



Audition

Theme: Textures

WEEK 20

Domain and goal

- Auditory sequential memory for three items

Activities

Category Memory Game

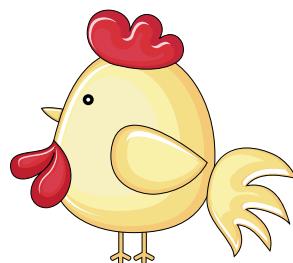
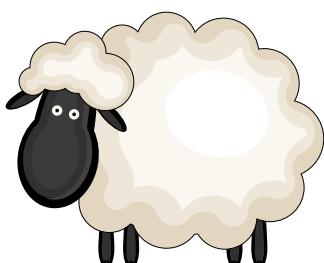
At home, sitting in waiting rooms before an appointment or when you are driving in the car with your child, play the *Category Memory Game*. Say three words, then practice recalling the three items in sequential order. This game also gives you an opportunity to review previous themes, vocabulary and categories. Examples of phrases you might use are:

- I saw three friends...
- I wore three pieces of clothing...
- I touched three things...
- I saw three yellow things...
- I rode in three things...
- I went to the farm and saw three things...
- I went to the zoo and saw three animals...

TIP: ★ If your child is having difficulty remembering items in sequential order, you may help by holding up your fingers and pointing to one finger at a time as you say each item. Point to one finger at a time as a cue for your child to say each word. Remember to go from left to right as your child sees it so you are setting the stage for your child to learn to read from left to right. Discontinue using visual cues once your child develops sequential memory. The final goal is sequential memory without relying on visual cues.

★ You may use blank post-it notes stuck on the table or refrigerator or blocks lined up as tactile/visual cues. Your child touches the post-it note or block while recalling the words in sequential order. As with the finger cue, discontinue using the tactile/visual cue as soon as possible.

★ Auditory memory is a skill that improves with practice and concentration. You will continue for the next few years to help your child increase auditory memory.



Date

What did your child do?



Receptive Language

Theme: Textures

WEEK 20

Domain and goal

- Understands, "How does it feel?"

Activities

Touchy Feely Box

Find a box with a lid. Cut a hole large enough to slip your hand through the hole. Get an old sock and cut off the foot part of the sock then tape the top part of the sock to the hole. Fill the box with soft and hard items. Your Touchy Feely Box is now ready to use as you and your child take turns putting your hand through the sock to touch an object. Before you pull out the object, ask, "**How does it feel?**" Give your child some ideas. "**Is it soft? Is it hard?**" Then pull out the object and look at it. Talk about what it's made of, such as: cotton, fur, wood, marble.

This activity also stimulates your child's tactile system. Some children who are tactile defensive may resist this activity. If this is the case, allow your child to open the box, select the object and hold it in both hands to feel it while looking at the object.

You will need:

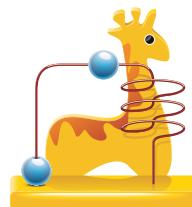
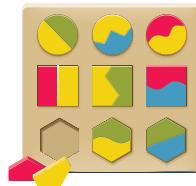
- ✓ Cardboard box with a lid
- ✓ Old sock
- ✓ Soft objects (e.g. cotton ball, piece of soft fabric, piece of clothing that is soft)
- ✓ Hard objects (e.g. rock, piece of flooring tile or granite, piece of wood).

TIP: ★ Talk Abouts[©]

- o How does it feel?
- o What's it made of?

★ You can help your child to distinguish two similar-sounding questions by acoustically emphasising the different words. Examples of similar-sounding questions are:

- o How does it feel? (texture); How do you feel? (emotion)
- o How old are you? (age); How are you? (emotion).



Date	What did your child do?



