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## **Imitation Station CD**

### **Express Train**

#### **Objectives**

Children love trains! Consequently, this song can be used to enter the world of a train-loving child. It discusses the process of taking turns, verbally comparing it to a train taking turns as it moves. Imitation is a vital part of every song on our CDs, and this song is no exception. The phrase, "Your turn" is used throughout this CD, encouraging children to imitate and sing along.

#### **Activities**

This song is great for getting up and moving around.

1. Try walking in a circle, moving arms as if you were a choo choo train. When the song says, "Taking a turn", turn your bodies and go the other direction. During the imitation portion of the song, stand in place and use hand movements that "feel" like the words you are saying. For example, on the sound, "woo woo", pull your arm down as if you are ringing a train whistle.
2. Using a toy train, take turns with your child making it move. Make train sounds while you are moving the train up and down, around and around. Encourage your child to take a turn, and watch what your child does with his/her turn.
3. While sitting down and facing each other, hold hands and sing the song while doing "choo choo" movements and sounds together. Watching each other is a key factor in getting children to imitate.

### **Animals**

#### **Objectives**

The goal of this song is to encourage imitation of animal sounds. Imaginative play with stuffed animals can also be emphasized with this song.

#### **Activities**

1. One of the best ways to act out this song is using your child's bed or a doll bed, and hiding stuffed animals under the covers.
2. Using a pocket folder, draw the head of the bed on the inside cover, and the foot of the bed on the pocket. Get pictures of animals and place them in the pocket, as if they are sleeping inside the bed.
3. Make paper-plate animal masks and cut out shapes for eyes. Imitate the different animal sounds using the masks.

## **Puppy, Puppy, Puppy**

### **Objectives**

Repetition is often the key to learning new words. In this song, the word, "Puppy" is repeated 24 times; the sound, "Woof" is repeated 36 times; action words are included 26 times. Furthermore, we emphasize the imitation in-chains of 3 - a technique we find very helpful in enticing children to imitate.

### **Activities**

1. Use a puppy stuffed animal for this song, making the puppy do the actions such as jump, run, and sit.
2. Children often enjoy pretending to be different animals. Have your child jump, roll, run, sit, sleep, and walk - just as the puppy does in this song. When making the sound a dog makes, hold your hands up to your mouth to give your child added visual cues to imitate the sound.
3. If your child is attempting to imitate the motions of this song, video tape it so he/she can watch it with you as you explain and talk together about the actions.

## **Noisy, Noisy, Noisy**

### **Objectives**

Occasionally, imitation needs to begin at a more reflexive level. This song encourages imitation of sneezing, coughing, kissing, and yawning.

### **Activities**

1. To get your child's attention for this song, use cotton balls, tissues, beanbags on your head, etc., in order to sneeze them off your head. Use exaggerated gestures to help your child become attentive to these imitations. Stretch your arms for yawning, blow kisses using your hands, exaggerate the movement of your head when you sneeze. The sillier you can be, the better.
2. Think of other noises you could make such as blowing, eating, singing, and laughing.
3. Walk around the house and find other things that make noise such as horns honking, telephones ringing, water running, and toilets flushing.

## **Monkey Song**

### **Objectives**

When children are ready to imitate, vowel sounds play a key role. This very catchy and upbeat song stresses vowel-plus-vowel structures such as "oo+ee" that can be later shaped into 2-syllable words. Also, the word, "monkey" is repeated 35 times throughout this song. Grammar structures such as "-ing" in the verb, "swinging", the preposition, "in", and the article, "the", are also frequently repeated.

### **Activities**

1. I use a stuffed monkey named, "Chez" for this song. Every child is holding his/her own monkey, swinging it in the air, and making it go higher with each verse. When the vowel imitation part comes, we hold our monkeys near our mouth and imitate the sound from the song. Kids LOVE this song, as it combines the gross motor movements with the speech imitation very well.
2. Use the toy, Barrel of Monkeys, and hang them one by one, swinging them

with each verse.

3. Use monkeys with curly tails, made of heavy tag board and hang them on a tree branch or a coat tree. Practice saying words like, monkey, swinging, and tree as well as “oo-oo-ee-ee” when you place the monkeys on the tree.

4. Pretend to be monkeys, swing your arms and walk in a circle. When you get to the vowel imitation part, hold your hands up by your face to help facilitate the imitation.

## **Dump and Fill**

### **Objectives**

One of the first play schemes that a child learns is one of dumping toys out and putting them back in. This song stresses this play scheme and encourages imitation of the words, “in” and “out”.

### **Activities**

1. Any activity that involves putting objects in and out of containers is perfect for this song. Some examples include: cleaning up your toys, blocks in a box, shape sorters, cookies in a cookie jar. Take turns taking one object out at a time, and say “out” in a varied way each time you take it out. Say it with excitement and with a different movement every time you take it out. See if your child watches you or imitates you.

