



# Audition

Theme: Zoo Animals

WEEK 8

## Domain and goal

- Memory of directions with a closed set of objects
- Overhears at increasing distances

## Activities

### Zoo Time

Pretend to go to the zoo. Label one object at a time until your child comfortably knows the names of several animals. Put out four objects at a time. Tell your child, **"The bear is in the water"**, **"Put the zebra on the grass"**. Your child puts the animals where they belong.

You will need:

- ✓ Toy zoo animals
- ✓ Container of water
- ✓ Fabric, carpet or paper in green (grass) and brown (dirt)
- ✓ Containers for cages
- ✓ Any book about the zoo.

### Zoo Time with a Book

Look at a book about going to the zoo. When you turn the page, but before your child sees the picture, give a direction describing the picture. "Put the monkey in a cage." He/she puts the monkey in the cage. You show your child the book to see if their zoo scene looks like the scene in the book.

### A Trip to the Zoo

Visit the zoo with your child. Notice how he/she is hearing at increasing distances. When you are a meter away from your child, say, "Let's go see the polar bears". Did they hear you? Did they respond? Did they understand what you said? Continue to encourage distance hearing at home and outside.

**TIP:** ★ There is a difference between your child hearing you and whether they choose to respond. Hearing is a listening goal. Responding appropriately is a **pragmatic** goal. Pragmatics is how your child uses language and communication. Model and encourage appropriate pragmatics and manners so your child learns to interact politely with others.



| Date | What did your child do? |
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## Domain and goal

- Understands three-word phrases
- Understands simple explanations in context

## Activities

### A Typical Day

Make a list of common phrases your child understands. It might include phrases like: Let's go, get your \_\_\_, find the \_\_\_, put it on, take it off. Continue to expand the common phrases your child understands. Use different verbs: Wiggle into your pajamas, fasten your shoes, prepare to go. Link these phrases with simple explanations Such as: *"Wiggle into your pajamas."* *"The moon is up in the sky."* *"It's time for bed."* *"Choose a book and I'll read it to you."*

### A Trip to the Zoo

Visiting the zoo provides a natural opportunity to use phrases and explanations to describe what your child is observing. *"Look at the peacock strutting on the grass. He's showing his bright feathers. He's proud of himself."*

**TIP:** ★ Give directions without gestures or eye movements.

- ★ The words you use with your child now will be the words he/she uses in the future. Consistently link words they know with new vocabulary so their vocabulary expands daily.
- ★ Expect your child to understand two-, three- and four-word phrases which combine into five-, six- and seven-word sentences. Your child's language is growing and his/her **mean length of utterance (MLU)** is increasing.



| Date | What did your child do? |
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# Expressive Language

Theme: Zoo Animals

WEEK 8

## Domain and goal

- Uses three-word phrases
- Begins to categorize

## Activities

### Puzzles

There are a variety of commercially produced wooden puzzles appropriate for children of this age; you might be able to borrow some from your local library. Use zoo puzzles to teach vocabulary for zoo animals, farm puzzles to teach farm animals, and so forth. Once your child knows where the puzzle piece goes, use two relatively simple puzzles and “dump them out”, “mix them up”, “put them back”. This encourages your child to use three-word phrases to describe what he/she is doing. It also allows your child to sort the pieces into categories by matching the puzzle piece with the correct cut out on the puzzle.

You will need:

- ✓ Puzzles of animals: zoo, farm and pets.

