



Audition

Theme: Colours

WEEK 33

Domain and goal

- Responds to auditory sabotage or incorrect auditory information

Activities

Your child has been listening in structured and unstructured situations. Many times the information is predictable or in closed sets. This week, give your child opportunities to actively think and respond to auditory information that is incorrect or silly. This encourages your child to actively listen to an entire message rather than making assumptions about what someone might say.

Start out by making it a fun and silly game and then incorporate sabotage at unexpected times. Guide and coach your child to catch you and correct the silly sentence when you try to use auditory sabotage. Here are some examples of sabotage:

- I need to get my shoe from the refrigerator.
- Put on your lunchbox.
- Let's read the chicken.
- We walk on our elbows.
- Put your hat on your feet.
- The sun is green.



Date	What did your child do?



Domain and goal

- Matches colors
- Understands, "What color is it?" (doesn't necessarily answer correct color)
- Understands adjective + adjective + noun

Activities

Finding Colors

Each day this week, pick one color and gather things that match that color. Put them together and play a "pick it up" game. You say a phrase using, adjective + adjective + noun, such as "old green shoe". Your child picks up the old green shoe from the pile of other green objects. Continue this game as you find objects of different colors during the week. Examples of what you might find include:

- Soft brown bear
- Big blue circle
- Shiny white clock
- Sweet red strawberry
- Sour yellow lemon.

Matching Cards

Buy or make pairs of cards with different colors, sizes and shapes. Play a memory game by putting out eight to twelve cards. Turn one over and describe it before your child sees the card. "I have a small, orange circle." Show the card. Try to find the other small, orange circle by turning over another card. Then it is your child's turn. Model the adjective + adjective + noun phrase if your child is not yet producing it spontaneously. The expressive language goal for this week is that your child produces adjective + noun, but he/she may surprise you and use adjective + adjective + noun.

You will need:

- ✓ Index cards
- ✓ Markers or crayons.

TIP: ★ Talk Abouts®:

- o Color



Date	What did your child do?



Expressive Language

Theme: Colors

WEEK 33

Domain and goal

- Identifies three colors
- Uses color as adjective + noun

Activities

I Spy with my Little Eye

Take turns being the spy. If you are the spy, say, "*I spy with my little eye something [color]*". "*I spy with my little eye something blue.*" The other person looks around and names something blue. "*I see the blue sky.*" "*I see the blue box.*" Continue until the person guesses the object the spy saw.

Getting Dressed

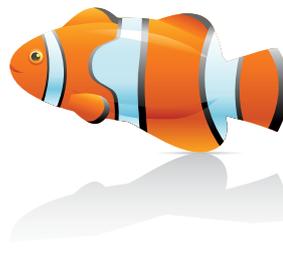
Ask your child what he/she wants to wear. Encourage your child to use adjective + noun to describe what they want. "*I like my yellow dress.*" "*Wear the blue shirt.*" Expect your child to be identifying and using three different color words.

Color Book

Make a few different books where each book is for a specific color. The first book should be the book for your child's favorite color. Get out a crayon, a marker and/or a colored pencil of that one color and encourage your child to draw in the book using the same color throughout the book. The books may be an ongoing project so your child can return to any of the books and draw with that color. Name the book, My [Color] Book.

You will need:

- ✓ Crayons, markers and/or colored pencils
- ✓ Small books with empty pages.



Date	What did your child do?



Domain and goal

- Continue to stimulate for /r/ and /l/

Activities

Both of the sounds, /r/ and /l/, are later developing sounds. Your child may or may not say these sounds correctly in some words. Continue to stimulate for these sounds during activities and situations where /r/ and /l/ are in the words you are saying.

Roll that Ball

While singing this week's song, you say the /r/ and /l/ each time you say "roll". Your child will hear /r/ and /l/ in the color words.

- **Roll** that **red ball** down to town
- **Roll** that **orange ball** down to town
- **Roll** that **yellow ball** down to town
- **Roll** that **green ball** down to town
- **Roll** that **blue ball** down to town
- **Roll** that **purple ball** down to town
- **Roll** that **brown ball** down to town.

Little, Round Objects

One of the language goals for this week is that your child uses color in adjective + noun phrases. For this activity you look around for little objects and round objects. Encourage your child to use the phrases:

- Little [color] [name of object] (e.g. little red raspberry)
- Round [color] [name of object] (e.g. round yellow flower)



Date	What did your child do?

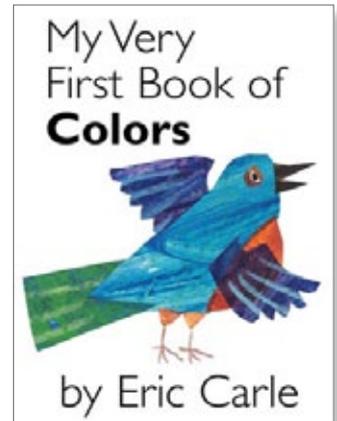


Story of the Week

My Very First Book of Colors, by Eric Carle, Philomel, 2005.

With this book your child matches colors to different pictures. The book is divided in half so you can keep the color word at the top, then flip through the book to match everything the same color. For additional fun, get out the other Eric Carle books you have read with your child. Discuss and point out how the illustrations are the same or different in the books. Match colors in the books. Previous lessons have included these books illustrated by Eric Carle:

- *Brown Bear*
- *Polar Bear*
- *My Very First Book of Numbers*.



Song of the Week

Roll That Ball, in *Wee Sing and Play Musical Games and Rhymes for Children*, by Beall and Nipp, Price/Stern/Sloan, Los Angeles, 1983.

Sit across from your child. Roll a ball back and forth to each other each time "roll" is sung.

*Roll that red ball down to town,
Roll that red ball down to town,
Roll that red ball down to town,
Roll that ball down to town.*

(Continue with different colors.)

