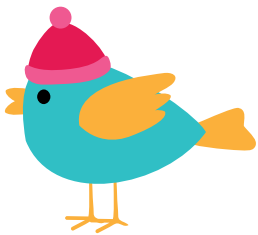




Domain and goal

- Answers: What's the same? What's different?
- Uses auditory closure to change a silly ending of a sentence to a correct ending



Activities

Snowmen Pictures

Draw pictures of two different snowmen. Keep the drawings simple with bold lines. Make the snowmen different from each other. For example, draw different hats, number of buttons, stick arms going in different directions, or shape of the noses. Ask your child, 'What's the same about the snowmen?' 'What's different about the snowmen?' Your child uses auditory processing to discern the differences in these questions, thinks about the answers, and responds with or without your assistance.

You will need:

- ✓ Drawing materials
- ✓ Paper

Cotton Snowflakes

Make two different snowflakes by gluing cotton balls onto a piece of sturdy paper. Make the snowflakes different by changing the shape and size of the snowflakes. Ask your child, 'What's the same about the snowflakes?' 'What's different about the snowflakes?' Your child uses spoken language to respond to these questions.

You will need:

- ✓ Cotton balls
- ✓ Sturdy paper
- ✓ Glue

Snow Family

If you live in a location where it snows, go outside with your child and build a snow family the next time it snows. Talk about how the snow people in the family are the same or different.



Silly Sentences

Tell your child you are going to say a silly sentence. Ask him/her why it is silly. Model how your child can change the sentence to make it correct. Repeat the sentence using another silly ending. Your child uses auditory memory to remember the original sentence and auditory closure and processing to create a more appropriate sentence ending.

- The boy went outside in the snow and wore his bathing suit. The boy went outside in the snow and wore his snow suit.
- The boy went outside in the snow and wore his flip flops. The boy went outside in the snow and wore his snow boots.

Date	What did your child do?

Receptive & Expressive Language

Theme: Season – Winter

WEEK 18

Domain and goal

- Uses prepositions: behind, in back of, in front of
- Uses: must, almost
- Uses -er and -est to make comparisons

Activities

Hide Mittens

Play a mitten hiding game in keeping with this week's theme and story. Gather mittens or gloves belonging to different people in your family. Ask your child to close their eyes while you hide mittens behind, in back of, and in front of objects and people. Alternate between using the concepts 'behind' and 'in back of' so your child realizes these different words imply the same location. Switch places and let your child do the hiding. Encourage him/her to use the targeted prepositions while you are looking for and finding the mittens or gloves.

You will need:

- ✓ Mittens or gloves of various sizes

Different Mittens

Your child sorts mittens or gloves into pairs by matching them by size and design. Line them up in a row in pairs. Use the comparative and superlative adjectives: big, bigger, biggest, or small, smaller, smallest. Sort the mittens by other attributes. For example, 'These mittens are clean, these are cleaner, and these are the cleanest.' 'These mittens are warm, these are warmer, and these are the warmest.'

Extend the auditory goal of talking about same and different characteristics of each pair of mittens. 'These two mittens are the same color. These two mittens are different colors.'

You will need:

- ✓ Mittens or gloves of various sizes and designs

Snow People

Purchase white foam balls that are different sizes. Make snow people that are three different sizes. Use toothpicks to attach the foam balls together to make the snow people. Describe the snow people. One is large, the next size is even larger, and the next snow person is the largest. Go in descending order and talk about the snow people and label them as small, smaller, and smallest.

Use this activity to teach the words 'must' and 'almost'. Use these words naturally in conversation. 'The smallest snow person must grow to be as tall as the "daddy" snowman.' Add another foam ball to the smallest snow 'child.' 'Now he is almost as tall.'

You will need:

- ✓ White foam balls of various sizes
- ✓ Toothpicks with a blunt tip



Date	What did your child do?



Domain and goal

- Stimulate s sound (see page 23 Speech Sounds)

Activities

The s sound may take a few years to be fully developed in all positions in words and blends, and this will be the speech goal for the next few lessons. At this stage, do not necessarily expect correct s production for blends, but be sure to include words in your conversations that have s blends to stimulate for the s sound in different contexts.

Sing a Silly Song

Use the **silly sentences** discussed in the auditory domain for this week. Turn these **s sentences** into **silly songs**.

