From Our Speech Language Pathologists

Language and Literacy Through the Summer

Children learn language through exposure in their environment. There are so many opportunities to learn language in our every-day activities and routines. Take a look at our calendars in the right column for fun ways to support your child's language and literacy development throughout the summer!

1

QUICK COMMUNIATION BOARDS

If your child uses P2Go to communicate, consider printing out these **quick boards** for easy access in different environments.

2

DINNER TABLE TALK

Ask questions about your child's day and help your child describe what they did by **turning dinner time into a conversation**.

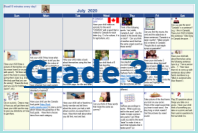
3

BUILDING BLOCKS FOR READING

Support your child's reading development, by playing word games:

- **Syllable Practice**
- **Rhyme Time**
- **Add a Sound**

July



August

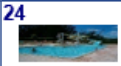
Read 5-10 minutes every day!

July 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 CANADA DAY! Talk about the colours "red" and "white". See how many things you can find in your house that are red or white.	2 Clap or tap out the syllables in words: "Canada", "red", "white", "July", "fireworks",etc.	3 What's the first letter in Canada? What sound does it make? Read a book and find words with the same letter.	4 Can you use the word "Canada" in a sentence? (e.g. *I live in Canada*). What about the words "red" or "white"? (*"I have a red shirt"*).
5 Have your child write their name in shaving or whipped cream. Have them say the letters in their name and talk about what sound each letter makes.	6 Say the nursery rhyme "*Jack and Jill went up the hill to fetch a pail of water. Jack fell down and broke his crown and Jill came tumbling after*". Then change the names to the name of your child and one of their friends.	7 Have your child use playdoh to make the letters of their name. Here is a link for a simple playdoh recipe: https://www.iheartnaptime.net/play-dough-recipe/	8 Have your child write their name using colours of the rainbow (*red, orange, yellow, green, blue, purple*). Talk about the names of the colours as they write their name. Take turns naming things of the same colour.	9 Clap the syllables in your child's name. Try their first name, middle name and last name. Then try the names of other family members. You can even try names of favorite TV movie or book characters.	10 What is the first letter of your child's name? Have them identify the letter and the sound. Read a book together. See if they can find other places where they see the same letter.	11 Have your child use their name in a sentence (e.g. "*Ellie is a girl*"). Then see if they can make sentences with the names of other family members.
12 Make a picnic and have your child choose which items will be in the lunch. Have them choose a kind of fruit and a kind of vegetable. Get them to help make and pack the lunch.	13 Sing "*The ants go marching one by one*" with your child. Here is a link to the lyrics: http://www.songlyrics.com/children-lyrics/the-ants-go-marching-lyrics/ . Point out the rhyming words. Stop and pause while singing to see if your child can fill in the rhyming words at the end of the lines.	14 Have your child call or facetime a family member and tell them about the picnic you had or talk about a picnic you would like to have. Have them talk about what you did first, next and last.	15 Think about the food items you took on your picnic or what food you would like to take on a picnic. What colours are the food items? Get your child to draw a picture of some of the items that you took on the picnic.	16 Use blocks or lego to build towers. Count syllables by adding one block for each syllable in the following words: *picnic, blanket, apple, banana, watermelon, napkin, juice, sandwich, cookie, chips*, etc. Which tower is the highest?	17 Hide some letters in a picnic basket or bag that you would use to carry a picnic lunch. Take turns pulling out a letter and saying the letter name and sound. Have your child try to think of a word that starts with that sound.	18 Play 20 questions about things you take on a picnic. Have your child think of something you take on a picnic and ask them yes/no questions to find out what it is.

Read 5-10 minutes every day!

