

## Domain and goal

- Achieves a one-item memory by identifying a variety of adjectives
- Adjectives or modifiers (describing words) should make up approximately 8% of your child's total vocabulary

## Activities

You have most likely already taught your child some adjectives at the preverbal level using performatives. Things such as 'brrrr' for cold, and 'yum' for good, etc. Adjectives belong to a group of words called modifiers, and they are simply words that describe things. It is important to teach your child a variety of words, not just the names of things (nouns). If your child does not have a variety of types of words, he will not be able to talk in longer phrases. This week your goal is to teach some describing words. Two examples are shown below.

### Adjectives and Activities

#### • Dirty

This is an early word/concept that children learn quite easily. You introduced the concept to your child in Week 7 with messy play and the performative 'yucky'. This week, use water based brown or black paint and paint washable toys with some of the paint. Let it dry and then show your child the dirty toys. Make a sink full of soapy, bubbly water and wash each toy. When the toy has been washed, use the phrase: **"Look, it's NOT dirty."** Do not use 'clean' at this point. It is important your child understands 'dirty' at the word level before you introduce the opposite concept 'clean'. For the next few weeks, things will be 'dirty' and 'not dirty'.

#### • Hot

The performative you child already knows for this concept is 'ouch'. You now need to teach the word 'hot' as a replacement for 'ouch'. The phrases 'be careful' and 'don't touch' are also easily taught during this week. Show your child the things that are hot in your house: hot tap, oven, kettle, stove, oven, heater, candle, iron, etc. It is important to show your child each of these dangerous items, with supervision, and teach him they are hot and that he must not touch them. You can add a page to the *Sound Book* of things that are hot and as you point to each one you can say, **"Don't touch, it's hot."** After your child has learned this concept, you can use the longer phrase, **"Don't touch, the stove is hot."** In this way, your child will associate the concept 'hot' with many different items in your home.



Date	What did your child do?

## Domain and goal

- Comprehends words indicating 'non-existence'
  - All gone
  - No more
  - Where? (used to signify something is missing)
- Theme: Cleaning

## Activities

### Meal time:

Teaching the concept of 'non-existence' is easily done at every meal. When you and your family finish your meal, talk about the food being **"all gone"**, that the bowl is empty and there is **"no more"**. Do this with drinks as well and you can always combine this goal with the goal of 'recurrence' where your child asks for more.

### Hiding game:

Children love looking for things that you have hidden. The excitement of closing their eyes and then being surprised makes for hours of fun. Young children often use 'where' as a reference for non-existence. Choose a stuffed toy or doll and make it do a different activity for each turn, drink some juice, read a book, take a bath, etc. After your child plays for a moment making the doll drink, tell him to close his eyes. Hide the doll and tell him to open his eyes. The cup will still be there, but the doll has disappeared! Say to your child, **"The doll's all gone, where did she go?"**, **"Go find her."** Choose another activity to do with the doll and repeat the game. Reverse roles and let your child hide the doll. Model all the language that goes with non-existence while you are playing this game.

### Theme: Cleaning

As you have heard numerous times, your child will learn language best through repetition and this is provided naturally and comprehensively through your daily routines. This week use the cleaning that you do around the house to target language and specific vocabulary for your child. Yes, it is always easier and quicker to do the cleaning yourself while your child is asleep or away. However, doing it without your child will deprive him of much needed language input and experiences.

- Phrases: It's dirty. What a mess, time to clean up. Tidy up now. Let's pack away the toys.
- Vocabulary: soap, water, suds/bubbles, mop, broom, vacuum cleaner, dust, dust cloth, cleanser.
- Choose one room or cleaning job to do with your child each day this week. It can be as simple a tidying the toys or as complex as sweeping and then mopping the kitchen floor. Every activity will be rich with language and vocabulary.
- Add one or two pages to your *Sound Book* to reflect a cleaning job. A fun page for your book might be to have an enlarged photo of your kitchen floor. Cover the photo with a piece of clear plastic and use dry-erase markers to make the floor dirty. Make a cardboard mop with a tissue on the end to mop the marks off the floor. Your child will love both the cleaning and making the floor dirty again.



Date	What did your child do?

## Domain and goal

- Spontaneously uses 'yes' and 'no' when answering questions
- Matches at least the syllable and vowel content of both words

## Activities

Your child has understood a variety of questions, in context, for quite a while. This week the goal is to encourage your child to use the words 'yes', 'no' or similar words you have chosen, to answer with when you ask him a question. When your child says the words you have targeted, listen to verify he has 1) matched the syllables, 2) matched the vowels and 3) matched all consonants that are appropriate for his stage, i.e., m,p,b,h,w,n.

