

## Domain and goal

- Identifies items by function
  - Cut
  - Read
  - Sit
  - Sleep
  - Wash
  - Eat
  - Drive
  - Ride
  - Play
  - Clean
  - Wear
  - Write
  - Color
  - Cook
- Things we use to cut
- Things we can wear
- Things we cook on and with

## Activities

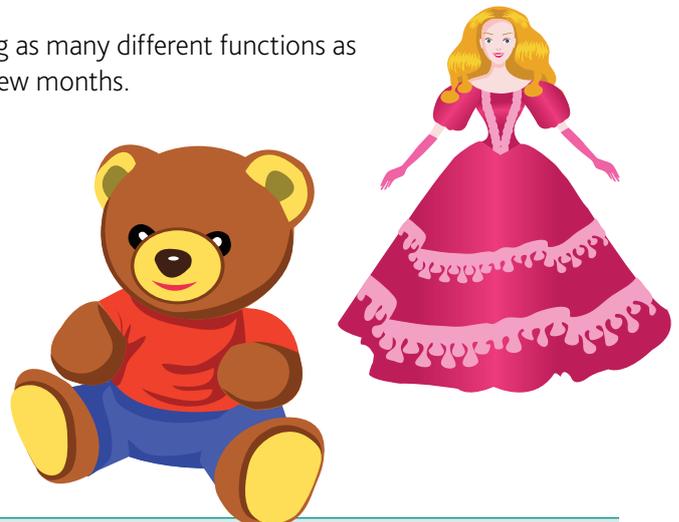
This goal is one of the most important goals you will accomplish with your child. You will not complete this goal in one week, it will be an ongoing goal for you and your child for the next few months with great intensity; and then for the next few years with less intensity but with great scope and generalization. The purpose of this goal is to teach your child that things in his everyday life have names or are called a particular name, but they can also be known for what they do or how they are used. For example: a bed, your child probably knows the name of this piece of furniture in his bedroom. He may relate to it when you say it is bedtime. However, he also needs to understand it 'as something you use' when it is time to sleep. It is a bed, its function is to use for sleeping.

### Activities:

This week, choose a different function to explore each day. Some examples are listed under the goal on this page. Collect all the items that go with that function and talk about them and what they do.

- Things that cut: knife, scissors, nail clippers, saw, hedge clippers, lawn mower, axe, weed-wacker, cheese slicer, paper cutter, razor, chainsaw, etc.
- Show your child each thing that can cut, talk about what it cuts, with supervision your child can hold some items and use each one for its intended purpose.
- Take photos of your child using some of the items.
- Make a page in your *Sound Book* of all the things that can cut.
- Expose your child to all the rich vocabulary that comes up as you explore the function of 'cut'.

Continue exploring and teaching as many different functions as you can think of over the next few months.



Date	What did your child do?



## Domain and goal

- Comprehends a variety of verbs
  - End of phrase
  - Beginning and middle of phrase
- Theme: Dinner time

## Activities

The goal this week of teaching your child a variety of verbs works in conjunction with the Auditory Goal of identifying items by function. Often the 'function' of an object is a form of the verb. One of the examples is to find all the things that can 'cut'. Cut is the verb, or the function of all the objects, or nouns, that can cut. As you teach your child a different function each day, he will be learning new nouns that all go with one verb or function.

### Activities for 'Wear':

- Get a doll or teddy bear bear to dress and gather many different clothes for it to wear. Each time your child chooses a piece of clothing to put on the doll or teddy bear bear, repeat your target: **"The doll/teddy bear bear can wear shorts."** Continue until it is completely dressed, you may even add accessories such as sunglasses, jewellery, backpacks, etc.
- You can mix some clothes that do not fit the doll or the teddy bear bear and incorporate the negative words such as: not, can't, doesn't, etc. **"This shirt is not for Teddy bear bear, it's too small/big."**

### Theme: Dinner time

You prepare and eat dinner every day. Take time this week to allow your child to learn from this daily routine. There are three areas on which to focus: preparing dinner, eating dinner, cleaning up. Take some photos of your child helping you cook dinner. Take a photo of the family sitting at the table and eating dinner. Make a short sequence story for your child of photos showing setting the table, cooking, eating and cleaning up.

- **Phrases:** Let's cook dinner now. Wash your/the \_\_\_\_\_. Set the table. We need \_\_\_\_\_. Get the \_\_\_\_\_. It's hot, be careful. Stir the \_\_\_\_\_. You are helping Mommy. Uh oh, it spilled. Wipe it up. Give it to \_\_\_\_\_. Turn it on.
- **Vocabulary:** plates, silverware, pans, stove, refrigerator, glasses, stir, cut, cook, bake, roast, pour, meat, vegetables, table, dining room, kitchen, microwave, food, left-overs, etc.

Date	What did your child do?

