

### Domain and goal

- Understands and responds to auditory conversations while engaged in another activity
- Follows four auditory directions

### Activities

#### Walking on the Beach

Expect your child to understand and respond to auditory conversations while engaged in other activities. Take a walk on a beach and gather seashells and natural beach debris. You might 'draw' pictures in the sand with the shells. Carry on a conversation with your child while you are involved in these activities. If you do not live near a beach, take a walk anywhere that is convenient and practice auditory conversations as you walk.

#### Beach/Outdoor Collage

Gather objects when you are out walking. When you get home, create a collage for each other or another family member or friend. Use this as an activity where your child follows (and gives) four auditory directions and carries on an auditory conversation while making the collage. Take turns giving each other directions.

- Glue the small clam shell in the center. Draw a circle around it with glue. Sprinkle sand on the glue circle. Shake off the extra sand.
- Glue a big leaf at the top of the paper. Draw zig zag lines anywhere with glue. Sprinkle colored glitter on the zig zag line. Pour the extra glitter on the newspaper.

You will need:

- ✓ Paper, cardboard, or the top of a shoebox
- ✓ Glue or paste
- ✓ Newspaper to put under your project as you are working on it
- ✓ A variety of objects to use on the collage, such as:
  - shells
  - sand
  - leaves
  - flower petals
  - glitter
  - yarn
  - bottle caps
  - egg cartons
  - glue or paste

**TIP:** ★ Encourage your child to take turns in conversations. Each person listens to the other person and responds and comments when the other person has finished talking.



Date	What did your child do?

# Receptive & Expressive Language

Theme: Ocean and Beach

WEEK 32

## Domain and goal

- Asks: Can I \_\_\_? May I \_\_\_?
- Uses: isn't, aren't
- Uses concepts: to, around, across, away from

## Activities

### Buried Treasure

Play the buried treasure game when you are outside in a field or on a beach. One person hides a 'treasure' while the other person isn't watching. The second person hunts for the treasure while the person who hid it gives verbal clues. Incorporate the language targets for this week: Can I \_\_\_?, May I \_\_\_?, isn't, aren't, to, around, across, and away from. This activity can also be used to reinforce the auditory goal for this week of following four auditory directions.

- Go across the flat rock.
- Walk around the tree.
- It is away from the water.
- That isn't the right direction.
- You aren't going far enough up the little hill.
- Run to the top of the sand dune and you will find the treasure.

### Mother May I?

Play the 'Mother May I' game. In this game, one person gives directions and the person following the directions must ask before moving, 'Mother, may I?' or 'Mother, can I?'. The person giving the directions responds with, 'Yes, you may.' Incorporate four auditory directions to reinforce an auditory goal.

- Mother says, 'Take one step forward, jump up and down, turn around, and run to the tree.' 'Mother, may I?' 'Yes, you may.'

### Line Path

Use a stick to draw a line in the sand or dirt. Reinforce this week's language concepts as you describe where you are drawing the line. Go back and walk along the line and talk about the directions the path is going. Now it's your child's turn to draw and walk the line.

- I'm drawing a line to the big log.
- First I'm going around the beach towel.
- The stick isn't going across the towel.
- I'm dragging it away from the towel.
- We aren't going to get sand on the towel.



Date	What did your child do?



### Domain and goal

- Contrast s, sh, and ch speech sounds

### Activities

#### Speech Babble

Use toys to reward your child's imitations as you do the Speech Babble game. This week, babble syllables to contrast the speech sounds 's', 'sh', and 'ch'. Mix up the consonant sound you use in the first syllable so your child is not expecting the same sound each time. Listen to determine if your child's speech sounds different for 's', 'sh', and 'ch', even though speech productions may not be perfect. You might model syllables like this:

- oos oosh
- eesh ees
- aysh aych
- ahs ahsh
- oosh oos
- ees eesh
- ahs ahch
- ahsh ahs
- soo shoo
- shee see
- sah shah
- shoo soo
- chee shee
- see shee
- shah sah
- see chee



#### Ocean, Beach, and Sea Pictures

Look at pictures on the internet or in books, or photos you have taken. Talk about the ocean, beach, and sea. Notice if your child is contrasting these sounds and producing them so they sound distinctly different. Use the words 'ocean,' 'beach,' and 'sea' in sentences and questions. You are doing this to encourage correct speech perception and speech production for the speech sounds 's', 'sh', and 'ch'. You can also incorporate this week's language goals in the sentences. You have opportunities to reinforce and contrast the 's', 'sh', and 'ch' sounds when you talk about the ocean, beach, and sea when you read and discuss the stories for this week and when you sing this week's songs.

