



# Audition

Theme: Numbers

WEEK 32

## Domain and goal

- Auditory memory for two to four random numbers, not necessarily in sequence

## Activities

Auditory memory for numbers is an important skill for life. Your child will need to remember phone numbers, addresses and homework assignments. By specifically practicing auditory memory for numbers, your child will be better prepared for the real world.

### Number Practice

Ask your child to repeat the numbers. At first your child may not say them in sequential order. Continue to encourage and model until he/she can repeat them in order. Do this activity for only a few minutes at a time. You could use toys to make it more fun. You might have your child put in a puzzle piece or drop a coin into a money box after repeating the numbers. Start out by saying two different random numbers between zero and nine, for example:

- 2, 5
- 9, 3
- 6, 5.

Once your child can repeat two numbers in correct order, increase your presentation to three and then four numbers.

### I See Numbers

This is a good game to play in the car. As you are driving along, look for numbers on roads, restaurants, billboards, addresses and other signs. Say aloud: **"I see numbers. I see four and six."** Your child repeats what you said.

**TIP:** ★ It is important to know the length of your child's auditory memory so you can continue to reinforce and expand the number of items he/she remembers.



Date	What did your child do?



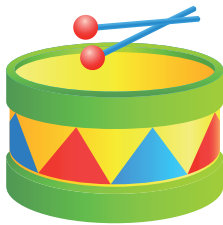
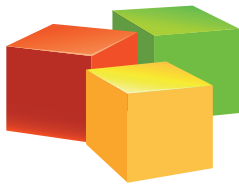
# Receptive Language

WEEK 32

Theme: Numbers

## Domain and goal

- Understands adjectives for number
- Understands, "How many?" (doesn't necessarily answer correct number)



## Activities

### Counting Things

Count out different objects as you are using them. Ask the question, "**How many are there?**" Your child doesn't necessarily answer with the correct number; that comes later. But your child should understand the question and answer with a number. Also, feed adjectives for number, such as: a lot of, some, many, one, all, nothing, none. Here are some things you could count:

- Buttons on a shirt
- Socks
- Blocks
- Peanuts
- Apple slices
- Raisins
- Flowers
- Flower petals.

### Counting in Books

As you are reading and looking at books, count different things you see in the illustrations. Ask: "**How many trees do you see? I see many trees. I see 1, 2, 3, 4, 5 trees.**"

There are many ways to teach and reinforce the language goals for this week by reading the books and the fingerplay suggested for this week.

Date	What did your child do?



# Expressive Language

Theme: Numbers

WEEK 32

## Domain and goal

- Counts one, two, and continues to increase
- Answers with a quantity word to, "How many\_\_?"
- Uses: a lot of, some, many, one, all, nothing, none
- Uses number + noun

## Activities

### Counting Things

After you have been modeling the language for *Counting Things* that is described in the Receptive Language section for this week, expect your child to start expressing the language for numbers. Expect your child to count to two and perhaps beyond. He/she should answer to the question, "How many?", using a number or adjective for quantity: a lot of, some, many, one, all, nothing, none. Expect your child to use number + noun. Here are some examples of language to expect your child to say when you are counting things or when you ask, "How many?"

- One, two
- One dog
- A lot of birds
- Some grapes
- Many kids
- All the shoes
- Nothing is there
- None
- Two bananas.

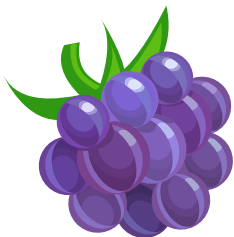


### Nothing and None Game

The words nothing and none may require a little extra practice before your child uses these words spontaneously. Use three or more plastic cups and little toys from previous lessons. Ask your child to close their eyes. Put one object under one cup, two objects under another cup and nothing under the third cup. Mix up the cups. Tell your child to open their eyes and look under the cups. "How many \_\_\_ do you see?" Practice with your child to answer using the targeted words and phrases for this week. "I see two bears." "I see none. Nothing is here." "Here is one car."

You will need:

- ✓ Non-breakable cups you cannot see through
- ✓ Small objects to go under the cups.



Date	What did your child do?



## Domain and goal

- Stimulate /sh/

## Activities

### My Clothes

Count your family's clothes for this activity. Count when you are doing the laundry or when you look into closets or dresser drawers. Talk about:

- **S**hoes
- **S**hirts
- **S**horts
- **P**ush the drawer **s**hut
- We need to **w**ash this
- Put it in the **w**ashing **m**achine.

### Go Shopping

When you go grocery shopping, look for these items to name:

- What's on the **s**helf?
- **M**ushroom
- **F**ish
- **S**hrimp
- **S**quash
- **R**adish
- **M**arshmallows
- **S**ugar
- **T**issues
- **P**ush the **s**hopping trolley.

### Go Fishing

Create a fishing game by using a stick as a fishing rod. Attach a magnet to the end of the stick. Gather pictures of vocabulary you are working on. Put a paper clip on each picture. Set up a barrier so the pictures are out of your child's sight. Let your child go fishing by putting the pole over the barrier and fishing for and bringing up a picture to name. To make this game even more stimulating for the /sh/ sound, use lots of pictures that show objects with the /sh/ sound.

You will need:

- ✓ Stick
- ✓ Magnet
- ✓ Tape
- ✓ Paper clips
- ✓ Pictures.



Date	What did your child do?

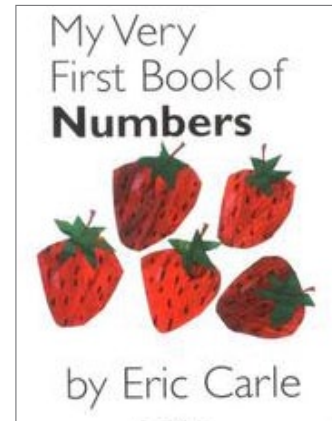


## Stories of the Week

**My Very First Book of Numbers**, by Eric Carle, New York, T. Crowell, Philomel, 2006. This book consists of a top half and bottom half for each full page. The pages can be turned separately. Your child finds the number of fruits on the bottom half of a page that matches the number of boxes and numerals on the top half. As an added bonus you can use this book to pre-teach and return to next week's theme, colors. The fruit are different colors and each color is seen at least once.

**One Fish Two Fish Red Fish Blue Fish**, by Dr. Seuss and Theodore Seuss Geisel, Random House Book for Young Readers, 1960.

This book reinforces one to one correspondence to the number three. It also has words that rhyme. It has several short sections so you can skip around in the book. It provides opportunities to pre-teach and review known and unknown vocabulary: "black fish, blue fish, old fish, new fish." The word "some" is substituted for "fish": "Some are old." This reinforces a language goal for this week.

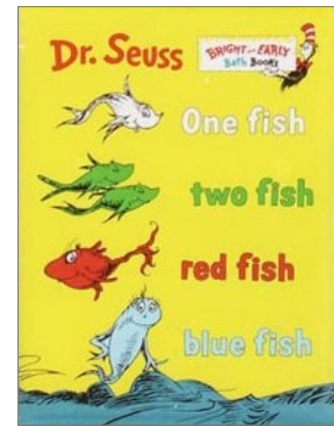


## Song of the Week

**Five in the Bed**, by DK Preschool, 2003.

If your child likes stuffed animals, they will love this book. The stuffed animals, such as teddy bears, rabbit and duck, are all cuddled together in the book.

*There were five in the bed and the little one said, "Roll over, roll over".  
So they all rolled over and one fell out. Now there were only four in the bed.  
There were four in the bed, and the little one said, "Roll over, roll over".*



Continue until there were none in the bed. This is a lovely way to teach the concept: none.

