

Domain and goal

- Achieves a two-item auditory memory:
 - Verb + noun
 - Brush the dog
 - Eat your chicken
 - Kiss Grandma
 - Noun + verb
 - The baby is sleeping
 - Mommy is cooking
 - The children are playing

Activities

Two weeks ago you began working on your child's auditory memory for two critical elements. This week you will continue with another form of this goal. Instead of modeling two nouns, or naming words for your child as you did last week, you will be teaching him the language associated with a person or animal doing something (noun + verb) or doing something to a person or animal (verb + noun). See the examples given under each goal. Remember! You are teaching your child, do not fall into the trap of testing him, simply teach, teach, teach!



Activities: (verb + noun)

Doll and props

- Baby play is a wonderful activity to help you model the language of verb + noun. Get all the materials you would need to take care of a baby during a day. As your child does each activity, model the language so he is hearing the language: Brush her hair. Feed baby. Change the diaper. These are all sentences that have the verb, or doing word, first and the noun, or naming word, second.

Daily life

- Use the photos you took in Week 3 of your child doing all his daily routines. Have your child find the prop that goes with each photo (toothbrush, soap, spoon, etc.) and model the language: brush your teeth, wash your hands, eat your lunch, etc. Your child can act out each photo while listening while you model the language.

To model the second goal (noun + verb) do the same types of activities but change the order of the words in your model. You may want to concentrate on one goal at the beginning of the week and the second goal at the end of the week. The most important aspect is providing the model with the two critical elements acoustically highlighted so your child hears them well.

Date	What did your child do?

Domain and goal

- Vocabulary Count
 - Understands between 102–170 words
- Theme: Holidays

Activities

It's time to go back to your vocabulary list and write down any new words your child has learned since Week 25. Your child should understand at least 102, though he may understand quite a bit more. Use the 2500 word list and mark any new words and count the total words. You should still write these words on your receptive vocabulary list under the headings of noun, verb, modifier and other to make sure that your child has enough in each category. Refer to Week 25 for more information.

Theme: Holidays

Each holiday has its own unique set of vocabulary and concepts associated with it and these each need to be taught to your child as they come up in your daily life. It might be a public holiday, a religious holiday or your family holiday that you need to target at any given time during the year.

- Use the photos/pictures in advertising flyers, newspapers and magazines and cut them out to look at with your child.
- Take your child along to any special events that occur during the holiday and take photos or draw pictures of things your child does.
- Make a page in your child's *Sound Book* for each holiday. Be sure to include phrases as well as vocabulary associated with the holiday. For example: if you went to the beach for a family holiday, include sea shells, sand, towels, buckets, swimmers, etc. Also include the phrases: Digging in the sand. Drying off with the towel. The water was cold. The waves were big. You could make this page interactive by having some miniature objects in an envelope with a small doll-sized photo of your child. He can then use the doll to recreate all the activities he did on his holiday at the beach.
- Help your child decorate your house for special holidays. Talk about each decoration as you put it up. Putting it all away provides a nice review at the end of the holiday.



Date	What did your child do?

Domain and goal

- Spontaneously uses words showing recurrence
 - more
 - another one
 - some more
 - again

Activities

You have been teaching your child the language associated with 'recurrence'. Your child should be using this language spontaneously now. Which words is he using? Make sure they are listed on your expressive vocabulary list. If your child is not using any of them spontaneously yet, set up some activities to try and prompt him to use the language he understands. You can also pay special attention during your daily routines for opportunities when he should be using this language. Use the prompting techniques you have learned: waiting, pointing, and the hand cue.

If your child is using 'more', you need to be modeling the next higher level, "**More juice**", "**You want more juice**". You also need to teach him other ways of saying the same thing by modeling, "**Oh, you want another cup of juice**". Acoustically highlight the new word so he hears it in the context he knows. Your child should imitate this new language when he hears it, he should be imitating spontaneously now every day. If he doesn't imitate, provide the model again and wait expectantly or use one of the other prompts.

