



# Audition

Theme: Transportation

WEEK 10

## Domain and goal

- Auditory memory for two related commands with known words

## Activities

### Overlapping Activities

There are many overlapping activities for the different domains this week. Look ahead at the pages and activities for the entire week and incorporate two related commands with **known** words so your child can practice auditory memory for these commands. Don't expect your child to remember two commands if the vocabulary is new. For example, the vocabulary tug boat and canoe may be new words, so you would teach these as single items. Once your child knows these words, you can include these words for the auditory memory goal.

### Playing with Trains

While playing with trains, here are some examples of two related commands you could use:

- Stop the car and wave at the train
- Park the truck and watch the train
- Listen for the train sound. Say "choo choo".

You will need:

- ✓ Play train set
- ✓ Toy cars
- ✓ Toy trucks.

**TIP:** ★ Be clear on what your priority goal is at any point in time. For example, it is better not to teach new vocabulary and expect a longer auditory memory at the same time. Either expect longer auditory memory with known words, or teach the new word using your child's comfortable auditory memory. Another example is when you are stimulating speech productions. If your child is at the word level in correctly producing a specific speech sound, don't expect perfect speech for that sound while working on a new and longer language structure. However, if your child's goal is carry-over of a sound into spontaneous language, integrate language and speech goals.



Date	What did your child do?



### Domain and goal

- Prepositions: over, under
- Adverbs: slow, fast
- Imperative verbs

### Activities

#### Playing Cars

Toy cars are common toys for children. Play "cars" with your child. Make the car go *over* and *under* the furniture. Some go *slow* and some go *fast*. Tell the cars to *stop*, *go* and *wait*. These are known as *imperative verbs*. Feed in the language as you are playing.

You will need:

- ✓ Toy cars.

#### The Big Road Race

See the story for this week's lesson. As you are reading and acting out the book, emphasize the language for this week's receptive language goals.

#### Boats in the Water

Since your child probably does not have on hearing technology when taking a bath, he/she may be missing the language that goes with playing with toy boats in the water. This activity allows you to simulate this water play. Collect different kinds of toy boats. Name each kind of boat before your child sees what it is, for example, "sailboat". Have your child say the word then give the toy to them to explore.

After your child understands the names for different kinds of boats, practice directions from previous weeks: "**Make the motor boat go fast.**" "**Put the ship in the water. It moves slowly.**" This activity reinforces and expands upon the concept of different categories from last week's lesson. A ship, sailboat, motor boat, row boat, tug boat and canoe are all boats, not cars.

You will need:

- ✓ Various toy boats (examples are: ship, sailboat, motor boat, row boat, tug boat, canoe)
- ✓ A tub of water.

**TIP: ★** Allow your child to explore and experiment with different toys representing transportation. It helps in developing your child's cognition, imaginative play, vocabulary for component parts and interest in **contrived play**.



Date	What did your child do?



# Expressive Language

Theme: Transportation

WEEK 10

## Domain and goal

- Gives commands using verbs
- Uses prepositions: over, under
- Uses adverbs: slow, fast

## Activities

See the activities for Receptive Language for this week. You can incorporate expressive language in conjunction with receptive language.

### Mother May I?

This game has been played by children for many years. You can revise it to match your child's age and language goals. Take turns as one of you gives the two-part direction to reinforce the auditory and language goals for the week. You may need to model the language for your child before he/she uses it spontaneously. This is a great game for including siblings and friends. Language to model and expect includes:

- Turn around. Stop.
- Walk fast. Wait.
- Jump up and down. Sit down.

### Race to the Chalk Line

When you are outside playing, draw a chalk line for the start line and a different chalk line as the finish line. Have a *slow race* when you walk slowly and a *fast race* where you can run fast.

### Cars and Trucks Outside

Another outside activity is to drive cars and trucks over and *under the rocks*, bushes, porch and outdoor furniture. Have your child give you the direction so they are practising the expressive language.

You will need:

- ✓ Toy cars and trucks and other vehicles.



Date	What did your child do?



## Domain and goal

- Stimulate /k/

## Activities

### Fill the Backpack

Your child picks an object out of a container or basket. You model the word, highlighting the /k/ sound. Your child imitates you and then puts the object in the backpack.

Reverse the game and take the objects from the backpack and put them back into the containers or basket. (Note: you could do the reverse activity the next day.)

Objects you could use:

- Back**pack**, containers or basket
- **K**ey
- Toy **c**ar
- **C**ap
- **C**andle
- **C**omb
- **C**oat
- **C**andy
- **C**rayons
- **C**amera
- Toy **c**anoe
- Toy **c**at
- **B**ook
- Toy truck**k**
- Toy helicopter.

### Playing with Transportation

Highlight the /k/ sound as you play with the toys.

Toys you could use:

- **C**ars
- Truck**s**
- Helic**o**pters
- **C**anoe
- **C**aboose
- Snow **c**at (used at ski resorts)
- **R**ocket.



Date	What did your child do?



## Story of the Week

**The Berenstain Bears and The Big Road Race**, by Stan and Jan Berenstain, Random House Books for Young Readers, 1987.

Stan and Jan Berenstain have written numerous books that your child will enjoy for years. The main characters are the Berenstain Bears, a lovable bear family who teaches lessons learned from their own experiences.

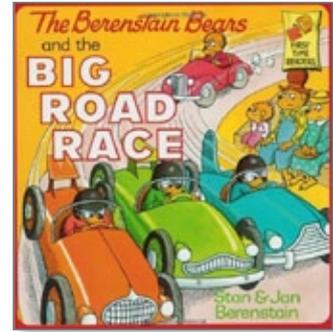
In The Big Road Race, Brother Bear, in his little red car, slowly and steadily races a few unethical drivers in their fast race cars. It has a similar theme to the "tortoise and the hare" story and is jam packed with stimulating language, such as:

- Action verbs: stop, go, wait
- Prepositions: over, under, around and through
- Color vocabulary

To act out this book you will need:

- ✓ Cars of different colors: red (smaller and slower), orange, green, blue larger and faster looking cars
- ✓ Masking tape to put on the floor as the road
- ✓ Half of a cardboard tube or blocks for a tunnel and bridge.

**TIP:** ★ Reread *Go, Dog, Go* from Week 9. This book shows dog driving in cars.



## Song of the Week

Both of these songs are a great way to get your child up and moving. He/she will love the actions and want to repeat the songs and actions over and over again.

### Motor Boat (author unknown)

*Motor boat, motor boat, go so slow, (hold hands with your child and circle and talk slowly)*

*Motor boat, motor boat, go so fast, (pick up the speed and circle and talk faster)*

*Motor boat, motor boat, step on the gas. (circle and talk very quickly)*

### Row Your Boat (author unknown)

Sit on floor facing each other with legs spread and holding hands. Row back and forth as you sing:

*Row, row, row your boat gently down the stream,*

*Merrily, merrily, merrily, merrily, life is but a dream.*

**TIP:** ★ You can make many of the props suggested in these lessons. See the list of *Trash to Treasures* in the *Supporting Materials* section of this resource.