- **S**am went out**s**ide in the **s**n~~o~~w and wore his bathing suit.
- **S**ally went out**s**ide in the **s**n~~o~~w and wore her flip flops.
- **S**ue went out**s**ide in the **s**n~~o~~w and wore her slippers.
- **S**id went out**s**ide in the **s**n~~o~~w and wore his sneakers.
- **C**ydney went out**s**ide in the **s**n~~o~~w and wore her snow suit.



Winter Fun

There are many winter words with the s sound. Use these words to stimulate for the s sound while engaged in or talking about winter activities:

- **s**n~~o~~w
- **s**n~~o~~wflake
- **s**n~~o~~wman
- out**s**ide
- **b**oot**s**
- **p**ant**s**
- **s**carf
- **s**led
- **s**oft **s**n~~o~~w



TIP: ★ The s sound carries an abundance of linguistic information. S marks plurals (cat-cats), possession (Pap's cat), and third person singular present verb tense (The cat eats.)

- ★ The letter s sometimes becomes a z sound in words.
- ★ The letter c sometimes becomes an s sound in words.

Date	What did your child do?

Domain and goal

- **Let it Snow**, written by Sammy Cahn and Jule Styne, copyright unknown
- **Jack Frost**, in **Finger Frolics**

Activities

This week there is one song about snow with no repetitive words and one shorter finger play about frost. The song helps your child to develop auditory memory for songs that tell a story, and the finger play has shorter verses with actions to go with the words.

- **Let it Snow**, written by Sammy Cahn and Jule Styne, copyright unknown

Make some popcorn, light a fire in the fireplace, or make a pretend fire with construction paper and logs or wood and throw cotton balls from above you to simulate the snow falling. Sing the song as you act it out.

*Oh, the weather outside is frightful,
But the fire is so delightful,
And since we've no place to go,
Let it snow, let it snow, let it snow.*

*It doesn't show signs of stopping,
And I brought some corn for popping;
The lights are turned way down low,
Let it snow, let it snow, let it snow.*

- **Jack Frost**, in **Finger Frolics**

Act out this finger play using the suggested gestures.

*Jack Frost is a fairy small, (show smallness with thumb and pointer finger)
I'm sure he is out today.
He nipped my nose (point to nose)
And pinched my toes (point to toes)
When I went out to play.*



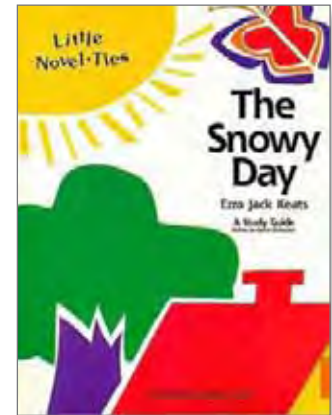
Date	What did your child do?

The Snowy Day: 50th Anniversary Edition, Ezra Jack Keats (Author), Viking Juvenile, 2011

The original book was published over 50 years ago and was awarded the Caldecott Medal because of the outstanding story and artwork. An African-American child named Peter goes outside to play in the snow in the city. On his adventures he makes footprints, knocks snow from a tree, creates snow angels, and tries to save a snowball for the next day by putting it in his pocket.

Act out this book using shaved ice to make the snowball to put in your child's pocket if you don't live where snow falls in the winter. Create sequence pictures from photos of you and your child acting out the story. Use these phrases:

- crunch snow
- toes pointing out
- drag feet
- make a track
- make angels
- save snow



The Mitten: 20th Anniversary Edition, Jan Brett (Author), Putnam Juvenile, 2009

The main character is a Ukrainian boy named Nicki. His grandmother Baba knits him white mittens, but Nicki loses the mittens in the snow. The story unfolds in a sequence of events as different animals find shelter in the mitten. First a mole crawls into the mitten, followed by a rabbit, hedgehog, an owl, a badger, and a fox. The mitten becomes stretched out, and when a bear crawls in followed by a mouse who tickles the bear's nose, the bear sneezes and all the animals zoom out of the mitten. Nicki finds the mitten as it flies through the air.

Act out this book and create a sequence story with photos you take as you and your child act it out.

You will need:

- ✓ Toy boy (or your child plays the role of the boy)
- ✓ Pair of mittens
- ✓ Toy mole
- ✓ Toy rabbit
- ✓ Toy hedgehog
- ✓ Toy owl
- ✓ Toy badger
- ✓ Toy fox
- ✓ Toy bear
- ✓ Toy mouse

TIP: ★ Encourage your child to use narratives from stories to chain together events.

