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

As your partner in hearing for life, Cochlear believes it is important that you understand not only the benefits, but also the potential risks associated with any cochlear implant.

You should talk to your hearing healthcare provider about who is a candidate for cochlear implantation. Before any cochlear implant surgery, it is important to talk to your doctor about CDC guidelines for pre-surgical vaccinations. Cochlear implants are contraindicated for patients with lesions of the auditory nerve, active ear infections or active disease of the middle ear.

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).
Introduction

This guide was modeled after Speech Sounds for consonants, a guide that was developed by Nancy Callefe-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 Callefe-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 Callefe-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 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 that 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 in 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, /U/ book, /o/ boat, /o/ dog, unstressed /a/, /a/ up, /a/ hot, /e/ bird/mother, /æ/ cat, /ð/ red, /i/ big, /I/ see) and four diphthongs (/ai/ eye, /au/ how, /oi/ boy, /oi/ 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, Doren 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 language learning in young implanted children.” (Ertmer, 2010)

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)
The CASTLE Program

The CASTLE Program at the University of North Carolina-Chapel Hill School of Medicine and the Department of Otolaryngology-Head and Neck Surgery’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. For more information on the CASTLE program, please contact Hannah Eskridge at haskridge@unc.edu or 919-419-1428 or on our website at www.med.unc.edu/earandhearing/castle

The Cochlear® HOPE Program

HOPE was initiated to support the rehabilitation 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.

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 international patterns, and/or inconsistent sound errors may have childhood apraxia of speech (also frequently referred to as dyspraxia), a motor planning disorder in the absence of motor errors. A child who demonstrates excessive and inconsistent vowel distortions, abnormal international patterns, and/or inconsistent sound errors may have childhood apraxia of speech (also frequently referred to as dyspraxia), a motor planning disorder in the absence of motor errors. A child who demonstrates excessive and inconsistent vowel distortions, abnormal international patterns, and/or inconsistent sound errors may have childhood apraxia of speech (also frequently referred to as dyspraxia), a motor planning disorder in the absence of motor errors. 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**“Intensity” Unit**

Acoustic Information: Hearing Needed to Detect: below 1000Hz

Hearing Needed to Identify or Use: below 1000Hz

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

<table>
<thead>
<tr>
<th>Intensity Play Activities:</th>
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</thead>
<tbody>
<tr>
<td>- &quot;Shhhhhhhhh&quot;, he’s sleeping (whispered)… wake up! (loudly)</td>
</tr>
<tr>
<td>- &quot;Ouch!&quot;</td>
</tr>
<tr>
<td>- &quot;Shhh be quiet&quot;, while sneaking up on someone and then yell “Boo”</td>
</tr>
</tbody>
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**Board Games:**

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

**Games:**

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

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**Songs/Nursery Rhymes:**

**Baby Bumblbee (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! AAAAAHHHHH)
- 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

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**Ideas for Home:**

- Cut play-doh and “roooooll” playdough
- Push someone in a wagon, “puuush” for long pushes, “push, push, push” for short pushes:
  - Stomping figures talk quietly
  - During pretend play make big dolls/figures talk loudly and small dolls/figures talk quietly
- 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
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 clues 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:

“Pitch” Unit

Acoustic Information: Hearing Needed to Detect: below 1000Hz
Hearing Needed to Identify or Use: below 1000Hz

Learning to Listen Sounds and Words with Varied Pitch
- Ah-h-h (varied pitch) 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
- Stamp! Stamp! (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 snooring)
- 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)
- Itty-Bitty Spider (Sing at low pitch and high pitch) Sing the “Itty Bitty 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. 84) in a low voice & use a high voice to call out “bingo”
- Chutes and ladders by Milton Bradley
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 horse, "whoo"
- Slides "up, up, up"(rising pitch) going up the ladder and "whoo" sliding down (lowering pitch)
- Pick the child up and spin around in circles – say "whoo"
- 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 them in a high or low pitch and then each child has to imitate the same pitch
- Road 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:
- Text may not always contain the target vowel; however, pictures in the book can be used to reinforce the target vowel.

/u/ as in “shoe” Unit

Words that Contain Target Vowel:

Learning to Listen Sounds:
- Cow says “moo”
- Monkey says “o-o-o-o-o-eeeee”
- Rooster says “cock-a-doodle-doo”
- Train goes “choo choo”

First Developing Words:
do
doo
doo
juice
juice

Later Developing Words:
achoo
drew
drew
nuon
nuon

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

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

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

Acoustic Information: Hearing Needed to Detect /u/: 430Hz
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Learning to Listen Sounds:
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doo
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Hearing Needed to Detect /u/: 430Hz
Hearing Needed to Identify or Use /u/: 1170Hz

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

Songs/Nursery Rhymes:
- Baby Boo by Colin & Jacqui Hawkins
- Blue Moon
- Blue’s Clues
- 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)
- Spoolful 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
- Staring my Brew
- Green Grass Grew
- All I Want For Christmas Is My Two Front Teeth

Phrases:
- Get your shoes
- That’s cool!
- Who is it?
- Time for school

Books/Literature:
- 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 Blue Moon 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 Blows by Pat Hutchins
- Winnie the Pooh by A. A. Milne
//o/ as in “go” Unit

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

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
- open
- show
- throw

**Later Developing Words:**
- arrow
- blow
- boat
- borrow
- bow (noun)
- choke
- close
- coast
- coal
- cocoa
- don’t
- float
- flow
- ghost
- globe
- glow
- goad
- goat

**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-ee)
- 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 Miny, Moe
- For He’s A Jolly Good Fellow

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

**Ideas for Home:**
- Go for a walk with binoculars and look at various things in environment
- Hang things on hooks
- Play with View Master and tell the child to play kitchen and feed the baby
- Take turns go/work/light up
- Play with Play-Dough – wear as costumes or involve child in real cooking activities
- Cookies and Milk – Parker Brothers
- Cookie Crunch – Sesame Street Games
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- Pushing Tug-of-war to input
- Make, serve, and eat cookies
- Take turns go/work/light up
- Pushing Tug-of-war to input
- Play with a kaleidoscope – wear as costumes or involve child in real cooking activities
- Oh no
- Go away
- Leave me alone
- Show and tell
- Cookies and Milk – Parker Brothers
- Cookie Crunch – Sesame Street Games
- Pushing Tug-of-war to input
- Make, serve, and eat cookies
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- Pushing Tug-of-war to input
- Play with a kaleidoscope – wear as costumes or involve child in real cooking activities
- Oh no
- Go away
- Leave me alone
- Show and tell

**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:**
### /ɔ/ as in “dog” Unit

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

#### Words that Contain Target Vowel:

**Learning to Listen Sounds:**
- Crow says caaw, caaw

**First Developing Words:**
- all done
- ball
dog
- soft
- wall

**Later Developing Words**

<table>
<thead>
<tr>
<th>all</th>
<th>fall</th>
<th>law</th>
<th>strawberry</th>
</tr>
</thead>
<tbody>
<tr>
<td>awesome*</td>
<td>flaw</td>
<td>lawn</td>
<td>strong</td>
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<tr>
<td>awful</td>
<td>fog*</td>
<td>long</td>
<td>tall</td>
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<tr>
<td>awkward</td>
<td>fought</td>
<td>lost*</td>
<td>thought</td>
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<td>bought</td>
<td>brought</td>
<td>mall</td>
<td>wax*</td>
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<tr>
<td>call</td>
<td>gone</td>
<td>off</td>
<td>walk</td>
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<tr>
<td>caught</td>
<td>hall</td>
<td>paw</td>
<td>wash*</td>
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<tr>
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<td>haunted</td>
<td>raw</td>
<td>water*</td>
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<tr>
<td>claw</td>
<td>hawk</td>
<td>saw</td>
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<td>cough</td>
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<td>hog*</td>
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<td>yawn</td>
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<tr>
<td>dawn*</td>
<td>hotdog</td>
<td>song</td>
<td></td>
</tr>
<tr>
<td>doll*</td>
<td>jaw</td>
<td>straw</td>
<td></td>
</tr>
</tbody>
</table>

