

### Domain and goal

- Understands through listening new vocabulary by relating it to known words
- Remembers a string of three to four known words

### Activities

#### Concentric circles

Expand your child's auditory comprehension of vocabulary by thinking of concentric circles that expand with more advanced words. On a poster board or in your child's experience book, draw a small circle. In the center of the circle draw a picture and write the word for vocabulary your child already uses. Draw a larger circle around the smaller circle and add nouns that relate to the first word. Add additional concentric circles and include verbs and adjectives associated with the original word (Pollack, Goldberg, and Caleffe-Schenck, 1997). Here are some examples:

#### Center Circle

- Salad
- Potatoes

#### Noun Circle

- Lettuce, carrots, tomatoes
- Fries, mashed, baked, chips

#### Verb Circle

- Mix, toss, dress
- Peel, slice, boil

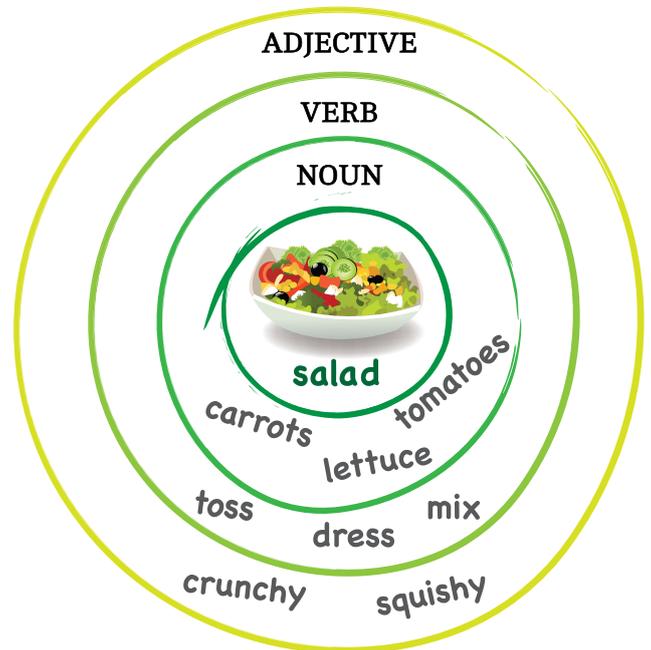
#### Adjective Circle

- Crunchy, squishy
- Salty, creamy

#### Food Memory Game

This auditory memory game provides practice in remembering a sequence of known words. It helps your child group words by categories and learn the names of the categories. Say, 'I'm thinking of four vegetables: carrots, potatoes, beans, onions. What am I thinking of?' Your child repeats the words you named. Try this game with a variety of food categories, such as:

- fruits: apples, oranges, kiwi, pineapple
- snacks: raisins, cheese, crackers, nuts
- beverages: milk, juice, water, tea
- things in a lunch box: sandwich, peanuts, banana, juice.



Date	What did your child do?

### Domain and goal

- Uses pronoun: they
- Uses concept: much
- Understands idioms: peas in a pod, in a pickle



### Activities

#### Shopping

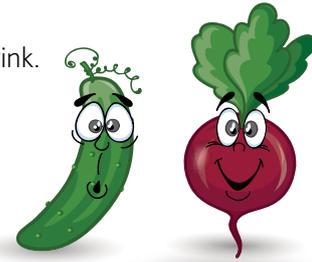
Talk to your child when you are shopping with the specific goal of teaching the words 'they' and 'much'. When you come home, pretend to shop and reinforce these words in phrases and sentences.

Much:

- This is too much food.
- It costs too much.
- This jar of juice is too big. It's too much for us to drink.

They:

- Get some bananas. They go in the cart.
- They are ripe.
- I like carrots. They are crunchy.



#### Unpacking Groceries

As you unpack groceries, reinforce the pronoun 'they' and the concept 'much'. Use these words as you talk about unpacking the groceries.

Much:

- We have so much in this bag. It is very heavy.
- We don't have much milk left. We had to buy some more.
- Look at how much juice is in this bottle.

They:

- Here are the carrots. They go in the bin.
- Be careful with the eggs. They will break if you drop them.
- The crackers are in the box. They are shaped like squares.



#### Idioms

The idioms for this week are related to vegetables: 'peas in a pod' and 'in a pickle.' Show your child a picture of peas in a pod or open a pea pod and look at the little peas inside. Use the pronoun 'they'. 'They are in the pod.' Talk about how the peas are close together. Use the idiom in situations when your child is playing closely and harmoniously with a sibling, friend, or adult family member or friend. Tell him/her, 'You are like two peas in a pod.'

Look at pickles in a tightly closed jar. Reinforce the pronoun 'they'. 'They are in the jar and can't get out.' The next time your child is in a challenging situation, explain that they are 'in a pickle.'

Date	What did your child do?



### Domain and goal

- Contrasts f and v
- Stimulate v sound (see page 21 Speech Sounds)

### Activities

#### Silly Babble

Model silly syllables containing the sounds f and v. You will know if your child hears the difference in these sounds by how he/she tries to repeat what you say. The sounds f and v are made the same, except that f is a breath sound and v is a voiced sound. Can you hear the difference in how your child tries to say these sounds? Try these silly syllables in random order and add your own silly syllables:

- ahf-ahv
- oof-ooV
- eef-eev
- oef-oev
- ahv-ahf
- oov-oof
- eev-eef
- oev-oen
- ahfah-ahvah
- oofoo-ooVoo
- eefee-eevee
- oefoe-oevoe
- fah-vah
- foo-voov
- fee-vee
- foe-voe
- vah-fah
- voo-foo
- vee-fee
- voe-foe

#### Kitchen Fun

Bombard your child with the v sound with activities in the kitchen.