You are now aware that it is important to keep moving your child on to the next level of development thereby broadening his knowledge and language. Target all of these forms of recurrence this week to make sure that your child has a broad understanding of this part of language.

- Afternoon tea— more juice, another biscuit, some more, etc.
- Playing in the park— do it again (down the slide, push on the swing, etc.)
- Bedtime Stories— read it again, another book, more stories, etc.
- Singing— Swinging, Giddy-up Horsie and Ring-Around-the-Rosie all have actions your child will want you to repeat over and over again.



Date	What did your child do?

Domain and goal

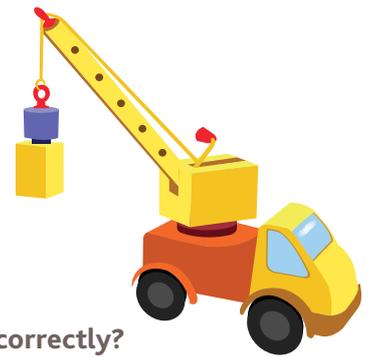
- Check to be sure your child has the following phonemes in all known words/phrases regardless of vowel or diphthong content
 - /b/
 - /m/
 - /h/
 - /w/
 - /p/
 - /n/

Activities

Following on from last week, the phonemes listed under the goal this week are the first consonants your child has developed. You have worked on each phoneme at the syllable level with your child and also spent time making sure that he is using it in known words. This week choose a phoneme each day and listen for it in your child's spontaneous speech. You can use activities to help you elicit this sound from your child in natural play and daily routines.

Speech Sounds:

- /b/
- /m/
- /h/
- /w/
- /p/
- /n/



What if my child can't say some of the sounds correctly?

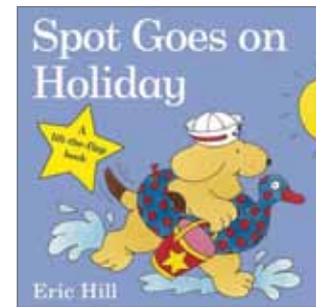
- Ignore any errors if the sound is part of a blend (two consonants together forming one sound). Blends do not develop until later.
- Is the phoneme before or after a particular vowel or diphthong your child has difficulty producing? Practice the phoneme with other vowels your child can produce. Practice the difficult vowel or diphthong in isolation again and then build up the consonants your child can produce with the target.
- Use the auditory sandwich, present target through audition, show him visually or tactically to help him produce it, put the target back into audition again so the last model is an auditory model. (Audition — vision — audition)

Date	What did your child do?

Story of the week: "Spot Goes on Holiday" by Eric Hill.

Frederick Warne Publishers Ltd., United Kingdom, 2009.

- This is another story in the series of "Spot" books. It has the flaps your child will love to open and will keep him interested in every page. This story has all the typical vocabulary you use when your family goes on vacation, from packing the suitcase to some of the activities you might enjoy.
- You can act out the story with one of your child's stuffed animal dogs. Pack the suitcase, find some holiday clothes to put on the toy dog and have fun.
- You can also use this flap book, or any flap book, to describe to your child the surprise under the flap. Use the "function" words you taught him in Week 26. "It's something for swimming", etc.
- There are other "Spot" books for holidays during the year such as Christmas.
- Go to your local library and look for books on summer vacation as well as special holidays specific to your area or life.
- You can also check the internet for children's books on any topic.



Song of the week: "Big Red Car" by The Wiggles

(http://mog.com/music/The_Wiggles/songs)

The Wiggles have many songs your child will love. All the songs have dancing or actions that go with them and you can watch many of these on the internet or buy a DVD with this song.

The Big Red Car song has a verse about going on vacation and ties in nicely with the theme this week in receptive language.

You can also sing any of your traditional songs that go with your holidays throughout the year.

