

June 15th Circle Time Activities

1. [Click here to watch today's circle time video](#)

2. Choose an activity to do with your child (click on the link)

[-Go on a wind and air scavenger hunt in your neighborhood!
You might be surprised what you find.](#)

-create your own wind chimes using recycled materials from your house. Material ideas: wire or plastic hanger, yarn or string, buttons, beads, tin cans, spoons, popsicle sticks, old keys, CDs, dried pasta.



-Breathing is a great way to help people of all ages regulate their bodies, calm down, and feel more relaxed. Here are a few helpful breathing and meditation videos:



Spoken English only: [click here](#)

ASL Only: [click here](#)

3. [Click here to watch Isabel's goodbye circle](#)

Speech-Language Tips from Alex

For this week's air theme, it might be fun to think about how air is connected to speech. After all, speech is impossible without air flowing in and out from the lungs.

If your child is working on a specific speech goal, this could be a way to support that goal. Even if your child isn't focused on these sounds, this can be a fun way to experiment with sound, listening, and other senses.

Speech sounds with flowing air

Some English consonants get their sound completely by means of air flowing out through the mouth. Some early consonants like this are 'f' as in 'four' and 'h' as in 'happy.' Some consonants with flowing air that typically develop later are 's' as in 'see' and 'sh' as in 'sheep.' Try making these sounds and encouraging your child to imitate them. You can elongate the sounds with big breaths of air, like 'shhhhhh.' Encourage your child to listen to the sounds you're making or try to imitate them. If you're playing with those later consonants ('s' and 'sh'), don't worry about if they sound perfect (since they often don't until a later age). Just encourage long sounds with flowing air.

Sensory experiences

While you're playing with these sounds, try encouraging your child to use different senses to experience them. In addition to listening to the sounds, you can feel the air on your hand. If your child isn't making the sounds, they can hold up their hand in front of your mouth to feel the air. You can also try ways of 'seeing the sounds.' Hold up a feather or strip of tissue paper in front of your mouth and watch it move as you make these sounds. Or try making 'h' sounds on a mirror to fog it up.

Words with sounds

Along with experimenting with sounds and sensing them, it's of course great to connect this all to language. If there's a certain sound you're focusing on, brainstorm some words that start with that sound. If you're playing with the 'h' sound, for example, you might point out that 'hat,' 'horse,' and 'house' all start with the same sound. Try saying the words while exaggerating that first 'h,' to make it extra clear that they have that in common.

Specific goals

Each of our students has completely unique speech, language, and auditory goals. Feel free to reach out to Carol or Alex if you're wondering how these ideas can relate to your child's specific goals. We're happy to brainstorm and share ideas!