



# Audition

WEEK 6

Theme: In the tree

## Domain and goal

- Auditory discrimination and memory for prepositions: in, on and under + known noun

## Activities

### A Bird and a Tree

You can make a prop that looks like a tree if you live in an environment where you can go outside and collect a small branch from a tree or bush. If this isn't possible, you could glue together small wooden ice cream sticks to make a tree. The nest can be made with cotton or dried grasses. You might find objects for this theme at a hobby or craft store. Give a preposition + noun direction, with a pause between the first three words and the second set of words: **"Put the bird...under the tree."** Have your child put a bird "under the tree" or "on the tree" or "in the nest".

You will need:

- ✓ Something that resembles a tree
- ✓ Small toy bird
- ✓ Nest.

### Move the Doll

Your child listens to your direction and then puts the doll "under the blanket", "in the bed", "on the blanket" or "under the pillow". Finish the activity with your child directing the play with his/her dolls while you feed in the language and narrate what your child is doing.

You will need:

- ✓ Doll
- ✓ Blanket
- ✓ Pillow
- ✓ Bed.



Date	What did your child do?



# Receptive Language

WEEK 6

Theme: In the tree



## Domain and goal

- Understands plurals



Date

What did your child do?

## Activities

### Where are the...?

Use toys or pictures as listed below. Say, **"I have one dish. What do I have?"** Expect your child to try to imitate, "Dish", then put it in front of him/her. Next, say, **"Now I have two dishes. Dishes"**. Your child tries to say, "Dishes". Put the other dishes separate from, but beside, the one dish. Point and say: **"One dish. Two dishes."** Your child repeats your actions and words. Before you go onto the next objects or pictures, ask him/her to give you, "Dishes", "Dish". Continue this activity with the other objects.

You will need:

- |           |            |                |
|-----------|------------|----------------|
| ✓ Houses  | ✓ Glasses  | ✓ Glasses      |
| ✓ Horses  | ✓ Branches | ✓ Sandwiches   |
| ✓ Peaches | ✓ Roses    | ✓ Oranges      |
| ✓ Cheeses | ✓ Branches | ✓ Watches      |
| ✓ Dishes  | ✓ Bridges  | ✓ Toothbrushes |

Repeat this activity using regular plural objects. The list is endless, so use what is interesting and familiar to your child.

You could use:

- Cat/cats
- Dog/dogs
- Bee/bees
- Shoe/ shoes

To reinforce in the tree:

- Trees
- Birds
- Leaves
- Flowers
- Apples
- Cherries
- Pears.

### Move it to the Kitchen

Many of these extra syllable plurals can be found in the kitchen, so you can reinforce the structured plural teaching in a natural setting in the kitchen. Put out one glass and two, three, or four glasses. As you are cleaning up, talk about one dish, two dishes, three dishes. Count the oranges – one orange, two oranges. Taste your child's favourite cheese and some different cheeses. Then go and brush your teeth. You each have a toothbrush – one toothbrush, two toothbrushes.

**TIP:** ★ An extra syllable is added to some words when they change from singular to plural forms. Typically, if a word ends in /s/ (e.g. houses), /z/ (e.g. roses), /sh/ (e.g. dishes), /ch/ (e.g. churches), /j/ (e.g. bridges), the plural becomes an extra syllable. Teach this form of plurals first since it may be easier for your child to perceive the difference between the singular and plural forms. Although your child may not use correct speech for the plural form, expect them to say an extra speech sound to mark the plural form.

★ In the English language, some words become irregular in their plural form (e.g. foot-feet, child-children, man-men). Typically, when a word ends in /f/, the /f/ changes to /v+/z/ sounds to become plural (e.g. loaf-loaves, leaf-leaves, calf-calves). /v+/z/ are more difficult sounds for a young child to produce. It is helpful to teach irregular plurals as specific vocabulary.





# Expressive Language

WEEK 6

Theme: In the tree

## Domain and goal

- Uses prepositions: in, on, under
- Asks, "Where is it?"

## Activities

### Where are the Eggs?

Plastic eggs that can be opened serve a variety of purposes in teaching your child. Hide little toys or little birds in the eggs. Tell your child to hide some eggs. Give them some clues: **"Put it under the chair", "Put it on the table", "Put it in the nest"**. Close your eyes as he/she hides them. Ask, **"Where are the eggs?"** He/she tells you where they put them, for example, "In the nest", so they can practice the expressive language. Find the eggs and open them one at a time. Reinforce the vocabulary that names the objects, then switch roles.