2. Use scarves to pull out of tubes and stuff in tubes while singing “in” and “out”.

3. Play a “garbage can” relay, where you give your child crumpled pieces of paper, taking turns putting them “in” the garbage, saying the word as you take your turn.

4. Play ball where you put balls in a large container. Then take them out, exaggerating the movements and the words as you put them in and out.

## **Owie**

### **Objectives**

A conversation between 2 sisters is the focus of this song. “Owie” is an important word to learn - both in terms of its communicative power and in terms of sound development (i.e. vowel sequences). Owie is repeated 31 times in this song.

### **Activities**

1. Draw a picture of a child on a large piece of tag board and talk about “owies” on the child’s knee, arm, etc. Put bandages on the areas where a child might get an owie.

2. Use dolls and pretend to walk, run, jump, and fall down. Give them a kiss, a hug, and put a bandages on, just as the song says.

3. With groups of children, hold hands and follow in a circle much like you would in “Ring Around the Rosie” as you walk, run, and jump slowly. All the children fall down during that line of the song. Children then rock back and forth, holding their knees during the “owie” chorus.

## **Milk and Juice**

### **Objectives**

Understanding and answering choice questions is valuable for successful and

functional communication. Choice questions are used throughout this song. To encourage imitation of the word, "Milk", the "M" sound is extended. The word, "Juice" is repeated in chains thereby enticing imitation.

### **Activities**

1. Get small containers of milk and juice and expose your child to visual and verbal choices. Pour the milk or juice during the chorus where the "mmm" sound is extended for the word milk and the word juice is repeated 3 times. I put my hand up to my nose and then the child's hand up to my nose to give him/her the feeling of vibration for the "mmm" sound. For the word, juice, use the sign for juice (point little finger and move it in the shape of a J).
2. Use this song to encourage pretend play with toy foods and drinks. Pretend to swallow from a cup and pretend to eat cookies and toast.

### **Baby Blowing Bubbles**

#### **Objectives**

Repetition and chains-of-3 are techniques stressed in this song. The number of repetitions of the primary words are:

baby, 32 times

up, 45 times

bubbles, 50 times.

This song also emphasizes imitation of simple action directions, 3-word phrases, and verbs, which end with "-ing".

#### **Activities**

1. This song is best done without actual bubbles for the first portion of the song. Encourage imitation of the signs for baby (rocking motion with arms) and up (pointing up). Point to the body parts during the verse that says, nose, toes, and hair.
2. Get out the bubbles for the second half of the song.
3. During bath time, use bubble bath and blow bubbles, singing the song during that daily routine.

### **Put the Sound on the End**

#### **Objectives**

This song was written for children who omit final consonants in words. It is divided into 3 sections of words with final consonants that pop, hum, and hiss. There are 54 final consonant practices. This is also a great song for teaching some sight word vocabulary.

#### **Activities**

1. This song is excellent for using picture cards with the printed word on the bottom. Highlight the last letter/letters of the words to give the child the visual sense of a final consonant sound.
2. Phonemic awareness is an excellent skill to begin reinforcing even with young children. Talk about how sounds are similar, how words rhymes, how some words have the same beginning sound, and some have the same ending sound

## **Barefoot Toes**

### **Objectives**

Barefoot Toes was written for an Occupational Therapy friend who stresses the importance of a sensory diet filled with tactile stimuli. This song is verbally more complex than the others and challenges children to imitate 2-syllable words and simple phrases.

### **Activities**

1. Get a bucket of mud, take off your shoes and socks, and have a good time with your child, imitating the 2-syllable words in this song.
2. If mud is a little much for you, try buckets of sand, rice, or beans.
3. Use lotion to rub your child's feet, if that is an activity that would be enjoyable for him/her.

## **Go in my Car**

### **Objectives**

This song was written to encourage children to imitate single vowel sounds and to understand and respond to the phrase, "Ready, set, go!". It teaches vocabulary related to cars. The word, "Go" is repeated 38 times. 48 vowel sounds are included for practice.

### **Activities**

1. Use tubes such as toilet paper rolls to imitate the vowel sounds in this song. When the chorus comes, use small cars to roll down the tube and/or down a ramp to watch them "go".
2. Use the sign, "Go", while singing this word. Point both index fingers, moving them up and down while saying, "Go".
3. Use this song to teach sequencing steps to an activity. Use pictures to illustrate that first we go to the car, then we open the door, and then we turn the key.
4. While singing the vowel sounds, put hands up to your face to reinforce the type of vowel you are saying. Vary your hand movements depending on the sound you are saying.

## **Bye Bye**

### **Objectives**

The word, "Bye" is stated 73 times in this song. "Bye" is also stressed in 2-word phrases using 24 different common object names.

### **Activities**

1. This song is excellent for making your own book of pictures and printing the two word phrases below each picture.
2. Gather all of the objects in this song, and use a purse or paper bag to put them in, as you sing each two-word phrase.

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