

Activities

Domain and goal

- Given a selection of toys, completes the sentence, 'If-then.'
- Remembers new vocabulary by relating it to known words
- Listens to stories through electronic sources



If-Then

Your child processes language through listening and you encourage them to think creatively when you ask 'If-then' questions. Set your child up for success by putting out toys or objects to give your child a closed set of responses. Model the game by saying an 'If-then' statement and selecting from the group of objects to complete the answer. Give your child opportunities to select an object as you say the open-ended statement, 'If-then.' There is an abundance of statements you can use. Here are some examples to get you started:

- If I finish my dinner, then I get a cookie.
- If it's raining outside, you need the umbrella.
- If the door is locked, we use a key.
- If my face is dirty, I wash it with a washcloth.
- If I want to color, I use my crayons.
- If I go to the city, I take a bus.
- If I go to a lake, I ride in a boat.



Concentric Circles

Last week you learned about building vocabulary by thinking of concentric circles starting with known words and expanding into unknown words. Continue with this idea as your child processes through listening new vocabulary by associating new words with known words. Since the theme for this week is desserts, the examples are built around this theme.

Center Circle

Ice Cream
Cookie
Cake
Pie

Noun Circle

Sundae, milk shake
Biscuit, crumbs
Icing, frosting
Crust, filling

Verb Circle

Lick, scoop
Chew, munch
Decorate, frost
Slice, bubble

Adjective Circle

Frozen, creamy
Scrumptious, tasty
Spongy, delicious
Flaky, fruity, sweet

Books on CD

Provide opportunities for your child to listen to stories on CD or through other electronic sources. Be sure he/she is familiar with and understands the story before introducing the story read through an electronic source. See this week's story for additional information.

TIP: ★ Model and encourage your child to ask permission to do or get something. This is an appropriate pragmatic skill at this age.

Date	What did your child do?

Receptive & Expressive Language

Theme: Desserts

WEEK 16

Domain and goal

- Uses pronouns: he, she, we
- Uses concepts: half, whole
- Understands idioms: piece of cake, can't have your cake and eat it too

Activities

Tea Party

Have a tea party with your child and sibling(s) or friend(s). Enjoy the company and take your time conversing and tasting the treats. Focus on the language goals as your child learns pronouns and the concepts 'half' and 'whole'.

You will need:

- ✓ Tea party dishes and cups
- ✓ Milk, juice, or herbal tea
- ✓ Food such as cakes, cookies, and biscuits

Pronouns: he, she, we

Attach pronouns to specific people and link pronouns together as your child learns new words from known words.

- Tommy likes cookies. He has one on his plate.
- Grace is thirsty. She might want a drink. Would you give her a drink, please?
- We are having a tea party. All of us have a special treat.

Concepts: half, whole

- Cut a small, whole cake in half. Explain, 'Here is a whole cake. It's too big to eat. Let's cut it in half.'
- Break a whole cookie in half. Ask, 'Can you break your whole cookie in half?'
- Take a bite from a whole biscuit. Say, 'I had a whole biscuit. I took a bite and now I have half of the biscuit.'
- Ask for half a cup of tea.

Idioms

At appropriate times throughout the day, use the idioms 'piece of cake' and 'can't have your cake and eat it too.' Explain to your child that you are not talking about a cake. You are using an expression or idiom. Your child taps into auditory memory to learn the sequence of words of idioms.

- Your child does something easily and you comment, 'That was a piece of cake.' Explain that cake is easy to eat and when something is easy to do we say, 'That's a piece of cake.'
- When your child cannot decide between two choices, explain that he/she 'can't have your cake and eat it too.' Show your child that if they eat their cake, it's gone and they do not have it.



Date	What did your child do?



Domain and goal

- Stimulate ng sound



Activities

The sound **ng** is considered a digraph because it is a pair of letters representing a single speech sound. Stimulate your child with the ng sound and listen to hear if he/she is producing this sound.

'Doing' Activities

Present progressive verbs that end in 'ing'. When your child is telling you what they are doing, they are practicing the ng sound.

