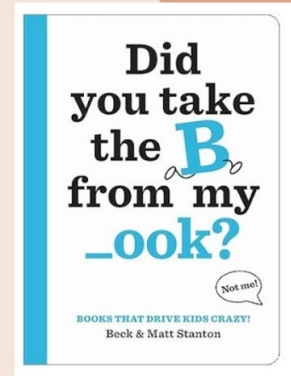


January

**Did you Take the B From my -
ook?**

By Beck and Mark Stanton



Core Standards for 3 year olds

- With prompting and support, participate in activities that explore how print conveys meaning and how the illustrations/photographs relate to the text.
- With prompting and support, explore sounds (phonemes) in spoken language.
- With prompting and support, begin to identify the initial sounds of words.
- With prompting and support, explore that words are made up of letters and sounds.

LISTENING AND SPOKEN LANGUAGE STRATEGY:

AUDITORY SANDWICH

CREATE A LISTENING SANDWICH BY
BEGINNING AND ENDING WITH AUDITION
ONLY, JUST LIKE TWO PIECES OF BREAD
TO COMPLETE A SANDWICH

This activity helps your child develop critical early listening and literacy skills, including phonemic awareness, which is the ability to hear, identify, and manipulate individual sounds in spoken words. These skills are foundational for learning to read and write. The auditory sandwich technique helps children connect sounds with letters by engaging multiple senses—listening, seeing, and touching. This multisensory approach supports early literacy development and enhances phonemic awareness, which is essential for reading success.

Auditory Sandwich Activity:

Read Aloud: Start by practicing the title. Read the title: "Did you take the B from my _ook?"

Pause: Allow your child to listen carefully to the word with the missing sound (e.g., "ook").

What sound is missing from "ook"? ... (Auditory Input)

2. Visualize the Word (Visual Input)

Show examples of two sounds on a white board or piece of paper. Write or display the word with the missing letter (e.g., "_ook") on a whiteboard or piece of paper. Ask your child what letter they think is missing.

3. Provide the Missing Sound (Auditory Input)

Model the sounds. Wait to see if your child can identify the correct sound. If they are having difficulty, then say it's the "b" sound. Which one is "b". If they still have difficulty, then say it's "b!" and point to the letter "b". Then say the word correctly and put the "b" sound with the missing word "ook" (e.g., "Book! Oh it's not ook, it's Book!").

Continue reading the book and pausing to do the same practice on other pages.

4. Repeat and Practice with household Items

Once you are finished with the book, you may choose to make a game out of leaving the initial sound off of favorite toy items or household items and then ask the same sequence. For example when doing laundry, you could ask: "Did you take the B from my _asket?" Wait to see if they respond. If they don't say "Oh! It's not an "asket" It's a Basket. You didn't take my "b" sound, how silly!".



Monica Weston
AuD CCC-A/SLP

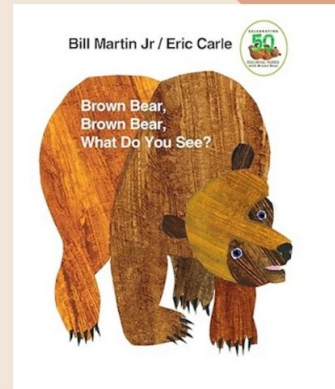
Parent Tip:

Make It Fun: Keep the activity light and playful. If your child gets frustrated, take a break or switch to another activity.

February

Brown Bear, Brown Bear, What do you See?

By Bill Martin Jr. and Eric Carle



Core Standards for 3 year olds

- With prompting and support, participate in activities that explore how print conveys meaning and how the illustrations/photographs relate to the text.
- With prompting and support, explore sounds (phonemes) in spoken language.

With prompting and support, ask and answer simple questions relating to a text, media, or information presented orally.

- With prompting and support, explore that words are made up of letters and sounds.

LISTENING AND SPOKEN LANGUAGE STRATEGY:

ACOUSTIC HIGHLIGHTING

HIGHLIGHT KEY WORDS BY SLOWING DOWN,
RAISING OR LOWERING THE VOLUME OR
PITCH OF KEY WORDS TO MAKE THE
EASIER FOR CHILDREN TO NOTICE

This activity helps your child focus on specific sounds or words by adjusting the way we say them. This technique involves slowing down, raising or lowering the volume or changing the pitch of key sounds or words to make them easier for children to notice. Whispering is an important part of this strategy because it helps children hear quieter, higher frequency sounds (e.g. like “s” or “sh”). This strategy helps the important parts of speech stand out. Over time, these small adjustments help build better listening comprehension and clearer speech patterns.

