



Audition

Theme: Body Parts



WEEK 16

Domain and goal

- Auditory sequencing of three-part language routines

Activities

During everyday activities and *contrived play*, explain to your child a language routine with three sequential actions. Then demonstrate with toys. Say the three parts again to reinforce auditory sequential memory. Your child listens and then creates the actions with the toys. Keep the length of the language for each part to about three or four words in length. When your child has gained confidence in the process, encourage him/her to perform the actions by listening without a visual demonstration.

Greeting People

You are teaching sequencing of a three-part routine by incorporating this week's theme of Body Parts and extending last week's language goal for the question form, "**What do you do with?**" Practise greeting people. "**Wave with your hand, smile with your lips and say hi with your mouth.**"

Blowing Bubbles

Children love to play with bubbles. Turn bubble blowing into an opportunity to develop auditory sequencing for three-part language routines.

- *Turn, turn, turn; stir, stir stir; blow.* (This is a simple version of a language routine.)
- *Turn the lid; stir the stick; blow the bubbles.* (This is a more advanced form of the blowing bubbles language routine.)

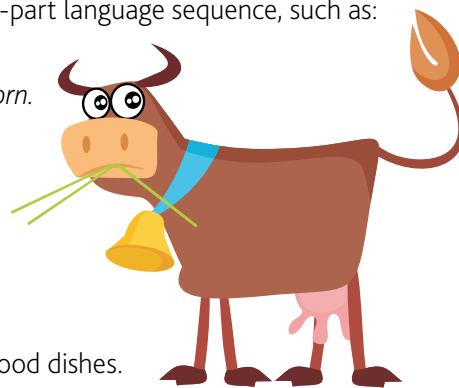
Playing Farm

Using the toy farm and animals, present a three-part language sequence, such as:

- *Open the door; put in the horse; close the door.*
- *Pour the corn; feed the chicken; put away the corn.*
- *Get the horse; put on the saddle; the girl rides.*

You will need:

- ✓ Farm animals
- ✓ Barn
- ✓ Fence
- ✓ Toy people
- ✓ Props such as, saddle, corn, water and food dishes.



TIP: ★ Discuss three-part language routines throughout the day: "*Wash your face; brush your teeth; comb your hair.*"

Date	What did your child do?



Domain and goal

- Understands possessive 's

Activities

Fun with Stuffed Animals

Gather your child's stuffed animals and line them up for this activity. First, practice by labeling the animals' body parts using the possessive 's form: Teddy's toe, Kitty's leg, Duck's tail, Puppy's back. Next, incorporate auditory sequential memory: "Touch Puppy's nose, pet Puppy's back, then scratch Puppy's ears." Incorporate this week's expressive goal for remembering words to songs by making up a song for the directions.

Sorting Socks

Since the book for this week is about feet, expand on the theme by sorting socks as you're doing the laundry. Emphasize the possessive 's form as you take the socks from the dryer or off of the laundry line. Examples of language to use are:

- Daddy's sock
- Mommy's sock
- [Sibling]'s sock
- [Child]'s sock

TIP: ★ When you are using the possessive 's form, link it to the possessive pronoun form. "This is Daddy's sock. It is his sock. This is Mommy's sock. It is hers."



Date	What did your child do?



Expressive Language

WEEK 16

Theme: Body Parts

Domain and goal

- Uses singing pattern + important words when singing songs

Activities

When singing this week's song, *Head and Shoulders, Knees and Toes*, encourage your child to take the lead by singing the names of the body parts as you point to them throughout the song. Lower your voice and let your child sing out.

Singing in the Car

Traveling in the car is a wonderful time to sing with your child. Playing children's songs from a music player as you are driving prompts you and your child to sing a variety of different songs or to replay favorites.

Make up Songs

Use familiar tunes and make up songs as you go through the day. For example, to the tune of *Old MacDonald Had a Farm*, you might sing: "[Child's name] had an arm, ee-ie-ee-ie-o. And on his(her) arm he(he) had an elbow, ee-ie-ee-ie-o. With a bend, bend here, and a bend, bend there, here a bend, bend, there a bend, bend, everywhere a bend, bend. [Child's name] had an arm, ee-ie-ee-ie-o."

