

## Domain and goal

- Begins to match vowel content in spontaneous utterances with performatives
- Begins to match syllable content in spontaneous short phrases

## Activities

### Using the correct vowels, diphthongs and number of syllables

It's time to listen to your child as he spontaneously produces known performatives and short phrases. Gather pictures of ELT sounds and phrases you have been teaching your child. Put the pictures in envelopes and hide the envelopes around the house. Hide at least ten, more if your child knows more. Take your child to the location of one of the hidden envelopes, open it, and model the performative and/or short phrase. Then tell your child it is his turn to find an envelope. When he opens it, stand back a little and ask him to tell you what he found in his envelope. If you are standing beside your child and looking, there isn't a pragmatic reason for your child to tell you spontaneously what is inside the envelope. If he doesn't speak spontaneously, prompt him with the direction, "**Tell me what you found in your envelope**" or "**I found \_\_\_\_\_ in my envelope, what did you find in yours?**" Continue until you find all the envelopes.



### Writing down what your child says

There are two different methods to write down what your child says. One will track his language development and the other will track his speech development.

- Writing down the words he says/means is noting the language.
- Writing down the sounds he says is noting the speech (phonetics) in the language he uses.

**EXAMPLE:** Your child opens an envelope with a picture of a baby sleeping and spontaneously blows and says two syllables the same (ai ai), and means "Sh! Night, night."

### Writing down the language:

He used a voiceless sound for the /sh/ and then said two syllables that sounded the same for 'night night'. You would write: Sh! night night.

### Writing Speech Example:

He used a voiceless sound (blow) for the /sh/ and then said two syllables that sounded the same for 'night night'. You would write: (voiceless blow) /ai/ /ai/.

- In this exercise, you are checking your child's spontaneous productions to make sure that they contain the correct vowels/diphthongs and number of syllables as the actual words.

Date	What did your child do?
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.....	.....
.....	.....

## Domain and goal

- Points to known objects or pictures when you say:  
"Show me the \_\_\_\_\_."  
"Where is the \_\_\_\_\_?"

## Activities

This is a goal that is easy to work on while you are sharing books with your child. You will have a list of words that your child has been learning, both in your record keeping book and also in your mind. As you share books with your child and you see pictures of words he knows, ask him to find them and point to them. You can model this pointing behavior yourself by saying, "*I'm going to find a dog*". Use your finger to scan the page and then point excitedly to the dog when you see it. Say to your child, "*I found a dog, can you find a dog?*", "*Show me the dog*". Your excitement will entice your child to play the pointing game and this is a great way to check your child's receptive vocabulary. After your child understands, you don't need to point anymore and you are truly checking your child's known vocabulary.

### Going on a scavenger hunt

- Get a bag, purse or suitcase for your child to carry around the house. Tell him you are going to find things to put in the bag. Model the first time for your child by telling him you need to find a cup. Go to the kitchen and get a cup, and put it in the bag. Tell him you need more things for the bag and check his known vocabulary one item at a time. Pulling a suitcase on wheels around the house while collecting objects will be fun for your child and give you the opportunity to check his vocabulary comprehension through play. If he doesn't know an item you have asked for, use the time to teach that word again by showing him, having him imitate the word, and then find more of the same item.

### Remember!

- Only ask your child to point to objects or collect objects that you have taught him and you feel he knows. Whenever you check your child's comprehension, it should be done through natural, pragmatic play and your child should have fun. If your child doesn't know something, use the time to teach it and don't let the child know he has not done the correct thing.



Date	What did your child do?

# EXPRESSIVE LANGUAGE

WEEK

13

## Domain and goal

- Shares information by looking, pointing and vocalizing



## Activities

### Book sharing

- One of the techniques you will use this week is 'self-talk' (See Receptive Language activity for examples: "I see a dog."). This is where you narrate what you are doing, looking at, feeling, etc., so your child hears the language attached to the events or experiences.
- As in the activity for receptive language this week, when you are sharing books with your child every day, pause on each page and wait for your child to comment on the picture by pointing and vocalizing. You can model this behavior for your child by holding the book, turning the page, and pointing and commenting on the picture. Give the book to your child and let him turn the page. Wait and give your child time to look at the pictures and point to a picture. Encourage your child to vocalize. Every time your child points, he is commenting and communicating with you about what he sees or is doing. Acknowledge this communication from your child, let him know you are pleased and reward his efforts.
- Once your child comments on a picture, you can take your turn and comment or acknowledge him. Allowing your child to lead may encourage him to speak more. However, if he becomes too absorbed in the book and does not comment or share with you, take the book back and facilitate turn-taking with each page.

Date	What did your child do?

