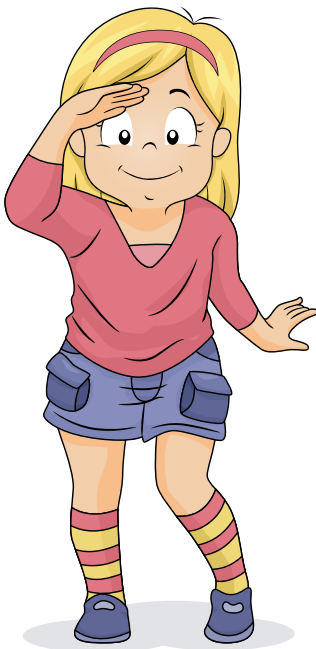


### Domain and goal

- Answers: What do you do with your \_\_\_?
- Answers: What does it look like? It looks like \_\_\_.



### Activities

#### Eyes Charades

See how many things you and your child can do with your eyes. Act out different ways to move your eyes and provide the vocabulary for your child. Ask the questions, 'What do you do with your eyes?'. Use the words in phrases or sentences; for example:

- Open: Open your eyes when you wake up.
- Close: Close your eyes when you sleep.
- Look: Look out the window.
- Stare: Stare at the baby bird.
- Blink: Blink at the bright lights.
- Wink: Wink when you tell a joke.
- Squint: Squint your eyes in the bright sun.
- Roll: Look from side to side by rolling your eyes.
- Widen: You look surprised when you widen your eyes.
- Shift: Shift your eyes from one page to the other.



#### Cut Out Designs

Cut or tear pieces of construction paper. Ask, 'What does it look like?'. Your child processes this question and responds, 'It looks like a \_\_\_'. Glue the pieces on a large piece of paper and make a picture. Ask, 'What does it look like?'. For example, the picture might look like a house outside. A circle could be the sun; a square is the house; a triangle is the roof of the house; and a small rectangle might be the chimney on the roof of the house.

You will need:

- ✓ Construction paper
- ✓ Glue or paste
- ✓ Larger piece of paper

#### Parts of Things

Cover up an object or picture so that only a part of it is showing. Play a guessing game and ask your child, 'What does it look like?'. You might show only the tail of a dog and your child uses listening to process the question and respond with the answer, 'dog.'

Date	What did your child do?

# Receptive & Expressive Language

Theme: Senses – See

WEEK 21

## Domain and goal

- Uses adjectives to describe sight
- Uses auxiliary verbs: could, would
- Understands idioms: got my eye on you, eyes are bigger than your stomach

## Activities

### Seeing Adjectives

There are so many things we see with our eyes and an abundance of adjectives to describe what we see. Enrich your child's vocabulary by using these adjectives when the situation arises in daily living. You also will use many of these adjectives in Week 27 when the theme is Opposites. Model the auxiliary verbs 'could' and 'would' as you describe things as in the examples below.

**What would you like to see? When you look at clouds they could look...**

- big
- billowy
- enormous
- black
- white
- colorful
- pink
- rosy
- orange
- little
- wispy
- fluffy

**What would you like to see? When you look at the sky it could look...**

- bright
- light
- cloudy
- dark
- foggy
- misty
- stormy
- sunny

**What would you like to see? When you look at the water it could look...**

- clear
- clean
- dirty
- cloudy
- murky
- muddy
- deep
- shallow
- flat
- glistening
- rippling

**What would you like to see? When you look at your stuffed animals they could look...**

- fluffy
- fuzzy
- chubby
- fat
- thin
- skinny
- short
- small
- light
- tall
- heavy
- cute

**What would you like to see? When you look at lines they could look...**

- bent
- circular
- crooked
- curved
- long
- short
- rectangular
- straight
- wide
- narrow



### Idioms

Throughout the day use these idioms to teach your child not to take the literal meaning of idioms.

- I have my eye on you...when you are watching your child closely.
- Your eyes are bigger than your stomach...when your child can't eat everything on their plate.

Date	What did your child do?



