



# Audition

Theme: Clothing

WEEK 19

## Domain and goal

- Auditory memory for three items, with two of the three items in sequential order

## Activities

### Getting Dressed

As you and your child are picking out clothes to wear, say three articles of clothing and ask him/her to repeat what you said. Expect your child to remember all three items and to repeat at least two of the three items in the order in which you said them.

### Throughout the Day

Use any opportunity throughout the day to practice auditory memory for three items. Say three things and ask your child to repeat what you said. Expect him/her to say at least two in the correct sequence. Examples of when you could practice auditory memory are:

- Naming three people who will be coming for dinner.
- Naming three foods you'll have for dinner.
- Discussing three activities you'll do today.
- Listing three places you'll go today.
- Counting to three.
- Listing three books you will read before naptime.
- Naming three things you'll wear at the gym.

**TIP:** ★ Use known vocabulary when practicing auditory memory so your child is practicing only one new thing at a time.



Date	What did your child do?



## Domain and goal

- Understands pronouns in context: he, she, it, him, her, his

## Activities

### Dress Up Dolls

For this activity you will need something to represent a boy and something to represent a girl, and boy's and girl's clothing. You might use baby dolls, cut out or punch out dolls, or commercially produced materials. First, identify which one is the boy and which is the girl. Put out clothing for both a boy and a girl. Use a phrase such as: "*She wants her shirt. Give it to her.*" Or, you might say: "*He wants his shoes. Give them to him.*" This gives a repetitive context so your child can figure out if you are talking about the boy or girl by knowing just one of the pronouns. He/she then links the known pronoun with the new pronouns.

You will need:

- ✓ Boy and girl doll
- ✓ Boy and girl clothes.

### Clothes for the Family

This is a fun activity if you have males and females living in your house. Select a few items of clothing that belong to each person. Put the clothing out on the table or floor. If the person is at home and can participate in this activity, it is more fun and interactive. If no one else can participate, use photos of the people and put the photos in a circle near the clothing. Using the same phrase from the Dress Up Dolls activity, sort what clothes belong to what person by saying: "This is Daddy's shirt. *He* wants *his* shirt. Give it to *him*."

**TIP:** ★ **Contrived** play is useful for practicing pronouns, since it may be considered less than good manners in conversation to refer to someone as "he" or "she" rather than using the person's name.



Date	What did your child do?



## Domain and goal

- Uses double verbs
- Responds to the question, "What do you [verb]?"

## Activities

### Cleaning Out the Closet

Go through your child's closet and dresser to find the clothes that no longer fit. As you are doing this, model double verbs and expect your child to use them. Some of the double verbs you might use in this activity include:

- Find out
- Go through
- Leave out
- Pick up
- Give away
- Throw out
- Put away.

As you focus on listening for double verbs, you will find that you use them quite often in your conversations with your child. Encourage him/her to use double verbs in their spoken communication.

As you are looking at your child's clothes, ask the questions, "What do you wear on your\_\_?" Make it playful by pretending to put clothes on the wrong body part, such as trying to put socks on your ears. Some specific questions you might ask are:

- What do you wear on your head? Caps, hats, bows, bandanas, scarves, headbands.
- What do you wear on your ears? Cochlear implant, hearing aid, earrings, earmuffs.
- What do you wear on your feet? Shoes, socks, slippers, sandals, flip flops, boots, high heels, flippers, fins, skis, snowshoes.
- What do you wear on your hands? Gloves and mittens.

### TIP: ★ Talk Abouts®

- o Talk about what is of interest to your child.
- o Expose your child to a variety of verb questions:
  - What [verb]s? (What flies?)
  - What do you do with? (What do you do with your shoes?)
  - What do you [verb]? (What do you stir?)
  - What's it for? (What's the key for?)



Date	What did your child do?



## Domain and goal

- Imitates three syllables using the same vowels and alternating acquired consonants that are within the same manner of production and either voiced or breath sounds
- Uses acquired consonants in many words

## Activities

Your child is developing an auditory memory for three items, so he/she is capable of remembering three nonsense syllables. Remembering three nonsense syllables also reinforces auditory memory for three items. This activity provides practice for your child in developing *automaticity* for speech sounds that are developing.

### Shape Sorter

Use shapes from a shape sorter toy as motivators and reinforcements for this speech practice. Hold the shape and sit so that your child cannot lip read what you are saying. Present the three-syllable cue and move the shape toward your child. Your child repeats what they heard. Give your child the shape and he/she puts it into or on the shape toy. Examples of three syllables you could use include:

- Mah nah mah
- Mah mah nah
- Nah mah mah
- Nah nah mah
- Pah tah kah
- Pah kah tah
- Tah pah kah
- Tah kah pah
- Kah tah pah
- Kah pah tah
- Bah dah gah
- Bah gah dah
- Dah gah bah
- Dah bah gah
- Gah dah bah
- Gah bah dah.



Using the same consonant sequences, substitute the vowel *oo* instead of *ah*. Then use the vowel *ee*.

**TIP:** ★ Expect your child to correctly produce in words many of the consonants you have targeted in previous weeks.

Date	What did your child do?



# Songs, Rhymes & Stories

Theme: Clothing

WEEK 19



## Story of the Week

**Old Hat New Hat**, by Stan and Jan Berenstain, Random House, New York, 1970.

This Bright and Early book is brief and funny. It is full of interesting pictures and words to describe hats. Talk about the differences in the hats using descriptive adjectives, such as "old" and "new". Gather the hats you have in your house. Do any of them look like the hats in the book? How are they the same or different? This also reinforces goals from last week.



## Rhyme of the Week

**One, Two, Buckle My Shoe, Wee Sing Children's Songs and Fingerplays**, by Beall and Nipp, Price/Stern/Sloan, Los Angeles, 1985.

*One, two, buckle my shoe,  
Three, four, shut the door,  
Five, six, pick up sticks,  
Seven, eight, lay them straight,  
Nine, ten, a big fat hen.*



This rhyme encourages counting, rhyming and sequencing. You can act it out if you have these props:

- ✓ A shoe that buckles
- ✓ A nearby door
- ✓ Sticks either gathered from outside or sticks from the game, pick-up sticks
- ✓ A toy hen (or stand up, turn around and shake your tail like a big fat hen).

