

Domain and goal

- Begins to follow two directions
 - Related
 - Known context
 - Small set

Activities

• **Following two related directions**

Your child is able to follow a single direction in a variety of settings with less and less context now. This week, it's time to begin teaching him to listen to two directions so he can retain the information and understand it. Related directions are two instructions that often go together which makes it easier for your child to understand this longer phrase. Things such as: 'Get your shoes and put them on', 'Open the box and get the toy', 'Give the keys to me'. Even though there are two units of information in each direction, your child will most likely understand them without the need to comprehend both. This allows your child to become familiar with longer phrases and still comprehend the information.

• **Known context**

These directions are found during your daily routines. Your child will need to hear both items in the direction, however, context helps him to comprehend the information. Things such as: 'Get the bowl and put it on the table' are easier because that is something your child probably does every day for breakfast. 'Open the door and let the dog in' is another example of two directions that your child should be able to comprehend through the context.

• **Small set**

Teaching your child to retain two unrelated items can be made fun by using toys or activities he enjoys. Put 5–6 toys in a box (a flashlight, an ink stamp, some bubbles, a spinning top, a wind-up toy and a balloon). Model for your child by taking two items out of the box and saying: **"I'm going to make a stamp and blow the bubbles"**. Put the toys down as you say each direction so he understands you are getting two things. As you do each activity, model the language again: **"I'm making a stamp and now I'm blowing the bubbles."** Give the box to your child and as he selects two toys, provide

the language so he is hearing the two-item language: **"You are going to turn on the flashlight and spin the top."** Remember! This is teaching, not testing. You are both taking turns doing two fun activities and you are modeling the language for your child to enable him to develop a memory for two directions.



Date	What did your child do?

Domain and goal

- Begins to comprehend adjective + noun phrases throughout the day

Activities

By now, your child should be comprehending and using a variety of adjectives. Words such as dirty, big, and wet have been a part of his daily routine for many weeks. This week the goal is to make sure that your child can understand a variety of adjectives combined with a variety of nouns. It is also time to use these combinations throughout the day to check your child's ongoing comprehension of this two-item auditory memory goal.

- When playing with your child, use the adjective + noun construction whenever you can fit it into your activity. For example, when playing outside, tell your child you want to play with the big ball and make sure that he has comprehended that language. When playing inside, play with trains and check to see your child comprehends things such as the long train, the broken train, etc.
- During meals, you can ask your child to get the dirty bowls, the clean cups and the plastic spoons, etc.
- At bedtime, you can tell your child which pajamas to get, the striped bottoms, the short bottoms, the long sleeves, etc.
- When reading books you can talk about the physical characteristics of all objects on the page:
 - Furry cat
 - Bald man
 - Old car
 - Sore knee



Date	What did your child do?

Domain and goal

- Uses pronouns:
 - You
 - My/me

Activities

Your child knows his name and your name, Mom or Dad. This week the goal is to stop using the names your child knows well and begin exposing him to the pronouns we use instead of proper names. It is important to always use natural language when you begin using pronouns. It's easy to become unnatural when trying to teach these to children. The most important thing to remember is to begin using these pronouns throughout the day, so your child hears them in a natural context. For example:

- 'That's Mommy's coffee, don't touch, now becomes *"That's my coffee, don't touch."*
- 'Does Tommy want some juice?' becomes *"Do you want some juice?"*
- When looking at photos, 'That's Tommy and Daddy' becomes *"That's you and Daddy."*

Additional activities:

• Stringing beads

Making necklaces with big beads, about half an inch, is a fun activity for both boys and girls. It is a great activity to help your child develop his fine motor skills and you can use it for early matching which is a cognitive skill your child will develop over the next few years. Choose a bead and talk about the color as you thread it on your string, *"My bead is yellow, I'm making a yellow necklace"*. Let your child choose a color, *"You have a red bead"*. As you continue taking turns, highlight the pronouns you use instead of the proper names. *"That's my bead"*, *"You found another bead for me"*, *"This one is for you"*.

• Playing with vehicles or animals

Anytime you play with your child, you can incorporate the target pronouns into your language. Talking about what your child is doing and what you are doing with the toys offers many opportunities to model this goal. *"My car is driving fast"*, *"Oh no, you crashed!"*, *"You have the jungle animals and I have the farm animals"*, *"You put all the lions together in the cage."*



Date	What did your child do?

Domain and goal

- Imitates /t/ in syllables with a variety of vowels and diphthongs

Activities

It's time again to practice a target phoneme at the syllable level. This week, pair /t/ with a variety of vowels and diphthongs and request your child imitate the syllables. Remember, /t/ is a voiceless sound like the /p/ you practiced in Week 25. Practice the /t/ in the middle and medial position of the syllables. It becomes a different sound when found at the end of syllables.

Use the activities your child enjoyed from previous weeks. Keep the practice short and fun.

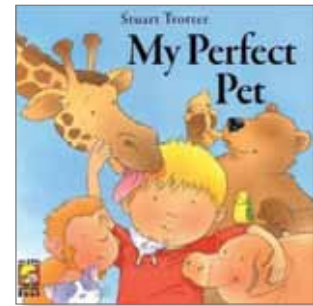


Date	What did your child do?

Story of the week: "My Perfect Pet" by Stuart Trotter.

Koala Books, Australia, 2006.

- What a wonderful book to continue expanding the receptive language goal this week of adjective + noun. This book describes each animal using rhyming words which will be fun for your child to imitate. One of the most important early literacy skills you can develop in your child is an awareness of rhyming words. This book has rhyming pairs on every page and will expand your child's vocabulary in the area of adjectives. It also ties in nicely with the auditory goal of verb + noun and caring for a pet. This is a great book to teach the word 'pet' and generalize your child's knowledge.
- Gather toy animals which depict a particular quality such as scales on a snake or lizard and fur on a rabbit and talk about each animal and its specific quality. Group animals together with like qualities.
- From Week 33 use the photos of your farm or zoo visit and group the animals according to specific qualities such as furry, feathery, etc.



Song of the week: "Hokey Pokey"

Words: "You put your right arm in, you put your right arm out. You put your right arm in and shake it all about. You do the Hokey Pokey and you turn yourself around. That's what it's all about."

- This song is done in a circle with everyone facing the middle. As you sing the lines, you put the named body part into the circle or outside the circle. Doing the Hokey Pokey simply means turning yourself around and doing a little dance while you turn around.
- Your child will not know the difference between his right and left arm or leg so don't worry about teaching that information, he is too young to comprehend that right now. The important aspect of this song is following the directions, as in the Audition goal. You can string two directions together before you show your child which will give him practice listening to longer, more complex directions.
- Put every body part you can think of in the middle of the circle. If you do not have enough people to make a circle, put a blanket or cushion on the floor as the place to aim body parts.
- Body parts to put into the circle: legs, feet, hands, head, ear, nose, bottom, tummy, whole self – jump whole body into the circle or onto the blanket.

