



Domain and goal

- Listens to two short sentences and tells which one contains rhyming words



Activities

In Weeks 24 and 25 your child was introduced to words that rhyme. Since then, your child has listened to many songs, rhymes, and stories with rhyming lyrics. He/she has an understanding of words that rhyme by listening to how words sound. The goal for this week is more advanced because it incorporates auditory memory, auditory processing, auditory understanding, and phonological awareness.

Rhyming Sentences

Make up pairs of short sentences where one sentence has two words that rhyme and the other sentence has no rhyming words. Ask your child to listen to each sentence, repeat it, and tell you which sentence contains rhyming words. You may need to model and coach your child until they figure out what is expected. Change the order of the sentences so the rhyming sentence is not always presented first or last. To get you started, here are a few pairs of sentences related to the bugs theme for this week:

- The bug is on the rug. The bug is on the wall.
- The ants wear shoes. The ants wear pants.
- The butterfly asked why. The butterfly asked who.
- The worm carried a bug. The worm carried a germ.
- The ladybug saw a slug. The ladybug saw a bird.



Snack Spiders

Make edible spiders for a snack. Cut a pear in half and use it for the body. Use licorice string for the legs and raisins for the eyes. As you and your child are making the snack spiders, make up silly strings of words that rhyme, such as chair-hair-tear-pear-wear-dare-fair-stare-mare-rare-bear. Once he/she gets into the swing of listening for rhyming words, introduce two simple sentences where one sentence has words that rhyme and the other sentence has no rhyming words; your child tells you which sentence rhymes. These sentences go well with this activity and theme:

- Sit in your chair and eat a pear. Sit in your chair and eat a banana.
- This candy is black. This candy is dandy.
- The dog begs for the candy legs. The dog begs for the candy bone.
- Let's eat our snack. Let's eat our treat.
- We're all done and it sure was fun. We're all done and it sure was messy.

You will need:

- ✓ Pears
- ✓ Licorice strings
- ✓ Raisins



Date	What did your child do?

Domain and goal

- Asks questions using: would, could, should
- Uses concepts: next, last

Activities

Making Spiders

Do a craft project and make spiders. First tell the directions to your child, then create the spider. Before each step of the process, incorporate the language goals for this week. Make another spider and let your child be the 'teacher'; this gives him/her the opportunity to ask the targeted questions and use the targeted concepts.

Asks questions using: would, could, should:

- Would you like to make a spider?
- Could we use this egg carton?
- Should we draw a face on the spider?
- What would you like to do?

Uses concepts: next, last:

- What should we do next?
- What comes next?
- What do we do last?

Here are the directions for making a spider:

- Separate a section cup from an egg carton.
- The adult uses something to make four holes on each side at the base of the cup (eight holes in total)
- Put a pipe cleaner into each of the holes and twist them to stay in place.
- Draw the face.

You will need:

- ✓ Egg carton
- ✓ Something with a pointy end to make the holes, such as a hole puncher, scissors, or small screwdriver (this must be done by the adult, not the child)
- ✓ Pipe cleaners
- ✓ Crayons or markers

TIP: ★ Encourage your child to maintain eye contact during conversations. Naturally your child will not be looking into someone's eyes when his/her attention is on a toy, book, or object, but notice if your child establishes and maintains eye contact when talking to someone.



Date	What did your child do?



Domain and goal

- Stimulate and listen for blends

Activities

Your child now produces many consonants correctly. This week, turn your attention to listening to how he/she pronounces consonants in blends where more than one consonant is linked together in a word. Listen for consonant blends during spontaneous conversations. You can also enjoy the activities discussed below to help you tune into blends.

Ant Snacks

Edible Ants

Make edible ants by lining up three pitted cherries as the body. Use pretzel sticks for legs and antennae.

You will need:

- Pitted cherries
- Pretzel sticks

Ants on a log

Fill celery with peanut butter or cream cheese and use raisins as 'ants' on the log.