July 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
19 Use a large container, a bath or a small pool. Fill it with water and bubble bath. Add some letters and search through the bubbles to find them. See if they can name the letter and the sound it makes.	20 Read the poem "Tiny Tim". The words to the poem are at the following link: https://rhymeslyrics.blogspot.com/2008/01/i-had-little-turtle.html . Point out the rhyming words. Stop and see if your child can fill in the rhyming words at the end of the lines.	21 Use a paintbrush and a container of water and have your child paint on the driveway or sidewalk. Have them try to paint some letters. They can name these letters and say the sounds they make. Talk about if they are "*big*" or "*little*" and use words such as "*wet*" and "*dry*".	22 Fill three cups with water. Put a strip of paper towel from one cup to the other. Put red food colouring in one cup, blue in another cup and yellow in the third cup. Watch the colours move up the paper from cup to cup. Talk about what colours you see. https://funlearningforkids.com/rainbow-walking-water-science-experiment-kids/	23 Use water balloons that are filled with water. Say a word. Count the syllables in the word together. Have your child throw water balloons for the number of syllables in the word (e.g. If you say "elelphant", they throw three water balloons).	24  Think of things that you find at a pool. Have your child guess what you are thinking. Give them a clue by giving the sound at the beginning of the word (e.g. *"I'm thinking of something that starts with "llll" (life jacket)"*).	25 Ask your child "wh" questions about swimming and pools (e.g. "***Who** swims at a pool?", "**What** do people do at a pool?", "**Where** do people swim?", "**When** do people swim in pools-summer or winter?", "**Why** do people swim in pools?"*).
26 Have your child write their name in salt or sand. You can put the sand or salt on a cooking tray. Have them name each letter and talk about the sounds for each letter.	27 Read the poem "5 Little Shells: http://www.prekfun.com/A-F/Beach/Beach_Songs.htm . Have your child make a book to illustrate the poem. Point out the rhyming words and see if they could fill in the rhyming words.	28 Get your child to give you directions to build a sandcastle. Get them to tell you what you have to do *first, next, last*. You can even use a blindfold. If you can't see, more directions will be needed!	29 Use kinetic sand or make your own (simple recipe at this link: https://www.diynatural.com/how-to-make-kinetic-sand/). Have your child draw different shapes in the sand and talk about the names of the shapes.	30 Think of things that you can find at the beach. Have your child guess what you are thinking. Tell them the word, but say it like a robot (slowly and syllable by syllable). For example "*I'm thinking of wa-ter*".	31 Write a repeated pattern book with your child. Each page can start with the phrase "*At the beach, we play with…*". Get your child to think of things you could play with at the beach that start with "b" (*balls, bubbles, balloons, babies, bath toys, baseballs*, etc). They can think of silly things as well. Have them draw pictures to go with the story.	

Read 5-10 minutes every day!

July 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 CANADA DAY! Have your child describe fireworks. See how many describing words they can use to describe them (e.g. *high, loud, colourful, beautiful, scary, sparkly, hot*, etc).	2 Clap the syllables in words like: "*Canada*", "*red*", "*white*", "*July*", "*fireworks*",etc. What is left if you leave off the first syllables? (e.g. *Say "Canada" but don't say "Ca" ("nada")*).	3 What's the first letter in Canada? What sound does it make? Read a book and find words with the same letter. Are there any words in the book that start with the same sound /k/ but a different letter ("k")?	4 Can you use the word "Canada" in a sentence? (e.g. *I live in Canada*). Have your child complete this sentence "*I like living in Canada because…*".
5 Have your child use crayons and paper and follow your directions to draw exactly what you tell them to draw (*Use a red crayon. Draw a circle in the middle of the paper, Put two blue eyes in the circle*, etc). Give them directions to draw a picture of themselves.	6 Have your child draw a picture of themselves on a dry erase board (or on paper with pencil). Tell them which part of the body to erase using a rhyme (e.g. "*Don't take alarm, erase your ….", "If you're in a band, erase your …", "Please don't sigh, erase your …*"). Have the child guess the rhyming word and erase that body part.	7 Help your child make a book about themselves using this free template: http://printables.atozteacherstuff.com/download/all-about-me/allaboutmebook.pdf. Talk about who is the author and the illustrator of the book. Is the book fiction or nonfiction? Talk about the cover page, the title and what is first, last, etc.	8 Use playdoh and have your child create a scene with himself in it, such as in Barbara Reid's books. (https://www.youtube.com/watch?v=NfvxC3NkCqI&t=23s). Have your child use sentences to describe the picture he makes and to talk about where he puts the different items.	9 Clap the syllables in your child's name. Try their first name, middle name and last name. Then try the names of other family members. You can even try names of favorite TV movie or book characters.	10 Have your child draw a picture of themselves and write their name in shaving cream or whipped cream. See how many other things they can think of that start with the same sound as their name and have them draw them.	11 Have your child talk about themelves using the following sentence type (e.g. "*I am a person who…*"). Then have them try to come up with sentences about other family members (e.g. "*Mom is someone who likes flowers*").
12 Make a picnic and have your child choose which items will be in the lunch. Have them sort the food by category (fruits, vegetables, drinks, desserts, junk food, main dishes, etc). Get them to help make and pack the lunch.	13 Sing "*The ants go marching one by one*" with your child. Here is a link to the lyrics: http://www.songlyrics.com/children-lyrics/the-ants-go-marching-lyrics/ . Point out the rhyming words. Stop and pause while singing to see if your child can fill in the rhyming words at the end of the lines.	14 Have your child call or facetime a family member and tell them about the picnic you had or talk about a picnic you would like to have. Have them talk about what you did first, next and last.	15 Think about the food items you took on your picnic or what food you would like to take on a picnic. Have him describe them using colour words and words describing taste, shape and texture. Get your child to draw a picture of some of the picnic items.	16 Use blocks or lego to build towers. Add one block for each sound (not letter) in the word . Try words such as: *juice, chip, bug, cup, hot, sun, in, on, lawn, dog, eat, sit, lie, go*, etc. Which tower is the highest?	17 Hide some letters in a picnic basket or bag that you would use to carry a picnic lunch. Take turns pulling out a letter and saying the letter name and sound. Have your child try to think of a word that starts with that sound.	18 Play 20 questions about things you take on a picnic. Have your child think of something you take on a picnic and ask them yes/no questions to find out what it is.

