

**Domain and goal**

- Achieves a one-item auditory memory by identifying a variety of verbs
- Verbs should make up approximately 14% of your child's total vocabulary

**Activities**

- Last week you were bombarding your child with the /ŋ/ sound and all 'doing' words with -ing on the end have this sound. The present progressive tense -ing, is also the first tense your child will use in his spontaneous language which makes this week a good time to begin teaching a variety of verbs or 'doing' words.
- Take photos of your child doing all daily routines as well as all the physical actions you did last week in the Simon Says game. You can make two copies of each photo and play games such as:
    - Go Fish
    - Memory
    - Charades
    - Posting the pictures in a letter box
    - Putting one set of pictures on the refrigerator and hiding the other set around the house. Repeat the word over and over while he is hunting for the match so he has lots of exposure to the word.
  - You can also use 'self-talk' to describe what you are doing during the day. Expose your child to a broader base of words, e.g., "I'm cooking dinner" can now become "*I'm frying the meat*", "*I'm steaming the vegetables*", "*I'm stirring the rice*".

**Examples:**

- If you have a pet and it's time to feed it, you could tell your child, "*Come, we're feeding the cat, it's time to eat, yum.*"
- If you are having afternoon tea and he needs to wash his hands you could say, "*We're washing our hands, wash, wash.*"
- When it is time for a nap, "*It's time to sleep, we're sleeping, sh!*"
- When it's time to go home, "*Get your shoes, we're going, bye-bye.*"

Date	What did your child do?

## Domain and goal

- Points to familiar pictures and objects
- Theme: Going in the car

## Activities

### Pointing to show comprehension

- Your child is at the age/stage now where he will point to objects. He may do this as a way to comment on something he sees, and he will also be ready to point to very familiar objects when they are named. Note: Do not test your child. It is okay to ask your child the questions "**What's that?**" and "**Where's the \_\_\_\_\_?**". These are part of normal communication and should always be used in meaningful ways. Use these questions sparingly and spend the majority of your time commenting and teaching.
- When you do want to check your child's comprehension, you can ask him to find something or point to something named as part of your natural, everyday activities. This is a clear indication that your child knows that word.

### Going in the car: Vocabulary, language and concept targets

Every time you go out in the car, you have an opportunity to target language and vocabulary for your child. This week, focus on this activity and expand the vocabulary into your play.

- Time to go, let's get the car keys. Get in your car seat. Buckle-up. Lock the door.
- Car, keys, car seat, close, door, seat belt, lock, sit down, go
- Point out all the things you can see while driving. Talk about what people are doing so you expose your child to lots of verbs.
- See, look, driving, riding, stop, traffic lights, stop sign, turning, parking
- At home, play with your child's toy cars and recreate your routine of getting the keys, putting on seat belts etc. Drive the cars around the house and talk about everything you see.
- Don't forget to occasionally play children's CDs in the car and sing along once your child knows the songs, this is good listening practice.



Date	What did your child do?
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# EXPRESSIVE LANGUAGE

WEEK **20**

Domain and goal	Activities
<ul style="list-style-type: none"> <li>Take a language sample</li> <li>10 minutes three or four times during the day or week</li> <li>Consecutive utterances</li> <li>Keep a record of these language samples in your folder</li> <li>Write any true words on the expressive vocabulary list in the Appendix</li> </ul>	<p><b>Taking a language sample</b></p> <ul style="list-style-type: none"> <li>You had your first attempt at taking a language sample during Week 15. It is time to do this again. However, this week try to get three or four different samples from different times during the day. This will hopefully provide more variety in your sample and more examples.</li> <li>Your child is most likely using jargon off and on throughout the day. If you can hear distinct syllables that might be words, and then a true word, you can note how long the utterance was by writing the following: ([x] represents utterance said but not a true word) x x xx up x. This shows your child spoke in a phrase length utterance with one intelligible word. This utterance would still only count as one word, however, it is interesting to note how long the jargon is and how it changes over time.</li> <li>Set up play sessions with other people interacting with your child so you can listen and write.</li> <li>Write each utterance on a separate line.</li> <li>Below is an example of a language sample and the number of words counted. <ul style="list-style-type: none"> <li>– bye-bye (1)</li> <li>– Xxx x more xx (1)</li> <li>– no (1)</li> <li>– bye-bye (1)</li> <li>– up (1)</li> <li>– no, no (1) Only count the word once when it is repeated immediately</li> <li>– mother (1)</li> <li>– shoe (1)</li> <li>– nose (1)</li> </ul> </li> </ul> <p>Total words said: 9. Total number of utterances: 9. Words divided by utterances  <math>9 \div 9 = 1</math>. A mean length of utterance (MLU) of 1.0</p>



Date	What did your child do?

