



# Audition

Theme: Family and Friends



WEEK 1

## Domain and goal

- Auditory memory for 1–2 known nouns
- Auditory memory for 1–2 known people

## Activities

Your child has learned that a word is used to name an object or person. It is time to increase their memory to two words. In this activity you are not teaching new words, but helping your child to remember two words that they already use. Your child does not need to remember the words in *sequential* order at this point.

### Bye Bye Animals

Play with farm animals. After playing, when it's time to put the farm animals away, line up four animals your child knows. You want to keep their choices to a *closed set* of four so they have a better chance of success at this activity. You say, "**Bye-bye, cow and pig**". If your child doesn't pick up both animals, model for him/her by picking up the cow and the pig at the same time and putting them in the barn.

Try again with four more animals lined up. This time say, "**Bye-bye, horse and sheep**", and gently guide your child's hands to the two animals and help him/her to put the animals in the barn. Try again without guiding your child's hand. If they still pick up only one animal, put out both of your hands and show your child that you want one animal in each hand. This usually helps them get the idea.

You will need:

- ✓ Toy farm animals. Use only the animals that your child names spontaneously.

### I See Daddy

Show your child four pictures showing one person per picture. Review the names of each person. Say, "**I see Daddy and Grandma**", and then wave to each of the two pictures. To make this easier for your child, say the names of the people a little slower and clearer than the *carrier phrase*, "**I see...**". We call this *acoustic highlighting*.

### Hide the Toys

Children enjoy playing hiding games at this age. Once your child is comfortable with selecting two items while looking at four, make the activities more challenging by covering the objects as you are naming the two items you would like him/her to pick up. This encourages your child to store the clues by listening, not by visually remembering them as they hear the words. Put out four familiar toys and cover them with a small blanket. Say, "**Let's find the ball and baby**". Lift the blanket and have your child find the two objects and put them in a box. Replace those two objects so there are four choices and repeat the activity.

You will need:

- ✓ Various toys that represent words your child uses.

**TIP:** ★ If your child picks up only one object rather than two objects, be careful not to slip back into one-item memory by asking for the one object your child did not select. Instead, repeat both words while keeping the one they did select separate from the remaining three items; so essentially your child has to remember only one word at that time, but still gets a two-item auditory input.

★ When your child is learning a new goal, modeling what is expected while maintaining a cheerful attitude is important to keeping the activities enjoyable for everyone. Guard against saying "no" when your child doesn't get something quite right. Positive words of encouragement are much more beneficial.

Date
What did your child do?



# Receptive Language

WEEK 1

Theme: Family and Friends

## Domain and goal

- Receptive vocabulary 300 words
- Understands the question, "What's that?"
- Identifies toys and pictures from a choice of four (increase closed set as child progresses)

## Activities

Your child understands many words now. Increasing your child's vocabulary is an ongoing activity that is most successful when you expose him/her to new words throughout the day in everything they experience. Child-friendly interactions that are interesting and age appropriate give you plenty of opportunities for helping to develop your child's spoken language.

### Guessing Game

Find some objects that your child can name. Put them in a container and cover it with a towel. Close your eyes and pull something out of the container. With your eyes closed, ask your child, "What's that?" When they name it, open your eyes and reply with something such as: "Oh, you're right. It is a \_\_\_\_." Then let your child have a turn asking you, "What's that?", after you model the question for them. It's important to make this a game – you don't want to repetitively ask your child, "What's that?", when it's obvious that you already know what it is. Closing your eyes and not seeing the object gives the impression that you really don't know what it is.

You will need:

- ✓ Objects your child can name
- ✓ Bucket or container
- ✓ Towel.

### Pictures Please

In the Auditory lesson for this week, you are helping your child develop an auditory memory for two people or things they already know. For this lesson in receptive language, you are teaching your child new names and words. You can check their understanding of a new word by having them select, point to or otherwise indicate that they understand what a word means. Take photos of lesser-known family members and friends. Put those, four at a time, around the room at a distance and level that is easily visible to your child. Say, "I see [person's name]. Can you find [person]?" You can also play this game with pictures of new vocabulary.

You will need:

- ✓ Pictures of new vocabulary for people and things.

**TIP:** ★ You can check your child's understanding of spoken language by talking without using gestures or visual clues. If he/she indicates they know what you are talking about, you can assume they have the receptive language for what you said.

★ Remember that typically a child will understand what a word means before they use it *spontaneously*.

★ Take turns letting your child be the "listener" and the "talker". This encourages both receptive (listening) and expressive (talking) language growth.



Date	What did your child do?



# Expressive Language

Theme: Family and Friends

WEEK 1

## Domain and goal

- Expressive vocabulary of 50–150 words
- Uses names to get people's attention
- Acknowledges and greets familiar people
- Asks questions with inflection and intent
- Begins to express novel two-word phrases

## Activities

Your child knows the names of a few special people, and in this lesson your child will learn the names of even more people in their life. They will practice greeting people by name. Expect your child to generate their own two-word phrases that you may not have taught them directly, such as **"Mommy go"** or **"Grandpa eat"**. You know your child created these little phrases themselves because, as their spoken language model, you don't talk to him/her in these *telegraphic* sentences. Instead, you might say, **"Mommy's going outside"** or **"Grandpa's eating lunch"**.

### Come In

Make a house using a cardboard box that is open at one end so your child can look through it. Cut out a door on the side opposite the open end. Your child might want to contribute by coloring or scribbling on the outside of the box to make windows and a doorbell, or by decorating the house. Use toy people or pictures of people you've attached to wooden sticks. Pretend the person comes to the house and says, **"Knock knock knock, ding dong"**. Open the door, model and expect your child to say: **"Hi, [name of person]. Come in."** Continue to play this game with names of different friends, neighbours and relatives.

