

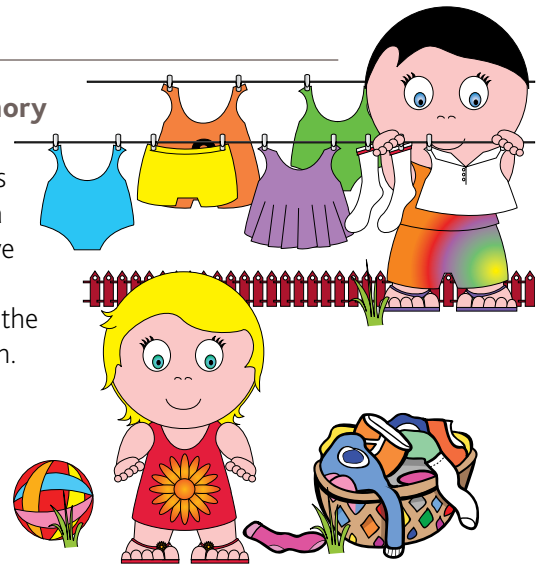
Domain and goal

- Begins to achieve a two-item auditory memory:
 - Noun + noun
- Identifies familiar songs on DVD, CD, TV

Activities

One-item vs. two-item auditory memory

Wow! Can you believe your child is now understanding things you say to him? He is now mastering his ability to comprehend a message that has one critical unit. You have been teaching him to listen for that critical element at the end of the phrase, which is the easiest position for him to hear information. You have also been teaching him to hear the critical information at the beginning of the phrase and in the middle. You will continue refining your child's one-item auditory memory and expanding his vocabulary. However, as you have heard before, there is no standing still in the journey to teaching your child spoken language through audition. It's now time to begin teaching your child to retain two critical units of information.



Trains and rides: A train with two cars makes it visually clear that your child is listening for two units of information. Have a container of people and animals that can go for rides and take two out of the box. Tell your child, "**The boy and the dog are going for a ride.**" Put the boy in one car and the dog in the other. Wind up the train and off they go. Take those two out and tell your child to choose two things to go for ride. When he puts two things in the cars, tell him, "**Yes, Mommy and Daddy are riding the train.**" Continue modeling this language of 'a' and 'b' so he gets used to hearing it. **DO NOT TEST!** Simply model the language and have fun with your child.

Playdough cookies: Roll out the playdough and choose two cookie cutters and say, "**I'm making a duck and an airplane.**" Tell your child to choose two cookie cutters and as he pushes them into the playdough, model the language, "**You are making a car and an umbrella.**"

Taped music

Play commercial tapes, CDs and DVDs of songs you have taught your child to increase his ability to listen and comprehend signals other than your voice. Sing along with these tapes and show him pictures, do the actions, show him the equivalent in his *Sound Book*, teach him to recognize familiar songs on tape.

Date	What did your child do?

Domain and goal

- Begins to imitate words heard incidentally
- Begins to 'overhear' common phrases, known language at home
- Theme: Bed time and book sharing

Activities

Your child certainly knows a number of words well enough to be able to comprehend these words while "overhearing" other people talking. For example, a friend of yours might be visiting with you one afternoon and she might say, **"Thank you for the tea, I really must go."** Your child may look up and imitate "go" as a word he has understood, or he may even say "bye-bye" because he has understood your friend is going. This really shows you your child is becoming an independent listener and language user.

Another milestone your child will be reaching is the ability to learn new words by 'overhearing' them. This is especially true if the word is said with lots of feeling, so now is the time to be careful with 'colorful' adult language. Children with typical hearing learn all the bad words by 'overhearing' them when adults are talking to each other. Your child should be developing this skill now and if you have not seen any evidence of it yet, plan some specific times to work on the skill.

- When talking to another person while your child is playing nearby, offer the person something you know your child would like. Food or drink is typically very enticing so you might say, **"Would you like a cookie?"** If this word is in your child's vocabulary, he should be able to hear it even though it was not directed specifically at him. Try this type of activity this week and remember to put the key word at the end of the phrase, as that is the easiest position for your child to hear it.

Expanding vocabulary – Theme: Bed time and book sharing

Week 24 gave you ideas on nap time and book sharing. Adapt the vocabulary, language and ideas from nap to bedtime for this week.

- Phrases: It's time for bed. Get undressed. Take off your _____. Get your pajamas. Turn the page. Get a book/story. Kiss _____goodnight. Get your teddy bear/blanket.
- Vocabulary: Bedroom, bed, pajamas, book, story, light, night light, time, dark, light switch, sleep, sleepy, end of day, page, picture, another book, last one.



Date	What did your child do?

Domain and goal

- Spontaneously uses words for possession:
 - Mine
 - Daddy's (no 's)
 - My

Activities

This week you **will** create activities and rather than providing the model for your child to imitate, use 'waiting' and 'prompting' to encourage and allow him to use the words spontaneously.

