



Audition

Theme: Toys

WEEK 13

Domain and goal

- Indicates when hearing aids or cochlear implants are not working
- Auditory self-monitoring of speech becomes more automatic

Activities

The auditory goal for this week is to teach your child to let you know when their hearing aids or cochlear implants are not working. Each time the battery needs to be replaced, practice with your child by saying, "**Can you hear?**" (Point to the device that is not working.) "**It's not working. We need to change the battery. Let's practice. Point and tell me, 'It's broken (or not working).'**" Practice this routine consistently throughout the week and soon your child will be indicating to you when their hearing aids or cochlear implants are not working. Make note of this on the progress chart at the bottom of this page.

TIP: ★ Notice that your child more easily says what he/she hears and hears what he/she says. Your child's auditory self-monitoring loop is becoming more automatic.



Date	What did your child do?



Receptive Language

Theme: Toys

WEEK 13

Domain and goal

- Understands some common descriptions
- Understands, "What can you [verb]?"
- Understands, "What [verbs]?"

Activities

Playing Ball

This activity reinforces the ball theme from last week, expands on the ball activity from Week 2 and incorporates new goals. When playing with the ball, use verbs to describe the ball.

- The ball *bounces*.
- It *rolls*.
- It *flies*.
- You *catch* the ball with your hands.
- You *throw* the ball with your arm.

Playing with Toys

Get out several toys. Describe a toy using three different descriptions, and your child picks the toy you are talking about.

You will need various toys, such as:

- Car: You drive it. It carries people. It goes fast.
- Doll: You brush its hair. It cries. You dress it.
- Ball: It bounces. You throw and catch it. It's round.
- Blocks: You build them up. You knock them down. They fall down. They're square.
- Wind up toys: You wind them up. They move around.
- Miniature people: He waves. She walks. They live in a house.

TIP: ★ Your child should be able to build a six- to nine-block tower with blocks.

★ Your child should use most toys appropriately and also use one object to represent many objects (e.g. A stick can be a brush or a spoon during play.).

★ Validate your child's ideas and creativity by modeling spoken language for what he/she is trying to convey.



Date	What did your child do?



Expressive Language

Theme: Toys

WEEK 13

Domain and goal

- Review prepositions: in, on, under, over
- Requests assistance

Activities

Follow the Leader

This activity is an adaptation of the game where one person follows or imitates the actions of the leader. In this spoken language adaptation, the leader gives the directions before showing the actions. The emphasis is on using the prepositions *in*, *on*, *under*, *over*. Use the spoken language for two actions since you, as the leader, are modeling the actions, before your child follows. This sets the stage for understanding two unrelated directions. When it is your child's turn to be the leader, they might give only one direction at a time. That's fine, since the goal in this lesson is for your child to use the prepositions spontaneously.

- Go *in* the bedroom. Crawl *under* the chair.
- Climb *over* the bed. Sit *on* the chair.
- Crawl *on* your hands and knees. Sit *on* the stair.
- Go *in* the garage. Sit *in* your wagon.
- Put the ball *under* the wagon.

All by Myself

Encourage your child to do things for themselves. Instead of jumping right in, pause and wait for your child to try without your help. If he/she needs help, model the spoken request, "*Help me, please, Daddy*", encourage your child to request assistance.



Date	What did your child do?



Domain and goal

- Stimulate /t/
- Spontaneous speech errors are within manner of production

Activities

Animal Game

Do the silly babble game using toy animals that your child puts in the bucket after saying the sound. Review the category name for these toy animals. To make it more interesting you could put in toy vehicles. Discuss how they don't belong. A boat is a vehicle, not an animal. Stimulate /t/ with one syllable, "ta" or "too" or "tee". When your child can produce the /t/ in a single syllable, take it to two syllables, "ta ta", "too too", "tee tee". Go onto three syllables if your child says /t/ correctly with two syllables, "ta ta ta", "too too too", "tee tee tee".

Toy animals you could use:

- **T**iger
- **T**urtle
- **T**urkey
- **C**at
- **G**oat
- **R**abbit.

Other toys to use for reinforcing category names:

- **B**oat
- **H**elicopter
- **T**rain
- **T**ruck.

TIP: ★ Train and truck have /tr/ blends. This will be difficult for your child to say, but you still might want to include them to stimulate the /t/ and to sort by animal and vehicle categories..

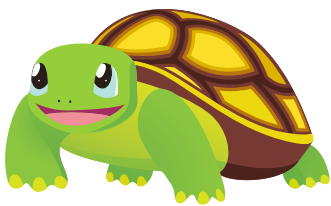
Tasting Party

Taste different foods and beverages that have the /t/ sound. Before you taste it, name the food and acoustically highlight the /t/. Your child says the word before tasting the food. Be sure to feed in, "**T**aste the ___".

Foods you could use:

- **T**aco
- **C**arrot
- **T**ea
- **D**onut
- **B**utter
- **F**ruit
- **P**otato
- **Y**ogurt
- **P**retzel

TIP: ★ Speech errors within manner of production at this stage are common.



Date	What did your child do?



Theme: Toys

Story of the Week

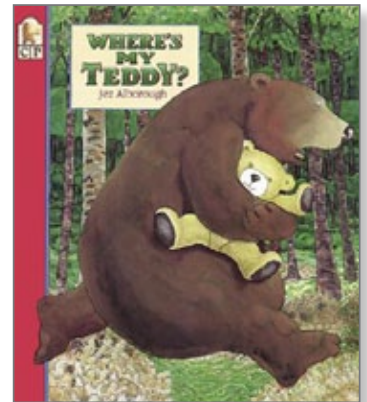
Where's My Teddy?, by Jez Alborough, Candlewick, 1995.

Follow a little boy named Eddie who lost his teddy and is searching in the forest for it. A giant bear lost his teddy bear too and is looking for it in the same forest. What an interesting situation when the bear finds the boy's teddy and Eddie finds the bear's teddy. Your child will enjoy the rhyming text, illustrations and excitement in this book. This book reinforces and expands upon many of the concepts you've been teaching your child:

- Size concepts: big, bigger, biggest, giant, gigantic, tiny, little, small, smaller, smallest
- Pronouns: I, you, it, my, he, him, his, they, us, their
- Two- to four-word phrases, sentences, commands and questions: I want my bed! I want my teddy! Look out! What's that?

To act out the story you will need:

- Three teddy bears of different sizes: one is the real gigantic bear, one is the bear's teddy bear and one is the boy's bear. Your child plays the role of the child in the story.



Song of the Week

Teddy Bear Turn Around, Wee Sing and Play, by Beall and Nipp, Price/Stern/Sloan, Los Angeles, 1983.

Act out the song as you are singing.

You will need:

- ✓ Teddy bear.

*Teddy Bear Teddy Bear turn around.
Teddy Bear Teddy Bear touch the ground.
Teddy Bear Teddy Bear show your shoe.
Teddy Bear Teddy Bear I love you.*

*Teddy Bear Teddy Bear go upstairs.
Teddy Bear Teddy Bear say your prayers.
Teddy Bear Teddy Bear switch on the light.
Teddy Bear Teddy Bear say good-night.*