#### Domain and goal

- Stimulate s sound

#### Activities

##### I Spy with My Little Eye

Look around and **s**pot something you **s**py with your eye. Your child asks **s** you **s**es--no questions to determine what you **s**aw. As you play this game, provide an abundance of opportunities for your child to practice words **s** containing the **s** sound. Include words **s** with an s blend, even if your child is not perfectly articulating **s** blends at this stage. Here are **s**ome things you might **s**py:

- squirrel
- stone
- sink
- skin
- sled
- smile
- lips
- snow
- snowman
- grass
- caboose
- house



##### Going to the Beach

Talk about going to the beach. Use **t**oys as **p**rops, look at a book about the beach and ocean, or write an experience book and **d**iscuss it. Use these words to **s**timulate for the **s** sound:

- sea
- sailboat
- sand
- seahorse
- seal
- sky
- swim
- swimsuit
- summer
- outside



Date	What did your child do?

### Domain and goal

- Sight Poem in Finger Frolics

### Activities

Sight Poem, Finger Frolics, Over 250 Fingerplays for Young Children from 3 Years, Discovery Toys, Pleasant Hill, CA, 1985

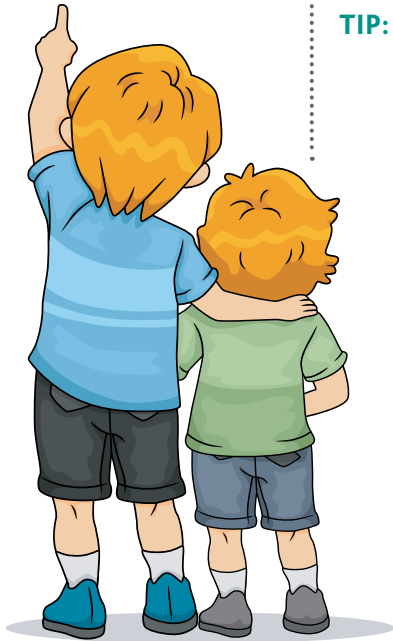
Act out this poem with your child. Look out the window at the blue sky; pretend to win a race; pretend to be a rabbit nibbling grass; and so on. As you go through your day, alert your child to these sights when you actually see them.

*Sight is my most useful sense.  
For me, it's number one.  
With colors and shapes and sizes and all,  
Seeing things is fun!*

*I can see the blueness of the sky  
And the smile on Mama's face.  
A photograph of flying birds  
And the winner of a race.*

*I watch where I walk to avoid broken glass  
And sharp rocks that will hurt.  
I see a rabbit nibbling grass  
And the color of my shirt.*

**TIP:** ★ Reading and memorizing poetry helps your child use auditory memory to learn longer phrases and sentences, hear words that rhyme, and get a mental picture of descriptive language.



Date	What did your child do?





**Sight (The Five Senses)**, Maria Rius (Author), J. M. Parramon (Author), J. J. Puig (Author), *Barron's Educational Series, 1985*

This book is written and illustrated for preschool aged children. The text has simple, repetitive words, 'See the\_\_\_.' The book includes a special section for parents to help them explain the five senses to their child. There is a diagram of the parts of the eye at the end of the book. Use this book to complement the activities for the week related to the sense of sight.

**My Five Senses (Let's-Read-and-Find-Out Science 1)**, Aiki, Collins; Revised edition, 1989

Your child learns additional information about the five senses in this book. The ideas progress from simple to more complex information. Read about using more than one sense at a time, 'When I laugh and play with my puppy, I use four senses. I see, hear, smell, and touch.' There is repetition throughout the book which helps your child learn the vocabulary and more complex language.

**TIP:** ★ As you read this book with your child, incorporate the goals for the week. Ask, 'What could/might you see/hear/smell/taste/touch?'

- ★ Teach new vocabulary as you read the words and look at the illustrations related to the five senses.
- ★ Reinforce auditory memory by listing several things you might see outside and asking your child to repeat what you named.
- ★ Encourage the use of compound verb phrases by discussing all the senses you use related to one object. 'I see, smell, taste, and touch an orange.'

