

Domain and goal

- Identifies Ling-6 Sounds
- Searches for source of sounds in environment
- Identifies voices of family members
- Bombardment of /b/

Activities

When your child detects the Ling sounds, it simply indicates he hears a sound. This week you will begin teaching him that the sounds are different. Your child needs to be able to identify the difference between the sounds. Once he can, you are certain he has full access to the entire speech spectrum and can hear the fine differences between the sounds in your language.



Painting pictures

- Mix a few drops of food coloring into water and use a large, child-sized paint brush. Print black and white pictures of the objects representing the Ling sounds. Hold a picture up without showing it to your child. Make the sound and wait for your child to imitate the sound. Once he has imitated, give him the picture to paint. Paint all the pictures. After the pictures dry, glue one picture of each sound in the *Sound Book* on different pages.
- Play hide and seek with your family members. Use photos from the *Sound Book*. The child and one parent (Mom) close their eyes and other parent (Dad) or family member hides. Dad calls your child's name until Dad is found. Continue this until everyone has had a turn to hide. Begin again, but before your child begins searching, show him the family photos and ask him who is hiding and calling his name. He can point to the photo, if he does not know, show him the photo and tell him **"You need to go and find Daddy"**, etc.
- When it is the child's turn to hide, help him to call to the person searching. He should match the syllables and vowel content of the name he is calling.

Date	What did your child do?

Domain and goal

- Begins to learn the content categories in Bloom and Lahey phase 1
 - Recurrence (more)
 - Non-existence (all gone)
 - Action (pull)

Activities

Language has many uses and types of meaning. For example, you learned about your child *commenting*, *requesting*, and *rejecting* in Week 1. This week you will introduce your child to three types of language. Learning the different types of language will support your child's ongoing communication development. The development of these will be tracked on the Bloom and Lahey form found in the Appendix.

Teaching "more", "pull", "all gone"

- Cut ten strings of various colors and tie them together with knots. Get a small can with a plastic lid, such as a playdough container and punch a hole in the lid, large enough to let the knot in the string pull through, but only with a hard tug.
- Push all the string into the can with one end sticking out. Model with another family member, tell them to pull the string and when it gets stuck on the knot, they must say **"More, more string, more"**, before they pull harder to get the knot through the hole. Continue until the end of the string comes out. Open the can and exclaim: **"It's all gone! The string is all gone"**. Push all the string back into the can and let the child have a turn. When the string gets stuck, model **"More, You need more string, more"** and wait for child to imitate. Continue.
- Carry this language modeling and imitation over into the whole day, whenever the child wants more of anything, model and have him imitate.

Example:

- (non-existence) "Oh, it's all gone."
- (recurrence) "You want some more rice."
- (action) "Pour the rice."



Date	What did your child do?

Domain and goal

- Spontaneous use of performatives, family members' names

Activities

You have learned about spontaneous language and your child is now familiar with the performatives. It's a great time for him to start using these familiar sounds, on his own, throughout the day.

Providing opportunities for spontaneous use of known ELTL sounds and names

- Later in the week, as you play the game listed in addition and read the book for this lesson, provide ample "wait time" to give your child an opportunity to "speak" first when looking at a picture or story with an associated performative, or when looking at the photo of a family member. Remember! Reviewing and doing each activity many times each week is the best way to teach your child to listen and speak.
- Sabotage Game – Hide familiar ELTL toys in unusual places around the house. For example, hide an airplane in your child's cereal bowl. When he gets the bowl out of the cupboard, you act surprised to find an airplane in the bowl. Look expectantly at your child for a spontaneous production of the performative. Children love finding their toys in odd places.
 - Inside a sock/shoe
 - Under the pillow
 - In the refrigerator
 - Inside a clean diaper
 - In his car seat/highchair



Date	What did your child do?



Domain and goal

- Produces /m/
- Vocalizes on Demand

Activities

One of the first sounds children produce is the phoneme /m/. You provided your child with auditory bombardment in Week 3 which should have provided many opportunities to hear this sound. Now it's time to give him opportunities to imitate /m/. This phoneme is most easily produced on its own, with no vowel or diphthong.

/m/ in isolation

- You have been teaching your child to identify the /m/ in the Ling-6 Sound Test, using the picture of an ice-cream cone. This week, provide lots of opportunities through play for your child to produce the /m/. Have tea parties, feed the doll, and feed your pet, etc. Each time you say the /m/, wait and allow your child time to imitate. If they don't imitate spontaneously, use one of the prompts you have learned.

Matching syllables, vowels and initial /m/

- When your child wants more of anything, model the word "**more**" and acoustically highlight the /m/ at the beginning of the word by lengthening it slightly. Say "**mmmmore**" and request your child to imitate the word by producing at least an /m/, and possibly matching the one syllable and the correct vowel /ɔ/.
- If your child has trouble producing the /m/ at the beginning of the syllable, model the performative 'yum' and expect him to produce the /m/ at the end. The end position is often easier for some children.

Date	What did your child do?

AV techniques and strategies

- Establishing auditory feedback loop through the use of imitation.
- Modeling language for imitation.
- Shaping vocalizations by using “listen” cue and requiring imitation.
- Using “wait time” to encourage spontaneous use of known performatives, names and words.

Story of the Week: “Transport” by Lynn N. Grundy.

Grandreams Ltd. London, 1968.

- This book has one picture per page of all the vehicles which makes it easy to make sure that you are talking about exactly what your child is looking at on the page. Use all of the performatives that go with the vehicles.

Song of the Week: “The Bus Song”

Words: “BΛ BΛ BΛ. BΛ BΛ BΛ. I hear a bus. I hear a bus. BΛ BΛ BΛ. BΛ BΛ BΛ. Here comes the bus. Here comes the bus.”

- Line up chairs in your house to simulate the seating on a bus. Put one chair in front and have a special hat to wear for the person driving. Family members sit on the bus, the driver pretends to steer the bus and everyone sings.
- This is a great song to stimulate the development of the phoneme /b/. It is also a direct contrast to the melodic songs learned before – “Naughty Pussy Cat” and “Bumble Bee”. The “BΛ BΛ BΛ” component makes it easily recognizable to your child and also easy for him to imitate.
- Make a page in your *Sound Book* for this song. You can paste a colorful picture of a bus on the page and in an envelope on the facing page, place a cardboard steering wheel in an envelope. When you read this page in the book, sing the song and take turns driving the bus with the steering wheel.

