

Domain and goal

- Recites the days of the week with assistance

Activities

• My Calendar

Create your child's own calendar by taping pictures of your child, family, and friends on a calendar for each month of the year. You can also create a digital version of this kind of photo calendar. Individualizing the calendar should increase your child's interest in looking at the calendar each day as you say the days of the week together. Take into account the length of your child's auditory memory. If your child has an auditory memory of three items, group the days of the week into three, such as Sunday, Monday, Tuesday; Wednesday, Thursday, Friday; Saturday. Try starting with a different day and name three consecutive days, such as Monday, Tuesday, Wednesday; Thursday, Friday, Saturday; Sunday.

• Hopscotch Days

Use sidewalk chalk and draw seven big boxes with a comfortable distance between each box so your child can walk or jump from one box to the next. As he/she steps from one box to the next, recite the days of the week in order where one box indicates one day. Ask your child to say the days for you as you jump from one box to the next box.

• Sticker Fingers

Find stickers of icons or pictures that aren't necessarily specific vocabulary. For example, you might use stars, happy faces, or balloons. Put a sticker on each of seven fingers. Touch one sticker finger as you and your child recite each day of the week in order.



Date	What did your child do?

Receptive & Expressive Language

Theme: Calendar

WEEK 7

Domain and goal

- Uses time concepts: day, night, today, tomorrow, yesterday, tonight, last night
- Uses past tense verbs inconsistently
- Begins to use future tense (may use 'hafta + verb' or 'gotta + verb')

Activities

• Experience Book

Your child's experience books are an excellent resource for teaching and reviewing the language goals. You naturally use past tense verbs since the experience has already happened. Go back a page and talk about what you did yesterday or last night. Talk about what you will do or what you did today or tonight and encourage your child to dictate something for you to write in their experience book. Look at a calendar and discuss what you will do tomorrow. Ask your child to 'read' their book to you and significant others. If he/she does not correctly use the past tense or future tense of a verb, model the appropriate verb tense and encourage them to retell the story.

• Calendar Art

Buy or make a big calendar with large spaces for each day. Encourage your child to draw a picture of something they did that day or something they will do in the future. Your child can use their calendar art as a prop for telling you and others about their past and future activities. Model correct verb tenses.

To make a big calendar you might use:

- poster board with crayons, colored pencils or markers; the poster board can be moved to different locations
- white board with erasable markers; you might have a large white board on the wall in the laundry room or kitchen
- rolls of paper with chalk; you might use this as a border in your child's bedroom or playroom.

• Day and Night Books

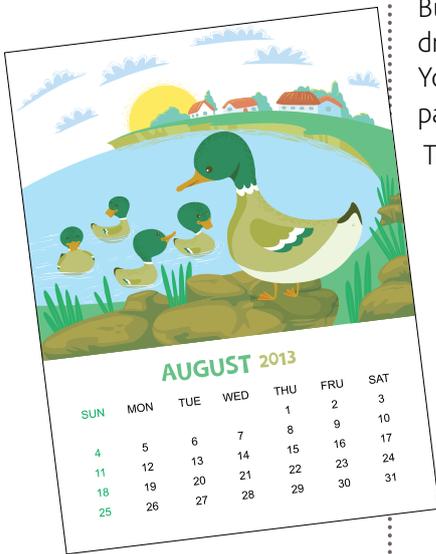
Take photos of things you see or do at night and during the day. Create two different books using these photos. One is The Day Book and the other is The Night Book.

You will need:

- ✓ Camera and prints or digital images if creating electronic books
- ✓ Writing tools or app for creating electronic books

TIP: ★ Experience books may be used to reinforce or teach many skills. A few areas to consider are:

- Relating to and enjoying books
- Building vocabulary
- Increasing auditory memory
- Improving comprehension for reading



Date	What did your child do?



Domain and goal

- Contrasts k and t
- Stimulate for t sound and expect correct production in many words

Activities

• Set the Table and Eat

Provide an abundance of t sounds in words and phrases as you set the table. Expect correct production in many words.

