

Domain and goal

- Identifies **most familiar single words without context**
 - Nouns (naming words)
 - Verbs (doing words)
 - Adjectives (describing words)

Activities

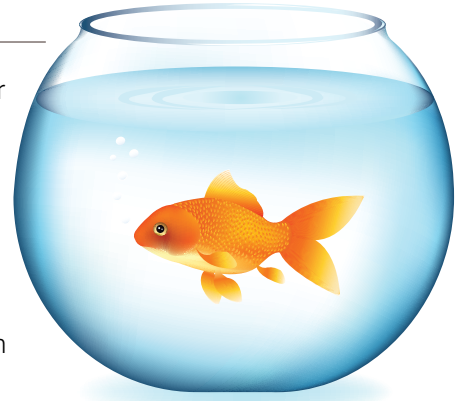
This is a week of consolidation for you and your child. Look at your receptive and expressive vocabulary lists and think about the words on the lists.

- Does your receptive word list have at least three times more words on it than your expressive list? If you have seven words on your expressive list, you should have between 21 and 35 words on your receptive word list.
- Do each of your word lists have a good variety of words? Nouns should make up about half the total on each list. Verbs should equal about 15% of the total number of words on each list. Modifiers should equal about 7% of the total on each list. That leaves about 25% to be other words, including some pronouns such as you, my, etc.

Now look at the words on your receptive list. Is your child using any of those words spontaneously now? If he is, write them on your expressive list. This is typically how you will add words to the expressive list in the early stages.

Remember! Once your child understands a new word, you need to teach him that word in a variety of contexts. He needs to understand the word or use it in many different situations as possible in order to broaden his language base. For example: Your child might know the word 'dog' because you have a dog. However, he may only use that word for your own dog and does not understand the neighbor also has a dog, the story book is about a dog, the plastic toy animal is a dog, etc.

- As you go through your words, make sure that your child understands the words in broad contexts.
- Check your own teaching to make sure that you have given your child enough exposure to the words on the list in a variety of ways.



Date	What did your child do?

Domain and goal

- Comprehends a variety of modifiers
- Theme: Book sharing and nap time



Activities

Checking comprehension without "Testing"

- You have been introducing and teaching a variety of modifiers to your child
 - As mentioned in the audition goals, this week is consolidation so it's time to find out how much your child understands.
 - Check your vocabulary sheets for all the words you have listed under modifiers and use these words in the activities below.

Finding items in the suitcase.

- Put up to ten objects in a suitcase, all representing the modifiers your child knows: big, dirty, broken, scary, etc. Try to have two of each modifier, get each person the house to ask your child for one of the objects. They need to ask for it by the describing word only, don't say the 'dirty baby' as your child only needs to hear 'baby'. Instead, say, *"I want the dirty one."*

Painting pictures

- You can download pictures from the internet . Lay up to ten pictures on the table and ask your child to paint each one. *"Paint the one that's broken."*

Reading a book on opposites

- Any book on opposites will have lots of modifiers. Ask your child to find the page with 'hot' on it, etc.

Theme for the week: Book sharing and nap time

This week, capitalize on these two daily events and focus on the language and vocabulary associated with both these events.

Phrases—Which book shall we read? Let's get two books today. Come with me, it's nap time.

Vocabulary—book, bedroom, lap, page, picture, story, bed, sleep, quiet, nap, rest.

Date	What did your child do?

Domain and goal

- Uses "What's that?"

Activities

You taught your child to answer questions in Weeks 20 and 23. Your child should easily be able to answer 'Where is the ____?' and 'What's that?' questions in context. This week your task is to encourage your child to ask "What's that?" spontaneously.

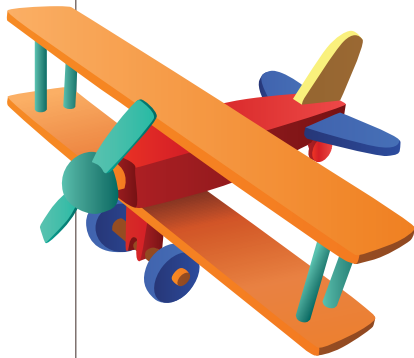
Pragmatics

It's important to make sure there is a reason to ask the question. If the answer is known or obvious, there is no reason to ask the question and it will be very difficult to teach this goal to your child. Use a barrier to block your view and your child's view so there is a reason to ask the question.

Barrier Games

- Put some well known objects in boxes or bags for your child and have another set of matching objects or corresponding pictures for yourself.
- Set up a barrier so you cannot see his boxes when he opens them.
- Tell your child to open a box and ask him "What's that inside your box?"
- When he answers, find your matching object or picture and show him you have a match.
- Reverse roles as soon as your child understands the game so he is asking you "What's that?" when you open your box.

Your child's ability to ask for information is essential in developing his independent language learning. Once a child understands he can ask for information, he will guide his own learning and begin to learn at a faster rate.



Date	What did your child do?

Domain and goal

- Produces /n/ in known words at phrase and single word level

Activities

Week 22 had you practicing /n/ at the syllable level with your child in a variety of vowel and diphthong contexts. This week you will listen to your child's spontaneous language and make note of any words he is using with /n/ in the initial, medial, or final position. You can track this on your articulation attainment chart or at the bottom of this page.

Remember! You are listening for his spontaneous inclusion of /n/ in his known words. Check your vocabulary sheets and see how many words contain /n/. You can set up activities using his vocabulary to assess the /n/.

Activities:

- Hide objects in sand and as your child finds them, model the phrase: "I found a _____."
- Some phrases or words you might listen for during your daily routines are:
 - **Kn**ock on the door.
 - **No** thank you
 - All **gone**
- Trace around some puzzle shapes that are distinctive. Cut the shapes out and put the puzzle pieces face down on the floor. As you take a puzzle piece out of the bag, turn over the first outline. Model "**That's not a _____**". Turn each outline over one at a time until the piece matches the outline. Turn them back over again and get the next puzzle piece.



Date	What did your child do?

Story of the week: "Opposites Peek-a-Boo" by Eric Hill.

Puffin Books, Basildon, England, 1982.

- The receptive language goal this week was making sure that your child understood a variety of modifiers.
- Use this book and ask your child to find any word that he has learned. Model for your child by saying, "I'm going to find something shiny." Thumb through the pages until you find your adjective. Give the book to your child and tell him, "Find something dirty." Remember, only target the words you have taught him, this is a comprehension check of his vocabulary.
- Any pages with words he does not know, choose one of the words in the pair of opposites and teach it to him. For example, if he did not know tall and short, choose one word, 'tall' and talk about the things that are tall, and the other one is 'not tall'. Use this time to go around the house and find 'tall' objects, tall people, go outside and climb things that are tall, etc.

Song of the week: "Little Fish"

Words: "Swish, swish, swish. I'm a little fish. I swim in water, swish, swish, swish."

A great song to teach the verb 'swim' and the voiceless phoneme /f / /sh/

- Put your hands together with the palms touching. Move your hands like a fish swimming and sing the song.
- Hold plastic fish in your hands and sing the song. When the verse is finished, plop the fish into a bowl of water, get another fish and sing again. Repeat.
- Change the object from a fish to other things that can swim: boy, frog, crab, duck, etc. Sing the song, change the word and hold the new animal or person while you sing.
- Once your child knows this song, you can change the verb. "Hop, hop, hop. I'm a little rabbit. I hop in the grass. Hop, hop, hop." This will lead to endless fun as both you and your child find different objects and different actions for them to do.

