

Domain and goal

- Remembers three related directions
- Answers: Who has ___? Who wants ___? Who does it belong to?

Activities

• Game Time

Play board games you can purchase for your child's age range, or create a board game.

To create a board game you will need:

- ✓ Cardboard or heavy stock paper
- ✓ Markers or crayons for drawing a track to follow
- ✓ Dice, cards, or spinner
- ✓ Playing pieces (small toys, coins, buttons, etc.)

Before starting the game, give three directions on how to play the game. To provide an opportunity for your child to recall the three directions, ask him/her to tell another player the three directions. Examples of directions for games are:

- Pick a playing piece, put it on the start box, and decide who will go first.
- Pick a card, tell us the color you picked, and move ahead to that color.
- Roll the dice, count the dots on the dice, move ahead that many spaces.

• Who Does This Belong To? Card Game

Make a card game by taking photos of your child's friends or family members and things belonging to each person, such as coat, shoes, backpack, pet, etc. Shuffle the object cards and put them face down in front of you. Put the cards of the photos of people face up in the center of the table. Pick a card from the pile in front of you and ask 'Who does this belong to?'. When your child answers correctly, they pick up the photo from the center of the table. Switch places if you would like to go beyond auditory processing of the question, and model for your child how to ask the question.

You will need:

- ✓ Blank cards
- ✓ Photos of people and objects
- ✓ Glue to attach the photos to the cards

• Go Fish Adaptation

Get or make a card game where there are two identical cards or pairs that match. Pass out three to five cards to each person and put the remainder in a pile in the middle of the table. Each person is trying to locate a match for a card in their hand. Start out and try to get a match for one of your cards. Ask 'Who has ___?'. Expect your child to say 'I do' if they have the match. If no one has a match, go fish and pick from the pile. If it is not the match you're looking for, ask 'Who wants ___?'. Continue taking turns. This game is also useful for reviewing and learning vocabulary.



Date	What did your child do?

Receptive & Expressive Language

Theme: Friends & Games

WEEK 2

Domain and goal

- Uses possessive's
- Uses: too
- Uses concepts: each, most, least, into, onto
- Uses infinitives with the phrases: need to ___; want to ___; have to ___

Activities

• Games for All

Look for commercially produced games that are appropriate for children aged 3-4. Many libraries loan games. Try a few different games as your child may be naturally attracted to some games more than others. Teach your child the meaning of vocabulary often used in games: cards, shuffle, deal, spinner, spin, dice, player, share, take turns, be a good loser/winner.



The language goals for this week can be incorporated into any game you play. Below are some examples of language to model and expect as you are playing games with your child.

- Possessive 's. This is Mommy's card. Daddy's piece is orange.
- Too. I want that card, too. He moved three spaces, too. Dad lost a turn, too.
- Concepts: each, most, least, into, onto. We each get a card. She has the most cards. I have the least prizes. Put the cards into the container. Put the cards onto the table.
- Infinitives with the phrases: need to ___; want to ___; have to ____. I need to move back four spaces. I want to pick a blue card. I have to clean up the game.

TIP: ★ Teach your child to play cooperatively in groups of two to three children.



Date	What did your child do?



Domain and goal

- Uses a variety of consonants in the initial position of words and in phrases and sentences: w, m, n, h, b, p, d

Activities

• Name Game

Make a list of the names of your child's friends and classmates. Notice which names start with the sounds: w, m, n, h, b, p, d. Using pictures of the children or toy people, or other objects such as sticks or socks as puppets to represent the friends, pretend to greet and talk to the friends. At this stage your child should be correctly pronouncing names that start with the targeted sounds. Here are some examples of names:

- W: **W**illiam, **W**ally, **W**ilma
- M: **M**ary, **M**atthew, **M**arty
- N: **N**atalie, **N**oah, **N**ell
- H: **H**arry, **H**anna, **H**ugh
- B: **B**ill, **B**arbara, **B**ob
- P: **P**eter, **P**at, **P**aul
- D: **D**avid, **D**onna, **D**an

You will need:

- ✓ Pictures of friends
- ✓ Toy people
- ✓ Sticks or socks to make puppets



• Game Lingo

Reinforce correct speech production in phrases and sentences as you are playing games. Here are some examples:

- W: You **w**on the game.
- M: The cards **m**atch.
- N: Move ahead **n**ine spaces.
- H: **H**old your cards.
- B: I need to move **b**ackwards.
- P: **P**ick a card from the **p**ile.
- D: Put the **c**ard **d**own on the table.