**Phrases:**
- All done
- All gone
- Awww, 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*

#### Tasting/Smelling Activities:
- 1-2-3-4-5 I caught a fish alive
- Autumn Leaves (Autumn Leaves are 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 Hotdog 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:
- *All Gone* by Robbi Barte
- *Annabelle’s Awful Waffle* by Tracey E. Dils
- *Clifford the Big Red Dog* by Norman Bridwell
- *Crow Call by Louis Lowry
- Dogabet by Diane Bordon
- Doggie by Sandra Boynton
- Fraggy learns to swim by Jonathan London (frog, water)
- *Fun Dog, Sun Dog* by Deborah Heiligman
- *Go Dog Go* by P.D. Eastman
- *Good Dog Carl by Alexandria Day
- Hello-Ocean by Pam Munro Ryan (water)
- *Maisy Goes Swimming by Lucy Cousins (water)
- *Pig and Crow by Kay Chorao
- Rainbow Crow by Nancy Van Laan
- *Randolph, Plip! by Wendy Cheyette Lewison
- That’s not my dolly* by Fiona Watt
- *The Water Hole by Craig Faia
- *Three Little Pigs (Straw)*
- *Tuck in the Pool by Martha Weston (water)
- *Water, Water Everywhere by Julie Aigner-Clark and Nadeem Zaidi*

#### Vowel Play Activities:
- Have child sit on lap away 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
- Spell water: oh no, uh-oh

#### Crafts:
- Make faces with different noses
- Make snow (using cotton balls, Ivory soap, flake, 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 (“Tell the ball!”)
- Go for a walk or play outside and look for your shadow

**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 in 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 /ɔ/ (e g. Mike, 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

**Books/Literature:**
- *All Gone* by Bobbi Barto
- *Annabelle’s Awful Waffle* by Tracey E. Dils
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- *Crow Call by Louis Lowry
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- *The Water Hole by Craig Faia
- *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

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*)
- Make a collage
- 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 (basketball, softball, baseball, etc.)

Notes:
- Subject to regional dialect and not always pronounced with this vowel

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

Books/Literature:
- 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! Know About Monsters, Tom Lichtenheld
- Fox in Socks – Dr. Seuss
- Going to the Doctor (First Experiences), Anna Caudill
- 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 Yomio de Padua

*Subject to regional dialect and not always pronounced with this vowel
**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 an airplane with arms stretched out for wings
- "Ahhh" when sipping a refreshing drink or other tasty treat
- "Ahhh" when scared – having a toy dinosaur or animal chase another animal who screams "ahhhhh" (can also incorporate pitch differences depending on what’s being chased)
- Touch skin with feathers or other soft items 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 – "ahhhhh"
- 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 with dot paint dispensers or cotton balls to make dots
- Sack 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

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**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 – crash cars, jump over cars, race
- Pop bubbles, balloons, popping 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 them" 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 (shout)
- 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 rotating 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:**

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

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Words that Contain Target Vowel: /ʌ/ as in “up” Unit

**Acoustic Information:** Hearing Needed to Detect /ʌ/: 850 Hz Hearing Needed to Identify or Use /ʌ/: 1590 Hz

**Learning to Listen Sounds:**

- Bus goes /bʌ/bʌ/
- Chicken say /bʌk/bʌk/bʌk/
- Slide – "up, up, up, wheel"

**Early Developing Words:**

- bucket
- run
- cut
- touch
- funny
- under
- jump
- up

**Later Developing Words:**

- buck
- double
- mud
- trust
- trouble
- trim
- tug
- tub
- umbrella
- under
- unhappy
- yuck
- yum

**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

**Books/Literature:**

*This may not always contain the target vowel, however,.persistence in the book can be used to reinforce the target vowel.

- Great Day For Up by Dr. Seuss
- Hand, Hand, Fingers, Thumb by Al Perkins
- I Love You Through and Through by Bernardette Rossetti-Shustak
- I Need a Hug by first-grade students at Clara Barton Elementary School, Bantamtown, HI
- Knuffle Bunny by Mo Willems
- My Truck is Stuck by Kevin Lewis and Daniel Kirk
- Who Do You Love by Melanie Mitchell
- Three Little Pigs, any version – (the Big Bad Wolf will “huff and puff”)
- The Ugly Duckling – any version
- Bugs! Bugs! Bugs! by Bob Barner
- Ten Little Ladybugs by Melanie Gerth
- HUGS by Jen Alborough
- Morsey Hugs by Anne Gutman
- Pat the Bunny (touch and feel book) by Dorothy Kunhardt
- The Runaway Bunny by Margaret Ann Wisman
- It’s Not Easy Being a Bunny by Marilyn Sadler
- The Poky Little Puppy by Janette Sebring Lowrey

**Songs/Nursery Rhymes:**

- 5 Little Ducks
- I Love You (Barney theme song)
- Mr. Sun
- Where is Thumbkin
- Wheels on the Bus
- Little Bunny Foo-Foo
- Rub-a-Dub-Dub
- Three Men In A Tub
- Humphry Dumpty
- Hush Little Baby
- I Had A Little Nut Tree
- Little Miss Muffet
- I’m A Nut
- Little Brown Jug
- Open and Shut Them
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 Oobleck and say “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 jar
- 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 basket 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

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- Cook or bake anything that requires the oven
**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 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 serving the food.

**Notes:**
- While getting dressed or doing laundry talk about clean/dirty.
- While stirring dishes together, ask your child to 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.).

**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"
- "Jeezers 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"

**Books/Literature:**
- "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

**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 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 pomp pom to the center of the flower.

**Words that Contain Target Vowel:**
**Early Developing Words:**
- picture
- under
- water
- color

**Later Developing Words:**
- after
- beaver
- bigger
- brother
- brother
- brother
- caterpillar
- center
- consider
- cover
- cubbard
- custard
- danger

- December
- diaper
- doctor
- driver
- enter
- finger
- flower
- finger
- feather
- fever
- father
- faster
- enter
- driver
- doctor
- December

- Master (from Card)
- master
- mother
- nature
- never
- tiger
- together
- other
- over
- weather
- whether
- woodpecker

- sister
- spider
- super
- supper
- together
- water
- weather
- we

- yesterday

**Vowel Play Activities:**
- Pretend to make stuffed animals growl: "wrrrm, wrrrm"
- Pretend to ride motorcycles: "vrrrm, vrrrm"

**Phrases:**
- "Oh, bother.
- "Super!"

**Acoustic Information:**
- Hearing Needed to Detect /a:/: 580 Hz
- Hearing Needed to Identify or Use /a/: 1740 Hz

** phonemes**
- /a/ as in “under” Unit

**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 Pies, 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.)
/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

