

# 40 Weeks At A Glance

## Week 1

### Theme: Family and Friends

| Audition  | Receptive Language   | Expressive Language  |
|---|--|--|
| Auditory memory for 2 known nouns; Auditory memory for 2 familiar people          | Receptive vocabulary 300 words; Understands the question, "What's that?"; Identifies new vocabulary for toys and pictures from a choice of 4 (increase closed set as child progresses) | Expressive vocabulary 50–150 words; Uses names to get people's attention; Acknowledges and greets familiar people; Asks questions with inflection and intent; Begins to express novel 2-word phrases |
| Speech  | Song   | Story  |
| 50%–65% intelligible; Produces vowels, diphthongs, m, h, w, n, p, b in some words | <i>The More We Get Together the Happier We'll Be</i> , in <i>Wee Sing</i>  | <i>Are You My Mother?</i> , by PD Eastman  |

## Week 2

### Theme: Verbing

| Audition  | Receptive Language  | Expressive Language   |
|---|---|---|
| Auditory memory for 2 related objects   | Understands, "Who's that?"  | Labels objects and actions; Asks, "What's that?"; Replaces jargon for words, although they may not be completely intelligible |
| Speech  | Song  | Story   |
| Imitates acquired consonants (see speech goal #1) in 2-syllable babble with the same consonant and same vowel; Discriminates sounds that differ by manner | <i>Shake My Sillies Out</i> , in <i>The Raffi Singable Songbook</i> | <i>Baby Dance</i> , by Ann Taylor, illustrated by Van Heerden   |

## Week 3

### Theme: Verbing

| Audition                            | Receptive Language   | Expressive Language                                      |
|-------------------------------------|--|--|
| Auditory memory for 2 known actions | Understands the question, "What's _____ doing?"; Identifies actions and pictures when hearing the verb that describes it | Uses noun + verbing; Uses verbing the noun; Asks, "Who?" |
| Speech                              | Song   | Story  |
| Stimulate /ng/                      | <i>Mulberry Bush</i> , in <i>Wee Sing</i>  | <i>All By Myself</i> , by Mercer Mayer                   |

## Week 4

### Theme: Up in the Sky

| Audition  | Receptive Language                                       | Expressive Language   |
|---|--|---|
| Auditory discrimination and understanding for noun + verbing using the same noun and a different verb at the end of the phrase                                    | Understands, "Where is it?"                              | Uses "up" in 2-3 word phrases; Asks, "What's _____ doing?"; Adds "ing" to some verbs; Begins to generate 4-6 word sentences by combining 2-3 word phrases |
| Speech  | Song   | Story   |
| Continue to stimulate /ng/; Produces /ng/ correctly in some words; Imitates acquired consonants in 2-syllable babble with the same consonant and different vowels | <i>Twinkle, Twinkle Little Star</i> , in <i>Wee Sing</i> | <i>My Mommy Hung the Moon</i> , by Janie Lee Curtis   |

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## Week 5

### Theme: In the water

| Audition  | Receptive Language                                     | Expressive Language                                       |
|---|--|---|
| Auditory discrimination, identification and memory for noun + verb-ing where the noun is a different word at the beginning of the phrase; Auditory discrimination, identification and memory for noun + noun are verb-ing | Understands prepositions: in, on, under                | Uses prepositions: in, on, under; Answers, "Where is it?" |
| Speech  | Song   | Story   |
| Stimulate /d/; Imitates 2-syllable babble with /m/ and /n/ with different vowels; Spontaneous speech errors are within manner of production   | <i>Five Little Ducks</i> , in <i>Five Little Ducks</i> | <i>Where's My Frog?</i> , by Mercer Mayer                 |

## Week 6

### Theme: In the tree

| Audition   | Receptive Language                                | Expressive Language   |
|--|---|---|
| Auditory discrimination and memory for prepositions: in, on, under + known noun  | Understands plurals                               | Uses prepositions: in, on, under; Asks, "Where is it?"<br>(goals repeated from last week) |
| Speech   | Song  | Story   |
| Produces /d/ in some words; Imitates acquired consonants in 2-syllable babble with the same consonant and different vowels | <i>Two Little Blackbirds</i> , in <i>Wee Sing</i> | <i>About Birds</i> , by Cathryn Sill, illustrated by John Sill                            |

