

## Domain and goal

- Identifies individual lines of at least five songs or rhymes
- Auditory bombardment of /f/ as in ship

## Activities

Last week, one of your goals was to make sure that your child is using more words in the songs and rhymes he sings. The goal this week is to make certain your child can identify the individual lines of songs. Even though you are checking your child's comprehension, it still must be done through play and fun, do not slip into a 'testing' routine which can be frustrating for you and stressful for your child.

Songs with actions: The following songs have actions to go with each individual line of the song. Play a game with other members of the family where one person sings the lines of the song and the rest listen to the line and do the actions. At first, your child will need the model so allow everyone to begin the actions as soon as they know the line. However, after your child knows how to play the game, tell the other members of your family to wait and allow your child the time needed to listen and process the information. Once your child begins the actions, the others can join him. If he doesn't begin himself, sing the line again and acoustically highlight the word/words he knows best. Wait for him to do the actions and then join him.

If your child is able to do the game above with ease, begin mixing up the lines in the song so he has to listen carefully to which line you are singing. Every now and then sing the same line twice in a row, just to prevent him from predicting what you might sing next. The following three songs have clear actions for each line. Feel free to add any other songs you have taught your child.

- Roly Poly (up, out, clap, lap)
- Thumbkin (where, here, meet, run away)
- Teddy bear Bear (turn around, ground, shoe, love you)

### Auditory bombardment of /f /

Use the Speech Sounds book p.27–28 for words, phrases, songs and games to play with your child that all contain /f /. Remember, this week is about providing lots of models for your child to hear, you are not expecting him to imitate or use this phoneme yet.



Date	What did your child do?



## Domain and goal

- Comprehends two item phrases (verb + verb) throughout the day
  - Clean up and then we'll read a book
  - Kiss and hug the baby
  - Wash and dry your hands
  - Stop and listen now
  - Settle down and eat your lunch
- Theme: Going to the library

## Activities

The goal of Week 29 was to extend your child's auditory memory, specifically with verb + verb phrases. This week, try to include two verbs in your daily phrases so your child gets lots of practice listening to longer phrases, with two critical elements, in the context of your home. Your child will learn new information more easily if you introduce it and practice it within routines he knows well. In doing this, he is not learning everything new at one time. He already knows the vocabulary and he knows the phrases and the routines. The only new aspect he needs to concentrate on is moving from one key word, to two key words in your phrases. Don't expect him to understand everything perfectly, this is your first attempt at helping him listen to this new goal, teach him, don't test him. Remember to acoustically highlight the two key words to make it easier for him to hear them.

### Examples:

- **Old:** Wash your hands. **New:** Wash and dry your hands.
- **Old:** Give Daddy a kiss. **New:** Give Daddy a kiss and a hug.
- **Old:** Let's read this book. **New:** Let's sit down and read this book.

### Expanding vocabulary – Theme: Going to the library

Reading to your child is such an important activity. Studies have shown children with a love of books, prior to going to school, have higher literacy rates than children who do not love books. Carol Flexer, a renowned LSL Certified Auditory-Verbal Therapist believes children should be read at least five books every day, and prefers it to be ten. This does not mean reading the books word for word, but rather, sharing the books or talking about them at the level appropriate for your child.

Going to the library every week and helping your child select 5–10 books each time will increase your child's vocabulary and concepts, as well as give you new books to read over and over each week. Don't be afraid to read the same books every day, children love repetition and it helps them learn the language and vocabulary in each story.

Date	What did your child do?

## Domain and goal

- Uses familiar words from well known books when 'retelling' a story

## Activities

You and your child have been enjoying books together for over six months. In that time your child has most likely moved from not attending at all, to pointing at pictures and listening to you as you share the book. He has also moved from spontaneously saying some performatives to pointing to pictures when you name them on the page. He has also begun to take the book and talk himself. The goal this week is to make sure that your child is 'telling' you the story of well known and well-loved books. Your child should be able to spontaneously say some words or short phrases for some of the pages in his favorite books.

