

## Domain and goal

- Comprehends all known words and phrases when spoken by unfamiliar speakers

## Activities

In Week 36 you checked to make sure that your child was using his words and language with other family members and making sure that he could understand them. You also practiced giving your child specific opportunities to understand less familiar speakers in Weeks 22 and 27. You are almost at the end of the first year's journey with your child and this week you need to cast a critical eye to your child's ability to understand everyone with whom he comes in contact. Does he understand many different people in many different situations, given he knows the language and vocabulary?

If you are not certain your child can do this, you may need to ask your family and friends for help. Each person you know will have a friend or relative that would be willing to meet you and interact briefly with your child. You can explain your needs to the person before meeting them and then observe your child. It might be easier for everyone if you set up an activity or context for the interaction so the listener has a reference to guide them.



## Activities

- Meet at your friend's house for coffee and the new person can be invited. The interaction will be around eating and drinking, topics your child should know well.
- Meeting people while going for a walk. Some friends may be willing to "bump" into you on a walk to the park or around the block and give your child an opportunity to greet and say goodbye to a stranger and possibly interact with simple questions such as name and age, etc.
- Other children. When you are at the park, a birthday party, or some other social occasion, seek out people to interact with your child and observe how easy or difficult it is for him to understand the new person. Try not to "interpret" for your child. It's fine for you to facilitate the communication for your child. However, repeating everything the less-familiar speaker says will not improve your child's skills. Instead, guide the new person to use words that are more familiar to your child.

Date	What did your child do?

## Domain and goal

- Achieves a receptive vocabulary of 150–300 words

## Activities

It's hard to imagine your child has learned so many words. This week, review the 2500 word list and check off any new words your child understands. It is difficult to know every word your child understands and your tendency will be to test your child. However, if you do this he will soon become bored and frustrated with you always asking him to show you or point to things. Instead of testing, think critically about what your child is understanding and become a good observer of your child. Also, any word your child uses spontaneously is a word he has in his receptive vocabulary, so make sure that every word you give him credit for in his expressive list is also marked in his receptive list.

Your child should have from three to five times more words in his receptive vocabulary than in his expressive vocabulary. After you have done your vocabulary count, check your ratio. Check the number of words in his expressive vocabulary against the graph in the Appendix. Does he have the same number of words as a typically hearing child would have at his hearing age? In other words, your child's hearing age is most likely about 11 or 12 months. A typically-hearing child of the same age would have an expressive vocabulary of between 7–15 words. Has your child equalled or surpassed his hearing age in terms of vocabulary development? By looking at the graph and plotting your child's total number of expressive words, you can determine the approximate language age of your child. Is he catching up to his chronological age? Has your child gained more than a year's growth in a year's time?

If you feel your child's receptive vocabulary is not as large as it should be, the best way to increase his vocabulary and language is by sharing more books with him every day. Go to the library at least once a week and get new books as well as some old favorites. Borrow books from relatives and friends. Ask for books for your child for his birthday and other holidays. In the words of Carol Flexer, "Read, read, read to your child, and then read some more."



Date	What did your child do?

## Domain and goal

- Collect a language sample of at least 50 consecutive utterances

## Activities

This week it's time to get another language sample from your child. In Week 33 you were encouraged to get a language sample from outside the home, with your child interacting in a variety of settings. You may well have noticed his language was not as vibrant or abundant outside the home. If this was the case, it indicates you need to practice more with your child outside the routine of your home.

This week, gather a few different language samples. Try to get one while sharing a book with him yourself. This could be quite difficult and you might want to video tape the book sharing and transcribe it later if you can. Alternatively, you could ask your partner or another adult to transcribe the sample while you interact with your child.

Try to get a second sample when your child is retelling a favorite story. If he doesn't talk much or the story is too short, get him to retell two or three different stories. Write down every utterance. Remember, the sample must be consecutive.

A third activity to do with your child is to look through photos of the family doing things. Children love looking at photos, especially of themselves and people they know. Your child should have lots to say about the photos, however, remember rather than asking lots of questions, make lots of comments. Questions only require short, one-word responses and this will restrict the amount of language your child uses.

### Bloom and Lahey

Take your three language samples and decide where on the Bloom and Lahey chart they belong. Put a check in each square on the chart, nouns = single word existence phase 1, two-word adjective + noun = phase 2 and so on.



Date	What did your child do?