**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 quick
- am cat hand quack
- 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 Mack’s Car) splash
- bag fan magazine stand
- banana fantastic mad stack
- band fast magazine stand
- band aid 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

**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:**
- This 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 Margaret 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 Ride and Seek by Lauren Thompson and Derek Anderson
- Banyand Dance by Sandra Boynton
- Green Eggs and Ham by Dr. Seuss

**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
- Au man!
- Too bad
- Stand up
- Don’t grab
- That’s fantastic!
**/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**

<table>
<thead>
<tr>
<th>address</th>
<th>forest*</th>
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</tr>
<tr>
<td>fetch</td>
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**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 (…said, fell)
- Six Little Ducks (feather)
- Teddy Bear, Teddy Bear
- Ten in the Bed (t-t, bed)
- 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

**Group Games:**
- Simon Says: clap your hands, tap your foot, pat your head/tummy, stand on one foot,
- Whack a Mole
- 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”)
/ei/ as in “way” Unit

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

Words that Contain Target Vowel:

<table>
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<tr>
<th>Learning to Listen Sounds</th>
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<tr>
<td>Horse says “neigh”</td>
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<td>game</td>
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<td>ape</td>
<td>give</td>
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<td>grade</td>
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<td>away</td>
<td>gray</td>
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<td>birthday</td>
<td>hooray</td>
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<tr>
<td>eight</td>
<td>hurricane</td>
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<td>bake</td>
<td>hibernate</td>
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<td>blade</td>
<td>lake</td>
</tr>
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<td>lane</td>
</tr>
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<td>brad</td>
<td>late</td>
</tr>
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<td>mail</td>
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<td>make</td>
</tr>
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<td>mistake</td>
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<td>decorate</td>
<td>page</td>
</tr>
<tr>
<td>drain</td>
<td>earthquake</td>
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<td>earth</td>
<td>place</td>
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<table>
<thead>
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<th>Songs/Nursery Rhymes</th>
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<tbody>
<tr>
<td>Gray Squirrel</td>
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<tr>
<td>Days of the week song</td>
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<tr>
<td>Happy Birthday</td>
<td></td>
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<tr>
<td>Pat-a-cake</td>
<td></td>
</tr>
<tr>
<td>Rain, rain, go away</td>
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<tr>
<td>Rock-a-bye Baby</td>
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<tr>
<td>Say, say oh play mate</td>
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<tr>
<td>Stay Awake by Walt Disney</td>
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<tr>
<td>Away in the Manger</td>
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<tr>
<td>Mail Myself to You</td>
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<td>Old Gray Mare</td>
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<tr>
<td>School Days</td>
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<td>Sailing, Sailing!</td>
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<tr>
<td>An apple a day</td>
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<tr>
<td>It’s raining, it’s pouring</td>
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<tr>
<td>Wake Up Little Suzy by Everly Brothers</td>
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<tr>
<td>Daisy, Daisy</td>
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<tr>
<td>Amazing Grace</td>
<td></td>
</tr>
<tr>
<td>Down by the Bay</td>
<td></td>
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<tr>
<td>I Came My Love a Cherry</td>
<td></td>
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<tr>
<td>Bring Home A Baby Bumblebee</td>
<td></td>
</tr>
</tbody>
</table>

Books/Literature:

- 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 Danning & Debbie Tilley
- Millions of Snowflakes by Mary McLellan Siddals and Elizabeth Sayles
- Out and About at the Bakery by Jennifer A. Erickson
- Skating Is Fun by Suzanne Berton
- The Rainy Day by Anna Milbourne and Sarah Gill
- Snake by Chris Mattson
- I Know an Old Lady Who Swallowed a Fly by Mary Anne Hoberman
- Tails by Matthew Van Lee
- What Do You Do With a Tail? Like That? by Steve Jenkins

Notes:
- Throw it away
- Put it away
- Go to the table
- Say it again
- Stay there

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- Little Red Hen (any version)
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- 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, Happy Pappy 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 marks/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:

- Egg Hunt (collect eggs in a basket)
- Ned’s Head — (pull items from the word list Out of His Head) by Funked
- 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)

Board Games:

- Elefun by Hasbro
- Elmo’s Lunch Bunch by University Games
- Guess Where? by Milton Bradley
- Guess What? by Milton Bradley
- Guess Who? 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 jelly-0
- Make sandwiches and spread on the bread (jelly, peanut butter, mayonnaise, etc.)
- Play with “pets” from the Littlest Pet Shop (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 “Little Brita” 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

Hearing Needed to Detect /eI/ 370Hz
Hearing Needed to Identify or Use /eI/ 3200 Hz

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
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- Away in the Manger
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- 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, Happy Pappy by Ann Tobias (friend)
/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:

<table>
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<th>big</th>
<th>hill</th>
<th>mitten</th>
<th>swim</th>
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<td>milk</td>
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<td>see</td>
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<td>fish</td>
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Later Developing Words:

<table>
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<th>swim</th>
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<td>thin</td>
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<td>hippo</td>
<td>pictures</td>
<td>this</td>
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<td>his</td>
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<td>build</td>
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<td>pill</td>
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<td>sp</td>
<td>win</td>
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<td>lick</td>
<td>slip</td>
<td>wash</td>
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<td>fish</td>
<td>lift</td>
<td>spell</td>
<td>witch</td>
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<td>finger</td>
<td>lip(s)</td>
<td>spin</td>
<td>zip</td>
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<td>give</td>
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<td>stick</td>
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</tr>
<tr>
<td>gorilla</td>
<td>miss</td>
<td>stickly</td>
<td></td>
</tr>
</tbody>
</table>

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
- Braids
- Recipe 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 capes to play superheroes…”up, up, up and awayaway”
- 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:

Games:

Group Games:
- Have races with cars, running, crab walking…
- Pin the tail on the donkey
- Say “yay/yay” when get ball in a hole
- 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 Playkool (make a face)
- Farm Families by Milton Bradley (find the baby)
- Silly Faces Game by Colorforms (make a face)

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 (Hiddle)
- Honky Pokey (put your ___ in)
- Itsy-Bitsy Spider
- Jack & Jill (Fall)
- Little Red box (little, wish, in, Kiss)
- This Little Piggy Went to Market...
- Skip to My Lou
- Zippy Doo-Dah
- Hickory Dickory Dock
- Kiss by Prince
- A Tisket, A Tasket (basket)
- Bubblegum, Bubblegum in a Dish (wish)

Books/Literature:
- This 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 Streven-Marzo
- No More Kissing by Emma Cheesclark 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 Blows by Pat Hutchins
- The Mitten by Jan Brett
- Mittens by Lola Schafer
- Goodnight Gorilla by Peggy Rathmann
- Maybe a Bear Ate It by Robie Harris and Michael Emberly
- Ten Friendly Fish by Debbie Tabet
- Three Billy Goats Gruff (any version)
- Mildred and the Wind by Robert Munsch
- Tisket Tock, Tock by Iza Trapani
- Penniless by Victoria Kann and Elisabeth Karm
- The Pigeon (Usborne, illustrated by Stephen Cartwright)

Vowel Play Activities:
- It’s licky
- Tick tick, tick tock
- Tickle, tickle, tickle

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/yeah” 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 phatira with paper mache (tip the paper)
- Use tissue paper to make rainbows
- Make snowflakes
- Color with different colored crayons (red crayon, yellow crayon, etc…)
- Paint anything (pumpkins, toys, paper, egg cartons)
- Color a rainbow
- Trace stencils

