



# Audition

Theme: Emotions

WEEK 22

## Domain and goal

- Listens to age-appropriate book from beginning to end

## Activities

The auditory goal for this week incorporates each of the domains for this week and previous weeks. Your child has developed auditory identification for vocabulary and auditory memory and sequencing. He/she has learned to process and understand information through listening. When your child sits and attends as you read a book aloud, they integrate many listening skills to understand the ideas from the story.

Choose a book that is short enough to keep your child's attention and long enough to stretch their auditory attention for stories. Sit comfortably with your child. Hold the book where both of you can see the pictures. Start at the beginning of the book and read the pages in the order in which the book is written. Vary your speed, inflection and loudness to match what is happening in the book and to keep your child's attention. Make comments and point things out as you go. Encourage your child to comment and respond. Guard against "testing" your child by asking too many questions. When you are finished reading the story, place the book in a location where your child is free to pick it up and look through the book on their own.

**TIP:** ★ Read aloud to your child every day.

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- What does this story remind you of?
- Relate the story to your child's experiences (text to self), another story (text to text) and a song (text to song).



Date	What did your child do?



# Receptive Language

WEEK 22

Theme: Emotions

## Domain and goal

- Emotions: hungry, happy, sad, scared
- Family: brother/sister
- Descriptives: young/old
- Understands big, bigger (biggest comes later)

## Activities

The book for the week has an abundance of concepts and language appropriate for your child's age and stage of development. As you read the book, discuss the language targets for the week: hungry, happy, sad, scared, brother, sister, young, old, big, bigger, biggest.

### Not Concept

Tag on the "not" concept as you talk about:

- Happy, not sad
- Brother, not sister
- Old, not young
- Big, not little.

### Looking at Pictures

Go through magazines, photo albums or books and find people who are: hungry, happy, sad, scared, brother, sister, young, old, big, bigger, biggest.

### Drawing on the Whiteboard

Draw faces that look happy, sad and scared. Draw stick figures that look like a boy or a girl or a brother and a sister. Draw someone who is little or young and someone who is bigger or old.

### Toy People

You will be using your toy people for the next few weeks to act out stories. Get out the toy people and sort them by different categories:

- Boy (brothers) and girls (sisters)
- Big people and little people
- Young people and old people.

You will need:

- ✓ Toy people.



Date	What did your child do?



# Expressive Language

Theme: Emotions

WEEK 22

## Domain and goal

- Counts to three or higher
- Uses over/under in phrases
- Expresses feelings
- Describes own physical state: happy, sad, mad, tired

## Activities

### Three Characters

A few weeks ago you read about three kittens. In the next few weeks, you will read more books with three main characters: three goats, three bears and three pigs. Encourage your child to count the characters in each of these books. Can you find three characters in any of the other books you are reading together?

### Looking for Threes

Go on a search for items that are deliberately or randomly grouped by threes. Your child counts them. Examples of things you might find are:

- A bunch of three bananas
- Three coins in your purse
- Three hats in the closet
- Three tea cups
- Three plants in a row
- Three big rocks.

Be sure to look over and under things to reinforce these language goals, too.

### Tunnel and Bridge

This activity should be done under close adult supervision. Set up a tunnel using blankets draped over objects, such as two chairs, and talk about going "under". Find something, such as a piece of playground equipment that would work as a bridge, and talk about going "over". Your child tells you: "I'm going under the table." "I'm going over the log."

### Driving Around

As you are driving around, talk about going over and under things along the way.

### How are we Feeling?

Using a whiteboard, draw faces and describe how someone is feeling at the moment. "I feel [happy, sad, mad, tired]." When a sad person turns happy, erase the sad mouth and turn it into a happy face.



Date	What did your child do?



## Domain and goal

- Stimulate /r/

## Activities

You are stimulating your child with the /r/ sound this week. Your child may not correctly produce this sound yet, so simply feed in the sound using a variety of different activities.

### A Road on the Rug

Make a road on the floor using masking or painter's tape. Drive around, park or fly your toy vehicles. Make them go up the ramp and over the bridge and under the tunnel (over and under are expressive language targets for this week). Use:

- Car
- Truck
- Motorcycle
- Tractor
- Camper
- Helicopter
- Airplane.

You will need:

- ✓ Masking or painter's tape
- ✓ Toy vehicles
- ✓ Cardboard box made into a bridge or tunnel
- ✓ Something flat as a ramp to get the toy vehicles up on the bridge.

### Race

Run a race. Hurry. Who can go faster? Who can finish first?

### Three Billy Goats Gruff

As you are reading the story for the week, reinforce the language and speech goals:

- There are three brothers.
- Trip trap, trip trap.
- One crosses over the bridge.
- There is an angry troll.
- The goat makes a "gruff" sound.
- He goes to the other side of the river.
- They are hungry.



Date	What did your child do?



## Story of the Week

**Three Billy Goats Gruff**, by Paul Galdone, Clarion, 1981.

Three brother goats want to cross a bridge to get to the other side where there are flowers and grass to eat. As each goat crosses, he is met by an angry troll. Finally, the oldest, and biggest, brother solves the problem.

This story is relatively short and simple and encourages the same or repetitive dialogue as each goat crosses the bridge. Encourage your child to use a young or soft voice for the youngest goat. Use older or louder voices as the bigger, then the biggest, goat crosses the bridge. Repetitive phrases your child can use when acting out this book include:

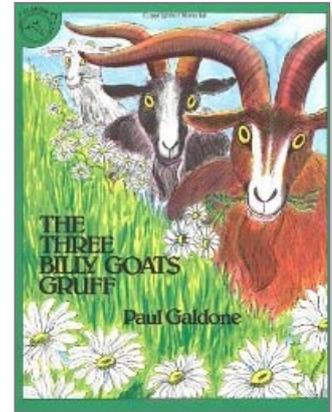
- Trip trap, trip trap
- Who is crossing over my bridge?
- It is I.

Your child can act out this story using small props:

- Three toy goats (If possible, use small, big, and bigger sized goats.)
- Toy troll or character that looks mad
- Bridge made from half of a cardboard roll
- Green construction paper with flower stickers on it for the grass
- Blue construction paper in strips as the river under the bridge.

Your child can act out this story as dramatic play:

- Make goat horns from paper cups with string through the cups to fasten to your child's head.
- Hooves are made from paper cups that your child can wear on his/her hands.
- Create an angry face on one of the actors by using face paint.
- Use a prop as a bridge. (*Suggestion: Use what you found or created for the expressive language goals.*)
- Spread real or artificial flowers to create a meadow.



## Song of the Week

**If You're Happy and You Know It, Wee Sing Children's Songs and Fingerplays**,

by Beall and Nipp, Price/Stern/Sloan, Los Angeles, 1985.

(<http://www.weesing.com/homepage.htm>)

*If you're happy and you know it, clap your hands.  
If you're happy and you know it, clap your hands.  
If you're happy and you know it, then your life will surely show it.  
If you're happy and you know it, clap your hands.*

Make up more actions/directions to go with the song, such as: turn around, touch your head, wiggle your fingers, smile a smile and wave hello.

