



Preschool Hotline Newsletter

Winter 2017 Edition

In this issue

- A Message from the Speech & Language Team
- Speech Sound Development
- Speech Sound Games
- Holiday Treats
- Books of the Season

Contacts:

Northwest

Haida Gwaii 250-626-4715
Prince Rupert 250-622-6380
Terrace 250-631-4233
Smithers 250-847-6400

Northern Interior

Prince George 250-565-7370
Quesnel 250-983-6810

Northeast:

Please contact your nearest Child Development Center in Fort St. John or Dawson Creek

• Snow is on the ground – time to pull out the jackets, boots, mittens and get ready to have some winter fun. Off to build snowmen with sssstick arms, rrrrrock eyes, carrot noses; or go stomping in the snow or go sledding... wheeeee!

• Welcome to our winter edition, full of information on speech sound development through the various infant – toddler – preschool ages. We have also included some games to play and songs to sing that encourage different sounds.

• Even though we promote outside activities and active movement, we also know that our cold Northern weather means we sometimes have to stay indoors. So enjoy our article on yummy treats - Not only can you make some goodies to eat but you can

promote language with your child while making them.

Remember to connect with your local Speech Language Pathologist if you have any questions or concerns regarding your child's speech or language development. Or look for us under Public Health at northernhealth.ca

Enjoy all that winter brings!

*From your Northern Health
Community Speech &
Language team*



northern health
the northern way of caring



northernhealth.ca

#healthynorth

10-407-6004 (IND Rev. 12/17)

Speech Sound Development:

0-5 months: Early on, your baby is likely making lots of “reflexive” sounds, such as crying, groans, grunts and hiccups. By 4 months, she has more control over the sounds she can make and you might hear vowel sounds you can recognize, like “ooo” or “eee”. She is also trying more consonant sounds, like “m”, “n”, “p” and “h” and combining them with vowels: “ma”, “puh”.

6-12 months: Baby is playing around with the sounds she can make and you will hear lots of “babbling”, combinations and repetitions of sounds, some of which can start to sound like words, like “mama”, “nana”, “pup”, “wa-wa”, “moo”, “baba”

12-24 months: By the time they are toddlers, most children can produce a few different consonant and vowel sounds. The most common “early” consonants are: “b”, “m”, “p”, “n”, “h”, “w”. Most children are able to say about 50 different words by the age of 2.

2-3 years: By 3, most children have mastered the early sounds, and sometimes “d”, “t”, “k” and “g”. By 3, people outside of your family can probably understand about 70% of what your child says. A lot of sounds are still just too difficult, like “s”, “r” and “th”, so she has to use easier sounds instead. You might hear her say “toap” for “soap”, “wed” for “red” or “dis” for “this”. These are perfectly normal substitutions that many children make as they develop their skills.

3-4 years: By 4, most children can say “k”, “g” and “f”, but sometimes these sounds take a bit longer to learn. She may start using “s”, “z”, “l” and “r”, but these sounds are also some of the hardest to master, and some children continue to struggle with them until the age of 5 or 6. By 4, we would expect to understand 80-90% of what your child says.

4-5 years: By 5, some children have very few speech errors and you can understand almost everything they say. However, most will continue to have difficulties with some of the “harder” sounds, such as “sh”, “ch”, “j”, “v” and “th”. You might also notice that your child still has difficulty with some sound combinations, such as “sp” (spoon), “bl” (blue) or “tr” (tree). When your child speaks quickly, like when they are excited or upset, they will tend to make more mistakes.

When should I be worried?

By the time they start Kindergarten, most children will still have a few speech sounds that they struggle with. Most of the time, they develop these sounds on their own. It can be a concern if your child has many sound errors and it is difficult to understand what they are saying—for example, if you find you often have to “translate” for your 4 or 5 year-old when they speak to people outside of the family.

What if my child speaks another language at home?

If the language your child is learning at home is not English, the types of sounds she makes and the order in which she is able to make them, may be a bit different. If she is learning more than one language, there may also be some difference in the types of mistakes she makes as she learns which sounds “go” with which language. However, learning more than one language will NOT have a negative impact on your child’s ability to learn and make sounds in other languages. As a general rule, by the age of 4, you should be able to understand 80-90% of what your child says in at least one language.