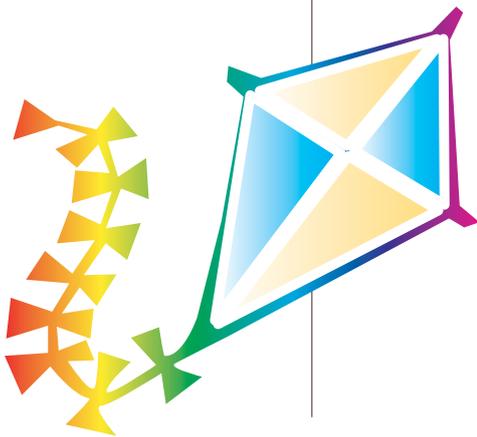
### Activities:

- **Family reading time**

Gather the family around on the floor with pillows and set a chair in front of the family with a book on it. Model sitting in the chair and telling the story to the family. Point to pictures and talk about them, turn the page and tell the story for that page, etc. Change places with another family member and change the book on the chair. Continue with each person reading a story to the rest of the family with your child taking the last turn. He should be able to say something for each page, using the words and phrases he knows well. It doesn't need to be the actual story, but it should be about the pictures.

- **Your turn, my turn**

Before bed or nap time, pick a book and allow your child to choose a book also. You read your book and then tell him it's his turn to read his book to you. He should be saying something for most pages in the book. If he uses performatives, model the words and phrases for him to imitate. Accept anything he wants to say, even if it isn't the real story, as long as it has something to do with the pictures.



Date	What did your child do?

## Domain and goal

- Imitates the phoneme /d/ in syllables with the following vowels and diphthongs:
  - /a/ –car
  - /u/ –moo
  - /i/ –feet
  - /au/ –cow
  - /aɪ/ –pie

## Activities

If you look back on your articulation attainment chart, you may note your child has spontaneously produced the phoneme /d/ in his babbling or jargon. The goal this week is to provide the practice your child needs to be able to use the /d/ in all vowel contexts. Begin with the vowels and diphthongs listed in the goal and then practice with more variety once your child is producing these syllables well. The /d/ is produced by releasing the 'sound' or 'air' when it is said in the beginning or middle position, /da/, as in dark or /adi/ as in lady. It is produced quite differently at the end of syllables, as in /ood/ for food (similarly to the /p/), so it is best to practice the syllables with the /d/ at the beginning and middle positions first. The /d/ is produced in the same way as the /b/ so it might be helpful to begin with some /b/ syllables and then change to /d/.

### Activities:

- Peg board with stacking pegs. Model a syllable for your child to imitate and when he has produced your model accurately, give him a peg to put in the board. Continue with the remaining pegs and see how tall your child can stack the pegs.
- Playdough and colored toothpicks. Model a few syllables and then let your child choose a toothpick to push into a ball of playdough.
  - You can make it more interesting by making different shapes with the playdough, a ball, cube, pyramid, etc.
  - Your child can choose the shape to push in the toothpicks. Make an echidna or a porcupine out of the playdough and the toothpicks can be the quills on the animal's back.
  - Make a long snake out of playdough and push toothpicks into the snake all along its body.

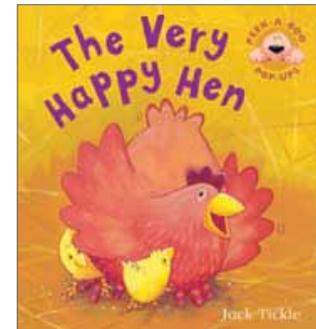


Date	What did your child do?

## Story of the week: "The Very Happy Hen" by Jack Tickle.

*Little Tiger Books, Great Britain, 2004.*

- A wonderful book with moving pictures to illustrate the animals doing things on each page. This is a great book to expose your child to many new verbs he may not have heard yet – wriggle, splash, etc.
- It also contains rhyming verse on each page which makes it fun to read with rhythm. Have your child repeat and play with the rhyming words on each page as this is an early literacy skill that you can begin to develop.



## Song of the week: "Down in the Water, Up in the Sky"

Words: "Down in the water. Catching fishes. One, two, three. Up in the sky. Watching birdies. One, two, Whee!"

- This is a lovely song to sing which creates lots of anticipation in your child. Hold your child on your lap, facing you. Begin singing, "down in the water, catching fishes". When you begin counting, start lowering your child backwards to the floor. You can then change the words to Up in the Sky and during the counting, lift your child up into the air.
  - Your child will begin to anticipate the lowering and lifting, asking you to do it again and repeating the verbs and nouns in each line.
  - Choose as many different nouns and verbs as you can think of to add more verses to the song:
- Out on the road, riding buses One, Two, Vroom – bouncing on your knees.
- Sitting in the bathtub, washing me One, Two, Scrub-a-dub-dub – pretend to be washing yourself.

