



Audition

WEEK 18

Theme: Clothing

Domain and goal

- Auditory memory of three known words, not necessarily in sequential order

Activities

Putting away the Toys

Each time you and your child are cleaning up toys, or after a session where you have used different props, expect your child to listen and remember three things to pick up and put away. At this point he/she does not have to necessarily remember the order of the words you said.

Packing your Bag

As you and your child are preparing to leave the house, ask your child to help you pack the bag. Tell him/her three things to get and put in the bag. It will be more effective if the objects are close by and easy for your child to locate.

TIP: ★ Your child's auditory memory is increasing and they are remembering longer units of spoken language. Continue to encourage longer auditory memory, even when it is not a specific goal for the week. Auditory memory is needed for many different activities and communication situations. Examples of when your child relies on auditory memory for remembering spoken communication are:

- Conversations
- Stories
- Songs and rhymes
- Sentences
- Directions
- Words
- Numbers
- Letters.

★ If your child does not remember the words you said, it will be helpful for you to repeat all the words in the same order. Try to refrain from breaking it down into one word at a time when you repeat the sequence for your child. When you tell your child only one word at a time, you are actually taking them back to a one-word memory.



Date	What did your child do?



Domain and goal

- Sorts by color and size
- Understands the concepts: same/different and front/back
- Understands, "What goes together?"

Activities

Doing Laundry

You have already used the laundry activity to teach and reinforce previous goals. Now you target different goals while feeding in an abundance of language for this week. As you are sorting the laundry, talk about colors: *"This shirt is red. Let's put it with the other red clothes."* *"These pants are black. Let's make a pile of black clothes."* *"These socks are white. We need to keep the white clothes together."*

Once you have piles of clothes sorted by color, talk aloud by asking: *"What goes together? The white clothes go together."* *"What goes together? The black clothes go together."* *"What goes together? The towels go together."*

Once the clothes are clean and dry, it's time to sort them according to sizes.

"This sock is big. It must be Daddy's." *"This sock is medium-sized. It's Mommy's."* *"This sock is small. It's yours."*

As you are putting the clothes away, talk about how they are the same and different. *"This sock is the same as this one. It's blue and plain. This one is different. It has stripes."* *"This shirt is the same as this one. They both have short sleeves. This shirt is different. It has long sleeves."*

When you are hanging up the clothes, talk about the front and the back of each article of clothing. "This is the front of your shirt. This is the back."

TIP: ★ When your child helps you with daily and weekly activities around the house, they are learning many aspects of communication. Often he/she spontaneously acts out these routines in play. Likewise, when your child acts out stories, songs and rhymes, they are practicing and sequencing daily experiences through play. This facilitates, among many things, language development, cognition and auditory memory.



Date	What did your child do?



Expressive Language

Theme: Clothing

WEEK 18

Domain and goal

- Uses descriptives: wet/dry, dirty/clean

Activities

Continuing with Laundry

You have so many things to talk about related to laundry. Your family will be delighted with all the laundry activities going on around the house. As you are collecting, sorting, washing, drying and putting away the laundry, model then expect your child to use descriptive language for the clothes, "*wet socks, dry socks*", "*dirty gloves, clean gloves*".

Washing Doll Clothes

Since there are so many goals that can be taught and reinforced by doing the laundry, you and your child may want to wash the doll's clothes too. Incorporate all of the goals for the week. Be sure to include auditory memory for three items of clothes. "Let's wash the socks, shirt and shorts."

TIP: ★ Talk Abouts®, Nancy Caleffe-Schenck, 2001.

In the next few weeks you will learn about specific things you can talk about with your child. A few Talk Abouts® will be suggested each week. Talk Abouts® are suggestions of what to talk about to help your child increase the depth and understanding of vocabulary and spoken language. The basic premises are that you:

- o Engage in rich verbal communication with your child throughout the day. The quantity, or amount, as well as the quality, or specifics of the communication, are important. You are teaching the specifics by following through on suggested goals for each week.
- o Make learning fun.

★ This week's suggestions for what you can talk are:

- o Category names (e.g. pants, socks and jacket are clothes; find the clothes; let's name some clothes).
- o Component parts (e.g. This shirt has a collar, sleeves and buttons).
- o Synonyms (e.g. clothing, clothes, things to wear. More specific words are: outerwear, underwear, sportswear, gear, night clothes. More advanced words to feed in are: garments, attire, apparel).



Date	What did your child do?



Domain and goal

- Stimulate /th/

Activities

The Three Little Kittens

This week's story and rhyme have some /th/ words which your child will hear several times as you read and act out the story and rhyme. These words include:

- **Th**ree (Count the kittens and pairs of mittens.)
- **Th**e
- **Th**ey
- **Th**eir
- **Th**en.

Count the Objects

The auditory goal for this week is that your child remembers three items. After your child has selected the three objects, count them before you put them away, "one, two, **th**ree".

This Pile, That Pile

As you are sorting the laundry be sure to talk about, "**Th**is pile and **th**at pile".

Date	What did your child do?



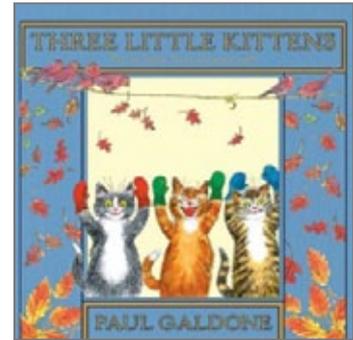
Story of the Week

Three Kittens, by Paul Galdone, HMH Books, 2011, or any version.

Three little kittens find themselves in trouble with their mother when they lose their new mittens. This story takes the reader through the activities of the cats as they lose, find, soil, wash and dry their mittens. Their reward is a delicious pie. Your child will thoroughly enjoy acting out this story while practicing sequential actions and the auditory, receptive language, expressive language, and speech goals for this week.

Props you will need:

- ✓ The book
- ✓ Three toy kittens
- ✓ One larger toy cat as the mother
- ✓ Three pairs of mittens (you can cut and glue together felt or paper to make the mittens)
- ✓ Yarn, string or rope to use as a clothes line
- ✓ Clothes pins.



Rhyme of the Week

The Three Little Kittens, Wee Sing Nursery Rhymes and Lullabies with audio CD, by Pamela Conn Beall and Susan Hagen Nipp, Price Stern Sloan, 2009.

This rhyme is rich in content to reinforce familiar language, to practice unfamiliar vocabulary and to introduce future language, such as past participle verbs. A variety of verbs are used in different verb tenses: present (see, cry), past (lost, found, soiled, washed, hung), and past participle (have lost, have found, have soiled, have washed). The book of the week includes the entire rhyme, but here is a sample of the repetitive verse that changes according to the circumstance.

The three little kittens, they lost their mittens and they began to cry, Oh mother dear, see here, see here, our mittens we have lost...

The three little kittens, they found their mittens and they began to sigh, Oh mother dear, see here, see here, our mittens we have found...

The three little kittens, they soiled their mittens and they began to cry, Oh mother dear, see here, see here, our mittens we have soiled...

The three little kittens, they washed their mittens and hung them out to dry, Oh mother dear, see here, see here, our mittens we have washed...