**Domain and goal**

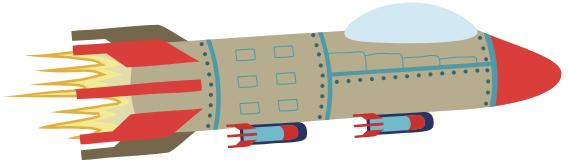
- Produces /m/ in known words at phrase and single word level

**Activities**

The goal in Week 18 was to make sure that your child could produce /m/ with a variety of vowels and diphthongs. He should now be using this phoneme correctly in any known words. Check your vocabulary lists and note the words containing /m/, then listen to your child this week keeping your ear tuned for /m/. Check to be sure your child is using /m/ in all three positions: **more**, **yummy**, **ice-cream**.

**Activities:**

- Use "more" for not enough ice-cream. This is a fun way to encourage your child to say 'more' and also expose him to the concept of size. Get a bowl, and as many different sized spoons as you can find. Scoop out some ice-cream with the smallest spoon and put it in your child's bowl, laugh and tell him that's not enough, ask him what he wants. Use the next size spoon and repeat the process until all the spoons have been used and he has enough ice-cream.
- Common phrases you use every day might soon be heard in your child's language. Even though we know they contain a few words together, your child hears and says them as one word. Listen for the correct production of /m/.
  - **Ti~~m~~e** to go.
  - **C~~o~~me** here.
  - Let's go **hom~~e~~**.
- Children love to be physically active and it is during activities like these that you can target vocabulary and speech because they are highly motivated and involved. Go outside and **jum~~p~~**, **cli~~m~~b**, **m~~a~~rch**, **move** the garden furniture or the hose, use a **broom~~m~~**, **mow~~m~~** the lawn, etc. Have fun and engage your child in all things /m/.



Date	What did your child do?

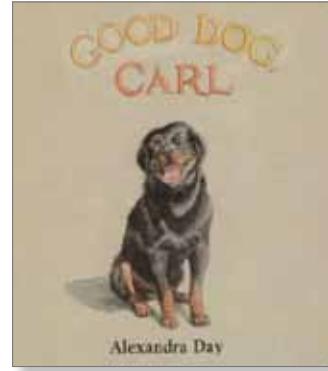
## AV techniques and strategies

- Use self-talk

## Story of the week: "Good Dog Carl" by Alexandra Day.

*Green Tiger Press, Basildon, Hong Kong, 1985.*

- This story is about a dog that takes care of a baby while the mother goes out shopping. Every page is rich in the language and events of the day; getting out of bed, brushing hair and putting on make-up, going for a swim, eating lunch, playing, having a bath and going back to bed.
- This is a lovely book to review last week's breakfast routine. It also shows the baby and dog doing many things during the day, which provides your child with numerous verbs in meaningful contexts.
- It's also a fun way to teach your child to say "no", because the dog and baby do misbehave and make a mess on nearly every page. This allows for lots of repetition of language and generalization of the vocabulary and language you used last week.



## Song of the week: "Swinging"

Words: "Swinging, swinging, swinging high and low. Swinging, swinging, swinging watch me GO!"

This is a lovely song to use to teach the word 'swing' and later, for any verb.

- Teach this first inside the house where it is quiet and your child can be close to you. Hold the arms of a teddy bear or a doll and have your child hold the legs. Swing the teddy bear or doll back and forth gently as you sing the first verse. When you get to the last word, "GO" at the end, swing the teddy bear or doll high into the air. A variation on this is to let the teddy bear or doll go so they sail through the air onto the bed or sofa.
- If you have another adult to help, you can swing your child as you did the teddy bear. Your child should begin to anticipate the "GO" and you can pause and wait to swing him high into the air until he says "go".
- Outside, on the swings, push your child gently while singing the song and when you come to the last word, "GO", give him a big push. Repeat until one of you has had enough.

