

GAMES, ACTIVITIES, SPORTS

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--Beginnings SC Team

Vocabulary

Phase 1

Ball
Bicycle
Boat
Climb(ing)
Cowboys
Crayons
Drawing
Fun
Walk
Paint(ing)
Ride(riding)
Swim(ming)
Tent

Phase 2

Camping
Game
Indians
Race
Ready
Skate
Slide
Snowman
Swing
Wagon

ACTIVITIES

Field Trip!

Go to a local park and find as many words from the list as you can and talk about them. For example, find a ball, show what you can do with a ball, and talk about it. Find a swing, and show how a swing works. Have a conversation about the items.

Grab some materials!

Go on an outdoor adventure, in your very own backyard! Find as many items from the list as you can and play. For example, grab a bike from your backyard and learn how to ride a bike. Grab a helmet to show about safety riding a bike.

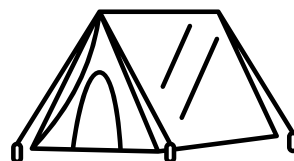
Use your imagination!

Take pictures of your child doing various activities from the list such as drawing, painting, camping, bowling, swimming. Create a photo album with the pictures so that you can identify and talk about them later. If unable to take pictures, find pictures in a magazine or online.



DID YOU KNOW

Five out of 6 children experience ear infections by the time they are 3 years old, and 35% can't hear well enough to learn language during that time. Keep checking those ears!



FARM AND GARDEN

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Vocabulary

Phase 1	Phase 2
Farm	Barn
Field	Farmer
Garden	Fence
Grass	Gate
Plant	Ground
Pond	Hay
	Hedge
	Lawn
	Path
	Pool
	Rock
	Sack
	Seed
	Shed
	Stick
	Straw

DID YOU KNOW

Loud sounds, like a tractor on a farm, can cause hearing loss. If a child already has hearing loss, it could further damage residual hearing. Protect those ears!

ACTIVITIES

Field Trip!

Go to a local farm and locate as many items from the list that you can. Discuss the purpose of each item you find. Take pictures and talk about them (many times!) when you get home. Have your child tell someone else about what she learned so she can practice her new words!

Grab some materials!

Become a farmer, and create a garden or plant a flower. As the plants begin to grow from seed (or from a tiny plant), talk about what you see. Draw pictures of the plant growing, or take pictures to see its growth.

Use your imagination!

Take a walk outside, and make a list of all the items that you see.

You can also pretend that you are a farmer, and discuss all the materials that you will need to create a successful farm.



EMOTIONS & FEELINGS

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Vocabulary

Phase 1

Broken
Bad
Like
Laugh
Help
Good
Need
Right
Wrong

Phase 2

Best
Better
Empty
Frighten
Happy
Hope
Love
Miss
Tired
Silly
Smart
Unhappy
Warm
Worst
Worse



DID YOU KNOW

Ear infections and permanent hearing loss can make it more difficult to make friends, know what to say at the right time, and generally impair social skills. If you have a concern, check with your doctor, ENT, or audiologist.

ACTIVITIES

Field Trip!

When you are taking your child to a new place, or a place you have visited before, talk to them about the different emotions that they are feeling at the time. For example, when taking them to school they could use the words happy, and good to describe how they feel about a new day at school.

Grab some materials!

Help your child draw a picture of themselves in different settings (school, daycare, with friends.) Around the picture, help your child write out words around the picture that relates to how they feel in that situation.

Use your imagination!

Play a game of Charades! Take turns having your child act out the different emotions and feelings. After each word discuss why your child may feel each emotion or act out a "scene" that might represent that emotion, like being grumpy because of hunger or you stayed up too late watching TV.



FAMILY

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Vocabulary

Phase 1

Brother
Dad
Father
Grandfather
Grandmother
Mother
Mom
Old
Sister

Phase 2

Aunt
Cousin
Family
Uncle
Young

IF USING SPOKEN LANGUAGE

as their language modality, your child should be wearing their hearing aids for all waking hours, or at least 10 hours a day to give them the best access for brain and language development!

ACTIVITIES

Field Trip!

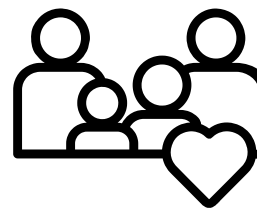
Go to a store. Observe each area and talk about which department each of your family members would like. Talk about what the family member likes and dislikes.

Grab some materials!

Create a family tree with your child. This can be done through a website or with a sheet of paper. Make sure to talk with your child about each family member and how they are related to them.

Use your imagination!

Play a game and act out each word on the list. Take turns having your child act out some of the words and trying to guess the words. Talk about each word afterwards and how the word relates to them.



