

Talking About Summer

A Summer Resource Notebook for Listening & Spoken Language Preschool Teachers to Share with Families

Note to teachers:

- We all know that learning, listening, and talking doesn't end with the school year. This notebook can help you continue supporting your students and their families during the summer.
- Parents often ask how to continue supporting their child's language and listening progress during the summer. This notebook gives guidance, resources, and concrete examples to families which will empower them to maximize their child's language opportunities in everyday activities.
- Print all pages that contain page numbers and put them in a three ringed binder for each family. During parent coaching sessions throughout the school year, introduce the following informational pages when the topic is appropriate: Listening and Spoken Language Strategies, Vocabulary, Listening Skills, and Academics. Print the journal cover page and as many of the empty journal pages that you choose to add in the child's notebook. These will be the pages that parents and children will create together. Print one sided only and place the informational pages in sheet protectors in the notebook. This helps if you want to add any other informational pages in the future to make it more individualized for each family.

Meet the Author:

Eleanor grew up in North Carolina where she received her undergraduate degree in Auditory Oral/Birth through Kindergarten from the University of North Carolina at Greensboro.

She then moved to Phoenix, AZ to work at a Listening and Spoken Language (LSL) school called Desert Voices. She has been a Preschool LSL teacher here for 8 years. During this time, the parents of her students helped her identify that there is a great need for some type of resource that could be taken home and used over the summer. Knowing that parents are the child's lifelong teachers, she created this notebook as a tool that parents can look back to that will help them identify areas where they can support their child's listening and language development in their everyday activities. Her greatest hope is that by using this tool, families will realize how much they already do and feel pride in themselves and their children.

Eleanor graduated in May 2020 from Utah State University with a Master of Education (MEd) degree in Communicative Disorders and Deaf Education, with an emphasis on Listening and Spoken Language.

Developed by Eleanor Beerbower

Project in partial fulfillment of the Master of Education Degree in Communicative Disorders and Deaf Education at Utah State University ©2020 Utah State University

Project Chair: Lauri H. Nelson, Ph.D

These materials were developed for children who are deaf or hard of hearing, their families, and for professionals who serve them. It can be reproduced for individual use, but content or design may not be altered without the expressed written consent of the author and Utah State University.

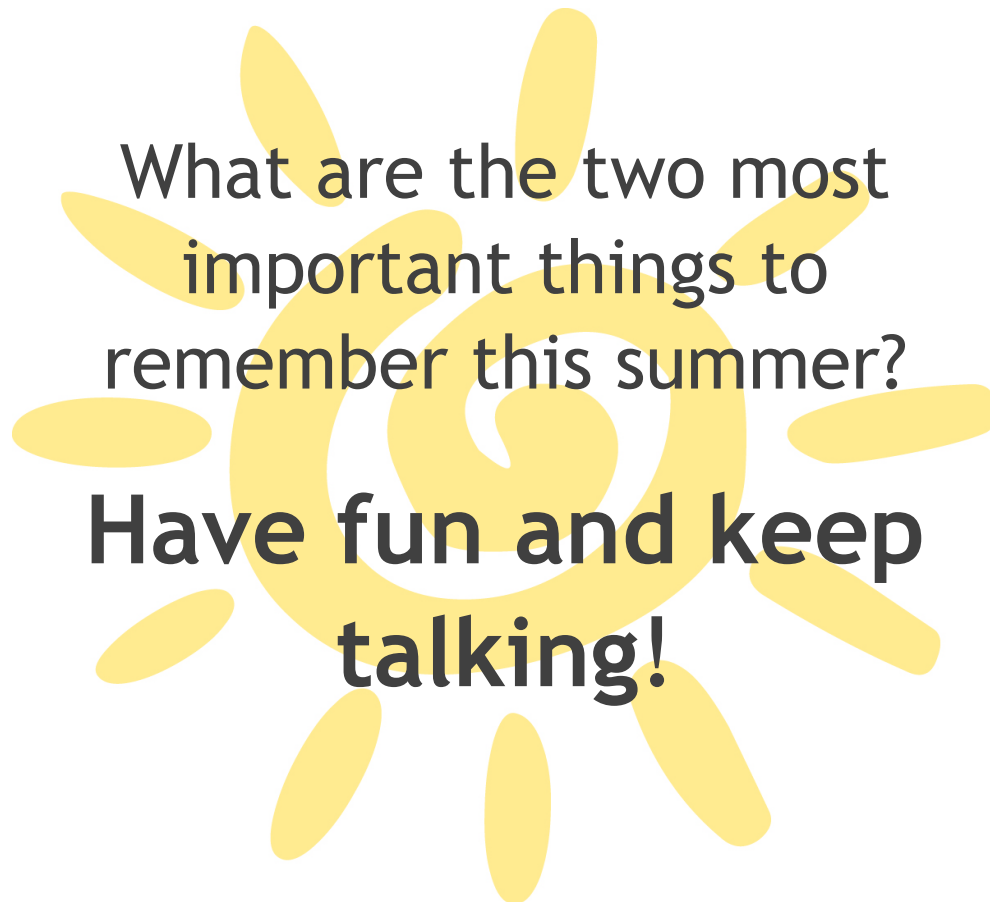


<http://www.heartolearn.org/>

¹Talking About Summer....

Learning, listening, and talking doesn't end with the school year.

Parents and teachers have a shared partnership in educating and supporting our children!



What are the two most important things to remember this summer?

Have fun and keep talking!

What's in the notebook?