Acoustic Highlighting Activity:

Begin by introducing the book. Say "Today we are going to read Brown Bear, Brown Bear, What do you See?" and listen carefully for animal names and colors!"

When you read each animal's name, change your voice slightly to highlight key words.

Example:

- "Brown Bear, Brown Bear, What Do You See?" (Say "Brown Bear" slowly and loudly.)
- "I see a Red Bird looking at me." (Whisper "Red Bird" to highlight a new sound.)
- Repeat key animal or color words with different volume or pitch:
 - Loud: "Red BIRD!"
 - Whisper: "Red bird..."

For an additional extension activity- gather several animal toys in front of your child. After reading a page, hold up the bear and say

- "This is a B-b-brown Bear! Can you say Bear with me?"
- Encourage the child to repeat the word. If they struggle, whisper the sound ("b-b-bear") to draw their attention to the beginning sound.

For a second additional extension activity- place several animal toys in front of your child and when finished with the book, you may play a listening game. Start with the level you feel they can do (e.g. 2-4 elements) and then start trying to add an additional element.

Example:

- Find the red bird (two elements)
- Find the red bird and the bear (three elements)
- Find the red bird and the brown bear (four elements)

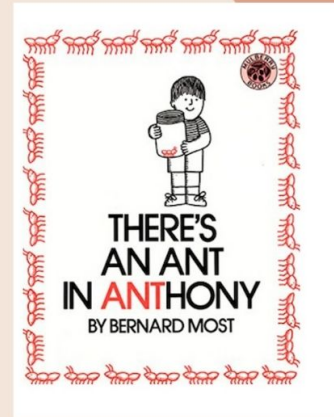


Monica Weston
AuD CCC-A/SLP

Parent Tip:
Repeat and Reinforce: Repetition is key to learning. Revisit the book and activities often to reinforce the concepts.

March

There's an ant In Anthony By Bernard Most



Core Standards for 3 year olds

- With prompting and support, participate in activities that explore how print conveys meaning and how the illustrations/photographs relate to the text.
- With prompting and support, explore sounds (phonemes) in spoken language.

With prompting and support, ask and answer simple questions relating to a text, media, or information presented orally.

- With prompting and support, explore rhyming words in familiar songs/books.

LISTENING AND SPOKEN LANGUAGE STRATEGY:

REPETITION

IT INVOLVES SAYING WORDS OR PHRASES
MULTIPLE TIMES TO REINFORCE
RECOGNITION AND UNDERSTANDING.
REPETITION HELPS CHILDREN REMEMBER
AND COMMUNICATE MORE EFFECTIVELY

This activity helps your child distinguish similar sounds. Repetition allows them to practice hearing and producing those sounds and words in supportive environments. Hearing multiple times helps reinforce recognition, which is essential for language development. This technique allows your child to recognize and produce rhyming words and syllables. This will allow them to develop phonemic awareness, especially when focusing on the syllable “ant” in different contexts within the story.

Repetition Activity:

Begin by introducing the book. Say "Today we are going to read 'There's an ant in Anthony'". Listen carefully for the syllable "ant". Explain that they will hear this syllable many times in the story.

Preteach target words from the book (e.g. elephant, giant etc) any words that have "ant" in them. Feel free to add or make up additional words.

Place toy ants on a picture or written word every time the "ant" syllable appears.

Example:

- Place a toy ant on the word "giant" and say "I found an ant in 'giant!' Let's say it together and make the ant dance: "giant, giant, giant". Each time you say "-ant" in "giant", move the ant around in a little dance or hop movement.

For an additional extension activity- play a guessing game at the end of reading the word.

Example:

- You: "I'm thinking of a word from the story that has 'ant' in it...can you guess what it is? It starts with the "eh" sound and has a long trunk"
- Your Child: "Elephant!"

For a second additional extension activity- Play a call and response game where you say the beginning of the word and let your child complete it.

Example:

- You: "Gi-"
- Your child: "-ant!"

Parent Tip:

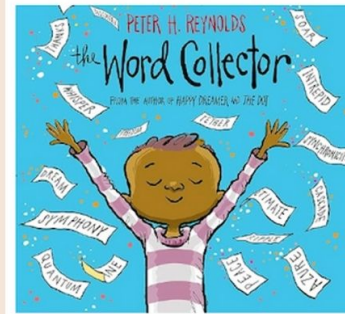
Be Encouraging: Praise your child's efforts and celebrate when they correctly identify the missing letters.



Monica Weston
AuD CCC-A/SLP

April

The Word Collector By Peter H. Reynolds



Core Standards for 3 year olds

- With prompting and support, participate in activities that explore how print conveys meaning and how the illustrations/photographs relate to the text.
- With prompting and support, ask and answer simple questions relating to a text, media, or information presented orally.
- With prompting and support, explore syllables in simple words (for example, clap children's names).

