

Domain and goal

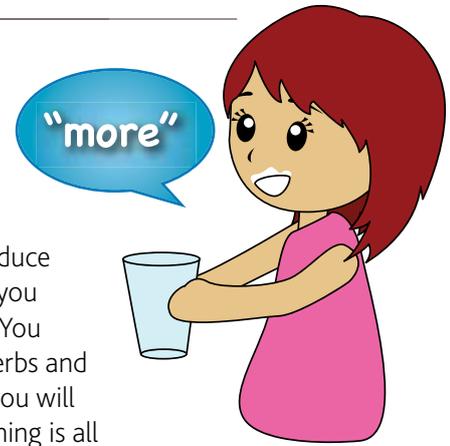
- Achieves a two-item auditory memory – Verb + verb
- Cut and paint the picture
- Pat and kiss the dog
- Jump and roll on the floor
- Swing and slide at the park
- Daddy is washing and then eating
- Throw the ball and blow the horn

Activities

Auditory memory

Last week you began teaching your child to listen for two critical elements in a phrase. This week you will continue with two item memory, working on two verbs, or doing words, at a time.

When you are teaching something, it is okay to introduce new words to your child. During the teaching phase, you do not need to use only known words for your child. You are providing lots of examples of phrases with two verbs and if you are limited by your child's known vocabulary, you will not teach with the breadth needed. Remember, teaching is all about showing your child and playing, NOT testing.



Activities:

- Fun props: Get some fun props such as bubbles, jumping frogs, tops, flashlights, horns, etc., and put them in a pile on the floor. Pick up one in each hand and say: **"I'm going to spin the top and blow the bubbles."** Let your child choose two things and provide the language for his choice: **"You are going to make the frog jump and turn on the flashlights."** You can acoustically highlight or repeat the verbs in each phrase so your child hears them well. Repeat until all toys have been used in various combinations.
- Line drawn pictures: Put some paint, scissors, glue, sticky tape and crayons or textas on the table. Take a picture and then get two things to do with it and say: **"I'm going to cut and then paint my picture."** Tell your child to get two things to do with his picture and provide the language: **"You are painting and gluing your picture."**
- Doll house and family: Make the dolls each do two activities in the house, **"Mommy is cooking and then watching TV."** Let your child choose a doll and then get two activities to do. Say the phrase for your child while he acts out his activities. **"You are taking a bath and then eating."**

| Date | What did your child do? |
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Domain and goal

- Begins to identify individual objects by category label
 - Animals
 - Clothes
 - Food
 - Vehicles
 - People
- Theme: Birthdays

Activities

Your child has learned quite a few nouns (naming words) and it is now time to teach him that everything can be known by its category label. This week, teach your child the broader term for all the items he knows by individual names. Children have fun learning category labels because it is the beginning of their cognitive function of classifying similar objects.

Separating objects

Put five each of animals, food and furniture in a bag. Put a doll house, a fence, barn or jungle and a shopping basket or toy refrigerator on the floor. Take an item out of the bag, name it and say it is a (category label) and it goes in the house, fridge, or barn. Let your child take an item out of the bag and name it if he can. Wait while he decides where it belongs. Most children know these category groupings just through observation and non-verbal learning. You are now giving your child the language to match some of the cognitive skills he has already begun to integrate.

Category hunt

Choose a category to teach each day and go on a hunt with your child to find members of the category. Put some hangers and a suitcase on the floor and tell your child you need help finding some clothes to hang up or put in the suitcase. Go around the house and find clothes to bring back and hang up or pack in the suitcase. Each day have a different prop for the category:

- Tool box—tools
- Toy box—toys
- Picnic basket—dishes and silverware
- Garage—vehicles

Birthday phrases and vocabulary (have a pretend birthday party for Teddy bear, wrap up some of your child's toys to give Teddy bear, make a playdough cake, etc.

- Blow out the candles. Cut the cake. Open your present. Say, thank you. Tear the paper. What did you get? Sing Happy Birthday. How old are you? Who came to your party?
- Candles, cake, hot, be careful, blow, blow harder, blow again, more, open, unwrap, ribbon, pretty, paper, ribbon, sticky tape, lollipops, ice-cream, birthday, sing, song, card, envelope, mail, party.



| Date | What did your child do? |
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Domain and goal

- Collect a spontaneous language sample of at least 34 consecutive utterances
- Analyse language sample
 - Existence – nouns
 - Non-existence – all gone
 - Recurrence – more
 - Rejection – no
 - Attribution – modifiers
 - Possession – mine
 - Actions – verbs

Activities

Language sample

Refer to Week 20 for guidelines in taking a spontaneous language sample.