Date	What did your child do?

Domain and goal

- The More We Get Together
- One Potato Two Potato

Activities

• Friends

Teach your child this song about friendship. Talk about the meaning of the words. Sing to objects representing friends, such as stuffed animals, toy people and puppets. Better yet, invite a friend over and sing the song together.

The More We Get Together

*The more we get together, together, together
The more we get together, the happier we'll be.*

*For your friends are my friends
And my friends are your friends.
The more we get together, the happier we'll be.*

• Games

Children often recite jingles to determine who goes first in a game. Teach your child this jingle so he/she fits right in.

One Potato Two Potato

Everyone forms a circle and puts both fists in the center. As a child says the jingle, they go around the circle and touch a fist in sequential order each time they say the next word. When the jingle ends, the fist being touched is moved out of the circle. This routine is repeated until only one fist remains. This is the person who gets to go first.

*One potato, two potatoes, three potatoes, four
Five potatoes, six potatoes, seven potatoes, more.*

TIP: ★ Encourage good sportsmanship when playing games with your child so he/she is ready for positive social interactions with their friends. Do not allow them to go first every time and do not alter the game so that they win every time.

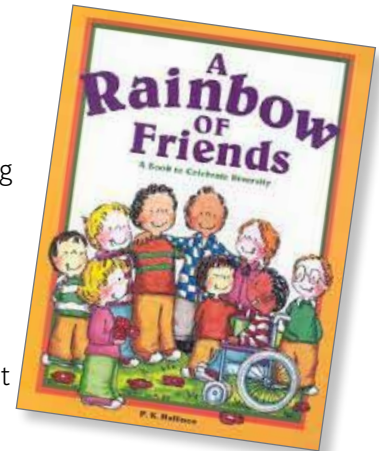


Date	What did your child do?

A Rainbow of Friends, P. K. Hallinan (Author), Ideals Children's Books, 2006.

This book is written for children aged 3-5. It has pictures and words illustrating that all children are different and special. It encourages children to appreciate and accept different races, cultures, and handicaps.

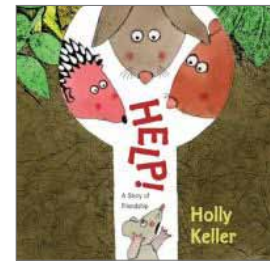
Talk to your child about unique and wonderful qualities of his/her friends. After reading the book, make a poster of your child using a photo or a drawing, and write adjectives to describe your child. You might use words such as quiet, friendly, athletic, musical, funny, or helpful.



Help!: A Story of Friendship, Holly Keller (Author), Greenwillow Books, 2007

This is a simple and lovely story about friendship, gossip, and trust. Fox tells Skunk that Snake is dangerous to mice. Mouse falls into a hole because he's worried and doesn't pay attention. Squirrel, Rabbit, and Hedgehog try to help their friend Mouse, but only Snake can and does help without scaring his friend Mouse. Mouse realizes that Snake is a true friend.

Act out the book by using the dialog between the animal characters. Model silly voices for each character and expect your child to imitate your voice patterns and language. This reinforces auditory memory and expanded spoken language.



To act out this book you will need a toy representing each character:

- Fox
- Skunk
- Snake
- Mouse
- Squirrel
- Rabbit
- Hedgehog

TIP: ★ Read and discuss books ranging in difficulty from easy, to just right, to more challenging. Keep the atmosphere of exploring books together relaxed and joyful.