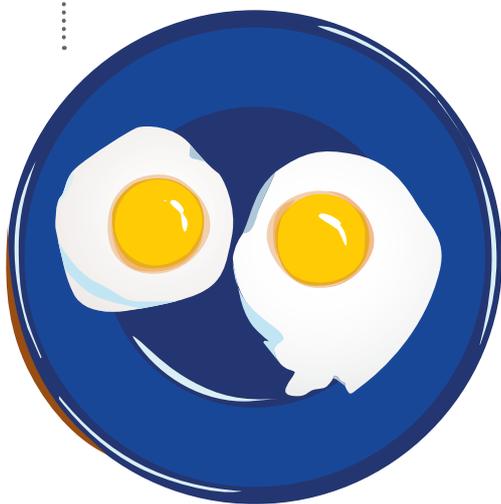
You will need:

- ✓ Plastic eggs that open
- ✓ Little toys
- ✓ Toy birds.

### Where are the Toys?

Use the eggs and objects from the game, *Where are the Eggs?* Put out a few of the eggs with objects inside of them. Play a guessing game with your child. You ask each other, **"Where is the \_\_\_?"** Open the egg to find the toy.

**TIP:** ★ The book you read to your child in Week 1, *Are You My Mother?*, by PD Eastman, fits in beautifully with this week's theme. Read this story again a few times during the week. Note the progress your child has made since Week 1.



Date	What did your child do?



## Domain and goal

- Produces /d/ in some words
- Imitates acquired consonants in two-syllable babble with the same consonant and different vowel

## Activities

### Where are the D Things?

Go around the house with your child and find objects that have the /d/ sound, for example: dish, dog, doll, daddy, door, donut, hot dog, bed, food and teddy. Name them as you find them, acoustically highlighting the /d/ if your child doesn't say /d/ quite right.

### Outside Play

There is so much to do outside. As you are playing outside with your child, feed in phrases that give him/her practice with the sounds they can say. Some examples are

- M: my mitten, hi moon
- H: I'm hungry, here it is
- W: walk to the park, big window
- N: knock on the door, here's the nest
- P: put it here, beep beep
- B: be happy, bounce the ball
- D: push it down, dig it up.

**TIP:** ★ Remember that your child is practicing how to say lots of sounds in longer phrases. Not all the sounds will be perfect. Use the three-tries rule of thumb – feed it in three times and then go on.



Date	What did your child do?



# Songs, Rhymes & Stories

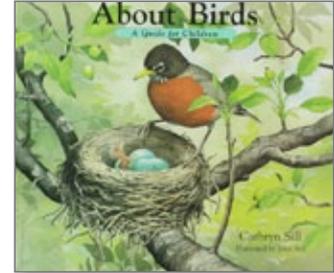
WEEK 6

Theme: In the tree

## Story of the Week

**About Birds**, by Cathryn Sill, John Sill illustrator, Peachtree Publishers, 1997.

This is the first non-fiction book suggested in this resource. It is a picture book field guide for children from preschool age through to second grade. The text provides ample opportunities to reinforce the goals for this week and previous weeks. You can feed in new vocabulary, such as “flock together” or “gather food”. The beautiful watercolor illustrations allow you to talk about how the birds in the book are the same or different. “Birds have feathers.” “Most birds fly, but some swim. Others run.” Same and different is a concept that will be targeted in future weeks.



**TIP:** ★ Read non-fiction as well as fiction books with your child. Non-fiction books provide information about the world in which we live, including an abundance of vocabulary about specific topics. Fiction provides a framework for your child to learn **story grammar** and deals with ideas not necessarily found in non-fiction.

## Song of the Week

**Two Little Blackbirds, Wee Sing Children's Songs and Fingerplays**, by Beall and Nipp, Price/Stern/Sloan, Los Angeles, 1985.

This song can be done as a fingerplay.

*Two Little Blackbirds sitting on a hill, (pointer fingers up)  
One named Jack, (one hand forward) one named Jill. (other hand)  
Fly away, Jack, (one hand behind back) Fly away, Jill, (other hand)  
Come back, Jack, (return one hand) Come back, Jill. (return other hand)*

