



## Domain and goal

- Auditory sequence for two-part language routines

## Activities

### Playing with Colored Dough

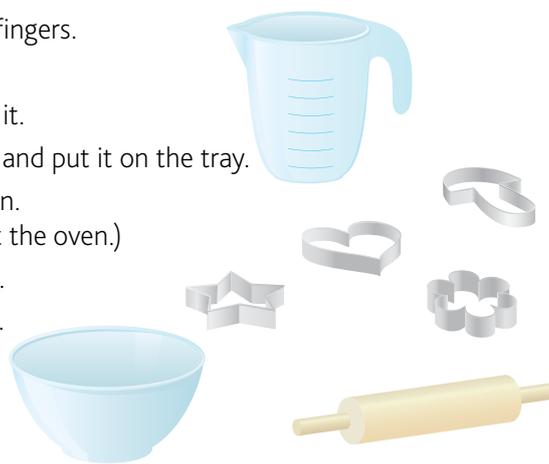
This week's theme is colored dough. Prepare for the activity by putting a cloth or paper below the area where your child will be experimenting with colored dough. With this activity your child and you each have a little bit of colored dough. Show your child different things he/she can do with colored dough. Feed in two-part language routines and then show your child what you were talking about. Your child's focus will probably be on the colored dough, so they will be listening naturally. After your child has practiced and played with the colored dough, change colors. After you put the previous color away, but before you hand your child the next color, tell him/her a two-part language routine that you've practiced. See if your child can follow these two parts by listening and remembering. Have fun!

You will need:

- ✓ Colored dough
- ✓ Cookie cutters
- ✓ Plastic knife
- ✓ Rolling pin or tube or can that will work as a rolling pin
- ✓ Small toys used in previous lessons.
- ✓ Spatula
- ✓ Tray.

Language you might use includes a variety of verbs your child has learned from previous weeks:

- Roll it into a ball and pat it down.
- Roll it into a snake and move it around.
- Roll it flat and draw a picture with your fingers.
- Hide a [name of toy] and find it.
- Poke a hole and put your finger through it.
- Cut out a [name of cookie cutter shape] and put it on the tray.
- Pick up the cookie and take it to the oven.  
(Use a play kitchen or a box to represent the oven.)
- Turn on the timer and listen for the ding.
- Take it out and bring it back to the table.



Date	What did your child do?



# Receptive Language

WEEK 14

Theme: Colored dough

## Domain and goal

- Understands, "What do you want?"

## Activities

### Playing with Colored Dough

See the audition lesson for what you will need. As you are playing with the colored dough, ask your child, "What do you want?" Have the small toys on the table where your child can see them. Expect him/her to answer with the name of the object.

### Real Life

Incorporate the question, "What do you want?", in natural ways throughout the day. Your child has learned many verbs and nouns and some pronouns and prepositions, so expect two- and three-word phrase answers, such as "Get my ball".

**TIP:** ★ At this stage your child should be closely supervised when playing with colored dough and small objects.

★ Colored dough is a great toy for stimulating your child's **tactile**, or touch, system. Some children are resistant to touching colored dough because they don't like the feel or texture. Make note of situations where your child overly avoids or craves tactile stimulation. Discuss this with a professional on your team. You may want to seek an opinion from a professional who specializes in sensory-motor integration development in children, such as an occupational therapist.



Date	What did your child do?



# Expressive Language

WEEK 14

Theme: Colored dough

## Domain and goal

- Uses big and little

## Activities

### Playing with Colored Dough

Make some big and *little* balls with the colored dough. Ask your child, "**Which one do you want?**" This reinforces the receptive goal for the week. Expect your child to use the words, "I want *big* ball", and "I want *little* ball". Also use the words *large* and *small*, although your child will probably use spontaneously *big* and *little* before he/she uses *large* and *small*. Feed in the language, "Big, bigger, biggest", "Small, smaller, smallest". Your child might not use at this time the expressive language for bigger, biggest or smaller, smallest.

### Going to the Grocery Store

As you are going through the grocery store, encourage your child to compare and contrast sizes. Ask your child to find the big and little apples, yogurt and milk containers, cans and so forth. Listen for your child's spontaneous use of big and little.

### TIP: ★ Practice The Three P's:

- 1) **P**ause to let your child talk.
- 2) **P**ace the activities, either slower or faster, to keep your child's interest.
- 3) **P**rogressive listening to go from easier to more difficult listening over a period of time:
  - o Closed set to open set
  - o Predictable to unpredictable information
  - o Familiar to unfamiliar people
  - o Known to unknown information
  - o Slow to fast rate of speech
  - o Close to far distance
  - o Repetition to no repetition
  - o Quiet to noisy environment.



Date	What did your child do?



## Domain and goal

- Imitates three-syllable babble with p, t, k using a different middle vowel
- Produces p, t, k in phrases

## Activities

Your child is probably producing the sounds, /p/, /t/, and /k/. Now it is time to have your child practice listening to, discriminating and producing the sounds in syllables. As you did in Week 7, present three syllables. This time you use all three consonants, /p/, /t/, and /k/, and use a different vowel in the middle syllable. Use the vowels, ah, oo, ee, during this babble. Some examples of what to model are: pa too ka, ta koo pa, tee poo kee, koo pa too.

In keeping with the colored dough theme, you can use a bit of colored dough as a reward after your child says the silly three-syllable babble. Your child can build a ball of colored dough that gets bigger and bigger with each piece that he/she adds.

Encourage your child to say the /p/, /t/, and /k/ sounds in phrases. Some examples of phrases are:

- **C**ut the **c**olored dough.
- **P**ut the **c**ar on the colored dough.
- **T**ake **i**t off.
- **C**ut with the **c**ookie **c**utter.
- **P**ick **i**t up.

**TIP:** ★ The vowels, ah, oo, ee, are used because they are the most different sounding vowels. "oo" is a low pitch vowel; "ee" is a high pitch vowel; and "ah" is in the middle of the pitch range.



Date	What did your child do?



Theme: Colored dough

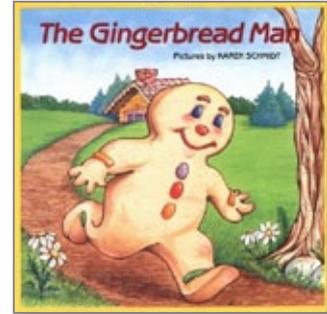
### Story of the Week

**Gingerbread Man (Easy-to-Read Folktales)**, by Karen Schmidt, Scholastic Inc., 1985. Follow the adventures of the cookie gingerbread man. He runs away from the old man and woman who made him only to be chased by animals and people who want to eat him. In the end he meets the fox who tricks him.

The illustrations cover the entire page and the text is catchy and repetitive. Children like to say the main phrase throughout the book and that is our song for this week.

Baking cookies with your child is a logical follow-up activity for this book. For extra fun, use a variety of cookie cutters that teach new vocabulary. You can also make pretend cookies with colored dough and cookie cutters in keeping with the theme for this week.

This is a good story to read around the December holidays when many people bake cookies.



### Song of the Week

*Run, run as fast as you can.*

*You can't catch me, I'm the gingerbread man.*

**TIP:** ★ After reading the book, ask your child to name the animals that were in the story. This gives your child an opportunity to practice auditory memory for stories with vocabulary they learned from the animal units.

