Domain and goal

- Achieves a two-item auditory memory:
  - Preposition + noun
    - Put it <u>on</u> the <u>table</u>
    - Look <u>under</u> the <u>bed</u>
    - It's <u>in</u> the <u>box</u>

Activities

This week you are continuing to expand your child's auditory memory which will enable him to understand longer phrases and more complex language. The goal this week is to highlight a preposition with a noun. You have been using these in your language with your child already. The difference this week is you will acoustically highlight the preposition to enable your child to hear it better and pay more attention to it. Prepositions are 'location' words. They describe where an object is located: on, in, on top, under, above, etc. Prepositions develop in a specific order and the three targeted in the goal are some of the first learned by young children.

Remember! You are exposing your child to this new language structure and increasing his auditory memory. Teach, teach, teach this new concept and resist the temptation to test your child. He is not ready to show you he is comprehending this information, first you need to spend time teaching him and showing him. Give him many, many opportunities to listen to this target in meaningful contexts.

Activities: Preposition + noun
Hide and seek
Gather all your child's stuffed animals and hide them all 'under' various objects: under the chair, bed, blanket, pillow, etc. As you hide each animal, model the phrase for your child to hear and imitate, ***"Let's hide the bear under the bed"***. Your child will most likely imitate the last 2–3 words of the phrase: "under the bed". After all the animals are hidden, ask another family member to find them. As they find each one, they can model the target again: ***"Oh, I found the bear under the bed."***

Work with each of the three prepositions this week and think of fun activities to teach your child the concept and listen to the model containing two critical elements.

Date	What did your child do?

Hear now. And always
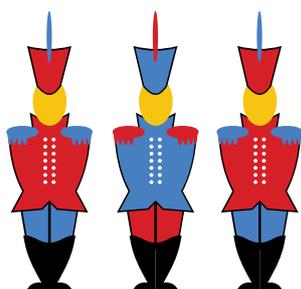
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Domain and goal	Activities
• Recognizes new words every day	Amazingly, you have been teaching your child for 35 weeks already. It is impossible to count all the words, phrases and concepts you have taught and exposed your child to during the past eight to ten months. You have specifically taught some words and expected your child to comprehend them and then begin using them spontaneously. However, your child has been listening to everything you have been saying to him and has learned many words that you have not specifically targeted. This week the goal is for you to observe your child and note how well he is comprehending both at home and outside of his home environment.

This is a very exciting time for you and your child as he has been comprehending language from a variety of people and in a variety of situations. You will be pleasantly surprised to see him learn, understand, and begin using new words every day. This is also a reminder to you to provide a language and vocabulary rich environment for your child. One that has new words to learn every day and new experiences every week. One of the best ways to make sure that you are exposing your child to enough language and vocabulary is to read/share at least five books a day with your child.

Each book you share with your child will inspire you to teach a new concept or category of information to your child. The more books you and your child read together, the further from the 'here and now' you take your child. The more new information you expose him to, the larger his vocabulary, language and concept base becomes. |

Date	What did your child do?

Hear now. And always

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Domain and goal	**Activities**
• Jargon increases to conversation level with a few recognizable words in each turn taken.	Look back at the expressive language goal in Week 18 to refresh your memory on jargon and exactly what it is and what it sounds like when your child uses it. The goal this week is to listen to your child and note the amount of jargon he is using. He will be increasing the length of each 'phrase-like' utterance and within the utterance you will most likely be hearing two or three recognizable words. Even though your child still uses lots of unrecognizable words in his utterances, the phrases he says do sound normal. They have intonation and are about the same length as what he hears. The rhythm also sounds the same as the adult models in his environment. As you listen to your child's spontaneous language, make note of the true words he scatters throughout his jargon. You can gauge a 'turn' by when he pauses or takes a breath. There should be more than one recognizable word in some of the turns he takes. If you do not hear recognizable words in his babble, try to determine what he is trying to say and provide clear models, using the language and vocabulary he knows, for him to imitate. You might like to acoustically highlight key and critical words. This is an important stage for your child, the stage where you must make sure that he is bringing his known vocabulary into his spontaneous speech and also producing intelligible words in his jargon.

Date	What did your child do?

Hear now. And always

Cochlear™

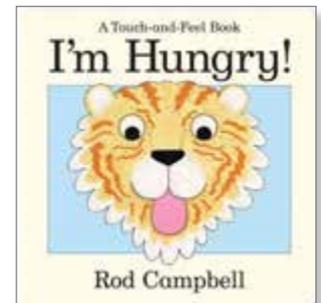| Domain and goal	Activities

• Accurate production of all known plosives in new words and phrases
  – /b/
  – /p/
	Your child has already mastered the phonemes /b/ and /p/ at the syllable level and in known words and phrases. This week make sure that your child includes these sounds in all new words and phrases. This is called 'generalization' and is essential to your child's ongoing intelligibility. Your child's ability to hear or learn a new word or phrase and include his known phonemes is a very important skill, one he will build on until he masters all the phonemes in his language.
	
	• **Targeting new words:**
	  Choose some new words which contain /b/ and /p/ in the initial/medial position. You can use 'Speech Sounds' p. 5–7 to look for target words. Remember, the production of these phonemes is different when found at the end of a word. Refresh your memory on these two phonemes by revisiting Weeks 17 and 25.
	
	Once you have some new words in mind, you can do a variety of activities to teach your child the new vocabulary. Your goal is to listen to your child as he imitates these new words and begins to use them spontaneously. He should be producing the /b/ and /p/ well in each word regardless of the position of the phoneme – initial or medial.
	
	• Gather objects for each word you want to target and do something fun with them: wrap them, hide them in sand, put them in boxes, slide them down the playground slide, etc.
	
	• Find images of each word on the internet: cut them, paint them, post them, fold them, fish for them, etc.

Date	What did your child do?

Hear now. And always

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Story of the week: "I'm Hungry" by Rod Campbell.
Campbell Books, London, 2003.

- As mentioned in the receptive goal this week, books are a wonderful way to expand your child's vocabulary and language concepts. The book this week lends itself to generalizing your child's knowledge about animals and the food they eat. Each page has an animal eating its specific food and also includes another attribute such as a flapping wing on a bird and soft fur on the bunny.
- The goal in Week 34 also used animals to teach various adjectives. This book is a great way to review that goal and continue on the new goals of what animals eat.

Song of the week: "What Can You Do?" by Shari and Jerry Tallon ,Speak and Sing – The Developing Child
(http://www.songsforteaching.com/actionparticipation/icanhop.php)
"What can you do booooo? What can you do today? I can hop, hop, hop, hop, hop. I can hop, hop today."

- The website listed is a wonderful place to both listen to songs, order CDs and videos. The song featured in this week is available on the website so you can listen to it to learn the tune.
- You can change the verb in this song along with the word 'boooo' to the animal name and review all the animals and their sounds or movement. This is a fun way to review and teach something new to your child.
- What can you do lion. What can you do? I can roar, roar, roar, roar, roar. I can roar, roar today.

★ **TIP:** *Join your local library – this is a great way to find the books in this program.*

Hear now. And always

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