

## Domain and goal

- Begins to participate in Auditory Cloze with well known songs
- Auditory Cloze: saying last word of each line or stanza
  - Roly Poly, Roly Poly up, up, \_\_\_\_\_.
  - Roly Poly, Roly Poly out, out, \_\_\_\_\_.
  - Roly Poly, Roly Poly clap, clap, \_\_\_\_\_.
  - Roly Poly, Roly Poly hands in your \_\_\_\_\_.

## Activities

Last week you introduced the concept of Auditory Cloze to your child by teaching him to imitate the last word of each line in well known songs. This week's goal is for your child to spontaneously say the last word in each line of the songs he knows the best. This is something children naturally do as they learn language.

- Choose a song your child knows well. Sing the first line but do not say the final word. Leave a long pause to give your child the time to say the word himself. If he does not say the word spontaneously, model the activity with another family member while your child listens.
- If your child does not understand the activity, you can make it more concrete by creating props to represent the final word.



### Example: Teddy bear Bear, Teddy bear Bear (from Week 7)

- Have a picture of 1) someone turning around, 2) the ground, 3) a shoe or the actual object, and 4) a heart or a hug. Sing the first line and when you pause for the last word, 'around', show the picture and wait for your child to say it. When he does, he can throw it in a bucket or box. Continue with the rest of the verses.
- If your child still does not understand, model this game with other members of the family. Each member could have one prop and when their line is sung, they say the word and throw the picture/object into the box.
- You can also use the hand cue to help your child understand it is his turn to speak.
- Remember! Your child should match the syllables, vowels and any early consonants as he says the final word in each line.

Date	What did your child do?



## Domain and goal

- Begins to identify early body parts
  - Eyes
  - Nose
  - Mouth
  - Tummy
  - Hands
  - Two others

## Activities

Your child is truly moving from the pre-verbal or performative level of understanding language into the verbal or word level. He understands more common language around daily routines without the use of context or performatives. It is now time for you to make sure that you are providing a rich language model for your child and using language one stage above your child's current level.

Your child may already be recognizing some early body parts from hearing them numerous times in the early songs and phrases you have been teaching him. Roly Poly targeted 'hands', Thumbkin targeted eyes, nose and mouth, and you have told your child to close his eyes numerous times during hiding games. Now is the time to target the word level specifically and teach the basic body parts. REMEMBER! Teaching does not mean testing! Here are some fun TEACHING activities:

- Draw your face and your child's face on two pages in the *Sound Book*. Talk about each face part as you draw it and look in a mirror together with your child to describe the color and shape of each face part. Don't be afraid to draw and talk about eyebrows and eyelashes, however, it is the more basic parts you will spend the most time talking about.
- Wash a doll or some animals in a bubble bath in a tub or sink and talk about each body part as you wash it.
- Put stickers, small stars or dots on your bodies and talk about each part as you are putting the stickers on each other.
- Use a digital camera and zoom in on each body part and take a picture. Try to put the face together using the individual photos. Take photos of your body and face parts and your child's and mix the photos up. Try to put your pictures together.

Date	What did your child do?

## Domain and goal

- Keep track of spontaneous vocabulary

## Activities

### Counting your child's vocabulary

It is important to keep a list of your child's spontaneous vocabulary. Use the expressive vocabulary list in the Appendix. It will help if you note the type of word your child is using. This becomes important when he begins using two word combinations.

### Types of words

- Nouns—words that name things, such a person, a place, or a thing
- Verbs—words that depict action or movement, when someone or something is doing an activity
- Adjectives or modifiers—words that describe a noun or a verb. Words that state how things look, feel, act, etc.
- Social words—greetings, goodbyes, please, thank you, etc.
- Other—words or performatives that don't fit into the main categories

Decide what type of word your child is using spontaneously and write the word in the correct column. The language sample from Week 15 is divided into the following word types:

- Brrrrmmm beep, beep (*performative*)
- Uh-oh (*performative*)
- Bye-bye (*social*)
- Daddy (*noun*)
- Open (*verb*)
- Sh! (*performative*)
- (unintelligible)
- Up, up, up (*verb*)
- No (*other*)



Date	What did your child do?

