

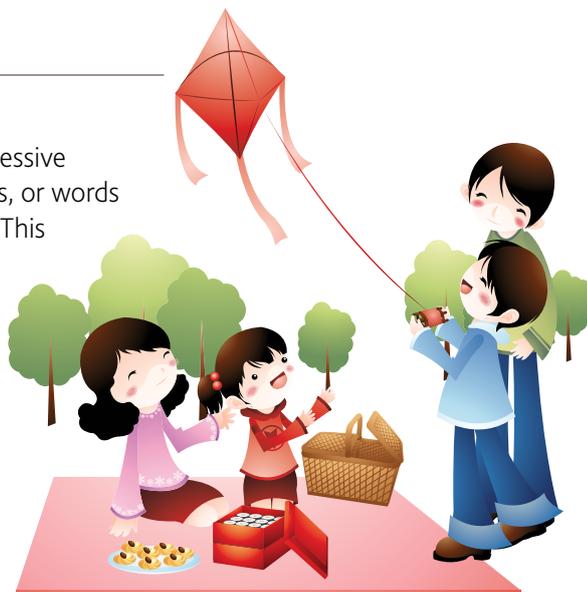
## Domain and goal

- Achieves a two-item auditory memory
  - Adjective + noun
- Auditory bombardment of /d/

## Activities

### Words that describe

Check your child's receptive and expressive vocabulary lists. How many modifiers, or words that describe, does your child know? This week you are teaching your child another two-item auditory memory construction, adjective + noun (dirty hands, soft blanket, wet floor, etc.). You can also use this week to introduce new descriptors to your child and teach them along with the two-item structures. (You are not testing, you are teaching your child by modeling the language to him.)



- New modifiers
  - Gentle or fierce
  - Dangerous or safe
  - Stripy or spotted
  - Huge or tiny

Remember, don't teach opposites. Choose one of the descriptors in each set and teach it and the other word becomes **"not gentle"** or **"not fierce"** depending on your target. These are just a few examples of the types of words you can now teach your child. The sky is the limit, choose words as they come up in your daily life.

- Activities
  - Use all your child's toy animals, plastic, stuffed, etc., and talk about each one. Decide if they are gentle or not gentle. Give each gentle animal a hug and a pat but put each animal that is not gentle in a cage. Tell the animal 'no' and shake your finger at it in the cage.
  - Go through your child's clothes and separate them into two piles, one with 'stripes' and the other has 'no stripes'.

### Auditory bombardment of /d/

Use the *Speech Sounds* book for ideas on vocabulary, phrases, games, activities and songs with lots of the target phoneme /d/ in them. When doing these activities, do not require your child to imitate, this is pure listening practice and exposure to the sound for your child. Have fun!!

Date	What did your child do?

## Domain and goal

- Comprehends phrases containing two critical elements (noun + verb) throughout the day
  - [Daddy is sleeping](#)
  - [Frogs hop](#)
  - [You fell down](#)
- Theme: Going to the park

## Activities

You introduced the two-item auditory memory construction of a noun and a verb to your child in Week 29. This week, you will continue modeling this construction to your child and also give him opportunities to show he is beginning to retain two critical elements.

### • What animals do

A fun way to teach noun + verb is to have a collection of animals, select one and tell your child, *"A cat licks"*. Model this structure with a few different animals for your child. Next, pick another animal and ask your child if this animal does 'a' or 'b'. *"Here is a cow, does it moo or fly?"* Put the wrong answer at the end, in the position that is easiest for your child to hear and remember. He will know a cow does not fly and tell you no. This is a fun way to work on noun + verb in a slightly different way.

### • Observation walk

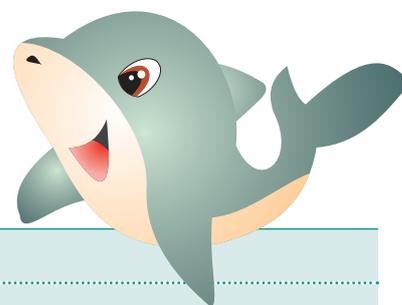
Do a walk through your house when other family members are home. Talk about each person and what they are doing. *"Tommy is playing", "Daddy is reading"*. Take photos of each person and then have everyone swap activities and take photos again. You will then have 3–4 different people doing the same activities. You can use the photos all week long to help your child learn the noun + verb structure. (Put up pictures, pull pictures up on a string, match like people or like activities, etc.)

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

You have been given many activities to do in the park with your child in previous weeks. This week, make sure that your child has all the language and vocabulary associated with going out to the park.

Phrases: Get your coat, shoes, hat, etc. Hold my hand. We are walking/driving to the park. What shall we do first? Be careful, hold on.

Vocabulary: Slide, ladder, swing, see saw, merry-go-round, sandbox, grass, metal, plastic, cold, hot, wet, sandy, high, fast, spin, twirl, climb, push, trees, flowers, leaves, sunny, rainy, windy.



Date	What did your child do?

## Domain and goal

- Begins to include more words when singing songs
- Begins to include more words when reciting rhymes

## Activities

Your child has learned so much already. First you taught him that music and singing were different from talking. Then you taught him to recognize the difference between songs based on the suprasegmentals (rhythm, melody, etc.). Next, you taught him to say the last word in each line using Auditory Cloze and finally, you taught him to identify each line of a song through pictures or actions. This week, it's time to see if your child can sing songs using more and more words.

