

#### Domain and goal

- Answers questions that start with auxiliary verbs

#### Activities

The word order changes when a statement is transformed into a question using auxiliary verbs. For example, 'The duckling is learning to swim' may be changed to the question, 'Is the duckling learning to swim?' Your child learns to answer these questions even though they sound different to statements. When a question starting with an auxiliary verb requires a yes-no answer, encourage your child to elaborate on the answer rather than simply answering with yes or no. Common auxiliary verbs used by children include: am, are, can, could, did, do, does, had, has, have, is, may, might, must, should, was, were, will, would.

- Would you like to pet the puppy? Yes, it looks so soft.
- Can a duckling swim? Yes, it learns to swim when it is a baby.
- Did you see any baby animals at the zoo? Yes, we saw a baby giraffe.
- Is the baby bird in the nest? No, it flew away.
- Are the calves in the barn? No, they are out in the field.

#### Question Game

Look on the internet for pictures of baby animals and animal homes. Choose one auxiliary verb at a time and see how many questions you and your child can create related to the pictures. Your child may not use correct words or word order when asking the question; this is okay at this stage. Simply feed in the correct order for the question and continue to play the game. The primary objective of this game is for your child to answer questions correctly when they start with an auxiliary verb. A few examples follow:

#### Are

- Are the piglets getting dirty or staying clean?
- Are the kittens playing or eating?
- Are the puppies having fun with the toy?

#### Is

- Is the nest high in the tree or low on the ground?
- Is the cave big enough for the mother bear and cubs?
- Is the fish hiding behind the plant?

#### Have

- Have you seen the zebra's mother?
- Have the parents found food for their babies?
- Have the cubs followed their mother or stayed behind?



Date	What did your child do?

# Receptive & Expressive Language

Theme: Baby Animals and Animal Homes

WEEK 30

## Domain and goal

- Asks questions about the future
- Uses third person singular -s
- Uses present perfect tense: have/has + past participle

## Activities

### Trip to the Zoo

#### Plan

Plan a trip to the zoo and target this week's language goals as you talk to your child about the adventure. Start out by discussing the trip before you actually go. Mark it on the calendar, and each day count the number of days until zoo day. Model questions about the future and encourage your child to ask you questions about what you will do.

- What will we do at the zoo?
- What will we see?
- Who will go with us?
- What will we wear?
- How will we get there?
- Will we eat lunch at the zoo?

#### The Event

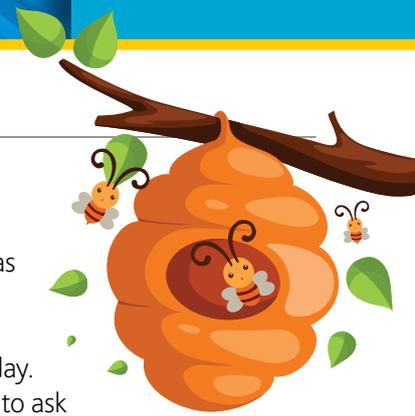
Use third person singular -s in your conversation as you explore the zoo. Third person singular implies that you are talking about one person or thing using a pronoun 'he,' 'she,' 'it,' or the names for a male, female, or thing. The present tense verb that follows has an s at the end of the verb:

- The **bear cub sits** close to his mother. **He likes** being near his parent.
- A male **peacock spreads** its feathers. **He wants** the female to see him.
- The **snake slithers** through the grasses. **He moves** from side to side.
- The **popcorn smells** good. **It makes** a popping sound when **it cooks**.

#### Experience Book

Model and write language for your child's Experience Book after you return from your adventure. Talk about pictures you took during your adventure. Use the present perfect tense, have/has + past participle. A participle is a word that shares some parts of both verbs and adjectives.

- We **have seen** lots of animals. Let's look at our pictures and write about them.
- The elephant **has eaten** all the peanuts.
- The monkeys **have made** us laugh.
- The hippos **have slept** in the water.
- We **have had** an exciting trip to the zoo.



