



Encourage your child to use the *k*, *g*, and *r* sounds, and consonant blends correctly when he talks about his train set (*conductor, tracks, ticket, train, caboose, cargo, riding, station, platform*).

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Emphasize the correct production of a sound in your own speech if your child has difficulty saying a particular sound. If your child says a word incorrectly, do not ask him to repeat it. Instead, you repeat the word correctly and say the troublesome sound louder and longer.

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Listen to music and sing songs together. You can sing nursery rhymes, songs with a lot of repetition, or songs that tell a story.



Help your child with the sounds *s*, *r*, *sh*, *j*, *v*, *l*, and *ch* in all positions in words. Ask questions and talk about objects you see at the gas station and car wash, emphasizing these sounds in your speech (*gas station, change tire, wash, wiper, receipt, cash, price, regular, leaded, unleaded, vacuum*).

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Talk about objects that you see outside of the car or bus window that include the sounds *s*, *r*, *sh*, *j*, *v*, *l*, and *ch* in any position of a word. Create a game to see who can find an object first and be the first to say it. Emphasize the sounds in your own speech (*van, jeep, sign, shop window, child, lamp, traffic light, railing, fire truck, ambulance, police car*).

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Help your child listen for details. Ask him to close his eyes and picture what you are saying. Tell him a story using lots of descriptive words. Ask him simple questions relating to the story.



Help your child use some of the later developing sounds such as *sh*, *ch*, and *j*. Plan a picnic together and emphasize these sounds in your speech as you talk about

■ **foods you'll eat** (*cheese, sandwich, chicken, juice, chocolate*)

■ **things you'll do** (*lunch, share, choose, jump, catch*)

■ **things you'll see** (*bridge, sunshine, blue jay, chipmunk, trash*)

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Help your child listen for important words. Play *Simon Says* and give your child a simple direction. Explain that he can only follow the directions if you say *Simon Says* first.



Use words that have the *k* and *g* sounds at the beginning, middle, and end of words. As you buy breakfast foods, talk about *eggs, bacon, pancakes, mango, kiwi, blackberry jelly, and bagels*.

Emphasize the *k* and *g* sounds when you say the words. Ask your child to repeat the words with these sounds.

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Encourage your child to use words with later developing sounds such as *l*, *s*, *r*, *v*, *z*, *j*, *ch*, and *sh*. Stress correct production of these sounds in your own speech and ask your child to repeat the words as you place the items in your cart (*radish, chicken, mushroom, sugar, laundry detergent, shrimp, light bulbs, lettuce, raisins, jelly, jam, soup, celery, vegetables*).

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Help your child hear differences between sounds. Ask your child if the item you are putting in your cart begins with the same sound as another item you name. *Do pancakes begin with the same sound as pet? Do donuts begin with the same sound as cake?*