

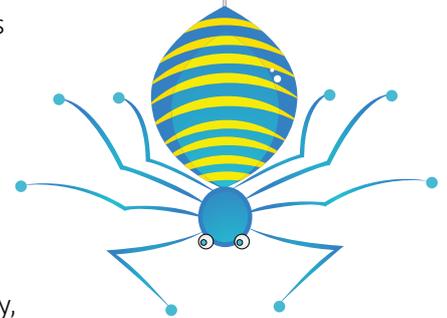
Domain and goal

- Achieves a two-item auditory memory for a variety of elements out of context
 - Adjective + noun
 - Noun + verb
 - Noun + noun

Activities

This is a week of exploring your child's abilities outside the comfort and confines of your daily routines and predictable environments. It's time to see if your child is able to comprehend two items during ongoing conversations and occurrences. It is important for you to give your child opportunities to comprehend two critical elements without prompting him to listen and without your giving contextual clues. This can be done in two ways: You can keep your child's **known** vocabulary and concepts in the front of your mind and capitalize on events during the day that allow you to check your child's two-item memory. Alternatively, you can predetermine what you will review and set up the opportunities for your child to show his ability.

- Adjective + noun
 - Ask your child to get his clothes even though he is already dressed: stripy shirts, short pants.
 - See if he can find a scary animal, friendly person, huge truck when you are out walking.
- Noun + verb or verb + noun
 - Act like animals at the park: slithering snake, galloping horse, climbing koala.
 - Throughout the day, tell your child to tickle the baby, kiss Daddy, hug the teddy bear, etc.
- Noun + noun
 - Play the game: 'I Need' and tell your child two things he has to get for you.
 - Go shopping and let your child get two things on the list: We need apples and bananas.



Date	What did your child do?

Domain and goal

- Comprehends known phrases and words in a noisy environment



Activities

This week is your week to generalize your child's skills into environments outside your home or in environments less familiar and with poorer listening conditions. You may well have been doing this over the past few months and now your child can achieve all his goals even when not at home with you in a one-to-one situation. If you have not checked yet, this is the time to make sure that he can comprehend what you say even when you are in the noisy supermarket. If you attend a playgroup or go to a park, note whether your child is attending to you and comprehending known language and concepts even though it is noisy.

- **Predictable content**

- Asking your child to take his shoes off or put them on when arriving or departing.
- Asking your child to say thank you when he is given something.
- Asking your child to say hello or good-bye when arriving or departing.
- Asking your child to give something to a person.

- **Unpredictable content**

- Asking your child to sing a song while he is busy doing something else.
- Asking your child to blow a kiss while he is busy.
- Asking your child to get your bag or keys even though you are not ready to leave.
- Asking your child to give something to someone that is not there.

Date	What did your child do?

Domain and goal

- Uses more and more words to interact with family members
- Uses words to control environment and get needs met

Activities

You have been the main teacher and communicator with your child since beginning this program. You and your child have undoubtedly developed a very successful communication partnership and you most likely understand your child better than anyone else and he understands you best. However, throughout these activities you have been encouraged to make sure that your child can understand other people and that other people can understand your child. This week is your chance to check on how well your child uses his language with other members in your family.

It's not uncommon for members of your family to be behind or communicating at a lower level than you and your child have achieved. Once members of your family find a successful way to communicate with your child, they find it difficult to change. This week observe your child interacting with all the members of your immediate family and extended family.

- Is he using his words and language with everyone equally?
- Does he tend to use mostly gestures with his siblings or peers?
- Can other members of the family understand his speech?
- Does he use shorter phrases or fewer words with less-familiar people?

Children often regress in their language abilities when they interact with less familiar people. Your child may always use his voice and known words to request food and drinks, however, he may revert to gestures with people with whom he doesn't have as much confidence. The best way for you to improve both sides of the communication is to facilitate the interaction. Model for your family members the language your child understands and then encourage your child to use the language he knows. You may need to facilitate communication between your child and each family member in order to raise their level of expectation and show your child he needs to use his words with everyone.



Date	What did your child do?

Domain and goal

- Accurate production of all known nasals in new words and phrases
 - /m/
 - /n/
 - /v/

Activities

Your child is producing the nasals in known words with little to no difficulty. This is due to your focused attention on these phonemes in previous weeks. He should now be able to learn new words and automatically include and produce the nasals as they occur in new vocabulary. You can keep an ear tuned to your child this week and listen to make sure that he includes the nasals in new words as he learns them. You can also set up some specific activities to introduce new words containing nasals by using words and activities from the 'Speech Sounds' program on p.29–32.

Activities:

- Making mud pies, ice-cream, a snowman, yummy hamburgers, a drum out of a box or can.
- Acting out being naughty and nice.
- Playing doctor with medicine and a nurse.
- Hunting to find objects containing /m/ and /n/ in all position of the words.
- Drawing pictures or taking photos of activities that occur in the morning, evening and afternoon.
- Looking in the garden for lawn mowers, stones, ants, snails, a broom, sand, moths.



Date	What did your child do?

Story of the week: "Bunny Wants Mommy" by Richard Powell and Peter**Curry.** *Treehouse Children's Books. Summerset, 2006.*

- This is a lovely book that is interactive. A baby bunny has lost his Mom and is looking in various places for her. The baby bunny slides along each page as the bunny looks for his Mom in places where other animals live. He finally finds her in their home. This is a great book to extend your child's vocabulary and concepts as you can talk about various animals and their homes, (owls–nests in trees, fish–rivers, cows–fields or corrals).
- Go to the library and find books on animals and their homes. Each animal has a unique home, even animals on a farm have different homes: pigs in a sty, horses in a stable, hens in a coop, etc.
- Take a walk around a park or your garden and see how many animal homes you can find. Can you spot an ant hill, a bird's nest, a beetle hole in the ground, a hornet or wasp nest, etc.
- Talk about your home and where you live as compared to your friends and extended family.

Rhyme of the Week: "Little Miss Muffet"

Words: " Little Miss Muffet, sat on her tuffet, eating her curds and whey. Along came a spider, and sat down beside her, and frightened Miss Muffet away."

- Here is another classic nursery rhyme for you to teach your child. Miss Muffet will give you an opportunity to see if your child is achieving the speech goal this week by teaching him two new words beginning with /m/. 'Curds and whey' is similar to oatmeal so you can explain to your child it is a hot breakfast cereal. A tuffet is a little grassy mound. Once again, this is a fun way to expose your child to rhyming words, an important aspect of literacy.
- You can find this rhyme in any number of children's books and show your child the picture to help explain the meaning of the rhyme.
- Get a large plastic spider on a string, a bowl and spoon, and a small stool to sit on and you can act this rhyme out with your child. You will both have fun shrieking and running away when the spider comes.
- Take pictures of the four different events in the rhyme as you act it out: sitting, eating, spider sitting, running. This sequence will be a great activity page to add to your *Sound Book*.
- Add a few pages to your *Sound Book* this week, perhaps all the rhymes you have taught.