LISTENING AND SPOKEN LANGUAGE STRATEGY:

CHECK FOR UNDERSTANDING & AUDITORY CLOSURE

AUDITORY CLOSURE IS THE STRATEGY WHERE YOU ENCOURAGE YOUR CHILD TO "FILL IN THE BLANK". CHECKING FOR UNDERSTANDING IS THEN ASKING A QUESTION TO ENSURE YOUR CHILD UNDERSTANDS WHAT THEY'VE HEARD.

This activity helps your child engage and practice their listening skills. It will also help them to grow their comprehension and understanding through processing information given to them. Auditory closure is when a piece of information is intentionally left unfinished and you encourage your child to finish the missing word or phrase. Checking for understanding will then improve comprehension, and build expressive language skills. Both auditory closure and checking for understanding encourages children to pay close attention to what they hear and helps them become active participants in their communication.

Auditory Closure & Check for Understanding Activity:

Begin by introducing the book. Say "Today we are going to read 'The Word Collector'". Listen carefully for all of the words that are collected!

Preteach target words from the book (e.g. wonder, marvelous, emerald etc). You may also choose to preteach the word "collect" and take your child on a scavenger hunt or treasure hunt indoors or outdoors to "collect" fun and exciting things. Preteach the concept of "collect" at the beginning of the book with actual items to show them (e.g. stamps, rocks, baseball cards etc).

As you read each page, pause and repeat "Jerome collected the word" and have your child fill in the blank. If needed give them the beginning sound of the word.

Example:

- You: "Jerome collected the word...." Pause and If no answer
- You "It starts with the word "h-h-h"
- Your child: "Happy!"

Then check for understanding by asking "What did Jerome collect?" or "Who is collecting words?"

Extension activity: Following reading the book, you can make a simple song using some of the words from the book (e.g. words about feelings or actions) and sing the words to the song "If you're Happy and You Know It"

Example:

- "If you're _____-(pause) and you know, clap your hands!" (Let your child say "happy").

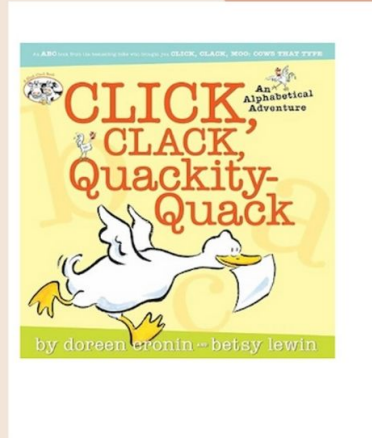


Monica Weston
AuD CCC-A/SLP

Parent Tip:
When doing auditory closure with your child, use songs, phrases, or books they already know. Familiar content gives confidence to complete the missing information.

May

Click, Clack, Quackity Quack By Doreen Cronin and Betsy Lewin



Core Standards for 3 year olds

- With prompting and support, participate in activities that explore how print conveys meaning and how the illustrations/photographs relate to the text.
- With prompting and support, ask and answer simple questions relating to a text, media, or information presented orally.
- With prompting and support, explore rhyming words in familiar songs/books.
- With prompting and support, explore sounds (phonemes) in spoken language.

LISTENING AND SPOKEN LANGUAGE STRATEGY:

EXPANSION & EXTENSION

EXPANSION & EXTENSION TECHNIQUES CAN EFFECTIVELY BUILD LANGUAGE SKILLS THROUGH SCAFFOLDING. THE KEY IS TO GRADUALLY INCREASE COMPLEXITY WHILE MAINTAINING AN ENGAGING ENVIRONMENT

Expansion and Extension strategies can help to build listening and language skills. With Expansion, take what the child has said and expand it by adding one or two words to create a more complex expression. In Extension, extend the conversation to relate new ideas or experiences by building on your child's thoughts. Use of Expansion and Extension can help children engage with the text, learn about characters and sounds and help them understand that stories are structured. It can help encourage expression of thoughts and get children engaged with others about the story.

Expansion & Extension Activity:

Begin by introducing the book. Say "Today we are going to read 'Click, Clack, Quackity-Quack'."

Read the story to them using Interactive reading. The following is an example of a script you can use:

Parent: "Click, Clack, Quackity-Quack!"

Child says: "Duck!"

Parent: "Yes! That's a duck. The duck is quacking! The duck is quacking because it is happy! What else can a duck do?"

Child: Splash!

Parent: "Yes, the duck can splash and swim in the water!"

Continue like this throughout the story. Add on to your child's expressions with expansion and then follow with a question that extends onto the information. The following is an example of a script when acting out the scene with farm animals:

Parent: Cow says moo. Sheep says baa. Pig says oink"

Child says: "cow moo!"