Read 5-10 minutes every day!

July 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
19 Use a large container, a bath or a small pool. Fill it with water and bubble bath. Find objects around the house and see if they "sink" or "float".	20 Listen to the Book "You Can Swim, Jim" at this link: https://www.youtube.com/watch?v=IzCTPl3T7jE. See if your child can find the rhyming words in the book.	21 Have your child talk through planning a trip to a pool. Have him talk about what he will need to bring and what he will need to do first, next, last.	22 Fill three cups with water. Put a strip of paper towel from one cup to the other. Put red food colouring in one cup, blue in another cup and yellow in the third cup. Watch the colours move up the paper from cup to cup. Have your child use sentences to describe what they see. https://funlearningforkids.com/rainbow-walking-water-science-experiment-kids/	23 Use water balloons that are filled with water. Say a word. Sound out the word together. Have your child throw water balloons for the number of sounds in the word (e.g., If you say "dog", they throw three water balloons, if you say "go", they throw two water balloons).	24 Think of things that you find at a pool. Have your child guess what you are thinking. Give them clues by saying a word broken up into its sound (e.g. "*I'm thinking of "w-a-t-er", "n-oo-d-le", "b-a-ll"*", etc).	25 Ask your child "wh" questions about swimming and pools (e.g. "***Who** swims at a pool?", "**What** do people do at a pool?", "**Where** do people swim?", "**When** do people swim in pools-summer or winter?", "**Why** do people swim in pools?*").
26 Get your child to give you directions to build a sandcastle. Get them to tell you what you have to do *first, next, last*. You can even use a blindfold. If you can't see, more directions will be needed!	27 Listen to the story: Beach Day and have your child try to find the rhyming words. https://www.youtube.com/watch?v=CE_FMWKH-_M See if they can think of other words that rhyme.	28 From the story "Beach Day" that you heard yesterday, have your child identify the characters and the setting (where the story took place). Have them identify what happened at the beginning, in the middle and at the end of the story.	29 Use kinetic sand or make your own (simple recipe at this link: https://www.diynatural.com/how-to-make-kinetic-sand/). Have your child make things with the sand and have him use describing words to talk about the sand and the things he is making (e.g. soft, sticky, smooth, big, little, long, etc).	30 Think of things that you can find at the beach. Say the word slowly and have your child find the last sound in the word. An easy way to find the last sound is to hold up your fist and start saying the word. Slide your hand over and when you get to the last sound, open your hand into a "stop sign". Try words such as: *sand, water, boat, shell, castle, pail*, etc.	31 Write a repeated pattern book with your child. Each page can start with the phrase "*At the beach, we play with…*". Get your child to think of things you could play with at the beach that start with "b" (*balls, bubbles, balloons, babies, bath toys, baseballs*, etc). They can think of silly things as well. Have them draw pictures to go with the story.	

Read10 minutes every day!

