



Domain and goal

- Answers 'when' questions
- Follows four-step directions within context



Activities

Observing Spring

There are many events to observe when spring arrives. Take time with your child to watch the changing of the seasons and target 'when' questions. Interchange the comment, 'I wonder when___', with questions, 'When do you think ___?' and 'When will ___?'. This activity also provides opportunities to reinforce past, present, and future verb tenses. 'The flower bulb was not producing flowers during the winter. Now a bit of green is peeking through the soil. Soon the daffodils will be blooming.' Record your observations in your child's Experience Book; you might want to include photos or hand-drawn pictures of what you observed. At this stage the language in your child's Experience Book should reflect and incorporate previous and current goals from the Sound Foundation series. Here are some things you could observe related to spring and some examples of 'when' questions and comments:

- Plants and flowers: Look at the interesting bud on the end of the stem. I wonder when the bud will bloom?
- Baby animals: The mother bird is sitting on the eggs in the nest. What do you think? When will the baby birds hatch from the eggs?
- Rainy weather: The wind is blowing and there is a black cloud in the sky. When do you think it will rain? When might we see a rainbow?
- Clothing: It's chilly this morning and you'll need your jacket. When will you take off your jacket?

Big Calendar

Buy or create a big calendar with enough room for you and your child to draw pictures or put on stickers. Each day, give your child at least one set of four-step directions. After the steps are completed, log the sequence on the calendar with pictures or stickers as a fun reinforcement.

- Get your jacket from the hook. Put it in your backpack. Find your rain boots by the door. Put on your boots.
- Dig a hole in the dirt. Put the seeds in the hole. Cover up the hole. Water the seeds.
- Gather all your dirty socks. Put them in the basket. Bring the basket to the laundry room. Put the socks in the washing machine.
- Go to the food pantry. Find the box of crackers. Bring them to the kitchen. Put three crackers on this plate.



Date	What did your child do?

Domain and goal

- Asks 'how' questions
- Uses possessive pronouns: its, her, his
- Uses: is, are, am verbing
- Idiom: raining cats and dogs



Activities

How?

Your child is curious about life and wants to understand how things happen. Encourage them to ask 'how' questions as you model a variety of different answers. This teaches your child there may be more than one answer to some questions or more than one way to solve a problem. Check at the library or bookstore for books that focus on 'how?'. Read these books to your child and discuss what you are learning. Look for educational programs on TV, and for software and Apps that show how things are made. 'How' questions are limited only by your imagination, and asking the question is a cognitive process in and of itself.

- How do seeds travel?
- How is ice cream made?
- How big is an elephant?
- How heavy is the brick?
- How will we get to the store without a car?
- How do you feel today?
- How did the sand get on the beach?



Family Activities

Use family activities to teach and reinforce possessive pronouns 'its,' 'her,' 'his,' and the verb phrases 'is,' 'are,' 'am' verbing. Incorporate this language into your conversations during the activities. Your conversation might sound something like this with the highlighted language targets: 'Today we are shopping for some new shoes. I am trying on the white pair of sandals. Dad is searching for some shoes too. You are holding the shoes you like. His shoes are bigger than yours. Her shoes are smaller. This chair is a good place to sit. Its height is just right for you.'

Watching the Rain

Be ready to use the idiom 'raining cats and dogs' when there is a downpour of rain. Watch the rain pounding down and announce to your child, 'It's raining cats and dogs. Do you see cats and dogs coming from the sky? I don't. It's just a silly expression.'

TIP: ★ Continue to track and monitor your child's progress. Refer to the Support Materials and Cochlear's website for resources on tracking progress.

Date	What did your child do?



Domain and goal

- Stimulate for z sounds (see page 25 Speech Sounds)

Activities

Outside Fun

Typically, spring brings nicer weather and this provides many opportunities for outside fun. Enjoy the spring sunshine and stimulate for the 'z' sound in these activities. Remember that the letter 's' is often pronounced as a 'z' speech sound.