BIRDS AND INSECTS

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Vocabulary

Phase 1

bee
bird
butterfly
chick/chicken
duck
hen

Phase 2

blackbird
bug
caterpillar
fly
owl
robin
rooster
sparrow



A TIP

Passing on the joy of language doesn't have to be complex. Talk about what you are seeing all around you, similar to describing something to a friend or relative that lives far away.

ACTIVITIES

Field Trip!

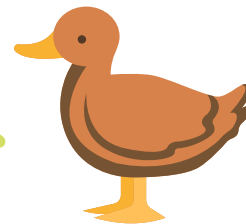
Go visit one of the amazing places here in our state. Think about a(n): farm, children's museum, local park or State park, orchard, river/lake, public garden...Find some birds and insects!

Grab some materials!

Get some old boxes, large and small, and make a bird nest. Make it as round as possible, then look for materials birds would use and glue those on your nest.

Use your imagination!

Tape two empty toilet paper rolls together and go on a nature hike with your binoculars. Pretend to be bird-watchers, or insect scientists.



HEALTH AND WELLNESS

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Vocabulary

Phase 1

Better
Cold
Cough
Cry
Cut

Phase 2

All right
Burn
Dead
Die
Doctor
Hospital
Hurt
Ill
Needle
Nurse
Sick
Sneeze
Stay
Well



DID YOU KNOW

Changes in hearing levels don't only happen at birth. More kids become deaf or hard of hearing after birth, so pay attention to your child and trust your intuition if you suspect your child isn't hearing the same. Talk to your pediatrician, or call us.

ACTIVITIES

Field Trip!

Next time you visit a medical setting, talk to your child about what you see. Take the vocabulary list with you, and highlight and circle each word that you observe. Also create a list of words that you observe that aren't on the list.

Grab some materials!

Help your child write a story about going to the doctor. Have them find toys related to things that the doctor office would have for the patients. Use as many vocabulary words from the list as possible.

Use your imagination!

Play doctor with your child and act out each word on the list. Take turns having your child act out the different vocabulary words.



WAR, WEAPONS, AND SPACE

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Vocabulary

Phase 1

kill

Phase 2

arrow
bow
dead
die
fight
gun
knife
shoot
shot
soldier

Expressions:

The soldier was killed. There was a great battle. Take aim...shoot right at the target.



LANGUAGE IS SO IMPORTANT

for brain development, and early learning leads to better memory and thinking skills. Start now to set your child up for kindergarten readiness!

ACTIVITIES

Field Trip!

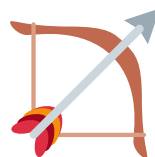
Take a virtual tour of some historic battle sites
<https://www.battlefields.org/visit/virtual-tours>

Grab some materials!

Check out this fun game for children for target practice
<https://toddlerapproved.com/2016/06/moving-color-targets-game-for-toddlers.html>

Use your imagination!

Have your child use their imagination while taking the virtual tour of the battle fields. Ask them questions on what it would be like to be in a battle.



TRANSPORTATION (1)

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Vocabulary

Phase 1

(air)plane
bicycle (bike)
boat
bus
car
drive
driver
ship
train
truck
wheel

Phase 2

engine
fire truck
police car
helicopter
jet plane
school bus
taxi (cab)



Expressions:

How do you like to travel? by plane, by boat, by bus...

The freight train is very, very long. Can you count all the cars?



DID YOU KNOW

The incidence of hearing loss increases to 1 in 100 for all school-age children.

ACTIVITIES

Field Trip!

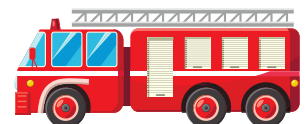
As you drive to new places, help your child make connections about the transportation types around them. "Do you see any boats at the grocery store? Nope! There's no water here!" The next time you drive by river or airport, ask the same kinds of questions!

Grab some materials!

Grab some hula hoops and some toys of different types of transportation! Ask them to put a vehicle in the center of the hoop that can drive on land, water, fly, etc. When that task becomes easy, bring in more hoops and overlap the categories! "What can drive on land and is very long?"

Use your imagination!

Take turns 'driving' different vehicles! Think about different ways these drivers might talk! Can your child guess who is driving based on how you talk? "I need to hurry to my next stop! I need to make sure these kids get to school on time! What am I driving?"





TRANSPORTATION (2) CARS

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Vocabulary

Phase 1

car
drive
driver
key
wheel

Phase 2

engine
horn
park

Expressions:

Would you like a ride in the car?
Who's got the key?
Did you pack everything in the trunk? Are the brakes working?
What speed are we going? The speed limit is 50 miles per hour.
Maximum is 50.



BEGINNINGS SC

has aligned these activities to Language Milestones as well! Ask your Parent Education Specialist or email us at Info@beginningssc.org for more Information on how to implement both with your child.

ACTIVITIES

Field Trip!

