



Domain and goal

- Answers: What do you do when ___?
- Listens to and remembers four situations and tells which one(s) make you feel happy (fill in the blank with different emotions)



Activities

Situation Photos

Go through photos from the past or take specific photos of your child engaged in different activities associated with a variety of emotions. Look at the photos on the camera, computer, or iPad. Talk about how your child was feeling. Continue the discussion by asking the question, 'What do you do when you are ___?', and model answers to the question. Examples include:

Situation	Emotion	What do you do when you are ___?
Eating lunch	hungry	hungry...eat, have a snack...
Playing	happy, joyful	joyful...laugh, talk, run around...
Building a tall tower	proud	proud...smile, tell Grandma...
Taking a nap	tired, sleepy	tired...sleep, rest, go to bed...
Falling down	hurt, sad, upset	hurt...cry, get a bandage...
Helping a hurt pet	sad, unhappy	unhappy...frown, help, pet my dog...

Remember and Pick

Use the photos from the Situation Photos activity. Put four photos in front of your child. Ask him/her to listen and tell you what makes them feel emotion (happy, proud, etc.). For example, 'Tell me what makes you feel joyful: washing your hair, playing with your friend, falling down, or going to the park.'

Once your child is comfortable with this, try the same activity without your child seeing the photos. Ask your child to listen and remember. Verbally list four situations and ask the question, 'Tell me what makes you feel hurt: bumping your head, sleeping, eating a snack, or reading a book.'

TIP: ★ Your child's auditory memory improves when you verbally say a group of words without visual cues to help. They recall what you said by listening, remembering, and attaching meaning to what you said.



Date	What did your child do?

Domain and goal

- Uses pronouns: nobody, no one
- Uses verbs: am, are
- Asks: How do you feel?
- Understands idioms: feeling blue, head in the clouds, all shook up



Activities

People Watching

When you are waiting somewhere such as at the airport, in a waiting room, or in a checkout line, watch different people and talk quietly about how they may be feeling. Incorporate the pronouns 'nobody' and 'no one.' Relate it to the targeted idioms for this week. Your conversation may go something like this when you are at the checkout line at a store: 'Look at the people shopping. No one seems angry or worried. Nobody looks afraid. No one acts all shook up.' You could incorporate more advanced emotion vocabulary such as:

- afraid
- angry
- worried
- annoyed
- frustrated
- excited
- joyful
- playful
- lazy



Stuffed Animals

Gather stuffed animals and create pretend scenarios and dialog among the animals. Encourage your child to ask an animal, 'How do you feel?' Answer for the animal, 'I am **emotion**.' Continue the dialog, 'I'm **emotion** you are **emotion**.'

The dialog might sound like this:

Child: Hi caterpillar, how are you feeling today?

Caterpillar (as spoken by adult or sibling): I am tired today and feel lazy.

Child: I'm sorry you are tired. Maybe you can take a nap. Then you won't feel blue.

Change roles and let your child be the caterpillar. Encourage your child to be creative in pretend play and extend the dialog in interesting ways.

Vehicles Talking

If your child is more interested in toy vehicles than stuffed animals, you can play the Stuffed Animals activity using vehicles that pretend to talk. You might allow your child to watch age-appropriate animated movies and shows where vehicles talk.

TIP: ★ Siblings often enjoy engaging in pretend play with one another. Model and encourage siblings to talk with one another as they are pretend playing.

Date	What did your child do?



Domain and goal

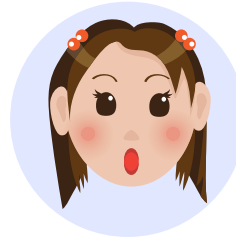
- Stimulate for 'l' sound (see page 37 Speech Sounds)

Activities

Things I Love To Do

Draw pictures or make a poster with photographs of what your child 'loves' to do. If applicable, include these words:

- swim/fish in a lake
- laugh out loud
- drink lemonade
- put on lipstick
- eat lunch
- fly on an airplane above the clouds
- cuddle up in a blanket
- climb on rocks
- plant/smell flowers
- play with my family
- talk on the telephone
- blow bubbles
- ride my bicycle
- slide on the slide



What Do You Do When You're Hungry?