TIP: ★ The more you sing with your child, the more likely he/she will be to listen and sing along.

★ Using an FM system while you are driving in the car may make it easier for your child to hear you.



Date	What did your child do?



Domain and goal

- Stimulate /f/ in syllables and words
- May use /f/ in some words

Activities

Find the Body Part

Tell your child you are thinking of words for body parts that have the /f/ sound. Don't expect your child will be able to identify words that have a particular sound in them; that comes later in development. Simply expose him/her to the idea that words have different sounds.

Some things to look for that have the /f/ sound are:

- **F**ace
- **F**inger
- **F**oot
- **F**eet
- Bare**f**oot
- Cal**f**.

Counting Toes and Fingers

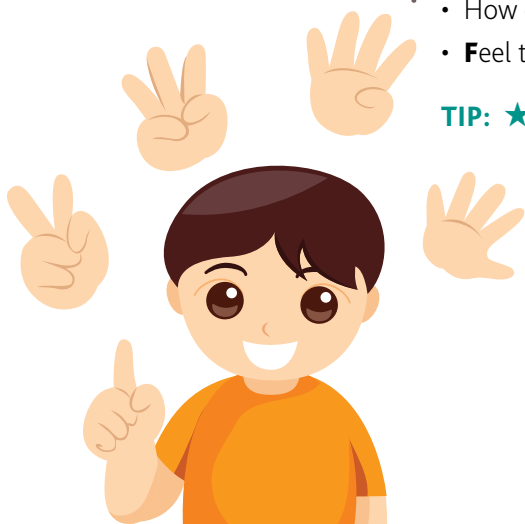
Count your toes on each foot and fingers on each hand: "one, two, three, four, five."

How does it Feel?

Go around the house or outside and touch things to see how they feel. Especially look for things that have the /f/ sound:

- **F**eel this. It's **r**ough.
- **F**eel this. It's **f**uzzy.
- How does the **f**eather **f**eel? It tickles.
- **F**eel the snow**f**lake. It's cold.

TIP: ★ Remember that you are stimulating for a specific sound and not necessarily expecting correct speech production at this stage. If your child produces the sound correctly, reinforce it with a smile or a comment such as, "Nice /f/ sound", and then move on.

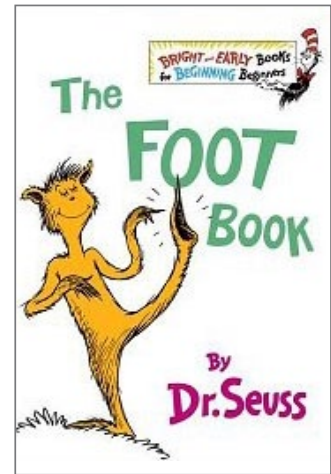


Date	What did your child do?



Story of the Week

The Foot Book, The Bright and Early Books for Beginning Beginners, by Theodor Seuss Geisel and Dr. Seuss, Random House Books for Young Readers; 1st edition, 1968. Feet are described in silly and useful ways in this Dr. Seuss classic. You and your child can act out the different ways feet are described on each page, "Slow feet, quick feet, up feet, down feet". As an added benefit, descriptive language is used for pronouns, "His feet, her feet", and opposites, "Wet foot, dry foot".



Song of the Week

Head and Shoulders Knees and Toes, Wee Sing Children's Songs and Fingerplays, by Beall and Nipp, Price/Stern/Sloan, Los Angeles, 1985.

*Head and shoulders, knees and toes, knees and toes, knees and toes,
Head and shoulders, knees and toes, knees and toes, knees and toes.
Eyes and ears and mouth and nose, mouth and nose, mouth and nose.
Head and shoulders, knees and toes, knees and toes.*

Touch each body part as you sing this song. Speed up through the song to make it even more fun and to incorporate listening to a faster message. Singing this song and acting it out also develops body coordination.