Organize a few activities for your child to do with another person. Sit back and write each thing your child says. You will need to decide where one utterance ends and a new one begins.

Do not skip any of his utterances, write down everything he says, one utterance per line, until you have 34 or more spontaneous utterances. As before, imitations do not count so do not write them down.

- You will get a better language sample if the person interacting simply comments and does not ask questions.
- Have a few different activities ready so your helper has enough content to keep your child engaged. Book sharing, looking at family photos, reading his *Sound Book*, doing a daily routine such as bathing a doll, will all provide opportunities for your child to talk.
- If the play is too engrossing, your child may become absorbed in play and this will decrease the amount he says.

Bloom and Lahey chart

Your child should be using words across the seven categories in Phase One on the chart in the Appendix. Look at this language sample as well as the samples done in Week 20 and 25. If your child doesn't have evidence in a particular category, set up an activity that will encourage your child to use language in this category if he knows it.

| Date | What did your child do? |
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Domain and goal

- Update Articulation Attainment Chart
- Does your child have the following phonemes in all known words in appropriate positions?
 - /b/
 - /m/
 - /h/
 - /w/
 - /p/
 - /n/

Activities

Speech babble practice

Once you get enough utterances for your spontaneous language sample for the expressive language goal, sit and listen to your child's speech production rather than his language use. Is your child using the phonemes listed to the left in the words he is producing? Use the advanced articulation attainment chart in the Appendix to mark when you hear each phoneme in a particular position in a word. Use (+) and (-) symbols to indicate your child used it correctly or incorrectly in the words he said.

Note: If two consonants are found together in a word, this is called a blend. Your child is not expected to produce blends at this stage so don't count the mispronunciation of a blend when you are marking his productions. (**b**room, **pl**ay)

If you notice an error in your child's speech, you might need to go back to some babbling practice with that phoneme. Does he have trouble with that sound with only one vowel or with a few different vowels or diphthongs. Going back to practice consonants at the syllable level is important if you notice an error when your child says a word. If your child does say a phoneme incorrectly, always provide the correct model so he has the opportunity to hear it. Babbling practice will help your child produce the phoneme correctly and prevent any incorrect productions from becoming a habit.

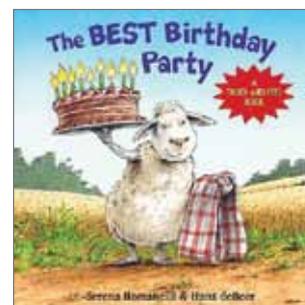


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Story of the week: "The Best Birthday Party: A Touch and Feel Book"

by **Serena Romanelli**. *North South Books. USA, 2009.*

- There are a variety of books available dealing with the receptive vocabulary theme this week – Birthdays. This book adds the extra quality of textures and descriptors on each page, such as the shiny balloons blown up for the party.
- Activities:
 - Get out old photos of your child's birthdays and talk about each photo. Match aspects of each photo with the book and discuss what is the same and what is different between the book and your child's own photos.
 - Create a birthday party for one of your child's toys as explained in the receptive vocabulary goal. You can be as elaborate as you want in creating a birthday party, from invitations to other family members or stuffed animals, to party plates, a cake and some presents wrapped up. Blow up balloons and decorate the room for a party. Everything you do helps your child learn the vocabulary, language, routine and concepts around birthday parties, which will then prepare him for all the birthday parties he will begin attending once he starts preschool.

**Song of the week: "Happy Birthday"**

Words: "Happy Birthday to you. Happy Birthday day to you. Happy Birthday dear (name). Happy Birthday to you."

- A traditional song which is always sung with the birthday cake.
- Sing the song any time you have a birthday party, real or pretend.
- Practice the song by making a quick playdough cake and using real candles to light and blow out.
- Make a page in the *Sound Book* with a birthday cake. Make some candles to put on the cake and make separate flames that can be stuck above the candles and then blown off. You can use velcro or blu tac to stick the flames on above the candles.

★ **TIP:** *Make a hearing aid/implant box with your child's name and picture on it, so that when they are not in the dry aid, your child can be responsible for putting them in his/her device box.*