## Week 7

### Theme: Animals, farm and pets

| Audition   | Receptive Language                                      | Expressive Language   |
|--|---|---|
| Auditory memory for 2 known words in correct sequential order  | Selects toys that represent songs when hearing the song | Uses some plurals; Imitates 4-word repetitive language; Answers, "What does the animal say?"                  |
| Speech   | Song  | Story   |
| 3-syllable babble with same consonant and same vowel; 3-syllable babble with same consonant and different vowels | <i>Old MacDonald Had A Farm</i> , in <i>Wee Sing</i>    | <i>Brown Bear</i> , by Bill Martin Jr., illustrated by Eric Carle;<br><i>I Went Walking</i> , by Sue Williams |

## Week 8

### Theme: Zoo Animals

| Audition   | Receptive Language   | Expressive Language  |
|--|--|--|
| Memory of directions with a closed set of objects; Overhears at increasing distances | Understands 3-word phrases; Understands simple explanations in context | Uses 3-word phrases; Labels and requests object + action; Begins to categorize |
| Speech   | Song   | Story  |
| Stimulate /g/  | <i>Willoughby Wallaby, Woo</i> , in <i>The Book of Kids Songs</i>      | <i>Polar Bear</i> , by Bill Martin Jr., illustrated by Eric Carle              |

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## Week 9

### Theme:Animals

| Audition                               | Receptive Language  | Expressive Language   |
|--|---|---|
| Localises sounds throughout the day    | Understands when questions require a yes or no answer             | Answers Yes-No questions; Uses language for object + action; Uses some generalised nouns for categories |
| Speech                                 | Song  | Story   |
| Produces /g/ in some words and phrases | <i>Where Has My Little Dog Gone?</i> , in Songs Kids Love to Sing | <i>Go Dog Go</i> , by PD Eastman  |

## Week 10

### Theme:Transportation

| Audition  | Receptive Language   | Expressive Language  |
|---|--|--|
| Auditory memory for 2 related commands with known words | Imperative verbs; Prepositions: over, under; Adverbs: slow, fast                 | Gives commands using verbs; Uses prepositions: over, under; Uses adverbs: slow, fast |
| Speech  | Song   | Story  |
| Stimulate /k/   | <i>Motor Boat</i> , (author unknown);<br><i>Row Your Boat</i> , (author unknown) | <i>The Berenstain Bears and The Big Road Race</i> , by Stan and Jan Berenstain       |

## Week 11

### Theme:Transportation

| Audition  | Receptive Language   | Expressive Language   |
|---|--|---|
| Auditory memory for 2 related commands with known words | Pronouns: I, me, my, your; Understands possessive 's; Understands vocabulary for component parts | Uses plurals; Uses pronouns: I, my, mine, me, your; Uses spontaneous phrase, I want__ |
| Speech  | Song   | Story   |
| Produces /k/ in some words and phrases                  | <i>Take Me Riding in Your Car</i> , by Woody Guthrie   | <i>Cool Cars and Trucks</i> , by Sean Kenney  |

## Week 12

### Theme:Toys

| Audition  | Receptive Language                                    | Expressive Language                                     |
|---|---|---|
| Auditory discrimination and matching sounds; Auditory self-monitoring of speech | Vocabulary is growing; Understands, "What's missing?" | Begins to generate novel 3-4 word phrases and sentences |
| Speech  | Song  | Story   |
| Imitates 3-syllable babble with b, d, g with different middle vowels            | <i>Balls</i> , (author unknown)                       | <i>Watch Me Throw the Ball</i> , by Mo Willems          |

