

## Domain and goal

- Auditory bombardment of /t/

## Activities

### Bombardment of /t/

This is one of the phonemes in the second group of sounds your child will develop. This week you are going to bombard your child with lots of words, phrases, songs, books and rhymes where /t/ is in the words. This week is your child's opportunity to listen to the target phoneme.

You may remember the song Tick Tock Little Clock from Week 25. This is a great song to review to give your child lots of listening time to /t/.

### Daily Phrases:

- Tidy up.
- Tie your shoes.
- Tip it out.
- Too much.
- Tickle your toes, tummy.



Date	What did your child do?

## Domain and goal

- Comprehends verb + noun phrases throughout the day
- Vocabulary Count – Receptive vocabulary of at least 140–200 words
- Theme: Zoo/Farm

## Activities

Most of your daily instructions to your child actually follow this language pattern. You have most likely already been consolidating this goal with your child through your daily life. This week, note if your child comprehends these ongoing instructions throughout the day.

- Wash your hands
- Eat your lunch
- Shut the door
- Clean up your toys

If you have any pets, you can ask your child to feed, brush, walk, help bathe, or pat the dog or cat. Helping in the care of a family pet is a wonderful opportunity to expand your child's listening, language and vocabulary.

It's also time to count your child's vocabulary. If you haven't started using the check list in the Appendix, use this week to transfer the words from your individual vocabulary sheets onto the 2500 word list.

### Expanding vocabulary: Visit to the zoo or farm

One of the best ways to increase your child's vocabulary, language and concepts is to go on excursions and experience something new with a specific focus in mind. This week visit your local zoo or go to a farm where the animals are tame and available for petting and feeding. You have probably already done this as suggested previously. However, your child will never tire of seeing animals and each visit allows you to extend your child's language and concepts. Nearly every daily phrase you use with your child in his care at home will be seen in caring for animals at a zoo or farm. Animals eat, sleep, play, have baths and are cared for by their parents.

Take photos of all the animals and try to get the animals all doing different activities. Think about the specific vocabulary you can introduce to your child based on this experience – animals nurse from their mothers, they eat different kinds of food, they have body parts that are different from the body parts your child has learned on himself and they live in areas with different names. Your camera will be your most important friend for the day and even if you don't plan on teaching your child everything, still take the photos and save them for a later time.



Date	What did your child do?

## Domain and goal

- Spontaneous language sample.
  - At least 45 consecutive utterances

## Activities

It's time to collect another spontaneous sample of your child's language, this time from outside the home. You may recall doing this for Weeks 25 and 29 and can read the expressive language sample in those weeks for a reminder on how to collect a language sample. This week it would be a good idea to collect a sample of the language your child uses outside the home, away from his daily routines. This requires a bit more planning on your part. However, it is important to get an idea of your child's abilities across many settings.

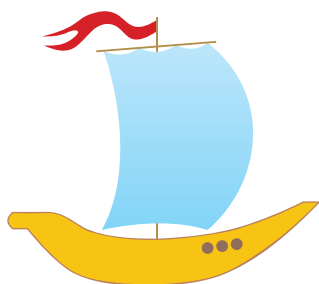
### Possible sample environments:

- **Shopping**

This is an activity you do every week and you may or may not take your child with you on a regular basis. Find a friend or family member to accompany you on your shopping trip so one of you can interact with your child and the other can write down every utterance your child says. This will give you insight to a range of vocabulary and language you may not hear your child using at home.

- **Playgroup or playing at a friend's house**

Sitting back and listening to your child while he plays with a friend or a group of children gives you the opportunity to see how your child is coping socially and the language he has to help him navigate these early social situations. This language sample will show you how he copes with no adult facilitating the communication. Is your child using his language in this setting? Sit back and listen, write down each utterance your child says. Remember, they need to be consecutive, don't leave out the performatives.



Date	What did your child do?

## Domain and goal

- Accurate production of all vowel and diphthong content in new words and phrases
  - /au/ as in: round, ouch, owl, towel
  - /ai/ as in: bye-bye, hi, dry, fly
  - /oi/ as in: toy, oil, oink
  - /ei/ as in: day, baby, say
  - /ou/ as in: toe, no, bowl

## Activities

This week, as you listen to your child talking, pay close attention to the vowels and diphthongs in the words he says spontaneously. If you hear a vowel or diphthong in a word that is not correct, write it down. Any errors you hear your child produce, ask him to listen, say the word again while acoustically highlighting the vowel he produced incorrectly. Listen to his imitation, he should be correcting his error spontaneously after hearing your model. Keep a note of any words your child says with the incorrect vowel.

If your child is having trouble with one sound in particular, you may want to do some speech babble with him by producing the vowel in isolation first and then pairing it with a variety of consonants. Then move him quickly to the word and phrase level. Refer to earlier weeks for techniques and activities.

You may also want to target a specific sound by bombarding your child with words containing the vowel he needs to develop further. Remember, if you are after imitation of the target phoneme, you can introduce new words to your child containing the sound. However, if you are after spontaneous production, you can only use words your child knows which are listed on your vocabulary recording sheets.

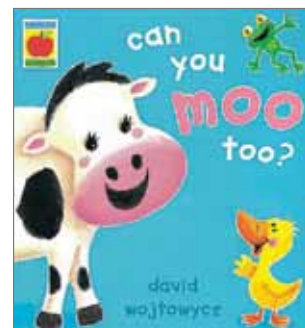


Date	What did your child do?

**Story of the week: "Can You Moo?" by David Wojtowycz.**

*Orchard Picture Books, Australia, 2002.*

- At first glance you might think your child is too old for this book because it is all about the sounds or "performatives" that we associate with animals. However, the performatives associated with animals give you an opportunity to listen to your child's speech and make sure that the vowel and diphthong content in them is accurate, which is this week's speech goal. On a higher level, you can ask your child what sound each animal makes. This is the type of language all children this age can use and understand. You should be able to ask your child, "What sound does the tiger make?", and he should be able to answer you with the correct sound. You can also raise the level of the book by hiding the picture while you ask the question and show your child after he comprehends and makes the sound. An even higher level is to give a clue about the animal first, "It hops. What is it?", and when he answers then ask him what sound the animal makes.
- Expand this book by gathering a variety of toy animals and make the sound for each animal. You can also reverse the activity and make a sound and have your child get the associated animal.
- The language associated with animal sounds is rich in vocabulary also. You can teach your child that a cat purrs, a dog barks, a bird tweets, etc. Bring books to life through dramatization, acting out and varying and changing your voice to suit the situation. These strategies will keep your child's interest in the book.

**Song of the week: "Baa Baa Black Sheep"**

Words: "Baa Baa Black Sheep have you any wool? Yes sir, yes sir, three bags full. One for the Master and one for the Dame. And one for the little boy who lives down the lane."

- This is a fun song to teach your child as he will have fun making the animal sound 'baa baa' and repeating the 'yes sir, yes sir'. This song lends itself well to teaching your child there are four distinct parts to the song. It is fun to act out using family members to be the Master and the Dame and your child can be the little boy. Use three pillows as the bags of wool and find a toy or stuffed sheep and make it black (put black paper on it or a black scarf).
- Expand the song by changing the animal. Draw pictures or find the actual objects so your child learns new vocabulary and concepts.
  - Woof, woof brown dog, have you any bones.
  - Quack, quack yellow duck, have you any worms.
  - Ribbit, ribbit green frog, have you any bugs.

★ **TIP:** *Encourage your child to explore, let them get dirty and make a mess – this is learning.*

