

Domain and goal

- Identifies songs with unfamiliar speakers
- Performs auditory cloze with unfamiliar speakers

Activities

You have taught your child over 20 songs since beginning this program five months ago. He is able to recognize quite a few of these songs when you sing them. It is now time to move him from the comfort of the home and your voice, into the wider world. He needs to be able to understand and identify songs he knows when people less familiar to him sing. As you did in Week 22, you will need to get the help of friends, family, neighbors and anyone else you can convince to sing to your child.

Playgroup: If your child attends a local playgroup, ask the other parents or the leader to take turns singing the songs your child

knows. Teach the group the Auditory Cloze technique of saying the last word of each line. All children find this activity fun because they love knowing the answer! Observe your child, we want him to be performing the same in this group as he does for you at home. Remember, however, that listening in a group means there is more noise and this might make it difficult for your child to hear clearly. Also, your child is most likely not going to be next to the singer every time someone sings. Distance also makes it more difficult for your child to hear clearly. Move him closer to the person singing if your child is having trouble hearing. Ask the group to be quiet during the song. These are important aspects to consider in order to achieve this goal.

If you have trouble finding less familiar speakers to sing the songs for you, another way to generalize your child's auditory skills is to use a tape recorder. Sing the songs on tape yourself and play them for your child. A taped signal is more difficult to hear than a live voice and is good practice for your child. Sing the songs as a whole first and have him identify the song by choosing a picture or doing the actions. If he can identify a few, sing them again on tape, leaving a blank at the end of each line. See if your child can sing the missing, final word.



Date	What did your child do?

Domain and goal

- Begins to identify individual lines in songs and rhymes
- Theme: Lunchtime

Activities

Teaching individual lines of songs

- Begin with a song your child knows well, and one that has lines which are each different and easily represented.
- Use props or pictures to depict each line of the song.
- Sing the song and show the picture/object that goes with each line as you sing it.
- Continue teaching this song until your child begins to identify the individual lines of the song by selecting the picture/object, doing the action for each line, etc.

Example song: Teddy bear Bear (Week 7)



Expanding vocabulary – theme: Lunchtime

You have an opportunity to talk and interact with your child using similar language and vocabulary every day during lunch. Take the time to teach your child all the language and concepts of preparing lunch. Yes, it will take longer if you let him help, however, think of everything he will be learning while you take the time to let him learn through 'doing'.

- Phrases/Words to target:
 - It's lunchtime, wash your hands. Let's make our lunch together. Climb up so you can reach.
 - Warm water, soap, bathroom, towel, stool, chair, kitchen, bench, table
 - What shall we have today? A or B? We need a _____. Let's get the _____.
 - Sandwich, bread, butter, cheese, knife, plate, spread, cut, a little bit, lots, sticky, melt
 - What shall we drink with our sandwich? Let's pour the _____. Be careful. That's enough.
 - Pour, full, enough, cold, eat, chew, drink, delicious, all gone

Date	What did your child do?

Domain and goal

- Spontaneously uses "Where"
- Increases number and variety of 'learned' phrases
 - Examples:
 - Here you go
 - Sit down
 - That one
 - All gone

Activities

Your child understands the concepts of 'hide and seek', of things 'disappearing' or being 'all gone' because of your teachings in Weeks 4, 9, 13 and 21. This week you will listen and make sure that your child is using "where" spontaneously in a variety of settings and situations.

- If your child is not saying "where" spontaneously, set up some situations which will elicit this word from your child. Check back and repeat any of the activities that were suggested in the weeks listed above, or think of some new and exciting ways to target this language.
- Remember! You want to set up a situation for spontaneous use of the word, so prompt and wait but do not provide a model or your child's response will only be an imitation rather than a spontaneous use of the language.