## Domain and goal

- Update articulation attainment check lists
- Make sure that all vowels, diphthongs and consonants which your child has mastered are produced correctly in known words and phrases

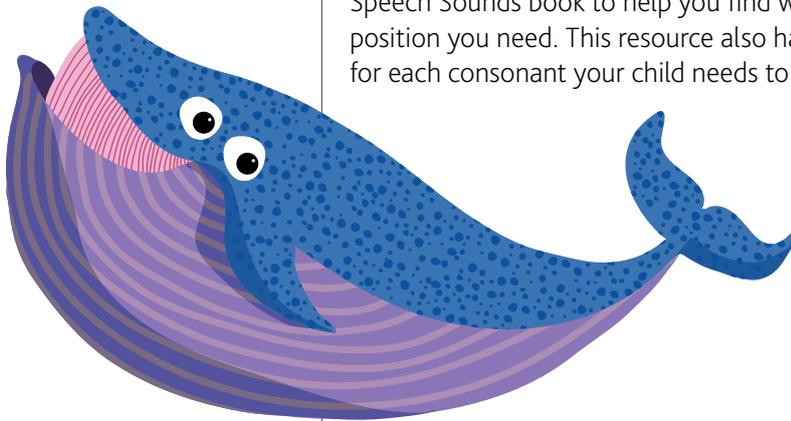
## Activities

You have spent much of last week and this week listening to your child, gathering language samples and listening to his speech. It is time to look at both the vowel/ diphthong articulation sheet and the consonant attainment sheet that you have been updating throughout the year. Your child should be producing the first set of consonants (m,b,p,h,n, w and v) with ease, in most positions of words and phrases. He should also be producing all the vowels and diphthongs in his known words and phrases. Take a moment to update your check lists and think critically about your child's ability.

- Are there any phonemes your child continues to mispronounce?
- Are there any particular positions in words that some phonemes are less clear?
- Has your child consolidated his production of these phonemes and does he use them correctly from day to day, week to week?

If you cannot answer yes to the three questions above, more practice might be needed at the syllable level. You might need to provide some speech babble practice with your child targeting one or two phonemes with which he is having trouble.

You might need to find more words to introduce the target phoneme to make sure that he can carry over his production in a variety of contexts. Remember to use the Speech Sounds book to help you find words with particular phonemes in them in the position you need. This resource also has wonderful lists of songs, books and activities for each consonant your child needs to learn in this first year.

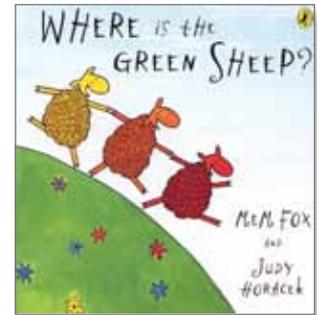


Date	What did your child do?

## Story of the week: "Where is the Green Sheep" by Mem Fox and Judy Horacek

**Horacek.** *Puffin Books, Penguin Books Australia, 2006.*

- This is a wonderful little story, all about sheep doing various activities, and is rich in vocabulary. It has the recurrent theme of a missing green sheep, however, colors are not the main objective of this book. It has a lovely recurring phrase, "Where is the green sheep?", with a cute rhyme at the end with sheep, peep and sleep. The noun and verb vocabulary is rich and your child can learn many concepts from this book.
- The circus theme is evident on a few pages in the book and can be expanded by taking your child to a circus or getting more books from the library about a circus. One of the "Spot" books is about the circus and explores more activities and sites that can be seen at the circus. If you don't have a circus nearby, you may be able to find a DVD with a circus theme and watch it with your child.
- Make a page in your *Sound Book* about the circus, remember to make it interactive so it is fun for your child to read every day. If your child is fascinated by the juggler, you could put three paper balls in the envelope and blow them up when you read so your child can pretend to juggle. If your child was enthralled with the lion tamer, you can put a picture of a lion on the page and make a small whip and a chair in the envelope so your child can pretend to be the lion tamer.



## Rhyme of the Week: "Wee Willy Winkie"

Words: "Wee Willie Winkie runs through the town, upstairs and downstairs in his nightgown, tapping at the window and crying through the lock, are all the children in their beds, it's past eight o'clock."

- Yet another traditional children's nursery rhyme with four distinct lines easily depicted with pictures (running through a town, going up and downstairs, children in bed and 8:00).
- You can act out this rhyme with your child and take photos of each action, the final photo of a clock showing 8:00. Your child will love running up and down the stairs and checking on the children in bed. You can also act this rhyme out using small props.
- New vocabulary in this rhyme will most likely be: nightgown, town, tapping, lock and clock.
- As you recite the rhyme, remember to acoustically highlight the rhyming words.

