

## Domain and goal

- Follows a single direction
  - In context
  - With no context
  - In unfamiliar settings
  - With less familiar speakers

## Activities

### In context

- Your child's daily routine provides him with lots of helpful hints about what you are saying to him. When you have your coat and car keys and tell him to get his shoes or his jacket, he knows what you are saying by the 'context' of what you are doing. He can see you have your coat and are ready to leave. This is the teaching phase of your child beginning to understand language. Your job in this stage is to make sure that you are talking about what you are doing and you are providing good, clear language within three feet of your child.

### With no context

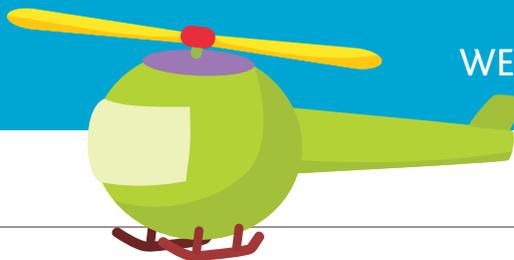
- After you have taught your child the language of daily routines, you can expect him to comprehend familiar phrases without the context to help comprehension. In the above example, just before you get your coat, handbag and keys, you would tell your child to go and get his coat/shoes because it's time to go in the car. Your child should be able follow this direction even though there is no context.

### In unfamiliar settings and with unfamiliar speakers

- Every goal you work on with your child needs to be generalized into a variety of settings and contexts. Even though it is very exciting and satisfying to see your child understanding more and more of what you say to him, you must strive to transfer this ability to new situations and less familiar speakers. Your child will understand you better than anyone else. That is because you talk to and teach your child every day. It's important to set up opportunities for your child to listen to a variety of other people also. You can facilitate this by letting grandparents, friends, preschool teachers, etc., know what your child is now understanding and what they can expect from him.



Date	What did your child do?



## Domain and goal

- Begins to understand and answer yes/no questions in context
  - By nodding/shaking head
  - By imitating yes/no
  - By spontaneously saying yes or no

## Activities

### Yes/No questions

- One of most common questions you ask your child is *"Do you want some more?"*. You have probably understood your child's non-verbal answers to this question for a long time. A child typically turns his head away if he doesn't want more, shakes his head, or puts his hands out as a way of rejecting. This week we are going to pair his non-verbal answers to these questions with the request to imitate the words associated, yes or no.

### Yes/no activities

- In Week 5 you taught your child about 'possession' and you can use this now to teach him to answer yes/no questions.

### Laundry

- After the laundry is washed and dried, your child can help you fold it and put it away. As you select each item of clothing, ask the child if it is his, *"Is this yours?"* When he shakes his head, provide a model for him to imitate, *"No, that's not mine"* or *"Yes, it's mine"*.

### Lotto game or puzzles

- In lotto, you each have a game board with pictures, put the matching cards in a bag and mix them up. Take the cards out one at a time and ask your child, *"Do you need a \_\_\_\_\_?"*. The activity of matching is a great cognitive activity and will give you numerous opportunities to model yes or no for your child to imitate. The same technique can be used with two puzzles by putting the pieces in a bag and pulling them out and asking the question.

Date	What did your child do?

## Domain and goal

- Spontaneously calls parents Mother, Dad
- Spontaneously calls family members by name

## Activities

### Reverse hide and seek

- This game combines wonderful listening opportunities with the chance for your child to call a family member by name numerous times.
- You and your child cover your eyes and count to ten while Daddy hides. Once your child opens his eyes, tell him you need to find Daddy. Call Daddy's name and listen. When Daddy hears his name, he should respond with "*I hear you*". Model the name for your child to imitate and make sure he is using a louder than normal voice to call Daddy. After he has called Daddy, tell him to listen so he can hear Daddy answer. Continue calling and listening until your child has found Daddy.
- Play this game in other people's homes to give your child a chance to learn other people's names.

### Hugs and tickles

- Go outside and stand with your child 6-10 feet away from Grandma and Daddy. Use photos of Grandma and Daddy, showing your child one photo at a time. Have him call that person. They take one big step toward your child. Continue calling the people until one person reaches your child. They then tickle, hug and kiss your child. Tell Grandma and Daddy not to move forward if your child's voice is too soft.



Date	What did your child do?

## Domain and goal

- Produces /h/ with proper breath stream and no voice

## Activities

In Week 3 you worked on /p/ and making it a voiceless sound. /h/ is the same kind of sound, produced with lots of air and no voice.

### Fun ways to practice /h/

#### Mirror

- Put your face close to a mirror and produce a /h/ with no voice and exhale a long time. You should be able to see condensation or 'fog' on the mirror after you produce the sound.

### Fun activities for speech babble goals:

- Bury small toys in sand and after each syllable your child can try to find a toy in the sand.
- Give your child a stacking block each time he imitates a syllable, stack them up and when they are all gone, knock them down.
- Throw a ball after each repetition.
- Jump on colored squares of paper on the floor, one jump after each imitation.
- Push child on swing. Pull child back on swing about 6 inches for each syllable imitated. Once your child is pulled back as far as possible, get one more imitation and then let them go. When they stop swinging, repeat the process.
- Roll cars down a slide, one car for every imitation. When the cars are all gone, your child can imitate one last syllable and then slide down to collect the cars.



Date	What did your child do?

## AV techniques and strategies

- Encouraging spontaneous language
- Whispering as a method of acoustically highlighting voiceless sounds
- Developing suprasegmentals in your child's voice
- Extending listening into less structured environments

## Story of the week: "Hide and Go Seek" by Robin Cunningham.

*Martin Educational, Price Milburn and Co. Ltd., Petone, New Zealand, 1987*

- This book is a fun way to follow up on your game of Hide and Seek in the expressive language goal this week. Children love rote counting and if you incorporate this in your Hide and Seek game, you'll soon have your child imitating your counting and matching the vowels and syllables of the numbers 1–10. It also provides lots of repetition of the language used when playing the game. Your child will soon be comprehending and saying 'where', 'close your eyes', 'hide', etc.

## Song of the week: "Funny Little Clown" by Estabrooks and Birkenshaw-Fleming

Words: "Ha ha, ha, ha, ha ha. Funny little clown. Ha, ha, ha, ha, ha, ha.  
Walking up side down. Ha, ha, ha, ha, ha, ha. Funny little clown.  
Ha, ha, ha, ha, ha, ha. Running all around."

- This is a fun song to sing to help bombard your child with the /h/ sound in the speech goals for this week. It is also fun to act out with your child. When you sing the 'up side down' line, you can lift your child so he is upside down. Also, when you sing the 'Running all around' line, you and your child can run together.
- Expect your child to imitate the /ha/ syllables and if he is omitting the /h/ from the syllable, whisper the /ha, ha, ha/ parts to make the /h/ more audible. Anytime we whisper, it actually helps the child hear the voiceless sound clearer because the vowel is also whispered and therefore it is not masking the soft voiceless /h/.
- Add a clown page to your *Sound Book* and be sure to make it interactive. One idea is to make a hat and a big, red nose that your child can put on the picture of a clown. Each time you sing the song, your child will be excited to get the hat and nose out of the envelope to put on the clown.



★ **TIP:** Remember your child does not have to say a word perfectly for it to be considered a word.

