



Audition

Theme: Shapes

WEEK 31

Domain and goal

- Auditory comprehension of words, phrases and known simple stories in the presence of noise

Activities

Your child has developed more advanced listening skills so this week's goal is to specifically practice listening in the presence of noise. Your child needs to separate the main message from the background noise. This is a practical and useful skill for everyone. There are many situations where we need to listen and talk in noisy environments, such as restaurants, sport events, parties and day care.

Keep in mind that you don't want your child to have to listen in noisy environments all the time. You are simply providing situations where he/she specifically practices listening in the presence of noise. It is helpful to your child to more easily learn new vocabulary and language and to fully participate in conversations when you create a favorable listening environment.

Radio On

Turn on the radio, television or music for specific practice in figure-ground discrimination. Read a familiar book aloud to your child, talk about their Experience Book or converse about predictable information and routines. After your child is comfortable listening in noise with a familiar message, introduce material that is not as familiar or predictable.

Multi-Talker Noise

The next time you have friends or family in your house, make an audio recording when several people are talking at the same time. You'll be surprised how noisy it sounds even to you. Use this multi-talker recording as background noise when you are practicing with your child to understand the main message in the presence of other talkers.

TIP: ★ Although your child practices listening in the presence of noise as a specific therapy goal, remember that a long term goal is for your child to use all five senses when out in the real world. At school and other situations where the priority goal is for your child to understand the message, encourage your child to integrate all five senses.

★ When eating out, try to select a restaurant that has relatively good acoustics, unless you are specifically working on listening in noise. Request a table away from the kitchen or other noisy areas.



Date	What did your child do?



Domain and goal

- Input shape names
- Understands, "What does it look like?"
- Matches circle and square
- Understands, "What shape is it?" (doesn't necessarily answer with the correct shape)

Activities

Shape Sorter

A common commercially produced toy for young children is a Shape Sorter. There are different shaped pieces that your child slides into the appropriate slot after matching the shape. As your child is experimenting with which shape goes where, input the names of the shapes. When your child dumps the shapes out of the container, guide him/her to sort the shapes. Circles go in a different pile than squares. Ask, "**What shape do you want here?**" Feed in the correct answer. At this point your child might not necessarily answer with the correct name for the shape.

What Does It Look Like?

Focus on a different shape each day. Go around the house and find things that look like a circle. The next day, look for things that look like a square. Draw them in your child's Experience Book, on a whiteboard, or on a poster to hang up. Here is what you might find:

Circles

- Clock face
- Knobs on the stove
- Tops of jars
- On/off buttons on electronics
- Plates, cups and glasses.

Squares

- Baking pan
- Window
- Picture
- Book
- Box.

TIP: ★ Talk Abouts®

- o Talk about shapes and what shape something looks like.



Date	What did your child do?



Domain and goal

- Identifies circle
- Uses: no, not and another word to express negation (examples: can't, don't)

Activities

Find the Circle

As you are going through your day, look for things that look like a circle. Ask, *"What does it look like?"*, or say, *"I see a shape"*. Notice if your child identifies circles and uses the word "circle".

Find things that are not circles and ask, *"Is this a circle?"* Expect your child to be using language for negatives, such as no, not, can't or don't. Expect, "No, not a circle". Maybe your child will say something like, "I can't find a circle".

Sorting Circles

When you are playing the sorting games for the receptive language activities, encourage your child to use language to express negation. Pull out a square when your child is looking for circles. *"That's not a circle." "We can't put it here. Put it there." "I have no circles."*

Making Choices

When you offer your child a choice, use the opportunity to practice language to express negation. For example, you might give your child a choice between milk and juice when you ask him/her, *"What do you want to drink?"* If your child says, "Soda", you could respond with: *"That's not a choice. We don't drink soda for dinner. You can have milk or juice."* Listen to hear if your child is using words to indicate negation and write down the words he/she uses.

TIP: ★ Encourage your child to make choices. Be sure that the choices you offer to your child are ones you can accept.



Date	What did your child do?



Domain and goal

- Stimulate /sh/

Activities

Shapes Here and There

Using the word "shape" provides stimulation for the /sh/ sound as you reinforce the theme for this week. As you are going through your day in and out of the house, say, **"I see a shape. Do you see any shapes?"** Talk about the different shapes you find.

Getting Ready for the Day

There are many words with the /sh/ sound you can use when cleaning up and getting dressed. Feed in these words:

- **Brush** your teeth.
- Use a tooth**brush**.
- **Wash** your hair in the **shower**.
- The water is spl**ash**ing.
- Use **shampoo** to **wash** your hair.
- **Wash** your face.
- Use a **wash**cloth.
- **Brush** your hair.
- **Polish** your toe nails.
- Put on **lot**ion.
- Put on your **sh**irt, **sh**orts and **sh**oes.

TIP: ★ Notice the different ways a word is spelled and pronounced as "sh": "...tion" (lotion); "...ch..." (machine); "...ss..." (tissue); "s..." (sugar).



Date	What did your child do?



Theme: Shapes

Story of the Week

Circle, Triangles, and Squares, by Tana Hoban, Simon & Schuster Children's Publishing, 1974 and other shape books.

This book is all about the shapes we are discussing this week. There are many photographs of objects that look like circles, squares and triangles. As you are looking at the book, ask the question, "*What does it look like?*" Name each object: "*A tire looks like a circle.*" Later, try to find the objects. For example, go out and look at the tires on your car. They look like circles. Sing this week's fingerplay after looking at the tire.

Song of the Week

Close My Eyes, Fingerplay, by unknown author.

This fingerplay incorporates language and gestures for the shapes circle and square, and includes the word shut, which exposes your child to another word with the /sh/ sound.

Close my eyes, shut them tight.

Make a circle with my right. (trace a circle with your right hand)

Keep them shut, make it fair.

With my left hand make a square. (trace a square with your left hand)

