



Domain and goal

- Remembers and processes three descriptions
- Answers:
 - o What's missing?
 - o Where do you find__?

Activities

• Farm Animals

Get out the farm animals, barn, and fences you used in Sound Foundation for Toddlers. Before you bring an animal into your child's visual field, describe it using three descriptions specific to that animal. You might talk about:

- size relative to other animals (It's bigger than a dog.)
- what it likes to eat (It likes to eat oats and carrots.)
- what it does or what you can do with it (You can put a saddle on it and ride it.)
- a part of the animal (It has hooves.)
- the sound it makes (It says, 'neigh.')

Give the sound it makes as the last cue, since your child likely will guess the animal when he/she hears the sound it makes. Bring out the toy horse when your child identifies 'horse.'

Note: If your child tries to identify after the first clue, have them wait for at least two or three clues otherwise it is just a guess. If he/she gets the answer right after the first two clues, your clues are probably too easy.

Once you have four to six different toy animals out, line them up and tell your child to look at them and try to remember each animal. Tell your child to close their eyes or cover the animals and then take one away. Tell your child to open his/her eyes and ask, '**What's missing?**'. Once your child gets very good at this game you can increase the number of animals you take away.

Create different locations on the farm using colored paper, colored felt, and farm toys. Use more advanced vocabulary than when your child was a toddler. In your farm scene you might have a farmhouse, barn, coop, silo, stall, pen, meadow, pasture, and/or field. Ask, '**Where do you find__?**'. Expect your child to process the question through listening, and model answers such as:

- horse: stall or pasture
- pig: pen
- cow: field
- goat: meadow
- chicken: coop
- cat: barn
- dog: farmhouse
- grain: silo



Date	What did your child do?

Domain and goal

- Asks:
 - o What does he/she/it do?
 - o Why not?
- Uses concepts: at, in, on, off, of
- Understands idioms: hold your horses, could eat a horse

Activities

• I'm a Farm Animal

Your child is starting to ask a variety of questions. You want to set up activities to encourage him/her to ask new and emerging questions. For this activity pretend to be different farm animals. Teach your child different verbs as they relate to the animals. Model for your child and expect them to ask, *'What does the ____ do?'*

- If you are a horse, pretend to trot and gallop.
- If you are a chicken, pretend to scratch and peck.
- If you are a cow, pretend to graze and munch.
- If you are a dog, pretend to fetch and dig.
- If you are a cat, pretend to snooze and stretch.

Turn into a silly animal and do things that animal would not do. For example, pretend to be a chicken that fetches a ball. Ask, *'Would a chicken fetch a ball? No. Why not?'*. Encourage your child to be a silly animal and ask, *'Why not?'*.

• Farm Barrier Game

Gather two different sets of animals with each set having the same kind of animal in it. Set up a barrier between your child and his/her set and your animals and your set. Take turns giving each other directions on where to put the animals. Compare your scenes. Do they match? Expect your child to use the concepts listed above. Here are some examples:

- The dog (?) is waiting at the door.
- The cat is in the basket.
- The chicken is on the fence.
- The boy got off of the horse.

You will need:

- ✓ Two different sets of animals
- ✓ Objects related to animals and a farm and farmhouse



• Silly Idioms

Idioms are a group of words that are not taken literally. Expose your child to different idioms related to the context you are talking about. Tell your child:

- Hold your horses. (when they're impatient)
- I could eat a horse. (when you're hungry)



Date	What did your child do?



Domain and goal

- Uses some consonants in the middle position of words and in phrases and sentences: m, b, p, d

Activities

• Farm Speech Fun

As you are playing with and talking about the farm, expect your child to use these sounds in the middle position of words and to use them correctly in phrases and sentences. For example:

- M: The farmer **milks** the cows.
- B: The turkey says **gobble, gobble**.
- P: The mother dog has three **puppies**.
- D: The **duck** plays in the **puddle** of water.

• Out and About

As you converse with your child throughout the day, make note of his/her speech productions. If they are not producing m, b, p and d correctly in the middle position of words and in phrases and sentences, model the correct production. You might say something like, *'I hear the d sound in the middle of meadow.'*



Date	What did your child do?