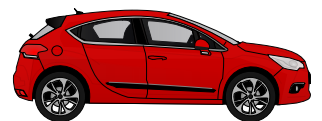
Visit a car dealership to show cars with different shapes and sizes. Ask them about what is the same and different between cars. For example, "The wheels of these cars look the same. They are the same size. What else is the same?"

Grab some materials!

When a new friend or family member comes to visit, grab a paper and some colored pencils and help your child trace the key and draw the car and driver. Revisit old drawings and ask questions like "Who is this driver?" and "Whose key is this?"

Use your imagination!

It's time to make a car out of pillows and take a drive! Ask the child where you are going and what you should pack. Ask if you should pack different things for a trip that do and don't match. "Should I pack flip flops for the beach? Should I pack a coat for the beach?"



TOYS

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Vocabulary

Phase 1

airplane
ball
boat
broken
car
doll
for
gun
teddybear
toy
train
truck

Phase 2

balloon
blocks
build
bus
castle
drum
fight
fix
found
kite
lost
mend
skipping rope
(jump rope)

Expressions:

Build something with your blocks.
Make a tall building. My balloon burst.
Can you blow up another balloon for me? Play dolls with me.



IF USING SPOKEN LANGUAGE

as their language modality, your child should be wearing their hearing aids for all waking hours, or at least 10 hours a day to give them the best access for brain and language development!

ACTIVITIES

Field Trip!

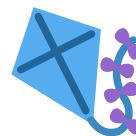
Take a trip to a local park. What toys do you see?

Grab some materials!

Grab some magazines or toy catalogs and cut out different kinds of toys. Have the child group the toys by type (balls, stuffed animals, blocks, etc). Ask your child which is their favorite in each group and why.

Use your imagination!

Here's an easy activity: play! Have your child take the lead next time you play with them, making sure to highlight different toys as they switch attention. Ask them how you want to play with the blocks, ball, or toy.



TOOLS AND IMPLEMENTS

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Vocabulary

Phase 1

dig
hole
ladder
shovel

Phase 2

bucket
hammer
pail
saw
scissors
spade
sweep

Expressions:

Climb (down) the ladder. Have you a shovel? Empty (fill) the bucket (pail).
Shovel the snow off the driveway.
Sharpen the axe. Sweep up the shavings.



RISK FACTORS

Does not respond to soft sounds, such as a voice, even when it is quiet
Often says "what?" or "huh?"

ACTIVITIES

Field Trip!

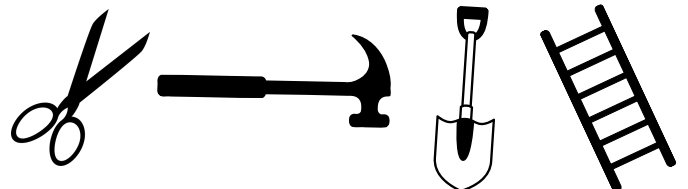
Take a trip to a community garden in your city. Ask a community gardener to show you how they use each tool at the garden!

Grab some materials!

It's time to make some tools! When the child has made all of the tools, have them use the tools to show how they would use each tool!

Use your imagination!

Now that your child has seen the community garden, try to role-play as the community gardener! Go outside and pretend to take care of the plants around you!



TABLES, MEALS, AND UTENSILS

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Vocabulary

Phase 1

bottle
cup
fork
knife
lid
mat
plate
pot
saucer
sit
spoon
table

Phase 2

apron
bib (feeder)
bowl
breakfast
cloth
dish (es)
glass
handle
kettle
lunch
picnic
ready
saucepan
supper
teapot

Expressions:

Will you set (lay) the table for dinner?
Clear the table. What do you like for breakfast? What's for dessert? Are you ready for lunch? Finish your meat. Wash your hands first.



RISK FACTORS

Failed the newborn hearing screening.
Family, friends, or teachers have expressed concerns about listening or following directions.

ACTIVITIES

Field Trip!

Take a field trip to your own dining room for dinner! Ask your child to set the table for dinner. Try to incorporate more vocabulary as you go on. "Can you set the table with 3 plates? I need 4 spoons for dinner. I will put one spoon in the sauce."

Grab some materials!

Create materials for the dinner party in the 'Use your Imagination' section. What dishes will you serve? What will the plates look like?

Use your imagination!

It's time to host a dinner party. Invite some stuffed animals for your dinner party. Ask your child what is being served and how you can assist in setting the table. Wait for your child to communicate with you before you act!



STORIES AND BOOKS

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Vocabulary

Phase 1

book
read
real
tell
story

Phase 2

castle
change
comic
crown
fright
frighten (ed)
king
page (of book)
queen
such
told
word

Expressions:

Once upon a time...Once there were
(three bears)...

By and by they came to a...One the
way, they met ...a wicked old witch.



