



Audition

Theme: Games

WEEK 35

Domain and goal

- Auditory processing of two to three descriptions for an object

Activities

Your child is processing descriptions by listening. In previous lessons you learned different ways to describe objects. You can review these Talk AboutSM in the *Supporting Materials* section of this resource. This week, incorporate descriptions into games.

Description Game

You can purchase commercially produced description games or you can make your own. Gather or draw pictures of familiar objects – you could use pictures from previous weeks. Put the pictures on index cards. Use a board from other games you have purchased or make your own simple game board. Use small toys as markers. For example, maybe your child wants to be the dog and you are the cat. Pick a card and describe the picture using two or three descriptions: ***“It’s an animal. It lives on a farm. You can ride it. What is it?”*** Your child answers, “horse”, and you then show him/her the card. Your child rolls the dice or spins a spinner and moves ahead on the game board. Then it is your child’s turn to describe to you. Initially you will need to model for your child how to give descriptions.

You will need:

- ✓ Cards with one picture on each card
- ✓ Game board
- ✓ Markers
- ✓ Dice or spinner.

TIP: ★ When playing games, give auditory and spoken language cues before showing a card.



Date	What did your child do?



Domain and goal

- Understands adjective + adjective + noun

Activities

Candyland game by Hasbro

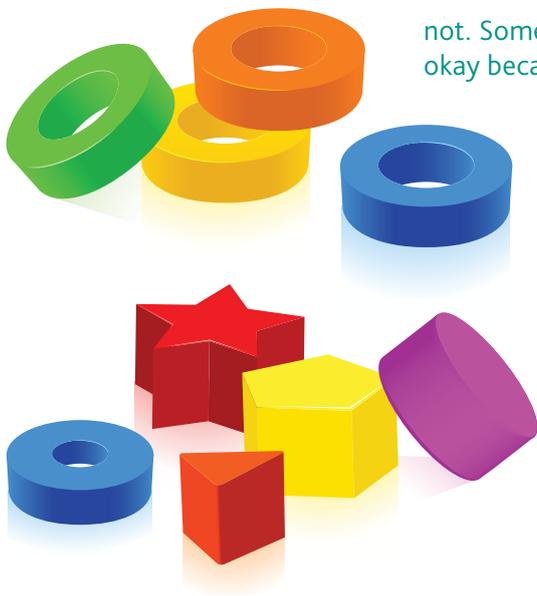
Candyland is a classic “first” board game for young children. Players take turns picking a card and moving their gingerbread token to the next stepping stone of the same color. There are a few cards in the pile with pictures of places along the way, such as a snowflake that allows you to move to Queen Frostine’s iceberg. Along the path players pass the peppermint forest and the ice cream sea and other delicious sights. The first one to reach the candy castle wins the game.

This game provides many opportunities for your child to listen to and understand adjective + adjective + noun phrases. Each time you pick up a card, describe it to your child before showing the card. *“I have one blue square.” “I picked two red squares.”* After describing your card, show it to your child and move your gingerbread token to the same color along the path. If you pick one of the pictures, describe it using adjective + adjective + noun: *“I have a pretty, white snowflake.”*

Hi Ho Cherry-O game by Hasbro

You played this game last week. This week you introduce new language for the receptive and expressive language goals. Talk about the cherries and the trees using adjective + adjective + noun. *“I got two red cherries.” “I have a round red cherry.” “I put it on the big, green tree.” “My colorful cherry tree is full.”*

TIP: ★ Reinforce with your child that it is fun to play games whether you win or not. Sometimes you have to go backwards instead of ahead and that’s okay because it is just a game.



Date	What did your child do?



Expressive Language

Theme: Games

WEEK 35

Domain and goal

- Uses negatives: nothing, none
- Uses: some, another, other

Activities

As you are playing games, use the targeted language for this week: nothing, none, some, another, other.

Go Fish

In the Go Fish card game, each player needs to ask another player if they have the card that makes a pair. If the other player does not have the card, they reply: "I don't have that card. I have none. Go fish." The person asking for the card then picks from the Go Fish pile. The game ends when someone uses all their cards by making pairs and putting them on the table. Here are examples of questions and sentences you and your child could use:

- Do you have another ___?
- Do you have the other ___?
- I'm looking for some ___?
- I have nothing to help you.
- I have none of those cards.

Hi Ho Cherry-O game by Hasbro

You introduced this game to your child last week. Continue to play the game and target the language for this week. As you are playing the game use these words:

- I have nothing in my basket.
- I have nothing on the tree.
- None of the cherries are on the tree.
- None of the cherries are in the basket.
- I want to put some cherries on the tree.
- I put another cherry on the tree.
- The other cherry is in my basket.



Date	What did your child do?



Domain and goal

- Contrast /sh/ and /s/

Activities

The Boy who wouldn't Share

When reading the story of the week, use phrases that contrast /sh/ and /s/. Some examples include:

- The **sister shares**.
- **She** is **sweet** for **sharing**.
- Edward is **selfish** when he doesn't **share**.
- It is **such** a **shame**.
- He is **sorry** and wants **to share**.

Shake My Sillies Out

Shake My Sillies Out was the song for Week 2. Now is a good time to practice it again. Add some silly lines to contrast /sh/ and /s/.

- **Shake, shake** my **sillies** out
- **Shake, shake** my **socks** out
- **Shake, shake** my **dress** out
- **Shake, shake** my **soap** out.



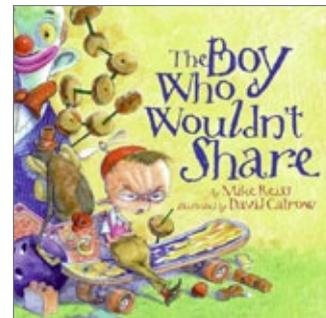
Date	What did your child do?



Story of the Week

The Boy Who Wouldn't Share, by Mike Reiss

Last week you read *The Boy Who Wouldn't Share*. This story is repeated this week since it goes so well with the game theme and you can use the same story to contrast /s/ and /sh/ for the speech goal. After two weeks of exposure to this story your child has a better understanding of sharing and being kind to others.



Rhyme of the Week

Icky Bicky Soda Cracker, in *Wee Sing and Play, Musical Games and Rhymes for Children*, by Beall and Nipp, Price/Stern/Sloan, Los Angeles, 1983.

This week's rhyme is used to decide who gets to go first in a game. One person says the rhyme while pointing in a circular fashion to a different person for each new word in the rhyme. The person pointed to on the last word of "out goes you" is removed from the circle. The rhyme continues until one person is left. The last person is the one who goes first in the game.

*Icky, bicky soda cracker,
Icky, bicky boo,
Icky, bicky soda cracker,
Out goes you!*