- Informational Pages:
 - How to Use Your Summer Notebook, page 2
 - Listening and Spoken Language (LSL) Strategies, page 3
 - Vocabulary Information, page 4
 - Listening Information, page 5
 - Academic Information, pages 6 & 7
 - Bringing It All Together, pages 8-14
 - How to Create a Summer Journal, page 15

Followed by a journal cover and blank pages for you and your child to create a summer journal together!

How to Use Your Summer Notebook

- Look through the informational pages (pages 3-7) for details about Listening and Spoken Language strategies, vocabulary skills, listening skills, and academic skills.
- Refer to the ideas on pages 8-14 for ideas of how to support these skills in everyday routines, while at the grocery store, at the pool, reading books, using technology, getting ready for bed, and even while you're in the car.
- Start identifying all the things you are already doing to support your child's learning, listening, and talking skills. (You'll find you are doing a lot!)
- Help your child find a special spot to keep their notebook.
- Work together!
- Make it fun!
- If it helps, make a specific day and time to work on the journal pages throughout the summer.
- Remember, your child can do this with any special person in their life! Invite other family members to participate in activities or creating journal pages with your child.
- I can't wait to see your child's pride and hear all the new things they can tell me about when we're back at school sharing their summer journal.

Listening and Spoken Language (LSL) Strategies



1. Auditory First

1st: Make sure your child's hearing equipment is working & on during all waking hours.
2nd: Use only words when directing or asking your child something- NO pointing or gestures. (See Auditory Sandwich)



2. Auditory Sandwich

If your child didn't understand when you used auditory first (without visuals) then you can give them extra support by showing them what you meant and then following up again with only the words. **listening - seeing - listening**



3. Wait Time

Wait 7-10 seconds before giving any help. This lets your child have time to think about and then respond to what they heard.



4. Auditory Bombardment

Use a sound, word, or phrase over and over to let your child hear it multiple times a day in different routines. They don't have to say it yet, the focus is on exposure!



5. Open-Ended Questions

Ask your child questions that are not just yes or no questions. This will help guide them to respond with more complex language and use their critical thinking skills.



6. Self-Talk & Parallel-Talk

Talk out loud about what you and your child are doing, seeing, hearing, or feeling. Narrate your lives! This will help your child learn vocabulary, notice how language flows naturally, and hear your thoughts out loud.



7. Conversational Turns

Make sure your child has an opportunity to be a part of the conversation. Don't be afraid to wait for their input- whether that is a sound, word, or sentence!

Vocabulary

“Vocabulary” refers to individual words. Children are surrounded by words, some of which they know, many of which they don’t. Children who are deaf or hard of hearing don’t tend to “just pick up” new words, so you need to be intentional about helping them expand their vocabulary.

Where can new words be taught and learned? EVERYWHERE!

at home

at the pool

in the car

at Grandma’s

in the classroom

at the playground

at the restaurant

What vocabulary is important in your child's life? We want children to learn as many words as possible; however, this task can feel daunting. Focus on the words that are already important in your child’s everyday life. Find nouns, adjectives, verbs, and prepositions that are routine parts of your child’s day, label and talk about them. All daily activities can be rich with vocabulary!

Bike riding:

- **Nouns:** bike, helmet, handlebars, pedals, bike, sidewalk, road, driveway
- **Adjectives:** fastest, slow, bumpy
- **Verbs:** ride, put on, crash, break
- **Prepositions:** on (the road), down (the hill), around (the corner), to

Examples:

Getting dressed:

- **Nouns:** types of clothing, body parts, drawer, hearing aid, processor, buttons, zipper
- **Adjectives:** clean, dirty, colors
- **Verbs:** put on, take off
- **Prepositions:** on (my foot), over (my head)

Brushing teeth:

- **Nouns:** toothbrush, toothpaste, bathroom, sink, water, mirror, cavity, stool
- **Adjectives:** cold, wet, dirty, shiny, white
- **Verbs:** turn on, turn off, spit, brush, rinse, squeeze
- **Prepositions:** in (the sink), on (the stool)

Sometimes children latch onto one word that goes along with an activity or routine. For example:

- A child may use the word "drink" for all of the following words: “water”, “cup”, “pour”, “drink”, “milk”, “water”, “juice”.
- A child may use "brush teeth" for all of the following: "teeth", "toothbrush", "toothpaste", "sink”.

Can you identify some of these “substitution” words that your child uses? Make sure to use more specific vocabulary during these times.

Listening Skills

Listening takes practice and you can help your child practice their listening skills anytime and anywhere! These skills can be embedded into every part of your child's day.

If your child is newer to listening:

Point out sounds that you hear around you as often as you can. If the dishwasher turns on- point to your ear, show a surprised face, and say, "I heard that!" or "Listen!" This helps your child detect that a sound is present. Also, point out sounds that you notice your child has heard, "You heard that! The dishwasher said 'whirr whirr.'"

- Draw attention to any sound that you hear while you are around your child: the washing machine starting up, the phone ringing, the dogs barking, a car horn, the air conditioner, music.
- Create sounds for your child to listen to (making sure they don't see what you're doing!): push the button on a singing toy, drop a book on the floor, get someone else to ring the doorbell, make noise while cooking.

How do you know that your child heard the sound? Look for these responses:

Did they blink their eyes?

Did they stop or begin movement?

Did they turn to the sound?

If your child's listening skills are more developed:

One way to embed listening activities into your daily lives is by supporting your child in following 1- or 2-step directions. The number of steps in the direction you give will depend on your child. When you tell them two things to do, are they having trouble remembering what you said? Maybe take a step back and give them a 1-step direction. The important thing to remember is to use **Auditory First** (that means no visual cues!) when giving your direction. If they need more support, use the **Auditory Sandwich** strategy by following up with a visual cue of pointing or gesturing and then saying the direction again.

