



Audition

Theme: Verbing

WEEK 3

Domain and goal

- Auditory memory for two known actions

Activities

Your child is listening to and remembering two words for objects and people, so now you expand this two-item memory to actions or verbs. Throughout the day, notice times when you perform two *sequential* activities and talk about what you are doing. Remembering action verbs will assist your child in following directions at home, during activities – such as a toddler’s gymnastics class – and later in school.

Read a Book

By reading to your child each day, you are exposing him/her to many different patterns in language and an abundance of vocabulary. You can also incorporate actions into reading time. **“Get and open your book.” “Move closer and snuggle.” “Turn the page and listen.” “Close the book and put it down.”** Be sure you are using a cheerful voice rather than a bossy voice so your child is enjoying the actions involved in reading a book.

Moving Through the Day

Nearly everything you do throughout the day can be an opportunity to reinforce spoken language using two verbs. For example: **“Brush and rinse your teeth.” “Sit and pet the dog.” “Open and pour the juice.”**

Toddler Exercise Time

Taking a few moments each day to stretch and move contributes to a healthy lifestyle and prepares your child for encountering this activity when they go to preschool. **“Stand up and jump.” “Turn around and wave.” “Lie down and roll.” “Say hi and blow a kiss.” “Wiggle and hop.”**

Verbing Book

Help your child create their own book all about verbs. Cut out pictures from magazines or download images from the internet and print them. Glue two pictures per page and “read” the book over and over again with your child. Let him/her take turns being the “reader” too. Be sure to use the “ing” ending to the verbs; for example, “drinking and eating, walking and laughing, driving and talking”.

TIP: ★ Expose your child to additional language by feeding in noun + verbing, “The baby is sleeping”, as well as verbing + noun, “I’m reading the book”. Soon your child will have the auditory memory to understand both of these phrases combined into one sentence.



Date	What did your child do?



Receptive Language

WEEK 3

Theme: Verbing

Domain and goal

- Understands the question, "What's [name] doing?"
- Identifies actions and pictures when hearing the verb that describes it

Activities

Your child understands the question, "*What are you doing?*", or "*What's [person's name] doing?*" Parents naturally use this question in the typical course of a day. When your back is turned and you can't see what your child is doing, you might ask, "*What are you doing?*" Then turn around and say, "*Oh, you're patting the dog.*"

What Are You Doing Game

Put out several objects your child can use for an action word he/she already knows. Set up a barrier and sit on the same side of the barrier as your child as you demonstrate the game. Show your child how to pick up one of the objects and create an action. Use words as you are acting, for example, "*Reading the book. Daddy's reading the book.*" Let your child have a turn until they have used all the objects as you model the language. Now move to the other side of the barrier. Tell your child to do something, then say, "*What are you doing?*" Expect a verbing answer, "Drinking" or "I'm drinking".

You will need:

- ✓ Toothbrush
- ✓ Pants with a snap
- ✓ Bottle
- ✓ Doll
- ✓ Cup
- ✓ Spoon
- ✓ Book.



TIP: ★ Teaching your child new vocabulary for describing actions is an ongoing activity. For example, if they use "drinking", enrich their vocabulary with "sipping". If they use, "running", expand to "jogging".

Picture Play

Gather pictures of action verbs. You may get them from photos you took, internet images, magazines or commercially produced teaching materials. Put out on the table four cards showing new words your child is learning. Ask your child, "Point to [verbing]".

You will need:

- ✓ Pictures of action verbs.

TIP: ★ Expect your child to point to only one word at a time when it is a newly acquired word. Once he/she clearly understands and uses the new word, incorporate this word into the auditory goal of remembering two verbs at a time.

Date	What did your child do?



Expressive Language

Theme: Verbing

WEEK 3

Domain and goal

- Uses noun + verbing
- Uses verbing the noun
- Asks, "Who?"

Activities

During these three weeks you have taught your child names for people, objects and actions. Now he/she is putting these words together into phrases using noun + verbing.

Ready to Play

Let your child help you gather toys and objects for activities. It's a great way to reinforce auditory memory, review vocabulary and create a situation where your child is asking the question, "Who?" This also helps to establish the practice that listening and learning is an ongoing activity incorporated into daily life. Say to your child: "**We need the doll and the washcloth. Who will get the doll? I will.**" Then switch roles so your child gets to ask, "Who?"