Parent: "Yes, the cow says moo. The cow is mooing for food! The cow is mooing for food because it is hungry. What else can it moo for?"

Child says: "tired"

Parent: "Yes the cow moos when it is tired!"

Follow up the story with actual toy animals. Act out actions and sounds and continue using expansion and extension to increase your child's expression.



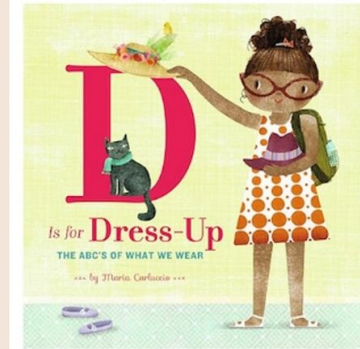
Monica Weston
AuD CCC-A/SLP

Parent Tip:

Start with whatever your child says, no how short or incorrect it may be and be playful! Add fun voices and actions to engage your child.

June

D Is for Dress-Up By Maria Carluccio



Core Standards for 3 year olds

- With prompting and support, participate in activities that explore how print conveys meaning and how the illustrations/photographs relate to the text.
- With prompting and support, ask and answer simple questions relating to a text, media, or information presented orally.
- With prompting and support, explore sounds (phonemes) in spoken language.
- With prompting and support, begin to identify the initial sounds of words.

LISTENING AND SPOKEN LANGUAGE STRATEGY:

OPEN ENDED QUESTIONS

OPEN ENDED QUESTIONS PROMPT CHILDREN TO ELABORATE ON THEIR ANSWERS. THIS HELPS THEM PRACTICE FORMING SENTENCES & INCREASING CRITICAL THINKING AROUND EXPERIENCES AND STORIES THEY HEAR.

Open ended questions are those that cannot be answered with a simple “yes” or “no”. Instead they require a child to think and respond in more details. For example, Instead of asking “Do you like this story?” you might ask “What was your favorite part of the story?” Open ended questions prompt children to use more words and elaborate which encourages increased expressions. It also promotes and supports listening skills. In order to respond to open ended questions, children must pay attention and think about their answers which enhances comprehension skills.

Open Ended Questions Activity:

Begin by introducing the book. Say "Today we are going to read 'D is for Dress-Up'". If you choose, you can use visuals or props to make it interactive. You can also incorporate some phonemic awareness into this book to accompany your open ended questions. The following would be an example of a script for the book:

A is for Apron

- Parent "Why do you think someone might wear an apron?"
- (Encourage thinking about its purpose. You may provide some clues.) It is used in the kitchen. It goes over my clothes.
- Child: "cooking" or "to cook"
- Parent "What other things could you wear when cooking?"
- Child: A hat!
- Parent "What sound do you hear at the beginning of Apron? A-pron (you may acoustically highlight the A if needed)"
- Child: "A!"

P is for Pajamas

- Parent "What do you like to wear for bedtime?"
- Encourage thinking about bedtime routine. You may provide some clues). We take a bath, we dry off with a towel and we put on ...
- Child: "Pajamas!"
- Parent "What else do we do to get ready for bed?"
- Child: "take a bath!"
- Parent: "What sound do you hear at the beginning of Pajamas? Puh-jamas" (you may acoustically highlight the P if needed)
- Child: "P!"

Continue reading each page of the book using similar open ended questions to prompt answers and phonemic awareness practice.



Monica Weston
AuD CCC-A/SLP

Parent Tip:

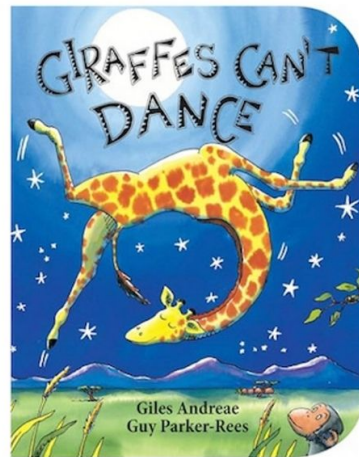
Patience is key. Give your child enough time to answer. If they still need help after enough wait time, you can model the answer.

July

Giraffes Can't Dance By Giles Andreae

Core Standards for 3 year olds

- With prompting and support, participate in activities that explore how print conveys meaning and how the illustrations/photographs relate to the text.
- Demonstrate an awareness of the sounds in spoken language, including the ability to recognize and produce rhymes.
- With prompting and support, explore sounds (phonemes) in spoken language.
- With prompting and support, begin to identify the initial sounds of words.