Examples:

Getting ready for bed

1-step direction:
"Put on your pajamas."

2-step direction:
"Put on your pajamas and then go to the bathroom."

Setting the table

1-step direction:
"Put the plate on the table."

2-step direction:
"Put the plate on the table and get the salt."

Cleaning up

1-step direction:
"Put the book away."

2-step direction:
"Put the book away and then clean up the blocks."

Getting ready to go

1-step direction:
"Get your jacket."

2-step direction:
"Get your jacket and turn off the lights."

Getting dressed

1-step direction:
"Put on your blue shorts."

2-step direction:
"Put on your blue shorts and then get your socks."

Academics

As you know, math and reading are really important parts of your child's early education. Here are some math and emergent literacy skills found in the Arizona Early Learning Standards that you can reinforce for your child in their summer activities.

Math Skills to work on at home:

Practice counting 1-20 in order (rote counting).

Help your child sort items by shapes, colors, size, texture, use.

Practice counting a group of objects by touching & counting each item (1-to-1 correspondence).

Name these shapes when you see them:



Point out and name written numbers 1-20 to help your child recognize them.

Point out patterns.

“Your shirt has a pattern! Red, blue, red, blue.”
“Follow this pattern” stomp, stomp, clap, stomp, stomp, clap.

Use comparing words like: more than, fewer than, the same.

“I have more blocks than you.”
“We have the same number of cookies!”

Use measurement words in conversations.

“Your book is bigger than mine.”
“You are shorter than Grandpa.”

Ask your child, “How many ___?” Help them count and answer in a phrase.

“How many dolls do you have?”
“1, 2, 3. Three dolls”

Academics (continued)

Emergent Literacy Skills

to work on at home:

Phonological Awareness

These skills relate to the sounds heard in words. They include the identification of letter sounds, rhyming words, and syllables within a word.

- **Point out the initial sounds in words**
 - **How?** Start by pointing out the initial sound of the name of each person in your family. “/d/-/d/, Daddy. Daddy starts with /d/.” (/d/ stands for the sound that the letter d makes.)
- **Point out rhyming words**
 - **How?** Many children’s books have sentences that rhyme. For example, while you are reading Dr. Seuss’s Green Eggs and Ham say, “‘Would you like them in a house? Would you like them with a mouse?’ Listen, house, mouse. They rhyme!”
- **Clap or march out syllables in words**
 - **How?** Pick a category of words that are important to your child, such as food, and clap your hands for each syllable: “wa-ter-mel-on”, “ap-ple”, “grapes”. Have your child clap or march out the syllables with you.

Alphabet Knowledge

These skills relate to an understanding of the alphabet, especially written letters.

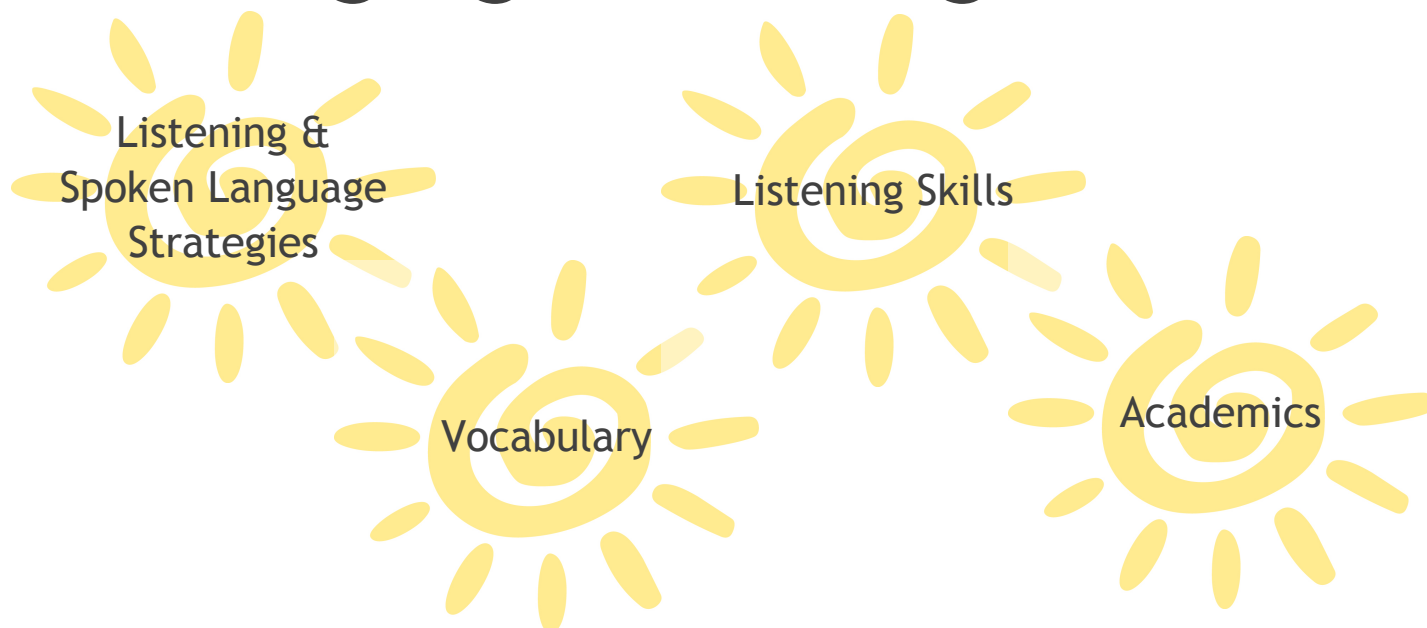
- **Discriminate letters from other shapes and symbols**
 - **How?** Use the word “letter” whenever you are looking at or talking about letters with your child.
- **Identify some written letters**
 - **How?**
 - Surround your child with letters. Alphabet magnets, puzzles, and books are great. Name the letters that your child interacts with.
 - Remember that children love to name the letters in their own name!

