



#### Domain and goal

- Understands directions using three to four prepositions

#### Activities

##### Sink or Float

You and your child gather a variety of objects to see if they will sink or float. Give verbal directions using three to four prepositions to place the objects near a tub of water. For example, 'Put the rock below the duck. The ball goes beside the duck. Will the feather stay on top of the duck?' Choose one object at a time to put into the water to see if it sinks or floats. Describe the placement of the objects once they are all in the water. 'The brick is below the duck. The duck is above the brick. The cork is floating on top of the water. The piece of wood is floating beside the cork.' After taking the objects out of the water, separate them into two different piles and categorize them as 'sink' or 'float.'

Examples of objects you might use are:

- brick
- feather
- cork
- ball
- rock
- rubber duck
- plastic fish
- piece of wood

##### Boats

Make a boat and see if it floats in water. First gather the materials and then practice directions using three to four prepositions as your child assembles the boats. Your child might need your assistance making the boats as you give directions such as:

- Trace around the triangle shape on the paper. Cut out the shape with your scissors. Mark two dots on the paper.
- Use a toothpick and make two holes on top of the dots. Slide the toothpick through the two holes on the paper sail. Push the toothpick into the center of the block. Put it on the water and see if it floats.

For this activity you will need:

- ✓ Polystyrene block (as the base of the boat)
- ✓ Piece of paper (as the sail)
- ✓ Pencil, crayon, or marker for drawing a triangle shape on the paper and for marking the dots on the sail
- ✓ Pair of child's scissors for cutting out the triangle shape
- ✓ Toothpick for punching out the holes and connecting the sail to the base
- ✓ Tub of water for floating the boat

| Date | What did your child do? |
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# Receptive & Expressive Language

Theme: Lake, Pond, and River

WEEK 31

## Domain and goal

- Uses concepts: down, above, below, by, out of
- Asks questions that start with auxiliary verbs
- Uses words to describe component parts
- Uses: became

## Activities

### By the Water

Depending on where you live there are different opportunities to observe fish, animals, and insects in and around the water. Walk near a lake, pond, or river and watch the fish.

- Discuss the locations of the fish by using the concepts: down, above, below, by, out of.
  - That big brown fish swam down the river.
  - I see a dragonfly hovering above the water.
  - The fish is below the overhanging rock.
  - Look at the ducks by the river bank.
  - The frog jumped out of the water.
- Ask questions that start with auxiliary verbs.
  - Do you think the fish sleep at night?
  - Can salmon swim upstream?
  - Will the frog jump over the rock?
  - Are the ducklings following their mother?
  - Is the water cold?
- Use words to describe component parts.
  - Fish: scales, fins, tail
  - Ducks: webbed feet, bill, feathers
- Use the word 'became'.
  - Talk about how a tadpole changed and became a frog.
  - Discuss how a caterpillar became a butterfly.



### Experience Book

When you return from your excursion to the lake, pond, or river, make an entry in your child's Experience Book. Listen for this week's targeted language structures as your child dictates the story for you to write. Discuss your ideas, too, so you can include all the language targets. You might write the story as a dialog so you can easily incorporate auxiliary verb questions.



| Date | What did your child do? |
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#### Domain and goal

- Stimulate for v sound

#### Activities

##### Counting

Collect pictures of animals and things seen around lakes, ponds, and rivers. You can find them on the internet or purchase stickers specific to these categories. Look for pictures of beavers, frogs, fish, bugs, plants, and so forth. Count everything. How many do you have? Count as high as you can so you can say lots of numbers ending in five and seven.

- Five
- Seven
- Eleven
- Twelve
- Seventeen
- Twenty-five
- Twenty-seven



##### Plan a Vacation

Talk about what a vacation would be like at a lake, pond, or river.

- Watch a movie about several places before you go.
- Will everyone in the family go?
- Would you drive, take the train, or fly?
- Would you go in a car, truck, or van?
- Will you go through any villages?
- What can you visit?
- What will you do every day?
- How would you behave around the water?
- I wonder if there will be waves in the water.
- Might you see a beaver, beaver pond, or beaver home?
- Maybe the beaver's head will be above the water.
- What might dive into the water?
- Do you use a loud or quiet voice when you are watching animals and birds?
- You could look for souvenirs.
- Who would you give a gift to?
- Don't leave anything behind.



| Date | What did your child do? |
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#### Domain and goal

- One, Two, Three, Four, Five
- Five Little Ducks

#### Activities

The songs for this week follow the theme of lake, pond, and river and also reinforce the 'v' speech sound.

##### One, Two, Three, Four, Five

Act out this song about fishing so your child practices counting while practicing the 'v' sound.

*One, two, three, four, five,  
Once I caught a fish alive.  
Six, seven, eight, nine, ten,  
Then I let him go again.*

*Why did you let him go?  
Because he bit my finger so.  
Which finger did he bite?  
The little finger on the right.*

##### Five Little Ducks

Sing this song as a fingerplay using the fingers on your right hand to represent each of the five ducks. Form your left hand into a duck's beak to represent the mother duck quacking.

Five little ducks went out one day

*Over the hill and far away.  
Mother duck said, 'Quack, quack, quack, quack.'  
But only four little ducks came back.  
(repeat for four, three, two, and one little duck)*

*One little duck went out one day  
Over the hill and far away.  
Mother duck said, 'Quack, quack, quack, quack.'  
But none of the five little ducks came back.*

*Sad Mother duck went out one day  
Over the hill and far away.  
Mother duck said, 'Quack, quack, quack, quack.'  
And all of the five little ducks came back.*

**TIP:** ★ Play 'thorns and roses' when the family is together at the end of the day. Each family member gets an opportunity to share their favorite part of the day (rose) and/or challenging part of the day (thorns).



| Date | What did your child do? |
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### **Make Way for Ducklings**, Robert McCloskey (Author), Viking Juvenile, 1941

This book is classified as fiction but it also provides facts and information about the life of ducks on a pond. It follows a newly hatched duckling as he ventures out with his family. The illustrations show the ducks' perspective at the pond level.

### **Mallard Duck at Meadow View Pond – a Smithsonian's Backyard Book** (Mini book), Wendy Pfeffer (Author), Taylor Oughton (Illustrator), Soundprint, 2001

The author of this classic book won the Caldecott Medal in 1941. Mr. and Mrs. Mallard search for a safe home for their future ducklings. They try the pond in the Public Garden in Boston and then an island in the Charles River. Eventually they return to the pond by following their mother and, with the help of Michael, the policeman who stops the traffic, they can cross the busy street. The ducklings' names rhyme: Jack, Kack, Lack, Mack, Nack, Ouack, Pack, and Quack. The story is tender and the illustrations are realistic.

Incorporate goals for this week as you discuss these two books with your child.

- Look at the illustrations and talk about the location of the duck(s) using the concepts: down, above, below, by, out of.
- Ask questions that start with auxiliary verbs. Will the duckling swim all by himself? Does the duckling enjoy sitting under the warm sun? Can the duckling get away from the hawks and snapping turtles?
- Talk about the component parts of the ducks.
- Discuss how the duckling became an adult duck.