## Week 13

### Theme:Toys

| Audition  | Receptive Language  | Expressive Language   |
|---|---|---|
| Indicates when hearing aids or cochlear implants are not working; Auditory self-monitoring of speech becomes more automatic | Understands some common descriptions; Understands, "What can you [verb]?" and "What [verbs]?" | Review prepositions: in, on, under, over; Requests assistance |
| Speech  | Song  | Story   |
| Stimulate /t/; Spontaneous speech errors are within manner of production  | <i>Teddy Bear Turn Around</i> , in Wee Sing   | <i>Where's My Teddy?</i> , by Jez Alborough                   |

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## Week 14

### Theme: Coloured dough

| Audition  | Receptive Language   | Expressive Language                       |
|---|--|---|
| Auditory sequencing for 2-part language routines  | Understands, "What do you want?"   | Uses: big/little                          |
| Speech  | Song   | Story                                     |
| Imitates 3-syllable babble with p, t, k using a different middle vowel; Produces p, t, k in phrases | <i>Run, run as fast as you can. You can't catch me, I'm the gingerbread man,</i> from text in book | <i>Gingerbread Man</i> , by Karen Schmidt |

## Week 15

### Theme: Face Parts

| Audition   | Receptive Language                        | Expressive Language  |
|--|---|--|
| Auditory sequential memory for 2-part directions | Understands, "What do you do with?"       | Uses verb + known pronoun + noun (wash my face, close your eyes)             |
| Speech   | Song                                      | Story  |
| Stimulate /f/                                    | <i>Touch Your Nose</i> , (author unknown) | <i>Mrs. Mustard's Baby Faces</i> , by Jane Wattenberg, Chronicle Books, 2007 |

## Week 16

### Theme: Body Parts

| Audition  | Receptive Language   | Expressive Language                                       |
|---|--|---|
| Auditory sequencing of 3-part language routines                 | Understands possessive 's                                      | Uses singing pattern + important words when singing songs |
| Speech  | Song   | Story   |
| Stimulate /f/ in syllables and words; may use /f/ in some words | <i>Head and Shoulders, Knees and Toes</i> , in <i>Wee Sing</i> | <i>The Foot Book</i> , by Dr. Seuss                       |

## Week 17

### Theme: Body Parts

| Audition                             | Receptive Language                             | Expressive Language                     |
|--------------------------------------|--|---|
| Listens while engaged in an activity | Understands, "Whose is it?"                    | Uses possessive 's + noun               |
| Speech                               | Song   | Story                                   |
| Stimulate /th/                       | <i>Where is Thumpkin?</i> , in <i>Wee Sing</i> | <i>From Head to Toe</i> , by Eric Carle |

## Week 18

### Theme: Clothing

| Audition  | Receptive Language  | Expressive Language                                    |
|---|---|--|
| Auditory memory of 3 known words, not necessarily in sequential order | Sorts by colour and size; Understands the concepts: same/ different and front/ back; Understands, "What goes together?" | Uses descriptives: wet/dry, dirty/clean                |
| Speech  | Song  | Story  |
| Stimulate /th/  | <i>The Three Little Kittens</i> , in <i>Wee Sing</i>  | <i>Three Kittens</i> , by Paul Galdone, or any version |

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## Week 19

### Theme:Clothing

| Audition  | Receptive Language  | Expressive Language                                   |
|---|---|---|
| Auditory memory for 3 items with 2 of the 3 items in sequential order   | Understands pronouns in context: he, she, it, him, her, his | Uses double verbs; Responds to, "What do you [verb]?" |
| Speech  | Song  | Story   |
| Imitates 3 syllables using the same vowels and alternating acquired consonants within the same manner of production (voiced or breath sounds); uses acquired consonants in many words and phrases | <i>One, Two Buckle My Shoe</i> , in Wee Sing                | <i>Old Hat New Hat</i> , by Stan and Jan Berenstain   |

## Week 20

### Theme:Textures

| Audition   | Receptive Language                               | Expressive Language                       |
|--|--|---|
| Auditory sequential memory for 3 items             | Understands, "How does it feel?"                 | Uses descriptives: soft/hard              |
| Speech   | Song   | Story                                     |
| Stimulate [y]; Uses acquired consonants in phrases | <i>Poem: I Can Feel, part 1</i> (author unknown) | <i>Pat the Bunny</i> , by Dorothy Kunhart |