RISK FACTORS

Has trouble speaking, listening,
learning, and paying attention in school

ACTIVITIES

Field Trip!

Head to your local Renaissance festival! These events are often free. Can you find the king or queen?

Grab some materials!

Create a book about your child as the king or queen of their story! As they tell the story, write out what they say below the pages to refer back to! Some day, your child will be able to read their story back on their own!

Use your imagination!

Once upon a time, you became the king or queen of your castle! Ask your child what you should do as the king or queen. How will your story go?



RELIGION

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Vocabulary

Phase 1	Phase 2
Christmas	chapel
Ramadan	temple
Eid	Easter
Kwanzaa	Jesus
Hanukkah	hymn
Yom Kippur	Sunday School
Diwali	Mosque
Rosh Hashanah	Torah
	Qur'an
	Buddah
	Holi

Expressions:

She goes to Mosque on Sunday.

We go to Sunday School.

We sing hymns and say our prayers.

We hear stories about Buddah.

ACTIVITIES

Field Trip!

As you drive around your community, note different types of churches and places of worship that you see

Grab some materials!

As different holidays approach, create cards to give to members of your church. Try to note other holidays that are being celebrated around the same time by people who practice religions other than your own.

Use your imagination!

Have your child show what they learn and do during Sunday school! Can they act out what they see and do?



RISK FACTORS

Can't understand what you are saying with background noises



RECEPTACLES

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Vocabulary

Phase 1

bag
basket
bottle
box
can
dish
glass
jar
purse

Phase 2

bowl
bucket
case
pail
tin
vase

Expressions:

Fill up the bottle with milk.
This box holds a lot of toys.
Put some pegs in the basket.
Put the car key in my purse.
Put the empty bottles in the crate.
Put the lid on the jar.



RISK FACTORS

Often says "what?" or "huh?"
Watches the faces of those speaking

ACTIVITIES

Field Trip!

The next time your family goes out to eat, how many containers can you spot? What kinds of containers do you see the most? Who can name the most containers?

Grab some materials!

Look for different containers in your home. What do they hold? Make cards with the names of different containers and send your child to label different containers!

Use your imagination!

It's time to pretend that you are in a cafe or restaurant! Take turns pretending to be the waiter and the customer. Make sure to mention each of the containers that you use while you pretend!



POSSESSION

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Vocabulary

Phase 1

her
his
mine
my
our
your
yours

Phase 2

hers
ours
own
their
theirs
whose

Expressions:

It's Daddy's...It's Peter's...etc.
This one's mine and that one's
yours.
Which one is yours? This one or
that one.
Does this belong to you?



RISK FACTORS

Genetic, non-syndromic factors such as
dominant-progressive hearing loss,
Connexin 26, Hyperbilirubinemia

ACTIVITIES

Field Trip!

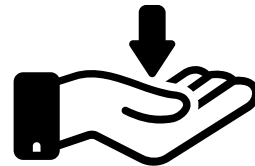
Take a field trip to a sibling's room. Have each person take a turn describing objects in the room. The sibling can say "this bed is mine", you can look at your child and say "that bed is hers" and the child can say "this bed is yours" to their sibling.

Grab some materials!

Make cards with the faces of each member of the family. When you make the cards, model how you can use these cards. Say "This is my card. This card is mine."

Use your imagination!

Using the cards you made - everyone will pick a card and use a sentence to describe it. "I have his card" etc. Then you can play the card in front of you, swap with another player, or draw a new card from the deck. Then everyone draws a new card and uses a sentence gain. The first person to get 3 cards with their own face wins.



POSITION (WHERE?)

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Vocabulary

Phase 1

at
away
back
by
down
far
front
here
high
in
near
next
on
out
over
there
top
under
up
upside-down
upstairs
with

Phase 2

across
after
along
around
behind
bottom
corner
deep
downstairs
middle
outside
place
side

Expressions:

at the...in the...on the...
in the middle of...beside
the...at the left side...at
the back...deep down

ACTIVITIES

Field Trip!

If you are waiting in a waiting room and need to occupy time, play a game of hide and seek with something small. Have the child close their eyes, while you hide a chapstick or keys in the waiting room. Give clues like "The keys are in the corner. The keys are on the chair. "

Grab some materials!

Make a book about the child's favorite toy in different places! By either drawing or constructing with paper, have the child make pictures of the toy in different positions around the house and write the sentence that they say under their picture. Occasionally pull out the book for the child to read to you!

Use your imagination!

Time for a scavenger hunt! Similarly to the waiting room game, take a toy and place it in different places around the house. Make it tougher by adding "not" statements. "The bear is NOT in the chair".