Learned phrases

You are hearing many, many single words in your child's language now, however, occasionally you hear him say two to three words together. Does this mean he is now speaking in two to three word phrases? No, not yet. Your child has heard some phrases hundreds of times every week and in listening to these phrases, he has learned them as a complete unit, not as the individual words in the phrases. In the phrase 'here you go', he has simply learned you say this when you give something to another person and he has imitated it enough as a 'unit' that he now says it spontaneously.

Your child should be doing this with quite a few phrases, it's a very positive step in his learning language. However, when taking a language sample, these only count as one word, because he uses them only in that phrase, as a 'mass unit', not as individual words.

Make a list of the phrases your child uses as a learned unit and make sure that he has several that he says spontaneously.



Date	What did your child do?

Domain and goal

- Includes /h/ in known words at phrase and single word level

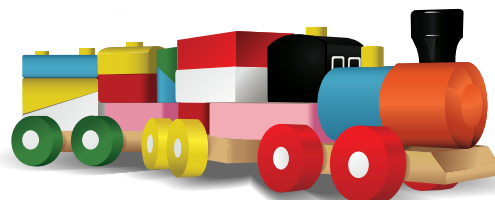
Activities

This week take special care to listen to your child's spontaneous language and check he is including the phoneme /h/ in appropriate words. This phoneme is only found in the initial position and medial position in words. Some examples of words your child might be saying are: hat, hot, house, home, hair, hand, hello, happy, head, here you go, hop, horse, dog house, doll house, rocking horse.

Go through your child's receptive and expressive vocabulary lists and find all the words containing the phoneme /h/. Listen to your child's spontaneous speech this week and note if he is producing the /h/ correctly. If you don't hear any words containing /h/, set up some activities to target your child's spontaneous vocabulary containing /h/.

Activities:

- Open envelopes with pictures of words with /h/
- Play dress-ups with lots of different hats
- Find things around the house that are hot
- Go to the park and play on a rocking horse
- Play with animals and make houses for them out of cardboard boxes
- Brush everyone's hair



Date	What did your child do?

AV techniques and strategies

- Listening to child's productions and assessing content for errors
- Modeling correct language

Story of the week: "Happy Hiding Hippos" by Bobette McCarthy.

Simon and Schuster Children's Publishing, UK, 1994.

- Lots of hippos hiding in places where they don't actually conceal themselves. Each hippo is wearing something fun to talk about and besides targeting the /h/ sound this week, it's a wonderful story to use to revisit the negatives you taught in Weeks 8 and 11. The hippos can't hide in the places they choose, they are too big. You can model the language, 'not there', 'no, you are too big', etc.
- Acting out this story will provide your child with many concrete examples of location phrases: behind the sofa, under the bed, between the chairs, etc. You can also select places that are too small for your child to fit into and work on the negative 'not', 'no', 'can't', etc.

Song of the week: "Hickory Dickory Dock"

Words: "Hickory Dickory Dock. The mouse ran up the clock. The clock struck one, the mouse ran down. Hickory Dickory Dock."

- This song has a lovely repeated phrase in it with the target /h/ for this week as well as rhyming words which you learned about in last week's activity.
- You can also act this song out by making a grandfather clock out of paper and using a rubber mouse to run up and down the clock.
- Your child most likely is already saying 'up' spontaneously and this teaches him another context where it is used. It is also good to teach 'down' now, if he already knows 'up'.
- You can make picture cards for each line of the song. Hickory Dickory Dock can be drawn in any way that makes sense for you and your child. You will need two identical cards for the beginning and end of the song. The second and third pictures will be the mouse running up and the mouse running down. These cards can then be laid down in order as you sing the song and it will help your child learn the individual lines of the song as well as teach him sequencing.
- A useful website that contains hundreds of songs and rhymes, tapes of the songs and some video clips can be found at: <http://bussongs.com>

★ **TIP:** *When you are out shopping or on the bus, in the car, at the zoo talk to your child about what they are experiencing – giving them language will support them in developing the language of everyday experiences.*