## Week 21

### Theme:Textures

| Audition   | Receptive Language                                | Expressive Language   |
|--|---|---|
| Repeats a 4-5 word sentence                        | Begins to understand opposites as a "not" concept | Uses descriptives: rough/smooth, heavy/light; Uses textures as adjectives |
| Speech   | Song  | Story   |
| Stimulate [y]; Uses acquired consonants in phrases | <i>Poem: I Can Feel, part 2</i> (author unknown)  | <i>Pat the Puppy</i> , by Edith Kunhart Davis                             |

## Week 22

### Theme:Emotions

| Audition   | Receptive Language  | Expressive Language   |
|--|---|---|
| Listens to age-appropriate books from beginning to end | Understands emotions: hungry, happy, sad, scared; family: brother/sister; descriptives: young/old, big/bigger (biggest comes later) | Counts to 3 or higher; Uses over/under in phrases; Expresses feelings; Describes own physical state: happy, sad, mad, tired |
| Speech   | Song  | Story   |
| Stimulate /r/  | <i>If You're Happy and You Know It</i> , in Wee Sing  | <i>Three Billy Goats Gruff</i> , by Paul Galdone, or any version  |

## Week 23

### Theme:Emotions

| Audition                                    | Receptive Language   | Expressive Language  |
|---|--|--|
| Completes statements using auditory closure | Matches pictures of opposites linked with "not"; Uses auditory closure to respond to the "not" concept for opposites | Uses pronouns: she, he, it, her, his, him; Uses verbing + adjective + noun |
| Speech                                      | Song   | Story  |
| Stimulate /r/                               | <i>Pease Porridge Hot</i> , in Wee Sing  | <i>Goldilocks and The Three Bears</i> , any version                        |

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## Week 24

### Theme: Tea party/picnic

| Audition                              | Receptive Language   | Expressive Language  |
|---------------------------------------|--|--|
| Listens to music on CDs for enjoyment | Understands, "What's it for?"<br>Understands math concepts: just one, no, some, all, many, lots of | Relates experiences; Says, I want noun + noun; Uses: please, thank you |
| Speech                                | Song   | Story  |
| Stimulate /l/                         | <i>I'm a Little Teapot</i> , in Wee Sing   | <i>Teddy Bear's Picnic</i> , by Pauliina Malinen                       |

## Week 25

### Theme: Food/Dishes/Utensils

| Audition   | Receptive Language  | Expressive Language                     |
|--|---|---|
| Follows simple 3-step related commands with modeling | Understands the preposition, beside; Understands, "What do you [verb] with?"; Understands, "Why do we have ___?"; Understands verbs as adjectives | Uses 2 descriptions for an object       |
| Speech   | Song  | Story                                   |
| Stimulate /l/  | <i>Polly Put the Kettle On</i> , in Wee Sing  | <i>Wombat Stew</i> , by Marcia K Vaughn |

## Week 26

### Theme: Rooms of the House

| Audition   | Receptive Language   | Expressive Language  |
|--|--|--|
| Listens to longer stories; Auditory identification of new vocabulary (ongoing) | Understands, "What do you do when you are: sleepy, hungry, thirsty, cold, tired, sick, hurt, dirty?" | Uses verbs as adjectives; Combines verbs to go with a specific context |
| Speech   | Song   | Story  |
| Stimulate /s/ in final position  | <i>In a Cabin in the Woods</i> , by unknown author   | <i>The Napping House</i> , by Audrey and Don Wood                      |

## Week 27

### Theme: Playground

| Audition                                 | Receptive Language                                       | Expressive Language  |
|--|--|--|
| Follows simple 3-step related directions | Understands, "Which one doesn't belong?", Same/different | Uses adverbs of manner: fast, slowly, quietly, carefully; Uses adverbs of location: here, there; Uses prepositions: next to, on top of |
| Speech                                   | Song   | Story  |
| Stimulate /s/                            | <i>Hokey Pokey</i> , in Wee Sing and Play                | <i>Talk About Book: The Playground</i> , by Debbie Bailey, author, and Sue Huszar, photographer  |

