

Domain and goal

- Follows three to four auditory directions
- Answers: What verbs?

Activities

Forest Map

Draw a picture of a forest on a large piece of poster board or use digital media to create your map. You might include trees and rocks of all sizes, birds in the tree, a river, lake, mountains, several paths, a bridge over the river, and a cabin. Use a game token or a toy person. Give your child three or four directions while they are listening to you but not looking at you. Your child moves the token or toy person around the map according to the directions. Take turns so your child can give you the directions. Directions are limitless depending on your imagination. Here are a few examples:

- Walk down the brown path, turn at the big rock, and cross the bridge.
- Stop beside the river, try to catch a fish, skip rocks across the river, and come back to the cabin.
- Stand under the big green tree, look up into the tree, count the birds, and walk toward the mountains.

You will need:

- ✓ Poster board or digital media
- ✓ Crayons, markers, colored pencils (if not using digital media)
- ✓ Game token or toy person

Treasure Map

This activity is similar to Forest Map except you place unstuck stickers of forest animals and flowers in different places around the map. Give three or four directions that end at one of the stickers. Your child gets to keep the sticker as the reward for following the directions correctly and finding the 'treasure.'

You will need:

- ✓ The same materials as suggested for Forest Map
- ✓ A variety of forest, animal, and flower stickers

What Verbs?

Look at the forest map and/or stickers and talk about 'What verbs?'. Although your child may not know the answers to your questions, he/she does comprehend the question through listening and understands what you are asking. Model a variety of responses and carry this into real life as you and your child brainstorm the answers to the question, 'What verbs?'

- What falls from a tree? Leaves, acorns, pine cones, pine needles...
- What fills the lake with water? Rain, snow, melted snow...
- What chases a rabbit? Fox, coyote, dog, hunter (see this week's song)...

TIP: ★ Continue to 'up your expectations' based on your child's progress. For example, if they follow three directions, increase your input to four directions.



Date	What did your child do?

Domain and goal

- Asks: How ___?
- Uses concepts: around-through, under-over
- Attends to and uses words to describe component parts

Activities

'How' Walk

Take a walk and practice asking 'how' questions. Initially you may need to model this question form for your child, but expect him/her soon to ask you questions that start with 'how', even if the language is not exactly correct in the question. When you return from your walk, show your child how you use books or digital media to research the answer to some of the questions. This shows your child that it is fun to ask and learn about new things and ways to find out answers.

- How do birds fly?
- How did the mountain get so tall?
- How can I catch a fish?

Obstacle Course

Set up an obstacle course either inside or outside. Ask your child to describe where you, or their stuffed animal, are going on the course using the concepts: around-through, under-over. As an example, you might go around the rock (a large food container), through the tunnel (a cardboard box), under the bridge (a blanket over two chairs), and over the mountain (a pile of pillows). As always, monitor your child for safety.



Trace Forest Animals

Collect pictures of forest animals, flowers, and trees from coloring books or by downloading simple pictures from the internet. If necessary, trace each picture with a black marker or crayon. Place tracing paper over each picture and show your child how to trace the picture. Teach your child the vocabulary for component parts of the object as your child colors. Extend this to a variety of categories and topics.

You might name:

- bear: paws, claws, fur
- tree: trunk, branches, bark
- flowers: roots, stem, leaves, petals.



Date	What did your child do?



Domain and goal

- Contrasts b, d, and g
- Stimulate for g sound and expect correct g production in many initial and middle positions and use in phrases and sentences (see page 15 Speech Sounds)

Activities

Silly Babble

Your child has practiced auditory self-monitoring of speech by listening, without lip-reading, and imitating what they hear. The sounds b, d, and g are similar-sounding. They are the same manner of production, plosives or stops, and they are voiced sounds. Play the silly babble game using pieces of toys or puzzles as rewards each time your child imitates your model to the best of their abilities. Present the consonant sounds in the final position of the syllable. Change the order of the consonants and use a variety of vowels, for example:

- ob od og
- ood oog oob
- eeg eeb eed.

Duck Duck Goose Game

This is a fun **g** game for stimulating the **g** sound. It also provides opportunities through a **g** game for your child to hear the difference between **d** and **g**.

