

Domain and goal

- Answers: What do you do with your ___?
- Answers: What does it taste like? It tastes ____.



Activities

Clay Mouths

Make different shaped mouths using play clay. As you and your child are making mouths of different shapes and sizes, ask the question, 'What do you do with your mouth?'. Your child processes this question through listening and responds with a variety of verbs, such as:

- eat food
- chew with my mouth
- drink milk
- smile at my friends
- talk to my grandpa
- frown when I'm sad
- sing songs
- blow out candles
- laugh at funny things



Clay People

Continue molding with the play clay. Make clay people. Ask your child questions related to body parts. Act out the answers.

- What do you do with your hands? Draw, paint, wave, open the door, use the computer, pull my wagon, pick up things, hold my spoon...
- What do you do with your legs? Jump, walk, kick a ball, run, ride a tricycle...

Taste Party

Taste a variety of foods. Tell your child that he/she tastes with their tongue. Ask, 'What do you do with your tongue? I taste with my tongue.' Talk about different tastes as you taste foods, 'What does ___ taste like? It tastes ____.' Here are some examples:

- sweet: cookie, ice cream, watermelon
- sour: lemon, grapefruit, citrus peels
- salty: potato chips, popcorn, pretzels, some crackers
- spicy: mustard, horseradish, mulled cider, some ethnic foods
- bitter: chicory, escarole, dandelion greens, unsweetened tea, coffee, cocoa, onions

TIP: ★ It is important and typical for you and your child to establish eye contact at different times during the day.

Date	What did your child do?

Receptive & Expressive Language

Theme: Senses – Taste

WEEK 19

Domain and goal

- Uses adjectives to describe food
- Uses preposition: for
- Understands idioms: make my mouth water, foot in my mouth

Activities

Sort Food

Use adjectives to describe food you tasted or ate. Take pictures of different food or download images from the internet. Sort the pictures into different categories of adjectives, such as:

- crunchy: fresh carrots, fresh green peppers, nuts
- smooth: milk shake, yogurt, cream cheese
- greasy: potato chips, bacon, fried foods
- juicy: orange, rare meat, tomatoes
- chewy: licorice, taffy, beef jerky, soft cookies



Setting the Table

Give your child little jobs for helping to set the table. Feed in the language for the preposition 'for'. This preposition can be used in many different contexts. For this lesson, target the uses listed below:

- belongs to: a spoon for sister; an apple for Daddy; a bowl for the vegetables; a drawer for the silverware; a cabinet for the dishes
- in return for: use a bowl for a plate; thank you for helping me
- appropriate for: food for dinner; spices for the meat
- during the time period of: for a long time; for as long as it takes
- in honor of: to give a party for a friend; make a meal for Aunty
- in a phrase with an infinitive: it's time for us to eat

Idioms

- Make my mouth water. When something tastes delicious, say, 'This makes my mouth water.' Talk about how a dog's mouth waters when it is waiting to be fed.
- Foot in my mouth. If your child says something he/she should not say, remind them: 'You put your foot in your mouth.' Show your child how difficult it is to try to put your foot in your mouth.

TIP: ★ Link an idiom to the humor and absurdity often associated with the original meaning.



Date	What did your child do?



Domain and goal

- Stimulate s sound

Activities

Breakfast

There are many words with the s sound related to breakfast. Here are some words to use as you talk to your child about breakfast choices:

- pancakes
- sticky syrup
- cereal
- toast
- strawberries
- grapes
- apple sauce

Make a Sandwich

Talk about foods you might put on a sandwich. Let your child pick out what he/she wants on their sandwich as they help to make the sandwich; for example:

- hummus
- roast beef
- lettuce
- mustard
- sauce

Snacks

Look at all the snacks available at the grocery store:

- nuts
- pretzels
- carrots
- celery
- ice cream
- popsicle

Are You Thirsty?

If you are thirsty, you might pour juice or soda in a glass filled with ice.

Sweet or Sour

Sample some foods to taste. Are they sweet, sour, salty, or spicy?



Date	What did your child do?

Songs & Rhymes

Theme: Senses – Taste

WEEK 19

Domain and goal

- I'm a Little Teapot
- Peanut Butter Sandwich, by Raffi
- Taste Poem in Finger Frolics

Activities

I'm a Little Teapot

Act out this common children's song.

*I'm a little teapot, short and stout.
Here is my handle, here is my spout.
(Put one arm on waist for the handle
and one arm up with your hand curved
for the spout.)
When I get all steamed up, hear me
shout.
Just tip me over and pour me out.
(Bend on the side of the spout.)*

Peanut Butter Sandwich, The Raffi Singable Songbook, Raffi, Chappell, Don Mills (Authors), Ontario, CA, (no date)

This song can be sung as you do the Make a Sandwich activity for the speech lesson this week.

*A peanut butter sandwich made with jam,
One for me and one for David Amram,
A peanut butter sandwich made with jam.
Stick, stick, sticky stick stick.
I can think of witches good and bad,
But the best witch that I've ever had was
A peanut butter sandwich made with jam.
Yum, yum, yummy yum yum.
A peanut butter sandwich made with jam,
One for me and one for David Amram,
A peanut butter sandwich made with jam.
Yum, yum, yummy yum yum.*

Taste Poem in Finger Frolics, Over 250 Fingerplays for Young Children from 3 Years, Discovery Toys, Pleasant Hill, CA, 1985

This poem includes many of the words, concepts, and activities for this week's lesson. Also, there are several words with the s sound in this poem. Read the poem over and over again with your child. Soon they will remember some of the words and perhaps a few lines in the poem.

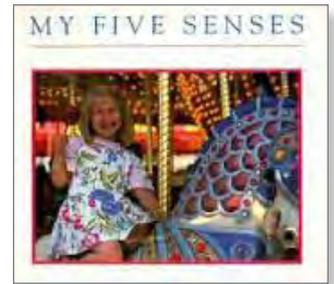
*I like the tart taste of a navel orange
As I eat it piece-by-piece.
Bunches of cherries are sweet on my
tongue
And I like bacon fried in grease.
I like the mix of sticky tastes
In peanut butter and jelly.
Spaghetti is spicy and sloppy to eat
And it drips onto my belly.
I like chicken a lot,
And I gnaw it to the bone.
A cold glass of water tastes good with a
meal,
As a cold, sweet ice cream cone.*



Date	What did your child do?

My Five Senses (Aladdin Picture Books), Margaret Miller (Author), 1998

This photo essay introduces your child to the five senses which are the themes for this week's and the next four week's lessons. The photographs are of five children of different races and ethnicities. The text in the book is simple and repetitive, and your child may remember the words and use them spontaneously in some of the other activities for this week. 'With my nose I smell popcorn, a horse, flowers, and garbage. With my mouth I taste...' At the end of the book the text reads, 'With our five senses, we enjoy our world.' Use this book to reinforce the question form, 'What do you do with your___?'



Taste (The Five Senses), Maria Rius (Author), J. M. Parramon (Author), J. J. Puig (Author), Barron's Educational Series, 1985

In this book your child learns specifically about taste. The text is clear and the illustrations are colorful. 'Pastries taste good to me. So does chocolate. Oranges are delicious. And milk is yummy!' A section is included for parents to help you explain and answer your child's questions about taste. An illustration of the mouth, palate, throat, and taste buds is included which provides a way for you to teach your child new and 'scientific' vocabulary related to taste. Reinforce the auditory and language goals for this week by reading and discussing this book with your child.

