



Domain and goal

- Listens to and recalls a story using four correct sequences
- Follows auditory directions using similes

Activities

Waiting For Wings

Waiting For Wings, by Lois Ehlert, is one of the books for this week's lesson. Encourage your child to listen to this story as you read it aloud, and then recall four events in correct sequential order.

Inkblot Butterfly

Do a craft project and provide practice for your child to remember and recall four correct sequences for constructing the butterfly. Then use the homemade butterfly as a main character in a made up story. Your child acts out the story using the butterfly and recalls four correct sequences in the story.

Here are the directions for making the butterfly:

- Cut out a construction paper butterfly shape.
- Fold the butterfly shape down the center.
- Unfold the butterfly and paint one side of the butterfly.
- Fold the butterfly and rub lightly.
- Unfold the butterfly to see identical sides.

You will need:

- ✓ Construction paper
- ✓ A pair of scissors
- ✓ Paint

The four sequences in the butterfly story might go like this:

- One summer day a butterfly woke up.
- She flew over to look at a beautiful flower.
- She fluttered above the grass to take a rest.
- She landed on someone's shoulder for just a moment.
- Then she quietly flew away.

Animal Charades

Incorporate similes while giving auditory directions. Start out with one simile auditory direction at a time until your child understands the meanings of the similes; then add on one more direction until your child follows four-step auditory directions. Your child learned this in Week 29 and now you make it more complex by using similes. Try some of these similes and make up your own:

- Crawl like a caterpillar.
- Fly like a butterfly.
- Hop like a rabbit.
- Run like a cheetah.



Date	What did your child do?

Domain and goal

- Asks questions using future tense
- Requests detailed explanations
- Uses prepositions: before, after
- Uses: became, changed into
- Uses compound sentences



Activities

Caterpillar to Butterfly

Use the books for this week to teach this week's language goals:

Asks questions using future tense

Before turning the page in the book, ask and answer these types of questions:

- What will the caterpillar do inside the cocoon?
- How will the caterpillar get out of the cocoon?
- How will the butterfly move around?

Requests detailed explanations

The explanation of how a caterpillar turns into a butterfly is quite detailed. Expect your child to request detailed explanations about other events in life, and provide answers that your child can understand. Reinforce an audition goal for this week and expect your child to recall four correct sequences from the explanation. For example, How will a flower grow from the seed?

- Plant the seed in soil in a pot.
- Water the soil.
- Put the pot by the window so the seed gets light.
- Watch the seed grow into a stem with leaves and then a flower on top of the stem.

Uses prepositions: before, after

Uses: became, changed into

Use 'before' and 'after' when talking about the metamorphosis from a caterpillar to a butterfly.

- The caterpillar became a butterfly after he was in the cocoon.
- Before the caterpillar changed into a butterfly, he ate and slept a lot.
- After he changed into a butterfly, he flew away.

Uses compound sentences

Compound sentences are two complete ideas linked together by 'and,' 'but,' 'or,' 'nor,' 'so,' 'yet,' and 'for.' Model compound sentences and listen to hear your child producing compound sentences. All of the words may not be included in the sentences initially, but continue to model compound sentences and eventually your child will use all the words. Here are some examples:

- The caterpillar ate food, and then he spun a cocoon.
- The cocoon was tight, so the butterfly had to work hard to get out of the cocoon.
- He flapped his new wings inside the cocoon, yet the cocoon didn't open.
- He thought it would be nice to stay inside the cocoon, or it might be good to get out.
- Finally the cocoon split, but the butterfly still took a long time to come out of the cocoon.



Date	What did your child do?



Domain and goal

- Stimulate for zh

Activities

The 'zh' speech sound is not a frequently occurring sound in the English language. It is sometimes heard in the middle or final position in English words. Try this activity to bombard your child with the 'zh' speech sound.

Treasure Hunt

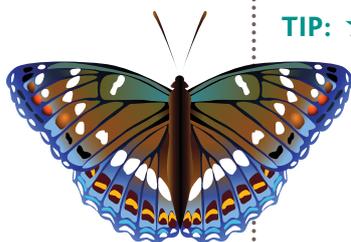
Have a pretend treasure hunt. Make a treasure chest from a cardboard box or a box that has hinges. Hide things around the house or outside, and give your child verbal clues for finding the different treasures; put the found treasures in the treasure box. After finding all the treasures, play a guessing game where one of you describes a treasure and the other names it. This provides a review of previous lessons where processing descriptions was the goal. Use these sentences as you are playing the game:

- Let's have a treasure hunt.
- We can make a treasure chest from this beige cardboard box.
- I will give you casual clues as you are looking.
- Use your vision as you look around.
- This is not a usual hiding game.
- You may need to measure with your feet based on my clues.
- Then make a decision on where to look.
- Treasures may be hidden in the house or in the garage.
- At the conclusion of the game we will have a snack.
- By then your favorite show will be on television.
- I hope you find pleasure in playing this game.
- It should be a fun occasion.