**Domain and goal**

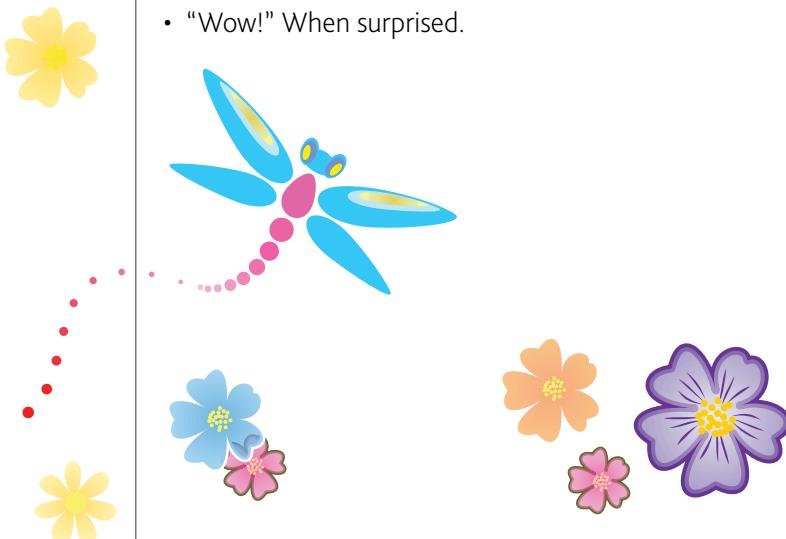
- Produces /w/ in syllables with a variety of vowels and diphthongs

**Activities**

You provided auditory bombardment of /w/ during Week 11 and your child should have enough auditory experience now to begin producing this phoneme in a variety of contexts.

**Words & performances**

- Whee! Go to a park and play on the slide. Send stuffed animals or dolls down the slide and say, "**Whee! Down the slide**" each time one goes down.
- Sirens. Many emergency vehicles make a sound with a /w/ such as 'wow wow wow' for a fire engine or 'ee ow, ee ow, ee ow' for a police car. Play with emergency vehicles on a floor mat and make the siren sounds as you play.
- Waa! Babies cry making a sound with a /w/. Engage your child in some doll play and take turns with your child making the baby cry and caring for the baby until he stops crying, i.e., change the diaper, feed, hug, etc.
- "Wow!" When surprised.

**Date****What did your child do?**

Date	What did your child do?

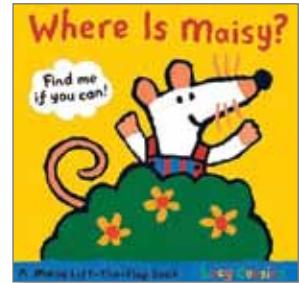
## AV techniques and strategies

- Self-talk to encourage your child to take a turn
- Wait time
- Repeating last item heard

## Story of the week: "Where Is Maisy?" by Lucy Cousins.

Walker Books, London, 1999.

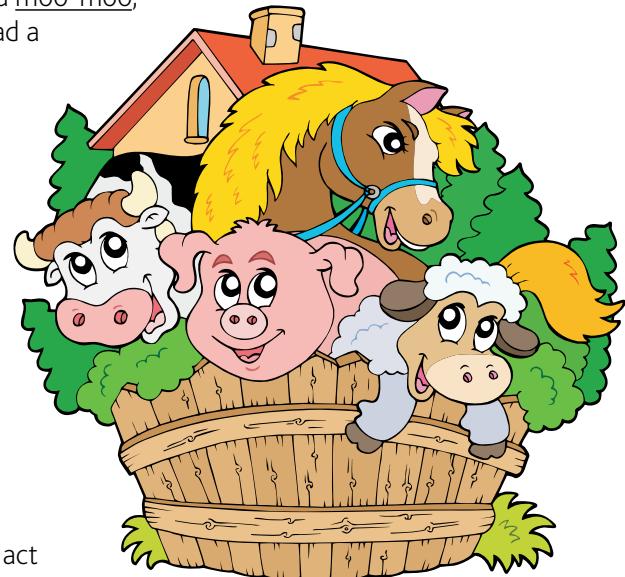
- This is a board book with flaps and provides your child with many opportunities to hear the question, "Where" and look under the flap for Maisy. It also provides an opportunity for your child to use "not" or "no" after looking under a flap and discovering Maisy is not there, and hearing the speech target of /n/ numerous times throughout the book.



## Song of the week: "Old MacDonald Had a Farm"

Words: "Old MacDonald had a farm, E-I-E-I-O. And on this farm he had a cow, E-I-E-I-O. With a moo-moo here and a moo-moo there. Here a moo-moo, there a moo-moo, everywhere a moo-moo. Old MacDonald had a farm, E-I-E-I-O.

- Change the animal and the animal sound by replacing the underlined words in the verse and sing new verses for each animal your child knows.
- This song is a lovely song to sing to support your child using known performatives and participating in auditory closure, where you pause and your child fills in the sound of the animal makes. Your child will have many opportunities to produce performatives spontaneously.
- Listen to your child's productions and make sure that he is matching the syllable and vowel content for each animal name and sound. He may also include known consonants such as /m/, /b/, /p/, /w/, etc.
- You can teach this song by using toy animals and a farmer to act out the song as you sing. Your child will enjoy playing with the animals while you sing each verse.
- Be sure to add a page to your *Sound Book* to represent this song. A fun way to make the page interactive is to make a barn out of cardboard and cut the door so it opens and closes. Pictures of animals can be kept in an envelope on the facing page and each animal can be put behind the door as you sing its verse.



**★TIP:** Take your child out for excursions and build language around each one. Pet shop, fruit and vegetable shop, fish markets, botanic gardens, flower shop, machinery shop.