Domain and goal

- Baa Baa Black Sheep
- The Farmer in the Dell

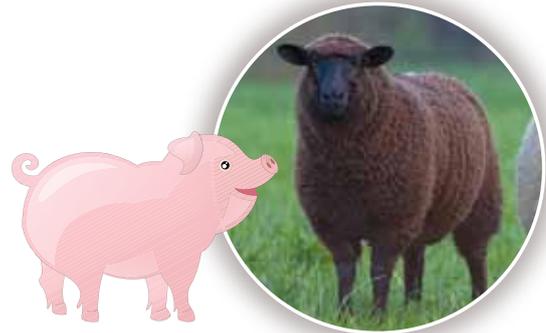
Activities

• Baa Baa Black Sheep

There are some words and concepts in this song you'll need to explain to your child. Show him/her a wool sweater or wool socks and tell them the wool came from a sheep. In this song, when the farmer sheers the wool he puts the wool into bags. He gives one bag to the master (man), one to the dame (woman), and one to a little boy.

*Baa, baa, black sheep,
Have you any wool?
Yes sir, yes sir,
Three bags full.*

*One for my master,
One for my dame,
And one for the little boy
Who lives down the lane.*



• The Farmer in the Dell

This is a fun song to act out with several children. Hold hands and make a circle. One child is the farmer and starts out in the middle of the circle. With each verse, someone is selected from the circle and brought into the middle. He or she selects the next person. When the cheese is selected, everyone but the cheese goes back to the circle.

*The farmer in the dell
The farmer in the dell
Hi-ho, the derry-o
The farmer in the dell.*

*And the farmer takes a wife
The farmer takes a wife
Hi-ho, the derry-o
The farmer takes a wife.*

*And the wife takes the child
The wife takes the child
Hi-ho, the derry-o
The wife takes the child.*

*And the child takes the nurse
The child takes the nurse
Hi-ho, the derry-o
The child takes the nurse.*

*And the nurse takes the dog
The nurse takes the dog
Hi-ho, the derry-o
The nurse takes the dog.*

*And the dog takes the cat
The dog takes the cat
Hi-ho, the derry-o
The dog takes the cat.*

*And the cat takes the mouse
The cat takes the mouse
Hi-ho, the derry-o
The cat takes the mouse.*

*And the mouse takes the
cheese
The mouse takes the cheese
Hi-ho, the derry-o
The mouse takes the cheese.*

*And the cheese stands alone
The cheese stands alone
Hi-ho, the derry-o
The cheese stands alone.*

TIP: ★ By the age of 3, your child should develop a sense of rhythm so he/she imitates short, simple rhythmic patterns through swaying, bouncing, walking, and playing simple rhythm instruments, such as rhythm sticks, woodblocks, maracas, and tambourines.



Date	What did your child do?

Moo Baa La La La, Sandra Boynton (Author), Little Simon, 1982.

This is a silly story with animal characters that make mistakes and say funny things. As you are reading the book to your child, let him/her be the silly animal and repeat what you have read.

'A cow says MOO. A sheep says BAA. Three singing pigs say LA LA LA!'

"No, no!" you say, "that isn't right. The pigs say OINK all day and night."

After you have read it a few times, pause after saying, 'Three singing pigs say...!', and let your child finish the sentence from memory. This is an auditory memory activity filled with joy. Use this story to reinforce the language goal of your child asking you, 'Why not?'

A Day in the Life of a Farmer, (First Facts: Community Helpers at Work), Heather Adamson (Author), Capstone Press, 2006.

This non-fiction book helps your child to understand what a farmer does during the day. The bright photographs give your child a glimpse into something they may not experience firsthand. As you are discussing this book with your child, reinforce the language goal of asking, 'What does he/she do?'

TIP: ★ Read both fiction and non-fiction age-appropriate books with your child so he/she is exposed to a variety of language structures and vocabulary.

- ★ When you are reading to your child, talk about what you are reading. If you ask questions, ask friendly, open-ended questions that have more than one answer. This teaches your child to listen closely, come up with their own ideas, and actively participate.

