

Introduction By incorporating meaningful and goal-oriented activities into children's daily routines, parents can provide their child with the necessary support and exposure to learning opportunities that promote language, literacy, and academic foundations in preparation for transition into the kindergarten classroom.

COUNTING AND GRAP LET'S COUNT AND GRAPH! JT blast off! Count all of the space items and graph the praphing is an important mathematical concept for your the most important facts, and it helps us to remember y use the Listening and Spoken Language strategy and	number of items that are on the pag our child to learn. Graphing allows us ber the information. While working		Use this fun, space themed pattern cu	EXAMPLE 2 CONTRACT OF CONTR
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		ition is a building block for math and language. Use this fun, space themed pattern cu ngthen his or her knowledge of building patterns. Incorporate the Listening and Spok		
* * *	MATERIALS NEEDED: • Space Counting and Graphing PL • Coloring pencils		MATERIALS NEEDED: • Space Jam Pattern PDF • Scissors • Glue	
-	PEPARATION:		PEPARATION:	(0)
	 Print out the Space Counting and PDF 	e Space Jam PDF. 70ur child that he/she is going to finish the	 Print out the Space Jam Pattern Cut out the space pieces 	fter you have read the story together, explain to yu are going to play a game of hide and go seek v unny or with their favorite stuffed animal.
o your child that he or she will count the of space objects in each column. Inting the number of space objects in the your child can color in the number of squares to or her findings. SL strategy auditory sandwich by saying, and then saying your target word again. Say, "I spaceships," point to the spaceships then say, e nine spaceships".	/OCABULARY: • Space • Count • Spaceship • Graph • Planet • Numbe • Astronaut • Star	rn they see. to complete the patterns by using auditory et your child up to finish the last part of the / the first part of the pattern and wait for your sh the end. "Spaceship, planet, spaceship, ". child to work on the next pattern ntly. Use plenty of wait time to give your child nity to think about the pattern process. child finishes the next part of the pattern, glue the piece to the end.	VOCABULARY: • Space • Spacesł • Pattern • Earth • Next • Astrona • Helmet • Planet • Moon • Shootin	s the parent, go first so you can model how to plake the stuffed animal or bunny and hide it some orn while your child's eyes are closed. "ithout providing any pointing or object clues, ha iten to the description of where the bunny is hide 'st). For example: "I hid the bunny by something ue. The bunny is by something that is big and blue is verbal description, follow up with the visual su pinting toward the item that is big and blue and rebal instruction. Always make certain your child eaningful connections to the words you are sayi (ample, you will want to make sure your child big and blue as you find the bunny. nce your child has found the toy, switch roles. Pri-
S: this activity easier, focus on counting the objects in the column first. Make sure your ching all of the objects before moving onto graphing. he use of manipulatives (small toys or stickers) to help your child graph the number of of the space objects in the column, he or she can place a manipulative in the corresponding objects have been counted. the activity more difficult, your child can answer the questions in the bottom box for ad		ild create his or her own pattern! Print out the space pieces and cut them out and let nique pattern in the blank space provided. ng the pattern to your child at least 3 times to help familiarize the pattern structure. V your child to respond before providing the correct response.		 use descriptive words to help you find where the second sec
on 'more than / less than' concepts.		araduate students in the Listening and Spoken Langu	uge Deaf Education graduate training	NAL RESOURCES: /ebsite: http://www.mowillems.com/
to graduate students in the Listening and Spoken Language Deaf Education graduate training ah State University. These pages can be reproduced for educational purposes.		graduate students in the Listening and Spoken Language Deaf Education graduate training State University. These pages can be reproduced for educational purposes.		nks to graduate students in the Listening and Spo gram at Utah State University. These pages can

MATH

 Incorporating math concepts into your routine can be simple! You can count objects, talk about shapes that are in your environment or make patterns with toys.

LANGUAGE

• Using the LSL strategy acoustic highlighting is a great tool to teach new language. Emphasize the target language to engage your child into paying more attention to the words!

LITERACY

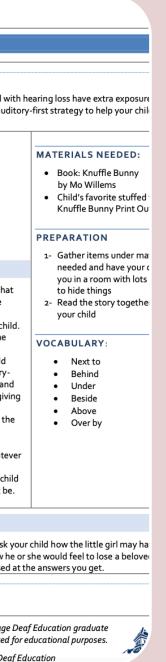
• Read with your children everyday! Books provide your child with multiple opportunities to learn new vocabulary, concepts, and spark their curiosity!

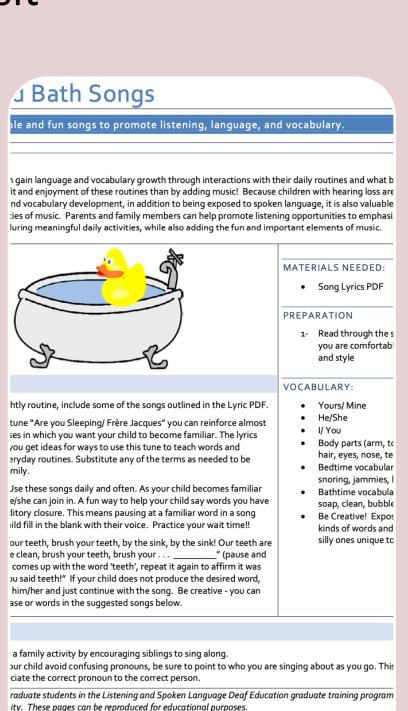
The Importance of Parent Involvement: **Incorporating Goals and Targets HEAR to LEARN** Into Everyday Routines for Parents of Children Who Are Deaf or Hard of Hearing

