://www.talkingchild.com/crafts.aspx)
- [www.artistshelpingchildren.org/](http://www.artistshelpingchildren.org/)
- [www.education.com/activity/preschool/recycled-crafts/](http://www.education.com/activity/preschool/recycled-crafts/)
- [www.preschoolrainbow.org/](http://www.preschoolrainbow.org/)
- [www.enchantedlearning.com/crafts/toddler/](http://www.enchantedlearning.com/crafts/toddler/)
- [www.enchantedlearning.com/artists/coloring/](http://www.enchantedlearning.com/artists/coloring/)

## Children's Books

- [monroe.lib.in.us/childrens/booklists/children\\_booklists.html](http://monroe.lib.in.us/childrens/booklists/children_booklists.html)
- [www.firstsoundseries.com/](http://www.firstsoundseries.com/)
- [www.magickeys.com/books/](http://www.magickeys.com/books/)
- [www.preschoolexpress.com/story\\_station.shtml](http://www.preschoolexpress.com/story_station.shtml)
- [www.preschooleducation.com/book2.shtml](http://www.preschooleducation.com/book2.shtml)
- [www.teachersfirst.com/100books.cfm](http://www.teachersfirst.com/100books.cfm)
- [www.bedtime.com/html/children\\_s\\_short\\_stories.html](http://www.bedtime.com/html/children_s_short_stories.html)
- [www.childrenstory.info/biblestoryforchild/childstory.html](http://www.childrenstory.info/biblestoryforchild/childstory.html)
- [www.popularchildrenstories.com/](http://www.popularchildrenstories.com/)
- [www.preschoolrainbow.org/book-themes.htm](http://www.preschoolrainbow.org/book-themes.htm)

## Children's Songs

- [www.mamalisa.com](http://www.mamalisa.com)
- [www.theteachersguide.com/ChildrensSongs.htm](http://www.theteachersguide.com/ChildrensSongs.htm)
- [www.kids.niehs.nih.gov/music.htm](http://www.kids.niehs.nih.gov/music.htm)
- [www.preschoolexpress.com/music\\_station.shtml](http://www.preschoolexpress.com/music_station.shtml)
- [www.bussongs.com/](http://www.bussongs.com/)
- [www.stepbystepcc.com/music.html](http://www.stepbystepcc.com/music.html)
- [www.theideabox.com/Music.and.Song\\_list.html](http://www.theideabox.com/Music.and.Song_list.html)
- [www.preschoolrainbow.org/preschool-rhymes.htm](http://www.preschoolrainbow.org/preschool-rhymes.htm)

## Games

- [www.preschoolexpress.com/game\\_station.shtml](http://www.preschoolexpress.com/game_station.shtml)
- [www.educationworld.com/a\\_lesson/lesson/lesson169.shtml](http://www.educationworld.com/a_lesson/lesson/lesson169.shtml)
- [www.stephencarr.com/classroomgames.html](http://www.stephencarr.com/classroomgames.html)
- [www.eslkidstuff.com/Classroomgamesframe.htm](http://www.eslkidstuff.com/Classroomgamesframe.htm)
- [www.theideabox.com/Game\\_list.html](http://www.theideabox.com/Game_list.html)
- [www.education.com/activity/preschool/games/](http://www.education.com/activity/preschool/games/)