



Audition

Theme: Textures

WEEK 21

Domain and goal

- Repeats a four- to five-word sentence

Activities

The auditory goal for this week involves auditory memory activities.

"Reading" Books

With your child, choose a book that has familiar vocabulary and content with a text comprised of several four- to five-word sentences. Every second or third page, tell your child to listen to the sentence and say what you read. Read the sentence. Use an interesting voice. Expect your child to repeat the sentence. Do this only for about five minutes and then continue on with the book by reading and discussing the book to keep your child's interest.

Repetitive Books

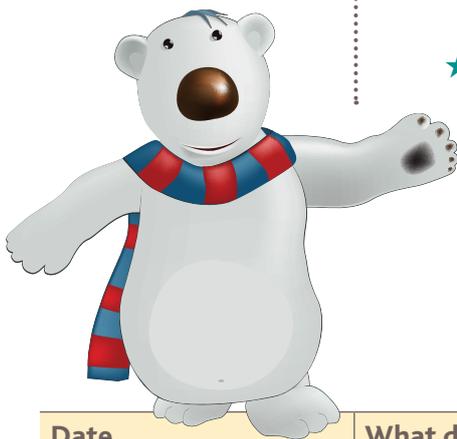
There are many books available that have repetitive phrases and sentences. (Example: *Brown Bear* and *Polar Bear* were books from previous weeks.) Ask your librarian or the salesperson at the bookstore for suggestions that are appropriate for your child. As you are reading the repetitive phrases or sentences, pause and let your child "read" the phrase. Of course, your child is not actually reading the book, they are remembering what they heard throughout the book.

Acting Out Books

Taking on the role of different characters in stories filled with dialogue is a natural way to encourage repetition of sentences. Make it more interesting by using toy props or dress-up clothes so your child is playing the part as he/she practices repeating the character's lines.

TIP: ★ If your child omits words, uses incorrect words or mixes up the order of words when repeating sentences, acoustically highlight the word(s) that were in error. Move on after three tries, even if your child did not repeat the sentence correctly.

★ If your child has difficulty repeating a sentence, it may indicate he/she does not spontaneously use a specific language structure. Repeating sentences will focus your child and make it easier for them to remember and use more advanced forms of language.



Date	What did your child do?



Domain and goal

- Begins to understand opposites as a "not" concept

Activities

Touchy Feely Box

When you are playing with the *Touchy Feely Box* you made for last week's lesson, expand upon the descriptive words for textures by using the "not" concept. *"This blanket is soft, not hard."* *"This mirror is smooth, not rough."*

Taste Test

Taste different foods that are sweet and sour. Ask: *"How does it taste?"* *"This peach is sweet, not sour."* *"The lemon is sour, not sweet."*

Listening to the Radio

Adjust the volume of the radio from soft to loud. Ask: *"How does it sound?"* *"It sounds loud, not soft."*

Looking at Coins

Find some coins that are shiny and some that are dull. Ask: *"How does it look?"* *"It looks shiny, not dull."*

TIP: ★ Talk Abouts®

- o How does it smell?
- o How does it taste?
- o How does it sound?
- o How does it look?



Date	What did your child do?



Expressive Language

Theme: Textures

WEEK 21

Domain and goal

- Uses descriptives: rough/smooth; heavy/light
- Uses textures as adjective

Activities

Touchy Feely Box

Add some more objects to the Touchy Feely Box from last week. Include objects that are rough, smooth, heavy and light. Ask your child, **"How does it feel?"**, before they pull the object out of the box. **"Is it soft? Is it hard?" "Is it rough? Is it smooth?" "Is it heavy? Is it light?"**

You will need:

- ✓ Touchy Feely Box from last week
- ✓ Rough objects (sandpaper, nail file)
- ✓ Smooth objects (mirror, glass, glossy paper)
- ✓ Heavy objects (brick, small can of food, bag of rice)
- ✓ Light objects (feather, dry leaf, bags of air used in shipping things in packages).

Making Comments

As you are going through your day, comment on how objects feel. Use the language form adjective + noun. Examples of activities that might be conducive to using textures as adjectives include:

- Sitting down to try on shoes: soft chair, hard chair
- Driving on different roads: rough road, smooth road
- Wiping off counters, tops and floors: rough floor, smooth desktop
- Carrying food from the refrigerator to the table: heavy milk, light blueberries
- Moving boxes: light box, heavy box.



Date	What did your child do?



Domain and goal

- Stimulate [y]
- Uses acquired consonants in phrases

Activities

Yoga Time

Get your child up and moving around. Do some yoga stretches by following along from a class on television, looking at pictures of children's yoga poses or making up stretches. Talk about how you are doing a few yoga poses.

Eating Yoghurt

Taste some yoghurt. It tastes yummy.

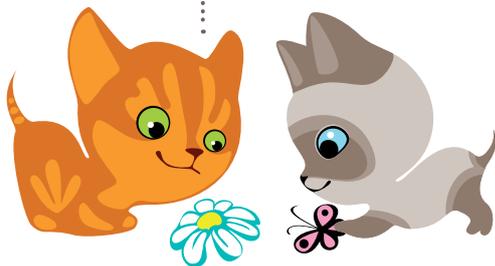
Functional Phrases

Continue this from last week. 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, *Pat the Puppy*, listen for correct production of p and t and the vowels, a, u, and ee, as your child says, "pat the puppy".

More Books

Read the following books as an expansion of this and last weeks' suggested books and also to give your child an opportunity to practice saying phrases with the different sounds he/she uses:

- **Pat the Cat**, by Dorothy Kunhart, Golden Books, 1998.
Listen for p, t, k and the vowels a and u.
- **Tickle the Pig**, by Dorothy Kunhart, Golden Books, 2001.
Listen for t, k, p, g and the vowels l and u.



Date	What did your child do?

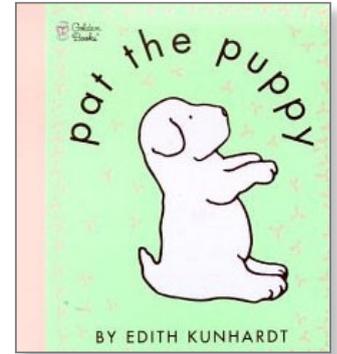


Story of the Week

Pat the Puppy, by Edith Kunhart Davis, Golden Books, 2001.

This story is a sequel to last week's *Pat the Bunny*. It is written by Edith Kunhardt, the daughter of the author of the original book. Ask questions as you are reading the book: **What does it smell like?** (sniffing chocolate brownies); **What does it sound like?** (squeaking a teddy bear); **What does it look like?** (pictures of babies); **What's he doing?** (wagging his tail).

Be sure to look at the activities for the speech goals this week to find out about additional books to read this week.



Poem of the Week

I Can Feel, by unknown author (part 2).

*I can feel a rock that's rough,
I can feel smooth on leather,
The softness of rabbit fur,
And the lightness of a feather.*



Repeat this poem as you are participating in the activities for this week's goals. The language and vocabulary reinforce the other goals for the week.