

**Story of the week: "Opposites Peek-a-Boo" by Eric Hill.**

*Puffin Books, Basildon, England, 1982.*

- The receptive language goal this week was ensuring your child understood a variety of modifiers.
- Use this book and ask your child to find any word that he has learned. Model for your child by saying, "I'm going to find something shiny." Thumb through the pages until you find your adjective. Give the book to your child and tell him, "Find something dirty." Remember, only target the words you have taught him, this is a comprehension check of his vocabulary.
- Any pages with words he does not know, choose one of the words in the pair of opposites and teach it to him. For example, if he did not know tall and short, choose one word, 'tall' and talk about the things that are tall, and the other one is 'not tall'. Use this time to go around the house and find 'tall' objects, tall people, go outside and climb things that are tall, etc.

**Song of the week: "Little Fish"**

Words: "Swish, swish, swish. I'm a little fish. I swim in water, swish, swish, swish."

A great song to teach the verb 'swim' and the voiceless phoneme /ʃ / /sh/

- Put your hands together with the palms touching. Move your hands like a fish swimming and sing the song.
- Hold plastic fish in your hands and sing the song. When the verse is finished, plop the fish into a bowl of water, get another fish and sing again. Repeat.
- Change the object from a fish to other things that can swim: boy, frog, crab, duck, etc. Sing the song, change the word and hold the new animal or person while you sing.
- Once your child knows this song, you can change the verb. "Hop, hop, hop. I'm a little rabbit. I hop in the grass. Hop, hop, hop." This will lead to endless fun as both you and your child find different objects and different actions for them to do.