LISTENING AND SPOKEN LANGUAGE STRATEGY:

SCAFFOLDING

SCAFFOLDING PROVIDES SUPPORT TO HELP LEARN NEW LANGUAGE SKILLS. THINK OF IT LIKE A LADDER: YOU HELP YOUR CHILD TAKE SMALL STEPS TOWARDS UNDERSTANDING AND LANGUAGE EXPRESSION.

Scaffolding Involves recognizing what your child already knows and gently guiding them to express more complex ideas or use richer vocabulary. The support provided should be adjusted as your child becomes more advanced. Initially you might offer complete sentences to model language use. Over time, you can encourage them to use more complex sentences. For example: "Gerald is dancing." Could become "Gerald is dancing because he is happy". Scaffolding often uses open-ended questions, builds on what they already know and is very interactive.

Scaffolding Activity:

Begin by introducing the book. Say "Today we are going to read 'Giraffes Can't Dance'." Once finished reading, use animal pictures or figures to create a story about another animal that can't dance. Prior to starting, ask your child open ended questions to check for understanding and to prompt recall of key points. These questions might include: What do you remember about Gerald? How did he feel at the beginning of the story? What helped him learn to dance? Who were his friends? Can you tell me what kind of music he liked?" Have some pictures handy to help prompt memory of the story points. Then introduce a new animal character. The following is a script to help your child through creation of the new story that mimics the story from 'Giraffes can't dance':

- "Okay, so our animal is a hippo named Henry. Let's say he can't dance either. How does Henry feel when he sees the other animals dancing?"
- "Does he try to dance at first? What happens? Do the other animals laugh at him?"
- "But then, who helps him? Maybe a friendly bird comes along to show him a new way to dance! What kind of music does Henry like?"
- "Let's draw Henry the hippo trying to dance! You can draw him with his friends. What do you think the background looks like? Is it a jungle or a pond?"
- "Tell me more. What's happening here? How does Henry feel now? What happens next to Henry?"
- "What did he learn about dancing?"

Remember to use scaffolding throughout the activity to add onto your child's expression and make it more complex.

Example:

Parent: Our new animal is a hippo named Henry. He can't dance either. How does Henry feel when he sees the other animals dancing?"

Child: sad

Parent: Henry is sad?! Henry is sad when he sees the others dancing. Could Henry be shy?"

Child: Yes, Henry shy"

Parent: "Henry is also shy. He doesn't want them to see him dance!"



Monica Weston
AuD CCC-A/SLP

Parent Tip:
Build on what they know. If your child says "Dog!" You can start building from there and say "Yes, the dog is running!" Always remember to celebrate their efforts.

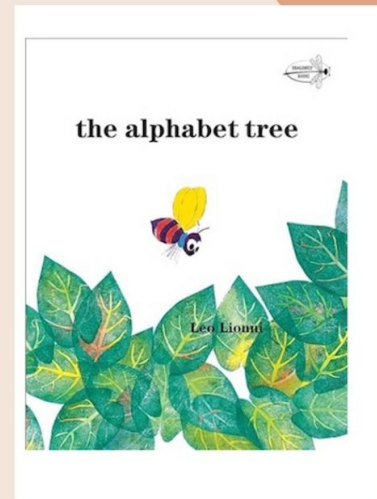
August

The Alphabet Tree

By Leo Lionni

Core Standards for 3 year olds

- With prompting and support, participate in activities that explore how print conveys meaning and how the illustrations/photographs relate to the text.
- With prompting and support, explore that words are made up of letters and sounds.
- With prompting and support, explore sounds (phonemes) in spoken language.
- With prompting and support, begin to identify the initial sounds of words.



LISTENING AND SPOKEN LANGUAGE STRATEGY:

SELF TALK & PARALLEL TALK

SELF TALK & PARALLEL TALK PROVIDE
CONSISTENT LANGUAGE MODELS. WHEN YOU
NARRATE ACTIONS YOU CREATE AN AUDITORY
RICH ENVIRONMENT. THIS IS CRUCIAL FOR
LANGUAGE DEVELOPMENT.

Self talk is when you talk aloud about what you are doing or thinking while you play or engage in activities. Parallel talk is when you describe what your child is doing or feeling as they play. These strategies help your child hear language used in context. They also provide an example that reinforces language to connect them to their experiences. Use of these strategies will enhance auditory processing abilities and vocabulary development. The more children hear language in meaningful contexts, the better they become at recognizing and processing sounds, which is crucial for literacy development.

Self Talk & Parallel Talk Activity:

Begin by introducing the book. Say "Today we are going to read 'The Alphabet Book'." After reading the book, tell your child "Now we are going to make a letter tree!"

While drawing or gluing the trunk, you will use self talk to describe your actions.