Acoustic Information: Hearing Needed to Detect /I/: 530 Hz
Hearing Needed to Identify or Use /I/: 2730 Hz
/i/ as in “see” Unit

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

Words that Contain Target Vowel:

Learning to Listen Sounds:
- Cars go “brrrr, beep beep”
- Cats say “mowow”
- Chinese Yo-Yo go “whee”
- Birds say “tweet tweet”
- Monkeys say “ooroo-oroo-ee-ee-ee”

First Developing Words:

- baby
- cookie
eat
daddy

Later Developing Words:

- Bambi
- beach (ball, etc)
- McQueen
- (Lightning)
- high

- Eeyore (Winnie the Pooh)
- bee
- equal
- sheet

- bekind even
- feed
- money

- breathe
- fleas
- nasty

- breeze
- fleas
- needle

- busy
- fleas
- nice

- candy
- freeze
- pease

- celery
- green
- peel

- cheesecake
- Halloween
- peels

- Cherries
- he
- pumpkin

- coffee
- ice cream
- piece

- deep
- key
- piece

- dream
- key
- piece

- dizzy
- Donkey (from
- leaf

- Shrek
- moved)

- eagle
- leaves
- seat

- east
- leak
- see

- easy
- leap
- seek

- eek
- leek
- sheep

- heavy
- please
- me

- mommmy


Phrases:
- Be careful
- Brush your teeth
- Clean up
- Give it to me
- Give me a hug
- Give me a kiss
- Peak-a-Boo!
- Time to eat

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

Songs/Nursery Rhymes:
- Itsy-Bitsy Spider
- Jack and the Bean Stalk
- Leaves, leaves, by Tomie dePaola
- Mickey Mouse Clubhouse [theme], by Sheila Sweeny Higginson
- Napping House, by Audrey Wood
- Princess and the Pea
- Russell the Sheep, by Rob Scotton
- Sheep in a Zip, by Nancy E. Shaw and Margot Apple
- Sheep in a Shop, by Nancy E. Shaw and Margot Apple
- Sheep Trick or Treat, by Nancy E. Shaw and Margot Apple
- Silly Sally, by Audry Wood
- Silly Street, by Jeff Foxworthy
- Silly Milly, by Wendy Cheyette Lewison [Scholastic Reader Level 1]
/ai/ as in “bye” Unit

Acoustic Information: Hearing Needed to Detect /ai/: 370Hz
Hearing Needed to Identify or Use /ai/: 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
- apply
- bike
- cry
- dice
- drive
- dry
- fine
- climb
- sky
- fly
- fish
- ice
- iron
- lion
- knife
- library
- side
- supply
- tie
- try
- try
- try
- try
- library
- spine
- sigh

Phrases:
- Be nice
- Try again
- My turn
- Good night
- Dry your hands
- What time is it?
- Gimmie five!
- Don’t cry
- Wipe it up!

Songs/Nursery Rhymes:
- Hush-a-Bye Baby (traditional)
- Itsy-Bitsy Spider
- Sing a Song of Silasence (pie)
- Little Jack Corner (pie)
- Skip to My Lagoon (fly in the butterfly, 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:
- Must 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
  - Firebear by Rhionda Cowher Greene
  - I Went Walking by Sue Williams
  - I Know an Old Lady Who Swallowed a Fly by Mary Ann Hoberman
  - Can I Fly? (Little Golden Book) by Ruth Krauss
  - Curious George A-Skate by Margaret Rey and H.A. Rey
  - The Kite by Mary Packard
  - I Can Look 35 Tigers Today by Dr. Seuss
  - Why Do Tigers Have Stripes? By Helen Edmon 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 Allen): Shallock
- Max Cohen by Dr. Seuss
- 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)

Vowel Play Activities:
- Where — with a car ramp, slide, yo-yo, swing, tops
- Seek — with scary things (Halloween books, spiders, bats etc.) and with door opening
- Pe-u-something smoky (diaper, trash, bathroom, etc)
- Pe-a-bowl "Pie-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 Storyfoam ball with pipe cleaners as legs, a tissue wrapped around a lollipop to make a ghost — oohh, 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?
**Vowel Play Activities:**
- Whenever something spills, falls, breaks, or a mistake is made say, “ah-yi-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), and add wiggly eyes
- Make a pretend steering wheel (circle out of cardboard, plastic plate, legs), add wiggly eyes
- Make a tie-dyed necktie
- Make an or pop-up puppet
- Make snow cones with shaved ice
- Make homemade ice cream
- Make a pretend steering wheel
- Make an or pop-up puppet
- Make a necklace out of fabric scraps

**Games:**

**Group Games:**
- Mother, Mother, Where Is Mother?
- Red Light, Green Light
- Hide and Seek
- Simon Says
- 1 Spy

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

**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
- Role Bike
- Dinosaur hunt—go outside and look for “dinosaur” tracks
- Hide and Seek
- Go for a hike

**Notes:**
- Get baby dolls and stuffed animals ready for bed and tell them all “goodnight!” or “night-night!”
- Role Bike
- 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 necklaces
- 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

**Words that Contain Target Vowel:**

**Words/ Nursery Rhymes:**
- Autumn Leaves (are falling down)
- I’m a Little Teapot (stout, spout, out)
- Ring Around the Rose (around, down)
- Round and Round the garden
- Shall 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 Main Down
- Camp Town Races
- Down By the Bay
- Down, Down Baby, Down by The Rollercoaster
- Down by the Station
- The Green Grass Crew (All Around)

**Books/Literature:**
- 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 McInerney Siddals
- Five Little Bats Flying in the Night by Steve Metzger (count the bats while reading the story)
- Clock, Clock 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
- Stella’s by Janell Cannon (owls)
- The Cow Who Clicked by Denise Fleming
- If You Give a Mouse a Cookie by Laura Numeroff and Felicia Bond

**Vowel Play Activities:**
- Top (round & round)
- Pretend scraps and cuts with doll’s, put band-aids on and say “ow”
- 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
- 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”
// 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:
- aho y
- coin
- noise
- turquoise
- toy
- toilet
- potato
- voice
- void

### Songs/Nursery Rhymes:
- I got the Joy, Joy, Joy down in my heart
- Joy to the world by Three Dog Night
- Little Boy Blue
- Old MacDonald had a farm (with pig)
- Billy Boy (www.smart-central.com)
- Boy and Girl (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:**

- Hide, Seek, “I found you”
- Hide objects, “I found the ___”

**Books/Literature:**
- 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?”

**Ideas for Older Kids:**
- Hide 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/louch”)

**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!”

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

¿Qué Hago?
Este programa fue diseñado anteriormente por Cochlear™ para ser utilizado por profesionales y cuidadores, bajo el nombre de Speech Sounds of Nancy Catiffe-Schrock y Diane 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. Se encuentra en la guía una lista de ideas para que se escuchen palabras, canciones, libros y frases comunes que se usan con un niño que está comenzando a oír.