RISK FACTORS

Ototoxic medications such as
Gentamycin, Vancomycin, Kanamycin,
Streptomycin, Tobramycin)



PEOPLE

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Vocabulary

Phase 1

all
baby
boy
girl
he
him
I
lady
man (men)
me
myself
name
old
people
she
somebody
they
us
we
you
her

Phase 2

child
children
doctor
everybody (one)
family
friend
nobody
them
together
who?
young
yourself

Expressions:

I saw several boys and girls at the park. There were lots of people at the zoo. I have lots of friends



RISK FACTORS

Structural deformities of the cochlea, such as with Large vestibular aqueduct (LVA) and Mondini malformation. The head, face, or ears are shaped differently, or presence of ear pits or branchial cysts

ACTIVITIES

Field Trip!

While you're out in the community, highlight these pronouns of your community members! Just a simple, "This is your doctor. He will see us today" can make a huge difference in providing context for pronouns!

Grab some materials!

When you read books, check in with your child as you read. Like if it says "And he fell down", ask questions like "who fell down? Who are we talking about?"

Use your imagination!

It's time to play a game of "One or Many!" The rules are simple. When you listen to a word that represents one person, you squat. When you listen to a word that represents more than one person, you jump!



OUT AND ABOUT (2): AT THE BEACH

This Language Lab is used to further your child's vocabulary and language. The following vocabulary is based on the Ling Thesaurus. **Phase 1** contains words most frequently used and learned first. **Phase 2** contains the next most frequent words. It is important that your child understand the concept of each word in the phases. Use this a guide and resource as you talk/sign and interact with your child and improve their language.

—Beginnings SC Team

Vocabulary

Phase 1

boat
catch
fish (noun & verb)
sail (noun & verb)
sand
shovel
swim
tent

Phase 2

beach
bucket
build
camp
castle
deep
pail
river
rock
sea
shell
spade

Expressions:

The waves are high today. The sea is rough, calm. It is too dangerous to swim here. It's low tide now. Don't run aground. Bring the boat in close to the dock.



RISK FACTORS

Family history of late-onset hearing loss. Head trauma, especially with basal or temporal bone fracture.

ACTIVITIES

Field Trip!

Find a sand box at a park and build a sand castle!
How tall can you build a sand castle using a bucket and a spade?

Grab some materials!

Grab some construction paper, scissors, and string! Cut out fish and shells from the construction paper and attach the string to something long (a broomstick). For added fun, add a magnet to the end of the string and some of the fish and see who can catch the most!

Use your imagination!

Make a tent with some sheets and a broom stick and camp out in the living room! When you finish setting up camp, hop in your boat and catch some fish!



OUT AND ABOUT (1)

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--Beginnings SC Team

Vocabulary

Phase 1	Phase 2	Phase 2
garage	bridge	pool
go	building	puddle
gone	corner	river
hill	country	road
school	cross (verb)	rock
stop	farm	sidewalk
tree	gas station	slow
walk	hospital	stone
way	lake	street
woods	outside	wait
	park	went
		zoo

Expressions:

Be careful crossing the walk (street).

Where is the park?

Let's go for a walk. Keep on the sidewalk.

Park the car on the driveway. No parking allowed.

RISK FACTORS

Has difficulty understanding what people are saying, especially with background noises.

ACTIVITIES

Field Trip!

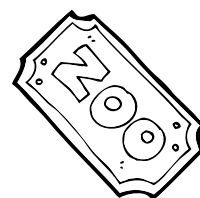
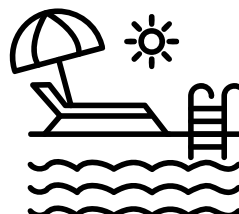
Take a walk around your neighborhood and write a list of all the things you see on the vocabulary list.

Grab some materials!

Create a map of all the places you've seen on your field trip.

Use your imagination!

Create your own mini town in your back yard. Make your own garage, school, and buildings from cardboard boxes.



NUMBER CONCEPTS: QUANTITY

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--Beginnings SC Team

Vocabulary

Phase 1

1-5
all
another
any
every
half
how
left
lot
more
nothing
some

Phase 2

6-10
bit
both
each
enough
few
only
many
much
none
piece
something

Expressions:

I want another. I've only got one left.
About 5.
Hardly any. There's one to spare.
Did you take all the candy? Could I have some more? There are none left. I haven't anymore. I haven't even one.

OLDER CHILDREN

sometimes develop hearing loss that wasn't present before. Here are some things to look for: Watches the faces of those speaking

ACTIVITIES

Field Trip!

Go around your neighborhood and count how many trees you see. You can also count how many cars or animals you see as well!

Grab some materials!

Grab some index cards and write numbers 1-10 on each card. Ex. first card #1, 2nd card #2...etc. Now lay those cards out in a column and have your child count marshmallows or cheerios next to the number they are working on.

Use your imagination!

Play "grocery" store and imagine that your kitchen is the store. Have your child make a grocery list and of how many fruits or veggies you'll need! This will be a fun game for you and your child.



