



# Audition

Theme: Emotions

WEEK 23

## Domain and goal

- Completes statements using auditory closure



## Activities

Your child is doing *auditory closure* when he/she completes a phrase or sentence. To figure out what word(s) are missing, your child relies on previously learned skills and language, such as: auditory memory, auditory processing, vocabulary and spoken language within the context of the message.

### What am I Thinking?

You can incorporate auditory closure into a game by asking, "**What am I thinking?**" "**It's snowing outside. It must feel \_\_\_\_.**" (cold). Pause and look at your child as you wait for an answer. Examples of other sentences to use for playing this game might be:

- I feel hungry. I want to \_\_\_\_." (eat)
- It's time for bed. I feel \_\_\_\_." (tired)
- You need to wash your hands. They look \_\_\_\_." (dirty)

### What do you Like?

This activity is similar to What am I Thinking? By changing the question, you are encouraging your child to think about what he/she likes and to express their opinions and feelings. Expect your child to respond within the same category you refer to in your first statement, such as food, colors, pets and friends. Remember to pause at the end of the statement and wait for your child to finish the sentence. Here are some examples:

- I like to eat carrots. You like to eat \_\_\_\_.
- I like the color purple. You like the color \_\_\_\_.
- My favorite pet is a dog. Your favorite pet is a \_\_\_\_.
- My friend is Jane. Your friend is \_\_\_\_.

### Finish the Song

When you are singing a song your child knows, pause and let him/her continue to sing the words. You can also promote auditory closure by making up songs.

### Finish the Story

When you are telling a story, pause and let your child finish the sentence. You can do this when you are telling a well-known story and when you are making up a story. Encourage and expect some silly endings to made-up stories.

Date	What did your child do?



## Domain and goal

- Matches pictures of opposites linked with "not"
- Uses auditory closure to respond to the "not" concept for opposites

## Activities

### Matching Opposites

Make or buy cards with pairs of opposites. Select four pairs and mix up the cards. Put one picture from each pair on the left side of the table and the other picture from the pair on the right side. Show your child how to match the pairs as you use the language to describe the pictures. *"This dog is not little. He's big. This one is not big. He's little."* When your child is comfortable with matching four pairs, increase the number of pairs you put out on the table.

You will need:

- ✓ Cards with pairs of opposites.

### Opposite Memory Game

Use the cards from the Matching Opposites game; randomly put out twelve cards, or six pairs, and line them up in three rows with four cards in each row. Show your child that it's important to put each card back into the same location after you turn it over to look at it. Keep this game as an auditory activity. Turn over one card, without your child seeing it, and tell him/her what you have. *"I have soft. I'm looking for one that is not soft. I'm looking for \_\_\_\_."* (hard). Show your child the pictures. Then it's your child's turn to try to match two cards to make a pair of opposites.

### Auditory Closure Fun

This is similar to the activities for the auditory goal for this week. Using these activities, teach your child how to respond to the "not" concept. Be sure to switch the descriptive word you first present, such as:

- It's not cold. It's \_\_\_\_ (hot)
- It's not hot. It's \_\_\_\_ (cold)
- It's not big. It's \_\_\_\_ (little)
- It's not little. It's \_\_\_\_ (big)
- It's not soft. It's \_\_\_\_ (hard)
- It's not hard. It's \_\_\_\_ (soft)
- It's not up. It's \_\_\_\_ (down)
- It's not down. It's \_\_\_\_ (up)



Date	What did your child do?



# Expressive Language

Theme: Emotions

WEEK 23

## Domain and goal

- Pronouns: she, he, it, her, his, him
- Verbing + adjective + noun

## Activities

### Using Pronouns

Your child has had many opportunities in previous weeks to hear and attach meaning to the pronouns: she, he, it, her, his and him. Listen for your child's expressive use of these pronouns. Although your child may confuse pronouns at times, expect that he/she understands the meaning of these pronouns. Continue to model and reinforce correct use of these pronouns.

### Describing the Day

At this point it would be helpful to look back over previous goals and your child's progress and language development. Your child has learned many words to describe what they're doing (verbing) and what something looks, feels, sounds, tastes and smells like (adjective). Your child continues every day to learn new vocabulary for things (nouns). It is time for him/her to be combining verbing + adjective + noun in his expressive language. Maybe your child is including pronouns in these phrases. Model, expect and reinforce this language structure throughout the day. Examples of verbing + adjective + noun are:

- Washing your dirty dish
- Reading my big book
- Driving his fast car
- Drying my wet hair
- Petting her soft kitten
- Looking in Daddy's big pocket
- Drying my sad tears
- Changing baby's wet diaper
- Painting the pretty picture
- Putting on my dry sock.



Date	What did your child do?



## Domain and goal

- Stimulate /r/

## Activities

### Read, Read, Read

Read aloud everything: road signs, recipes, rhymes, stories and writings.

### Review Clothing

Talk about getting dressed and what you'll wear. Get your:

- Underpants
- Shirt
- Skirt
- Shorts
- Sweater.



Now you're ready to leave. Zip the zipper on your jacket before you get in the car or truck.

### Sort Shapes

Find objects at home, outside, at the store, and anywhere, that match different shapes. Take one shape a day and find:

- Circles
- Squares
- Triangles
- Rectangles
- Stars.

### Rock Collection

Start a rock collection. Gather rocks from outside or find different rocks in museum gift shops or rock stores. (There really are rock stores in some places.)

Sort the rocks by color, shape, hardness (soft or hard), texture (rough or smooth) or types of rocks.

### Rain, Rain All Around

Watch a rain shower from your window. See the lightning. Count out loud: one, two, three. (Counting to three was an expressive language goal from last week.) Hear the thunder roar. Look for the sun. Is there a rainbow? What colors do you see in the rainbow? Red, orange, yellow, green, blue, purple.

Another way to stimulate your child with these words is to read a book about rain and rainbows.

**TIP:** ★ It is important for your child to see you reading every day. Reading books, magazines, recipe cards or the newspaper will show your child you value reading and he/she should too.



Date	What did your child do?



## Story of the Week

### Goldilocks and the Three Bears, any version.

A family of bears goes out for a walk and returns home to find their house in disarray. Acting out this story gives your child opportunities to:

- Use the “not” concept and opposites, hot/cold and hard/soft
- Express emotions: hungry, surprised, angry, disappointed, confused, and scared.

### Care Bears Stories

Read about the Care Bears to create a link with this week’s theme, emotions and story. Appropriate Care Bears stories about emotions include:

- How Do You Feel?, by Samantha Brooke, 2008
- Caring and Sharing, by S Pants and Samantha Brooke, 2007
- Care Bears: Love Is All Around, by Sonia Sander and Saxton Moore, 2006
- Care Bears: Giving Thanks, by Quinlan B Lee and Jay Johnson, 2005
- Care Bears: Nighty Night, by Quinlan B Lee and Jay Johnson, 2004
- What Makes You Happy?, by JE Bright, 2003

## Song of the Week

**Pease Porridge Hot, Wee Sing and Play**, by Beall and Nipp, Price/Stern/Sloan, Los Angeles, 1983.

*Pease porridge hot,  
Pease porridge cold,  
Pease porridge in the pot,  
Nine days old.*

*Some like it hot,  
Some like it cold,  
Some like it in the pot,  
Nine days old.*

*Daddy likes it hot,  
Mummy likes it cold,  
I like it in the pot,  
Nine days old.*

**TIP:** ★ Go to the library and find different versions of the same story. Read the different texts and look at the different illustrations for the same story.