July 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 CANADA DAY! Have your child make an acrostic for the word "CANADA" with a word that is related to Canada for each letter (e.g. C is for culture, A is for agriculture, etc).	2 Think of the following words: *"red, white, Canada & July"*. Are the vowels in the words long or short? Can you think of another word that has the same vowel sound as these words?	3 Can you find the nouns, the verb and the adjectives in these sentences *"Canada is a large country", "Many people live on farms in Canada", "People like to eat maple syrup on pancakes"*.	4 Can you use the word "Canada" in a sentence? (e.g. *I live in Canada*). Have your child complete this sentence *"I like living in Canada because…"*.
5 Have your child draw a picture of themselves on a dry erase board (or on paper with pencil). Tell them which part of the body to erase by giving them clues (e.g. *Erase the body part that you use for seeing", "Erase the body part you use for holding a spoon"*, etc).	6 Ask your child if they know what traits are. Get them to tell you the colour of their eyes, the colour of their hair, if they hair is straight or curly, etc? Then, watch the video about traits and how they are passed on: https://www.youtube.com/watch?v=SldwzOJ23J8. Ask them to tell you what physical traits they think they have inherited from each parent. Discuss: Are character traits inherited or learned?	7 Help your child make a book about themselves using this free template: http://printables.atozteacherstuff.com/download/all-about-me/allaboutmebook.pdf. Talk about who is the author and the illustrator of the book. Is the book fiction or nonfiction? Talk about the cover page, the title and what is first, last, etc.	8 Have your child think of 4 words that describe themselves. Then see if they can come up with a synonym (words that mean the same) or an antonym (opposites) for each word. For example (*tall/short, smart/brilliant*, etc).	9 Use playdoh and have you and your child each create a scene with yourselves in it, such as in Barbara Reid's books. (https://www.youtube.com/watch?v=NfvxC3NkCqI&t=23s). Talk about how the two pictures are the same and how they are different.	10 Have your child write 3 sentences about themself using at least one noun, one verb and one adjective (e.g. *"I have a red shirt, I swim in the outdoor pool", "I have curly hair"*, etc). Have them underline the nouns, circle the verbs and highlight the adjectives.	11 Have your child talk about themselves using the following sentence type (e.g. *"I am a person who…"*). Then have them try to come up with sentences about other family members (e.g. *"Mom is someone who likes flowers"*).
12 Go on a picnic. Draw a map of how you will get there and have your child use the map to give you directions on how to get there.	13 Have your child use the Canada food guide (https://food-guide.canada.ca/en/) to plan a picnic which follows the guidelines of the food guide. Have them choose items from each category.	14 Have your child call or facetime a family member and tell them about the picnic you had or talk about a picnic you would like to have. Have them talk about what you did first, next and last.	15 Can you think of three words that mean the same as: yummy?	16 Suffixes are endings to works. What could you add to the word "pack" to make it mean a person who packs? (er) What could you add to the word "taste" to make it into a word that indicates that it tastes good? (y)	17 Take picture of the food items you took on your picnic. Think of the vowel sound that you hear in each word. Are they long or short vowels? Sort the pictures by vowel sound.	18 Play 20 questions about things you take on a picnic. Have your child think of something you take on a picnic and ask them yes/no questions to find out what it is.

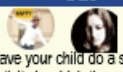
Read10 minutes every day!

July 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
19 Ask your child how you could build a raft with some pool noodles. Get them to give you directions on how to do it.	20 Ask your child why they think water is blue. Then read this article on "Why is the water blue?" https://www.livescience.com/44205-why-is-the-ocean-blue.html. Ask they to tell you what they learned.	21 Have your child talk through planning a trip to a pool. Have him talk about what he will need to bring and what he will need to do first, next, last.	22 Fill three cups with water. Put a strip of paper towel from one cup to the other. Put red food colouriing in one cup, blue in another cup and yellow in the third cup. Watch the colours move up the paper from cup to cup. Have your child use sentences to describe what they see. https://funlearningforkids.com/rainbow-walking-water-science-experiment-kids/	23 Contractions are shortened forms of words in which an apostrophe replaces some missing letters. Play with some water balloons. Throw them to your child and see if they can catch them. Ask him if he can catch it with his eyes closed. Have him use the contraction "can't" to answer. Ask him if it will break if he catches it (*"No, it won't"*). Ask him if he should throw it at someone's head? What contraction would use to use to answer?	24 Use a large container, a bath or a small pool. Fill it with water and bubble bath. Find objects around the house and see if they "sink" or "float". Have them put the items in a row indicating which ones were *light, lighter and lightest* or *heavy, heavier, and heaviest*. What word endings (suffixes) are on these words?	25 Ask your child "wh" questions about swimming and pools (e.g. *"**Who** swims at a pool?", "**What** do people do at a pool?", "**Where** do people swim?", "**When** do people swim in pools-summer or winter?", "**Why** do people swim in pools?"*).
26 Get your child to give you directions to build a sandcastle. Get them to tell you what you have to do *first, next, last*. You can even use a blindfold. If you can't see, more directions will be needed!	27 Ask your child what colours of sand they have seen on beaches? Then have them read the article about the colours of sand: https://amp.businessinsider.com/origins-of-green-red-black-pink-beach-sand-2016-7. What colours of sand are found on beaches? What makes the sand red on PEI beaches?	28 Listen to the story "Scaredy Squirrel at the Beach": https://www.youtube.com/watch?v=7ch6aHrkM9M. Have your child identify the characters, the setting (where the story took place), the problem and the main events of the story. What happened at the end?	29 Make several different colours of sand by adding food colouring to it. Make a picture with the different colours of sand. Describe the picture using sentences.	30 Compare the two seashells. How are they the same and how are they different?	31 Play charades using verbs related to actions you can do at a beach. Take turns acting out a word and guessing the verb.	