Book Handling Skills

These skills relate to how your child interacts with books.

- **Hold books correctly and turn pages**
- **Identify where to begin reading on the page**
- **Identify title, author, & illustrator**
 - **How?** READ, READ, READ with your child!! They can learn these skills through observation and participation in daily interactions with books.

Bringing It All Together!



Having so much information may seem a little overwhelming, but take a deep breath! Have you noticed different things from this notebook that you are already doing? My guess is that you already include an amazing amount of language, vocabulary, listening, and academic enrichment in your daily interactions at home.

You are the expert when it comes to knowing your child.

The following pages will give you some detailed ideas of how to bring all of these skills together into different types of activities and routines that you and your child can do together:

Grocery Store
page 9

Pool & Water Play
page 10

Books
page 11

Technology
page 12

Going to Bed
page 13




In the Car
page 14



<https://www.pikpng.com/transpng/hohhTwT/>

Grocery Store

LSL Strategy Ideas

-  **Auditory First:** Tell your child to “Get 3 apples.”
-  **Wait time:** Wait 7-10 seconds with an expectant look towards your child.
-  **Auditory Sandwich:** If they didn’t understand you can show them 3 on your fingers and then follow up with telling them again, “Get 3 apples.”

*** It can be very useful to combine these three strategies together! ***

Academic Ideas

- **Math:**
 - Point out or ask about the numbers on the price tags.
 - Ask your child, “How many ____s did we get?” Help them count if they need some extra support!
 - Point out shapes you see in food: “That orange looks like a circle!”, “What shape is that slice of pizza?, You’re right, it’s a triangle!”, “Do you want cookies that are shaped like a square or a heart?”
- **Emergent Literacy:**
 - Point out initial sounds in the words of the food you are getting. “/p/-/p/, pancake. Pancake starts with the /p/ sound!”
 - Point out letters on signs or cartons you see at the grocery store. “That’s the letter A.”

Vocabulary Ideas

- **Nouns:** cereal, milk, ice cream, ham, rice, grocery store, aisle, list, shopping cart, basket, shelf, purse, wallet, cashier
- **Adjectives:** (color, size, texture, flavor): red, yellow, big, little, medium, bumpy, smooth, sweet, vanilla
- **Verbs:** buy, push, pay, open, get
- **Prepositions:** in (the basket), on (the shelf), under (the cart), down (the aisle)

Listening Skills Ideas

- **New listeners:** Point out different sounds you’re hearing around you. When someone speaks over the intercom, point to your ear and say, “I heard that! They said, ‘Clean up on aisle 3, please.’” Or if a baby is crying in the other aisle you can point to your ear and say, “I hear that baby crying!”
- **Later listening skills:**
 - Give a 1-step direction: “Pick your favorite cereal.”
 - Give a 2-step direction: “Get some chips and put them under the cart.”

Language Ideas

- Include your child in making the grocery list by drawing pictures next to each word so they can know what you are looking for.
- Ask them questions while you’re shopping to help carry on a conversation. “What do you want to eat for dinner?”, “Where do you think the ice cream is? On the shelves or in the freezer section?”, “Do you know who LOVES to eat bananas?”



Pool & Water Play

LSL Strategy Ideas

- **Auditory First:** If your child has water compatible hearing devices, use them!
- **Auditory Bombardment:** Use new words over and over. Perhaps your child doesn't know the word "pool". Let them hear this word repeatedly while you are getting ready to go to the pool. "You have to wear a swim suit in the pool. Do you think you'll jump in the pool or get in the pool by the stairs? It is such a hot day, I'm excited to swim in the pool. We'll bring your waterproof processor to the pool." The hope is that they will hear the word "pool" enough that they will be able to say it.

Academic Ideas

- **Math:**
 - Ask your child how many pool toys they want to throw in the water and then have them count out that many toys.
 - Point out the numbers on the side of the pool that represent the depth of the water. Ask your child to name the numbers that they see.
 - Point out color patterns on the flags that fly over the pool. "Look, I see a pattern in those flags: green, yellow, blue, green, yellow, blue, green, yellow, blue."
- **Emergent Literacy:**
 - Read books from the library about the pool. Point out the title and author of the book.
 - Take pictures of your child at the pool and then help them create a book at home about their trip to the pool. Ask them to tell the story and write what they say below the pictures. Add this to your bookshelf at home.

Vocabulary Ideas

- **Nouns:** swimsuit/bathing suit/swim trunks, pool, water, sunscreen, towel, sandals/flipflops, goggles, sunglasses, float, splashpad
- **Adjectives:** wet, dry, slippery, hot, cold, freezing
- **Verbs:** jump, swim, dive, hold (my breath), spray (the sunscreen), rub (the sunscreen), splash
- **Prepositions:** in (the pool), above (the water), below (the water), next to (the pool)

Listening Skills Ideas

- Point out the different sounds you hear around the pool: children laughing or crying, the splash of the water, the lifeguard's whistle, the "boing" of the diving board
- Give directions: "First we have to put on sunscreen and then you can jump in the pool.", "Put your towel on your chair.", "Will you get an applesauce pouch from the cooler?"




Language Ideas

Water play doesn't only have to be at the pool. You can have rich conversations with your child at a neighborhood splash pad, while getting water balloons ready for an epic backyard battle, while washing the car, and even just playing in the bathtub on a hot day.



