



# Audition

Theme: Sequence Stories



WEEK 38

## Domain and goal

- Engages in conversations using auditory-only input

## Activities

Listening is a natural way for your child to receive auditory information. Your child understands spoken communication and engages in conversations whether he/she is looking at you or not. Your child has the freedom to hear and understand what you say to them whether you are behind, beside or in front of them. Your child hears in the dark and at distances. Continue to build your child's confidence and ease of listening using auditory-only input.

### Take a Hike

Whether you hike in the forest, on a little path in your local park or around the perimeter of your house, prepare for the hike by packing your daypack with water and a snack or lunch. Bring a magnifying glass and binoculars. As you walk side by side or single file talk about what you see, hear, smell and touch. Use the magnifying glass to look closely at flowers and bugs. Look through the binoculars to observe birds and other animals at a distance. Your child is talking naturally with you using auditory-only input as his/her eyes look through the binoculars or magnifying glass. Stop and close your eyes to listen to the birds and other sounds in the environment. Touch and smell the bark of the tree or stoop over and smell a fragrant flower.

The theme for this week is Sequence Stories. As you hike around, tell three-part sequence stories using future, present and past tense verbs. Take pictures that represent the sequence. You might relate sequences this way:

- This pine cone will grow into a big tree. Here a little pine tree is growing. That tall tree grew from the pine cone.
- The bird will look for food. He's scratching in the dirt. He found some food.
- The leaves will fall from the tree. That yellow leaf is falling. These leaves fell to the ground.

### Sequence Stories about our Hike

After your hike, print the photos you took. Use three pictures showing future, present and past tense about something you observed. Lay them in a row in sequential order. Point to each picture and model one sentence per picture: **"We will eat the apple. We're eating the apple. We ate the apple."** Say the sentences again, one at a time, in random order. Your child listens and identifies the correct picture. Encourage your child to point and say the sentence for each picture. Mix up the pictures and put them back into sequential order.

Date	What did your child do?



## Domain and goal

- Understands, "What happened?"

## Activities

The receptive and expressive language goals for this week develop together.

When you ask your child, "**What happened?**" Model an answer and be sure to include a verb in the answer. When your child spontaneously answers the question, "What happened?", the verb may not be in the correct tense, but it does indicate he/she understands the question.

### Help the Doll

Pretend the doll gets a scrape or bump. Act out the sequence. "**The doll will fall down. She's falling down. She hurt her knee.**" Ask, "**What happened?**" Model an answer such as, "**She fell down**". Put a bandaid on the doll's knee.

You will need:

- ✓ Doll
- ✓ Band-aids.

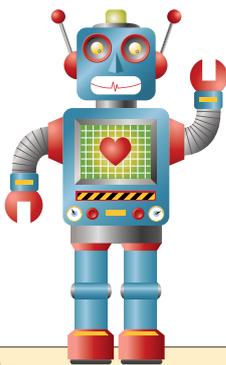
### During the Day

Activities and situations naturally happen throughout the day. The juice spills; a shirt gets dirty; a toy breaks; and so forth. Ask your child, "**What happened?**" If your child answers with only a noun, "juice", model a more complete answer: "**The juice spilled.**"

### Sabotage

Sabotage situations so you can ask, "**What happened?**" Tag on the question, "**What's wrong?**" Put two different colored socks on; give your child a fork instead of a spoon to eat his/her cereal; try to read the book upside down. "**What happened? What's wrong?**" "**I put on the wrong sock.**"

**TIP:** ★ Expect your child to represent daily experiences in play with some correct sequence.



Date	What did your child do?



