



# Audition

Theme: Rooms of the House

WEEK 26

## Domain and goal

- Listens to longer stories
- Auditory identification of new vocabulary (ongoing)

## Activities

Your child is enjoying listening to books and looking at the illustrations. Reading aloud to your child is a daily routine. Your child has favourite books they want to hear over and over again. He/she is excited about new books. Your child attends for longer periods of time, makes comments and asks basic questions. Your child learns from what he/she hears as you read aloud.

### Rooms of the House

Draw a big map of each floor of your house and/or play with a toy house. Put toy furniture in the rooms. Using toy people, make up stories having people go from one room to the other. Tie it into the language goals for this week. ***"What do you do when you are tired? Go to bed. Let's go to the bedroom."*** ***"What do you do when you are hungry? Eat a snack. Let's go to the kitchen."***

You will need:

- ✓ Toy house and/or handmade map of rooms in your house
- ✓ Toy furniture
- ✓ Toy people.

**TIP:** ★ Read aloud to your child age-appropriate children's literature. Read both fiction and non-fiction. Find non-fiction books and magazines on topics of interest to your child.

★ Do not limit what words you input to your child. It is developmentally appropriate for your child to learn about **10 new words a day**.

★ Ask yourself: Do I lovingly stretch my child out of his/her comfort zone?



Date	What did your child do?



# Receptive Language

WEEK 26

Theme: Rooms of the House

## Domain and goal

- Understands, "What do you do when you are: sleepy/hungry/thirsty/cold/tired/sick/hurt/dirty?"

## Activities

### Charades

Play charades and act out how you look when you are: sleepy, hungry, cold, tired, sick, hurt and dirty. After acting it out, ask, "**What do you do when you are \_\_\_?**" Then act out what you would do next. Pair it with the words: "**What do you do when you are hungry? Eat a snack.**"

### "What Do You Do When" Pictures

Find pictures on the internet that depict these different states or situations. Describe each picture to your child. Talk about when he/she might feel this way.

Put one picture at a time in front of your child and ask, "**What do you do when you are \_\_\_?**" Guide your child to respond appropriately. Pictures you will need and examples of appropriate responses are:

- Sleepy: Go to bed
- Hungry: Eat a banana
- Thirsty: Drink water
- Cold: Get my blanket
- Tired: Take a nap
- Sick: Tell Mommy
- Hurt: Put on a bandaid
- Dirty: Take a bath.

### "What Do You Do When" Conversations

As something comes up in real life, make comments such as: "**I'm hungry. I'm going to eat my lunch.**" "**The dog is dirty. Let's give her a bath.**" "**I'm cold. I need to put on my sweater.**" "**You're tired. Take a nap when you are tired.**"



Date	What did your child do?



# Expressive Language

WEEK 26

Theme: Rooms of the House

## Domain and goal

- Combines verbs to go with a specific context
- Uses verbs as adjectives

## Activities

You and your child are practicing how to respond to the question, "**What do you do when \_\_\_?**" (See *Receptive Language* activities for this week.) Expect to hear your child combining verbs to go with a specific context. The language may not be perfect. It may sound something like this: "I'm thirsty... drink juice." Model the correct language as you're getting the juice: "**You're thirsty. When you're thirsty you drink juice.**"

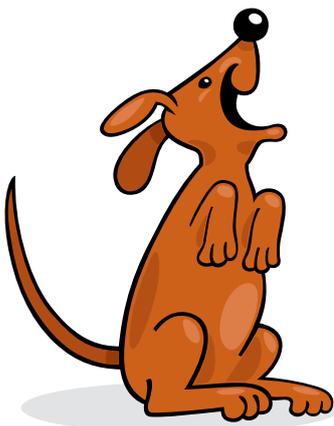
### Napping House

The story for this week is filled with language using verbs as adjectives. Here are some examples:

- Snoring granny
- Dreaming child
- Dozing dog
- Snoozing cat
- Slumbering mouse.

As you are reading and acting out the story, emphasize the verbing words that describe the character in the story. Throughout the day, comment on people and animals in the environment. You might see a:

- Sleeping dog
- Barking dog
- Crying baby
- Flying bird
- Rolling ball.



Date	What did your child do?



## Domain and goal

- Stimulate /s/ in final position



## Activities

### In the Kitchen

You can play this activity with a doll or stuffed animal or apply it to real life. Ask, **"What do you do when you're thirsty?"** Talk about going to the kitchen to get a drink. You can use these words to stimulate /s/:

- Glass of juice
- Soda
- Thirsty.

While you're in the kitchen, ask, **"What do you do when you're hungry?"** Some of the words you might talk about to stimulate for the /s/ sound include:

- Grapes
- Ice cream
- Celery
- Soup
- Cereal
- Pancakes
- Sticky syrup
- Messy
- Salty
- Sweet
- Sour.



### In the Bathroom

Ask: **"What do you do when you're dirty? Let's go into the bathroom and wash your hands."** You can stimulate with these words with the /s/ sound:

- Wash your face with soap
- Put on some lotion
- Your skin is soft.

**TIP:** ★ **Fricatives**, such as s, z, f, v, sh and th, may be easier for your child to produce at the end of words rather than at the beginning of words.

Date	What did your child do?

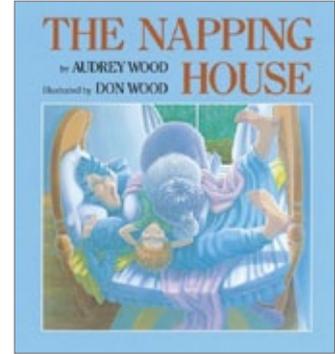


## Story of the Week

**The Napping House**, by Audrey and Don Woods, Scholastic Trumpet Club Special Edition, 1996.

Everyone in the house takes a nap until they are awakened. The text is rhythmic and repetitive. Colors in illustrations show the changes in the light as everyone naps.

As you are reading the book, reinforce goals for this week: **"What do you do when you are sleepy? You take a nap. You take a nap in the bedroom. The bedroom is a room in the house."** The word "house" can be used to stimulate the /s/ in the final position of the word. Verbs are used as adjectives: **"I see a snoring granny, and a snoozing cat."**



## Song of the Week

**In a Cabin in the Woods**, by unknown author.

*In a cabin in the woods (trace a house with your hands)*

*A little old man by the window stood. (put your hand to eyes and look around)*

*Saw a rabbit hopping by (two fingers make rabbit ears hopping by)*

*Knocking at his door. (knock with your fist.)*

*"Help me, help me," sir, he said, (hands lift from shoulders)*

*The farmer makes me afraid. (rabbit ears running away)*

*"Come little rabbit, come with me. (hand gestures for rabbit to come)*

*Happy we will always be." (hand gestures for petting the rabbit)*