Additional Activities:

• Simple board games – my turn

Children love playing very simple games such as lotto or puzzle games. Taking turns in a game is a great way to teach your child the concept and language 'my turn'. You have been modeling taking turns for quite some time in all your activities; you can now prompt your child to use this language by asking the question, **"Whose turn is it?"**. Your child should not be using his own name, but rather saying "my turn" or "mine". He may still be saying "Mommy's turn" as he has not yet learned other pronouns such as 'your'.

• Laundry – mine, Daddy's, Mommy's, etc.

Get your child to help you sort the clean laundry and put it away. Guide your child in the activity but try not to provide direct models for him to imitate as you are targeting his spontaneous use of this language. Things he might say are: Daddy(s), mine, Mommy, etc. After he has said the target spontaneously, it is fine to acknowledge and expand his utterances: **"Yes, that's your sock"**, **"Yes, those are mine."**, **"That's Daddy's blue shirt."**, etc.

• Tea party – color matching, _____'s cup, plate, spoon, etc.

Set up a tea party for your child's dolls, teddy bear bears, etc. Use a child's tea set with different colors for each set of plates, silverware, and cups. Give a plate to each doll/teddy bear and then help your child give out the rest of each set by matching the colors. You can prompt your child by saying, **"This green spoon is _____."** He should fill in the name of the doll with the green plate. Continue until every set is complete.



Date	What did your child do?

Domain and goal

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



Activities

You have reached the final phoneme in the first group of sounds your child will master. This week listen for the /w/ in your child's spontaneous speech. You should be hearing it in his known vocabulary so check your list and keep your ear trained for /w/ as he talks and jargons throughout the day. Early words your child might be saying: wipe, sweep, swim, flower, owie, whee, woof, where, what, wave, one, want.

Activities:

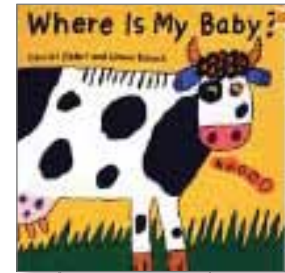
- Wake-up game. Take turns with family members putting them to sleep on the lounge and have your child sneak up on them and yell, "wake up". You should hear a good, clear /w/ in the word 'wake'.
- 'What's that?' game. Model with another person pointing to lots of pictures of things your child knows. Each time you point, ask, **"What's that?"** the other person names the pictures and then gives the wrong name for one of them. Stop the game and say **"No! That's not a _____, it's a _____!"** Laugh and make a game of hearing when the person says the wrong label. Reverse roles and do it again. Once your child understands the game, let him do the pointing and ask, "What's that?" for each picture on the page. Say the wrong name for a picture he knows very well, such as saying a picture of Mommy is a shoe, etc. Children delight in catching adults getting something wrong. They also love to be in the teacher role, pointing to all the pictures.

Date	What did your child do?

Story of the week: "Where is My Baby?" by Harriet Ziefert and Simms

Taback. *Handprint Books, NY, 1997.*

- This is a great story to reinforce the goal of 'possession' this week and give your child practice saying the repeated phrase over and over, "Where is my baby?". Your child should have the /w/ in the word 'where' if he is using it spontaneously and definitely if he is imitating the phrase after you.
- All animals have babies particular to them and this is a fun book, full of flaps, for your child to find the matching mothers and babies.
- It also is a great book for extending your child's vocabulary: cow-calf, pig-piglet, etc.



Song of the week: "Eentsy, Weentsy Spider"

Words: "Eentsy, Weentsy spider climbed up the water spout. Down came the rain and washed poor Eentsy out. Out came the sun and dried up all the rain. So Eentsy Weentsy spider climbed up the spout again."

- You can stimulate this week's speech goal of /w/ in the spider's name 'Weentsy'.
- There are actions for each line of this song:
 - Eentsy Weentsy Spider climbed up the water spout. (Put the thumb and index finger together on the index finger and thumb of the other hand and alternate them as you move them up in the air, simulating a spider crawling.)
 - Down came the rain and washed poor Eentsy out. (Flutter fingers on open hands, palms facing down to simulate rain, then move hands quickly to the side as water rushing by.)
 - Out came the sun and dried up all the rain. (Make a big circle with both hands held above your head to simulate the sun shining.)
 - And Eentsy Weentsy Spider climbed up the spout again. (Repeat first action of spider climbing.)
- You can also draw pictures for each line of the song so your child relates them to the actions for each line.
- Acting this song out is lots of fun. Buy a small rubber spider, or make one. Draw a big yellow sun and cut it out. Use a squirt bottle for rain. Use a cardboard tube or paper towel tube as the drainpipe. Children love acting out songs with a definite beginning, middle and end. This also helps them with their ability to sequence stories when they are older.

