

### Domain and goal

- Localizes sounds
- Listens to favorite stories over and over again
- Completes sentences using auditory closure
- Listens to recorded stories
- Without toy props completes the sentence, 'If-then'

### Activities

#### Hide the Timer

Play a hide and seek game with a listening twist. Hide a timer that is set to go off in one minute. Instead of your child looking for the timer, cue him/her to listen for the 'ding' of the timer. As your child becomes more advanced in localizing sounds, increase the distance between your child and where you hide the timer.

#### Favorite Stories

It is common for your child to want to listen to favorite stories over and over again. Incorporate auditory closure by reading the beginning of a sentence in a well-known story, pausing, and letting your child finish the sentence.

#### Record a Book

Record yourself reading your child's favorite book. Be sure to insert 'bleep' when it's time to turn the page in the book. Set up a 'listening place' where your child can sit by themselves and listen to the recorded story.

#### If-then

Throughout the day discuss 'If-then' situations, such as:

- If we are hungry, then we eat.
- If we bake the muffins, then we can eat them.
- If it is cold outside, then we wear a coat.
- If I am sleepy, then I take a nap.
- If you give a mouse a cookie, then he'll want a glass of milk. (Review last week's story.)
- If you give a moose a muffin, then he'll want some jam. (Reinforce this week's story.)
- If you give a pig a pancake, then she'll want some syrup to go with it. (Reinforce this week's story.)

**TIP:** ★ Auditory closure helps your child gain confidence in relying on context, predicting what is next, completing a thought, and remembering sequences.



Date	What did your child do?

# Receptive & Expressive Language

Theme: Breads/Breakfast

WEEK 17

## Domain and goal

- Uses pronouns: her, him, them
- Uses concepts: just, only
- Understands idioms: don't bite off more than you can chew, start from scratch

## Activities

### Snacks and Meals

Focus on the language goals for this week when you are having a meal or snack.

Pronouns: her, him, them

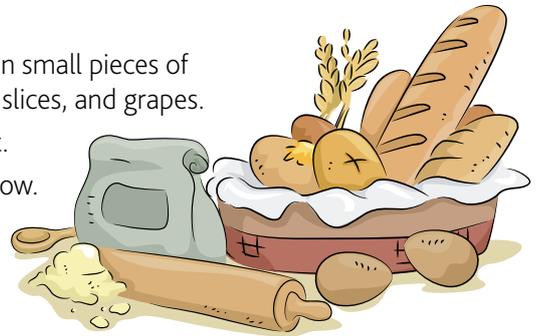
It is helpful if you have another person with you to create opportunities for using pronouns in a more natural way. Link pronouns not used by your child with pronouns he/she does use.

- She would like some cereal. Please give her the cereal.
- He needs his spoon. I'll get his spoon.
- Dad and brother would like eggs. I'm making them scrambled eggs.

Concepts: just, only

Incorporate these concepts while snacking on small pieces of food such as pieces of cereal, raisins, orange slices, and grapes.

- I just washed my hands. I'm ready to eat.
- I just ate my breakfast. I'm not hungry now.
- Take just one orange slice.
- I want only one slice of toast.
- I put only butter on the toast.
- I'm only making pancakes today. We'll have waffles tomorrow.



### Idioms

Use these idioms at appropriate times throughout the day: 'Don't bite off more than you can chew.' 'Start from scratch.'

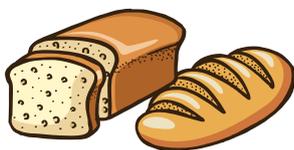
- When your child tries to do more than they are able to do or has time to do, say, 'Don't bite off more than you can chew.' For example, he/she might be trying to carry too many things all at the same time. Explain that it does not mean he/she is chewing something.
- When you are starting something at the beginning of a process, comment that you need to 'start from scratch.' Maybe you and your child are packing a day pack for an outing. You need to take everything out of the pack first to see what you have. You sort what you need for the day and what you will keep at home. Then you put in what you need for the day. You needed to 'start from scratch' to pack the right things. Show them that when you bake something from scratch, you combine all the ingredients rather than using a prepared mix.



Date	What did your child do?

