

## Domain and goal

- Achieves a one-item auditory memory (nouns, verbs, modifiers)
  - Familiar words at the beginning of the phrase
  - Familiar words in the middle of the phrase
- Achieves a one-item auditory memory in less familiar contexts

## Activities

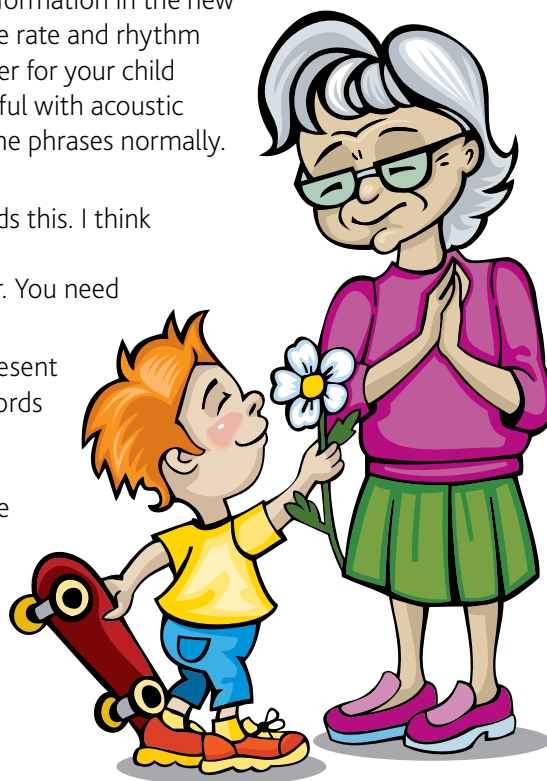
### Auditory memory

This is the main function which allows your child to learn language. You may remember, back in the initial weeks, you worked tirelessly on helping your child become aware of sound and then attach meaning to everything he heard. The remainder of your weeks will now focus on building his capacity to remember longer and more complex language. This week you are expanding his ability to listen and remember very familiar words, from the easiest position at the end of the phrase, to the beginning and middle of the phrase. You are also moving from familiar contexts to less familiar contexts, to make sure that your child becomes an independent listener and speaker.

### Determine words and phrases that are best known

- Your child has some words and phrases that he knows very well and comprehends quite easily. This week your task is to move those words and phrases into the beginning position of a sentence and then into the middle position. If needed, you can acoustically highlight the target word(s) to make it easier for your child to hear the information in the new position. However, do not slow the rate and rhythm of speech as this can make it harder for your child to understand. Once he is successful with acoustic highlighting, drop it and present the phrases normally.
- Examples:
  - Family names: **Grandma** needs this. I think **Grandma** needs this.
  - Verbs: **Sit down** on your chair. You need to **sit down** on your chair.

The final goal is to remember to present these common phrases with key words in the new positions in less familiar contexts. You might be able to try them at the doctor's office, or while visiting friends, perhaps out on a walk or shopping. Remember, move your child out of his and your comfort zone, into more generalized contexts.



Date	What did your child do?

## Domain and goal

- Receptive vocabulary of 42–70 words
- Ratios
  - Nouns – approx. 50%
  - Verbs – approx. 14%
  - Modifiers – approx. 8%
  - Other/Social – approx. 25%
- Theme: Visitors to the home or family returning at end of day

## Activities

### Vocabulary counting

It's time to note the words your child comprehends. You may want to begin using the 2500 word list. This is an alphabetical list of the 2500 most common English words used by children. You may want to find the words your child understands and put a ✓ in the receptive column. If your child understands a word that is not on the list, add it to the bottom of the page where it would be found alphabetically, or add it to the last page.

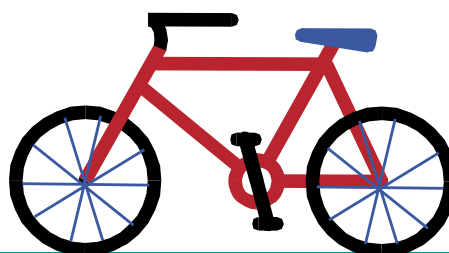
Continue to add the words to the receptive vocabulary list you have been keeping to make sure that your child has the correct ratio of nouns, verbs, modifiers and other words.

### Theme: Visitors and returning home

Your home is in constant motion in terms of people coming and going throughout the day. This week, focus your new vocabulary teaching on the events of visitors coming to your home or your spouse coming home from work, other children returning from school, etc. A big area to focus on this week is moving your child on from 'Hi' and 'Bye-bye'. You have learned to teach your child another way to say something once he has learned the first model you gave him. If he says 'Hi' spontaneously, it's time to model something different: hello, good morning, hi (name), etc. If your child is saying 'bye-bye', model something new for him to say: good-bye, see you later, bye (name), etc. Never let your child remain in the same place in terms of language and vocabulary, always model a new way to say the same thing until he has a variety of ways to greet and say goodbye people in the home.