• Tea Party

When you are having a tea party as suggested for the language goals for this week, talk about what you are doing; for example:

- setting **ng** the table
- pouring **ng** the tea
- drinking **ng** the milk
- eating **ng** the cracker
- tasting **ng** the ice cream
- licking **ng** the icing
- talking **ng** and chatting
- cleaning **ng** up
- washing **ng** the dishes
- drying **ng** the dishes

• Doing Album

Take photos of your child doing **ng** a variety of activities. Create a 'doing album.' As your child tells you about what they are doing, he/she is practicing the **ng** sound.



Sing a Song

Review songs from previous lessons and for this week's lesson.

- Let's sing a **ng**.
- You sang a **ng**.

Jungle Books

Find children's books about the jungle. Talk about the pictures while stimulating your child with the **ng** sound.

- What belongs **ng** in a jungle?
- Look for different things **ng**
- Study the wings **ng** on the birds
- Find a monkey swing**ng**
- Are any animals lounge**ng**?
- That animal looks ang**ng**
- Do you see any orange flow**ng**ers?
- I see some you**ng** animals
- That bug might sting



Date	What did your child do?

Domain and goal

- This is the Way
- Donut Shop



Activities

This is the Way

Sing this song throughout the day to review and learn new verbs. Be creative and make up your own verses. Sing about what you are doing to stimulate your child with the ng speech sound.

This is the way we verb our noun, verb our noun, verb our noun.

This is the way we verb our noun so early in the morning/afternoon/evening.

Example:

This is the way we wash our hands, wash our hands, wash our hands.

This is the way we wash our hands so early in the morning.

What are you doing? Washing your hands.

Donut Shop

This is a fun song that children love to act out, memorize, and sing. Draw a picture of a coin with a hole in it. Use a sturdy piece of paper or cardboard and cut out the coin. Act out this song using the '5 cent piece' and a donut or similar pastry.

You will need:

- ✓ Sturdy paper or cardboard
- ✓ Crayon, marker, or pencil
- ✓ A pair of scissors
- ✓ Pastry

*Oh, I walked around the corner and I walked around the block
And I walked right into a donut shop.*

I picked me a donut right out of the grease

And I handed the lady a five cent piece.

Well, she looked at the nickel and she looked at me.

She said, 'This nickel's no good you see

There's a hole in the middle and it goes right through.'

Said I, 'There's a hole in the donut, too.'

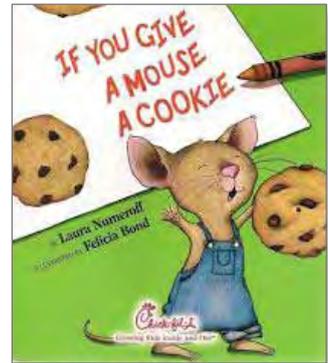


TIP: ★ Substitute different words in familiar and repetitive songs. This encourages your child to individualize songs using well-known melodies while learning new words.

Date	What did your child do?

If You Give a Mouse a Cookie (Book and CD), *Laura Joffe Numeroff (Author), Felicia Bond (Illustrator), HarperFestival, 2007*

This book has become a classic. One thing leads to another as the endearing mouse makes a mess when he eats a cookie. This leads to several requests as he asks for more things. He eats a cookie and then wants a glass of milk, and on it goes. The final request brings the mouse back to eating a cookie.



• Funny Stories

If You Give a Mouse a Cookie provides a framework for building your child's confidence in responding to 'If-then' statements. After reading the book, create your own funny story. Ask your child to pick an animal and let the story unfold as your child dictates to you their responses to the repetitive phrase, 'If you give a ____ a ____.' It might sound something like this: 'If you give a dog a bone, then he will chew it. If he chews it, then he will make a mess. If he makes a mess, then we will need to vacuum. If we vacuum, then he will run away from the loud noise and hide under the bed. If he hides under the bed, then we need to show him a bone. If he sees the bone, then he will come out and chew the bone.' The story is then back to where it started and you can begin again to retell the story over and over again or make up a new story.

• Listening to Stories

The CD that goes with the book is a great resource for your child to become comfortable listening to books through electronic sources. Read the book aloud with your child before expecting him/her to enjoy listening to the CD. Your child will enjoy the energetic song on the CD. Act out the song by dancing.

• Fill-in-the-Word

Play Fill-in-the-Word as an auditory closure activity to go with this book. Say, 'If you give a mouse a cookie, he's going to ask for a glass of ____.' The answer is milk. Continue through the story using auditory closure. Your child can refer to the pictures in the book to complete the sentence.