#### Domain and goal

- Stimulate ng sound



#### Activities

##### Baking

Bake muffins or bread. Use words with the ng sound during this activity so your child gets practice hearing and saying this sound. Remember that the ng sound is used in the present progressive form of verbs, so talk about what you are doing; for example:

- We're getting all the ingredients.
- Now you're mixing them together.
- The dough is rising.
- We're waiting for it to rise.
- I'm turning on the oven.
- We're putting the dough in the pan.
- I'm opening the oven door.
- I'm putting the pan in the oven.
- You're turning on the timer.
- The bread is baking.
- We're listening for the timer.
- Ding, I hear it ringing.
- I'm taking the bread out of the oven.
- I'm placing the hot bread pan on a cooling rack.
- We're waiting for the bread to cool.
- We are tasting the bread and it's delicious.



##### Experience Book

Take photos as you are making the bread in the Baking activity. Write an experience story using the present progressive verb tense. (See the activity above for language to use.)

##### Bingo

Play a bingo game. There are many commercially produced bingo games using a variety of themes such as colors, animals, foods, and numbers. If you do not have a commercially produced bingo game, you can create a bingo game using pairs of pictures. Put one of the pictures in a pick-up pile and the other picture on the bingo grid. Pick one card at a time from the pick-up pile and say the word for what you picked. Your child finds the same picture on their bingo grid and places a token on it. When they get a full line, he/she yells, 'Bingo.'

Date	What did your child do?

#### Domain and goal

- Pease Porridge Hot
- The Muffin Man

#### Activities

##### Pease Porridge Hot

Make porridge or hot oatmeal for breakfast. Sing this song as you stir and serve the porridge or oatmeal. Incorporate the concepts 'just' and 'only'. 'I want just a little bit, please.' 'I ate only two bites.'

*Pease porridge hot, pease porridge cold  
Pease porridge in the pot, nine days old.*

*Some like it hot, some like it cold.  
Some like it in the pot, nine days old.*



##### The Muffin Man

Act out this song as you and your child sing the words. Make a white baker's hat from sturdy white paper. Put a few muffins in a basket. One person is the 'muffin man' and wears the baker's hat while carrying the basket around. The other person pretends to buy some muffins.

You will need:

- ✓ Sturdy white paper and tape to make a hat
- ✓ Basket
- ✓ Muffins
- ✓ Real or pretend money

*Oh, do you know the muffin man, the  
muffin man, the muffin man,  
Oh, do you know the muffin man,  
who lives on Drury Lane?*

*Oh, yes, I know the muffin man,  
the muffin man, the muffin man,  
Oh, yes, I know the muffin man,  
who lives on Drury Lane.*



Date	What did your child do?

This week there are two stories by the same author related to the theme of the week. One story starts out with a moose eating a muffin, and the other begins with a pig wanting a pancake. Note the alliteration where the same sound is used at the beginning of the words: m/moose/muffin and p/pig/pancake.

Both stories for this week are written by the same author as last week's story, *If You Give a Mouse a Cookie*. In all of these stories one thing leads to another absurd request, and the story continues until it ends back at the beginning. After reading all three of these books, your child gets the idea of the silliness of the plots. Apply the 'if-then' logic of the stories to events in your child's life. Create stories that unfold with you and your child's creativity. See last week's story for additional ideas.

**If You Give a Moose a Muffin**, *Laura Joffe Numeroff (Author), Scholastic, 1992*

The moose eats one muffin and then wants another. Then he wants another and another until they're all gone. Act this out with your child and use the concepts from this week's language goals. Say to the moose, 'You just had a muffin. You can have only one more.' Use the masculine pronouns: he, him, and his. When the boy and moose prepare to go to the store to get muffin mix, talk about the difference between making muffins from scratch and using a mix. This helps your child better understand the idiom for this week, 'start from scratch.'

**If You Give a Pig a Pancake**, *Laura Joffe Numeroff (Author), Felicia Bond (Illustrator), HarperCollins, 2000*

The pig makes continuous requests of a little girl starting with wanting a pancake which leads to sticky syrup and a bath to wash off the syrup. As you talk about this story, reinforce the feminine pronouns: she, her, and hers.

**TIP:** ★ The use of similar children's literature is a natural way to strengthen pre-reading and logical thinking concepts.

