



# Audition

Theme: Nursery Rhymes

WEEK 36

## Domain and goal

- Auditory memory for nursery rhymes and songs

## Activities

Act out the suggested nursery rhymes for this week (see the Story and Song section). Your child remembers many of the words in the rhymes because their auditory memory has been increasing over time.

### Rhymes in the Park

Go to the park or outside in the yard and act out the rhymes. Pretend to be Jack Be Nimble and jump over a candlestick. Act like the mouse and run when the clock strikes one. Be Little Miss Muffet and run away from a spider. Before doing the actions, say a line from the rhyme and encourage your child to repeat what you said. Then do the action.

### Rhymes and Songs in the Car

Time in the car is time well spent when you and your child sing rhymes and songs. For added fun, put in a CD and sing along with the CD. Wee Sing CDs (Beall and Nipp) can be purchased or borrowed from the library.

### Rhymes about Me

To add a little twist, substitute your child's name in rhymes and songs, for example: "Luke be nimble, Luke be quick, Luke jump over the candlestick."



Date	What did your child do?



# Receptive Language

WEEK 36

Theme: Nursery Rhymes

## Domain and goal

- Identifies nursery rhymes by pointing to appropriate picture or object

## Activities

### Which Rhyme Is It?

Gather objects to represent different songs and rhymes. You have many of these objects from previous lessons. Put four or more objects in front of your child. Tell your child to "listen". Start singing a familiar song or rhyme. Stop and let your child pick up the object for the song. Then sing the song using the representative toy.

Objects you can use with songs and rhymes:

- Star: Twinkle, Twinkle Little Star
- Duck: Five Little Ducks
- Barn: Old MacDonald Had A Farm
- Dog: Where Has My Little Dog Gone?
- Boat: Motor Boat
- Teddy Bear: Teddy Bear Turn Around
- Kitten: The Three Little Kittens
- Shoe: One, Two, Buckle My Shoe
- Teapot: I'm a Little Teapot
- Monkey: Five Little Monkeys Jumping on the Bed
- Ball: Roll That Ball
- Candlestick: Jack Be Nimble
- Clock: Hickory Dickory Dock.

### Pictures for Rhymes

Take pictures as you are acting out rhymes or songs. With four or more pictures in view, sing a familiar song or rhyme. Your child points to the picture of the song or rhyme. Take turns where your child sings and you point to the picture. Put the pictures in your child's Experience Book.



Date	What did your child do?



# Expressive Language

Theme: Nursery Rhymes

WEEK 36

## Domain and goal

- Uses three- to four-word sentences
- Uses: this, that, these, those, here, there

## Activities

You work simultaneously on the expressive language and speech goals for this week to stimulate /th/ by using the words: this, that, these, those, there. Your child uses these words but there may be some errors in use of language and in speech production. It is okay if your child makes these errors. Model the correct language, encourage your child to repeat it and move on.

### Pick and Choose

As you go through your day you give your child choices. Encourage your child to make choices using the words: this, that, these, those, here, there. Expect your child to use three- to four-word sentences when expressing choices. Here are examples of situations and language to model and expect:

#### Two Kinds of Cookies

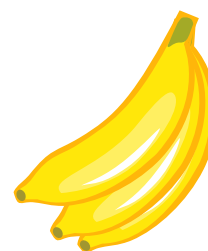
Adult: "Do you want this cookie or that cookie?"

Child: "I want that cookie." "See the cookie there."

#### Bunches of Bananas

Adult: "Should we get these or those bananas?"

Child: "Let's get these ones." "They are right here."



#### Cleaning Up Toys

Adult: "Where should we put this one?"

Child: "Put it over there." "Keep this bear here."

Adult: "What do you think about those toys?"

Child: "Move this one here." "Put that one there."

#### Picking Flowers

Adult: "Do you want to cut this flower or that one?"

Child: "This red flower is pretty." "These flowers smell nice." "Put the flowers here."



Date	What did your child do?



## Domain and goal

- Stimulate /th/

## Activities

### This or That

The expressive language activities for this week reinforce the speech goal of bathing your child with the /th/ sound. Continue to give your child choices to choose this or that, these or those.

### What's that Thing?

This game allows you and your child to review previously learned vocabulary and to practice new vocabulary as you walk around the house or outside. Ask, **"What's that thing?"** Each time your child names what you are pointing to, drop a coin or small toy into a little bucket, throw the ball or do some other fun activity. This keeps it in the game format so it doesn't seem like you are asking useless questions when you already know the name. Take turns and let your child point and ask, **"What's that thing?"** Speech production for /th/ may not be correct.

### Throw the Ball

Go outside and throw a soft ball back and forth. Each time you or your child is ready to throw the ball, feed in, **"Throw the ball"**. Expand and use sentences like: **"There it is."** **"It's over there."** **"Throw it this way."**

**TIP:** ★ At this stage your child may not correctly produce all consonants. Refer to the Consonant Chart to know what sounds to expect.



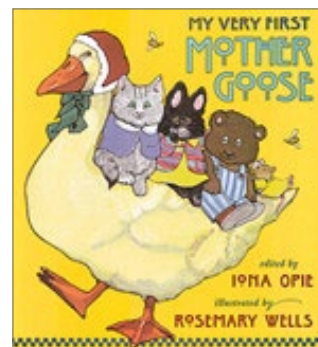
Date	What did your child do?



## Story of the Week

**My Very First Mother Goose**, by Iona Opie, illustrated by Rosemary Wells, Candlewick, 1996.

More than sixty Mother Goose rhymes are in this toddler-friendly book. The illustrations show lovable characters as children and adults joyfully playing and engaging in helpful activities. For example, *Humpty Dumpty* as a cooked egg is knocked onto the floor by a bunny. You will read rhymes from this book for the next few years. As your child becomes more familiar with the words and meanings of the rhymes, he/she joins in with you as you read aloud.



## Rhymes of the Week

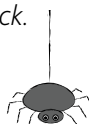
Three rhymes are suggested for this week. Act out each rhyme using miniature props or larger props for dramatic play. Your child remembers many of the words in each rhyme and better understands the ideas when you act it out.

### Jack Be Nimble

*Jack be nimble, Jack be quick, Jack jump over the candlestick.*

You will need:

- ✓ Boy
- ✓ Candle in candle holder or candlestick



### Hickory Dickory Dock

*Hickory dickory dock, the mouse went up the clock.  
The clock struck one. The mouse ran down.  
Hickory dickory dock.*

You will need:

- ✓ Clock, preferably with an hour hand (you can make the clock face)
- ✓ Toy mouse.

### Little Miss Muffet

*Little Miss Muffet sat on a tuffet  
Eating her curds and whey.  
Along came a spider who sat down beside her  
And frightened Miss Muffet away.*

You will need:

- ✓ Little girl
- ✓ Three-legged stool or any stool (tuffet)
- ✓ Bowl of cottage cheese (curds and whey) or bowl with pretend food
- ✓ Toy spider.