- It's **t**ime to eat
- Set **t**he **t**able
- Ge**t** your plate
- **T**oday you can eat...
 - » **T**oast
 - » **T**aco
 - » **T**una
 - » **P**otato
 - » **Y**ogurt
 - » **F**ruit
 - » **C**arrot
 - » **L**et's cut it
- What do you want?
- How does it **t**aste?
- Is it **s**alty?
- Are you **t**hirsty?
- Do you want some **w**ater?
- **T**ime to brush your **t**eeth



• Silly Syllables

Your child hears the difference between **k** and **t** without lip reading. Tell your child silly syllables using the sounds k and t in the initial, middle, and final positions of syllables and ask him/her to repeat them. To make it more motivating, use small toys or pieces they can drop or hang or pick up for their best attempt for each silly syllable. Start out by changing the vowels to make it easier for your child to hear and contrast **k** and **t**, such as:

- **k**a too
- o**k**oo ee**t**ee
- ee**k** at
- **t**ee **k**oo
- oo**t**oo a**k**a
- a**t**a ee**k**ee

Next, use silly syllables for **k** and **t** linked with the same vowel. If your child is able to produce both a **k** and a **t**, they should be able to imitate these alternating silly syllables.

- **k**a **t**a **k**a
- **k**oo **t**oo **t**oo
- **t**ee **k**ee **k**ee
- ee**k**ee ee**t**ee ee**k**ee
- o**t** o**k** o**t**
- a**t** a**k** a**t**



Date	What did your child do?

Domain and goal

- Days of the Week song

Activities

Days of the Week song, Wee Sing Children's Songs and Fingerplays, by Beall and Nipp, Price/Stern/Sloan, Los Angeles, 1985

This is a simple song often used in preschools to help children remember the names and sequence of the days of the week. Singing this song with your child facilitates the auditory goal of remembering the days of the week. The tune is easy to sing. The keys to play on the piano are included after the words of the song if you'd like to play them on a piano or other musical instrument.

Sunday, Monday,
(Keys on the piano: C, D, E, C)

Tuesday, Wednesday,
(Keys on the piano: D, E, F, D)

Thursday, Friday,
(Keys on the piano: E, F, G, E)

Saturday.
(Keys on the piano: F, D, C)

TIP: ★ By the age of 3, children begin to relate to music in the following ways but not necessarily with precision (Kanemitsu and Gfeller, 2011):

- Invents 'spontaneous' songs with discrete pitches and recurring melodic and rhythmic patterns
- Sings nursery rhymes and childhood chants
- Replicates familiar melodies



Date	What did your child do?



A Child's Calendar (Book and CD), John Updike (Author), Live Oak Media, 2004.

Follow an active family from the state of Vermont as you read poetry about each month of the year. Once your child is familiar with and understands the language and vocabulary in the poems, listen to the CD that accompanies the book. Background music plays softly so it is beneficial to pre-teach the language and concepts, especially if your child is not completely comfortable with listening to words in the presence of background music. Environmental sounds are interspersed throughout the poems, such as crunching snow and geese honking. Listen and pause the CD while you and your child imitate these sounds and associate them with the activities and objects in the text. Many colorful verbs are used in the poetry. Extend your child's understanding of these verbs by associating them with different activities or objects, such as:

- snapping (peas, turtle, overalls)
- snipping (paper, felt, flower stems)
- thaw (ice, ice cream, frozen food)
- stains (clothes, hands, wash cloth)

Calendar, Myra Cohn Livingston (Author), Will Hillenbrand (Illustrator), Holiday House, 2007.

This picture book has a beautifully illustrated double page for each month of the year. It provides a variety of opportunities for you to talk to your child about the different months and activities commonly associated with each month. Encourage your child to act out the activities and verbs, such as 'January shivers. February shines. March blows.' Adaptations need to be made if this book is used in the southern hemisphere.