Core Word Activities July 2020

Focus on the core words indicated for each day. Watch this video on the importance of core words: https://www.youtube.com/watch?v=UG5JeH2H_OY. In combination with saying the word aloud, use the sign for the word or use the symbol on your child's communication book/board or device for the activities. Using the technique "Aided Language Stimulation", model how your child could use these words throughout the day. Watch this video: https://www.youtube.com/watch?v=flFNMky22-UA for an explanation of this technique. A core board and the signs for these words are attached if you don't currently have access to these words.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 Learn the word "feel". Listen to song "The Feelings Song" (https://www.youtube.com/watch?v=-J7HcVLsCrY&t=120s) and model the word "feel" using a sign or pointing to a symbol every time you hear the word "feel".	2 Listen to the book "The Feelings Book" (https://www.youtube.com/watch?v=Wq1ZesqcFcQ&t=74s) and model the sign or model pointing to a symbol for the word "feel".	3 Make a dice game (see link for template: https://www.firstpalette.com/printable/cube.html) and draw pictures of various emotions on the die. Have your child roll the die and then act out the particular feeling that is pictured on the die. Use the word "feel" when talking about what they are "feeling".	4  Have your child do a sorting activity in which they sort pictures of happy, sad and angry faces (e.g. https://teachearlyautism.blogspot.com/2013/05/emotion-sorting-activity-free-download.html). Use the word "feel" when talking about the pictures.
5 Learn the word "in". Listen to the book: "The Mitten" (https://www.youtube.com/watch?v=d3rRWzdHv5M&t=81s) and model using a sign or pointing to a symbol for the word "in".	6 Use two different coloured containers and matching pom pom colours. Have your child sort by putting the pom poms in the correctly colored containers. Talk about what your child is doing using the sign or symbol for the word "in".	7 Set up a container and some balls or some crumpled up paper. Have your child throw the ball "in" the container or have them throw the crumpled up paper in the container. Use the sign or the symbol for the word "in" when talking about what is happening.	8 Use a real piggy bank or cut a slit in the top of a margarine container and use coins or buttons and have the child put the "coins" "in" the bank. Use the sign or the symbol for the word "in" when doing the activity.	9 Hide an object for your child to find. Give them clues as to where to find it. Tell them "It's in a box", "It's in the living room", "It's in the bathtub", "It's in the sink", "It's in a cupboard", etc.	10 Make some snack mix with your child. Choose several favorite types of cereal, raisins or chocolate chips, pretzels, etc. Use a bowl and have your child measure small amounts and put them "in" the bowl. Model using the sign or symbol for the word "in" as they do so.	11 Use a hula hoop or a make a large circle outside out of sidewalk chalk or make a circle with tape on the floor. Have your child jump "in" the cirle or "out" of the circle. Model using the sign or symbol for the words "in". You can take turns with your child being the person who gives the instructions.
12 Learn the words "on". Listen to the song "*The green grass grows all around*" (https://www.youtube.com/watch?v=BnVq2YRpbQc) and model using the sign or pointing to the symbol every time you hear the word "on".	13 Make a pizza with your child using flatbread, pita bread or English muffins as the base. Have your child add any toppings they desire and use the sign or symbol for the word "on" every time they put a topping on the pizza.	14 Use lego or blocks and have your child make a tower by putting blocks "on" the tower. See how high the tower can get. Knock it down at the end. Model using the sign or symbol for the word "on" every time your child puts a block on.	15 Go swimming or play in a sprinkler. As your child is getting dressed for the activity, model using the word "on" as they put each clothing item on.	16 Listen to the story "Hop on Pop" (https://www.youtube.com/watch?v=COUduwxlHCQ&t=62s) and model using the sign or symbol for the word "on" every time you hear the word.	17 Play a game in which you have your child jump "on" to the grass and then "off" the grass (use an area where there is grass and pavement together). Take turns with your child being the one to give the instructions.	18 Make a real or pretend ice cream sundae (https://www.mrsmerry.com/ice-cream-craft-printable/) and choose some toppings that your child would like. Have them choose a topping an put it "on". Model the sign or symbol every time you put a topping on.