Marissa Peak, B.S. (M.Ed candidate)

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UP UP

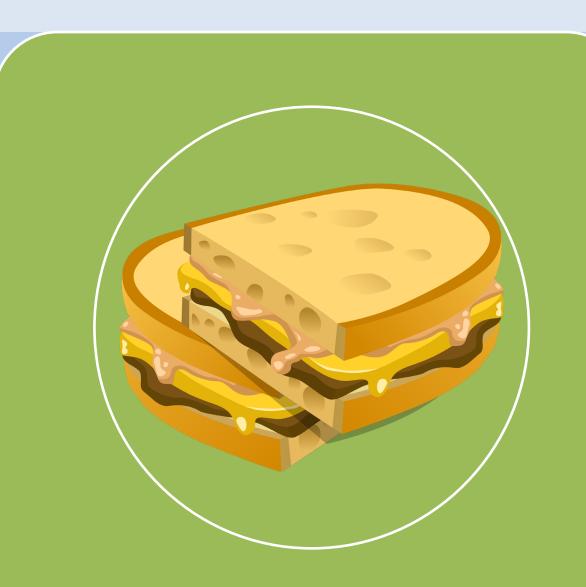
MUSIC

• Music is a fun and exciting way to help children learn language, develop listening skills, attend to the sounds they hear! Use songs at home to give directions and help your child transition to the next part of their day.



WAKE UP

Incorporate songs to start the day. Once your child is familiar with the song, use auditory closure to have him fill in the missing piece. For example: "Twinkle, twinkle little" Use wait time to give him an opportunity to come up with the word "star".

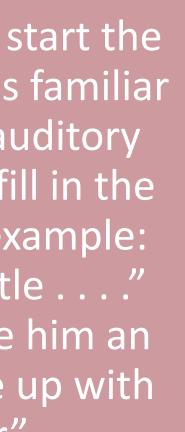


BREAKFAST/LUNCH/DINNER

Use mealtime as an opportunity for requesting. Give your child small portions so he has multiple chances to request for more. Use phrases such as, "May I have more?" Food items also provide fun opportunities to use descriptive language, such as *cold* milk, *crunchy* chips, *sour* grapes, squishy bananas

Lauri Nelson, Ph.D.

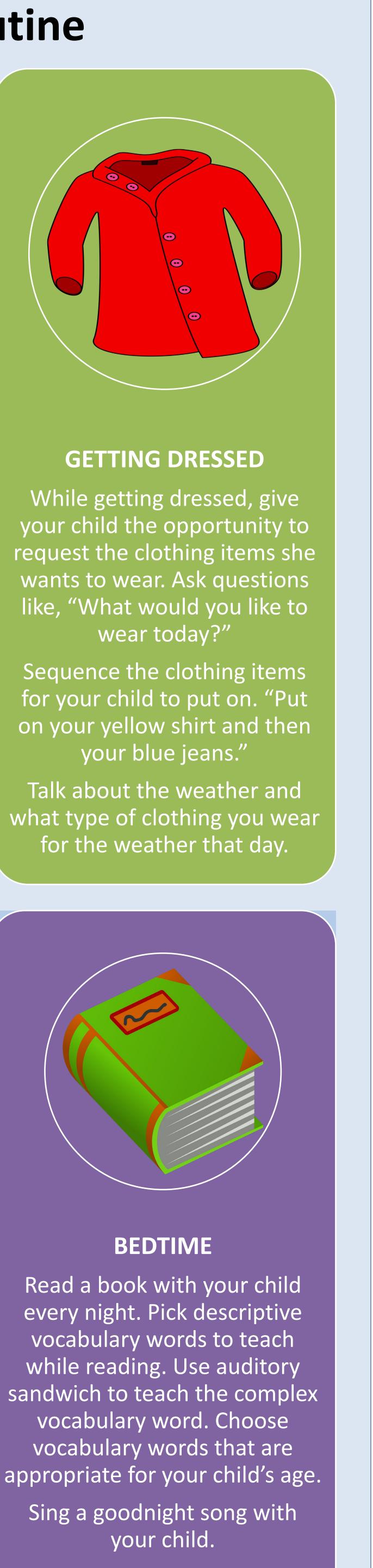
Develop Your Daily Routine

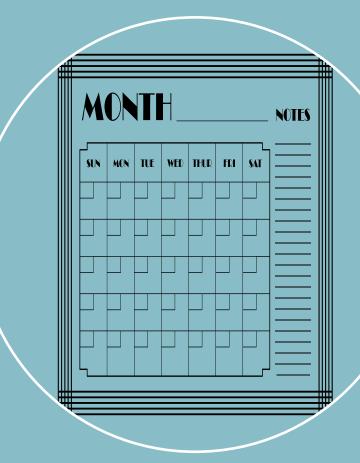




BATHROOM/BRUSH TEETH

Give your child directions to sequence a series of events. You can do this in the morning and at night. Example: "First go to the bathroom, then wash your hands, and then brush your teeth."





PLAN FOR THE DAY

Talk about the day's events and specific activities that your child will participate in.

Sequence your day by using language such as "first and then". For example, "first, we will fold the clothes, then we will go to the store, and then we will go to grandma's house!"