Example:

Parent (self talk): "First, let's make the tree trunk. I'm drawing a big brown trunk. Look how tall it is! A tree has a trunk that helps it stand up. Trees are tall like you when you stand up."

Make leaves that you write letters on. Introduce the letters and continue to use parallel talk to describe what your child is making. If they struggle with the task of cutting or gluing, then you can switch back to self talk and describe your cutting and gluing of leaves for the tree. While doing the cutting and gluing, you might also practice identifying letters with the sound of that letter.

Example:

Parent: "Now we have these letters. Look at this letter! (show the letter 'a') This is the letter 'a'. Can you say it with me? A-a-a! It makes a sound like in 'apple'!"

Child: "Apple!"

Parent: Here is the "apple". Can you find the "a" on our tree? Yes, you pointed to the 'a' in our tree. Go ahead and put the "apple" next to the 'a'. You are doing a great job gluing and placing the "apple" next to the 'a'!

Take turns identifying and gluing. When it is your turn, use self talk and when it is your child's turn, use parallel talk.

Extension activity: You may also play a sound sorting activity with your child. Use objects that represent different sounds (e.g. cat, dog, apple)

- Let's sort the objects by their starting sounds! The cat starts with "C" Can you say "kuh" with me? "kuh" is for "Cat!"
- The apple starts with "a". Can you say "a" with me? "A" is for "apple!"



Monica Weston
AuD CCC-A/SLP

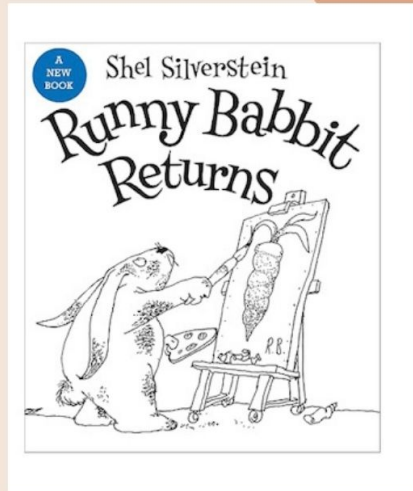
Parent Tip:
Use these strategies during
everyday activities to create a
natural learning environment.

September

Runny Babbit By Shel Silverstein

Core Standards for 3 year olds

- With prompting and support, participate in activities that explore how print conveys meaning and how the illustrations/photographs relate to the text.
- With prompting and support, explore sounds (phonemes) in spoken language.
- With prompting and support, begin to identify the initial sounds of words.
- With prompting and support, explore that words are made up of letters and sounds.



LISTENING AND SPOKEN LANGUAGE STRATEGY:

AUDITORY SANDWICH

CREATE A LISTENING SANDWICH BY
BEGINNING AND ENDING WITH AUDITION
ONLY, JUST LIKE TWO PIECES OF BREAD
TO COMPLETE A SANDWICH

This activity helps your child develop critical early listening and literacy skills, including phonemic awareness, which is the ability to hear, identify, and manipulate individual sounds in spoken words. These skills are foundational for learning to read and write. The auditory sandwich technique helps children connect sounds with letters by engaging multiple senses—listening, seeing, and touching. This multisensory approach supports early literacy development and enhances phonemic awareness, which is essential for reading success.

Auditory Sandwich Activity

Begin by introducing the book. Say "Today we are going to read 'The Runny Babbit'."

Use Auditory First strategy by stating each sentence from the book.

example: "Runny babbitt salked to wchool" for "Runny Rabbit walked to school"

Auditory first: "Runny Babbit...hmmm" that doesn't sound right. What sound should go in the beginning of Runny so that it will make sense?"

Show examples of two sounds on a white board or piece of paper. Write or display the word with the incorrect letter and the letter that should be used (e.g. the "r" in "runny" and the "B" for bunny" on a whiteboard or piece of paper. Ask your child what letter they think should be used for the word to "make sense".

Provide the Missing Sound (Auditory Input)

Model the sounds. Wait to see if your child can identify the correct sound to use. If they are having difficulty, then say it's the "b" sound. Which one is "b". If they still have difficulty, then say it's "b!" and point to the letter "b". Then say the word correctly and put the "b" sound with the missing word "Bunny!"

Continue reading the book and pausing to do the same practice on other pages.

Extension activity: Repeat and Practice with household Items

Once you are finished with the book, you may choose to make a game out of leaving the Initial sound off of favorite toy Items or household Items and then ask the same sequence. For example when doing laundry, you could ask: "Where's the 'sirty docks?" Wait to see if they respond to correct you. If they don't say "Oh! It's not an "sirty dock" it's a "dirty sock!"



