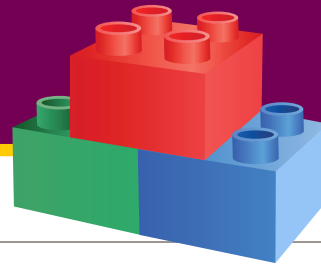




Audition

Theme: Body Parts

WEEK 17



Domain and goal

- Listens while engaged in an activity

Activities

Painting

Your child may enjoy painting when standing at an easel or while sitting at the table. As your child is painting, comment on and discuss what they're doing. Notice if your child listens to and understands even while they are engaged in something they enjoy doing. Don't try to direct your child's play during this activity, allow him/her to be creative and work, or play, without having to focus on you.

Building

As your child is playing with building block toys, make natural comments. Does your child listen even when he/she is concentrating on their building project?

Educational Computer Games

When your child is playing educational computer games that are appropriate for their age, sit next to them and provide spoken language for what they are viewing on the screen. Encourage your child to listen as they are looking at the screen and playing the game.

TIP: ★ Developing specific auditory skills is important for your child. However, keep in mind the ultimate goal of listening as a way of life for your child. This means your child is listening even when engaged in other activities. By encouraging **over-hearing**, your child learns through listening without a focused attempt to hear.

★ A child's work is play. Don't underestimate the importance of your child's play. Play develops creativity, thinking, routines that are related to language and many other areas important to a child's development.



Date	What did your child do?



Receptive Language

WEEK 17

Theme: Body Parts

Domain and goal

- Understands, "Whose is it?"

Activities

This week's receptive and expressive language goals are developed together. A logical answer to the question, "Whose is it?", includes a possessive 's answer. **"Whose hat is it? Baby's hat."**

Playing Library

With your child, gather books from around the house that belong to different people in the family. Try to find books that distinctly belong to different family members. Set up a pretend library by lining the books up against the wall. Set up the checkout station using a block, large eraser or any other object to represent the scanner. Pretend to go to the library. Point to each book and ask, **"Whose is it?"** or **"Whose book is it?"** Model the response: **"It's Daddy's book."**

Lining up Shoes

Put several pairs of shoes belonging to different people in a pile and mix them up. Sort through the shoes as you ask: **"Whose shoe is it? It's [sibling]'s shoe."**



Date	What did your child do?



Expressive Language

Theme: Body Parts

WEEK 17

Domain and goal

- Uses possessive 's + noun

Activities

Wash the Doll

Bathing a doll sets up opportunities for your child to use the possessive 's + noun language form. As you and your child are washing the doll, name each body part using the possessive 's + noun phrase, "Baby's elbow". If the doll has a name, use the doll's name, "Sarah's knee". If the doll does not have a name, this would be a great time to talk to your child about giving the doll a name. After bathing the doll, take time to dry the doll. Continue to name the doll's body parts as your child dries the baby, "**Dry Nate's wrist**". Be sure to include vocabulary for less frequently used words, such as heel, wrist, waist, stomach.

You will need:

- ✓ Doll that can get wet
- ✓ Tub with water in it
- ✓ Sponge or wash cloth
- ✓ Soap
- ✓ Towel.

Body Tracing

Find a large piece of paper, or tape together several pieces of smaller paper. Lay it out on a hard floor, not a carpet. Your child lies down on the paper and you trace his/her body as you name each body part. Next, your child gets a turn to trace your body. This is your child's chance to use the expressive phrase as he/she is tracing, "Daddy's arm". Next, hang the traced art on the wall and label body parts as a review of the body tracing activity.

You will need:

- ✓ Large piece of paper or smaller pieces of paper taped together
- ✓ Tape
- ✓ Pencil or washable marker.

TIP: ★ Keep a list of the words your child knows for different units or themes. This allows you to track the depth of your child's vocabulary development.



Date	What did your child do?



Domain and goal

- Stimulate /th/

Activities

Where is Thumpkin?

The fingerplay for this week naturally stimulates the speech sound /th/. See the *Songs, Rhymes and Stories* lesson for this week.

Mouth Art

Make faces by gluing stones, cereal or pieces of paper to a piece of cardboard. Talk about the mouth and teeth. How many different mouths can you make? Are they sad, happy, smiling, grinning or frowning? Review the verbs associated with mouth movements.

Choices

Give your child choices and ask him/her, "Which one do you want, **th**is one or **th**at one?" This works well when picking out clothes to wear and deciding what to eat.

Notice that /th/ in **th**is and **th**at is a *voiced sound*, whereas /th/ in **Th**umpkin, **mo**uth and **tee**th is a *breath sound*. Since you are simply stimulating the /th/ sound at this stage, it is okay to use both voiced and breath sounds.

TIP: ★ As in other lessons, when the goal is to stimulate a sound, be careful not to put undue pressure on your child to correctly produce the sound. Remember that speech is developmental. Unless your child has additional challenges which complicate his/her ability to produce speech sounds correctly, your child will develop speech sounds naturally in a developmental manner if they have appropriate access to sound through technology, optimal stimulation for speech sounds in meaningful contexts, and plenty of opportunities to practice.



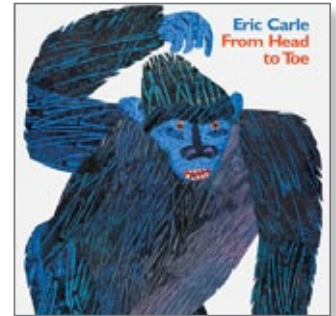
Date	What did your child do?



Story of the Week

From Head to Toe, by Eric Carle, Harper Collins Children's Books, 1999.

Illustrations of animals and multiethnic children set the stage for your child to get up and move as the animal states the movement and uses the repetitive text, "Can you do it?" A giraffe bends its neck, a monkey waves its arms. The action text teaches vocabulary for body parts as well as the verbs associated with them. This provides a nice review of the goals from the last two weeks.



Song of the Week

Where is Thumpkin?, Wee Sing Children's Songs and Fingerplays, by Beall and Nipp, Price/Stern/Sloan, Los Angeles, 1985.

Where is Thumpkin? Where is Thumpkin? (place hands behind back)
Here I am, here I am. (show one thumb, then the other)
How are you today, sir? (bend one thumb)
Very well I thank you. (bend the other thumb)
Run away, run away. (wiggle thumbs away)

Continue with Pointer (second finger), Tall Man (third finger), Ring Man (ring finger), Baby (little finger), All the Men (all fingers and thumb).

Expand upon this fingerplay by using right hand, left hand, right foot and left foot.

