



Audition

Theme: Tea party/picnic

WEEK 24

Domain and goal

- Listens to music on CDs for enjoyment

Activities

Many of the suggested songs in Sound Foundations are available on CDs. You can purchase these CDs on the internet, at music stores, in toy stores or you can borrow CDs at no cost from public libraries. Many are also available online, such as *Wee Sing Books and Audio*. Make time each day to listen to children's songs on CDs. Your child sings along to songs they have learned from previous weeks and listens to and understands some of the words of new songs. This music listening time is an enjoyable and fun activity with little pressure on your child to perform. Of course, it's wonderful if he/she wants to perform and sing as a star.

Singing in the Car

Play children's music CDs in the car. You and your child sing along with the CD.

Midday Move Around

Get your child up and moving around at different times during the day. Put on a CD and move around to the songs. Act out the fingerplays and movement songs.

TIP: ★ Playing music from CDs or on the radio is appropriate when your child is listening to music for enjoyment or for reinforcing weekly goals. Be alert that background music may interfere with your child's ability to learn new concepts and language and to hear and comprehend conversations in some situations. **Figure-ground discrimination** is an auditory skill that requires focused attention and practice.



Date	What did your child do?



Receptive Language

WEEK 24

Theme: Tea party/picnic

Domain and goal

- Understands, "What's it for?"
- Understands math concepts: just one, no, some, all, many, lots of

Activities

Tea Party

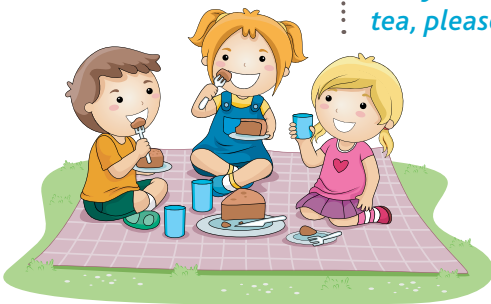
Have a tea party. As you are setting the table ask, *"What's it for?" "The spoon is for stirring the sugar." "The knife is for cutting the cake."* Serve food that is in small pieces so there are plenty of times you can feed in the language for math concepts: just one, no, some, all, many, lots of. *"We have lots of grapes. Would you like some? There are so many. I can't eat all of them. There is just one left. Now there are no grapes in the bowl."*

You will need:

- ✓ Tea cups and little plates
- ✓ Spoon, knives and forks
- ✓ Herbal tea
- ✓ Sugar or honey
- ✓ Milk or lemon
- ✓ Small pieces of food, such as:
 - Grapes
 - Blueberries
 - Raspberries
 - Mints
 - Peanuts
 - Raisins.

Kitchen Play

Children this age love to play in a pretend kitchen. If you do not have a toy kitchen, you can use big boxes to make a pretend stove, oven, sink and refrigerator. Use play utensils or utensils from the kitchen. As your child is playing in the pretend kitchen, feed in the language for this week's goals. *"I wonder what the stove is for? It's for heating the water." "You have lots of cups. You have so many. You might not need all of them. You need just one." "May I have some tea, please? I don't want all of it, thank you."*



Date	What did your child do?



Expressive Language

WEEK 24

Theme: Tea party/picnic

Domain and goal

- Relates experiences
- Says: I want noun + noun
- Uses: please, thank you

Activities

Your child is developing a longer auditory memory. This allows your child to say longer utterances when relating experiences and conversing. He/she remembers to use polite language, please and thank you. The goals for this week are integrated easily into the day.

Meal Time

Sharing a meal is a great time to relate experiences. You might encourage your child to share the experience he/she dictated for their Experience Book. Incorporate the Talk Abouts® from previous weeks.

Expect your child to request two objects by asking politely: "I want [noun] + [noun], please. Thank you." "I want the bread and butter, please."

TIP: ★ Create an Experience Book to go with the story of the week. Guide and model for your child as he/she dictates the story to you, and write it in the Experience Book. Tape or glue a simple prop onto the page to make the story more alive and interesting (e.g. glue paper napkins to the page to illustrate a picnic experience).

★ Polite language and good manners are essential to your child's communication and social development. Expect your child to treat others with respect. Simple acts and words of courtesy go a long way in creating positive interactions with others.

★ Be alert to nuances in language that will improve how others perceive your child. For example, extend your child's language from, "I want ___" to "I would like ___." "I would like ___" is perceived as less demanding than "I want ___."

★ Engage your child in conversations by alerting them to the topic and allowing him/her to contribute to the conversation without dominating it. Coach your child on how to respond and talk when there is a pause. This teaches your child about turn-taking in communication.



Date	What did your child do?



Domain and goal

- Stimulate /l/

Activities

Tasting Party

The /l/ sound is in many names for healthy snacks. Have a tasting party. Talk about the foods you and your child like. Discuss how it looks, smells, tastes and feels. Some of the foods and beverages you could include are:

- Celery
- Broccoli
- Lettuce
- Salad
- Apple
- Watermelon
- Apple Sauce
- Cereal
- Pickles
- Olives
- Lime or lemon jelly
- Popsicle
- Pretzel
- Lemonade
- Milk.

My Food Book

Take pictures of the food from *Tasting Party* and make *My Food Book*. Read and discuss your book. Remember that your child may not correctly produce the /l/ sound yet.

Moving Around

Have fun doing /l/ activities:

- Roll a ball
- Blow bubbles
- Blow up balloons
- Clap your hands loudly and softly
- Leap
- Laugh out loud
- Slide and slip.



Date	What did your child do?

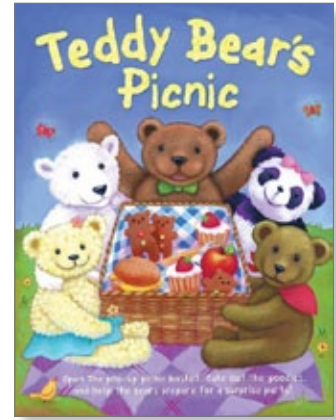


Theme: Tea party/picnic

Story of the Week

Teddy Bear's Picnic: Pop-Up Picnic Basket with Working Fork, Knife, and Spoon, by Pauliina Malinen, *Barron's Educational Series Pop edition, 2008.*

Bear friends are organizing a surprise picnic for Teddy Bear's birthday. They need to be careful as they plan and prepare so they don't spoil the surprise. This pop-up book allows your child to be actively involved in the story. When the large picnic basket pops up, your child finds a fork, knife, spoon, plate, vase and honey jar attached to the picnic basket with Velcro. Your child can use the knife to make pretend sandwiches and the fork to decorate the cake. There are many opportunities for pretend play with the movable parts in this book.



There are different versions of this book, but this book promotes pre-teaching for next week's goals for language related to food and utensils. An extension to this book is to have a picnic using your child's teddy bears or by inviting friends over for a picnic. Your picnic can be outside or even inside on the floor if the weather is not conducive to an outdoor picnic.

Song of the Week

I'm a Little Teapot, Wee Sing Children's Songs and Fingerplays, by Beall and Nipp, *Price/Stern/Sloan, Los Angeles, 1985.*

*I'm a little teapot, short and stout, (act stout)
Here is my handle, here is my spout. (place one hand on hip,
extend other arm with elbow and wrist bent)
When I get all steamed up, hear me shout, (nod head vigorously)
"Tip me over and pour me out." (tip sideways in direction of extended arm)*



This is a well-known favorite song. Act out the song as you and your child sing. This prepares your child to sing and act out the song in the future at preschool.

