

Domain and goal

- Remembers a string of three to four known words

Activities

I Went to the Market

Play this auditory memory game where you and your child take turns naming fruits from the market. Each time, repeat what was previously included before adding a new item. Expect your child to remember three and then four words in the order in which they were added. 'I went to the market and bought some fruit. I bought apples... grapes...oranges...bananas.'

Play a different version of this game by changing the categories or event. Use this as an opportunity to review themes from previous weeks and to reinforce vocabulary for naming different categories.

- I went to the bakery and bought baked goods...
- I went on a walk and saw forest animals...
- I went outside and saw birds...
- Letters in the alphabet are...
- I looked around the house and saw shapes...
- My clothes are many different colors...
- Numbers are...
- I went to the farm and saw...
- My friends are...



Pretend Shopping

Set up a pretend shopping scene. Use a basket so your child can collect different items that you named. If the scene is grocery shopping, put out different items you might buy at the grocery store. Ask your child to go shopping and get four things. Name the four items while your child listens. He/she then collects and puts them in the basket. Switch roles with your child. You might set up different shopping scenes for pretend buying, such as:

- groceries
- clothes
- toys
- pet shop (use toy animals)
- school supplies.



TIP: ★ Expect your child to sort objects by obvious categories such as animals, clothes, toys, and food. Sorting by sub-categories is a later developing skill, such as fruits versus vegetables and pets versus farm animals.

★ Typically, your child's auditory sequential memory, or ability to remember words in the order they were named, is one item below auditory memory for items not in the exact order they were named.

Date	What did your child do?

Domain and goal

- Uses nouns for groups of objects
- Uses the verb 'are' with plurals
- Uses concepts: from, off, on top of
- Understands idioms: he's a peach, apple of my eye, sour grapes

Activities

Grocery shopping

Take a trip to the grocery store and model and emphasize the collective nouns for objects. When you return home, continue to use collective nouns.

- Bunch of grapes, bananas...
- Box of cereal, crackers, laundry detergent...
- Bag of groceries, chips, candy...
- Bottle of water, juice, milk...
- Carton of eggs, strawberries, blueberries...
- Can of soup, cat food...



Pretend Shopping

As you are playing the pretend shopping game described in the Audition section this week, use the concepts: from, off, on top of. Expect your child to understand and later use these concepts spontaneously.

- Move the apples from the basket to the counter.
- Take the box of crackers off the shelf.
- Put the bananas on top of the cans.

Experience Story

As you and your child create an experience story, model and expect your child to use 'are' with plurals. Be aware that collective nouns are singular, so use 'is' with collective nouns. 'The box (of crackers) is shaped like a rectangle.' 'The bag (of fruit) is heavy.'

At this stage it would be wise to include only plural nouns in the experience story when the goal is to teach 'are' with plural nouns. Later, your child will learn through listening or direct teaching that collective nouns are singular.

- The grapes are round and purple.
- The bananas are ripe.
- The apples are crispy.

Idioms

When the opportunity arises, use idioms to teach figurative language. When someone is kind and thoughtful, tell your child, 'He's a peach.'

Remind your child, 'You are the apple of my eye.' If your child gets upset about not winning a game, tell them, 'It's not nice to be sour grapes.'



Date	What did your child do?



Domain and goal

- Uses **w** and **n** in words and phrases
- Imitates close approximation in multi-syllable words of speech for acquired sounds

Activities

Listen closely for your child's articulation of **w** and **n** in words and phrases. Provide practice for him/her to imitate, with close approximation, multi-syllable words. Expect them to say the sounds they have already acquired, although they may not produce all of these sounds with perfect accuracy, especially if the sounds are in a blend of two sounds together. Your child may not produce sounds in multi-syllable words that are just emerging or have yet to emerge. Model how to say the words, give your child opportunities to practice, and move on.

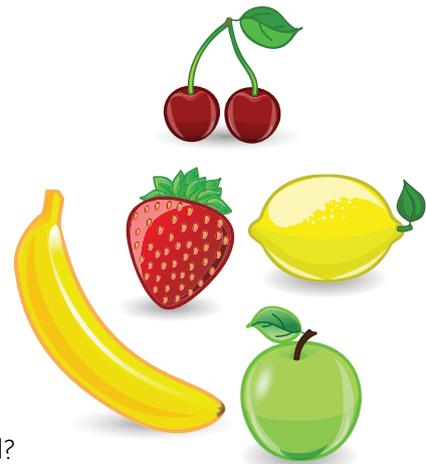
Fruit Salad

Make a fruit salad with your child. Incorporate the following words and phrases as you're peeling, cutting, and making the salad:

- **Banana** – Do you **want** to peel the **banana**? I want to peel the **banana**.
- **Watermelon** – We need a knife to cut the **watermelon**.
- **Tangerine** – **Watch** for the **tiny** seeds in the **tangerine**.
- **Lemon** – I wonder if lemon would be good in the fruit salad.

