

#### Domain and goal

- Remembers 5–7 word sentences with known words
- Overhears spoken language

#### Activities

##### • Messenger

Your child's auditory memory has been developing, and now your child should remember 5–7 word sentences with words they already know. Ask your child to be the 'messenger' and go tell someone else a 5–7 word message. This is a useful skill for preschool. For example, you might ask your child to tell their sister:

- It's time to wash your hands.
- We're having cheese and crackers for snack.
- Let's build a castle together.

##### • Surprise Listening

You can encourage your child to overhear spoken language by playing the Surprise Listening game. Tell them to listen during the day to discover some surprises. At various times throughout the day mention 'surprises' to someone else. You might do this while talking on the phone or if you're in another room talking to someone else in the family. The surprises can be simple or complex, for example:

- We're going to the playground to play.
- I bought ice cream for dessert.
- Grandma is coming over to visit tonight. She's bringing a special book to read.

##### • Where Did You Learn That?

Expect your child to understand and learn from spoken language, even when you are not specifically addressing or teaching them. One indication that your child may be learning by overhearing spoken language is if you find yourself asking, 'Where did you learn that?'. Your child learns from their peers as well as adults as they naturally tune into the conversations around them.

**TIP:** ★ Listening and language are interrelated when your child learns language through listening. Goals for audition could also be considered receptive language goals because of this auditory–linguistic connection.

★ The order of words in a sentence changes when the sentence is turned into a question. For example, the sentence, 'Let's build a castle,' changes to 'Do you want to build a castle?' when asking a question. Changing the word order is more advanced than simply remembering and repeating a string of words.



Date	What did your child do?

# Receptive & Expressive Language

Theme: Preschool

WEEK 1

## Domain and goal

- Expressive vocabulary 1200+ words
- Spontaneously uses 4-6 word sentences
- Uses concepts: through, next to, beside
- Makes patterns with string beads

## Activities

### • Vocabulary Inventory

At this stage expect your child to use 1200 words or more. Keep track of your child's spontaneous vocabulary for different categories or themes (you might want to use the 2500 word list found in the Supporting Materials for *Sound Foundation for Babies*). Refer back to *Sound Foundation for Toddlers* or look ahead to future lessons in this resource for additional themes or units. Create categories that may be of special interest to your child. Soon they will know so many words you won't be able to keep track of them all because he/she is learning from overhearing.

### • Language Sample

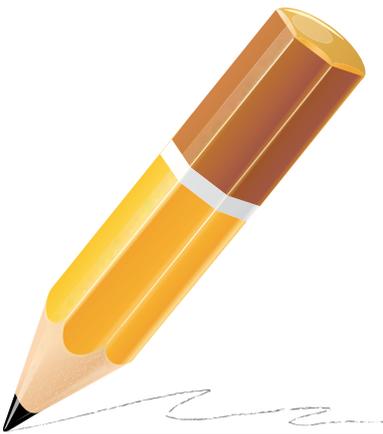
Write down some of your child's spontaneous sentences. Expect sentences to be 4–6 words in length. Keep this informal language sample and compare it with sentences they use 40 weeks from now (refer to *Sound Foundation for Babies*, Audition, week 25, for directions on taking a language sample).

### • String Beads

Locate the wooden or plastic beads you used when your child was learning to vocalize long or short durations with vowels. Sort the beads by color. Start making simple patterns by lining up beads, such as red, blue, and yellow. Name the colors as you line up the beads. Your child matches your line by putting their beads 'next to' and 'beside' your beads. String them onto a sturdy string that has a big knot on the end and talk about putting the string 'through' the hole in the bead. Let your child create a pattern for you to match. Repeat the pattern: red, blue, and yellow; red, blue, and yellow; red, blue, and yellow... Continue this game by making different and longer patterns.

### • Cereal on a String

Follow the same process used with String Beads, but use cereal loops that come in different colors. After your child strings the cereal loops he/she may want to eat the cereal as a treat.



Date	What did your child do?



#### Domain and goal

- Speaks with 75% intelligibility
- Parents note speech errors in daily conversational speech

#### Activities

##### • Speech Inventory

Listen carefully to your child's speech and make a note of the sounds they do not pronounce, or **articulate**, correctly. Notice that your child may produce a sound correctly in some positions of words but not in all positions. For example, he/she may produce t correctly when it is in the **initial position of a word**, such as: tan, tip, time; but not say the t when it is in the **final position of a word**, such as: mat, not, bit.

Notice how your child produces a sound when it is part of a **blend**; for example, the t sound in the words trip and fast. It may be the second sound in the blend that is more difficult for your child, such as r in trip and s in fast, even though they are producing t correctly. Make a note of this and realize that typically blends are more difficult to produce.

Refer to the sound development chart in the *Supporting Materials* of this resource for an idea of what sounds children with normal hearing produce at this age.

##### • Who Understands?

Expect your child's speech to be intelligible 75% of the time. Parents and caregivers typically understand their child's speech better than others. Although you may not realize it, you probably predict what your child is saying based on the situation, common routines or conversations, and your ability to predict what your child will say. Notice how others, including adults and children, interact with your child and whether they understand their speech. Take note, if you jump in and interpret for your child if someone does not understand them. Instead, encourage your child to use some simple **revision strategies** so they can speak for themselves and interact without your assistance. Encourage your child to:

- rephrase and tell something in a different way.
- use different words.
- give examples.