¿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 suprasegmentales nos permiten variar el significado de un mensaje sin cambiar las palabras al poner énfasis en algunas de éstas y transmitir emociones 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 decirla con variación de ritmo, de entonación, de acentuación y de volumen. Por lo tanto, aunque la persona que escucha no entienda todas las palabras dichas, puede determinar la emoción del mensaje. De modo parecido, la frase “¿Has visto eso?” se puede interpretar de muchas maneras dependiendo de la entonación de la palabra acentuada y de la intensidad. “¿Has visto eso?” puede ser producido de tres maneras: “¡Has visto eso!” (“¡Has visto eso!”), “Has visto eso?” (“¿Has visto eso?”) o “¿Has visto eso?” (“Has visto eso?”). Si el uso apropiado de las suprasegmentales, 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, /i/ vida, /u/ tu, /o/ o) en español, tienen un sonido bien definido, ya sea con o sin acentuación. Como en el inglés, las vocales combinadas formarán un diptongo. Por ejemplo, una vocal fuerte (/i/ o /u/) con una vocal débil sin acento (/a/ e /i/) pueden producir palabras tales como aire u oigo. Con el uso del implante coclear, los niños con pérdida auditiva profunda pueden usar y desarrollar 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 pertenecen. 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. /i/ o /o/) para niños que recibieron un implante coclear). “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)

Tipicamente los niños que no tienen pérdida auditiva desarrollan todas las vocales entre los 12 y 24 meses de edad. Debido a que nuestros niños generalmente ya tienen doce meses de edad al momento de la implantación, sus capacidades vocales 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 Audology 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 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 es en sí mismo un atraso de un año en la adquisición del habla y del lenguaje.

¿Qué Dicen las Investigaciones?
Las investigaciones muestran que el desarrollo de las vocales mejora drásticamente durante el primer año del uso del implante coclear. Ertmer (2007) 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 del implante, la niña producía la mayoría de las vocales en inglés. Aunque a un niño que oye la toma de doce a veinte meses produce todas las vocales del español, es importante recordar que las capacidades motoras también se están desarrollando en ese momento.

Asimismo, 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)

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
- Fold 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/pretent 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:
- Típicamente los niños que no tienen pérdida auditiva desarrollan todas las vocales entre los 12 y 24 meses de edad. Debido a que nuestros niños generalmente ya tienen doce meses de edad al momento de la implantación, sus capacidades vocales 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.
- Antes de que se usaran los implantes cocleares, Doreen Pollack (Educational Audology 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 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 es en sí mismo 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.

Board Games:
- Wee Little Piggies by Milton Bradley (oink, oink says the pig)
- Farm Families by Milton Bradley (oink, oink says the pig)
- Pop the Pig Kids Game by Colisah (oink, oink says the pig)
- Don’t Break the ice by Habsro (talk about which blocks of ice to “avoid” hitting so the game board won’t collapse)
- Battleship by Habsro (destroy)
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 identificarlo tendrá que tener audición suficiente para el segundo formante (F2) 

Por ejemplo, f1 de /u/ como en wu es 450Hz y el F2 es 1780Hz, por lo tanto, el niño tiene que oír aproximadamente 100Hz 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 presentan.

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, debería preocuparse 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 de apoyo y transferencia en el hogar; y/o cualquier retraso cognitivo o motor.

Un niño que muestra discapacidad oral y motora como saliviazgo (bobo 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. Tipicamente los niños con tales discapacidades deben remitirse a un terapeuta ocupacional o a un patólogo del habla que se especialice en disfrazación oral motora.

Un niño que muestra distorsión de las vocales, patrones anormales de entonación o errores inconscientes del sonido del habla, podría tener apraxia verbal infantil (con frecuencia también se le llama dispraxia, apraxia 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)

Agradecimientos 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. Quisimos 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 Calfee-Schenck, Warren Estabrooks y Judy Simser. También quisimos agradecer a nuestros mentores personales Carolyn Brown, Todd Houston, Kathryn Wilson, Beth Walker, Beth Whitfield y Kim Pan cara quienes continúan compartiendo sus conocimientos con nosotros.

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 Otalaryngology/Head and Neck Surgery. La misión de CASTLE es enseñarle a los niños a escuchar y hablar. Proveemos servicios de intervención directa a niños y sus familias incluyendo grupos de lenguaje communicative y clase, clases para niños entre las edades de 1 y 4 años, clases prescolares y sesiones de terapia auditiva- verbal con la participación de los padres. También proporcionamos capacitación a profesionales y estudiantes en el campo de la educación de sonidos mediante talleres, entrenamiento y experiencia práctica. CASTLE es miembro de OPTION Schools. Puede encontrar más información sobre OPTION Schools en www.apprendiendoearing/castle

- Hannah Edrisski, MSS, CCC-SLP, LLS, S Cert AVT
- Maegan Evans, Ph.D., CCC-SLP, LLS, Cert Ed
- Sandra Hancock, MS, CCC-SLP, LLS, Cert AVT
- Lindsey Henderson, MSS, CCC-SLP, LLS Cert AVT
- Francie Hernandez-Cazallas, M.A.
- Christine Kramer, MS, CCC-SLP
- Sindy Poole, M.Ed.
- Erin Thompson, MS, CCC-SLP, LLS, Cert AVT
- And graduate students Katie Collins, B.A. and Jeanette Smoot, B.S.

Bibliography


El Programa Cochlear HOPE

Puente puede encontrar más información sobre Cochlear HOPE en www.CochlearAmerica.com/HOPE

- Curios+Cuentab la Rana (www.eljarjandonline.com.ar/cancionenop36.htm#rana)
- Muchas de las Letras (www.cri-cri.net/Canciones/canciones.html)
- Aquí Paso la Pajarrita el Huerto (Copr.(Cpil))
- Mufleca Vestida de Azul (www.ux.mx/Populares/esp/scriptphp.php?sid=93)
- En la Feria de Ceplin (www.songarea.com/mc/c6/copilin.html)
- En la Granja de Mi Tío
- La Patita (www.cri-cri.net/Canciones/lapatita.html)
- La Rana (www.tsl.state.tx.us/fd/projects/minos/songsrhymes.html#rana)

Información Acústica: Audición Necesaria para Detectar /u/ 430Hz
Audición Necesaria para Identificar o Usar /u/ 1170Hz

Palabras que Contengan la Vocal:

- tuvo
- subir
- único
- muñeca
- ochara
- muñeca
- única
- unido
- agua
- azúcar
- fruta
- una
- zumo
- junio
- uña
- lechuga
- mulleco/a
- juego
- juguetes
- uñas
- tu
- culeca
- ducha
- cuadros
- cuarito
- cuerno
- huesa
- ensilhu
- tubo
- mucho
- abuelo
- bueno
- buena
- abuela
- buena
- abuelo
- unu
- hueso
- cuchillo

Aprendiendo a Escuchar

- Vacá “mumu”
- Trompeta “Tun tun”
- Pato “Cuac cuac”
- Fantasma “Buuu”
- Chango “Uuu eee”
- Tren “Chuu chuu”
- Carro de Policía “Wu wo wu”
- Bño. “Jú, jú”

Frases

- Sigue tu
- Empuja
- Uuah que bonito
- Uh, huele feo

Canciones:

- “Uuh, 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
- “Uuah” Al vaciar agua de un jarrón al baño, o hacer figuras con los dedos en pintura o en una charola llena de crema de rasurar
- “Uuah que bonito” Complementar un dibujo del niño/a o al pintarle las uñas, accesorios de niño
- “La vaca dice muuu...” Al hablar de la vaca mientras juegan con un juego de granja
- “Cuac cuac” Jugar con patitos de plástico en una pequeña tina con agua
- “Uuah” Al estar untando crema o aceite al cuerpo del bebé
- “Wu wo wu” Escoger carros de policía de juguete en ancha y permitir que el niño los desentierra

Manuales:

- “Uuh, que bonito” Decorar una caja, bolsa, camisa ozo con joyas y comentar sobre su aspecto
- “Chu chu” Construir un tren de juguete hecho de rollos de papel del baño y decorarlo
- “Mumu” Hacer una mascara de una vaca con platos de papel o cortar retoles de vacas y colgarlas en casa
- “Buuugggg” 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

Palabras que Contenían la Vocal:

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<td>Arqja</td>
<td>Susita</td>
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<td>Leon</td>
<td>Sopa</td>
<td>Tobillo</td>
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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=es&p=2654&c=50)
- Pinpon
- El Comal y La Olla de Cri-Cri
- Amor Chiquito (cepíln)
- Allá en la Fuente (www.mamalisa.com/?t=es&p=1221&c=50)
- De Colores (www.mamalisa.com/?t=es&p=1724&c=50)
- Yo tengo una Hormiguita (con la “o”)
- La Marcha de las Letras (www.cri-cri.net/Canciones/canciones.html)
- Pulgarito (www.juegosycanciones.com/pulgarcito.html)
- El Chorrito (www.cri-cri.net/Canciones/canciones.html)
- Los Pollitos (www.songarela.com/mc/6/cepílin.html)
- El Ratón Vaquero (www.cri-cri.net/Canciones/elratonv.html)
- El Borreguito Enfermo (www.cri-cri.net/Canciones/elborreguito.html)
- Tengo una Muñeca (www.mamalisa.com/?t=es&p=319&c=50)
- Este Dedo (www.doslourdes.net/Este%20dedito.htm)
- Cinco Lobitos por Alma Flor Ada y F. Isabel Campoy
- Cinco Pollitos por Alma Flor Ada y F. Isabel Campoy
- Arroz con Pollo (www.mamalisa.com/?t=es&p=2654&c=50)
- Pinpon
- El Comal y La Olla de Cri-Cri
- Amor Chiquito (cepíln)
- Allá en la Fuente (www.mamalisa.com/?t=es&p=1221&c=50)
- De Colores (www.mamalisa.com/?t=es&p=1724&c=50)
- Yo tengo una Hormiguita (con la “o”)
- La Marcha de las Letras (www.cri-cri.net/Canciones/canciones.html)
- Pulgarito (www.juegosycanciones.com/pulgarcito.html)
- El Chorrito (www.cri-cri.net/Canciones/canciones.html)
- Los Pollitos (www.songarela.com/mc/6/cepílin.html)
- El Ratón Vaquero (www.cri-cri.net/Canciones/elratonv.html)
- El Borreguito Enfermo (www.cri-cri.net/Canciones/elborreguito.html)
- Tengo una Muñeca (www.mamalisa.com/?t=es&p=319&c=50)
- Este Dedo (www.doslourdes.net/Este%20dedito.htm)

Libros y Literatura:

Pueden ser que el libro no contenga la vocal de enfoque en un embrazo, las imágenes en el libro se pueden utilizar para ilustrarla.
- Oso Papá, Oso Papá por Bill Martin y Eric Carle
- Oso Pardo, Oso Pardo por Bill Martin y Eric Carle
- El Patito Feo por Margaret Ruiz
- Pinocho por Carol Ottolenghi y Jim Talbot
- El Mapo de Oz por Carol Ottolenghi y Jim Talbot
- Ricitos de Oro por Valeri Gorbachev
- Pedro y el Lobo por Pie Corbett
- Donde está Spot por Eric Hill
- Donde está la Díesía Verde por Pam Cox
- Buenas Noches Luna por Margaret Wise Brown
- Huevos Verdes con Jamón por Dr. Suess
- My Oppisites/Mis Opuestos por Susana Sánchez
- Este No es Mi Niñito por Sandra Baynton
- Los Animales de Maisy por Lucy Cousins
- Donde Viven los Monstruos por Maurice Sendak
- 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=es&p=2654&c=50)
- Pinpon
- El Comal y La Olla de Cri-Cri
- Amor Chiquito (cepíln)
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- El Chorrito (www.cri-cri.net/Canciones/canciones.html)
- Los Pollitos (www.songarela.com/mc/6/cepílin.html)
- El Ratón Vaquero (www.cri-cri.net/Canciones/elratonv.html)
- El Borreguito Enfermo (www.cri-cri.net/Canciones/elborreguito.html)
- Tengo una Muñeca (www.mamalisa.com/?t=es&p=319&c=50)
- Este Dedo (www.doslourdes.net/Este%20dedito.htm)
Unidad /a/ como en "Mamá"

Información Acústica: Audición Necesaria para Detectar /a/ a 1020 Hz
Audición Necesaria para Identificar o Usar /a/ a 1750 Hz

Palabras que Contengan la Vocal:

- mesa
- mamá
- casa
- manopla
- cuchara
- papá
- masa
- alta
- parada
- pan
- taza
- pan
- sentada
- rana
- pasa
- sacar
- llama
- zapato
- canasta
- guitarra
- teja
- cazo
- charnera
- plana
- tía
- araña
- telarín
- caballo
- mi
- lluvia
- pato
- acabar
- tuya
- bolsa
- vaca
- pelota
- abrazo
- joya
- armar
- cáscara
- acá
- sal
- hermana
- pelota
- aquí
- gata
- cara
- naranga
- allá
- cierra
- bañar
- café
- otra
- puerta
- payaso
- águila
- abrazo
- flia
- marana
- árbol
- tortilla
- línea
- harina
- nariz
- sopapita
- agua
- cargar
- panza
- sohpa
- hormaca
- piñata
- mascar
- almendra
- gallo
- saltar
- cabra
- almohada
- balar
- plátano

Canciones y Rimas:
- La Marcha de las Letras: [www.cri-cri.net/Canciones/canciones.html]
- La Patita: [www.cri-cri.net/Canciones/lapattita.html]
- A la Rueda de San Miguel
- El Tembleque: [www.songarea.com/music-codes/cepillin.html]
- Feliz Cumpleaños (cepillin)
- Las Mañanitas: [www.songarea.com/music-codes/cepillin.html]
- Tortillitas para Mamá
- Almendras Surtido
- Areíto Asencio
- Que llueva Que llueva (cepillin)
- La Cucaracha: [www.songarea.com/mc/10/cepillin.html]
- Estrellita: (www.mamalisa.com/?t=ssl&p=312&c=50)
- Arroz con Pollo: (www.mamalisa.com/?t=ssl&p=2654&c=50)
- De Colores: (www.mamalisa.com/?t=ssl&p=1124&c=50v)
- A la Víspera: (www.mamalisa.com/?t=ssl&p=1240&c=50)
- Brinca la Tablita: (www.mamalisa.com/?t=ssl&p=311&c=50)
- Santa Sana: (www.mamalisa.com/?t=ssl&p=312&c=50)
- Por P.D Eastman
- La Mecha de Dora por Sara Willson
- El "Ah": Dora va al Medico por Pheoby Beinstain
- Huevo Verde con Jamón por Dr Suess
- Cinco Montos Briñando en la Cama por Eileen Christelow
- En un Árbol están las Cinco Montos por Eileen Christelow
- "¿Esta mi Mama" por PD Eastman
- "Yo Remo"/"Vale" por P.D Eastman
- Cinto Pequeñas Maniquíes por Melanie Garth
- Un Día en la Playa por Laura Silverhardt

