

Domain and goal

- Achieves a variety of one-item auditory memory targets with unfamiliar speakers
 - Nouns
 - Verbs
 - Modifiers
 - Directions

Activities

Receptive and expressive vocabulary lists

Last week you updated your child's vocabulary lists to use the words on those lists this week to give your child practice listening to them with less familiar speakers. Invite friends, relatives, neighbors, and playmates over to your house and facilitate the following activities which allow your child much needed listening practice in a familiar, quiet environment.

- **Reverse charades**—gather photos of people doing things your child knows: sleeping, drinking, jumping, kissing, etc. Put the pictures face down in a pile, model for your child by taking a card and asking another person to do the action on the card i.e., "Pretend you are eating." The person stands on the stage and acts out the word. Once your child understands, have the other, less familiar speakers, choose the cards and tell your child what to act out.
- **Car rides**—gather as many toy vehicles as you can and make a ramp out of a bread board or something similar. Collect as many items as you can find from your child's vocabulary list, they will tend to be mainly nouns, perhaps a few modifiers. Tell your child all the things are going to go for a ride down the ramp. Ask him what should go in the first car, he may tell you the name of something or point. Put the object in a vehicle and send it down the ramp. Once your child understands the game, you can take turns with less familiar speakers and tell him what to get for each vehicle. Repeat until your child has listened to a variety of speakers and understood.
- **Shop keeper**—You can gather objects, pictures, photos and belongings and set up a shop in your house. Model for your child that you are the shop keeper and people come into the shop with a basket and ask for a certain item, **"I'd like Teddy bear please."** Get Teddy bear, put him in their basket and take the money. Once your child understands the game, the less familiar speakers can all take turns buying things from your child. Remember, only include items in the shop that are on your child's vocabulary lists.

Remember! Check your child's comprehension through play. If it becomes too much like a test, your child will not want to participate.



Date	What did your child do?

Domain and goal

- Understands longer phrases with the key word in the middle of the phrase
- Example: Go get your shoes from the bedroom
- Theme: Bath time

Activities

You can work with your child on comprehending a longer phrase with the known word/information in the middle of the phrase through specific activities and also through daily communication with your child. Below are some examples of both:

- Dress ups—Get a teddy bear or a doll and some clothing and accessories to put on it. **"Let's put the undies on Teddy."** Remember, you need to concentrate on the vocabulary your child knows so check your vocabulary lists for appropriate items. If you use an item your child doesn't know, use it as a teaching opportunity for new vocabulary and put the item at the end of the phrase to make it easier for your child to learn.
- Daily communication—Give the **drink** to Daddy. Can you get the **book** for me please? Wash your **hands** for me. It's time for **bed** now.

Expanding vocabulary – Theme: Bath Time

There is a great deal of language that is available during bath time, however, if your child **may not** wear his device in the bath. Recreate all that lovely language by bathing various dolls and other items this week. If he has a younger sibling or a willing family member, have your child help bathe them and recreate all the language he is missing during his own bath time. It will also help if you set up a large tub of water so your child can play with his bathtub toys outside the bath and he can hear the language as you talk about his play.

- Phrases/words to target:
 - It's full. That's enough water. Let's get the soap/shampoo. Close your eyes. Look at all the bubbles. Be careful, it's hot. Let's add some cold water. Oh, that's nice and warm. It's slippery. You're all wet! Wash your _____. The water is dirty now. Pull the plug. Hop out now.
 - Bathroom, bathtub, water, hot, cold, warm, soap, shampoo, slippery, wet, dry, towel, washer, hair, toes, leg, arms, tummy, bottom, fan, hairdryer, fingernails, clippers, scissors, etc.



Date	What did your child do?

Domain and goal

- Decreases use of gesture
- Increases use of words to communicate

Activities

Setting high expectations

The goal this week is for you to check yourself and your family members and make sure that you are getting the best communication possible from your child. It has been discussed in an earlier week how easy it is to get into a routine and begin to settle for less than your child is capable of providing. This week, watch your child when he interacts with you, your family, friends, and relatives. When he communicates, is he using mostly gestures? Is he using a combination of gestures and vocalizations? Is he using mostly jargon and words to communicate?

The first goal is to always acknowledge your child's communication, this will then encourage him to communicate more. However, if he only uses a gesture, with no voice, you need to either model for him the appropriate language and get an imitation, or, if you know he has the words he needs, require him to use his words.

