Domain and goal	**Activities**

• Identifies single ELTL sounds or performatives by hearing the target in the middle of the phrase
 	
• Examples:
  – Listen the train goes *'ooooo'* on the track.
  – Baby *'shhhhhhh'*, go to sleep.
	Checking your child's learning
	• Last week you checked your child's auditory comprehension by placing the critical element at the end of the phrase. This week, concentrate on moving the critical element to the middle of the phrase. This position requires your child to listen more carefully and comprehend the known item among the other words in the phrase. Only move targets to the middle of a phrase when your child has previously been successful with them at the end of the phrase. Remember, this is a new skill for your child and it will help him if you acoustically highlight the target in the middle of the phrase. Once he is successful with the acoustic highlighting, decrease it gradually until he comprehends at normal rate, rhythm and pitch.
	
	Common daily phrases with target in the middle:
	• (Child's name) wave ***bye-bye*** to Grandma.
	• Let's get the food ***yummm*** for the dog to eat.
	• Clean up, ***bye-bye*** to your toys.
	• Give the _____ to Daddy.
	• The airplane goes ***ahhhhh*** up in the sky.
	• The horse says ***neigh*** in the barn.

Date	What did your child do?

Hear now. And always

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RECEPTIVE LANGUAGE

WEEK 15

Domain and goal	Activities

Domain and goal

- Enjoys rhymes
- Attends to rhythm in rhymes as well as songs

Activities

Emphasizing the rhythm and beat

- You have taught your child quite a few songs now, some with rhyming words, most with a recognizable melody and rhythm. It's time to introduce your child to rhymes without a tune, and to emphasize and focus on the rhythm or 'beat' of the rhyme. Many early childhood rhymes can be recited or sung. This week, drop the tune and recite the rhymes, choose rhymes with a strong beat or cadence.

- Sit your child on your lap and bounce your legs to the rhythm of jaunty rhymes while you recite them or read them in a nursery rhyme book. The following rhymes have strong beats:

  – **Hickory Dickory Dock**
    Hickory Dickory Dock. The mouse ran up the clock. The clock struck one. The mouse ran down. Hickory Dickory Dock.

  – **Humpty Dumpty**
    Humpty Dumpty sat on a wall. Humpty Dumpty had a great fall. All the King's horses and all the King's men. Couldn't put Humpty together again.

  – **Peter, Peter, Pumpkin-Eater**
    Peter, Peter Pumpkin-Eater, Had a wife and couldn't keep her. He put her in a pumpkin shell, And there he kept her very well.

  – **Jack Be Nimble**
    Jack Be Nimble, Jack be quick. Jack jump over the candle stick.

- After you have recited these rhymes over a few days, you should see your child start "bouncing" when he hears you begin reciting a rhyme.

Date	What did your child do?

Hear now. And always

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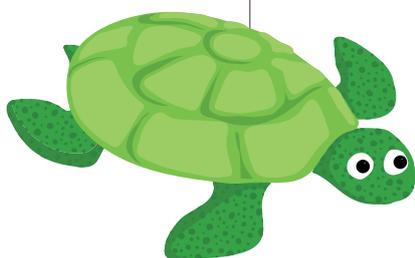
Domain and goal

- Obtain a language sample
- 10 minute duration
- Consecutive utterances
- Keep a record of these language samples in your folder
- Write any true words on the expressive vocabulary list in the Appendix

Activities

Taking a language sample

- Now that your child is spontaneously vocalizing/speaking throughout the day, it's time to begin measuring his language growth. This is done by writing down a language sample. This is a task you will be doing every month until your child achieves a complete language system, so let's learn how to do it correctly.

- Set up some toys for your child to play with, preferably with Daddy, Grandma or an older sibling. It will be easier for you to write down everything your child says if you do not have to be the play partner while you are listening to everything your child says.

- Remind the person playing with your child not to ask a lot of questions, but rather, to just comment on what they are doing or your child is doing. Tell them to wait after speaking until your child takes a turn. If they speak too often or don't wait long enough, your child might not talk very much.

- Use a lined piece of paper. Each time your child says something, write that utterance on one line, then skip a line and write the next thing your child says, etc. Do this for ten minutes and write down everything your child says. Here is an example of what your child's language sample might contain:
  - Brrrrrmmm beep, beep *(performative)*
  - Uh-oh *(performative)*
  - Bye-bye *(true word)*
  - Daddy *(true word)*
  - Open *(true word)*
  - Sh! *(performative)*
  - (unintelligible)
  - Up, up, up *(performative)*
  - No *(true word)*

Date	What did your child do?

Hear now. And always

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Domain and goal

- Sings songs with prosody and rhythm
- Includes some known performatives and words while singing

Activities

Review all songs

Your child has been listening to numerous songs over the past four months and should be attempting to sing along with you. When he sings songs with you, listen carefully to see if you can hear the correct rhythm for each song as well as a matching tune. He should also be using any known words or performatives in the song as he is singing, especially the final word in each line or song.

Critical listening

It is easy to give a child too much credit for their productions when we know what they are trying to say or sing. It is important to be unbiased when listening to your child's productions and the easiest way to do this is to listen blindly. In other words, have your child choose songs to sing without you knowing what he is singing. If you can recognize it, then he is probably approximating the song fairly well. However, if he gestures or does actions while he sings, this may give you clues to the song rather than his actual singing. Another option is to have a less familiar person listen to your child singing. Can they identify the song? This is a good way for you to get a sense of how easily others understand your child.

Activity:

Put song cards on the floor under boxes or cushions. Model for your child by looking under one of the boxes/cushions, looking at the song card, singing the song and then finding that song page in your child's *Sound Book*. Tell your child to choose a box/cushion and sing the song for you. Turn your back so he can't show you the picture. Tell him you are listening and ready to find the same song in the *Sound Book*. Note how many of the songs he could sing well enough for you and others to recognize.

Date	What did your child do?

Hear now. And always

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AV techniques and strategies
- Encourage vocalizations
- Make it meaningful and fun
- Linking learning to actual life experiences

Story of the week: "My Toys" (Silhouettes, A First Guessing Game) Illustrated by Maureen Galvani. *Treehouse Children's Books, Singapore, 1995.*
- Yet another flap book that will engage your child and challenge his cognition. Each page shows the silhouette or outline of a common toy. Open the flap and a picture of the toy is visible. A fun way to share this book with your child is to collect all the toys shown in the pictures and as you look at each page, before opening the flap, ask your child to find the toy that goes with the silhouette on the page. He can then open the flap to see if he identified the correct toy. Matching outlines to objects is a thinking skill that should be emerging in your child at this age.

Song of the week: "Bubbles"
Words: "Bubbles, bubbles, oh, oh, oh. Bubbles, bubbles, blow, blow, blow! Bubbles, bubbles up, up, up. Bubbles, bubbles pop, pop, pop!"
- Children love bubbles and this is a lovely repetitive song that your child will soon be singing all on his own. The song has the early speech sounds /b/ and /p/ as well as a lovely mixture of two syllable and one syllable words. He will be able to sing the final three words in each line and participate in auditory cloze. He will also easily match the lovely rhythm of the song.
- Buy bubbles or make a bubble mixture with the following recipe. Remember, cooking and making things with your child provides wonderful opportunities for teaching language and expanding his learning.
- Bubble Recipe:
    - 1 cup dish soap
    - 3–4 tablespoons glycerine
    - 12 cups clean, cold water
    - Gently mix in a clean bucket and begin blowing

★ **TIP:** *Collect boxes that appliances such as TV, computer, shoes, etc., come in as they make great cars, buses, houses, storage containers.*

Hear now. And always

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