You will need:

- ✓ Cardboard box or treasure box
- ✓ Objects to hide

TIP: ★ Between the ages of 3 and 4 years, children engage in associative play with friends and siblings; this is when children play together but in a loosely organized manner. An older or more mature child takes on the role of leader or organizer and the less mature child follows along.



Date	What did your child do?

Domain and goal

- Caterpillar/Butterfly Song
- A-hunting We Will Go

Activities

Caterpillar/Butterfly Song (Wheels on the Bus melody), adapted from <http://www.perpetualpreschool.com>

Your child knows 'The Wheels on the Bus' song and melody. Change the words to the song as your child acts out the new words. Use a scarf as a prop where indicated.

(put scarf under your child on the ground)

The caterpillars are wriggling around, wriggling around, wriggling around.

The caterpillars are wriggling around, all around the yard.

(roll into a ball and cover head with scarf)

The caterpillars are building a cocoon, building a cocoon, building a cocoon.

The caterpillars are building a cocoon, all around the yard.

(pick up scarf and fly with it)

The butterflies are flying around, flying around, flying around.

The butterflies are flying around, all around the yard.

You will need:

- ✓ Scarf for each person

A-hunting We Will Go, from <http://www.perpetualpreschool.com>

Act out this song using the butterfly your child made for the audition section this week. Sing the words to the melody, 'A-hunting We Will Go.'

*A-hunting we will go,
A-hunting we will go,
We'll catch a butterfly
And put it in a box,
Then we'll let it go!*

TIP: ★ By the age of 4 years, children can tap in time to a regular, set rhythm. This helps them substitute different words into familiar songs.

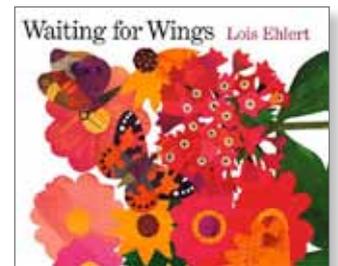
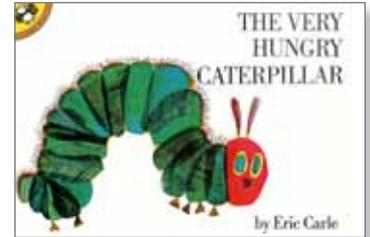


Date	What did your child do?

The Very Hungry Caterpillar, Eric Carle (Author), Scholastic, 1994

This book is a classic by a familiar author, Eric Carle. It has been translated into many languages. Your child gets several new and reviewed lessons by listening and acting out this book over and over again.

- Science: Follow the little egg as it hatches into a caterpillar that goes on an eating splurge and gets really fat, which concludes with the metamorphosis of the caterpillar changing into a beautiful and colorful butterfly.
- Prepositions: Review the preposition 'through' as your child pokes their finger through the die cut circles in the pages of the book showing the foods the caterpillar ate through.
- Food: Review the names of foods and categorize them as fruits, desserts, and meat as the caterpillar eats through an apple, pears, plums, cherry pie, ice cream, sausage, and so on. Talk about the shapes and tastes of the foods.
- Numbers and counting: Count how many pieces of fruit the caterpillar eats on each day, starting with one on Monday and increasing by one more each day.
- Calendar and days of the week: Recite from auditory memory the days of the week since the story relates what the caterpillar ate on each day of the week.
- Retell sequence of events in a story: Act out the story and encourage your child to remember four events in sequential order. Pretend to crawl on the floor, eat different foods, spin a cocoon, rest on the floor, flap wings, pop out, and fly away.
- Auditory closure: Start reading a repetitive sentence in the book and stop before finishing the sentence. Your child finishes the sentence based on auditory memory of the sequence of events, memory of acting out the story, or by using the colorful illustrations as clues.



Waiting For Wings, Lois Ehlert (Author), Harcourt Children's Books; First Edition, 2001

This book has a simple and rhyming text describing the life cycle of butterflies. It can be used to reinforce all of the goals and activities throughout this week.