It is all too easy during a busy day to allow your child to function at a level lower than he should. However, it is during the busy daily routines that you can best teach your child.

The repetition that daily routines provide is a valuable resource you will want to use as much as possible. This week, listen and watch and make sure your child is functioning at the level appropriate for his stage. Your child may communicate well with you but drop a level or two when talking to other people. You will need to teach the others to raise their expectations so your child is improving in all situations.

Observe your child:

- At meal times
- During transition periods, going or coming from the home
- Playing with other children or family members



Date	What did your child do?

Domain and goal

- Includes /p/ in known words at phrase and single word level

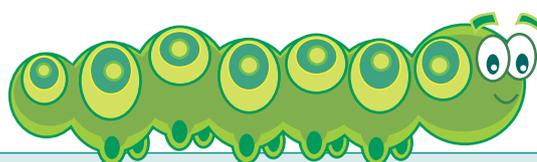
Activities

You practiced speech babble with /p/ in Week 25 and this week it is time to listen to your child's production of /p/ at the word and phrase level. Check your child's vocabulary lists for all words containing /p/. You can set up some play around these words and common phrases containing /p/. Remember, /p/ in the initial and middle position produce a bit of air when you say them. A word with a /p/ at the end is produced differently so make sure that your child does not over exaggerate a final /p/.

- 'Open' game—set up many different things that can be opened: box, bag, drawer, door, etc. Put a surprise in each one and your child can say the phrase, "open that one", "open the box."
- Playdough—there are many opportunities to say /p/ words when playing with playdough: push, press, pull, poke, pancake, empty, chop, etc.
- Peek-a-boo—playing this with a cloth over your heads, or playing it by hiding and finding each other, is a fun way to practice /p/.

Common Phrases during the day:

- Help please.
- Pour it out.
- I'm hopping, jumping, sleeping, napping, shopping, playing, sweeping, mopping.
- Time to sleep, shop, clean up.
- Up please.
- Wipe it up.
- Put on your pants, diaper, pajamas.



Date	What did your child do?

Story of the week: "The Discovery Toys book of Nursery Rhymes"

by **Julie Lacombe**. *Walker Books, Ltd. London, 1989.*

- This is a lovely book of traditional nursery rhymes with wonderfully illustrated pictures. The book has one rhyme per page making it easy for your child to have joint attention on the exact rhyme you are singing or reciting.
- *Jack and Jill* is the target for the song/rhyme this week and this book has a lovely illustration that your child will enjoy.
- Rhymes are an important goal for your child as they are part of society's general knowledge; they are the foundation of early literacy with their rhyming words, and they are a rich resource for expanding your child's vocabulary and concepts.
- You can go to the local library and check out a number of nursery rhyme books. Search each book for *Jack and Jill* this week and compare pictures. Your child will soon understand that the same nursery rhyme can be found in many different places.
- You might have some "Wiggles" or "Play School" DVDs at home, do a search and see if they have sung or acted out *Jack and Jill* and sit down and watch it with your child.

Rhyme of the Week: "Jack and Jill"

Words: "Jack and Jill went up the hill. To fetch a pail of water. Jack fell down and broke his crown. And Jill came tumbling after."

- A traditional nursery rhyme that every child needs to know. Read the rhyme and the book of the week and point out the different parts of each line in the picture: Jack and Jill, pail of water, hill, falling, crown, etc. Read the rhyme with lots of rhythm and acoustically highlight the rhyming words; Jill/Hill, down/crown.
- Act the story out with little dolls and props. Make a hill out of the pillows on the bed.
- Act the story out with your child being Jack and you being Jill. Carry a real pail and go to the park. If you don't have a hill, climb the slide. Take along a bandage for Jack's head.
- If you have a video camera, take a video of your child acting out *Jack and Jill*. Every time he watches it, you can sing the nursery rhyme.
- Make a page in your *Sound Book* for the rhyme. Color a Jack and a Jill paper doll, draw a hill and have a tiny bucket they can carry. Keep bandaids in the envelope on the facing page and put a bandaid on Jack each time he falls down.

★ **TIP:** *Sabotage your day – set up opportunities for your child to request or comment by changing the environment e.g., give your child their meal without a spoon or fork, put your child's shoes on their hands – wait for their response.*