Monica Weston
AuD CCC-A/SLP

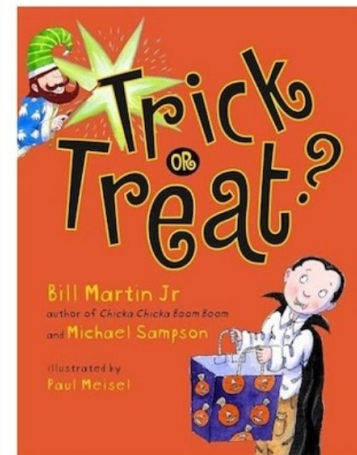
Parent Tip:
Use these strategies during
everyday activities to create a
natural learning environment.

October

Treat-or-Treat By Bill Martin Jr and Michael Sampson

Core Standards for 3 year olds

- With prompting and support, participate in activities that explore how print conveys meaning and how the illustrations/photographs relate to the text.
- With prompting and support, explore sounds (phonemes) in spoken language.
- With prompting and support, ask and answer simple questions relating to a text, media, or information presented orally.
- With prompting and support, explore that words are made up of letters and sounds.



LISTENING AND SPOKEN LANGUAGE STRATEGY:

ACOUSTIC HIGHLIGHTING

HIGHLIGHT KEY WORDS BY SLOWING DOWN,
RAISING OR LOWERING THE VOLUME OR
PITCH OF KEY WORDS TO MAKE THE
EASIER FOR CHILDREN TO NOTICE

This activity helps your child focus on specific sounds or words by adjusting the way we say them. This technique involves slowing down, raising or lowering the volume or changing the pitch of key sounds or words to make them easier for children to notice. Whispering is an important part of this strategy because it helps children hear quieter, higher frequency sounds (e.g. like “s” or “sh”). This strategy helps the important parts of speech stand out. Over time, these small adjustments help build better listening comprehension and clearer speech patterns.

Acoustic Highlighting Activity:

Begin by Introducing the book. Say "Today we are going to read Trick or Treat"

- Introduce the Story: Begin by showing the cover of the book, asking the child to guess what might happen in the story. Introduce key words like trick, treat, spooky, and costume by saying them clearly and slowly, highlighting each word with a slight increase in volume or pitch.
- Reading with Acoustic Highlighting: As you read, use acoustic highlighting on Halloween-themed words, like "trick," "treat," "boo," and character names. For example, when reading the phrase, "The ghost said, boo," slightly increase the volume and lower your pitch on the word "boo" to help the child focus on it.
- Once you are finished, gather items around the house that you could dress up in costume and go on "pretend" trick or treating hunts around the house. Practice words like "trick", "treat" and "boo".
- Interactive Repetition: Pause and have the child repeat highlighted words back to you. For instance, after you say, "The witch gave a treat," ask the child, "What did the witch give?" Say "The witch gave a ____" and wait expectantly. Encourage them to say "treat," using a similar tone or volume to reinforce the emphasis.



Monica Weston
AuD CCC-A/SLP

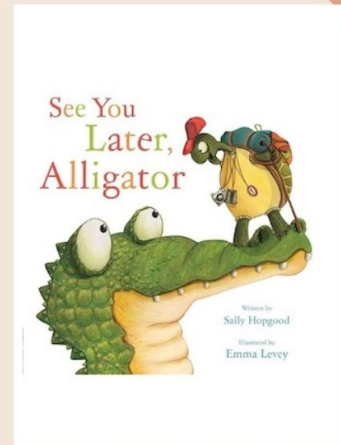
Parent Tip:
Repeat and Reinforce: Repetition is key to learning. Revisit the book and activities often to reinforce the concepts.

November

See you Later, Alligator By Sally Hopgood

Core Standards for 3 year olds

- With prompting and support, participate in activities that explore how print conveys meaning and how the illustrations/photographs relate to the text.
- With prompting and support, explore sounds (phonemes) in spoken language.
- With prompting and support, ask and answer simple questions relating to a text, media, or information presented orally.
- With prompting and support, explore rhyming words in familiar songs/books.



LISTENING AND SPOKEN LANGUAGE STRATEGY:

REPETITION

IT INVOLVES SAYING WORDS OR PHRASES
MULTIPLE TIMES TO REINFORCE
RECOGNITION AND UNDERSTANDING.
REPETITION HELPS CHILDREN REMEMBER
AND COMMUNICATE MORE EFFECTIVELY

This activity helps your child distinguish similar sounds. Repetition allows them to practice hearing and producing those sounds and words in supportive environments. Hearing multiple times helps reinforce recognition, which is essential for language development. This technique allows your child to recognize and produce rhyming words and syllables. This will allow them to develop phonemic awareness, especially when focusing on the syllable “ant” In different contexts within the story.