## Week 28

### Theme: Furniture

| Audition                            | Receptive Language   | Expressive Language                             |
|-------------------------------------|--|---|
| Follows 3-step unrelated directions | Understands, "When do you ___?"  | Uses: morning/night                             |
| Speech                              | Song   | Story   |
| Stimulate /ch/                      | <i>Five Little Monkeys Jumping on the Bed</i> , (book and CD) by Eileen Christelow | <i>He Came With the Couch</i> , by David Slonim |

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## Week 29

**Theme: Tools**

| Audition   | Receptive Language   | Expressive Language                        |
|--|--|--|
| Auditory memory of repetitive sentences in stories | Understands use of objects; Matches objects by function; Answers, "What do you do with?" | Uses: a, an, the; Uses: heavy/light        |
| Speech   | Song   | Story                                      |
| Stimulate /ch/                                     | <i>We're Not Afraid of the Big Bad Wolf</i> , from The Three Little Pigs story           | <i>The Three Little Pigs</i> , any version |

## Week 30

**Theme: Buildings and Community**

| Audition   | Receptive Language   | Expressive Language  |
|--|--|--|
| Follows simple 3-step unrelated directions (repeated from last week) | Understands future tense in a general sense; now, later; Time to go to the ____. | Uses gonna, wanna; Asks "When" questions; Uses adverbs of time: now, already, again, later, never, always, yesterday, tomorrow, today (not necessarily correctly); Uses noun + noun + location; Uses prepositions: out of, together, away from |
| Speech   | Song   | Story  |
| Stimulate [j]  | <i>London Bridge is Falling Down</i> , in Wee Sing and Play                      | <i>Move Over, Rover!</i> , by Karen Beaumont, illustrated by Jane Dyer   |

## Week 31

**Theme: Shapes**

| Audition  | Receptive Language  | Expressive Language  |
|---|---|--|
| Auditory comprehension of words, phrases, and known simple stories in the presence of noise | Input shape names; Understands, "What does it look like?" Matches circle and square; Understands, "What shape is it?" (doesn't necessarily answer with the correct shape) | Identifies circle; Uses: no, not and another word to express negation (Examples: can't, don't) |
| Speech  | Song  | Story  |
| Stimulate /sh/  | <i>Close My Eyes, Fingerplay</i> by unknown author  | <i>Circle, Triangles, and Squares</i> , by Tana Hoban and other shape books                    |

## Week 32

**Theme: Numbers**

| Audition  | Receptive Language   | Expressive Language  |
|---|--|--|
| Auditory memory for 2-4 random numbers, not necessarily in sequence | Understands adjectives for numbers; Understands, "How many?" (doesn't necessarily answer correct number) | Counts 1, 2 and continues to increase; Answers with a quantity word to, "How many__?"; Uses: a lot of, some, many, one, all, nothing, none; Uses number + noun |
| Speech  | Song   | Story  |
| Stimulate /sh/  | <i>Five in the Bed</i> , DK Preschool  | <i>My Very First Book of Numbers</i> , by Eric Carle; <i>One Fish Two Fish Red Fish Blue Fish</i> , by Dr. Seuss   |

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## Week 33

### Theme: Colours

| Audition  | Receptive Language   | Expressive Language                                   |
|---|--|---|
| Responds to auditory sabotage or incorrect auditory information | Matches colours; Understands, "What colour is it?" (doesn't necessarily answer correct colour); Understands adjective + adjective + noun | Identifies 3 colours; Uses colour as adjective + noun |
| Speech  | Song   | Story   |
| Continue to stimulate for /r/ and /l/                           | <i>Roll That Ball</i> , in <i>Wee Sing</i>   | <i>My Very First Book of Colors</i> , by Eric Carle   |