You will need:

- ✓ Celery
- ✓ Peanut butter or cream cheese
- ✓ Raisins

Listen to hear blends in words like these while making and eating the ant snacks:

- **ant**
- **snack**
- **plate**
- **spoon**
- **crunchy**
- **pretzel**
- **stick**
- **sticky**
- **sweet**
- **cream**

Ant Hunt

Go outside and look for ants with a magnifying glass.

Listen to hear blends in words like these:

- **glass**
- **grass**
- **ground**
- **small**
- **crawling**
- **creeping**
- **scurrying**
- **slow**
- **fast**



Date	What did your child do?

Domain and goal

- The Ants Go Marching

TIP:

- ★ By age 4, children are expected to recognize familiar phrases and songs based on pitch and rhythm.
- ★ By ages 4-5, children are beginning to understand the concept of high and low pitch.

Activities

The Ants Go Marching

This song goes with the bugs theme and also reinforces the auditory goal for this week of listening for rhyming words. Notice that some words do not rhyme with all the numbers, even though they sound similar. See if your child can discriminate what does not truly rhyme: one-thumb; nine-time; ten-end. You might want to change the words for these numbers to have rhyming words, such as: one – stops to see the sun; nine – stops to find a line; ten – stops to watch a hen. Incorporate the language goal by asking what comes next and what is last.

*The ants go marching one by one, hurrah, hurrah.
The ants go marching one by one, hurrah, hurrah.
The ants go marching one by one,
The little one stops to suck his thumb
And they all go marching down to the ground
To get out of the rain, BOOM! BOOM! BOOM!*

(Repeat the same lyrics but change the number and rhyming line.)

*The ants go marching two by two,
The little one stops to tie his shoe*

*The ants go marching three by three,
The little one stops to climb a tree.*

*The ants go marching four by four,
The little one stops to shut the door.*

*The ants go marching five by five,
The little one stops to take a dive.*

*The ants go marching six by six,
The little one stops to pick up sticks.*

*The ants go marching seven by seven,
The little one stops to pray to heaven.*

*The ants go marching eight by eight,
The little one stops to shut the gate.*

*The ants go marching nine by nine,
The little one stops to check the time.*

*The ants go marching ten by ten,
The little one stops to say 'THE END.'*



Date	What did your child do?

The Grouchy Ladybug, *Eric Carle (Author), HarperCollins, 1996*

Follow the ladybug as she starts out acting grouchy and mean to others until she becomes a happier and more polite bug. Use this story to discuss with your child how to deal with frustration and bullying. Throughout the story your child learns about manners and size and time concepts. Your child will recognize from previous lessons the tissue paper collage illustrations present in other Eric Carle books.

Act out the story using a ladybug that you make. Incorporate the language goal for this week and have a conversation with your child asking questions using: would, could, should.

- What could the ladybug do differently?
- What would you do if you were that ladybug?
- What should the ladybug do when she is upset?

Give verbal directions on how to make the ladybug; and as you and your child are working together to create the ladybug, incorporate the language concepts: next and last.

- First, separate a cup from an egg carton.
- Next, paint or color the cup red.
- Next, paint or color a black head and black spots on the back of the ladybug.
- Next, paint white eyes.
- Next, make three holes on each side of the cup and two holes on the head (eight holes in total).
- Last, make six legs and two antennae by putting pipe cleaners through the holes.

You will need:

- ✓ Egg carton
- ✓ Red, black, and white paint, crayons, or markers
- ✓ Pipe cleaners
- ✓ Something for the adult to use to poke the holes

Old Lady Who Swallowed a Fly, *Simms Taback (Author), Viking Juvenile, 1997*

An old lady swallows a fly, a spider, and lots of other animals. This silly, well-known story and song will help to increase your child's auditory memory of the continuous and repetitive words. This book is a Caldecott winner.