Speech Sound Games

1. Sing songs that feature fun, repetitive words or sounds and switch them around to include sounds your child needs a bit more practice with. For example, in “The Wheels on the Bus”, you could say “The driver on the bus says: sh-sh-sh kids!” to highlight the “sh” sound, or “The motor on the bus goes: voom-voom-voom” for the “v” sound.
2. Read a book which has different animal characters in it. Assign a “sound” to each of the characters (e.g. “sssss” for a snake, “g-g-g” for a frog). Whenever you mention that character in the story, cue your child to make the animal’s “sound”.
3. Draw your child’s attention to words that rhyme (e.g. “cat” and “hat”), to start them thinking about the different sounds in words. Ask them to think of other words that rhyme. Children as young as 2 or 3 are often able to recognize rhyming words.

With information from: Bernthal, J. E., Bankson, N. W., & Flipsen, P. (2009). Articulation and phonological disorders: Speech sound disorders in children. Boston, Mass: Pearson/Allyn & Bacon.

Holiday Treats

The holidays are almost here! However your family chooses to celebrate, the winter break is a great opportunity to plan some fun activities with your little one. It’s also the time of year many of us indulge in some delicious treats. Involving your little ones in the baking process provides an opportunity to help them develop concept knowledge as well as the ability to follow verbal directions, which is a key skill in school. Below are some ideas to make the most out of time together in the kitchen.

Build **mini ‘gingerbread’ houses** out of rectangular cookies, icing and candies. Give you child verbal directions to construct the house.

1. Find three cookies and make a triangle. One goes on the bottom and the other two make the walls/roof (concepts: two, triangle, bottom, rectangle)
2. Put icing on the long sides of the cookie of the triangle to make them stick (concept: side, long)
3. Decorate the house with sprinkles and candies!



You will likely have to show your child what you mean after giving the direction verbally. Showing them helps them to link the words with the action and begin to understand the new concepts!

Other ideas: **Brownie Santa Hats**

Directions: Cut a round brownie and put a strawberry upside down on top. Whip cream around the base of the strawberry and at the top makes it look like a Santa hat!

Concepts learned: round, upside down, around, top

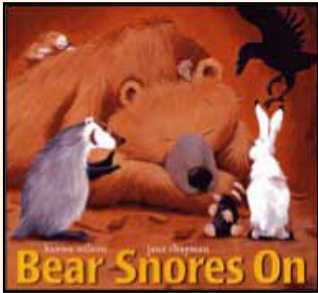
Santa Skewers:

Directions: For the Santa, cut a large marshmallow in half and place a banana slice between them. Top with a strawberry and small marshmallow. I used a couple of chocolate sprinkles for the eyes and an M&M for the nose. Skewer on a stick for a fun and healthy fruit pop!



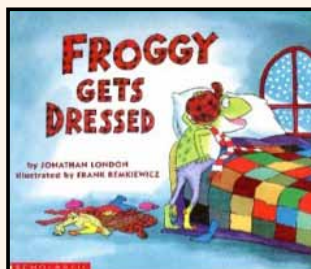
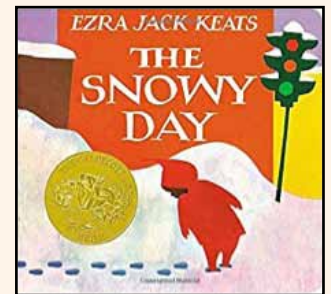
Books for the Season

Every season brings us books that are loaded with seasonal vocabulary and for the snowy months books are loaded with s blends (st, sn, sm, sp, sk, sl) as well. Have a peak at these!



This book has lots of s blends – snores, snow, small, squeals. As you read the story you can emphasize the s blends. This book is also stuffed with sound effects which are fun words for the kids to listen to – sniff sniff, itty bitty, chew chomp crunch

Snow, snowsuit, slowly, sticking, stick, smacking, snowball.....also stuffed full of seasonal s blends



Has lots of action words – gets dressed, woke up, looked out, play, go, put on. And the sound effects are fun and entertaining – zoop, zup, zat, zwit, zum!

Numbers and counting are highlighted in this book.



These adorable characters get into lots of s blend fun. They sled, make snow angels, throw snowballs and skate. Read about the snowgoose while using lots of s blends for your kids