Libros/Literatura:
Puede ser que el título no contenga la vocal de enfoque en español, las imágenes en el libro se pueden utilizar para reforzar.
- "¿Donde está Spot" por Eric Hall
- "La Chimichurri" por Lauryn Silverhardt
- "El "Ah": Dora va al Medico" por Eileen Christelow
- "El la Feria de Cepillin": [www.songarea.com/music-codes/cepillin.html]
- "La Marcha de las Letras": [www.cri-cri.net/Canciones/canciones.html]
- "La Patita": [www.cri-cri.net/Canciones/lapattita.html]
- "A la Rueda de San Miguel"
- "El Tembleque": [www.songarea.com/music-codes/cepillin.html]
- "Feliz Cumpleaños (cepillin)
- "Las Mañanitas": [www.songarea.com/music-codes/cepillin.html]
- "Tortillitas para Mamá"
- "Almendras Surtido"
- "Areíto Asencio"
- "Que llueva Que llueva (cepillin)
- "La Cucaracha": [www.songarea.com/mc/10/cepillin.html]
- "Estrellita": (www.mamalisa.com/?t=ssl&p=312&c=50)
- "Arroz con Pollo": (www.mamalisa.com/?t=ssl&p=2654&c=50)
- "De Colores": (www.mamalisa.com/?t=ssl&p=1124&c=50v)
- "A la Víspera": (www.mamalisa.com/?t=ssl&p=1240&c=50)
- "Brinca la Tablita": (www.mamalisa.com/?t=ssl&p=311&c=50)
- "Santa Sana": (www.mamalisa.com/?t=ssl&p=312&c=50)
- "Por P.D Eastman"
- "La Mecha de Dora" por Sara Willson
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- "¿Esta mi Mama" por PD Eastman
- "Yo Remo"/"Vale" por P.D Eastman
- "Cinto Pequeñas Maniquíes" por Melanie Garth
- "Un Día en la Playa" por Laura Silverhardt

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 Clós en Navidad
- Hacer un chocolate caliente

Notas:
- Idea: Hacer un chocolate caliente
- Idea: Cocinar o hornear un postre con bombones
- Idea: Un paseo al zoológico

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

Aprendiendo a Escuchar
- Guarría: "Tara Tara"
- Batuera: "Tra tra"
- Gallina: "Cara cara cara"
- Payaso: "Jajaja"
- Bruja: "Ja ja ja" (ríéndose de alguna travesura)
- Ávión: "Aahhh"

Libros/Literatura:
- "¿Donde está Spot" por Eric Hall
- "La Mecha de Dora" por Sara Willson
- "El Ah": Dora va al Medico por Pheoby Beinstain
- "Huevo Verde con Jamón" por Dr Suess
- "Cinco Montos Briñando en la Cama" por Eileen Christelow
- "En un Árbol están las Cinco Montos por Eileen Christelow"
- "¿Esta mi Mama" por PD Eastman
- "Yo Remo"/"Vale" por P.D Eastman
- "Cinto Pequeñas Maniquíes" por Melanie Garth
- "Un Día en la Playa" por Laura Silverhardt

Juegos:
- A la bobi bobi
- Bolche
- Carrera de carros
- Talia (pasear con una muñeca)
- Chico (podrá hacer una máscara)
- Santa Clós (Colar un dibujo de Santa Clós y pegar bolitas de algodón como su barba)
- Bombones (Haga un pequeño hombre de las nieves usando bombones blancos)

Manualesidades:
- Cosir ojito/boca/oreja/cabello: Haga una pequeña marioneta usando calzetines viejos
- Filar: 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: Colar un dibujo de Santa Clós y pegar bolitas de algodón como su barba
- Bombones: Haga un pequeño hombre de las nieves usando bombones blancos

Actividades para Juegos Vocálicos:
- Jo jo de 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 para accidente
- Tic Toéc es hora de comer? - Al apuntar al reloj
- Hoooola - Durante una caminata vaya saludando a todos vecinos
Unidad /E/ como en "Tren"

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

Palabras que Contengan la Vocal:
- borrego
- cerezo
- telaraña
- cara
- aahh
- ten
- siete
- mecer

Notas:
- "Aahh" – Al estar vaciando agua a un recipiente o tina.
- "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.
- "Aahhh!" – Al estar vaciando agua a un recipiente o tina.
- "Ahhhh" – Al reírse de algo gracioso.
- "Aghh" – Cuando arrulla al bebé a la hora de su siesta u hora de dormir.
- "Aaaah!" – Al estar vaciando agua a un recipiente o tina.
- "Aahh" – Variando el tono mientras que pasea al niño/a de lado a lado como si fuera un avión.

Libros/Literatura:
- Los Tres Cerditos por Eunyqua Capabilies
- La Ranta Presumida por Luz Orthuquila
- Donde Esta Eric por Isabel Muñoz
- Siempre te Querido por Robert Munsch
- Pemists por Sandra Boynton
- Quiero a mi Mamá Porque por Laurel Partner-Gaylord

Actividad para Juegos Vocálicos:
- Je je je – Al reírse use la /e/ cuando el niño/a hace algo chistoso.
- Bebe – Al jugar con pequeños borregos en una charola llena de chantilli.
- Mee – Al leer libros de la granja mamá/papá nombran al chivo y hacen el sonido.
- Bebe – Jugar con el bebe las escondidas y con voz juguetona buscarlo "dónde esta el bebe".

Manualidades:
- El juego de a guanchilopostle
- Lotería
- Los Tres Cerditos
- La Ranita Presumida
- Donde Esta Eric
- El Borreguito Enfermo
- Siempre te Querido
- Pemists
- Quiero a mi Mamá Porque
- Los Tres Cerditos

Ideas para Niños Mayores:
- Hacer y decorar una piratita
- 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

Ideas para el Hogar:
- Décoral el árbol navideño
- Escoge zapatos por toda la casa y buscar su par
- Preparar masa para tamales
- Sorprende a los niños a la hora de lavar los trastes y ensuciarlos en las cucurahas
- 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 naranjando cada paso

Ideas para los Déditos:
- "Yo tenía Diez Perritos" por Robert Munsch
- "Mete Tete" por Enriqueta Capellades
- "Lo encontre" por Laurel Parter-Gaylord
- "Ve y báñate" por Robert Munsch
- "Párate" por Robert Munsch
- "Quédate ahí" por Robert Munsch
- "Siéntate" por Robert Munsch
- "Lo encontré" por Laurel Parter-Gaylord
- "Ve y báñate" por Robert Munsch
- "Párate" por Robert Munsch
- "Quédate ahí" por Robert Munsch
- "Siéntate" por Robert Munsch

Remesas: Libros/Literatura:
- Los Tres Cerditos por Eunyqua Capabilies
- La Ranta Presumida por Luz Orthuquila
- Donde Esta Eric por Isabel Muñoz
- Siempre te Querido por Robert Munsch
- Pemists por Sandra Boynton
- Quiero a mi Mamá Porque por Laurel Partner-Gaylord

Actividad para Juegos Vocálicos:
- Je je je – Al reírse use la /e/ cuando el niño/a hace algo chistoso.
- Bebe – Al jugar con pequeños borregos en una charola llena de chantilli.
- Mee – Al leer libros de la granja mamá/papá nombran al chivo y hacen el sonido.
- Bebe – Jugar con el bebe las escondidas y con voz juguetona buscarlo “dónde esta el bebe”.