**Phrases:** \_\_\_\_\_ is coming to see us. It's time for Daddy to come home. Who's at the door? Open the door. Let \_\_\_\_\_ come in. Kiss \_\_\_\_\_ hello/good-bye. Shake hands with \_\_\_\_\_.

**Vocabulary:** door, coming, going, time, visit, visitor, visiting, work, school, home, friend, relative, sister, brother, family, night, night time, afternoon.



Date	What did your child do?

## Domain and goal

- Collect a spontaneous language sample of at least 25 consecutive utterances
- Expressive vocabulary of at least 14 words and up to approximately 23 words

## Activities

### Language sample

Refer to Week 20 for guidelines in taking a spontaneous language sample.

Remember, it's easier for you if someone else can interact with your child while you sit, listen and write down what your child says. If your child's speech is not accurate, that does not matter for this exercise. As long as you understand what your child is saying, you can write it down as "language". We will concern ourselves with his speech, or the way he says the words, at a later time.

Do not skip any of his utterances, you must write down everything he says, one utterance per line, until you have 25 or more spontaneous utterances. As before, imitations do not count so do not write them down.

- You will get a better language sample if the person interacting simply comments and does not ask questions.
- Have a few different activities ready so your helper has enough content to keep your child engaged. Book sharing, looking at family photos, reading his *Sound Book*, doing a daily routine such as bathing a doll, will all provide opportunities for your child to talk.
- If the play is too engrossing, your child may become absorbed in play and this will decrease the amount he says.

### Counting expressive vocabulary:

- Update your expressive list as detailed in the receptive language goal.
- You may want to use the 2500 word list in addition to writing the words on the noun, verb, modifier, and other Chart.
- You may need to set up some activities to see if your child uses new vocabulary spontaneously. It is important to get this information through play rather than testing your child. Be creative and you will get the information you need without putting undue stress on your child.



Date	What did your child do?

## Domain and goal

- Imitates /p/ in single syllables with:
  - /ʊ/ – book
  - /ɪ/ – hit
  - /ʌ/ – fun
  - /eɪ/ – play
  - /o/ – know

## Activities

### Speech babble practice

The target this week is the phoneme /p/ in a variety of syllables. You can put /p/ at the beginning of the syllable as in /po/ or in the middle as in /apa/. This phoneme is voiceless, if your child vocalizes while making the /p/, it will become a /b/ instead. If needed, model a /p/ with no vowel to show your child how to make the sound with no voice. Once he is producing the /p/ correctly, add a variety of vowels and diphthongs. All speech babble work should be done through audition alone, your child should not be watching your face/lips. If you need to show him to put his lips together or to let him feel the burst of air on his hand when you produce a /p/, always do again right away through listening alone.

The /p/ in the final position is a different sound and production than /p/ in the initial and middle position. Listen as you say the words, 'push', 'apple', and 'stop' in phrases: "I can push. I can eat the apple. Stop at the red light." You will notice some air in the words push and apple but none in the word stop. When a /p/ is found at the end of a syllable in speech babble, or a word in spoken language, it is produced differently. This week, practice the initial and middle position for /p/ in syllables, leave the final position for a later week.

### Activities:

- Toy boats on water. Make a variety of syllables before putting each boat in the tub of water.
- Blowing dandelions. Pick dandelions from the garden and do a variety of syllables before blowing each one.
- Pull petals off flowers or dandelions.



Date	What did your child do?

## Story of the week: "Mother's Coming Home" by Kate Banks.

*Douglas and McIntyre Ltd. Canada, 2003.*

- This book has two stories in one, Dad at home with the children all day doing the daily routines and Mom at work and then making her way home to the family in the evening. The stories help teach the goal this week of the family coming home as well as reviewing the daily routines you have been teaching for quite a few weeks.
- Activities:
  - Act out the story in your own house when Mom and Dad are both available. Dress up like the characters in the book and match the language of your daily routines with the language in the book.
  - Refer to the book during the week as different events happen in your house, matching the page to the event at the time.



## Song of the week: "Tick Tock"

Words: "Tick Tock little clock. Tick-a Tock-a Tick-a Tock."

- This song is a nice review for the rhyme you taught in Week 23, Hickory Dickory Dock. Your child is familiar with clocks now and you can sing this simple song as a way to match the rhythm and to bombard your child with one of the phonemes in the next developmental stage, /t/.
- The rhythm of the song is as follows: slow slow fast, fast, fast. (tick tock little clock) fast fast fast fast fast fast slow. (tick a tock a tick a tock)
- Go on a search around your house for all the clocks you can find. Do any of them audibly tick? Can your child hear them? Sing the song with each clock you find.
- Go to a shop that sells clocks and try to find an older style wind-up clock. See if your child can hear the ticking. Talk about all the different clocks, the parts of clocks, alarms, chimes, etc.

