



## Domain and goal

- Follows three-step unrelated directions

## Activities

### Doll House

Get out the doll house you used when teaching rooms in the house. To review vocabulary for rooms in the house and to teach the vocabulary for furniture, spend a few days playing and talking with your child as they put the furniture in different rooms of the house. Create fun and interesting stories and scenarios with these props. Once your child comfortably knows furniture vocabulary, play with the doll house while using three-step unrelated commands using language your child acquired in previous weeks:

- Prepositions
- Possessive 's
- Pronouns
- Prepositions: in, on, under, over, beside, next to, on top of.

Some of the three-step unrelated directions you could use are:

- Put the girl on the bed, the boy next to the chair and the dog under the bed.
- Put the boy beside his bed, the girl on her bed and the dog under the blanket.
- Get Daddy's chair, put it in the living room, move Mummy's chair beside Daddy's chair.
- Daddy sits on his chair, Mummy sleeps in her bed and the dog sleeps under the table.

You will need:

- ✓ Doll house
- ✓ Toy people
- ✓ Toy furniture
- ✓ Toy pets.

**TIP:** ★ Allow time for your child to play alone without any directions or intervention from you. This encourages him/her to play independently, to be creative and to develop sequences in their play.



Date	What did your child do?



## Domain and goal

- Understands, "When do you...?"

## Activities

### Day and Night Card Game

Get out the cards or pictures you made or bought when teaching vocabulary for verbs. Use the sun and moon you made for the expressive activity for this week. Put the sun on one side and the moon on the other side. Shuffle the verb cards and put them face down. Pick up one card at a time and ask, "When do you [verb]?" When do you sleep? Put the card beside the moon. When do you eat? Put the card with the sun.

### Talking about When

The question, "When do you...?", is easily incorporated into conversation throughout the day. Make it even more meaningful by reviewing the descriptive words your child has been learning. Here are some examples of how you could use this question:

- When do you wake up? In the morning.
- When do you eat? When I'm hungry.
- When do you drink? When I'm thirsty.
- When do you dry your hands? When they are wet.
- When do you go to school? When I get big.
- When do you take a bath? At night.

### Bedtime

Feed in the questions and answers from the above activity, *Talking About When*, as you and your child are playing with the doll house. Acting out your bedtime routine and expected behavior as you are playing with the doll house should help to make bedtime in your house a pleasant daily activity.

**TIP:** ★ As you set expectations and deal with your child's behavior, ask yourself: What behavior am I rewarding? What behavior am I ignoring? What behavior am I redirecting?



Date	What did your child do?



# Expressive Language

Theme: Furniture

WEEK 28

## Domain and goal

- Uses: morning/night



## Activities

### Sun and Moon

Enhance your child's doll house pretend play by making a big, yellow sun and a smaller white moon out of construction paper or felt. Put masking tape under the sun and moon so your child can attach either the sun or the moon to the top of the house. Model the phrases, "in the morning" when the sun is on the house, and "at night" when the moon is out. Link it with the receptive language goal of understanding questions that start with, "When...?" (See *Receptive Language* activities for this week.)

You will need:

- ✓ Doll house
- ✓ Doll house furniture
- ✓ Yellow and white construction paper or felt
- ✓ Masking tape.

### Morning and Night Poster

Collect or take photos of events that happen in the morning and at night. Divide a big piece of paper in half. Put a sun on one half and a moon on the other half of the paper. Tape or glue the pictures on the morning and/or the night section. You could reinforce the concept *which one doesn't belong* as you are doing this. Talk about how you do some things in the morning and at night, such as brushing your teeth. Hang the poster on the wall or refrigerator door so there are plenty of opportunities for your child to talk about it.

**TIP:** ★ When your child is playing alone, listen for his/her expressive language as they talk to themselves. You will hear vocabulary and language that you have been teaching your child over the past weeks and days.



Date	What did your child do?



## Domain and goal

- Stimulate /ch/

## Activities

### Find the Chair

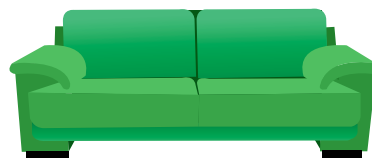
Give your child the following clues and ask him/her to find the right chair in your house:

- Rocking **chair**
- High **chair**
- Soft **chair**
- Hard **chair**
- Big **chair**
- Little **chair**
- Old **chair**
- New **chair**.

### A Walk Through the House

Go through your house and name the furniture to reinforce this week's goals and to expose your child to many words with the /ch/ sound. Here are some words you could use:

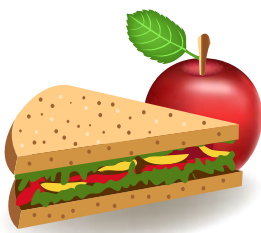
- Furnit**ure**
- **Ch**air
- Couch
- Touch the \_\_\_
- Watch out
- See the pict**ure**
- What's in the kit**ch**en?



### Kitchen Activities

When do we eat? We eat when we're hungry. Go to the kitchen and find some different foods. Name the foods that have the /ch/ sound:

- |                   |                        |                         |
|-------------------|------------------------|-------------------------|
| • <b>C</b> heese  | • <b>C</b> hicken      | • <b>C</b> hilli        |
| • <b>C</b> herry  | • <b>C</b> heeseburger | • <b>C</b> hips         |
| • Spin <b>ach</b> | • En <b>ch</b> ilada   | • French <b>ch</b> ries |
| • Peach           | • Sandwich             | • <b>C</b> hocolate     |
- Talk about:
- |           |                 |         |
|-----------|-----------------|---------|
| • Lunch   | • <b>C</b> hewy | • Munch |
| • Crunchy | • <b>C</b> hop  |         |



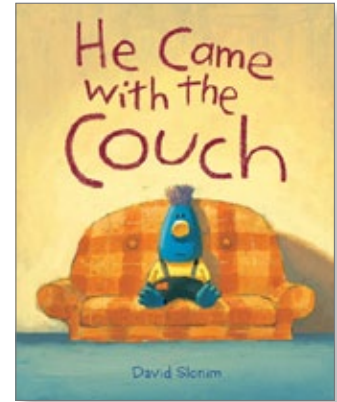
Date	What did your child do?



## Story of the Week

**He Came With the Couch**, by David Slonim, Chronicle Books, 2005.

A little girl named Sophie, and her family, needs a new couch. They search all day and finally find one. But there is a strange creature sitting in the middle of the couch. There are many references to the couch and the creature as you read this story. Your child learns the word couch and is stimulated with the speech sound for the week, /ch/, in the words: couch and creature.



## Song of the Week

**Five Little Monkeys Jumping on the Bed (Read Along Book and CD)**, by Eileen Christelow, Sandpiper, 2006.

Act out five little monkeys jumping on the bed in this popular fingerplay. As a bonus, there is a CD and read-along book to go with the fingerplay.

*Five little monkeys jumping on the bed. (use your fingers as monkeys jumping)*  
*One falls off and bumps his head. (touch your head)*  
*Mama call the doctor and the doctor says, (hold your hand up to your ear)*  
*"No more monkeys jumping on the bed!" (shake your finger.)*

Repeat the fingerplay with four, three, two, one, and no little monkeys jumping on the bed.

**TIP:** ★ Be aware of when a word ending with "...ture" is pronounced as "...chur" as in the words: furniture and creature.