### Imitating lines

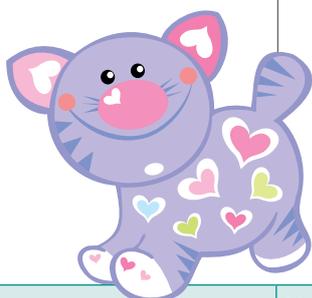
- Use any songs/rhymes you have taught that have different pictures for each line. Pick up the first picture and sing/say the first line. Hand it to your child and have him imitate as many of the words as he can. Repeat the line for him and then pick up the next picture and say the line so he can imitate it as before. Continue until all the lines have been sung/recited.
- Choose another song/rhyme you have taught and give the pictures to your child. He is now in the lead role and should sing/recite the line for you to imitate.

### Spontaneous lines

- This works best with at least three people so gather your family around. Put the pictures for one song/rhyme face down in a pile with the first line on top. Pick up the picture and say the first line and put it face up on the table. The next person does the same with the next picture, etc. Your child will see the model of picking up a picture and saying/singing the line. Continue until there are as many songs/rhymes as people.
- Each person then chooses a group of pictures and points to each picture as they sing/recite the entire song/rhyme. Your child should say some words for each picture of his song/rhyme.

### Don't lose the tune

- Your child is becoming more focused on the words of the song now so make sure that he keeps the tune and the rhythm even though he is adding words. If necessary, hum the songs to make sure that your child pays attention to the suprasegmentals in the songs and not just the words.



Date	What did your child do?

## Domain and goal

- **Sings songs spontaneously including correct known phonemes**
- **Sings the correct melody when spontaneously singing known songs**

## Activities

After your child is singing the songs well with all known words included, take time to listen to his singing and note the following:

- Is the tune still recognizable? If not, let him hear the tune with no words and try to sing it in imitation with no words.
- Are the words said correctly with any of the phonemes he has mastered? His vowels and diphthongs should be correct in all the words he says. Any words with /m/, /b/, /p/, /h/, /w/ and /n/ should be produced correctly (excluding words with blends – two consonants together making one sound).

### Name that tune

It is quite fun to hum a song or use la la la to sing a song without words and see if other people can recognize it. Use songs that sound very different from one another, put one set of pictures face up on the floor, 3–4 different songs. Put matching pictures in a pile face down on the floor. One person picks a song card from the face down pile and without showing the other people, begins to hum the song. After listening, the other people try to choose the correct picture from the cards facing up.

Use this 'round robin' technique where everyone takes a turn humming to model for your child and get him to take a turn. Keep the choices small so it will be easier to guess the song being hummed.

Can you recognize the tune your child hums? Can he identify the song you are humming?

Take note at other times during the day when your child sings songs he knows, is he singing the melody as well as the words in the song? Use the 'listen and imitate' method if he needs reminding to sing the tune. Sing the song with lots of suprasegmental information and have your child imitate one line at a time, paying close attention to the melody.

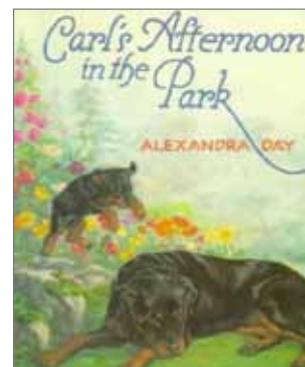


Date	What did your child do?

## Story of the week: "Carl's Afternoon in the Park" by Alexandra Day.

*Carton Craft, Corp., USA, 1991.*

- You first met Carl, the dog, in Week 20, when he babysat for Mom while she went shopping. This week Carl and the baby are having fun in the park, which links in nicely with your vocabulary theme: going to the park.
- Each page of the book has vocabulary and phrases that you would be teaching this week at your own park.
- If possible, go to more than one park this week and compare the activities in each park. Draw a picture of the parks in your *Sound Book* and talk about what one park has and the other doesn't have. Does one park have a lake and the other one has flower beds?, etc.
- Take a video of your child having fun with all the different equipment and areas in the park.
- Teach the name of each activity in the park and also the verb that goes with it: slide is for climbing and sliding down.



## Rhyme of the Week: "Humpty Dumpty"

Words: "Humpty Dumpty sat on a wall. Humpty Dumpty had a great fall. All the King's horses and all the King's men, couldn't put Humpty together again."

- This is a wonderful rhyme to teach your child rhythm. Sit your child on your lap, facing you, and hold on to his hands. Begin reciting the rhyme and bounce your knees in time with the rhythm of the rhyme. When you get to the word 'fall', open your legs and let your child fall to the ground. Hold his hands and clap the rhythm of the remaining two lines. Then say, "Poor Humpty" and pick your child up and give him a hug.
- Act the rhyme out with an egg and allow it to fall off the kitchen bench. Have some toy men and horses come to the broken egg and try to fix it. If you don't want the mess of a real egg, you can use the plastic eggs that separate and open. They will break open when dropped.
- Make four separate pictures, one for each line of the rhyme: Humpty sitting on a wall. Humpty falling. Horses and men riding to help Humpty. Sad faces on the men standing looking at Humpty.
- Act the story out at the park. Sit your child on the wall and help him fall off the wall. You can gallop up to him and try to fix him. Take turns being Humpty or the horses and men. Trying to gallop, one leg leading the other leg, is a fun gross motor activity for your child to try to do, though he is not expected to be able to do this at his age.

