

#### Domain and goal

- Remembers three random letters in sequential order
- Answers yes-no questions starting with auxiliary verbs

#### Activities

##### Silly Mixed Up Letters

Gather magnetic or puzzle piece letters, or you can make cards by writing one letter on each card. Put the letters or cards into a small box or container and mix them up. Drop them onto the table or floor. Turn over any letters facing up. Pick three random letters or cards. Line up the three letters behind a barrier. You could use a box standing on end, a cookie sheet, a lid to a box, or a piece of cardboard as your barrier. Without your child seeing the letters, tell him/her the three random letters. Your child then repeats back from memory what you said. Lift the barrier and show your child the letters lined up. Be sure he/she is next to you so they see the letters from your view. Repeat the activity. Read about mixed up letters in this week's book, Chicka Chicka Boom Boom.

You will need:

- ✓ Individual letter pieces or letters written on cards
- ✓ Small container
- ✓ Barrier

##### My Book About Me

Gather photos of your child involved in different activities. Put one picture per page in the book. As you go through the book with your child, ask questions that start with auxiliary verbs (for example, do, have, can, may, are). Model the correct language for answering the questions and be sure to incorporate your child's ideas into the answers.

- Do, does, did: Do you like to paint? Does the cookie taste good? Did you color the picture?
- Is, are: Is it cold in the snow? Are you a girl?
- Was, were: Was it fun at Grandpa's house? Were you playing with your cousins?
- Can, could: Can you run fast? Could you run faster?

**TIP:** ★ When a question starts with an auxiliary verb, there is a transformation in the language to answer the question. The auxiliary verb moves from the beginning of the question to the middle or end of the answer, and the auxiliary verb may change. **Are** you a girl? Yes, I **am** (a girl).



Date	What did your child do?

### Domain and goal

- Uses irregular past tense verbs
- Begins to ask questions that start with auxiliary verbs
- Asks: What was/were?

### Activities

#### Activity Pictures

Take photos showing a two-part sequence of an activity. Mix up the photos for each activity and ask your child to put them in order. You may need to demonstrate and help to get the photos in sequential order. Use the photos to model and practice irregular past tense verbs:

- Ate: I'm eating the banana. I ate the banana.
- Blew: Dad is blowing up the balloon. He blew up the balloon.
- Broke: He is breaking the stick. He broke it.
- Bought: Grandma is buying the shoes. She bought them.
- Came: The dog is coming with us. She came in the car.
- Cut: I'm cutting the paper. I cut a shape.
- Drew: You are drawing a picture. You drew a flower.
- Drank: I'm drinking my milk. I drank it all.
- Fell: The leaves are falling. They fell on the grass.
- Gave: Mom is giving me a bath. She gave me a bath.
- Read: The teacher is reading a book. She read it to the class.
- Ran: I'm running fast. I ran really fast.
- Sat: The cat is sitting by the window. He sat on the couch.
- Stood: We are standing in line. We stood there for a long time.
- Threw: Sibling's or friend's name is throwing the ball. She threw it far.
- Wrote: I'm writing my letters. I wrote 'H'.



# Honey

Using these same pictures, play a question-answer game so your child practices asking questions starting with an auxiliary verb: Are you eating the banana? Did Dad blow up the balloon? Can you cut a shape? Is Mom giving you a bath?

Now use the pictures to encourage your child to ask the questions: What was \_\_\_? What was Mom doing? What were \_\_\_? What were the leaves doing?

Date	What did your child do?



#### Domain and goal

- Stimulate for ch sound

#### Activities

This week you provide many opportunities for your child to hear and practice saying the ch sound. The ch sound is actually two sounds combined into one sound, t + sh = ch. Your child needs to be able to produce both t and sh before they correctly and spontaneously produce the ch sound.

#### CH Simon Says

Go outside and play Simon Says. Use these directions to bombard your child with the ch sound.

- Chase me
- Stretch
- March around
- Reach for the sky
- Touch your cheek and chest
- Scratch your chin
- Catch a ball
- Pitch a ball and let the dog fetch it
- Find something scratchy



#### Choose Something for Lunch

There are many food words containing the ch sound. For this activity you can gather photos of foods, go to the grocery store and look at the foods, or find which of these foods you have at home. Ask your child what he/she might choose to eat for lunch.

- Cheese
- Cherries
- Chicken
- Cheeseburger
- Chili
- Enchilada
- French fries
- Sandwich
- Spinach
- Peach
- Chips
- Chocolate
- Chocolate chip cookie



As you are talking about and choosing food for lunch, discuss:

- Which ones can you chop?
- Which ones go crunch?
- Which ones are chewy?

Date	What did your child do?

