



Audition

Theme: Food/Dishes/Utensils

WEEK 25

Domain and goal

- Follows simple three-step related directions with modeling



Activities

Once your child is able to follow two-step related directions, it is time to increase attention and memory to three-step related directions. Give the directions and then model for your child until they are able to follow the directions on their own. Incorporate auditory memory activities into real life when you are getting ready for dinner. When it is appropriate, include polite language as carry-over from last week's goals. Here are some examples of three-step related directions:

- Turn on the water, wash your hands and turn off the water, thank you.
- Get the juice, pour it in the cup and drink it, please.
- Peel the banana, cut it into pieces and eat it.
- Put the fork beside the plate, the knife on the other side of the plate and the spoon beside the knife.
- Pick up the plate, take it to the sink and set it down, please.

TIP: ★ Encourage your child to expand his/her auditory bubble so that they naturally listen to messages at increasing distances. Listening then becomes a way of life (Pollack, Goldberg, Caleffe-Schenck).



Date	What did your child do?



Receptive Language

WEEK 25

Theme: Food/Dishes/Utensils

Domain and goal

- Understands the preposition: beside
- Understands, "What do you [verb] with?"
- Understands, "Why do we have__?"
- Understands verbs as adjectives

Activities

Setting the Table

Your child is your helper as you set the table for a meal. You can address all of this week's receptive language goals in this simple daily routine.

- Get out and name the dishes and the utensils: dish, plate, bowl, cup, glass, fork, knife, spoon, tray, pan, kettle, jug, etc.
- Talk about how some of the dishes are the same and some are different. *"This plate is round and small. This one is bigger."* *"There are flowers on this bowl. This one is plain."* *"This cup is made of glass. This one is made of plastic."*
- Ask, *"What do you [verb] with?"* *What do you drink with? What do you cut with? What do you eat your soup with?*
- Discuss why we have different dishes and utensils. *"Why do we have a bowl? So the soup won't spill."* *"Why do we have a fork? To pick up our food."*
- Use the preposition, beside. Tell your child to put the fork beside the plate, put the napkin beside the fork, and put the spoon beside the knife.
- Discuss what you'll have for the meal. Use verbs as adjectives: mashed potatoes, scrambled eggs, stir-fried vegetables, dried fruit.

Potato and Egg Talk

Talk about the different ways potatoes and eggs are made. Find pictures and make a *Potato Book* and an *Egg Book*. This activity provides many opportunities to use verbs as adjectives:

- Fried potatoes
- Mashed potatoes
- Boiled potatoes
- Baked potatoes
- Sliced potatoes
- Fried eggs
- Scrambled eggs
- Boiled eggs
- Cooked eggs
- Poached eggs.



Date	What did your child do?



Domain and goal

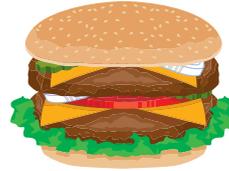
- Uses two descriptions for an object

Activities

Mealtime

Pretend to have a meal using your child's pretend food, dishes and utensils. If you don't have pretend foods, use real food from the refrigerator and pantry. Play out different sequences, such as ordering lunch at a restaurant, having breakfast at home and making dinner for the family. When you ask your child what he/she would like, model answers that include two descriptions and the name of an object. Examples of descriptions you might use are:

- Round, red apple
- Soft, sweet banana
- Chewy, juicy hamburger
- Hard, salty pretzel
- Gooey, triangle pizza
- Cold, sweet ice cream.



You will need:

- ✓ Real or pretend food
- ✓ Real or pretend dishes
- ✓ Real or pretend utensils.

Eating

Extend pretend Mealtime and describe food that you and your child eat during the day. Discuss how foods are the same or different. *"An apple is round and an orange is round. But an apple is crunchy and an orange is juicy."*

TIP: ★ Talk Abouts[®]:

- Who uses it?
- Where do you find it?
- How is it same or different?



Date	What did your child do?



Domain and goal

- Stimulate /l/

Activities

Meals

Talk about words related to meals:

- Let's do a grocery list.
- Time for lunch.
- Let's set the table.
- I like ___ a lot.
- I smell ___.
- Cut the loaf of bread.
- Look at the ___.
- This is large.
- This one is little.
- It's all gone.
- There are none left.
- The milk spilled from the bottle.
- I feel full.
- Let's clean up the ___. (glasses, plates, bowl, utensils)
- Will you hold the ___, please?



Date	What did your child do?



Songs, Rhymes & Stories

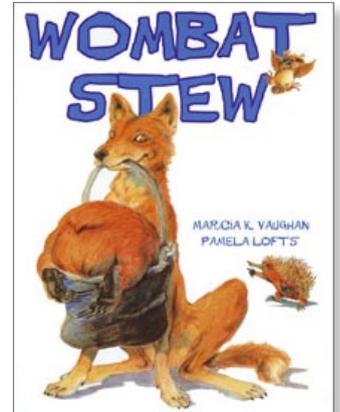
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Story of the Week

Wombat Stew, by Marcia K Vaughn, illustrated by Pamela Lofts, Ashton Scholastic, 1984.

This story takes place in Australia. A clever dingo catches a wombat and decides to make wombat stew. Wombat's friends come to the rescue for a happy ending. The text is rhythmical and the story is alive with descriptive words for the stew, such as hot, spicy, gooey, crunchy, yummy and chewy. Your child may enjoy using these adjectives to describe foods as an enrichment activity for this week's theme. As you read the book, talk about and describe the interesting animal characters to reinforce this week's language goals and Talk About® suggestions. Use a sing-song voice as you read the rhythmical verses: "Wombat stew, wombat stew, crunchy, munchy, for my lunchy, wombat stew."



Song of the Week

Polly Put the Kettle On, in *Wee Sing and Play, Musical Games and Rhymes for Children*, by Beall and Nipp, Price/Stern/Sloan, Los Angeles, 1983.

*Polly, put the kettle on,
Polly, put the kettle on,
Polly, put the kettle on,
We'll all have tea.*

*Sissy, take it off again,
Sissy, take it off again,
Sissy, take it off again,
They've all gone home.*

Sing this song when you heat up water in the kettle, when you're preparing for a tea party or when your child is playing in the pretend kitchen.