You eat when you are hungry, so use this time to reinforce the speech sound 'l'.

- Put jelly on toast and serve it with a glass of milk.
- Fill celery sticks with peanut butter or cream cheese. Put them on a plate.
- Make a salad with lettuce, broccoli, noodles, and olives.
- Have a sweet after eating dinner: vanilla or chocolate ice cream with marshmallow, lollipop, popsicle, watermelon, or apple.

TIP: ★ Avoid a squabble over shared food by letting one child divide the food and the other pick which one they want.



Date	What did your child do?

Domain and goal

- Shake My Sillies Out, by Raffi

Activities

Shake My Sillies Out, by Raffi, Homeland Publishing, 1977

This song reinforces the concepts for the theme, emotions, and also includes words for speech practice for the sound 'l': sillies, wiggle, waggles, clap, jiggles, sleepies. Get up and move around while singing this fun song. Make up your own words that match to go with the song.

*Gotta shake, shake, shake my sillies out,
Shake, shake, shake my sillies out,
Shake, shake, shake my sillies out,
And wiggle my waggles away.*

*Gotta clap, clap, clap my crazies out,
Clap, clap, clap my crazies out,
Clap, clap, clap my crazies out,
And wiggle my waggles away.*

*Gotta jump, jump, jump my jiggles out,
Jump, jump, jump my jiggles out,
Jump, jump, jump my jiggles out,
And wiggle my waggles away.*

(Slower) *Gotta yawn, yawn, yawn my sleepies out,
Yawn, yawn, yawn my sleepies out,
Yawn, yawn, yawn my sleepies out,
And wiggle my waggles away.*

*Gotta shake, shake, shake my sillies out,
Shake, shake, shake my sillies out,
Shake, shake, shake my sillies out,
And wiggle my waggles away.*



Date	What did your child do?

Alexander and the Terrible, Horrible, No Good, Very Bad Day, Judith Viorst

(Author), Ray Cruz (Illustrator), Atheneum Books for Young Readers, 2009

Alexander has a terrible, horrible, no good, very bad day that started when he woke up with gum in his hair. What does he do when he is having such a bad day? He says he is going to move to Australia!

This story has many carry-over possibilities for this week's lesson.

- Your child is exposed to new vocabulary, terrible and horrible, to describe their emotions when he/she is feeling bad, sad, mad, or frustrated.
- After reading the story, say, 'Alexander says he wants to go to Australia when he is having a terrible, horrible, no good, very bad day. What do you do when you are having a terrible, horrible, no good, very bad day? How does that make you feel?'
- Your child is at the right stage in auditory memory to remember the phrase, 'a terrible, horrible, no good, very bad day' and to chime in as you read the story aloud.
- Recall and sequence the events in the story after reading sections of the story. If this is difficult for your child to do from auditory memory alone, act out the sequence of events, reread the story and then practice recalling the sequence of major events or recall the small events within a major event. 'I went to sleep with gum in my mouth and now there's gum in my hair and when I got out of bed this morning I tripped on the skateboard and by mistake I dropped my sweater in the sink while the water was running and I could tell it was going to be a terrible, horrible, no good, very bad day.' For this part of the story the sequence of events is: Woke up with gum in his hair (got gum in his hair, went to bed and woke up with gum in his hair); tripped on the skateboard (left the skateboard out, tripped on the skateboard and fell down; got his sweater wet (turned the water on, took off his sweater and dropped it in the water). If your child's auditory memory is four, he/she should be able to remember three items in order, so these sequences are at the right level for your child.
- Your child practices the speech sound 'l' throughout the story as they say the phrase, 'a terrible, horrible, no good, very bad day.'