### Domain and goal

- Alphabet Song
- B-I-N-G-O
- Punchinello

### Activities

#### Alphabet Song

Continue to practice the Alphabet Song from last week. Because this song does not use a repetitive verse, your child will need to hear and practice it many times before singing the entire song on their own.

#### B-I-N-G-O

Use this song to reinforce the alphabet theme. Sing the same verse five times. Each time you sing it, drop the last letter and clap instead of saying the letter. This teaches your child to mark a place for the missing letter.

*There was a farmer who had a dog  
And Bingo was his name, hoe!  
B-I-N-G-O, B-I-N-G-O, B-I-N-G-O  
Bingo was his name, hoe!*

*There was a farmer who had a dog  
And Bingo was his name, hoe!  
B-I-N-G-(clap), B-I-N-G-(clap), B-I-N-G-(clap)  
Bingo was his name, hoe!*

Continue by dropping another letter until you are singing the song using five claps to spell Bingo's name.



#### Punchinello

Play a circle game and sing this song to reinforce the ch speech sound for this week. Form a circle with one child in the center of the circle. This person is Punchinello who does an action while the children sing. This is a good time to reinforce the actions from the CH Simon Says game from the speech lesson this week.

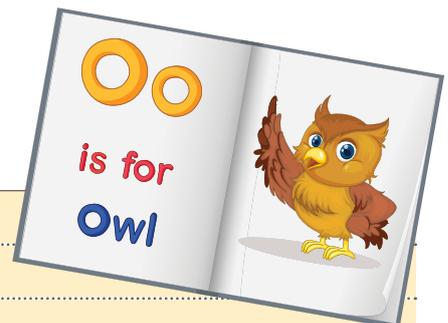
*What can you do,  
Punchinello, funny fellow?  
What can you do,  
Punchinello, funny you?*

The other children imitate Punchinello while singing this verse.

*We can do it, too,  
Punchinello, funny fellow,  
We can do it, too,  
Punchinello, funny you!*

As Punchinello picks another child who then takes Punchinello's place in the center of the circle, the children sing the third verse.

*You choose one of us,  
Punchinello, funny fellow,  
You choose one of us,  
Punchinello, funny you!*



Date	What did your child do?

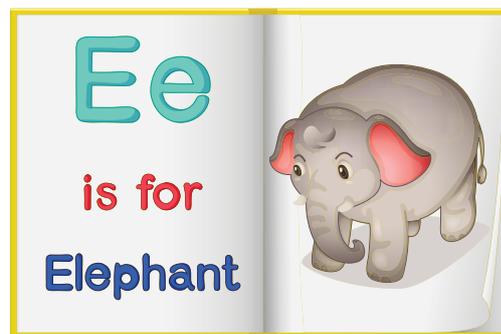
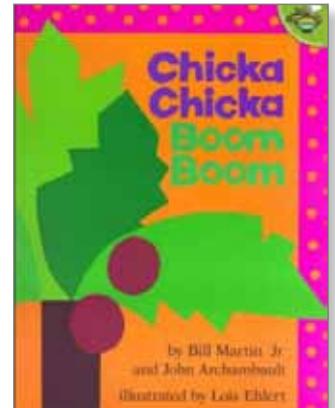


**Chicka Chicka Boom Boom (Book & CD), Bill Martin Jr. (Author), John Archambault (Author), Lois Ehlert (Illustrator), Little Simon, 2006**

The letters are out on an adventure as they all try to climb the coconut tree. Follow the alphabet and find out what happens as each letter joins in on the fun. This story reinforces the auditory goal of repeating three random letters; the language goals of using irregular past tense (The letters fell.) and asking 'What was/were?' (What were the letters doing?); and the speech goal of stimulating for the ch sound (Chicka Chicka Boom Boom is repeated throughout the story). Look at the illustrations to match lower case and upper case letters.

Act out the story and use these ch loaded sentences to retell the story:

- Chicka chicka boom boom
- The letters are like little children.
- They are chasing each other up the tree.
- It looks like they are marching.
- Here comes H up the coconut tree.
- The tree is stretching down.
- Catch the letters as they fall.
- 'Ouch!'
- Crunch.
- They are all bunched up together.
- The parents are reaching for their children.
- The small letters match the capital letters.
- H is tangled up with I.
- Each letter is okay.



You will need:

- ✓ A tree made out of toilet paper or a paper towel cardboard roll with green construction paper, felt, floral, or real leaves
- ✓ Upper and lower case plastic, magnetic, felt, or paper/cardboard letters
- ✓ Make a picture of the story by using a palm tree stencil and letter stamps or by drawing a palm tree and writing in the letters.

You will need:

- ✓ Sturdy paper
- ✓ Colored pencils
- ✓ Palm tree stencil
- ✓ Letter stamps

