



# Audition

Theme: Transportation

WEEK 11

## Domain and goal

- Auditory memory for two related commands with known words

## Activities

### Out in the Real World

In this resource there are many suggestions for activities to teach and reinforce specific goals for the week. It is important to balance these activities with experiences out in the real world. When you are clear on the goals for the week, incorporate them into everything you are doing throughout the day. Some examples of how you encourage auditory memory for two related commands with known words in real world experiences follow.

### Going Boating

- Put on your hat and tie it.
- Put on your life jacket and buckle it.
- Sit down and hold on.

### Riding your Tricycle

- Get your helmet and put it on.
- Buckle your helmet and straighten it.
- Push with your feet and then lift your feet.

### Riding on the Bus

- Stand and wait for the bus.
- Watch for the bus and be ready.
- Get in line and wait.
- Step up and walk up the stairs.
- Sit down and look out the window.

**TIP:** ★ Although your child may need your help to complete the action by themselves because of his/her age and stage of physical development, feed in the language, pause to see if they seem to understand, let them try all by themselves and then assist him/her.



| Date | What did your child do? |
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### Domain and goal

- Pronouns: I, me, my, your
- Understands possessive 's
- Understands vocabulary for component parts

### Activities

#### Doing the Laundry

When you are sorting the clothes to do the laundry, or when you are taking the clothes out of the washing machine or dryer or off the clothes line, feed in the pronouns for I, me, my, your:

- This is *my* shirt. I like the flowers on *your* shirt.
- This is *your* sock. *Your* sock won't fit *me*.
- I have blue socks. *My* socks are blue. *Your* socks are yellow.

#### Incorporate possessive 's in this activity:

- This is *Mommy's* shirt.
- This is my shirt. It's *Daddy's* shirt.
- This is your sock. It's [*child's name*]'s sock.

#### Talk about the different parts on the clothing:

- See your *buttons*. They're round.
- Let's zip up the *zipper* on your pants.

#### Vehicle Play

In keeping with this week's theme, as you are playing with the toy vehicles, incorporate the pronouns for this week, possessive 's and vocabulary for component part. This week's song also includes component parts.

- Can I play with *your* car?
- Do you want *Daddy's* truck?
- Look at the *wheels* on the car.
- See the *steering wheel* on the big bus.
- The *door* on the bus opens and shuts.



| Date | What did your child do? |
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# Expressive Language

Theme: Transportation

WEEK 11

## Domain and goal

- Uses plurals
- Uses pronouns: I, my, mine, me, your
- Uses spontaneous phrase, "I want\_\_."

## Activities

### Playing with building block toys

This activity goes with the book of the week. There are many opportunities when playing with building block toys to listen for your child's expressive language. Set up the situation and lead your child to use plurals, and pronouns I, my, mine, me, your, and the spontaneous phrase, "I want\_\_".

#### Plurals:

- Build with building block toys.
- Use two blue ones.
- Play cars.
- Park the trucks.

#### Pronouns:

- This is *my* car.
- This is *your* car.
- I like *mine*.
- Give it to *me*.

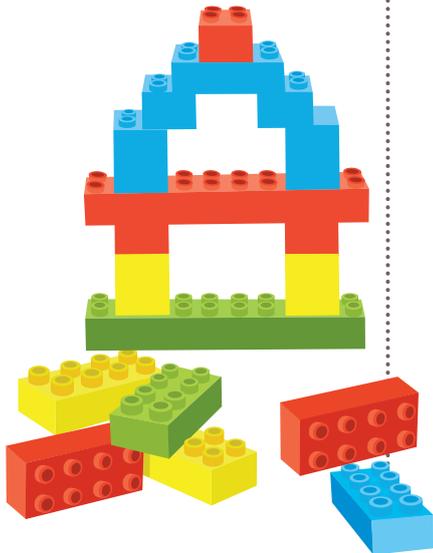
#### Spontaneous phrase, "I want\_\_":

- I *want* the building block toys.
- I *want* the car.

**TIP:** ★ Feed in polite language, "please" and "thank you", even if your child is not using these words spontaneously at this time. This will be a specific theme in future lessons.