NAMES

This Language Lab is used to further your child's vocabulary and language. The following vocabulary is based on the Ling Thesaurus. **Phase 1** contains words most frequently used and learned first. **Phase 2** contains the next most frequent words. It is important that your child understand the concept of each word in the phases. Use this a guide and resource as you talk/sign and interact with your child and improve their language.

--Beginnings SC Team

Vocabulary

Phase 1

own name
family and pets
friends
(first names only)

Phase 2

friends in neighborhood
and school
neighbors
teachers: Miss _____
Mrs. _____
Mr. _____
Dr. _____
Mx. _____
own address and
telephone number

Expressions:

What's your name? what is your friend called? Who lives next door? What is your address? Where do you live? Across the street, next door, at 43 Park Ave., etc. What is the name of your school? What school do you go to? Who is your doctor? Who is your best friend?



OLDER CHILDREN

sometimes develop hearing loss that wasn't present before. A warning sign
- Responds inappropriately to questions (misunderstands)

ACTIVITIES

Field Trip!

When walking or driving through the neighborhood, ask your child who lives in the homes around you.

Grab some materials!

Look through family photos and ask your child to name the people and animals in the pictures.

Use your imagination!

Roleplay as different known family members or friends in your community. How do they act? What do they say?





MUSIC, DANCING, THEATER, AND CIRCUS

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—Beginnings SC Team

Vocabulary

Phase 1

dance
sing
teach
teacher

Phase 2

band
clown
drum
fiddle
film
movie
music
piano
song
circus

Expressions:

Can you dance? Do you like to go to concerts? Can you play the piano, violin? Do you take lessons? My father teaches me. Who is your teacher? Can you tune for me? Have you been to the circus?



OLDER CHILDREN

sometimes develop hearing loss that wasn't present before. A warning sign - Speaks differently than other children their age.

ACTIVITIES

Field Trip!

Show up to the next parade in your hometown! Often, you can wait at the start or end of the parade to talk to the band members, dancers, and more who are in the parade!

Grab some materials!

It's time to make some musical instruments with construction paper! If your child is comfortable with the initial vocabulary, explain the parts of the instruments like the keys, strings, or drumsticks!

Use your imagination!

Create your own circus! Decide together who will dance, sign, play drums, be the clown, etc.



MISCELLANEOUS 1

This Language Lab is used to further your child's vocabulary and language. The following vocabulary is based on the Ling Thesaurus. **Phase 1** contains words most frequently used and learned first. **Phase 2** contains the next most frequent words. It is important that your child understand the concept of each word in the phases. Use this a guide and resource as you talk/sign and interact with your child and improve their language.

--Beginnings SC Team

Vocabulary

Phase 1

a
an
as
at
nothing
of
something
the
thing

Phase 2

anything
everything

Expressions:

a bat and ball...an. apple and an
orange.

As I went down the road...As quiet as
a mouse...

As you know...just as well...not at
all...at last

I'll come with you if you like.
Have it if you want it.



OLDER CHILDREN

sometimes develop hearing loss that
wasn't present before. A warning sign -
Has difficulty understanding what people
are saying, especially with background
noises.

ACTIVITIES

Field Trip!

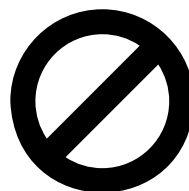
While reading a book or in public, emphasize the difference
between specific and general things. If you go to the grocery
store, you can point out items like this: "Do you want A cereal
box? Which cereal do you want? You want Frosted Flakes.
You want THE cereal."

Grab some materials!

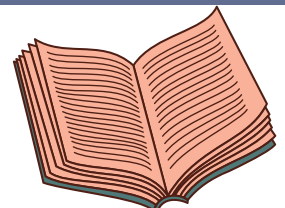
Play a game of sorting objects or stuffed animals from a
group! For example, "What of this group is spotted? Is
nothing orange? Is anything pink?"

Use your imagination!

Play a game of creative charades! Whoever draws the
card can decide how to act out the specifics or general
noun. For example, a child could act like their teacher
for 'the teacher' or any teacher at their school for 'a
teacher'.



ABC



MISCELLANEOUS 2

This Language Lab is used to further your child's vocabulary and language. The following vocabulary is based on the Ling Thesaurus. **Phase 1** contains words most frequently used and learned first. **Phase 2** contains the next most frequent words. It is important that your child understand the concept of each word in the phases. Use this a guide and resource as you talk/sign and interact with your child and improve their language.

--Beginnings SC Team

Vocabulary

Phase 1

and
because
but
by
else
for
it

Phase 2

instead
or
sort
still
than
though

Expressions:

a bat and ball...an. apple and an orange.

As I went down the road...As quiet as a mouse...

As you know...just as well...not at all...at last

I'll come with you if you like.

Have it if you want it.



