



# Audition

Theme: Playground

WEEK 27

## Domain and goal

- Follows simple three-step related directions

## Activities

### Getting Ready to Go

Plan an outing to the playground. As you are preparing to go, practice three-step related directions with your child. This should be a motivating activity since your child probably enjoys going to the playground. Here are some things you might say:

- Get your backpack, put in your water bottle, and close the backpack.
- Get your socks, get your shoes, and put them on.
- Get your jacket, put it on, and wait at the door.
- Open the door, go to the garage, and walk to the car.
- Put your backpack on the seat, sit in your car seat, and hold up your hands (so Dad can buckle the belt of the car seat).

### Playground Play

When you are out on the playground, teach your child the game, I Say, an adaptation of *Simon Says*. Give three-step related directions and guide your child in following the directions in the correct order. Here are some examples of three-step related directions:

- Climb up the stairs, sit down and slide.
- Sit on the swing, hold on and put your legs up.
- Run around the pole, touch the pole and run the other way.
- Jump up and down, turn around and sit down.
- Walk on the line, turn around and come back.

**TIP:** ★ Be sure to provide time each day for physical activity. Observe your child's physical and sensory-motor development.



Date	What did your child do?



## Domain and goal

- Which one doesn't belong?
- Same/different

## Activities

### Which One Doesn't Belong?

Gather toys from previous lessons, mix them up, and sort them into different bins, boxes or piles. Name the categories and decide which objects go where. Talk about how things are the same or different, even though your child probably will understand "same" before he/she understands "different". Make a verbal connection: *"These toys have wheels. You can ride in them. They are the same, because they are vehicles. They belong together."* Then ask: *"Which one doesn't belong? This cow doesn't belong. It doesn't have wheels. You can't ride on it. It's an animal. It doesn't belong. It's different."* Remember, this is a receptive language goal, so you are not expecting your child to say everything you are talking about. Your goal is that your child understands. You probably have toy props from previous lessons. Here are some categories of objects you could sort:

- People
- Animals
- Balls
- Clothes
- Vehicles or transportation
- Food
- Dishes

### Talk About Books

The story for this week is a *Talk About Book* for playgrounds. If possible, get other *Talk About Books* with different categories, such as hats, toys and family. Discuss how things in a book are all the same. Name the category of everything in the book. Talk about how things from other categories do not belong.

You can make your own books by downloading pictures from the internet or collecting pictures from magazines or catalogues of objects in different categories. Glue the pictures of items from one category into its own book. Put pictures from another category into a different book. Talk about how things are the same and different and which one doesn't belong.



Date	What did your child do?



## Domain and goal

- Uses adverbs of manner: fast, slowly, quietly, carefully
- Uses adverbs of location: here, there
- Uses prepositions: next to, on top of

## Activities

### Pictures on the Playground

Take a camera with you when you go to the playground. Take pictures of each piece of playground equipment so your child can practice the vocabulary related to the playground, such as slide, swing and sandbox.

Take pictures of your child next to and on top of different play structures. When you get home, look at the pictures and ask your child to tell you about the pictures. Encourage your child to use the prepositions: next to and on top of.

### Run Here, Run There

When you are at the playground, play the game *Run Here, Run There*. Incorporate the adverbs: fast, slowly, quietly, carefully. Here are some of the directions you and your child can take turns saying to each other:

- Run here as fast as you can.
- Walk there slowly.
- Walk here quietly.
- Jump here carefully.
- Climb there carefully.

### Natural Play

Whether your child is in the yard or on a playground, all of the expressive language goals fit in naturally when your child is playing. Encourage and expect to hear your child say these words:

- Fast
- Slowly
- Quietly
- Carefully
- Here
- There
- Next to
- On top of



Date	What did your child do?



## Domain and goal

- Stimulate /s/

## Activities

### At the Playground

Use the photos you took for the activity, Pictures on the Playground, for the Expressive Language section this week. Stimulate for /s/ by using these phrases:

- Sit in the **s**andbox
- Slide down the **s**lide
- Sit on the **s**wing
- Push the **s**wing
- Balance **s** on the bar
- Walk in the **g**ra**s**s **s**lowly
- Stand on the **l**adder
- Run **f**ast
- Stand **n**ext to the \_\_\_\_.

### Racing the Toy Vehicles

When you are sorting the vehicles to promote the receptive language goals for this week, take time to have a pretend race with the vehicles. Here is some language you can use to stimulate /s/:

- Have a **r**ace
- **B**us
- **B**icycle
- **T**ricycle
- **M**otor**c**ycle
- Which one is **f**irst?
- Which one came in **l**ast?

**TIP:** ★ It is more difficult for your child to produce sounds in blends. Some /s/ blends are: sk, sl, sm, sn, sp, st, sw.

★ The letters "sh" are not pronounced as an /s/ sound. When "sh" is together in a word, it is said as a distinctly different sound than /s/, as in the words: push, ship, fishing.

★ The letter "x" in a word is pronounced as /ks/ (example: box).



Date	What did your child do?



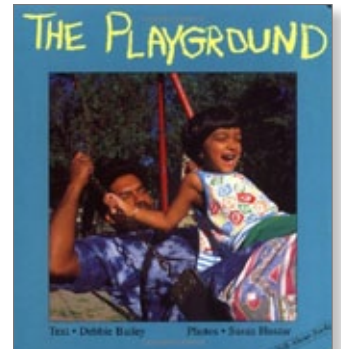
Theme: Playground

### Story of the Week

**Talk About Book: *The Playground***, by Debbie Bailey, author, and Sue Huszar, photographer, Annick Press, Firefly Books, 2001.

The *Talk About Books* centre on specific aspects of a baby's and toddler's experiences. Built around themes with photographs of different children in their natural settings, these photos are helpful for building vocabulary and for engaging in discussion with children about the world in which they live. The theme for this week is Playground, so the book of the week is all about playgrounds. If you are checking this book out of the library, you might also find these other *Talk About Books* to review themes from previous weeks and to reinforce categories:

- Toys
- Hats
- Shoes
- Clothing
- My Family.



### Song of the Week

While you're out on the playground or playing outside with your child, teach him/her the *Hokey Pokey* song and movements. Your child practices following directions while listening to this song.

#### Hokey Pokey, in Wee Sing and Play

*You put your right hand in, you put your right hand out,  
You put your right hand in and you shake it all about,  
You do the hokey pokey and you turn yourself around,  
(bend elbows, point index fingers up, sway hips)  
That's what it's all about. (clap in rhythm)*

Repeat the song and follow the actions of the words:

- Left hand
- Right foot
- Left foot
- Right shoulder
- Left shoulder
- Right hip
- Left hip
- Head
- Whole self