Some other conversational phrases for this week's speech goals might be:

- **Wash** your **hands**.
- **When** will **we** finish cutting the fruit?
- **We** need to wipe and clean the **counter**.
- **Wipe** up the **wet** counter **with** a towel.
- Let's have **lemonade** for **lunch**.
- Look out the **window**.
- It's not **windy**.
- It's **nice** and **sunny**.
- **We** can have a **picnic** **under** the tree.
- I'll wait **until** you **wake** up from your **nap**.
- Did everyone have **enough** for **dinner**?
- Does anyone **want** **nuts** on their fruit salad?
- Yes, I **would** like **walnuts**.
- Everyone **needs** a **napkin**.
- **We** had **fun** in the kitchen.



Date	What did your child do?

Domain and goal

- Apples and Bananas
- Little Worm, Little Worm

Activities

Apples and Bananas

Although the lines are repetitive in this song about eating apples and bananas, the pronunciation of the words are changed by replacing a specific vowel sound for each verse. This gives your child an opportunity to tune into the sounds of vowels in words in this silly jingle and contributes to phonological awareness.

*I like to eat, eat, eat apples and bananas
I like to eat, eat, eat apples and bananas*

Change the vowel sound to A:

*I like to ate, ate, ate ay-ples and ba-nay-nays
I like to ate, ate, ate ay-ples and ba-nay-nays*

Change the vowel sound to E:

*I like to eat, eat, eat ee-ples and bee-nee-nees
I like to eat, eat, eat ee-ples and bee-nee-nees*

Change the vowel sound to I:

*I like to ite, ite, ite i-ples and bi-ni-nis
I like to ite, ite, ite i-ples and bi-ni-nis*

Change the vowel sound to O:

*I like to ote, ote, ote oh-ples and bo-no-nos
I like to ote, ote, ote oh-ples and bo-no-nos*

Change the vowel sound to U:

*I like to ute, ute, ute uh-ples and bu-nu-nus
I like to ute, ute, ute uh-ples and bu-nu-nus*

Little Worm, Little Worm

Act out this poem using cut out felt pieces. Teach your child the meaning of the word 'squirm' by letting them pretend to be a worm and squirm.

*Little Worm, Little Worm, behind which apple do you squirm?
Are you behind the small red apple?
Are you behind the medium green apple?
Are you behind the large yellow apple?*

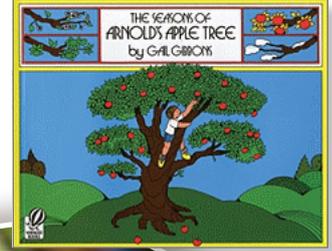


Date	What did your child do?



The Seasons of Arnold's Apple Tree, Gail Gibbons (Author), Sandpiper, 1988

This picture book is repeated from Week 4, but the goals and activities are different this week. The story is about a young boy and his dog and the adventures they have as a special apple tree changes with the seasons. The illustrations show the differences in the tree with each season. In the summer they build a tree house; in the fall they rake the leaves and pick apples; in the spring they build a tree swing; and in the winter they build a fort around the tree. Use this story to teach and reinforce:



- Apples
 - » Talk about different colors, types, and tastes of apples. Describe component parts of an apple: stem, skin, seeds, and core.
 - » Discuss where apples come from and pick apples from a tree, if you have access to an apple tree. Use the concepts: from, off, on top of. 'Pick the apple from the tree. The apple came off the tree. We can't reach the apples on top of the tree.'
 - » Make apple sauce, apple pie, or apple butter. Give three or four auditory directions and name three or four ingredients to reinforce auditory memory.
- Review the four seasons and the changes that occur. Find pictures that show different activities for each season and glue them in the experience book or on a poster. Use the verb 'are' with plurals. 'The leaves are falling from the tree. The children are raking the leaves.'
- Talk about how the weather changes and how plants and animals change.
 - » Use component parts to describe the changes. 'The animal's fur keeps him warm in the winter. He uses his claws to dig for food.'
 - » Reinforce the question, 'What verbs?'. 'What blows the leaves off the trees in the autumn? What keeps the animal warm in the winter? What melts the snow in the spring? What shades the animals in the summer?'