Date	What did your child do?

### Domain and goal

- **Mary Had a Little Lamb**

### Activities

The song for this week relates a story about Mary's lamb going to school with her. Each verse is different but uses repetitive words within the verse. This song provides an opportunity for your child to practice 5–7 word phrases or sentences while singing a well-known tune. This tune is often used in other songs created for specific holidays or activities. To improve your child's auditory memory, practice singing the song with your child until they know all the words.

Be sure your child understands all the vocabulary in the song. Discuss with him/her the humor and lightness in the story told through singing. Talk about where Mary might have lived; she might have lived on a farm, and probably she didn't live in the city. The song provides an avenue to discuss rules at school. Act out appropriate things to do at school.

**Mary Had a Little Lamb**, written by Sarah Joseph Hale (1830), copyright: public domain, <http://kiddles.org/lyrics>



Mary had a little lamb, little lamb, little lamb.  
Mary had a little lamb. Its fleece was white as snow.

Everywhere that Mary went, Mary went, Mary went.  
Everywhere that Mary went, the lamb was sure to go.

It followed her to school one day, school one day, school one day.  
It followed her to school one day which was against the rules.

It made the children laugh and play, laugh and play, laugh and play.  
It made the children laugh and play to see a lamb at school.

And so the teacher turned it out, turned it out, turned it out,  
And so the teacher turned it out, but still it lingered near.

And waited patiently about, patiently about, patiently about,  
And waited patiently about till Mary did appear.

'Why does the lamb love Mary so, love Mary so, love Mary so?'

'Why does the lamb love Mary so?' the eager children cry.

'Why, Mary loves the lamb, you know, loves the lamb, you know, loves the lamb, you know.'

'Why, Mary loves the lamb, you know,' the teacher did reply.

**TIP:** ★ Continue to keep a list of songs your child can sing from memory.

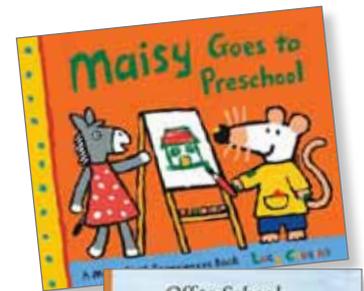


Date	What did your child do?



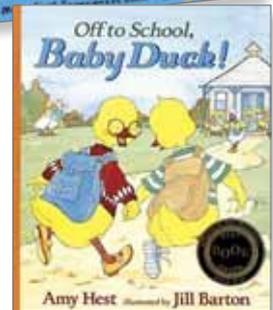
**Maisy Goes to Preschool, A Maisy First Experiences Book, Lucy Cousins (Author), Candlewick, 2010**

In this story your child learns about a typical routine at preschool starting with hanging up their coat, making music, listening to a story and so forth until it's time to go home. Ask your child to recall what Maisy did at preschool. This develops memory for sequences and lays the foundation for telling stories in sequential order.



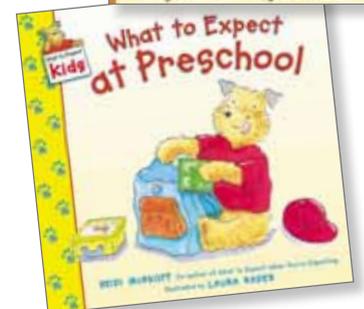
**Off to School, Baby Duck!, Amy Hest (Author), Jill Barton (Illustrator), Candlewick, 2007**

By reading with your child about Baby Duck's experiences and feelings, you create an opportunity to discuss your child's feelings about going to preschool.



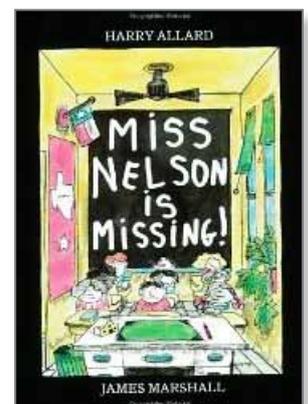
**What to Expect at Preschool (What to Expect Kids), Heidi Murkoff (Author), Laura Rader (Illustrator), HarperFestival, 2003**

The main character in this book is the Answer Dog. The text is written in a question-answer format. Although it is a bit wordy, reading and discussing this book with your child provides an opportunity to practice asking and answering questions. You are reinforcing previous goals and teaching new question forms when you discuss the questions, such as 'What will my classroom look like?', 'What happens at circle time?', and 'Who will I play with?'.



**Miss Nelson is Missing!, Book & CD (Read Along Book & CD), Allard, Harry, and James Marshall (Authors), Sandpiper, 2007**

Miss Nelson is a well-liked teacher, but the children do not always treat her respectfully. One day there is a substitute teacher, and the children gain an appreciation for Miss Nelson and learn about treating others, especially the teacher, the way they want to be treated. After reading and discussing the book with your child, encourage them to listen to the CD and follow along while looking at the illustrations.



**TIP:** ★ In each lesson, more than one book may be suggested to go with the theme. Books are selected within the range from baby to preschool to 4–8 year olds when reviewers commented that their 3-year-old child enjoyed a more advanced book.

★ See the Overview of Lessons in the *Supporting Materials* for suggestions of additional books that may be appropriate for a week's theme.