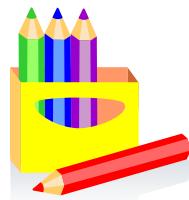
Expressive Language

Theme: Textures

WEEK 20

Domain and goal

- Uses descriptives: soft/hard



Activities

Walk through the House Book

Take a texture walk through the house. As you identify things that are soft or hard, take a picture. Print out the pictures. Sort the photos by textures: soft or hard. Make a Soft Book and a Hard Book, gluing or taping one picture per page. Write under each picture the phrase, "Soft + [object]". Encourage your child to "read" the book to you, family members and friends. Some pictures you might include in your homemade books include:

- Soft
 - Paper towels
 - Toilet paper
 - Towel
 - Washcloth
 - Robe
 - Bed
 - Couch
 - Pillow.
- Hard
 - Table
 - Floor
 - Chair
 - Door.

You will need:

- ✓ Camera
- ✓ Small books with blank pages
- ✓ Glue or tape
- ✓ Marker or crayon.

TIP: ★ Even though your child is not yet reading, you are encouraging pre-reading skills by showing that you write words to describe pictures in homemade books.

Date	What did your child do?



Speech

Theme: Textures

WEEK 20

Domain and goal

- Stimulate [y]
- Uses acquired consonants in phrases



Activities

I See Yellow

Take a walk through the house or outside to look for things that are yellow. Collect them and line them up in the row. Point to each object as you say, "Yellow". Expand the language to "Yellow + [name of object]": **yellow crayon, yellow flower, yellow butter, yellow lemon.**

Beautiful Picture

Use yellow crayons, markers and paint to make a beautiful picture. Glue some yarn to the dried picture to give it some texture and more color.

Fun Sounds

Play the Fun Sounds game. Tell your child the sound you will say, model how to make the sound and then give him/her a chance to use the word and say the sound. Sounds you could make are:

- **Yell**
- **Yawn**
- **Yodel**
- **Yahoo**
- **Yikes**
- **Yeah**
- **Yuck**
- **Yap, yelp, yip and yowl** (like a dog).

Functional Phrases

Listen as your child is talking to you. Do you hear a variety of consonants used correctly in phrases? When you are reading the book of the week, listen for correct production of p, t, b, n, and the vowels, a, u, and ee, as your child says, "pat the bunny".

TIP: ★ You can stimulate correct production for the [y] sound by briefly saying the vowel, [ee], before you say [y]. For example, you might say, "ee.. yellow". Once your child produces the [y] sound, discontinue prompting with the [ee] sound.

Date	What did your child do?



Songs, Rhymes & Stories

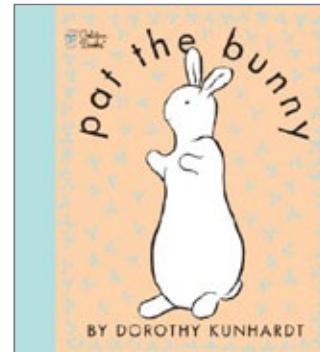
Theme: Textures

WEEK 20

Story of the Week

Pat the Bunny, by Dorothy Kunhart, Golden Books, 2001.

This book was first published in 1940. It is a popular interactive book that has sold over six million copies over the years. It fits right into the theme and goals for this week. Your child can pat the soft fur of the bunny, touch the hard table, play peek-a-boo, look in the smooth mirror and smell the flowers. Talk about how things feel, soft or hard, smooth or rough. Your child will enjoy reading this book with you and looking through and touching the pages on their own, such as when they're riding in the car.



Poem of the Week

I Can Feel, by unknown author.

*I can feel all over my skin,
In lots of different ways.
I can feel the cold snow,
And hot from the sun's rays.*

Take a walk outside and recite this poem as you go around and feel things. What feels cold? What is hot? Encourage your child to repeat each line of the poem after you say it.

TIP: ★ Listening to rhythmical poems helps your child to develop auditory memory while learning new vocabulary and language. This prepares your child for memorizing poems and songs to remember academic content which is often included in kindergarten and early primary school curriculums.