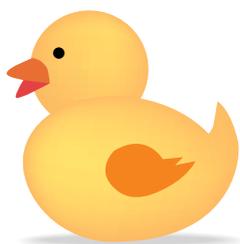
### Working the goal into daily routines:

- Getting dressed in the morning, show him a shirt and ask him if he wants to wear it. If he shakes his head, point to your ear and say, *"I can't hear you."* Wait for a verbal response. If he says yes, go on to his pants, socks, shoes, etc. If he says no, choose another shirt and ask again.
- Eating breakfast, lunch, dinner. Only ask your child if he wants something to eat if you are prepared to accept the answer 'no'. If your child is a poor eater, you may not want to incorporate this goal at meal time. Always have a second and possibly third option to offer your child in case he says 'no'. Alternatively, if your child tends to always say yes, first offer something he definitely won't want, to elicit the 'no'.

### Working the goal into games and activities:

- Lotto—This is a game that lends itself to asking 'yes/no' questions. Place all the pieces face down on the floor and give each person a board to complete. Pick up a piece and name it and ask your child, *"Do you need the \_\_\_\_\_?"* Do not give your child the piece or a turn until he responds with the appropriate word.
- Book sharing—When reading a book with your child, you can ask a question about your child in relation to the book, for example: Reading a book about animals, you can ask *"Do you have a tail?"* It is fine to point to the tail and to your child's bottom to make sure that he understands what you are asking. *"Do you say baa baa?"*, etc.
- Puzzles—Take turns with your child putting puzzle pieces in the correct holes. When it is your turn, ask your child if your piece goes in a particular spot. Wait for him to answer before you try. Change back and forth between choosing the correct position first and choosing an incorrect spot.

Remember! When you want spontaneous words from your child, use 'waiting' and 'prompting' rather than 'modeling'.



Date	What did your child do?

## Domain and goal

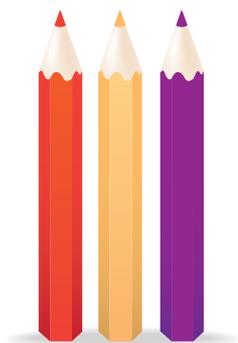
- Imitates /h/ in single syllables with:
  - /o/ – hot
  - /a/ – car
  - /ɛ/ – then
  - /lə/ – here
  - /aʊ/ – cow

## Activities

The target this week is the phoneme /h/ in a variety of syllables. You can put /h/ at the beginning of the syllable as in /ho/ or in the middle as in /aha/. Make sure that your child is listening to your model and imitating. If your child is attempting to look at you, sit beside your child and lean slightly behind him when you say the model. Encourage joint attention so your child is looking at the game you are playing rather than your face. Note: the phoneme /h/ is not produced the same at the end of a word, as in the word 'Sarah', so do not practice syllables with /h/ in the final position.

### Activities:

- **Jumping**
  - You can incorporate speech babble into any part of your day where your child is anxious to do something. If it is time for lunch, have your child wash his hands and then jump to the table, imitating a syllable before each jump.
  - Going in the car, imitate syllables for each jump out to the car.
  - Time for a bath, one imitation for each jump into the bathroom.
- **Surprise envelopes**
  - Put five cent coins inside 10–15 envelopes. After imitating a few syllables, your child can open the envelope and keep the coins. Once your child has enough money, you can go to the shops and buy something special.
  - Put stickers inside the envelopes for your child to put around the house or in a sticker book.



Date	What did your child do?

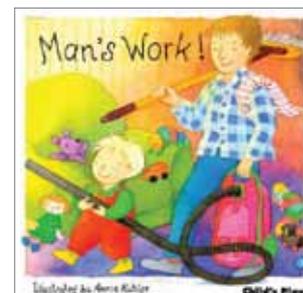
**AV techniques and strategies**

- Waiting
- Prompting
- Working on auditory feedback loop for speech automaticity

**Story of the week: "Man's Work" by Annie Kubler.**

*Child's Play International. Great Britain, 2001.*

- A book to keep you working on the theme of the week, cleaning the house. This book provides a twist by making Dad the main character and he and his son have the task of cleaning up the house. This is a wonderful way to review the vocabulary and language of the week. You can act out each page of the book in your own house and work your way through each job.
- Activities:
  - Match each page in the book to the same room in your house.
  - Match all the equipment used in the book with your own equipment and talk about the activity they are designed to do, i.e., vacuum cleaner to clean the carpets, etc.

**4. Song of the week: "This is the way we..."**

Words: "This is the way we wash our clothes. Wash our clothes, wash our clothes. This is the way we wash our clothes, early in the morning."

- This song is sung to the tune of "Here We Go 'Round the Mulberry Bush". You can listen to the tune at [www.mamalisa.com](http://www.mamalisa.com).
- Choose a cleaning job and put the name at the end of the line.
- Act out the job while you are singing the words, for example: If you are washing clothes, act as though you are scrubbing and rinsing the clothes. If mopping or sweeping, pretend you are holding a broom or mop, etc.
- Change the word at the end of the first line, to reflect a new activity.

★ **TIP:** *PAUSE!* After you ask your child a question or for information. *PAUSE* for at least 5 seconds for him to answer. Once your child has given the answer or information *PAUSE* again for at least 5 seconds giving your child a chance to add information.

