



Audition

Theme: Dictate Stories

WEEK 39

Domain and goal

- Auditory memory of five- to seven-word sentences with known words

Activities

Experience Stories

Your child has a nice collection of experience stories. Look back, review and notice how the length of your child's language has grown. Create new stories and model sentences that are five to seven words in length. Encourage your child to repeat the sentence back to you as you write it down in the *Experience Book*. This provides practice in remembering longer sentences and dictating stories. It helps if the words are familiar so your child is not trying to remember new words and a longer sentence. When using new vocabulary, model shorter sentences that are easier to remember.

I Can "Read"

Go back and reread familiar and favorite stories. Every few pages, and when you come to a five- to seven-word phrase or sentence, ask your child to "listen and repeat". For example, *Goodnight Moon* starts out, "In the great green room..." Have your child "read" this phrase to you by listening and remembering what you read. Continue on and read the next few lines without expecting your child to repeat. Ask him/her to "read" by repeating when you get to the line: "The cow jumping over the moon." Your child should remember this line from the nursery rhyme. Then read for pleasure for several pages until you get to: "Goodnight light and the red balloon." Your child enjoys "reading" along with you.



Date	What did your child do?



Receptive Language

WEEK 39

Theme: Dictate Stories

Domain and goal

- Understands the request, "Tell me the story"

Activities

The receptive language goal for this week piggy backs on the experience story activity for the audition goal. Expect your child to understand when you make the request: "Tell me a story." Your child's ability to retell stories is improved by pretend play and acting out the experience before telling the story.

Playing Dress-Up

Save old clothes, hats, shoes and accessories to use when playing dress-up. Make a story out of it. Dress up in pretend clothes to go out on a pretend lunch date. Take pictures when your child is dressing, when he/she is dressed and ready to go and when you are eating your pretend lunch. Use pictures to reinforce sequencing and the language from last week. Dictate an experience story about dressing up and going out for a lunch date.

Playing House

This activity is similar to *Playing Dress-Up*. Collect objects from around the house or toys to represent objects, such as things used for cleaning, cooking, planting and fixing. Make up a story as you act out different routines in the house. Take pictures and use them for sequencing and retelling stories.

Working in the Office

Collect objects to represent things used in an office. Act out different routines, such as typing on a keyboard, making phone calls, texting, making copies and clipping papers together. Create a story about working in the office.



Date	What did your child do?



Expressive Language

Theme: Dictate Stories

WEEK 39

Domain and goal

- Retells stories with help
- Uses "and then" to conjoin sentences
- Uses simple infinitives: I like/want/have to verb
- Uses: am, are, can, will, let's, could

Activities

Activities suggested in the Audition and Receptive Language sections are appropriate for teaching and reinforcing this week's expressive language goals. When your child is retelling stories, listen to their language. Does your child use "and then" to put sentences together? Is your child using the words: am, are, can, will, let's, could? Jot down your child's spontaneous expressive use of these words.

I Like To and I Want To, I Have To

Make two different posters. Use two different titles for each of the posters: I Like To and I Want To, and I Have To. Ask your child, "*What do you like to do?*" "*What do you want to do?*" "*What do you have to do?*" You may need to prompt your child with some answers. Cut out pictures from magazines or print images from the internet. Glue or tape pictures of what your child likes and wants to do on one poster, and pictures of what they have to do on the other. You might encourage your child to put them in sequential order. Use the poster to elicit language for simple infinitives.

- I Like To and I Want To...go to the zoo, play with Daddy, eat ice cream, visit Grandpa, make cookies, read a book.
- I Have To...wash my hands, eat my dinner, brush my teeth, put my pajamas on, go to bed.

TIP: ★ If you are planning on sending your child to preschool, schedule time to visit different preschools, talk to parents whose children go to the preschool and meet with the principal. Many preschools register children several months before the starting day and some preschools have waiting lists.



Date	What did your child do?



Domain and goal

- Stimulate /z/

Activities

Kitchen Z

Go into the kitchen to find things that have the /z/ sound. Sometimes a word is spelled with the letter "s" but makes the /z/ sound. Look for:

- Cheese
- Zucchini
- Peas
- Cherries
- Bananas
- Apples
- Oranges
- Raisins
- Dessert
- Pies
- Cookies
- Zip lock bags
- Freezer.



Visit to the Zoo

Visit the zoo. Find these things:

- Zoo
- Zookeeper
- Zebra
- Chimpanzee
- Gazelle
- Animals in the plural: rhinos, lions, tigers, bears.

When you return from the zoo, your child dictates a story about your trip to the zoo. Write the story in the Experience Book and include pictures from your adventure.



Date	What did your child do?



Songs, Rhymes & Stories

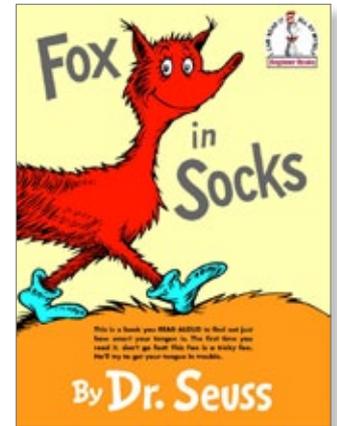
WEEK 39

Theme: Dictate Stories

Story of the Week

Fox in Socks, by Dr. Seuss, Random House, New York, 1965.

The text of this story includes tongue-twisters, rhymes, colors and numbers. It is a fun book to read aloud to your child to reinforce many of the goals and concepts, including auditory self-monitoring of speech, auditory memory, numbers and colors you have worked on in *Sound Foundation for Toddlers*. Have fun with this silly book. It is a good read aloud book for your child to simply enjoy.



Song of the Week

Review songs and rhymes by watching the animations developed to go with *Sound Foundations for Toddlers*. Sit by your child and sing or say the songs or rhymes as you both watch the animations. Each time your child hears and says the songs and rhymes, they remember more words.

Finish this Song

Sing or say the first line of a song or rhyme. Stop and give your child a chance to sing or say the next line. When your child stops, chime in and recite the next line. Continue through the song or rhyme until you finish the verse.

What's this Song?

Hum the tune to a familiar song. Keep humming until your child guesses the song. If this is difficult for your child, insert a few words and go back to humming. Give your child a turn to hum the next song.

