

Domain and goal

- Engages in conversations without looking at the speaker
- Answers: Who verbs?
- Answers questions related to self

Activities

Car Talk

Talk to your child when you are traveling together in the car. Be sure your child can hear you clearly. Create an optimal acoustic environment by turning off the radio or music player, unless you are working specifically on listening in the presence of background noise. You and your child should be able to carry on a conversation, at your child's language level, even when your child cannot see your face.

All About Me

Create a book with your child entitled All About Me. Write a different question on each page related specifically to your child. Read the book with your child until they become comfortable answering each of the questions. Some of the questions are more advanced and your child may not be able to answer them without prompting at this time. Practice these questions:

- What's your name?
- How old are you?

More advanced personal questions include:

- What's your mother's/father's name?
- What's your brother's/sister's name?
- What's your pet's name?
- Where do you live?
- What's your phone number?
- When is your birthday?



Help from a Police Officer

Transfer the question–answer format from the *All About Me* activity into pretend play. Pretend one of you is a police officer and one is a lost child – the police officer asks the questions to help the child and the child answers. Then the police officer locates the child's caregiver and there is a happy ending to the story. Be sure your child understands the difference between sharing personal information with a person they trust versus a stranger.

Who Verbs?

Your child learns to associate people with actions (verbs) in this question game. Individualize the questions according to your child's interests and situations. Model an answer with subject + verb + object. (See the Language section for this week for more information.)

- Who helps you when you are lost?
- Who puts out fires?
- Who helps us when we're sick?
- Who picks up the garbage?
- Who teaches at school?
- Who drives the bus?
- Who cuts your hair?



Date	What did your child do?

Receptive & Expressive Language

Theme: Community Helpers – Police Officers

WEEK 36

Domain and goal

- Asks: What happened?
- Uses subject + verb + object
- Uses a, an (nonspecific), the (specific)



Activities

Pretend Play

Turn a space in your home into a 'pretend play' area. Each week, set out materials and props from around the house to encourage your child to take on different roles. Initially play along with your child to feed in and reinforce communication goals; then invite older siblings, cousins, friends, or neighbors to join in on the fun. Allow your child free time with other children to play out different scenarios and events and to converse and use spoken language in creative ways with his/her peers.

Incorporate the following language goals in pretend play with your child, and listen for carry-over when your child is playing with other children.

- Does your child ask, 'What happened?' For example, when pretending to be a doctor or nurse, it would be appropriate to the context to ask the pretend patient, 'What happened?'
- Does your child use: subject + verb + object? This response logically follows when your child hears and processes the question, 'Who verbs?' (See the Audition section for this week for additional information.) For example, when pretending to be a police officer who helps a lost child, ask your child, 'Who helps the child?' Your child responds, 'The police officer helps the child.' Other responses related to pretend play about community helpers might be:
 - The doctor gives the medicine.
 - The firefighter rescues the cat.
 - The teacher rings a bell.
 - The barber cuts your hair.
 - The farmer grows the food.
 - The veterinarian helps an animal.
- Does your child use 'a' and 'an' when referring to a non-specific thing and 'the' when talking about something specific? Look at the examples above and notice the use of these articles.

Be creative and tap into your child's imagination as you find props together for pretend play. You might use some of these props:

- Police officer: hat, badge or star, blue shirt, whistle
- Doctor or nurse: white shirt, blanket for the exam table, measuring tape, stethoscope (see Lesson 35 for more information)
- Librarian: books, small can or other object from around the house to scan the books, card of some sort as the library card.

Date	What did your child do?

Domain and goal

- Stimulate for r sound

Activities

Family and Friends

Gather pictures of family and friends. Draw an outline of a house on a piece of construction paper. Draw windows and a door on the house. Cut out the house and door with scissors. Put one picture at a time of a family member or friend behind the door. Say, 'Someone's coming to visit. Who's there? Who's behind the door?' Your child opens the door and names:

- mother
- father
- brother
- sister
- grandmother
- grandfather
- friend

Sort the Laundry

Use pronouns as you sort the laundry. Take the clothes to the right person's room. Use these pronouns to stimulate for the 'r' sound:

- yours
- theirs
- hers

TIP: ★ Children at this age assume the role of others in pretend play. Observe your child and notice the roles that emerge during pretend play. It is important to have positive role models for your child.

★ Children at this age are comfortable role playing less familiar events. Role playing is a healthy way for your child to learn about and practice routines or events that are new.



Date	What did your child do?

Domain and goal

- I Am A Policeman
- Rain, Rain, Go Away (r speech)
- It's Raining, It's Pouring (r speech)

Activities

I'm A Police Officer, from www.childfun.com

Sing this song to the familiar tune 'I'm A Little Teapot' to reinforce the theme for this week. Talk to your child about the meaning of the words and what police officers do to help us. Incorporate the goals for this week, subject + verb + object 'A police officer wears a star'; and Who verbs? 'Who helps us? A police officer helps us.'

(sung to: I'm A Little Teapot)

*I'm a police officer, with my star.
I help people near and far.
If you have a problem, call on me.
And I'll be there, 1, 2, 3!*

Rain, Rain, Go Away

The next two songs about rain are useful for stimulating the 'r' sound.

*Rain, rain, go away.
Come again some other day.
Little children want to play.
So rain, rain, go away.*

It's Raining, It's Pouring

Your child will be familiar with It's Raining, It's Pouring. This was one of the songs for Lesson 29 when the theme was Spring Season.

*It's raining. It's pouring. The old man is snoring.
He went to bed and bumped his head and couldn't get up in the morning.*



Date	What did your child do?

Act out the different jobs of a police officer as shown in the photographs and illustrations in the following two books.

I Want To Be A Police Officer, by Dan Liebman, Firefly Books, 2000

The color photographs in this book show police officers involved in friendly activities of helping people. For example, the cover photo shows a smiling female officer.

A Day in the Life of a Police Officer (First Facts: Community Helpers at Work) [Paperback], Heather Adamson (Author), Capstone Press (MN), 2000

This book gives another glimpse into the jobs and responsibilities of a police officer.

Whose Tools Are These?: A Look at Tools Workers Use – Big, Sharp, and Smooth (Whose Is It?: Community Workers), by Sharon Katz Cooper (Author), Amy Bailey Muehlenhardt (Illustrator), Picture Window Books, 2007

This book is part of the Whose is It? series. Last week you read, Whose Hat is It? This week your child learns about the tools used by different workers. Your child's vocabulary is enriched by learning the names and uses of these tools.

Community Helpers from A to Z (Alphabasics), Bobbie Kalman (Author)

This book is written in verse and the illustrations are fun paintings showing different professions arranged from A to Z. It is a nice book for showing the 'big picture' of the community helpers themes.

