



# Audition

Theme: Buildings and Community

WEEK 30

## Domain and goal

- Follows simple three-step unrelated directions (repeated from last week)

## Activities

Your child follows three-step directions when you model, repeat and guide him/her. With practice, this is becoming easier for your child. The goal is repeated this week to allow your child to have more targeted experience with remembering and following these directions. Continue to incorporate these directions into daily activities and contrived play. If your child needs a reminder or repetition and knows all the vocabulary and language in the directions, repeat all three directions rather than breaking it down into the one direction he/she forgot. If it is a vocabulary issue and your child is not familiar enough with the vocabulary in a particular direction, isolate that one direction to review and teach the language. It is asking too much for your child to remember directions if they are also trying to figure out what the words mean.

### In my Community

All of the goals for this week center on activities you do in your community. There are many opportunities to feed in three-step unrelated directions as you explore your community.

**TIP:** ★ You can apply the Five E's (Caleffe-Schenck) when preparing for and going on a field trip or out into the community with your child:

- Expose: Plan for the trip (preparation for abstract reasoning beyond the here and now); count the days leading up to it and mark it on the calendar.
- Expect: Pre-teach vocabulary using photos, internet images and books; practice appropriate behavior (hold parent's hand and stay close); sing related songs.
- Experience: Be well-rested; bring along healthy snacks; stay out for the appropriate length of time; take photos.
- Expand: When you get home, review vocabulary with photos and put the words into meaningful three to five word sentences in an Experience Book. Read aloud related books. Watch age-appropriate educational programs about communities.
- Express: Your child "reads" their Experience Book to family members and friends and relates his/her experiences; expect language you did not necessarily teach your child; sings songs.



Date	What did your child do?



# Receptive Language

WEEK 30

Theme: Buildings and Community

## Domain and goal

- Understands future tense in a general sense: now, later
- Time to go to the \_\_\_\_

## Activities

### In my Community

Take time to visit your community as a learning activity. Explore buildings, signs, activities, people and things that interest your child. Take photos around town. You'll use these photos to teach many of the goals for this week.

### Places to Go

Make a book titled, *Places to Go*. Before you leave the house, use the book and photos to talk about what you will do. Talk about what you are doing now and what you'll do later. Use the phrases "in the morning", "in the afternoon" and "in the evening". When it's time to go, use the repetitive phrase: "**Time to go to the \_\_\_\_.**"

- Store
- Train station
- Library
- Bank
- Pet shop
- Post office
- Hair stylist
- Office supply store
- Office
- Work
- Church/Synagogue/Temple
- Restaurant
- Coffee shop
- Ice cream shop
- Clothes store
- Park
- Friend's house
- Beach
- Day care
- School.



Date	What did your child do?



# Expressive Language

Theme: Buildings and Community

WEEK 30

## Domain and goal

- Uses: gonna, wanna
- Asks "When" questions
- Uses adverbs of time: now, already, again, later, never, always, yesterday, tomorrow, today (not necessarily correctly)
- Uses noun + noun + location
- Uses prepositions: out of, together, away from

## Activities

### In my Community

Draw a map of your community and places you visit. Glue or tape photos on the map so your child can "read" the map and practice words about the community. Use toy people and act out where, who and when you are going or went. At this stage your child may use the words gonna for going to or wanna for want to. Eventually your child will say the more advanced form of language for the future tense: going to, want to. Your child is asking, "When \_\_\_?" He/she might ask, "When we gonna go?"

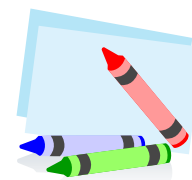
Your child uses some adverbs of time, but not necessarily correctly. He/she simply knows that these words are related to when they'll do something. Listen for these kinds of phrases:

- Let's go now.
- I already did/do it.
- Do it again.
- Clean up later.
- Never do it.
- Always go there.
- We go/went yesterday/tomorrow, today.