<http://clipart-library.com/clipart/n752239.htm>

LSL Strategy Ideas

-  **Auditory First:** Before you show pictures on the next page, give a hint about what your child is going to see. You could give hints like, “‘Moooooo’! What did you hear?” and then wait until they say, “a cow!” or more detailed hints like, “I see an animal that lives at the farm, it is black and white and gives us milk.”
-  **Wait Time and Auditory Sandwich:** Once you ask your child a question about the book, make sure to wait for 7-10 seconds. If they don't respond, you can give them a visual cue (by pointing at the picture) and then ask the question again.
-  **Open-Ended Questions:** Ask questions that will get your child thinking and using more complex language: “What do you think is going to happen to the cookie?” Rather than a yes or no question such as, “Do you think the fox will eat the cookie?”

Academic Ideas

- **Math:**
 - Point out colors, numbers, shapes, and patterns in any book that your child enjoys.
- **Emergent Literacy:**
 - Read books to your child that have rhyming words “Mat, sat, cat. Those words rhyme!” or alliteration “Silly Sally. Those both start with the /s/ sound.”
 - Point to the words while you read. This will help your child learn that print has meaning.

Books

Vocabulary Ideas

- **Nouns:** book, page, shelf, library, card, names of favorite books, title, author, cover, words
- **Adjectives:** big, little, heavy, numbers (two books)
- **Verbs:** read, turn (the page), check out, borrow, predict
- **Questions to ask:** Who?, What?, Where?, What color?, How many?, Do you...?, Why?, What do you think...?

Listening Skills Ideas

- Using the Auditory First strategy, you can have them listen to what is on the next page before they see it. For example, if the book is about a baby and the next page the baby is crying, you can take a peek at the next page and say, “Waaaah! Waaaah!” and then wait to see if your child will say something such as, “the baby cries” or “sad baby.”
- You can also use the pictures in the book to have your child listen for different directions, “Point to the yellow car and tell it to stop!”, “Show me two elephants who are eating.”

Language Ideas

- ****Read together every day!****
- Get your child their very own library card and let them choose books at the library.
- Let your child creatively tell the story in their own words from the pictures they see.
- If it's hard to remember what questions to ask, it may be helpful to write these question words on a sticky note and keep that sticky note with you when you are reading with your child. (see question types above)
- Let your child read the same book over and over. This lets them develop better understanding of the sequence of the story. You can also stop before the last word of the sentence and see if they will fill it in.



<https://www.jing.fm/iclipt/u2q8e6r5u2u2a9i1/>

Technology

LSL Strategy Ideas

- **Self-Talk:** As you turn on the TV, say what you are doing out loud. "We are going to watch TV. Where is the remote? Ah, it was under the cushion. Now I need to push the green button to turn it on. I wonder what we'll watch... (flipping the channels) No, I don't want to watch a cooking show. Oh! I found your favorite cartoon with the pig family! It's called..."
- **Parallel-Talk:** If your child is playing a video game, talk out loud about what they are doing. "You are driving your red car so fast! You went around the curve and, OH NO! You drove off the road! The bird picked up your car and put you back on the road. You're starting up the engine and driving as fast as the car will go. Wow, you already passed the blue car!"

Academic Ideas

There are many apps that can provide math and reading support for your child. But remember to first research these apps and try them out yourself to make sure that they will be enriching for your child. Check out the website www.common sense media.org as a helpful tool to learn more about specific apps and to learn how you can be an active participant while your child plays.

Math:

- Help your child identify the numbers on the remote and on the TV when you change the channel.
- **Emergent Literacy:**
 - Watch enriching shows together, like Sesame Street, that expose your child to letter names and letter sounds.

Vocabulary Ideas

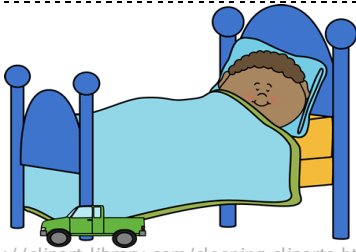
- **Nouns:** TV, video game, movie, TV show, iPad, remote, phone, buttons, controller, finish line, app, names of shows and games
- **Adjectives:** fast, slow, on, off
- **Verbs:** turn off, turn on, watch, play, drive, charge
- **Prepositions:** in front of (the TV), on (the couch), in (the living room)

Listening Skills Ideas

- Point out sounds that you hear on the TV. "I heard that! The firetruck on the show said wee-oo-wee-oo!"
- Give directions to your child in preparation for watching TV. "First pick up your toys and then you can watch TV."
- Add critical elements to your directions when your child is picking a character for you. "I want to be the boy with the red hat and I want to drive the yellow car."


Language Ideas

- Video chat to stay connected with family. (This also lets your child work on their listening skills.)
- Find apps that represent routine parts of your child's day, such as Pepi Bath or My PlayHome.
- To help make sure that technology is used to enhance your child's life rather than detract, create a [Family Media Plan](#).
- [American Academy of Pediatrics](#) advises avoiding media use for toddlers younger than 18 to 24 months (other than for video chatting) and limiting screen time for children ages 2 to 5 to 1 hour a day.
- Be sure to interact with your child while they use any technology. Explain what you see on the screen, pause the movie to ask your child questions, play video games together, discuss the show afterwards to make connections to your child's real life.



<http://clipart-library.com/sleeping-cliparts.html>

LSL Strategy Ideas

-  **Conversational Turns:** Use bedtime as a time to chat with your child.
 - Ask questions and wait for their response.
 - Parent: “Which book do you want to read?” (wait time)
 - Child: “The farm one.”
 - Parent: “I love that book. Do you remember what the cow likes to eat?” (wait time)
 - Child: “Corn!”
 - Use familiar books to work on conversational turns. You “read” what one animal is saying and have your child “read” what the other is saying. You don’t have to use the exact words. Your focus is helping your child take turns in a conversation.