Repetition Activity:

Begin by introducing the book. Say "Today we are going to read 'See you Later, Alligator'."

Introduce the Goodbye Phrases: Start by reading the first few pages of the book. Emphasize each goodbye phrase, such as "See you later, alligator" and "After a while, crocodile," and repeat the phrase twice for emphasis.

Encourage Repetition: Pause after each goodbye phrase and encourage your child to repeat it back to you. For example, after saying, "In a while, crocodile," ask, "Can you say that with me?" Repeat the phrase together a few times to encourage language practice. If they can't say the entire phrase, encourage them to say either the first part of the phrase, or the last word.

Add Rhythm and Rhyme: As you continue reading, add a light clapping or tapping rhythm to each goodbye phrase to make the repetition more engaging. Invite your child to join in with the rhythm as they repeat each phrase. This helps them retain both the phrase and the rhyming pattern.

Create a "Goodbye Parade" Game: Using a toy or prop that matches each character in the book (like an alligator, mouse, or bee), go through the book again, this time "marching" each character across a small surface, like a table or play mat, as you repeat the phrases. After each character says goodbye, prompt your child to say the phrase back as the toy "leaves the parade."

Finish with a Recap:

End by asking your child to recall as many of the goodbye phrases as they can. If needed, give prompts by saying the first few words and letting them complete the phrase.



Monica Weston
AuD CCC-A/SLP

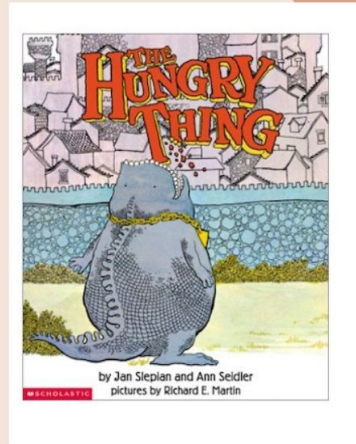
Parent Tip:
Be Encouraging: Praise your child's efforts and celebrate when they correctly say the words/phrases.

December

The Hungry Thing by Jan Slepian

Core Standards for 3 year olds

- With prompting and support, participate in activities that explore how print conveys meaning and how the illustrations/photographs relate to the text.
- With prompting and support, ask and answer simple questions relating to a text, media, or information presented orally.
- With prompting and support, explore syllables in simple words (for example, clap children's names).



LISTENING AND SPOKEN LANGUAGE STRATEGY:

CHECK FOR UNDERSTANDING & AUDITORY CLOSURE

AUDITORY CLOSURE IS THE STRATEGY WHERE YOU ENCOURAGE YOUR CHILD TO "FILL IN THE BLANK". CHECKING FOR UNDERSTANDING IS THEN ASKING A QUESTION TO ENSURE YOUR CHILD UNDERSTANDS WHAT THEY'VE HEARD.

This activity helps your child engage and practice their listening skills. It will also help them to grow their comprehension and understanding through processing information given to them. Auditory closure is when a piece of information is intentionally left unfinished and you encourage your child to finish the missing word or phrase. Checking for understanding will then improve comprehension, and build expressive language skills. Both auditory closure and checking for understanding encourages children to pay close attention to what they hear and helps them become active participants in their communication.

Auditory Closure & Check for Understanding Activity:

Begin by introducing the book. Say "Today we are going to read 'The Hungry Thing'." Introduce the "Hungry Thing" character who likes to request foods in funny ways. Explain that you'll help figure out what he wants by filling in the correct word when he gives part of a clue.

For example, say, "The Hungry Thing says he wants schmancakes. I think he means pan____." Pause, prompting your child to fill in "pancakes." If they need help, repeat the sentence and emphasize the sounds.

After your child fills in the missing word, show a few picture cards, including the correct food (pancakes, spaghetti, or pizza). Ask, "Which one is the food he wanted?" to confirm they understood the term correctly. If they pick the wrong card, gently prompt them to think again, reviewing the sounds in the word.

Explain to your child that each food the Hungry Thing wants has its own rhythm, you can tap or clap out by listening to the number of syllables. For instance, "pan-cakes" has two claps, "spa-ghet-ti" has three, and "pi-zza" has two.

Extension activity: Read Aloud with Acoustic Highlighting:

As you read the book, emphasize key food names and rhyming sounds by slightly increasing volume, slowing down, or stretching out the sound. For instance, say, "The Hungry Thing says he wants schmancakes. I think he means PANcakes," with extra emphasis on "pancakes."



Monica Weston
AuD CCC-A/SLP

Parent Tip:

When doing auditory closure with your child, use songs, phrases, or books they already know. Familiar content gives confidence to complete the missing information.