

HABLEMOS Y LEAMOS JUNTOS!

ACTIVIDADES Y MATERIALES DE LENGUAJE



HABLA CON TU HIJO

- Mira a tu hijo cuando le hables
- Dale tiempo a tu hijo para responder en la conversación
- Deja que tu hijo elija entre dos objetos
- Hazle preguntas a tu hijo
- Nombra los objetos usando una sola palabra
- Usa palabras que creas que tu hijo entenderá
- Usa una voz animada o con emoción al hablar con tu hijo
- Canta con tu hijo (ver lista de canciones en el reverso)

LECTURA COMPARTIDA

Cómo hacer que la lectura con tu hijo sea más significativa:

- Haz preguntas
- Habla sobre las imágenes
- Habla sobre los sentimientos
- Describe las acciones
- Anima a tu hijo a adivinar qué pasará después
- Señala el título, el autor y el ilustrador en la portada
- Usa gestos y expresiones faciales para que sea divertido
- Resalta las rimas
- Anima a tu hijo a volver a contar la historia

CONSEJOS DE LECTURA PARA PADRES



ESCANEE PARA VER Y ESCUCHAR EL CUENTO!



Mi Pueblo



Clic Clac Muu



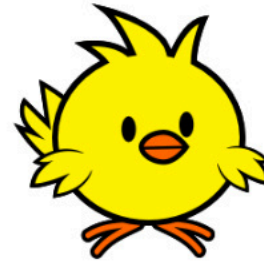
Buenas Noches a Todos

CANCIONES PARA CANTAR CON TU HIJO!

Canciones:



Patitos cua cua cua
Corre trencito
Cú cú cantaba la rana
La vaca lola
Había una vez un avión
Tres pececitos
Los pollitos dicen
Mariposita
Saco una manito
Pin Pon



A la rueda de San Miguel
La foca Ramona
Arroz con leche
A la víbora
A la rorro niño
Un elefante se balanceaba
El auto de Papá
Un barco chiquitito
Debajo un botón
Mi carita
Mi granja
El señor don Gato
Caballito blanco
Los cochinitos dormilones
El patio de mi casa
Bartolito
Estrellita
La pequeña araña
La cucaracha
Yo tenía diez perritos



LET'S TALK AND READ TOGETHER!

LANGUAGE ACTIVITIES AND MATERIALS



TALKING WITH YOUR CHILD

- Look at your child when speaking to them
- Give your child time to respond in conversation
- Let your child choose between two items
- Ask your child questions
- Label items and objects using one word
- Use words you think your child will understand
- Use an animated/emotional voice when speaking to your child
- Sing with your child (see song list on back)

SHARED READING

How to make reading with your child more meaningful:

- Ask questions
- Talk about pictures
- Talk about feelings
- Describe actions
- Encourage your child to guess what happens next
- Point to title, author, and illustrator on the cover
- Use gestures and facial expressions to make it fun
- Emphasize rhymes
- Encourage child to retell story

READING TIPS FOR PARENTS



SCAN TO WATCH AND LISTEN TO THE STORY!



The Very Hungry Caterpillar



Goodnight Moon



The Rainbow Fish

MUSIC MILESTONES!



Activities to Support the Development of Music Milestones*

Adapted from: Barton, C. (May 2010). "Music, Spoken Language, and Children with Hearing Loss: Using Music to Develop Spoken Language, Part 2." Retrieved 3/28/11 from SpeechPathology.com

| AGE | MUSIC MILESTONE | MUSIC ACTIVITY |
|-----------------------|---|--|
| 0 – 3 MONTHS | Alerts and calms to music; prefers  singing; coos/cries | Sing lullabies; gently rock and pat to music |
| 3 – 6 MONTHS | Musical babbling; repetitive movements in response to music; turns to the source of music; prefers higher pitched voices | Imitate baby's babbling; provide shakers, bells, and simple rhythm toys; bounce gently to music |
| 6 – 9 MONTHS | Occasionally matches pitch; larger repetitive movements; recognizes familiar melodies; uses descending vocalizations | Imitate spontaneous songs; play pitch matching games using "la-la" or "loo-loo"; easy finger play songs; nursery rhymes with movement |
| 9 – 12 MONTHS | "Sings" spontaneously; recognizes and attempts to sing along with familiar songs | Provide songs for different activities (like wake-up/bath time/bedtime, etc.); a variety of recorded music; drums and xylophones |
| 12 – 18 MONTHS | Dances to music; pays attention to lyrics; sings snippets of learned songs; more pitch matching; starts to match movements to music | Dance baby on your feet; sing simple songs/ chants/nursery rhymes; sing songs with repetitive chorus like E-I-E-I-O and B-I-N-G-O |
| 18 – 24 MONTHS | Looks for dance partners; spins, marches to music; spontaneous songs have steady rhythm; able to imitate songs; lyrics more accurate than pitch | Experiment with different voices (big/little/ high/low); make sounds with voice to encourage vocal range (sirens, birds, animal noises) |
| 2 – 3 YEARS | Learns singing vs. speaking voices; sings in different keys and meters; matches pitches consistently; some instrument discrimination | Play guessing games with familiar songs and instruments; add repetitive rhythmic accompaniment to singing; sing sequential songs, like "If You're Happy and You Know it" |
| 3 – 4 YEARS | Begins to discriminate between familiar instruments; uses rhythm instruments to accompany their songs; melodic contour is intact; makes up songs | Marching band with rhythm instruments; high/low; up/down; play/stop; fast/slow; loud/soft; nonsense songs; read books based on familiar songs |
| 4 – 5 YEARS | Maintains steady beat while moving to music; sings melody with pitch accuracy; plays melodies on simple instruments; can remember songs in head; begins to read and write rhythmic notation | Sing rounds like "Row your boat"; practice singing; provide diverse genres and styles of music recordings/songs/games |
| 5 – 6 YEARS | Maintains steady beat while moving to music; sings melody with pitch accuracy; plays melodies on simple instruments; can remember songs in head; begins to read and write rhythmic notation | Sing rounds like "Row your boat"; practice singing; provide diverse genres and styles of music recordings/songs/games |
| 6 – 7 YEARS | Develops tonal center ¹ ; starts to sing harmony and rounds; vocal range focused around 5-6 notes; expands rhythmic and melodic written notation | Build a repertoire of familiar songs; provide opportunities for music improvisation, reading, and writing notation; music lessons |
| 7 – 9 YEARS | Vocal range expands; uses more complex meters and harmonies; demonstrates music preferences | Offer individual and group music experiences; provide music games (computer, board) that focus on music terminology, notation, and discrimination |