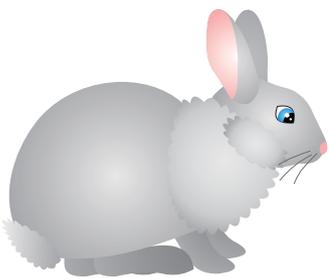
## Domain and goal

- Uses some modifiers:
  - Prompted
  - Spontaneously

## Activities

This week, set up some activities to give your child the opportunity to use any describing words he has learned. Think about the words you have been teaching him, things such as hot, dirty, big, broken, etc. Then think of fun activities you can do with them but keep in mind, instead of modeling the word and expecting an imitation, you are going to wait and see if he says the target word spontaneously. If he doesn't say it spontaneously, you can try prompting by using the hand cue or some other way of signaling you want him to talk.

- Gather together a dozen or so objects that all have the one quality you are targeting. Put them in a bag or a box and allow your child to take them out and see if he notices the descriptor you have chosen. You can prompt him by saying, "*Oh look, it's \_\_\_\_\_.*" Or, after he has taken out a few, you can prompt him by saying, "*They are all \_\_\_\_\_.*" You can also use phrases such as, "*Tell me about the \_\_\_\_\_, it's \_\_\_\_\_.*" If he only uses the name, confirm the name and ask him to tell you about the item. "*Yes, it's a car. Look, what happened?*"
- Put 3–4 objects with different qualities in a box and as your child takes them out, put each one on a different chair or pillow. Have more boxes with objects containing the same qualities and as he takes them out, ask him to put them with the other objects that are similar. The broken items will all go together on one chair or pillow, the dirty objects on another, etc. Don't say the descriptive word, wait or prompt your child to say it spontaneously. He might not understand immediately. However, by the third box he should have a better idea of what you are doing and wanting. Kids love matching and this will appeal to your child, just make sure that you are using descriptors that you have taught.
  - Box 1—dirty cup, broken car, pretty flower
  - Box 2—dirty shirt, broken plate, pretty necklace
  - Box 3—dirty face, broken puzzle, pretty dress



Date	What did your child do?

## Domain and goal

- Imitates /w/ in syllables with:
  - /a / -car
  - /u / -moo
  - /i / -feet
  - /au / -cow
  - /ai / -pie

## Activities

### Speech babble

The phoneme /w/ is only produced in the beginning and middle of words and syllables. As you have done in the past, practice syllables of /w/ with the vowels and diphthongs listed on this page under the goal. Once your child can produce an adequate /w/ with those combinations, choose other vowels and diphthongs to practice.

### Activities:

- Hide puzzle pieces around the lounge room and put the empty puzzle board on the floor. Tell your child to find the pieces and as he does, model a few syllables for him to imitate before he puts the piece in the board. Continue until the puzzle is finished.
- Tie Potato Head parts to colorful strings and hang them down the back of the sofa. Have the bare Potato Head on the lounge and tell your child to find the pieces by pulling the strings. Before he pulls each string to find the body part, model some syllables for him to imitate. Continue until all strings have been pulled up.
- Splashing in puddles. Put rain boots on your child and go outside to jump in puddles and make big splashes. Before each jump, model a few syllables for your child to imitate, then let the splashing begin. Move on to the next puddle and repeat. If you don't have any puddles, you can make some with water balloons by filling them with water and helping your child smash them and making a splash.

### Rules:

- Begin working on the /w/ with any vowels your child is already saying correctly. Move from the known to the unknown.
- Do all syllable babble through audition and don't emphasize your mouth nor tell your child to 'look' at you. Ask him to listen and use joint attention on the toy to decrease visual attention to your face.



Date	What did your child do?

**Story of the week: "Dinner for Eight" by Elliot Keeloff and Roger De Muth.**

*Blue Apple Books, Maplewood, NJ, 2009.*

- A fun book with flaps for your child to open as you read all about an octopus making dinner for seven of his friends.
- The story will help you carry over the goal in the language theme this week dealing with 'dinner time'.
- You can make your own book about cooking dinner for some of your child's friends – his stuffed animals and dolls. Take photos of each major step while making dinner and create a personalized book. You will have hours of fun not only making the book, but reading it after. Acting out cooking dinner in the playroom is a less messy than cooking the real dinner with you at night. However, you should do both.

**Song of the week: "I'm a Little Teapot"**

Words: "I'm a little teapot short and stout. Here is my handle, here is my spout. When I get all steamed up hear me shout. Tip me over pour me out."

- This song has lovely actions that go with it.
  - Stand up when you start to sing the first line.
  - For the second line, put one hand on your hip as a handle and make the other arm look like a spout with hand pointed out.
  - During the third line, you can bounce around a bit as if your water is boiling.
  - For the last line, lean your body over as though you are pouring tea out your spout.
- You can incorporate this song into your dinner theme by serving tea after the meal.
- Have a tea party for your child and all his stuffed toys.
- Make a page in your *Sound Book* with a teapot cut up into each named part. As you sing the song, attach each part to the page with velcro.