Form a seated circle of friends or siblings. One child is the '**g**oose' and walks around the back of the circle touching each person's head as he/she passes by. As the child touches someone's head, they say, 'duck' or '**g**oose.' The other children listen and stay seated if they are called 'duck.' If a child is labeled '**g**oose' they jump up, chase the **g**oose around the circle, and try to tag them before they get around to the vacant spot in the circle. If the first **g**oose gets seated before being tagged, they remain seated and the new **g**oose continues the **g** game. If he/she is tagged before getting seated, they continue as the **g**oose.

Doggie, Doggie, Who Has the Bone Game

This game allows your child to hear and practice saying **b**, **d**, and **g** in a meaningful phrase and game.

Form a seated circle. One child is the '**d**oggie' and holds a toy **b**one or other **o**bject similar to a **b**one in their closed **d** hands. The '**d**oggie' stays inside the circle and **g**oes from one child **d** to the next, swiping his/her closed **d** hands into the closed **d** hands of each child in the circle. As the '**d**oggie' approaches each friend, everyone says, '**D**oggie, **d**oggie, who has the **b**one?'. The '**d**oggie' pretends to drop the **b**one into each person's hands. After they have completed the circle, they ask, '**D**oggie, **d**oggie, who has the **b**one?'. The other children try to **g**uess who might be holding the **b**one. The person holding the **b**one then **b**ecomes the '**d**oggie' and the **g**ame continues.



Date	What did your child do?

Domain and goal

- In a Cabin in the Woods
- The Mountain Song

Activities

In a Cabin in the Woods

Act out this song using gestures for each line. Repeat the song several times. Starting at the end of the song, take one line for each repetition and simply act out the words without singing them until you are 'singing' the entire song just with gestures. This encourages your child to say the words silently to himself/herself to keep the rhythm of the gestures that go with the words.

In a cabin in the woods (*draw an outline of a cabin with your hands*)

A little man by the window stood (*put one hand above your eyes as if you are looking out a window*)

Saw a rabbit hopping by (*use your second and third fingers as the rabbit's ears and make a hopping action*)

Knocking at his door (*pretend to knock with your fist*)

'Help me, help me, sir,' he said (*both arms lift from the shoulders*)

'Or the hunter will shoot me dead.' (*pretend to be a hunter*)

'Come little rabbit, come with me,' (*pointer finger indicates 'come here'*)

'Happy we will always be.' (*pretend one fist is the rabbit and pet it with the other hand*)

The Mountain Song

Use this song to practice three or four auditory directions. Either you and/or your child wears a school pack or day pack or back pack as you take an adventure in the forest, mountains, or in a park. Sing the song, stop, give the directions and watch as your child hikes along by following the directions. See the auditory section of this week for specific ideas.

*I love to go a wandering
Along the mountain track
And as I go, I love to sing
My backpack on my back.*

*Val de ree, Val de rah
Val de ree, Val de rah ha ha ha ha ha
Val de ree, Val de rah
My backpack on my back.*



Date	What did your child do?



Little Red Riding Hood (any version)

This is a classic fairy tale familiar to children around the world. A little girl meets a 'friendly' wolf as she walks through the woods to take some food to her sick grandmother. When she arrives at her grandmother's house, her grandmother looks different. This turns into an exciting adventure to help her grandmother.

Act out this book with your child. Reinforce the goals for this week by asking 'What verbs?' as you talk about the descriptions of the wolf-grandmother's face parts. What sees? Eyes. What smells? Nose. What chews food? Teeth. Problem solve by asking 'how' questions. How did Little Red Riding Hood get to her grandmother's house? How did the wolf know where grandmother lived? How did the wolf trick grandmother? Answering these questions may be difficult for your child, so model a few different responses for each question.

You will need:

- ✓ Toy girl or a red cloth to make a hood so your child can be Little Red Riding Hood
- ✓ Toy mother or apron or other prop to signify the mother character
- ✓ Toy grandmother or cap or other prop to signify the grandmother character
- ✓ Toy man or other prop to signify the hunter character
- ✓ Basket with some food for the grandmother
- ✓ Flowers, real or pretend, for Little Red Riding Hood to pick in the forest



Rosie's Walk, Pat Hutchins (Author), Aladdin, 1971

A fox follows Rosie on her walk, but she is unaware of the danger. Something always happens to the fox, and Rosie is safe as she walks along the obstacle course. This is a simple and easy-to-understand story. Use this story to reinforce the prepositions: around-through, under-over.

TIP: ★ Use dramatic play to act out stories. Act out stories by using props, toys, common objects, and/or puppets. Dramatic play helps your child relate to and remember a story and develop dialog skills and story narratives.