Date	What did your child do?



### Domain and goal

- Stimulate for z sound

### Activities

#### Baby Animals

Play with toy farm animals or discuss the pictures in books about baby animals. Your child hears and practices the **z** sound in these words:

- animals
- pigs
- cows
- horses
- chickens
- roosters
- dogs

#### Family Tree

Make a simple family tree and discuss different people in your family. Talk about the relationships between people. Use these words to stimulate for the 'z' sound:

- mothers
- fathers
- brothers
- sisters
- cousins
- boys
- girls

#### Pack a Lunch

Have your child help you pack the lunch. You might use some of these words as you are packing the lunch:

- Look in the freezer.
- Use zip lock bags.
- Do you want cheese and crackers?
- Vegetables would be good:
  - peas
  - zucchini
- Choose some fruit for dessert:
  - cherries
  - bananas
  - apples
  - oranges
  - raisins



Date	What did your child do?

# Songs & Rhymes

## Theme: Baby Animals and Animal Homes

WEEK 30

### Domain and goal

- Fuzzy Wuzzy (z sound)
- Boom, Boom, Ain't it Great to be Crazy?, by Raffi (z sound)

### Activities

The two songs for this week are used to reinforce the 'z' sound. Animals are mentioned in the songs, so use the songs as another activity for discussing baby animals and animal homes.

#### Fuzzy Wuzzy

Bring out a well-loved teddy bear as a prop for this song. Notice the spots where the bear's fur has rubbed off.

*Fuzzy Wuzzy was a bear.  
Fuzzy Wuzzy had no hair.  
Fuzzy Wuzzy wasn't fuzzy.  
Was he?*

**Boom, Boom, Ain't it Great to be Crazy?,** by Raffi, *The Raffi Singable Songbook*, Chappell, Don Mills, Ontario, CA, (no date)

Act out this song and also make up your own crazy verses.

#### Chorus:

*Boom, boom! Ain't it great to be crazy,  
Boom, boom! Ain't it great to be crazy.  
Giddy and foolish all day long,  
Boom, boom! Ain't it great to be crazy.*

*A horse and a flea and three blind mice  
Sat on a curbstone shooting dice.  
The horse he slipped and fell on the flea.  
'Oops,' said the flea,  
'There's a horse on me!'*

#### Chorus

*Eli, Eli, he sells socks,  
Five cents a pair and a dollar a box,  
The longer you wear them the shorter they get,  
You put 'em in the water and they don't get wet!*

#### Chorus



Date	What did your child do?

**Animal Babies**, Harry McNaught (Author), Random House Books for Young Readers, 1977

This book is all about newborn baby animals and their mothers. Vocabulary for baby animals is mentioned throughout the book, and the illustrations provide a sweet way to teach the specific vocabulary for each baby animal. Interesting tidbits of information are sprinkled throughout the book, such as, 'A baby deer is called a fawn. Its spotted back helps it hide in the shadowy forest.' Your child learns that lion cubs lose spots when they grow up; ducklings learn to swim soon after they are born; baby swans – cygnets – are covered with feathers called down.

Turn this information into an opportunity to reinforce audition and language goals, answer auxiliary verb questions, and ask questions about the future. Do lion cubs have spots? Will they lose their spots? Can ducklings swim when they are born? When will they learn to swim?

**Kingfisher Young Knowledge: Animal Homes**, Angela Wilkes (Author), Kingfisher, 2003

Full color photographs in this reference, nonfiction book are exciting and educational. The photographs provide a child-friendly and useful avenue for teaching your child vocabulary related to animal homes. One of the chapters is called Living in a Pond. The information in this chapter gives your child a preview of next week's theme.

**TIP:** ★ Use the tracking and monitoring materials in this book and on the Cochlear website to learn and understand typical stages of child development. This will assist you in knowing what to stimulate and expect.