OLDER CHILDREN

sometimes develop hearing loss that wasn't present before. A warning sign - has difficulty understanding what people are saying, especially with background noises.

ACTIVITIES

Field Trip!

Play an I-Spy waiting game the next time you are waiting for an appointment with multiple parts. Use phrases like "I see something blue and black, but it is not striped!" This can help exercise your child's auditory memory, too!

Grab some materials!

It's time to draw a monster or creature with a partner! Take turns giving directions using more complex sentences. "Can you draw me a monster that is blue or green? Draw a monster with feathers instead of hair!"

Use your imagination!

Simon-says! This game can start easy with simple sentences and get more and more complex! "Simon says jump and laugh! Simon says to clap instead of laughing."



MATERIALS AND WASTE

This Language Lab is used to further your child's vocabulary and language. The following vocabulary is based on the Ling Thesaurus. **Phase 1** contains words most frequently used and learned first. **Phase 2** contains the next most frequent words. It is important that your child understand the concept of each word in the phases. Use this a guide and resource as you talk/sign and interact with your child and improve their language.

--Beginnings SC Team

Vocabulary

Phase 1

garbage
glass
gold
make (made)
paper
plastic
string
use (noun & verb)
water
wood (en)

Phase 2

brick
board
cloth
cotton
glue
material
oil
rag
rip
rope
silver

Expressions:

This table is made of wood. Glue the sides together.
Can you make something with this piece of materials?

ACTIVITIES

Field Trip!

Take your child to a local park or walk around your neighborhood to pick up trash.

Grab some materials!

Grab an old box if you have one and turn your box into a recycling box. You'll need blue and white paint or whatever paint you'd like to paint your recycling box.

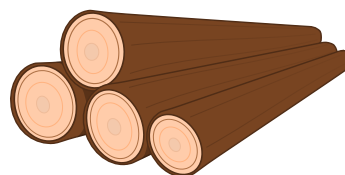
Use your imagination!

While you're picking up trash, imagine you're a garbage man or woman helping your community.



RISK FACTORS FOR HEARING LOSS

Complains of ear pain, earaches or noises. Says "what?" or "huh?" several times a day.



MANNERS AND BEHAVIOR

This Language Lab is used to further your child's vocabulary and language. The following vocabulary is based on the Ling Thesaurus. **Phase 1** contains words most frequently used and learned first. **Phase 2** contains the next most frequent words. It is important that your child understand the concept of each word in the phases. Use this a guide and resource as you talk/sign and interact with your child and improve their language.

--Beginnings SC Team

Vocabulary

Phase 1	Phase 2
bye-bye	happy
cry	hit
help	kind
hi	mean
nice	may I?
no	pardon
right	please
wrong	thank you
yes	wave
	goodbye

Expressions:

Thank you very much. You're welcome.
It's a pleasure.
Will you please help me? Give me a hand.
Would you like to...? Yes, please.
No, thank you.
someone broke the glass. Who is to blame?
It was my fault.
It was an accident. He/she did it on purpose.
I didn't mean to do it. You meant it.
You're mean.

RISK FACTORS FOR HEARING LOSS

Turns up the TV volume louder than others
or sits very close to the TV to hear. Family,
friends, or teachers have expressed
concerns about listening or following
directions.

ACTIVITIES

Field Trip!

Take your child to the grocery store and practice using the vocabulary words from this list.

Grab some materials!

Create a coloring book using these words from the vocabulary list.

Use your imagination!

Have you and your child switch roles and practice using the words from the list.



HOUSE AND HOME

This Language Lab is used to further your child's vocabulary and language. The following vocabulary is based on the Ling Thesaurus. **Phase 1** contains words most frequently used and learned first. **Phase 2** contains the next most frequent words. It is important that your child understand the concept of each word in the phases. Use this a guide and resource as you talk/sign and interact with your child and improve their language.

--Beginnings SC Team

Vocabulary

Phase 1

bathroom
bedroom
door
downstairs
floor
garage
garbage
garden
handle
home
house
inside
key
light
live
outside
room
telephone
upstairs

Phase 2

chimney
cottage
lock (noun
& verb)
knob
roof
stairs
steps
switch

Expressions:

Shut, close the door. Open the window. Clean the windows.
Switch on the light. Switch it off.
Put (turn) on, off the light.

ACTIVITIES

Field Trip!

Take a walk around your neighborhood and point out different words from the vocabulary list.

Grab some materials!

Go around your house and label parts of your house!

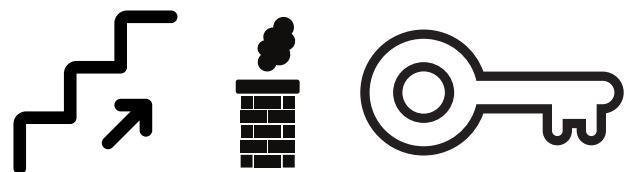
Use your imagination!