Date	What did your child do?

### Domain and goal

- **Sailor Went to Sea** (s speech), in *Wee Sing and Play*
- **Brush Your Teeth**, by Raffi (sh and ch speech)



### Activities

**Sailor Went to Sea**, *Wee Sing and Play, Musical Games and Rhymes for Children*, by Beall and Nipp, Price/Stern/Sloan, Los Angeles, 1983.

This song is fun to learn and is a great activity for practicing the 's' speech sound while keeping with this week's theme. Clapping to the words of the song with another person improves coordination and sensory integration. Recite this song with clapping sequences. Sit facing your child. Clap to the words as indicated:

- A:** clap your own hands
- Sai:** clap right hand with partner
- Lor:** clap own hands
- Went:** clap left hand with partner
- To:** clap own hands
- Sea, sea, sea:** clap partner's hands three times.

Repeat this sequence in rhythm until the end of the song.

*A sailor went to sea, sea, sea,  
To see what he could see, see, see,  
But all that he could see, see, see,  
Was the bottom of the deep blue sea, sea, sea.*



**Brush Your Teeth**, by Raffi, *The Raffi Singable Songbook*, Chappell, Don Mills, Ontario, CA, (no date)

There are many opportunities for your child to contrast 'sh' and 'ch' in this song. Act out the song as you sing it.

*When you wake up in the morning and it's quarter past one,  
And you want to have a little fun,  
You brush your teeth, ch ch ch ch ch ch ch ch ch,  
You brush your teeth, ch ch ch ch ch ch ch ch ch.*

*When you wake up in the morning and it's quarter past two,  
And you want to find something to do,  
You brush your teeth, ch ch ch ch ch ch ch ch ch,  
You brush your teeth, ch ch ch ch ch ch ch ch ch.*

*When you wake up in the morning and it's quarter past three,  
And your mind starts humming tweiddle de dee,  
You brush your teeth, ch ch ch ch ch ch ch ch ch,  
You brush your teeth, ch ch ch ch ch ch ch ch ch.*

*When you wake up in the morning and it's quarter past four,  
And you think you hear a knock on your door,  
You brush your teeth, ch ch ch ch ch ch ch ch ch,  
You brush your teeth, ch ch ch ch ch ch ch ch ch.*

*When you wake up in the morning and it's quarter past five,  
And you just can't wait to come alive,  
You brush your teeth, ch ch ch ch ch ch ch ch ch,  
You brush your teeth, ch ch ch ch ch ch ch ch ch.*

Date	What did your child do?

**Follow the Water from Brook to Ocean** (*Let's-Read-and-Find-Out Science 2*),  
Arthur Dorros (Author, Illustrator), Collins, 1993

Last week's theme was lake, pond, and river. This week's ocean theme is tied together with last week's theme as your child learns where water comes from, how it travels, and where it goes. Learn how a raindrop makes its way to the ocean and all the places in between. Your child learns new vocabulary related to both weeks' themes, such as brook, stream, and delta. Pretend to be a raindrop and flow through the different environments, and vocabulary, until the raindrop reaches the ocean.

**A House for Hermit Crab**, Eric Carle (Author), Aladdin, 2002

Hermit Crab needs to move from his shell because he has grown too big for it. He has to leave his friends and go to find a bigger shell. Along the way he encounters a variety of new marine life that help him to decorate his new shell and make it a lovely place to live. Then he must move again before the story ends. This story may be useful in helping your child to understand that change may not be as scary as it first seems. Your child is introduced to an abundance of sea creature vocabulary: sea anemones, sea star, coral, sea snail, sea urchin, lantern fish, sponges, barnacles, and clown fish.

**Mister Seahorse**, Eric Carle (Author), Philomel, 2004

Your child is now familiar with many books authored by Eric Carle. This book is another book by the same author and is filled with lovely illustrations and a memorable story. It includes collage illustrations and acetate overlays to create an underwater illusion. Fathers are the main characters in this story. Mr. Seahorse, Mr. Stickleback, Mr. Tilapia, Mr. Kurtus, Mr. Pipe, and Mr. Bullhead each care for their babies in different ways. Talk about how each fish is the same or different and how the dads are helping to take care of the babies.