You will need:

- ✓ Cardboard box
- ✓ Crayons
- ✓ Toy people or pictures of familiar people pasted onto wooden sticks.

### A Walk in the Park

Taking a walk in the park provides an abundance of opportunities for communication, including greeting the animals and birds, naming things and asking questions; for example, **"Hi, bird. Where's your nest?"**, **"Hello, squirrel. What are you doing?"** Expect your child to use *inflection* in their voice that sounds like they're asking questions using words they know.

### My Friends Book

Take pictures of people in your child's life and make a book with one person per page. Enjoy reading the book with your child by turning each page, greeting the person on the page and making a comment, such as **"[Sister's name] is at school"**.

**Encourage your child to "read" their book to others.**

You will need:

- ✓ Pictures of people in your child's life
- ✓ Blank book.

**TIP:** ★ "Knock knock knock, ding dong" is considered a *language routine* and provides input for the future when your child will use language in a sequence to tell a little story. Expect your child to imitate the actions plus duration of the words, but not use perfect speech.



Date	What did your child do?





# Speech

Theme: Family and Friends

WEEK 1

## Domain and goal

- 50%–65% intelligible
- Produces vowels, diphthongs, m, h, w, n, p, b in some words

## Activities

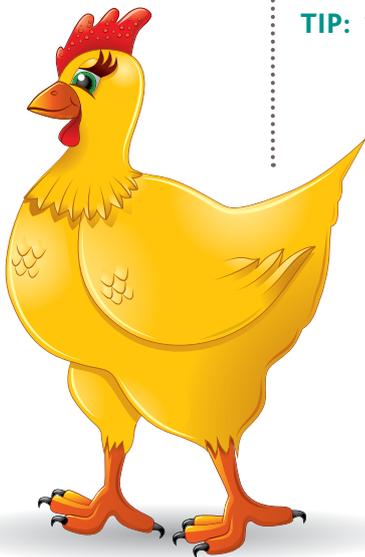
You might understand about half or more of what your child is saying. Because you did many activities from the Sound Foundation for Babies lessons, your child is using vowels, *diphthongs*, and some consonants. You want to provide opportunities for him/her to practice their speech to stabilize the sounds in different words.

Reading and discussing children’s books are a great way to provide an abundance of practice in listening and talking. The book for this week is *Are You My Mother?*, by PD Eastman. The story text includes an abundance of words with sounds your child may produce, such as:

- /m/ my, must, came, mother, I’m, am, me, came, home
- /n/ on, and, no, not, down, kitten, hen, know, plane, happened
- /b/ baby bird, be back, boat,
- /h/ her, here, he, home, happened
- /w/ want, will, went, walk, way
- /p/ up, stop, happened.

As you are reading the story to your child, pause and allow them to repeat a word, or two- or three-word phrases. You can create phrases to go with the book. **“No”**, **“Not me”**, **“...not your mother”**, **“I’m a hen”**. Since the story includes a pretend dialogue between the bird and animals and vehicles, it is a wonderful opportunity to reinforce your walk in the park from the Expressive Language lesson for this week.

**TIP:** ★ Expect that initially your child will produce a sound correctly in some words but not all words. Just as in any motor act, production gets better with practice. For example, when learning to swim we learn different ways to move before we can put it all together to swim the backstroke. Also, keep in mind that some sounds develop at earlier ages while some develop when a child is a bit older. Guard against correcting your child’s speech. Instead, model the correct way to say it, pause, let your child practice it again and then move on.



Date	What did your child do?

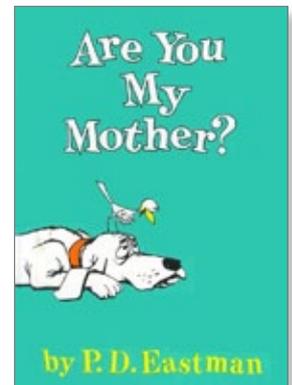


## Story of the Week

**Are You My Mother by PD Eastman?** *Beginner Books, Random House, New York, 1960.*

The baby bird sets out to find his mother. Along the way he meets many interesting animals and vehicles, but none of them are his mother. What will happen? Will mother and baby bird find each other? (Caleffe-Schenck and Baker, *Speech Sounds*, 2008.)

This book sets the stage for your child's enjoyment in listening to longer repetitive stories. It reinforces all of the goals from the other lessons for this week. You can feed in so much language from this book that your child will be using in the future, including the concepts for: turn-taking in communication, verbs, where is\_\_\_?, not, categorizing animals and vehicles, and comparing and contrasting. For example: "A bird flies. An airplane flies. But a bird is not an airplane. It's a bird. A bird is an animal. It is not a vehicle. An airplane is a vehicle. It is not an animal. But they both fly. Away he goes."



**TIP:** ★ Props for acting out this book are relatively easy to collect. Try to read each page before showing the prop to your child. After your child tries to repeat what you read or said, bring out the prop and let them use the toy to act out that part of the story. Then tell the toy, "Bye-bye, \_\_\_", and move it out of your child's reach so they're ready to listen to the next part of the story.

★ Your child may want you to repeat this book over and over again. This is typical of children this age.

## Song of the Week

**The More We Get Together the Happier We'll Be, Wee Sing Around The Campfire,** *by Beall and Nipp, Price/Stern/Sloan, Los Angeles, 1984.*

*The more we get together, together, together;  
The more we get together, the happier we'll be.  
For your friends are my friends, and my friends are your friends.  
The more we get together, the happier we'll be.*

When singing this song, you can use the toy people and photos of people on wooden sticks that you collected for the other lessons this week. Name one of the people and ask your child to get him or her. Move the toy or photo around as you sing the song, then switch turns and let your child ask you for one of the people.