## Week 34

### Theme: Games

| Audition                                 | Receptive Language  | Expressive Language  |
|--|---|--|
| Demonstrates overhearing spoken language | Understands, "What's your name?", "How old are you?"                    | Gives first name and age; Uses "or" to state a choice; Uses intensifiers: very, so, too; Uses polite intonation; Apologises "I'm sorry." |
| Speech                                   | Song  | Story  |
| Contrast /sh/ with /ch/                  | <i>One Potato Two Potatoes, Three Potatoes, Four</i> , (author unknown) | <i>My Very First Book of Colors</i> , by Eric Carle  |

## Week 35

### Theme: Games

| Audition  | Receptive Language                                  | Expressive Language                                       |
|---|---|---|
| Auditory processing of 2-3 descriptions for an object | Understands adjective + adjective + noun            | Uses negatives: nothing, none; Uses: some, another, other |
| Speech  | Song  | Story   |
| Contrast /sh/ and /s/                                 | <i>Icky Bicky Soda Cracker</i> , in <i>Wee Sing</i> | <i>The Boy Who Wouldn't Share</i> , by Mike Reiss         |

## Week 36

### Theme: Nursery Rhymes

| Audition                                     | Receptive Language   | Expressive Language  |
|--|--|--|
| Auditory memory for nursery rhymes and songs | Identifies nursery rhymes by pointing to appropriate picture or object | Uses 3-4 word sentences; Uses: this, that, these, those, here, there (some errors) |
| Speech                                       | Song   | Story  |
| Stimulate /th/                               | <i>Jack Be Nimble; Hickory Dickory Dock; Little Miss Muffet</i>        | <i>My Very First Mother Goose</i> , by Iona Opie, illustrated by Rosemary Wells    |

## Week 37

### Theme: Nursery Rhymes

| Audition  | Receptive Language  | Expressive Language  |
|---|---|--|
| Auditory memory and comprehension of nursery rhymes | Understands indirect objects: Give/take/show ___ the ___; Understands: tall/short | Sings along with songs and rhymes; Asks and answers yes-no questions (not necessarily using auxiliary verbs correctly) |
| Speech  | Song  | Story  |
| Stimulate /v/                                       | <i>Jack and Jill; Humpty Dumpty; Hey Diddle Diddle</i>                            | <i>Goodnight Moon</i> , by Margaret Wise Brown   |



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## Week 38

**Theme: Sequence Stories**

| Audition   | Receptive Language                                      | Expressive Language   |
|--|---|---|
| Engages in conversations using auditory-only input | Understands, "What happened?"                           | Uses regular past tense verbs (may over-generalise); Uses a few irregular past tense verbs; Talks about past and future (may be incorrect tense); Uses the conjunction "and" to combine noun + noun |
| Speech   | Song  | Story   |
| Stimulate [j]                                      | <i>Engine Engine Number Nine</i> , in Wee Sing and Play | <i>The Little Engine That Could</i> , by Watty Piper, George Hauman and Doris Hauman  |

## Week 39

**Theme: Dictate Stories**

| Audition   | Receptive Language                            | Expressive Language  |
|--|---|--|
| Auditory memory of 5-7 word sentences with known words | Understands the request, "Tell me the story." | Retells stories with help; Uses "and then" to conjoin sentences; Uses simple infinitives: I like/want/have to [verb]; Uses: am, are, can, will, let's, could |
| Speech   | Song  | Story  |
| Stimulate /z/  | Review songs                                  | <i>Fox in Socks</i> , by Dr. Seuss   |

## Week 40

**Theme: Review**

| Audition  | Receptive Language  | Expressive Language   |
|---|---|---|
| Processes through listening to age-appropriate children's stories | Receptive vocabulary grows each day even when not specifically taught | Expressive vocabulary 1200 words; Takes two turns in conversations with adults; Introduces a topic of discussion; Converses in 3-6 word sentences (not necessarily with correct speech) |
| Speech  | Song  | Story   |
| Uses a variety of consonants; 80% intelligible                    | Makes up songs; Review previous songs and rhymes                      | Retells stories; Reread stories and discuss them at a higher level  |