Manualidades:
- "Borrege – Beeve" por Robert Munsch
- "Chivo – Mee" por Robert Munsch

Frasas:
- "Por qué?"
- "No me pegues"
- "Déjame ver tu aparato/procesador"

Canciones:
- "Hi-ho cerezas (hi-ho cherrio)"
- "El Borreguito Enfermo"
- "Siempre te Querido"
- "Lo encontré"
- "Ve y báñate"
- "Párate"
- "Quédate ahí"
- "Siéntate"
- "Lo encontré"
- "Ve y báñate"
- "Párate"
- "Quédate ahí"
- "Siéntate"

Información Acústica: Audición Necesaria para Detectar /E/ 690 Hz
Información Acústica: Audición Necesaria para Identificar o Usar /E/ 2610 Hz
Unidad /i/ como en "Si"

Información Acústica: Audición Necesaria para Detectar / i /: 370 Hz
Audición Necesaria para Identificar o Usar / i /: 3200 Hz

Palabras que Contengan la Vocal:
- cepillo
- cocina
- vidrio
- calcetín
- piano
- tortilla
- bolillo
- gato
- carrito
- enchilada
- gigante
- silencio
- cielo
- pico
- decir
- mi
- mio
- limón
- lima
- bicicleta
- oso
- pintar
- biberón
- dormir
- chile
- arillo
- iglesia
- jicama
- es
- peinar
- si
- piña
- vi
- cinco
- diez
- diente

Canciones:
- "En la Feria de Cepillín" (www.songarea.com/mc/6/cepillín.html)
- "Los Pollitos" (www.songarea.com/mc/6/cepillín.html)
- "Lluvía" (www.cri-cri.net/Canciones/llueve.html)
- "Itzy Bitzy Araña" (www.mamalisa.com/?t=ss&p=314&c=50)
- "De Colores" (www.mamalisa.com/?t=ss&p=1124&c=50)
- "La Marcha de las Letras" (www.cri-cri.net/Canciones/marchas.html)
- "Canciones" (www.cri-cri.net/Canciones/canciones.html)
- "A la Gallinita Siega" (www.songarea.com/mc/6/cepillín.html)
- "Los Tres Chivos" por Carol Ottolenghi
- "Cenicienta" por Karen Katz
- "La Oruga muy Hambrienta" por Eric Carle
- "Los Pollitos" (www.songarea.com/mc/6/cepillín.html)
- "Donde Está tu Ombliguito" por Eileen Christelow
- "Itzy Bitzy Araña" (www.mamalisa.com/?t=ss&p=314&c=50)
- "Un Limón, Medio Limón" (www.mamalisa.com/?t=ss&p=1124&c=50)
- "Perita del Cepillín" (www.mamalisa.com/?t=ss&p=314&c=50)
- "El Gato" por Eileen Christelow
- "Pollitos (Pío, pío, pío)" por Eileen Christelow
- "La Marcha de las Letras" (www.cri-cri.net/Canciones/marchas.html)
- "Cinco/Monitos – Colorear y recortar dibujos de monitos o changuitos"
- "Lilac – Hacer flores Lilac de papel"
- "Bonita – Hacer un pulsera de perlas de fantasía de color amarillo"
- "Quiquiriquí – Hacer un gallo usando platos de papel y plumas"
- "Un Limón, Medio Limón" (www.mamalisa.com/?t=ss&p=1124&c=50)
- "Ratón: "Squeak, squeak"
- "Chango: "Uuu-iii"
- "Piano: "Plin plin"
- "Caballo: "Iiiii"
- "El Gato: "Miao"
- "Pollitos: "Pío, pío, pío"
- "Carro: "Brrrr, bip bip"
- "Gallo: "Quiquiriquí"
- "Resbaladilla: "Wii"
- "Yo-yo: "Wiiii"
- "Ratón: "Squeak, squeak"
- "Chango: "Uuu-iii"
- "Piano: "Plin plin"
- "Caballo: "Iiiii"
- "El Gato: "Miao"
- "Pollitos: "Pío, pío, pío"
- "Carro: "Brrrr, bip bip"
- "Gallo: "Quiquiriquí"
- "Resbaladilla: "Wii"
- "Yo-yo: "Wiiii"
- "Ratón: "Squeak, squeak"
- "Chango: "Uuu-iii"
- "Piano: "Plin plin"
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- "Pollitos: "Pío, pío, pío"
- "Carro: "Brrrr, bip bip"
- "Gallo: "Quiquiriquí"
Ideas para el Hogar:
- Hacer agua de limón o de piña o un pico de gallo
- Dar un paseo por el parque y hablar de los pajaritos “mira el pajarito
- Lavar, montar y cuidar de la bicicleta
- Tomarle fotos al niño/a cuando se cepilla los dientes y hacer un pequeño libro que pueden leer todos los días
- Salir sin chaqueta a jugar y hablar de lo frío que está afuera antes de regresar y ponerse la chaqueta
- 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:

Veamos que esto puede ser una excelente oportunidad para aprovecharlas de una forma creativa.

Websites

Cooking Activities
- www.kids-cooking-activities.com/index.html
- www.childrensrecipes.com/
- www.speakingofspeech.com/Cooking_Materials.html
- familyfun.go.com/recipes/
- www.preschoolexpress.com/food_station.shtml
- www.theideabox.com/Recipe_list.html
- www.education.com/activity/preschool/recipes/
- www.kids-cooking-activities.com/preschool-snack-recipes.html
- www.bry-backmanor.org/picturerecipes.html

Children’s Books
- monroe.lib.in.us/childrens/booklists/children_booklists.html
- www.firstoundaries.com/
- www.magickeys.com/books/
- www.teacherfirst.com/100books.cfm
- www.childrenstory.info/biblestoryforchild/childstory.html
- www.popularchildrenstories.com/

Children’s Songs
- www.mamaksa.com
- www.theachenglishguide.com/ChildrensSongs.htm
- www.kids.niehs.nih.gov/music.htm
- www.preschoolexpress.com/music_station.shtml
- www.bussongs.com/
- www.theideabox.com/Music_and_Song_list.html
- www.preschoolrainbow.org/preschool-rhymes.htm

Arts and Crafts
- www.crayola.com/free-coloring-pages/
- www.toddler-activities-at-home.com/toddler-activities.html
- www.speech-language-therapy.com/itvowelcontrasts.html
- www.speakingofspeech.com/Thematic_Materials.html
- familyfun.go.com/crafts/crafts-by-age/
- familyfun.go.com/printables/printable-paper-crafts/
- www.preschoolexpress.com/art_station.shtml
- www.preschoolexpress.com/pattern_station.shtml
- www.preschoolrainbow.org/index.htm
- www.dtk-kids.com/
- www.craftideas.info/html/cpi_fall.html
- www.theideabox.com/Craft_list.shtml
- www.preschoolexpress.com/art_station.shtml
- www.talkingchild.com/crafts.aspx
- www.artistshelpingchildren.org/
- www.education.com/activity/preschool/recycled-crafts/
- www.preschoolrainbow.org/
- www.enchantedlearning.com/crafts/toddler/
- www.enchantedlearning.com/artists/coloring/

Games
- www.preschoolexpress.com/game_station.shtml
- www.educationworld.com/a_lesson/lesson/lesson169.shtml
- www.stephencarr.com/classroomgames.html
- www.eslkidstuff.com/Classroomgamesframe.htm
- www.theideabox.com/Carrie_list.html
- www.education.com/activity/preschool/games/