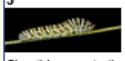
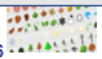
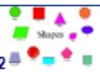
Core Word Activities July 2020

Focus on the core words indicated for each day. Watch this video on the importance of core words: https://www.youtube.com/watch?v=UG5JeH2H_OY. In combination with saying the word aloud, use the sign for the word or use the symbol on your child's communication book/board or device for the activities. Using the technique "Aided Language Stimulation", model how your child could use these words throughout the day. Watch this video: https://www.youtube.com/watch?v=flFNMky22-UA for an explanation of this technique. A core board and the signs for these words are attached if you don't currently have access to these words.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
19 Learn the word "help". Listen to the book "Santiago" (https://www.youtube.com/watch?v=hJhLzi1pfpM&t=227s) and model how your child could use a sign or symbol for the word "help".	20 Watch this Sesame Street video (https://www.youtube.com/watch?v=hRkIQ5an-CM) and model how your could use a sign or symbol for the word "help" in the video.	21 Use a toy car for which you must insert a peg to make the car go. Model how your child could request "help" to get you to help them insert the peg to make the car go (these cars are typically available at the Dollar Store).	22 Use a spinning top (or make your own: https://www.koolkidscrafts.com/spinning-tops.html). Model how your child could use a sign or symbol to request "help" to get you to make the top spin.	23 Play water balloons with your child. Model how your child can use a sign or symbol to get "help" to fill up and tie the water balloon.	24 Hide an item that you know your child will want in a clear container that they are not able to open on their own. Give them the container and model how they can use a sign or point to a symbol to say "help" to get the jar open.	25 Listen to the song "Can you help me" (https://www.youtube.com/watch?v=5P-89FdwlGc) and model using a sign or pointing to a symbol for the word "help".
26 Learn the words "more" and "all done/finished". Watch this Sesame Street video (https://www.youtube.com/watch?v=5TJzmLsZAs&t=96s) and model how to use the sign or symbol for the word "more" each time you hear it.	27 Listen to the book "More Bears" (https://www.youtube.com/watch?v=jf5gG_W9L6q&t=140s) and model using the sign or pointing to the symbol for the word "more" each time you hear the word "more".	28 Give your child a set of magnetic letters and have them find a particular letter or the letters for their name. Have them tell you when they are "all done/finished".	29 Give the child a toy or musical instrument and then get him to tell you when he is "finished" with the toy or musical instrument. Here is a link to instructions on how to make a variety of musical instruments: https://felttmagnet.com/crafts/Music-Instruments-for-Kids-to-Make	30 Throw a ball to your child or do a bowling activity with a ball and some cups. Have your child indicate if they want "more" each time.	31 Blow bubbles with your child. Blow some bubbles and then pause and model how your child could say "more" to request more bubbles. Model how they could sign or point to a symbol for "all done" when they are done with the activity.	

Read 5-10 minutes every day.