Answering the Phone

Before picking up the phone when it rings, say out loud, "**Who is it?**" Soon your child will be asking spontaneously when the phone rings, "**Who is it?**"

Washing the Baby

Get ready to wash the doll. Have a conversation about what you're doing, "**Mommy's turning on the water, [child's name] is washing, washing the baby.**" Pause and give your child a chance to narrate to you what they're doing.

You will need:

- ✓ Doll that can get wet
- ✓ Small tub of water
- ✓ Washcloth
- ✓ Towel
- ✓ Soap
- ✓ Doll clothes.

TIP: ★ Your child may not use the **auxiliary verb** or **contraction** that goes between noun + verbing, or he/she may use it incorrectly. Your child may say "Kitty sleeping" instead of "Kitty is sleeping". This is typical language development for a child this age. Just keep feeding in the complete phrase: "Yes, Kitty is sleeping. She's sleeping."



Date	What did your child do?



Domain and goal

- Stimulate /ng/

Activities

The verbing theme and activities are the perfect time for stimulating the speech sound for /ng/, as in verb + ing, for example, "washing". Your child may or may not be developmentally ready to produce this sound, and the purpose at this stage is to expose him/her to /ng/ as you talk about everything you are doing. Remember that exposing your child to a sound comes before you can expect correct speech production.

Animals Playing

All of the stuffed animals in the house get to participate in this activity with you and your child. Move the animals around as they do actions and feed in the verbing word. For this activity, say the verbing word by itself often to emphasize the /ng/ sound, for example:

- **Jumping**
- **Running**
- **Hiding.**

To reinforce the language and auditory goals for this week, insert the complete phrase, noun is verbing, for example, "**The pig is eating**".

You will need:

- ✓ Different stuffed animals.

TIP: ★ Feel free to include siblings in many of the activities suggested in this resource. Although the dynamics of the interactions will be different from when it is only you and your child, there are many positive aspects of including siblings. If a sibling is older they can provide a wonderful language model. Siblings may bring a playful, creative and natural atmosphere to the activity which can be quite motivating to both you and your child. And best of all, it shows the sibling that they get to play with Mommy and Daddy too.

There are a few things to be alert to when including siblings: be sure that he/she doesn't talk for your child and that everyone takes turns; watch the noise level as it tends to increase as more people get involved; allow only one person at a time to talk; and, if possible, try to find some time each day when you have one on one time with each of your children.



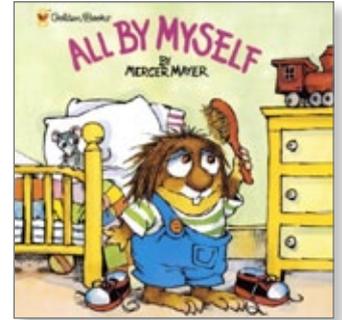
Date	What did your child do?



Story of the Week

All By Myself, by Mercer Mayer, Random House Books for Young Readers, Ontario, Canada, 2001.

The main character in this simple book is an adorable Little Critter who tries doing things all by himself. Even though the text is written in the form of, "*I can ___*", it is easy to incorporate the present progressive form of the verb, noun is verbing – "Critter is tying", and verbing + noun – "tying his shoe". Because of Little Critter's less than perfect attempts, there are additional verbs to discuss as you read this book with your child; these include "*pouring the juice*" followed by "*spilling the juice*". It is easy to gather props from around the house since the book depicts Little Critter going through his day – starting in the morning when he wakes up through to the evening when his dad is reading him a book as he falls asleep.



Song of the Week

Here We Go Round the Mulberry Bush, Wee Sing Children's Songs and Fingerplays, by Beall and Nipp, Price/Stern/Sloan, Los Angeles, 1985.

*Here we go 'round the Mulberry bush, the Mulberry bush, the Mulberry bush,
Here we go 'round the Mulberry bush, so early in the morning.*

*This is the way we wash our face, wash our face, wash our face,
This is the way we wash our face, so early in the morning.*

*This is the way we comb our hair, comb our hair, comb our hair,
This is the way we comb our hair, so early in the morning.*

*This is the way we brush our teeth, brush our teeth, brush our teeth,
This is the way we brush our teeth, so early in the morning.*

*This is the way we put on our clothes, put on our clothes, put on our clothes,
This is the way we put on our clothes, so early in the morning.*



TIP: ★ Continue singing this tune and song throughout the day, making up your own words as you go along. Here are some examples: This is the way we... open the car, buckle our seat, start the car, drive the car. Read a minimum of one or two books to your child each day. Try to read at different times throughout the day so your child is enjoying books when they are alert in addition to when they are ready to go to sleep at naptime and bedtime.