On your trips around your community and while acting it out with your community map, or when looking at your Places To Go home made book, model and expect to hear phrases with noun + noun + location. **"Daddy and Mommy go to work."** **"Mommy and [dog's name] go to the park."** Encourage your child to use the prepositions: out of, together, away from. **"Mommy and [child's name] walk together. Go out of the store. Take the train away from my house."**

You will need:

- ✓ Paper and crayons or markers to make a map
- ✓ Toy people and pets
- ✓ Toy vehicles
- ✓ Photos from around your community.



Date	What did your child do?



## Domain and goal

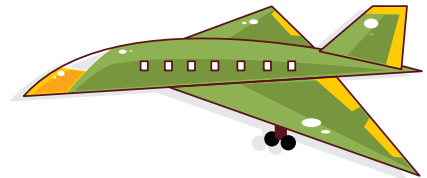
- Stimulate [j]

## Activities

### In my Community

As you are out and about in your community, look for these things you can talk about. You use the [j] sound in the words:

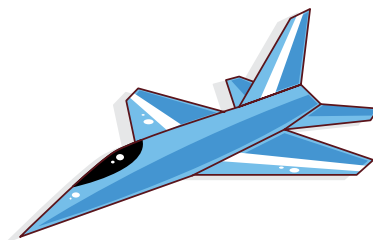
- **G**ym
- **J**ail
- **J**EEP
- **J**et plane
- People **j**ogging
- **J**unk
- **P**igeon
- **B**adge
- **B**ridge
- **C**ottage
- **F**ire engine
- **G**arbage
- **G**arage
- **H**edge.



### Change your Clothes

Before and after you go out, you might need to change your clothes. Talk about these words:

- **C**hange
- **P**ajamas
- **J**acket
- **J**eans
- **J**ewelery
- **J**umper.



Date	What did your child do?



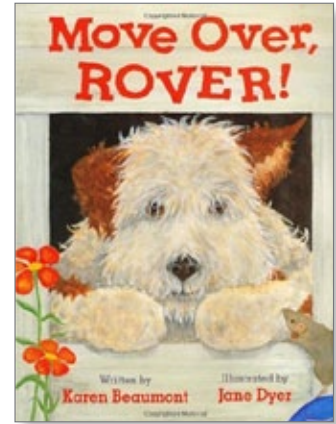
## Story of the Week

**Move Over, Rover!**, by Karen Beaumont, illustrated by Jane Dyer, Harcourt Children's Books, 2006.

This story fits in with this week's theme of buildings and community because the story takes place in Rover's doghouse. Rover is a gentle dog who allows other animals to share his doghouse when it is raining outside. Soon the doghouse gets too crowded until a skunk tries to squeeze in. Quickly, all the animals leave the doghouse.

The text in this story has many interesting adjectives: mighty, frightening, boring, warm, tight, full, crowded, awful, another, soaked, sopping and happy. Act out the verbs used in this story: chew, romp, play, look, pour, sleep, look, catch, race, find, romp, jump and chase. Combine the verbs to create three-part directions for practicing the auditory goal for this week.

Explain to your child that the doghouse is a building or home for the dog. Look for doghouses when you are walking around your community or neighborhood. Talk about how the doghouse looks and what size dog might live in the doghouse. Discuss different places for people to stay, such as: apartment, cabin, hotel, tent, house, camper and cottage.



## Song of the Week

**London Bridge is Falling Down**, in *Wee Sing and Play, Musical Games and Rhymes for Children*, by Beall and Nipp, Price/Stern/Sloan, Los Angeles, 1983.

*London Bridge is falling down, falling down, falling down*  
*London Bridge is falling down, my fair lady.*  
*Take the key and lock her up, lock her up, lock her up*  
*Take the key and lock her up, my fair lady.*

You'll need three or more people to turn this song into a game. Two people face each other, join hands and form an arch (bridge) with their arms. The other person(s) passes under the bridge. When singing the line, "my fair lady", lower your arms and catch the person. Swing back and forth while singing the line, "lock her up".

The word, *bridge*, has the [j] sound. This is a fun song for reinforcing the speech goal for this week.