August 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1 Think about things you find at the beach (sand, water, shovels, pails, seashells, rocks, seaweed). Have your child draw a picture of one of them and use a describing word in a sentence to talk about them (e.g. *hot, cold, big, little, bumpy, smooth, slimy, wavy*, etc).
2 Go on a nature walk with your child. Make a scavenger hunt and try to find something: *green, brown, alive, bumpy, smooth, big, little, round, wet, dry, yellow, long, soft, hard*, etc.	3  Sing this song to the tune of "Motor boat, motor boat" *"Caterpillar, caterpillar, long and slow. Caterpillar, caterpillar eat and grow. Caterpillar, caterpillar close your eyes. Caterpillar, caterpillar change your size. Caterpillar, caterpillar where'd you go?"*. See if your child can pick out the rhyming words.	4 Find items from nature and make a nature collage (glue the items on paper to make a picture). Have your child describe to you what they made and where they put each item using words such as "*on, beside, between, top, bottom, middle*, etc".	5 Go for a walk and see how many birds you see. Count the birds.	6  Collect some objects from outside. Sort them into baggies by the number of syllables in each word (labelled 1, 2, 3, etc). Put all the items that have one syllable in the baggie labeled 1 and so on. Try items such as: *grass, flower, stick, ant, rock, pine cone*, etc.	7 Go for a walk and play "I spy". Give you child clues about what sound the word starts with (e.g. "*I spy something that starts with "lll" (leaf)*).	8 Go for a walk and see what other people and animals are doing. Have your child make sentences about what "he" or "she" is doing (e.g. *She is walking, The dog is barking, The squirrel is climbing*").
9 Take a trip to a playground (if they are open) or play outside in your backyard. Play Simon Says with your child and see if they can follow directions to do the things you tell them to (e.g. "*Swing three times*", "*Run around the swing*", "*Slide down the slide with your arms out*", etc).	10 Read the poem "The Swing" by Robert Louis Stevenson (see the link for the words: https://www.poetryfoundation.org/poems/43166/the-swing-56d221dc6ffc4). See if your child can pick out the rhyming words. After they are familiar with the words, have them try to fill in the rhyming words at the end of the lines.	11 Go in your backyard or to a playground. Take a small object such as a ball and hide it somewhere. Give your child clues as to where he or she can find the object using location words (e.g. "*Look behind the swing. It's under the slide*", "*It's beside the tree*", etc).	12  Walk around a playground or your backyard and see how many shapes you can find. Can you find any circles, any triangles, any squares or rectangles or ovals?	13 Talk to your child about compound words (two small words that go together to make a bigger word). Do a quick sketch of two little words (sand & box) and see if they can guess the bigger word (sandbox). Try words such as: *treehouse, playhouse, swingset, basketball, baseball*, etc.	14 Look around your backyard of the playground and find words that start with the "sss" sound (e.g. *swingset, slide, swing, soccerball, sand*, etc). See how many you can find.	15 Go to a playground, go out in your backyard or look out your window and see what people or animals are doing. Have your child make sentences about what they see people doing outside (e.g. "*The bird is flying*", "*The car is driving*", "*The man is talking on his phone*", etc).

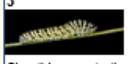
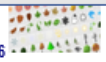
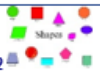
Read 5-10 minutes every day.

August 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
16 Make a book about summer with your child. One one page, have them draw pictures of the things you eat in the summer, on another draw pictures of things you do, on another draw things you wear, on another draw things you see outside, etc.	17 Read the poem "Bed in Summer" by Robert Louis Stevenson (see link: https://www.poetryfoundation.org/poems/43190/bed-in-summer). Point out the rhyming words to your child Have your child draw a picture for two of the rhyming words (e.g. *see/tree, street/feet*, etc). .	18 Make a pop bottle firefly (see directions at this link: https://onelittleproject.com/pop-bottle-firefly/). As you are making the craft, talk about where you are putting the different items (e.g. "*The wings go on the side of the bottle*", "*The glow stick goes inside the bottle*", "*The eyes go on the front of the bottle*", etc).	19 Use sidewalk chalk and have your child give you directions to draw different shapes.. Get them to tell you which one to do *first, next* and *last*. See if they can listen to your direction to draw other shapes. Count how many shapes you made at the end.	20 Read a book with your child. Talk about when you think the story is happening (*summer, winter, spring or fall*) and why. What clues are there? Clap the syllables for the words "*winter, spring, summer, fall*".	21 What sound does "*Summer*" start with? Can you think of any other words that start with "ssss"?	22 Ask your child why they like summer. Have them answer in a sentence why they like it (e.g. "*I like summer because…*"
23 Set up a tent outside or make a tent fort in the house for your child to play/sleep in. Play the same "*I went camping and I took…*" (have them say an item and then you add another item. They then have to say the first two items and then add another one. The game continues until someone forgets an item.	24 Sing the following song to the tune of "Where is Thumbkin": "*Let's go camping (repeat), Pack the tent (repeat), We will all go hiking, We will all go swimming, We will have fun (repeat)*". Have your child clap the beat in the song and talk about how clapping the beat helps you hear the syllables.	25 Make some smores with your child using graham crackers, marshmallows and a chocolate bar. Put the marshmallows on the graham cracker and put it in th microwave for 10 seconds or until they start to swell and then put the chocolate on top and put another graham cracker on top. As your child eats the smore, ask him to describe it using words such as "*sticky, hot, cold, hard, soft, smooth, bumpy, good, bad*", etc.	26 Go outside and collect some sticks to make a pretend fire. Count them as you collect them and see how many you can find. Put them in a pile to make a pretend fire and sing some campfire songs.	27 Sketch some pictures of words related to camping and hide them around your house. Turn off the lights and give your child a flashlight. Tell them to find a word that rhymes with… (say another word that rhymes). Try word pairs such as: *vent/tent, wire/fire, door/smore, pick/stick, dish/fish*, etc.	28 What is the first sound in "camping". Go for a drive or take a walk and see how many words you can see around town that start with that sound.	29 Ask your child "Wh" questions as if you were planning a camping trip. Ask them "*Who is going?*", "*Where are we going?*", "*What are we going to do?*", "*When are we going there*", "*Why are we going there?*".
30 Take a walk or a drive to your chid's school. Talk about what will happen on the first day of school. Discuss all the things that will happen that morning. Talk about who will go with them to school or to the bus stop, what they will wear, where they will wait for the bus, when they will leave, etc.	31 Sing "The Wheels on the Bus" with your child. Then sing it again but use your child's name and the names of their friends (e.g. "*Elsie on the bus goes up and down…*").					