Academic Ideas

- **Math:**
 - Count out loud while your child brushes their teeth. Hearing you count is a great way to begin learning how to count themselves.
 - Discuss the shapes, colors, or patterns that are on your child’s pajamas or blanket.
- **Emergent Literacy:**
 - Read every day! A nightly bedtime ritual nurtures a love for books, builds listening and early reading skills, and creates shared family memories.

Going to Bed

Vocabulary Ideas

- **Nouns:** bedtime, pajamas, toothbrush, toothpaste, potty, bedroom, bed, pillow, blanket, light, night light, book, stuffed animal, processor, hearing aid, battery
- **Adjectives:** dark (bedroom), soft (blanket), wet (diaper), sweet (dreams)
- **Verbs:** change (clothes), read, brush, charge (battery), say (goodnight), turn off (the light), take off (my shirt), put on (my pajamas), snuggle, kiss
- **Prepositions:** on (the bed), under (the bed), in (the bathroom)

Listening Skills Ideas

- Bedtime is a great time to give your child directions to follow. Make sure to switch up your directions sometimes to make sure that they are listening and not simply remembering their routines:
 - **1-step direction:** “It’s time to brush your teeth.”, “Go get your pajamas.”
 - **2-step direction:** “Pick a book, then turn off the overhead light.”, “Let’s say ‘goodnight’ and then you can take off your processors.”

Language Ideas

- Create a bedtime routine that your child learns to expect each night.
- Pretend play bedtime with your child. Help them put their teddy bear or doll to bed. Put on the bear’s pajamas, pretend to brush their teeth, tuck them in bed, read them a book, say goodnight, and turn off the light.
- There are lots of books about bedtime at the library! Read them with your child and compare the story to your child’s nightly routine.



<http://clipart-library.com/clipart/1036629.htm>

LSL Strategy Ideas

- **Parallel-Talk:** Talk about where you are going, what you will do when you get there, and what you see outside of the car.
- **Open-Ended Questions:** Ask your child questions to help them think past what is concrete and in front of them. Rather than, “Who will buckle you up?”, you could ask, “Why do you think we always have to buckle up?”
- **Wait Time:** Pause after you ask a question or make a statement to give them time to process and respond. Wait Time encourages conversational turns. (I say something, you say something.)

Academic Ideas

- **Math:**
 - Count out loud together to see how long the red light takes.
 - Point out different shapes on signs and buildings. Describe and name each shape you see.
 - Talk about numbers you see as you drive.
- **Emergent Literacy:**
 - Keep a variety of children’s books in your car for you child to look at during the drive.
 - Point out different letters on signs. Connect them to a name or item that your child is familiar with. “That sign has an M. Maya’s name starts with M.”

In the Car

Vocabulary Ideas

- **Nouns:** car, van, truck, door, seatbelt, car seat, horn, keys, wipers, window, road, red light, green light, street sign
- **Adjectives:** fast, slow, colors, sizes, shiny, dirty, loud
- **Verbs:** drive, ride, turn on, turn off, go, stop, slow down, honk
- **Prepositions:** to (grandma’s house), at (school), in, out

Listening Skills Ideas

- The car is a great place to use your child’s personal FM system or microphone if you have one. It will send your voice directly to their hearing device and will cancel out some of the background noise that can make it hard to hear in the car.
- Point out and label different types of sounds you hear while driving: sirens, horns, crosswalk warnings, airplanes, trains.
- I-Spy is a fun listening game to play and it encourages conversational turns!
 - Parent: “I spy something that is tall and green.”
 - Child: “A tree!”
 - Parent: “Yes, you found the palm tree!”

Language Ideas

- Use the time in the car to have conversations with your child. Ask them about their day. “What did you have for lunch?” “Did you read any books today? Which one was your favorite?”
- Sing songs together! The Itsy Bitsy Spider, The Wheels on the Bus, Twinkle Twinkle Little Star, If You’re Happy and You Know It. Ask their teachers what they are singing at school. Take turns with your child in choosing the songs.

How to Create a Summer Journal

- Create a journal of your child's summer together!
- Add dates and locations to each page. This may become a treasure for your family as your child grows up!
- Help your child use a variety of materials in their journals. Anything that will help your child tell the story of their day, this could include movie tickets, a napkin from an ice cream shop, a shopping list you created together, drawings (by your child or you), stickers, your child's artwork or writings, photos, anything! These visuals will remind them of the things they did this summer.
- Make journal pages for all kinds of activities. These might include daily routines (laundry, bedtime, grocery shopping), celebrations (Father's Day, birthday party, 4th of July), summer fun (vacation, picnic, trip to the pool or the movies), or an art or cooking project with photos showing the sequence.
- Have your child decorate the cover page to make the journal their own- they can write their name, add or draw their picture, and decorate it in any way they want.
- Have your child sign each page with their name, at whatever stage of writing they are. You'll be able to watch their progress in writing as the summer goes along.
- Make your own notes on the pages to remind yourself of strategies you used, vocabulary words or academic skills you worked on, and the successes you and your child experienced together.
- Let this journal be a testament to your hard work and growth as a parent as well as your child's hard work and growth, and a record of some fun summer times together!



My _____ (year)

Summer Journal!

My name is:

This is a picture of me:

My name is:

What?

Who?

When?

Where?