# Expressive Language

Theme: Sequence Stories

WEEK 38

## Domain and goal

- Uses regular past tense verbs (may overgeneralize)
- Uses a few irregular past tense verbs
- Talks about past and future (may be incorrect verb tense)
- Uses the conjunction "and" to combine noun + noun

## Activities

### Sequence Stories

Use sequence pictures to prompt your child to tell sequence stories and to practice this week's expressive language. Purchase sequence pictures at any educational supply store or online or make your own by taking a series of photos. Expect your child to use past tense verbs with "ed" endings and a few irregular past tense verbs, such as fell, ate, and woke up. At this stage your child may overgeneralize the idea of "ed" at the end of verbs and use words such as "runned". Your child talks about past and future events, but may use the incorrect verb tense. Continue to model and encourage your child to say the correct verb form. Expect your child to use "and" to combine nouns, such as "dog and cat".

### Brushing Teeth

*First picture: The boy and girl will brush their teeth.*

*Middle picture: They are brushing their teeth.*

*Last picture: They brushed their teeth.*

### Dog Hides a Bone

*First picture: The dog will dig a hole.*

*Middle picture: He is digging the hole.*

*Last picture: He dug a hole. He hid his bone.*

### Blowing Bubbles

*First picture: Dad will blow the bubbles.*

*Middle picture: He is blowing the bubbles.*

*Last picture: He blew many bubbles.*

### Building Blocks

*First picture: The girl will build with blocks.*

*Middle picture: She is putting on the red and blue block.*

*Last picture: The blocks fell over.*



Date	What did your child do?



## Domain and goal

- Stimulate [j]

## Activities

### The Little Engine That Could

This week's story has many words with the [j] sound. Read and act out the story to expose your child to the [j] sound this week. Use these words as you tell the story:

- Engine
- Juice (one of the beverages on the train)
- Oranges (one of the fruits on the train)
- Vegetable (foods on the train)
- Cabbage (one of the foods on the train)
- Giraffe (one of the toy animals on the train)
- The toy animals are in cages
- The clown juggles balls
- The other engine is so large
- Join us (to help the engine get up the mountain)
- Imagine going over the hill ("I think I can. I think I can")
- They made it. It's just like magic.

### Getting Dressed

When your child is getting dressed, use these words to feed in the [j] sound:

- Change your clothes
- Put on and take off your pajamas
- Put on and take off your jeans
- Put on and take off your jacket.



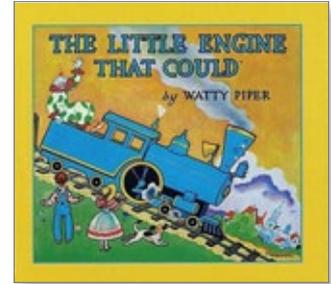
Date	What did your child do?



### Story of the Week

**The Little Engine That Could** 60th Anniversary Edition, by Watty Piper, George Hauman and Doris Hauman, Grossett and Dunlap, 1990.

This story is a popular classic and teaches children (and adults) the importance of helping one another and not giving up even when something seems impossible. A little train is carrying toys and food and treats to the good boys and girls on the other side of a big mountain. The engine cannot make it over the huge mountain. Other engines pass by and the toys ask nicely for some help, but the other engines have excuses as to why they cannot try to help. They respond with: "I can not. I can not." Eventually the Little Blue Engine comes by and agrees to help. Everyone joins in with the mantra, "I think I can – I think I can". Together they overcome the obstacle of the mountain and deliver the treats to the boys and girls.



Take a few pictures of the beautiful illustrations in this book and discuss sequences in the story to reinforce all of the goals for this week. If your child gets tired when you are hiking as described in the audition section, repeat the line from the story, "I think I can – I think I can". Over the years, encourage your child during seemingly difficult situations by repeating the line from the book, "I think I can – I think I can".

### Rhyme of the Week

**Engine Engine Number Nine, in Wee Sing and Play, Musical Games and Rhymes for Children**, by Beall and Nipp, Price/Stern/Sloan, Los Angeles, 1983.

Use this rhyme to play a jumping game. Jump at the end of the rhyme while counting. This gives you opportunities to feed in the [j] sound in the words:

- Engine
- Jump.

*Engine, engine Number Nine  
Going down Chicago Line  
If the train should jump the track,  
Will I get my money back?  
1, 2, 3, 4, 5, 6, 7, 8, 9, 10.*

