

Domain and goal

- Comprehends familiar material presented on TV or DVD

Activities

As explained in Week 39, your child needs practice listening to a signal that is of inferior quality than live voice in a quiet environment. Last week you practiced taped signals using your own voice. This week you can expand your child's exposure to poorer signals by introducing DVDs and commercially produced tapes.

It is best to begin with songs, stories or content that your child is familiar with and is likely to comprehend. Children's songs are available on tape or DVD and you can play the songs which your child knows. See if your child is recognizing the song as it plays, does he start doing the actions that accompany the song?

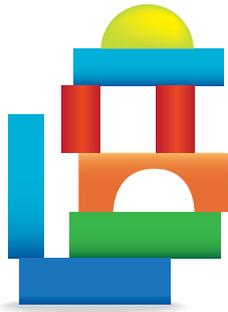
Children's programs on TV are often rich in the content that you have been teaching your child over the past months. Sit with your child and note how much he is understanding of the auditory content. Check his comprehension with a few comments and questions. If he doesn't seem to be understanding, mute the TV and talk about what he is watching. Turn the sound back on and see if he is able to follow a bit better. You can tape your child's favorite show each day and show it to him again, using the pause button to explain the content and then allow him to watch. This guided learning will help him to understand the signal from the TV with more success.



Date	What did your child do?

Domain and goal

- Listens to an entire story written for 18–24 month old children



Activities

Auditory comprehension of stories

You have been sharing books or reading to your child for 40 weeks or more. You will have seen a great change in your child since the first week. He is most likely very interested in books and often brings books to you to have them read. This is by far the best indicator of your child's future literacy skills. Your child should also be able to listen to a story read by another member of the family or a close friend. If he does not sit through an entire book and listen to the story, you will need to check a few things to make sure that you are giving him the best opportunity to enjoy and learn from books.

Checks:

- Are you aiming your language slightly above your child's own expressive level?
- Are you speaking in shorter-than-average phrases and incorporating as much of your child's own vocabulary as possible to make sure that his comprehension?
- Have you chosen books appropriate to his developmental level, books with simple pictures, flaps, and single themes?
- Do you have a daily routine which incorporates reading books to your child? Many parents choose bedtime to make sure that they get at least a few books read every day?
- Does your child see you reading for pleasure?
- Do you have a variety of books available for your child to read, either by going to the library or creating your own collection of books?
- Are you reading between 5–10 books a day to your child? (These can be the same books all week, children love repetition.)

Date	What did your child do?

Domain and goal

- Includes most words when singing familiar songs or reciting familiar rhymes

Activities

This week, review all the songs you have taught your child. Begin with the songs your child knows best. Use the pictures you have made to depict each line of the song. Use any of the techniques you have learned in previous weeks (Week 31) to encourage your child to spontaneously sing the songs. Note how many of the words in each song your child sings spontaneously.

If your child does not easily sing the lines to the songs, lay four pictures for one song face-up and as your child sings a part of the song and put a marker on the picture. This may encourage him to sing each line that corresponds to the pictures.

Your child should be singing at least the major words in the lines of his most known and favorite songs. If for some reason he is not doing this, go back to some of the Weeks that explained how to teach your child to sing and review his favorite songs. It is important to sing songs every day and to review everything you have taught your child on a regular basis. Your child's *Sound Book* will aid you in reviewing his goals and it should be read at least once every day. The *Sound Book* makes it easy for other members of your family to help review your child's targets and your child enjoys reading it because every page is something he has made himself.



Date	What did your child do?



Domain and goal

- Bombardment of /k/

Activities

In Week 39 you bombarded your child with the /g/ sound. This week the target is the voiceless counterpart of /g/, the phoneme /k/. This sound is produced exactly the same as /g/ except with no voice. It is a voiceless sound similar to /p/. Just as the voiced phonemes /b/, /d/ and /g/ move from the front of the vocal tract to the back, with voice on, so too do /p/, /t/ and /k/ with the voice off.

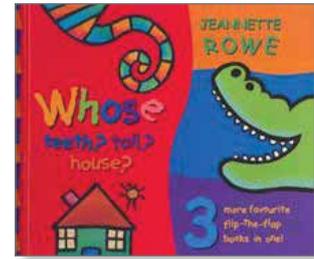
Find words, phrases, songs, stories, books and activities all rich in the phoneme /k/. The more you expose your child to /k/, the more likely he will produce it spontaneously later. Remember, this is bombardment, not imitation. Simply expose him to the sound and have some fun.

Date	What did your child do?

Story of the week: "Whose Teeth? Tail? House?" by Jeannette Rowe.

ABC Books, Australia, 2006.

- This is a flap book in three sections, all encouraging your child to guess what type of animal each partial picture is depicting. It's a wonderful review of the content area of 'possession' that you taught your child earlier in this program during Weeks 5 and 22. Every page asks the question "Whose teeth, tail or house is this?" and is then answered "Hippo's teeth, tail, house".
- Get out your toy animals and compare the pictures in the book to the parts on the toy animals. You can also look at photos on the internet of the animals to show your child the real animal.
- Remember you taught your child about animal homes in Week 36. This book is a wonderful review of that goal and gives your child another opportunity to expand his knowledge.



Song of the week: "Build It up"

Words: "Build it up. Build it up. Build it up, way up in the sky! Knock it down. Knock it down, crash it to the ground."

- A play skill that your child has been developing is that of stacking blocks. At about the age of two years, he should be able to stack 5–7 square blocks. This play skill actually helps develop his fine motor skills, hand-eye coordination and his thinking skills in the area of problem solving.
- Sing this song while your child stacks the blocks. He will also learn the vocabulary: build, sky, down, crash and ground.
- Take photos of each stage of the building: two or three blocks stacked, 5–7 blocks stacked, the blocks falling down, the blocks lying on the ground.
- Sing each line and show your child the photos. You can also sing each song as you stack and crash the blocks.