- Name the vegetables.
- Eat some vegetables.
- How many peas do you have? One, two, three, four, five, six, seven, eight, nine, ten, eleven.
- You get lots of vitamins from vegetables.
- Make mashed potatoes and gravy.
- Everyone is very hungry.
- Several people may want to eat.
- Serve some food.
- Be careful when the stove and oven are hot.
- Cover the food so it stays warm.
- Make a vanilla milkshake with vanilla ice cream and milk.



Date	What did your child do?

#### Domain and goal

- Oats, Peas, Beans and Barley Grow, in *Wee Sing and Play*
- Vegetables and Fruits, in *Finger Frolics*



#### TIP:

★ Read children's poetry so your child practices how to recite words with rhythm while learning that poems tell stories. Reciting poems is also an auditory memory activity.

#### Activities

**Oats, Peas, Beans and Barley Grow, Wee Sing and Play, Musical Games and Rhymes for Children**, by Beall and Nipp, Price/Stern/Sloan, Los Angeles, 1983

Sing and act out this song while pretending to be a farmer. For added fun, wear a 'farmer's' hat.

*Oats, peas, beans and barley grow;  
Oats, peas, beans and barley grow;  
Do you or I or anyone know  
How oats, peas, beans and barley grow?*

*First the farmer sows his seed; (pretend to plant seeds)  
Then he stands and takes his ease; (fold arms)  
Stamps his foot and claps his hands; (stamp feet and clap hands)  
And turns around to view the land. (shade eyes)*

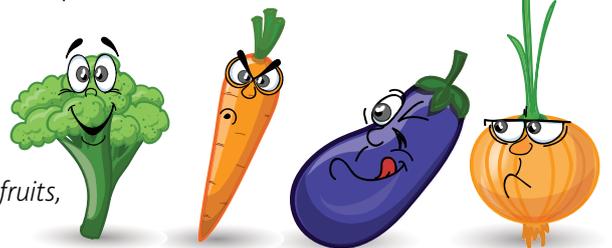
**Vegetables and Fruits, Finger Frolics, Over 250 Fingerplays for Young Children from 3 Years**, Discovery Toys, Pleasant Hill, CA, 1985

Although this poem is relatively long and non-repetitive, it is not too early to expose your child to children's poetry.

- Read the entire poem to your child and then break it into chunks of information to match and extend your child's auditory memory. Recite the poem or a line from the poem over and over again throughout the day. Listen, as your child may be practicing when you least expect it.
- Draw a picture in your child's experience book to illustrate what the poem describes. Include and discuss new vocabulary, such as vine and bushes.
- Compare and contrast last week's theme, fruits, with vegetables, but do not expect your child to be able to group these foods at this stage. Talk about how the song and poem for this week both mention 'peas.'
- Taste the fruits and vegetables from the poem.

*The food we like to eat that grows  
On vines and bushes and trees  
Are vegetables and fruits, my friend,  
Like cherries, grapes, and peas.*

*Apples and oranges and peaches are fruits,  
And so are tangerines.  
Lettuce and carrots are vegetables,  
Like squash and lima beans.*



Date	What did your child do?

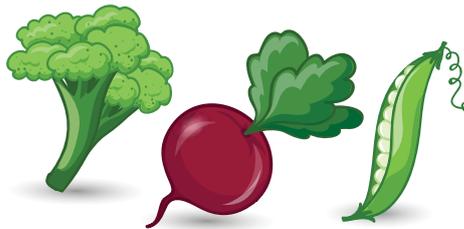
**The Carrot Seed**, Ruth Krauss (Author), Crockett Johnson (Illustrator), Harper Festival, 1993

This is a simple and repetitive classic story about a young boy who plants a carrot seed. He waits for it to grow even though others tell him, 'It won't come up.' The boy is calm and patient as he watches his carrot seed grow into a huge carrot. He earns first prize at the state fair for his carrot. The boy, and your child, learns that patience and confidence lead to great rewards.

### Grow a Carrot

Grow a carrot from a seed just as the boy does in this book. Take photos of the changes in the seed. Sequence these photos to predict what will come next. The photos are helpful props for retelling the story. Talk about how much the carrot has grown to reinforce the language goal for the word 'much'. Reinforce the speech goal for the v sound:

- Wear gloves when working in the garden.
- Shovel dirt in the garden.
- Move the dirt around.
- The sun shines above the carrot.
- Water the plant every day.
- Give the plant lots of love.
- Never step on the plant.
- The carrot is very, very big.
- What a beautiful vegetable it is!



### Compare and Contrast

The illustrator of *The Carrot Seed*, Crockett Johnson, is the same person who illustrated *Harold and the Purple Crayon*, which was a story used for colors in Week 8. Look at the illustrations in both books and talk with your child about how they are the same and different.

**TIP:** ★ When you read with your child, encourage him/her to predict what will happen next. Accept all answers to encourage them to think out of the box. At this stage your child is beginning to predict what comes next.