★ Playing with building block toys provides opportunities for your child to develop many aspects of communication and thinking:

- Turn-taking with toys transfers to turn-taking in communication.
- Ask open ended questions.
- Build side by side, then give your child alone time to build.
- When joining your child, use pause time and let him/her name the object, rather than telling your child what you think they built.
- Don't "correct" your child's creations in trying to make it better.
- Create a story about what you and your child built.
- Count the building block toys.
- Sort, match and name the building block toys by color, size, shape and number.
- Review prepositions: in, on, under, over.
- Practice auditory memory when putting the toys away.



| Date | What did your child do? |
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## Domain and goal

- Produces /k/ in some words and phrases

## Activities

### Playing with Toy Vehicles

There are many forms of transportation that have the /k/ sound:

- **car**
- **truck**
- **helicopter**
- **bike**
- **bicycle**
- **trike**
- **tricycle**.

If your child is correctly producing the /k/ sound in these words, move onto the phrase level:

- **Pick** up the **truck**
- See the **picku**pk**** **truck**
- **Par**k**** the **ca**r****
- Ride your **bi**k**e**
- **Look** at the **heli**co**pter**
- Where's your **tri**ck**le**?

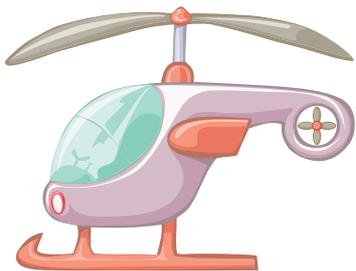
As you and your child are playing with these toys, acoustically highlight the /k/ sound by putting a little more emphasis on the sound.

### More Family and Friends

This activity is a review and expansion from Week 1, but this time you highlight the /k/ sound. Make a photo book of pictures of extended family members and talk about who everyone is. Include:

- **C**ousins
- **U**ncles and **a**unts
- **K**id friends.

**TIP:** ★ Discontinue using acoustic highlighting once your child produces the sound correctly. The goal is for your child to learn spoken language from typical speech and language models.



| Date | What did your child do? |
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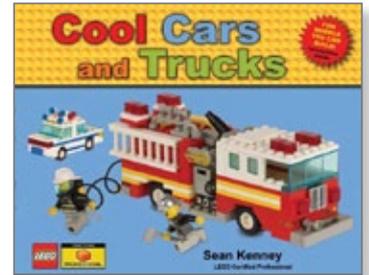
### Story of the Week

**Cool Cars and Trucks**, by Sean Kenney, Henry Holt and Company Inc., 2009.

If your child likes to play with building block toys, this is the book for them. Different vehicles are created from building block toys. Your child may enjoy looking at the steps showing how to build the vehicles using building block toys. Build a vehicle with your child.

You will need:

- ✓ Building block toys.



### Song of the Week

**Take Me Riding in The Car, Car**, by Woody Guthrie, album *Nursery Days*.

*Brrrm brm brm brm brm brm brm, brrrm b' brrrm,  
Brrrm brm brm brm brm brm brrrm b' brrrm,  
Brrrm brm brm brm brm brm brrrm b' brrrm.  
Brrrm brm brm brm brm brm brrrm.*

*Take me riding in the car, car;  
Take me riding in the car, car;  
Take you riding in the car, car;  
I'll take you riding in my car.*

*Click clack, open up the door, girls;  
Click clack, open up the door, boys;  
Front door, back door, clickety clack,  
Take you riding in my car.*

*Climb, climb, rattle on the front seat;  
See I straddle on the backseat;  
Turn my key, step on my starter,  
Take you riding in my car.*

*Engine it goes boom, boom;  
Engine it goes boom, boom;  
Front seat, backseat, boys and girls,  
Take you riding in my car.*

*Trees and the houses walk along;  
Trees and the houses walk along;  
Truck and a car and a garbage can,  
Take you riding in my car.*

*Ships and the little boats chug along;  
Ships and the little boats chug along;  
Boom buhbuh boom boom boom buh boom,  
Take you riding in my car.*

*I'm a gonna send you home again;  
I'm a gonna send you home again;  
Boom, boom, buhbuh boom, rolling home,  
Take you riding in my car.*

*I'm a gonna let you blow the horn;  
I'm a gonna let you blow the horn;  
A oorah, a oorah, a oogah, a oogah,  
I'll take you riding in my car.*

