



# Audition

WEEK 34

Theme: Games

## Domain and goal

- Demonstrates overhearing spoken language

## Activities

The theme for this week is Games. Playing board games involves conversations and interactions with the other players. Your child practices overhearing spoken language as he/she is engaged in the game. Notice if your child hears the comments from others. Coach him/her to listen when playing games so they know what the other players are thinking and planning. Your child continues to learn language and social nuances through listening.

### Hi Ho Cherry-O Game by Hasbro.

This is a classic children's game for children three years or older. There are small parts with the 40 red cherries included with the board game, so watch carefully that your child does not put the cherries in their mouth. The object of the game is to be the first to pick 10 cherries from your tree and put them in the basket. You spin to find out how many cherries you can pick at a time – one, two or three. This reinforces the lesson on numbers and counting.

If you land on the picture of the dog or bird, you must put two cherries back on your tree. When you land on the picture of the spilled bucket, you must put all the cherries in your bucket back on the tree. This game teaches your child that sometimes the game goes in your favor and sometimes you need to give up what you've gained. This is an important social skill for your child to learn. Keep a cheerful attitude throughout the game so your child perceives games as fun and interactive whether you win or lose.



Date	What did your child do?



# Receptive Language

WEEK 34

Theme: Games

## Domain and goal

- Understands, "What's your name?"
- Understands, "How old are you?"

## Activities

It is important for your child to respond to others when they ask, "What's your name?" or "How old are you?" You will need to set up situations where your child can practice answering these questions.

### Role-Playing

Take turns being the person asking the questions and the person answering. If there is another person, such as a sibling or friend, it is even more meaningful and fun as your child observes how others answer the questions. Here are some situations you could role-play when your child might be asked these questions:

- Arriving at a day care facility for the first time
- Responding to adults or other children at your place of worship
- Signing up for a toddler's class at the recreation center
- Attending toddler's reading time at the library
- Greeting a neighbor when outside walking with a carer or parent.



Date	What did your child do?



## Domain and goal

- Gives first name & age
- Uses "or" to state a choice
- Uses polite intonation
- Apologizes, "I'm sorry"
- Uses intensifiers: very, so, too

## Activities

### Daily Living

As you go about your daily activities think of ways you can reinforce your child's expressive language for this week's goals. Notice if your child responds by giving his/her first name and age when asked the questions, "What's your name?", or "How old are you?" Does your child use a polite voice when talking to adults and peers? Does your child apologize when he/she has made a mistake? Your child learns from you as his/her model, so observe yourself and how you interact with your child and others. Do you use polite intonation? Do you apologize with a sincere voice, "I'm sorry"?

### Pretend Eating Out

In Week 31 you practiced giving your child choices. For this activity, pretend you are eating out. Take turns being the server. Pretend to be the server offering choices. The server might say: *"Do you want pizza or soup?" "Do you want milk or juice?"* Once the server brings the pretend food, model language to include the intensifiers: very, so, too. You might say, *"This pizza is so good. It is very delicious. Do you like your pizza, too?"*

You will need:

- ✓ Pretend food
- ✓ Notepad and pencil to pretend to write down the order
- ✓ Apron to wear as the server.

As an extension to this pretend play, listen to hear if your child uses the word "or" in their expressive language. Does your child say something like, "I want an apple or banana"? Does he/she use the words very, so, too, when talking about something?

### Playing Games

There are many natural opportunities to teach this week's expressive language goals when playing games. Your child can ask others if they want to be red or blue. He/she can use intensifiers as they're playing. "This is so much fun." "I'm very sorry." "The bird ate the cherry. He ate mine too."



Date	What did your child do?



## Domain and goal

- Contrasts /sh/ with /ch/

## Activities

### Hi Ho Cherry-O game by Hasbro

While playing this game there are opportunities for your child to hear the differences between the sounds, /sh/ and /ch/. Here are some examples:

- **Sh**ake the **ch**erries.
- Look at the **sh**ape of the **ch**erries.
- **Sh**are the spinner with another **ch**ild.
- **Sh**e wants a turn to pick **ch**erries.
- **Re**ach for your **sh**are.
- Pick each **ch**erry and put it in your **bush**el.
- **Sh**ow us your bucket of **ch**erries.
- **Cr**ash, your **bush**el fell over.
- The dog **sh**ould be on a **leash** so he can't get the **ch**erries.
- We **wash** **ch**erries before we eat them.
- This is a special game. I feel **ch**eerful.



**TIP:** ★ When looking at games to use with your child, check on the packaging for the suggested age range. It is important for your child to participate in age-appropriate games.

★ It is better if you do not let your child unfairly win every game. Although winning every time may motivate your child, it sends the wrong message. Prepare your child for playing games with peers where your child will not always be the winner.



Date	What did your child do?

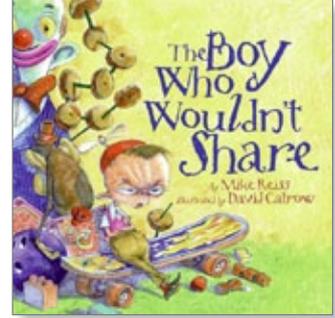


## Story of the Week

**The Boy Who Wouldn't Share**, by Mike Reiss, Harper Collins Children's Books, 2008.

This story is about greedy, grabbing, selfish Edward who doesn't like to share. Fortunately he has a sweet, forgiving little sister, Claire. Edward gets trapped under an avalanche of toys he refuses to share. The message is about Edward learning to share so others will share with him.

This is a useful book for teaching your child about sharing. It gives you opportunities to teach the language goals for this week and to use phrases to contrast /sh/ and /ch/ for the speech goal for the week.



## Rhyme of the Week

**One Potato Two Potatoes, Three Potatoes, Four**, by unknown author.

This game is used to determine who gets to go first when starting a game. It's also a nice way to reinforce counting and plurals.

Everyone puts their fists in front of them. The person saying the rhyme uses their fist to touch the other's fists each time he/she says a number, one fist at a time. When they get to the end of the rhyme – seven potatoes more – the fist the person is touching is put down. The person with the last remaining fist gets to go first.

*One potato, two potatoes, three potatoes, four,  
Five potatoes, six potatoes, seven potatoes, more.*

