

Domain and goal

- Comprehends familiar content on tape
 - Songs
 - Daily phrases
 - Common directions
 - Rhymes

Activities

In the past few weeks you have made sure that your child is comprehending a variety of speakers in a variety of settings and situations. This is important training for your child to enable him to learn from many different people in many different settings as he gets older.

This week you will train your child to comprehend a message on tape. Once a signal is not from live voice, it becomes more difficult to listen to because it is artificially made via man-made speakers and receivers. An artificial signal is never as high a quality as a live voice signal. It is important to make sure that your child can access content from a variety of media. If you don't have a tape recorder of your own, you might have a program on your computer that allows you to record and playback. Your mobile telephone may also have this ability or you could use your video camera. Alternatively, some libraries lend tape recorders and other resources.



Creating taped content

As with all teaching you have done with your child, begin with simple, closed-set activities and teach him, don't test him. You could record a variety of songs on tape and have pictures or props to go with each one. As a song is played on the tape recorder or other device, show your child the picture or objects so he knows what he is hearing.

You can also record simple directions on tape, directions your child does easily through live voice. Record all that he knows and when the direction is played on tape, do the direction yourself so your child is matching what he is hearing with the actual content.

It is always best to begin taped work using your own voice first and then moving on to less familiar voices or commercially-made products.

Date	What did your child do?

Domain and goal

- Comprehends "What's your name?"

Activities

Set questions

As your child moves from the small, quiet environment of your home, out into the wider world, he will meet numerous people and they will all ask him questions that he will need to be able to answer. The first question he will need to be able to answer is "What's your name?". Your child already knows his name and the names of your family members, Mommy, Daddy, Grandma, etc. He may not understand this question nor know how to answer it.

Puppets

- Using puppets to role play 'meeting and greeting' is a fun way for your child to learn how to respond to this question. The use of puppets also takes the spotlight off your child so he can speak without feeling pressured or self-conscious.
- Give your child a puppet and tell him the puppet's name, i.e., Doggie if it is a dog, etc. Choose a puppet for yourself and tell your child your puppet's name, Birdie. Give a third family member another puppet and send them out of the room and close the door. When they knock, open the door and say hello. Ask the puppet what his name is, the other family member should answer. Then you should both say good-bye (name) and close the door. Now repeat with your child. Switch puppets and play for as long as your child is interested.
- Later in the week you can practice the game without puppets, by using your own names. Your child should answer with his own name and this is a good time to introduce your real name to your child so he learns you have a name besides Mommy or Daddy.
- Take the game outside and practice by walking up to each other outside and asking and answering the question. Finally, enlist the help of neighbors and friends and get them to come to the door and ask your child his name.



Date	What did your child do?

Domain and goal

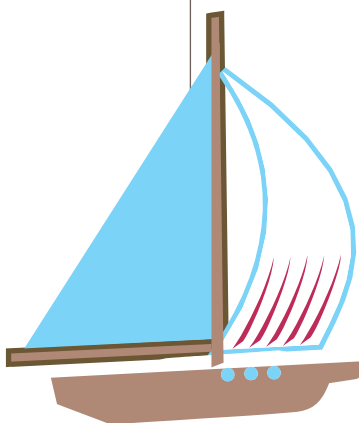
- Spontaneously comments using known language while sharing a book

Activities

In Week 32 you facilitated your child telling you a story from a book. The goal this week is for your child to tell a story he knows well and to spontaneously use the vocabulary and language he knows. If your child does not use his language spontaneously, you may need to use the techniques explained in Week 32.

The goal this week is to make sure that your child says something for each page of a book. He should have the idea that something is occurring on each page and he can comment on that picture at the word level or at the very least, the performative level. You can also listen to his speech and his intonation. Is your child modulating his voice and sounding excited if something spectacular is depicted on the page? Does he use a quiet or sad voice if the content is more subdued?

If needed, take turns reading every other page to provide a model for your child. He will see you comment on each picture and will follow for his two pages. You can also use other family members to model the behavior you want your child to display.



Date	What did your child do?



Domain and goal

- Bombardment of /g/

Activities

This week it is time to provide your child with many opportunities to hear the phoneme /g/. This phoneme is a plosive, much like the /b/ and /p/, however it is produced in the back of the throat with the voice on. There are three phonemes in this group: /b/ /d/ and /g/. These sounds are produced by turning your voice on and producing a burst of air to make the sound. The /b/ is the phoneme that is produced at the front of the vocal tract, on the lips. The /d/ is made inside the mouth, just behind the teeth, and the /g/ is made at the back of the vocal tract. Your child may well have already produced a /d/ and the /b/ is firmly in his repertoire. Now is the time to informally draw his attention to the final sound in this group, the /g/.

Remember! This is bombardment and exposure. Imitation is not required at this stage. Instead, allow your child to hear this phoneme over and over and soon he should begin to produce it spontaneously.

Date	What did your child do?

Story of the week: "If I had a Sheep" by Mick Inkpen.

Macmillan Children's Books, Great Britain, 1988.

- This little book takes your child on a journey of imagination and fun. A little girl talks about all things she would do if she had a sheep: brush her, teach her to count, build her a rocket, go shopping, etc. The pictures are delightful and the vocabulary and concepts covered in the book will keep you and your child busy for many, many days.
- Choose a page and concept that interests your child in the book and develop an experience around that concept to explore for the next few days. One of concepts in the book is about rockets and flying to the moon. Take your child outside and show him the moon and the stars. Sing "Twinkle Little Star" and recite the nursery rhyme "Hey Diddle Diddle". You have taught both of these to your child earlier in the year. If your child has any toy rockets, get them out and fly them around the house. Let your imagination flow and teach your child all the language and concepts that come up as you explore.

**Song of the week: "Open Shut Them"**

Words: "Open shut them, open shut them. Give a little clap. Open shut them, open shut them. Lay them in your lap. Creep them, creep them. Creep them, creep them, Right up to your chin. Open up your smiling mouth, But do not let them in."

- The actions that go with this song are quite fun for your child. Open and close your hands with palms facing out near your face. Clap them and lay them in your lap. During the creeping verse, use your fingers to slowly creep up your chest and the sides of your neck until almost reaching your mouth. Sing the last line very quickly, with much excitement, and pull your fingers away from your mouth at the last second.

★ **TIP:** *Let your child help you in routine activities such as cleaning the house, laundry and preparing meals.*