Visit the Zoo

Visit the zoo and talk about the animals while stimulating for the 'z' sound. When you get home, play with toy zoo animals and/or put pictures of these animals in your child's Experience Book:

- rhinos
- seals
- zebras
- lions
- leopards
- tigers
- bears
- chimpanzees
- gorillas
- flamingos
- gazelles
- pandas



Zebra Says

This is a variation of the Simon Says game but uses the carrier phrase, 'Zebra says...'. Reinforce the auditory goal for this week by following four-step directions within context. 'Zebra says, take one step forward, turn around, jump up and down, and draw a zig zag line in the dirt.'

Investigate Flowers

Visit a public garden and/or look online or in books to identify a variety of flowers. How are the flowers the same or different? Be careful of the bees buzzing and zooming around. Can you find these flowers?

- roses
- zinnias
- daisies
- pansies



Date	What did your child do?

Domain and goal

- It's Raining, It's Pouring
- If You're Happy and You Know It
- Five Little Birds fingerplay

Activities

Use the following song to reinforce the idiom 'raining cats and dogs.'

It's Raining, It's Pouring

*It's raining. It's pouring. The old man is snoring.
He went to bed and bumped his head and couldn't get up in the morning.*

If You're Happy and You Know It

Your child learned this song in previous lessons. The song can be used for inventing a new song about spring. Act out the song and encourage your child to make up different verses for the song, for example:

*Oh, it's springtime and I like to play outside.
Oh, it's springtime and I like to play outside.
Oh, spring is the season and that is the reason.
Oh, it's springtime and I like to play outside.*

*Oh, it's raining and the grass is getting wet.
Oh, it's raining and the grass is getting wet.
Oh, I can make a bet that we're sure to get all wet.
Oh, it's raining and the grass is getting wet.*

Five Little Birds fingerplay

Act out this fingerplay as your child recites the verses.

*Five little birds up in a tree,
Daddy (thumb), Mummy (pointer),
and babies three. (middle, ring and pinky fingers)
Daddy caught a worm (point to thumb) and Mummy caught a bug. (point to pointer)
This one ate the bug. (touch pointer and middle finger)
This one ate the worm. (touch thumb and ring finger)
And this one said, 'It's my turn.' (point to pinky finger)*



Date	What did your child do?

Splish, Splash, Spring, Jan Carr (Author), Dorothy Donohue (Illustrator), Holiday House, 2002

This story provides many opportunities to reinforce goals for the week. Three children and a dog play outside on a rainy spring day. Their adventures include many of the suggested activities for this week. Refer to the colorful cut-paper textured collages and rhyming text as you naturally incorporate the goals.

- Sing It's Raining, It's Pouring at the beginning of the story.
- Use the idiom 'raining cats and dogs' when looking at the rainy scenes.
- Ask, 'When do the children take off their raincoats? When the sun comes out.'
- Act out the story and follow four-step directions within context:
 - Make the sound of thunder; run home; pick flowers; and give a bouquet of flowers to the mother.
 - Act like baby robins in a nest; make baby bird noises begging for food; be the mother robin digging up worms; show the mother robin feeding her babies.
- Use the possessive pronouns 'her' and 'his' while acting out feeding the baby birds. 'This is his worm. This is her worm.'
- Act out the Five Little Birds fingerplay when reading about the baby robins eating the worms.
- Incorporate 'is' and 'are' verbing by studying details in the pictures that aren't mentioned in the text. 'Frogs are eating bugs. The dog is watching a squirrel in a tree.'
- Ask a 'how' question: 'How do they do cartwheels?' Explain that you use your hands as feet. Put your hands on the ground and make a circle with your feet in the air. Then practice doing cartwheels with assistance.
- Stimulate for the '**z**' sound when the children look at flowers**s** and see the daffodils**s**, spiders**s**, and bees**s**.

