



# Audition

Theme: Review

WEEK 40

## Domain and goal

- Processes through listening to age-appropriate children's stories

## Activities

Your child has developed a strong auditory foundation and listens to learn language. He/she enjoys stories and has favorite books they want you to read over and over again. Your child acts out stories. He/she comfortably processes through listening to age-appropriate children's stories either from books or made up stories. Your child gleans meanings of new vocabulary by listening to the context of the sentence and story.

### Library Trip

Take a trip to the children's section of your library. Ask the librarian for recommendations on appropriate books for your child. Show your child where to look for books they might like. Look through the books and have your child choose a few books to check out and take home. As you read stories aloud to your child, notice that they are processing, understanding and relating to the characters and the events in the story. Talk about each story and relate it to something familiar to your child.

**TIP:** ★ Have your child tested annually with standardized speech and language tests developed for children with typical hearing.

★ Review your child's "glows" (progress) and "grows" (goals).

★ Ask yourself and other family members: What works for our child and family? What doesn't work?

★ Reassess: What are our dreams? What are our goals? What are our expectations? How can we carry out our plan?

★ Put your plan into action.



Date	What did your child do?



## Domain and goal

- Receptive vocabulary grows each day, even when not specifically taught

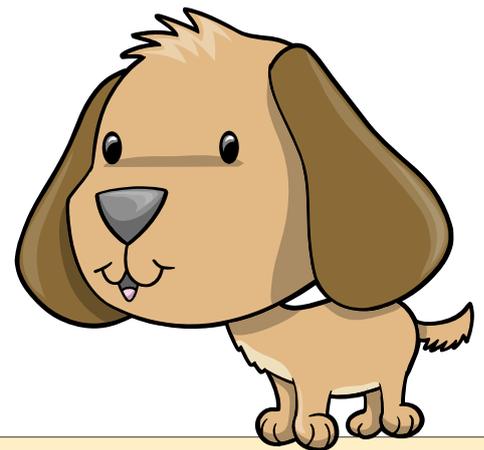
## Activities

Your child learns new words every day, even when you do not specifically teach him/her. Your child probably knows more words than you can track or count. Continually expose your child to new words by substituting unknown words for known words.

### Real Life Thesaurus

You are your child's vocabulary thesaurus. At all times and in everything you do with your child, link new words with familiar words. Keep a list of new words so you can use them again and again until you hear him/her saying the word spontaneously. Then substitute another word. Here are examples of linking less familiar words with familiar words:

- Night night: sleep, rest, bedtime
- Yummy: delicious, scrumptious, tasty
- Dog: puppy, pooch, canine, [name of breed]
- Fun: amusing, delightful, enjoyable
- Tummy: belly, stomach, abdomen
- Mom and Dad: parents, mother and father, Mom and Pop
- Drink: beverage (noun), sip (verb), gulp (verb).



Date	What did your child do?





# Expressive Language

Theme: Review

WEEK 40

## Domain and goal

- Expressive vocabulary 1200 words
- Takes two turns in conversations with adults
- Introduces a topic of discussion
- Converses in three- to six-word sentences (not necessarily with correct speech)

## Activities

Your child's expressive vocabulary continues to grow. Keep track of new words you hear your child say spontaneously so you can monitor your child's progress. Use the 2500+ Words List in the *Tracking Progress* section of this resource.

Your child converses with you and other adults for at least two turns. If you say something, your child comments on what you said. You respond to what he/she said and then your child makes another comment. He/she introduces a topic by making the first comment about something, you respond and then they continue the conversation for at least one more turn. Your child uses three- to six-word sentences, but not necessarily with perfect speech.

### Talking Time

Take time each day to sit down with your child and give them undivided conversation time. Talk about anything that interests your child or you. Use different materials and situations to stimulate conversations. Stay focused on the conversation for at least two turns in the conversation. Allow pause time where you wait patiently for your child to contribute to the conversation. It is neither necessary nor appropriate for you or your child to be talking non-stop. Quiet moments in conversations are fine. Model active listening as your child is talking to you. Make eye contact, insert comments and ask sincere questions to seek more information about what your child is thinking and feeling. You might talk about:

- What you see when you look out the window
- A favorite toy
- Something in the garage
- A gift you bought for someone special
- A knick knack in the house
- A picture on the wall in the house
- What's in your pocket or purse.

**TIP:** ★ Take time each day to sit and actively engage in conversation with your child. Be a good listener and an interesting contributor to the conversation.



Date	What did your child do?



## Domain and goal

- Uses a variety of consonants
- 80% intelligible

## Activities

Your child's speech intelligibility has improved and continues to be clearer and more refined. Your child uses a variety of consonants in their spontaneous language. Your child changes their speech productions based on auditory self-monitoring when they say what they hear and hear what they say.

### Speech Sounds (Caleffe-Schenck and Baker)

You were introduced to the *Speech Sounds* resource in *Sound Foundation for Babies* and continued to use the ideas in this book as you progressed through *Sound Foundation for Toddlers*. Listen carefully to your child's speech and notice the sounds that are not quite intelligible. Note this on the *Consonant Chart* in the *Tracking Progress* section at the end of this resource. Notice on the *Consonant Chart* the sounds expected for your child's age and the sounds that develop later. Go back through *Speech Sounds* and repeat activities, songs and books for sounds you target.

### Sound Book

Create a book of targeted sounds. Write the sound in lower case and upper case letters at the top of the page. Find or take pictures of objects and people whose name starts with the targeted sound. Glue the pictures in the book. Use the *Sound Book* to stimulate your child with the targeted sound.



Date	What did your child do?



Theme: Review

### Story of the Week

- Retells stories
- Reread stories and discuss them at a higher level

### Retell Stories

Encourage your child to retell stories you have read, written in their Experience Book, or discussed during your daily Talking Time. Sharing meals is a natural way to take turns and tell others about the day or something of interest.

### Old Stories, New Ideas

Cuddle up with your child and reread favorite stories. Discuss the ideas and events at a higher language level. Relate them to your child's experiences and interests. Be your child's language thesaurus and link new vocabulary with previously learned words.

### Song of the Week

- Makes up songs
- Review previous songs and rhymes

### Silly Songs

Your child knows the tune and words for many songs. Make up new words for songs using a familiar tune. Be silly and creative. You might create words like this to the song, *Shake My Sillies Out* :

- I'm going to brush, brush, brush my teeth clean...
- I'm going to pet, pet, pet my cat so soft...
- I'm going to laugh, laugh, laugh my giggles out...

### Keep Singing

Look in the *Support Materials* section of this resource to find a list of songs and rhymes covered in the past 40 weeks. Keep track of the songs your child knows. Review less familiar songs and rhymes. Your child is naturally attracted to some songs more than others. Just keep singing for the fun of it.

**TIP:** ★ Sing songs throughout the day.

- ★ Read books to your child. Make this a special time you share with your child each day.
- ★ Enjoy and appreciate your child and the wonderful accomplishments over the past 40 weeks.