Grab a cardboard box and create a house using this box. Create your home however you want but make sure that it has some of the words on the vocabulary list.



RISK FACTORS FOR HEARING LOSS

Has difficulty understanding what people are saying, especially with background noises.
Speaks differently than other children their age.



HEARING AIDS

This Language Lab is used to further your child's vocabulary and language. The following vocabulary is based on the Ling Thesaurus. **Phase 1** contains words most frequently used and learned first. **Phase 2** contains the next most frequent words. It is important that your child understand the concept of each word in the phases. Use this a guide and resource as you talk/sign and interact with your child and improve their language.

—Beginnings SC Team

Vocabulary

Phase 1

hearing aid
cochlear implant
off
on
work (ing)
noise (noisy)

Phase 2

clean
crack (ed)
fix
fit
loop
loud
mend
new
old
quiet
switch

Expressions:

Switch it on, off...listen...turn it up...
turn it off...down...switch to loop...
Can you hear? Is it working?
It's not working.
It won't go. The lead is broken. I've
broken the_____.

AT 24 MONTHS

your child should have a spoken vocabulary of at least 150 words, coupled with the emergence of simple two-word sentences. Most speech should be understandable to adults who are not with the child daily.

ACTIVITIES

Field Trip!

Take a virtual trip and see how the ear works! Use this URL below.

https://youtu.be/RiVx5Lih_44

Grab some materials!

Grab some color paper and your colored pencils.
Design your own Hearing aid!

Use your imagination!

In the mornings, have your child check on your pretend hearing aid before you check your child's hearing aid together. Practice troubleshooting your pretend hearing aid so that when your child experiences a problem, they know how to fix it.



FURNITURE

This Language Lab is used to further your child's vocabulary and language. The following vocabulary is based on the Ling Thesaurus. **Phase 1** contains words most frequently used and learned first. **Phase 2** contains the next most frequent words. It is important that your child understand the concept of each word in the phases. Use this a guide and resource as you talk/sign and interact with your child and improve their language.

--Beginnings SC Team

Vocabulary

Phase 1	Phase 2
bed	carpet
chair	crib
clock	cupboard
picture	curtains
table	draperies
television (tv)	lamp
	mat
	mirror
	sofa

Expressions:

Sit on the chair. Wind the clock.
will you please hang the picture on the wall? We need another chair. Do you like this armchair?



THINGS TO LOOK FOR IF YOUR CHILD MIGHT HAVE HEARING LOSS

seems lost/ shut down in noise, Fails hearing screening at school or pediatrician.

ACTIVITIES

Field Trip!

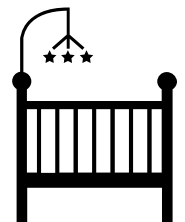
When you take your child to visit a friend, take a moment to check out their guest bedroom. Ask your child to help you identify the furniture. "Does this room have a chair? Where is the chair? How is this different from your room?"

Grab some materials!

Using popsicle sticks and some glue, make furniture with your child! Can you make a tv, clock, or bed with just popsicle sticks? See what other materials your child suggests to try to make these other pieces.

Use your imagination!

Time for a quick relay game with you child and a sibling/friend. Who can run to the curtains faster? Who can run to the bed faster? This is a great game to do to practice vocabulary AND burn off extra energy!



ACTIVITY AND MOVEMENT

This Language Lab is used to further your child's vocabulary and language. The following vocabulary is based on the Ling Thesaurus. **Phase 1** contains words most frequently used and learned first. **Phase 2** contains the next most frequent words. **Phase 3** contains words needed for a basic minimum reading level. **Phase 4** contains words that are typically mastered by age 8. It is important that your child understand the concept of each word in the phases. Use this a guide and resource as you talk/sign and interact with your child and improve their language.

—Beginnings SC Team

Vocabulary

Phase 1	Phase 1	Phase 2
away	pick (up)	across
catch	play	along
climb	pull	backward (s)
dance	push	carry
down	put	chase
fall (fell)	run (ran)	drop
fast	sit (sat)	follow
fly (flew)	skip	kick
from	stand (stood)	kiss
go	stop	kneel (knelt)
hide (hid)	swim (swam)	lift
into	through	move
jump	to	quickly
knock	turn	ran
off	under	slip
on	up	slow(ly)
open	walk	throw (threw)
out		wash
over		

9-15 MONTHS

Does your baby babble using different types of sounds? Does your baby say "mama" or "dada"?

ACTIVITIES

Field Trip!

Go out to your backyard create a game using the phases 1 and 2. Racing or an obstacle course.

Grab some materials!

Get plan paper and make paper airplanes. You and your child test to see how far each one will go.

Use your imagination!

Music plays a huge role in your child's development. Play some of your child's favorite music and have a dance party.