### What Goes Where?

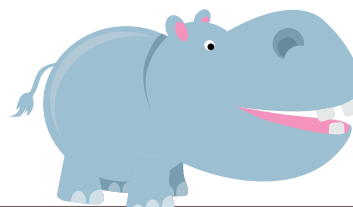
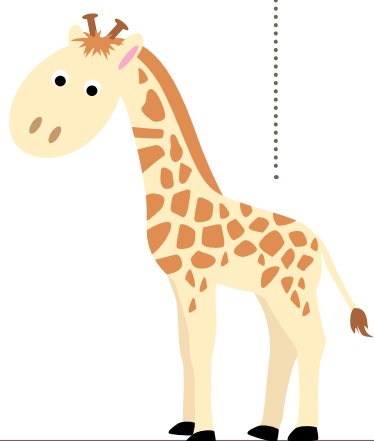
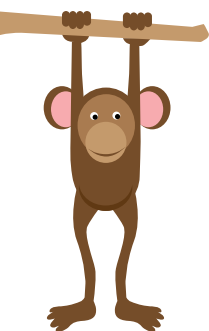
You will need:

- ✓ The play house and people from Week 1
- ✓ Props from up in the sky
- ✓ The farm from last week
- ✓ The zoo toys.

Use two sets of toys at a time. Start with the play house and people and zoo cages and zoo animals. This is probably the most obvious contrast. Take the people and animals and “dump them out”, “mix them up”, “put them back”. Sort the toys by putting the people in the house and the animals in the cages. Do the same activity using up in the sky props and farm toys.

**TIP:** ★ **Sorting by category is a cognitive and language goal. Your child learns through play how to categorize objects. While playing, they are figuring out how and why certain objects belong in a category. This lays the foundation for the future when your child will use the name for the category and talk about similarities and differences. Examples of category names are:**

- People
- Animals
- Vehicles or transportation
- Food
- Clothes
- Toys.



| Date | What did your child do? |
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## Domain and goal

- Stimulate /g/

## Activities

### Taking Care of your Dog

If you have a pet dog, stimulate /g/ as you take care of her. If you don't have a real dog, use a toy dog. There are many meaningful phrases you can use:

- Where's the **dog**?
- Let's **go**, **doggie**.
- **G**et your toy.
- **G**ive him a treat.
- **G**o get the stick.
- **G**ood **girl**.

### Grandma and Grandpa

There are several opportunities to stimulate the /g/ sound related to grandparents in real life and with photos.

### Visiting Grandma and Grandpa

Use these phrases when visiting grandparents:

- Let's **go** to **g**randma's.
- **G**et in the car.
- We're **going** to **g**randma and **g**randpa's.
- **G**et out of the car.
- **G**ive **g**randma a **big hug**.
- **G**ive **g**randpa a **big hug**.
- It's so **g**ood to see you.
- Let's play a **g**ame.
- **G**oodbye. See you next time.

### Make a Poster

Use these phrases when making a poster with photos of grandparents:

- Let's make a **g**ift.
- **G**et the **g**lue.
- It's **g**ooey.
- Here's a **big** piece of paper.
- **G**et the picture of **g**randma.
- **G**rab the picture of **g**randpa.



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## Story of the Week

**Polar Bear**, by Bill Martin Jr., illustrated by Eric Carle.

Follow the zoo animals as they listen to one another making different sounds. It starts with the polar bear, "Polar bear, polar bear, what do you hear?" "I hear a lion roaring in my ear." And on it goes with different zoo animals. "What do you hear?" "I hear a zebra braying in my ear." The story ends with a zookeeper who hears children imitating the different zoo animal sounds.

This story reinforces the other goals for this week, as well as the *Brown Bear* book from last week. Reading the story over and over again reaps huge leaps in progress.



## Song of the Week

**Willoughby Wallaby, Woo**, in *The Book of Kids Songs*.

This song is silly and fun and sets the stage for rhyming.

*Willoughby Wallaby, Woo, an elephant sat on you.*

*Willoughby Wallaby, Wadam, an elephant sat on Adam.*

Repeat the song using the names of people in your child's life and making a rhyme with the name.

**TIP:** ★ Your child may want the same story repeated over and over again. This is normal. Enjoy your reading time together and be delighted that your child enjoys books. You can make the book more interesting by changing the pitch and rhythm of your voice and emphasizing different words each time you read the same text.