LSL Strategies we
used:

Vocabulary we
used:

Auditory Skills we
used:

Academics we
used:

Resources:

Arizona Early Learning Standards, 2013,
<https://cms.azed.gov/home/GetDocumentFile?id=58795495aadebe0c98a804fc>

American Academy of Pediatrics, <https://www.aap.org/en-us/about-the-aap/aap-press-room/news-features-and-safety-tips/Pages/Children-and-Media-Tips.aspx> Children and Media Tips from the American Academy of Pediatrics, 5/1/2018

Auditory

Hear to Learn, LSL Strategies, <http://www.hearlearn.org/materials/lsl-strategies.html>

Verbal Strategies to Build Listening and Spoken Language Skills, 2016, Sherri Fickenscher, M.S., LSL Cert. AVEd, Elizabeth Gaffney, M.E.D., LSL Cert. AVEd

Common Sense Media, <https://www.commonsensemedia.org/>

Family Media Plan, <https://www.healthychildren.org/English/media/Pages/default.aspx>

Hearing First, LSL Teaching and Techniques, <https://hearingfirst.org/en/learning-growing-lsl/lsl-strategies-techniques>

The following pages are
examples of journal
entries from families:

My  (year)

Summer Journal!

My name is:

JOSEPH

This is a picture of me:

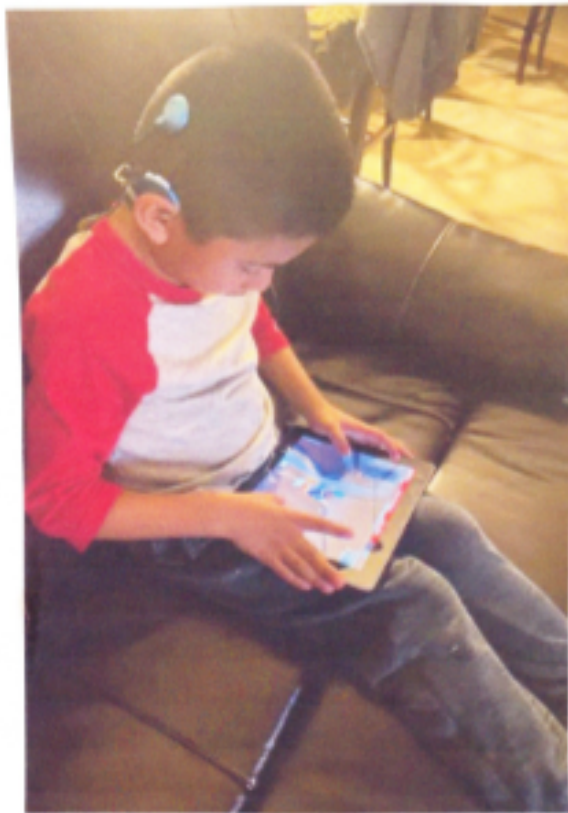
My name is: JOSEPH

What? Playing Roblox on the iPad

Who? JJ

When? 5/24/19

Where? At home



LSL Strategies we used:

Parallel talk
(JJ's big brother talked about what JJ was doing in the game)

Vocabulary we used:

iPad, charged, play, Roblox, more, fingers, screen, touch, fight, blue hair, black pants

Auditory Skills we used:

He enjoyed the sounds that came from the game. He told us what he heard.

Academics we used:

There are letters and numbers on the screen.

My name is: Vincent & Emilia

What? 4 year old check up & vaccinations

Who? Vincent, Mommy, Dadda, and Emilia

When? 6/21/19

Where? Doctor office



LSL Strategies we used:

• parallel-talk
by narrating,
wait time -
"Hi Dr. Michael"
then he
repeated

Vocabulary we used:

doctor, ouch,
lollipop, shots,
"How tall are
you?", band
aids, "so brave"
stethoscope,
squeeze your arm

Auditory Skills we used:

He followed
directions
from the
doctor.

Academics we used:

Talked about
the numbers
from measuring
& weighing
Vincent!

My name is: LILY K




What? Swim Lesson

Who? Lily, Mrs. Meghan, classmates

When? 7/8/19 - 7/10/19

Where? Surprise community Pool

SHRIMPS
(3 - 5yrs)



SKILLS TO FOCUS ON

- Ask permission
- Wear lifejacket
- Understand instructions
- Submerge head
- Float on back
- Must be permitted to wear clothes

Teacher Comments:
Lily made so much progress this session. She was such a joy to have in class. Keep working on floats and consistent 'bobs'.

Swimmer's Name: Lily

Instructor's Name: Mrs. Meghan

Advance to Guppies Needs Improvement

LSL Strategies we used:

Auditory
First: she wore her waterproof implants

Vocabulary we used:

Swim, water implant, swim suit, splash, bubbles, kick, jump, scoops, sunscreen, float, starfish, bobs

Auditory Skills we used:

Following directions:
Lily had to follow her teacher's directions

Academics we used:

One of Lily's favorite books is about the swimming pool

My name is:

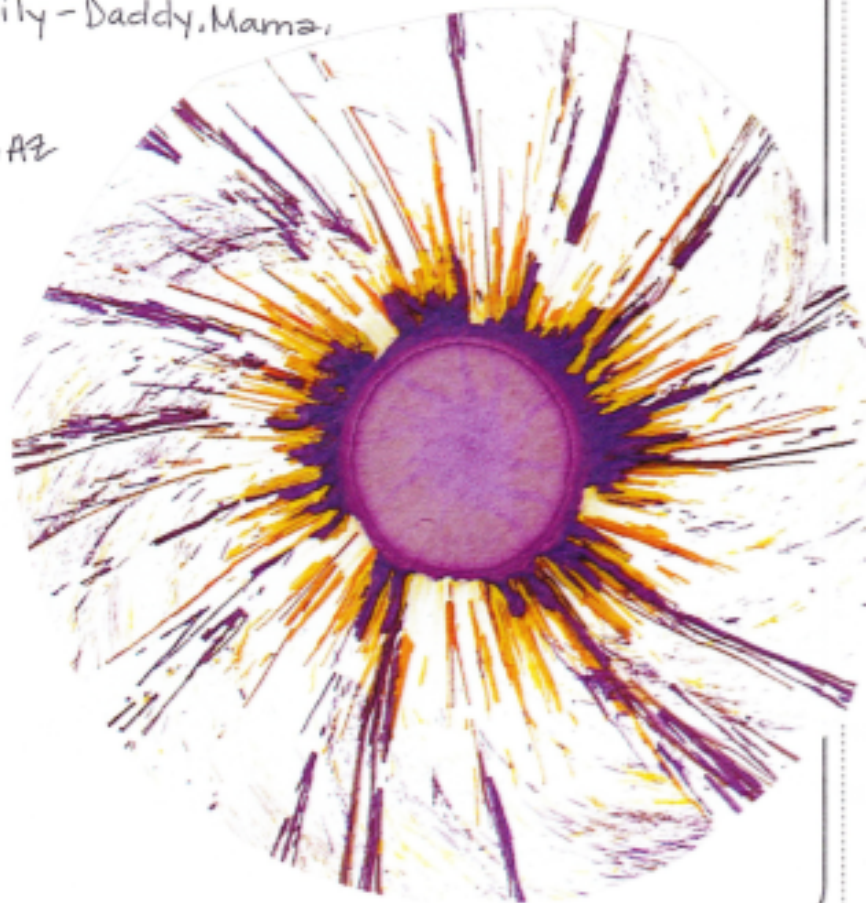
LILY B

What? Went to Crayola experience

Who? Banda Family - Daddy, Mama,
bro Tyler & Lily

When? 6/18/19

Where? Chandler, AZ



LSL Strategies we used:

Conversational turns - we answered Lily's questions and asked her questions. Auditory first.

Vocabulary we used:

Colors, melt, round and sound, picture

Auditory Skills we used:

Told her before showing her the different colored crayons, "Find the blue crayon" and then pointed.

Academics we used:

Lily has been finding the letter "L" All over the place!

My name is:

What? Reading a book

Who? Catie and Mommy

When? 6-20-19

Where? In our living room



Don't jump on me, dog.
I don't like that.



LSL Strategies we used:

wait time +
open ended
questions
I asked Catie
questions → waited
for her to answer

Vocabulary we used:

run, throw,
stick, go away, lick,
jump on me,
shake hands,
come home, wag
your tail, give up

Auditory Skills we used:

I gave her
the same situation
I then ~~she~~
told me the
sentences she
learned!

Academics we used:

We practiced
reading and
pointing to
sentences.

My name is: **Adelyn**

What? Grocery shopping

Who? Adelyn & Mom

When? August 1st, 2019

Where? Fry's Grocery Store



~~Apples~~
~~Bananas~~
~~granola bars~~
~~Almond milk~~
~~regular milk~~
~~turkey~~
~~mustard~~
~~other pops~~

This was our ↑
grocery list

we had 4 bags!

LSL Strategies we used:

Parallel Talk - I talked about what we were seeing, hearing, & smelling around us. I also commented on what we needed from our list & where we could find it.

Vocabulary we used:

- cart
- grocery store
- grocery list
- granola bars (practiced saying this clearly)
- mustard
- "in the van"
- pay
- cash register

Auditory Skills we used:

- we talked about the different sounds we heard
- I told Adelyn to find the "red apples" & to get "two boxes of granola bars" (one-step directions)

Academics we used:

Adelyn has been really into finding letters in her name, so we searched all over the store! We also counted the bananas & apples. She pointed to my aisle #s & labeled them.

My name is: Allison

What? Allison at swim lessons

Who? Allison, brother, dad, mom, swim teacher

When? July 5th, 2019

Where? the swimming pool



← my cochlear implant

LSL Strategies we used:

Auditory First:

Allison wore her waterproof processor in the pool.

Auditory Bombardment:

She was having a hard time remembering "water proof", so I said "it won't over!"

Vocabulary we used:

swimming pool
water proof processor
swimsuit
towel
lifeguard
edge
kick
hold your breath
shallow/deep

Auditory Skills we used:

Allison followed 2-step directions from her swim teacher:

"hold on to the edge and then kick your feet"

Academics we used:

While her brother had his lesson, we counted how many kids were in the pool. She counted how long they stayed under water. She also found #1-5 on the side of the pool.

My name is: Calcifer wolf

What? measuring objects

Who? Calcifer, mummy, granny

When? June 18 2019

Where? at home



my hearing aid is
2 Blocks



my foot
is
11
Blocks
too



my shoe
is 11 blocks

LSL Strategies we
used:

Parallel Talk
Talking out loud
we are going to have
fun measuring -
what should we use?
Blocks?

Vocabulary we
used:

measure
hearing aid
shoes
length
blocks

Auditory Skills we
used:

2 step directions
lets measure feet
get the blocks

Academics we
used:

Counting blocks
measuring
"longer than"

My name is: **KENDALL**

What? Making patterns
Who? Kendall and Mommy
When? July 1st
Where? In my playroom



Kendall loves stickers, so we used them to make patterns. We also decided to turn her nail polish request for certain colors into a pattern.



LSL Strategies we used:

self talk - as I painted each nail, KT told me the color she wanted. We talked about how we saw a pattern.

Vocabulary we used:

sticker, pattern, letters, nail polish, color, fingers, hand, nails, pretty, moan

Auditory Skills we used:

KT listened to my pattern ideas and repeated the colors I said and then put the stickers on the paper.

Academics we used:

We worked on patterns and naming colors.