

Domain and goal

- Processes through listening to age-appropriate children's stories
- Answers: What do you do with?

Activities

Make Up Stories

Your child has listened to and acted out many children's stories. It is likely that there are a few favorite stories your child relates to for reasons specific to your child. At this stage of auditory development, expect your child to process through listening to children's stories that are appropriate for their age. Make up stories that incorporate your child's interests, new and known vocabulary, and acquired language structures. Encourage your child to insert or add onto the story as you go. You might use a favorite stuffed animal as the main character in the story. You will know if your child processed and understood the verbal story if he/she can answer questions about the story, retell the story, or act out the story. As a reminder, your story should include:

- setting: where and when the story takes place
- characters: who is in the story
- main idea or problem
- events related to the main idea or problem
- conclusion: ending to wrap up the story.

An example of a made up story might go like this:

Susie (your child's favorite doll) woke up crying yesterday. Her mother asked her, 'What's wrong, Susie?' Susie said, 'I feel sick.' Mother took Susie to the doctor's office. The nurse weighed Susie, measured how tall she was, and took her temperature. The doctor listened to Susie's heart with the stethoscope and looked in her ears and mouth. The doctor told Susie's mother to give her some chicken noodle soup and medicine when they got home. The next day Susie felt all better.

Doctor/Nurse Kit

Buy or make a pretend doctor/nurse kit. As your child is engaged in pretend play as a doctor or nurse, or when he/she is acting out a story about going to the doctor's office, use the question form, 'What do you do with ____?' For example, what do you do with:

- soap: clean a scrape
- cotton balls: wipe off the dirt
- bandages: put them over the scrape.

You might have in the doctor's kit:

- stethoscope (make a stethoscope by cutting out one cupped area of an egg carton and threading a piece of yarn or string through the center)
- thermometer
- bandages
- cotton balls
- soap



Date	What did your child do?

Domain and goal

- Uses verbs related to objects
- Uses concept: each

Activities

Doctor Says

This game is an adaptation of Simon Says. One person pretends to be the doctor and asks the other person, 'What do you do with your ___?' (See the Audition lesson for more ideas for this question form.) Your child uses verbs related to objects and performs the action asked by the 'doctor.' Since the theme for this week is doctor/nurse, the following examples are associated with verbs related to body parts:

- hands...clap
- fingers...point
- shoulders...shrug
- elbows...bend
- hips...swing
- eyes...blink
- eyebrows...raise
- eyelashes...flutter.

As you are playing Doctor Says, incorporate the concept 'each.'

- Each person can...
- Point each of your fingers.
- Each eye blinks.



Painting with Cotton Balls

This is an interesting activity for encouraging your child to be creative in using verbs related to objects, and the concept 'each.' Use cotton balls as painting tools. Dip a cotton ball into tempura paints and dab the balls onto paper or cardboard to make a picture. You could say, 'We paint with the cotton ball. The cotton ball is used to paint. Get a new cotton ball each time you use a different color. Each color has a different cotton ball.'

TIP: ★ Listen to and observe your child's pretend play. Expect him/her to use spoken language as they are pretending. It is common for children this age to pretend they are the caregivers.



Date	What did your child do?



Domain and goal

- Stimulate for r sound

Activities

Doctor's Clinic

Set up a clinic and pretend to go to see the nurse or doctor in the clinic. Act out the sequence of events while stimulating for the 'r' speech sound. Use these words as you play and talk:

- doctor
- nurse
- reception desk
- read a book
- dressing room
- exam room
- relax
- Are you tired?
- Does it hurt?
- thermometer
- temperature
- jar
- paper cup
- paper towels



Dressing

Stimulate for the 'r' sound as your child dresses and undresses. Talk about:

- What will you wear?
- Get dressed.
- robe
- underwear
- shorts
- skirt
- shirt
- sweater
- zipper
- Now you're ready.



Date	What did your child do?

Domain and goal

- Ring Around the Rosie (r speech)
- Are You Sleeping? (r speech)

Activities

The two songs for this week were selected to bombard your child with the 'r' speech sound.

Ring Around the Rosie

Get up and move around as you sing this song with your child.

Ring around the rosie (circle around while holding hands)

Pocket full of posies (keep circling)

Ashes, ashes, we all fall down. (fall to the ground)

Are You Sleeping?

Act out this song by pretending to be asleep. Set the timer on your oven, microwave, or phone to ding and wake you up.

Are you sleeping?

Are you sleeping?

Brother John,

Brother John.

Morning bells are ringing.

Morning bells are ringing.

Ding ding dong.

Ding ding dong.



Date	What did your child do?



The first two books are part of the I Want To Be... series. As you read the books to your child, act out a visit to the doctor's and/or nurse's office. Notice if your child is processing the stories through listening. Reinforce the language goals of verbs associated with objects; answering the question, 'What do you do with ___?'; and using the concept 'each.' You use many words with the 'r' sound as you read these books. If you made an Experience Book for your child for the cochlear implant surgery experience, review it and discuss how it is the same or different from the books for this week.

I Want To Be A Doctor, by Dan Liebman, Firefly Books, 2000

The color photographs in this book show your child what it is like to visit a doctor's office and a hospital. Your child learns the vocabulary for giving a shot, taking an X-ray or a blood-pressure reading, removing a cast, and other procedures.

I Want to Be a Nurse (I Want to Be), by Dan Liebman, Firefly Books, 2001

This book is similar to I Want To Be a Doctor, but the emphasis is on nursing. Talk to your child about how the doctor and nurse work together and how they each have different jobs.

Whose Hat Is This?: A Look at Hats Workers Wear – Hard, Tall, and Shiny (Whose Is It?), Sharon Katz Cooper (Author), Amy Bailey Muehlenhardt (Illustrator), Picture Window Books, 2006

Use this book to review previous vocabulary and themes, such as textures and opposites. 'The opposite of hard is soft. The opposite of tall is short. The opposite of shiny is dull.' Describe all the hats using different adjectives. Encourage your child to guess which person would use each hat.

