

Activities

Domain and goal

- Remembers numbers 1-10
- Remembers three random numbers in sequential order

Counting is an auditory memory activity. There are limitless opportunities to count as you go through your day. A few ideas are mentioned below.

• Counting Socks

When you are doing the laundry, count the socks as you put them in the washing machine. Count again as you take them out. Count as you hang them up to dry or put them in the dryer.

• Decorate a Cake

Use little candies to decorate a cake or cupcakes. Count to 10 as you place them on the icing.

• Gather Rocks or Seashells

Depending on where you live, you can find several rocks or seashells when you take a walk outside. Count them as you put them in your pail or bag. Count them when you get home. Arrange them into pictures or a design. Sort them by color or shape, and count how many you have in each pile.

• Cars and Trucks

Line up the toy cars and trucks. How many are there in the row? Count them. Do you have 10? Count all the wheels.

• What time is it?

As an auditory memory activity throughout the day, report the time to your child in digital terms. Then ask him/her what time it is. This provides an opportunity to repeat three random numbers in sequential order. Some examples would be: 6:05, 1:22, 4:17.



Date	What did your child do?

Receptive & Expressive Language

Theme: Numbers

WEEK 6

Domain and goal

- Understands the concept of two
- Understands one-to-one correspondence
- Understands ordinal numbers: first, second, last
- Uses plural -s, -es
- Uses concepts: both, more, less



Activities

• Glasses, Dishes, and Lunches

Your child understands the concepts of plurals, so provide experiences for him/her to practice using them. Sometimes it is easier for your child to use plurals when a word ends in s, sh or ch. As you are preparing lunch, get out two glasses and two dishes. Make two sandwiches. Put one sandwich on each dish. Put one glass next to each dish. One dish goes with one glass. This is one-to-one correspondence. There are two people, two glasses, two dishes, two sandwiches, and two lunches.

• Loading and Unloading the Dishwasher

Count the dishes, glasses, bowls, spoons, and everything else as you load and unload the dishwasher. Is your child using plural -s or plural -es? Maybe you have 10 items to count to reinforce auditory memory for 10.

• Colored Marshmallows

Use small, colored marshmallows to practice language concepts for the numbers theme. Line them up in columns with two of each color side by side to teach the concept of two: 'One, two pink marshmallows; one, two green ones; one, two yellow ones.' Next, pick up two at a time, or both in the row. Sort them by color and count by auditory memory to 10. Do you have more of one color? Do you have less of another color?

• Picture Experience

Take sequential pictures of the activities mentioned above or any other experience of interest to your child. Lay the pictures out in order and talk about what happened first, second, and last. Mix them up and put them back in order. Glue them in order in your experience book.



Date	What did your child do?



Domain and goal

- Stimulate k sound in all positions in words and phrases and sentences

Activities

Counting

As you count to 10 you are stimulating the k sound a couple of times. Even the number six has a k sound in it, since the letter x is made with the sounds ks. But ks would be considered a blend, so your child may not correctly say the letter yet. 'Let's count, one, two, three, four, five, six, seven, eight, nine, ten.'

Playing with Dough

Use play dough or real cookie dough. Talk about the different colors of dough. Cut the dough into small pieces. Count how many pieces you have. What shapes can you make with the cookie cutters?

Talk about the different colors of dough. Use the dough to make different things. Pretend to bake the play dough, or if it's real cookie dough, bake it and enjoy the snack. Have a drink or a shake. Use a napkin to wipe your face. You might make:

- Cake
- Cupcake
- Candle
- Caterpillar
- Castle
- Cat
- Kite
- Bucket
- Rock
- Pancake



Go Outside and Play

Talk about what you can do. Take pictures of the activities. Talk about what you did first, second, and last to reinforce the language goals.

- Fly a kite
- Ride a trike
- Ride a bike
- Play catch
- Kick a ball
- Climb in and out of boxes



Date	What did your child do?

Domain and goal

- Five Little Ducks
- One, Two, Buckle My Shoe

Activities

Five Little Ducks

When you sing this song you are addressing many of the goals for this week: production of the k sound; counting; ordinal numbers first, second, last; plural -s; and concepts more and less. Act out the song with friends or siblings.

*Five little ducks went out one day, over the hill and far away.
Mother duck said, 'Quack, quack, quack, quack,'
But only four little ducks came back.*

*Four little ducks went out one day, over the hill and far away.
Mother duck said, 'Quack, quack, quack, quack,'
But only three little ducks came back.*

*Three little ducks went out one day, over the hill and far away.
Mother duck said, 'Quack, quack, quack, quack,'
But only two little ducks came back.*

*Two little ducks went out one day, over the hill and far away.
Mother duck said, 'Quack, quack, quack, quack,'
But only one little duck came back.*

*One little duck went out one day, over the hill and far away.
Mother duck said, 'Quack, quack, quack, quack,'
But none of the five little ducks came back.*

*Sad mother duck went out one day, over the hill and far away.
The sad mother duck said, 'Quack, quack, quack,'
And all of the five little ducks came back.*

One, Two, Buckle My Shoe

This song reinforces the concept of two, counting to 10, and the k speech sound.

*One, two, buckle my shoe.
Three, four, shut the door.
Five, six, pick up sticks.
Seven, eight, lay them straight.
Nine, ten, a big fat hen. (Turn around and shake like a duck.)*



Date	What did your child do?



Over in the Ocean; Over in the Arctic; Over in the Jungle; Marianne Berkes (Author), Jeanette Canyon (Illustrator), Dawn Publications.

These three counting books are written and illustrated by the same people. They have very appealing illustrations. Count, clap, and sing numbers in order as you look at the objects in the book. The settings are different, so these books can be used to review the goal from last week of talking about how things are the same or different. You'll want to use these books in future lessons when the themes are oceans and jungles.

- **Over in the Ocean, Marianne Berkes (Author), Jeanette Canyon (Illustrator), Dawn Publications, 2004**

The illustrations in this book look three dimensional since they were done in clay and then photographed. Act out the body movements of the ocean creatures as you read the book. Look at the extension ideas and art projects.

- **Over in the Arctic, Marianne Berkes (Author), Jeanette Canyon (Illustrator), Dawn Publications, 2008**

These illustrations look like cut paper and your child can count, sing, and imitate the actions. Sing to the tune of Over in the Meadow as you count the baby animals. Hunt for 10 hidden animals and count to 10 when you find them.

- **Over in the Jungle, Marianne Berkes (Author), Jeanette Canyon (Illustrator), Dawn Publications, 2007**

Your child can count monkeys, parrots, ocelots, and many other animals in this book. The three dimensional illustrations seem to make the animals come alive.



Bedtime in the Jungle, John Butler (Author), Peachtree Publishers, 2009.

This is another counting book that is a nice follow-up to the previous book. There are many useful verbs used in this book.

Mouse Count, Ellen Stoll Walsh (Author), Sandpiper, 1995.

In this book your child will get to practice counting forward and backward from 10 as the story progresses.

TIP: ★ Your child's interest in books is increasing. He/she will like to look at some books for 20 minutes at a time or longer.