## Domain and goal

- Imitates /b/ in single syllables with:
  - /a/ – car
  - /u/ – moo
  - /i/ – see
  - /au/ – round
  - /al/ – high

## Activities

### Speech babble practice

Your child should be using the /b/ with relative ease and in a variety of vowel contexts. Now is a great time to make sure that he can produce a solid /b/ in a variety of single syllables with the vowels and diphthongs listed in the goal. If he can produce these syllables well, he should be able to produce all other combinations also. Speech babble is done through imitation, with you presenting a model and your child imitating the syllable. Remember, speech babble should be short and fun, 5–10 minutes at a time once or twice a day is plenty.

### Activities:

- Go to the park and incorporate your speech babble into the play.
  - Swings—pull your child back in the swing a little bit for each syllable he imitates “ba”, when you have the swing pulled back all the way, do one last model/ imitation “ba” then let him go. Repeat and vary the vowel or diphthong for as long as your child is interested and having fun.
  - Slide—have your child imitate a syllable for each step up the ladder to the slide and one last time at the top, then slide down. Repeat with more vowels and diphthongs for as long as your child is interested.
  - Sand pit—fill a sand bucket using a shovel, model one syllable for each shovel of dirt to fill up the bucket. Repeat several times.
- Draw 10–15 circles on a piece of paper, about a foot in diameter. Use BINGO markers or colored markers to mark inside each circle. Model a syllable for your child to imitate before each stamp.

Note: Speech babble is an activity done with your child to move him quickly and confidently to using the target sound at the word and phrase level. Typically you would not spend more than a week on each sound. Speech babble needs to be fun and you need to stop just before your child tires of the activity. As soon as your child is able to imitate the target sound with a variety of vowels and diphthongs, stop doing the speech babble activities and model the sound in words and phrases.



Date	What did your child do?

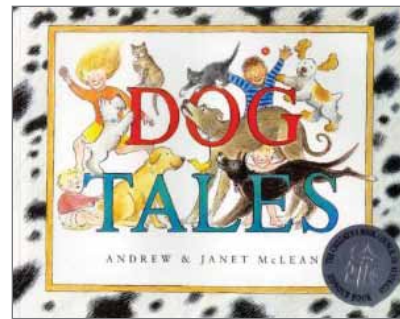
## AV techniques and strategies

- Requiring spontaneous language
- Developing phonemes through audition with a variety of contexts

### Story of the week: "Dog Tales" by Andrew and Janet McLean.

*A Little Ark Book, Allen and Unwin Pty Ltd., Australia, 1993.*

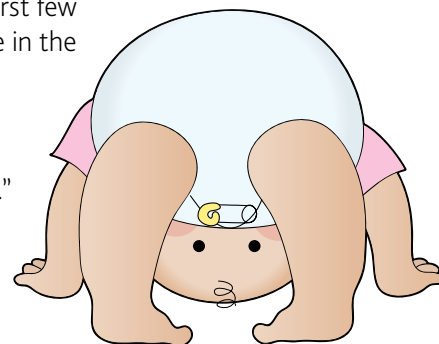
- This book has a wonderful combination of body parts, on dogs, as well as some lovely verb/action words as it takes you through a typical day of waking up, playing, getting dirty, bathing and then going to bed.
  - You can act out all the verbs (doing words) with your child as you pretend to be dogs, or you can use stuffed toy dogs.
  - The story also has a few modifiers, for example – 'dirty', which you taught as the performative "yucky" and you can now teach the word. After the story, you can walk around your house and find things that are dirty (laundry, dishes, shoes, windows) and wash them.
  - This story also gives you the chance to review negatives such as 'don't', 'no' and 'not' as you compare your body parts to the dog's body parts, "I don't have a tail". "My ears are not big". If you have a dog, you can compare the body parts and use rich language to talk about the differences, all the while emphasizing the early body parts: nose, mouth, etc.



### Song of the week: "Head, Shoulders, Knees and Toes"

Words: "Head, shoulders, knees and toes, knees and toes. Head, shoulders, knees and toes, knees and toes. Eyes and ears and mouth and nose. Head, shoulders, knees and toes, knees and toes".

- Children love singing this song because it is so physically active. Get your entire family to sing it together, all standing in a circle. Your child can watch the first few times until he has seen the model and understands the actions. If everyone in the family is having fun, your child will join in naturally and enthusiastically.
- Take photos of family members pointing to various body parts and when you review the photos, this will allow you to also work on 'possession' which you introduced in Week 5. "This is Daddy's nose." "That's my mouth."
- After your child has learned the order of the physical actions, you can mix them up by laying the photos out in a different sequence.
- You can also change the body parts named and move onto different parts of the body.



★ **TIP:** Give your child plenty of opportunity to explore in his play.