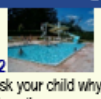
Read 5-10 minutes every day.

August 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1 Think about things you find at the beach (sand, water, shovels, pails, seashells, rocks, seaweed). Have your child draw a picture of one of them and use a describing word in a sentence to talk about them (e.g. *hot, cold, big, little, bumpy, smooth, slimy, wavy*, etc).
2 Go on a nature walk with your child. Make a scavenger hunt and try to find something: *green, brown, alive, bumpy, smooth, big, little, round, wet, dry, yellow, long, soft, hard*, etc.	3  Sing this song to the tune of "Motor boat, motor boat" *"Caterpillar, caterpillar, long and slow. Caterpillar, caterpillar eat and grow. Caterpillar, caterpillar close your eyes. Caterpillar, caterpillar change your size. Caterpillar, caterpillar where'd you go?"*. See if your child can pick out the rhyming words.	4 Find items from nature and make a nature collage (glue the items on paper to make a picture). Have your child describe to you what they made and where they put each item using words such as *"on, beside, between, top, bottom, middle*, etc".	5 Go for a walk and see how many birds you see. Count the birds.	6  Collect some objects from outside. Sort them into baggies by the number of syllables in each word (labelled 1, 2, 3, etc). Put all the items that have one syllable in the baggie labeled 1 and so on. Try items such as: *grass, flower, stick, ant, rock, pine cone*, etc.	7 Go for a walk and play "I spy". Give you child clues about what sound the word starts with (e.g. *"I spy something that starts with "lll" (leaf)*).	8 Go for a walk and see what other people and animals are doing. Have your child make sentences about what "he" or "she" is doing (e.g. *She is walking, The dog is barking, The squirrel is climbing*").
9 Take a trip to a playground (if they are open) or play outside in your backyard. Play Simon Says with your child and see if they can follow directions to do the things you tell them to (e.g. *"Swing three times", "Run around the swing", "Slide down the slide with your arms out"*, etc).	10 Read the poem "The Swing" by Robert Louis Stevenson (see the link for the words: https://www.poetryfoundation.org/poems/43166/the-swing-56d221dc6ffc4). See if your child can pick out the rhyming words. After they are familiar with the words, have them try to fill in the rhyming words at the end of the lines.	11 Go in your backyard or to a playground. Take a small object such as a ball and hide it somewhere. Give your child clues as to where he or she can find the object using location words (e.g. *"Look behind the swing. It's under the slide", "It's beside the tree"*, etc).	12  Walk around a playground or your backyard and see how many shapes you can find. Can you find any circles, any triangles, any squares or rectangles or ovals?	13 Talk to your child about compound words (two small words that go together to make a bigger word). Do a quick sketch of two little words (sand & box) and see if they can guess the bigger word (sandbox). Try words such as: *treehouse, playhouse, swingset, basketball, baseball*, etc.	14 Look around your backyard of the playground and find words that start with the "sss" sound (e.g. *swingset, slide, swing, soccerball, sand*, etc). See how many you can find.	15 Go to a playground, go out in your backyard or look out your window and see what people or animals are doing. Have your child make sentences about what they see people doing outside (e.g. *"The bird is flying", "The car is driving", "The man is talking on his phone"*, etc).

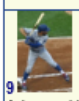
Read 5-10 minutes every day.

August 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
16 Make a book about summer with your child. One one page, have them draw pictures of the things you eat in the summer, on another draw pictures of things you do, on another draw things you wear, on another draw things you see outside, etc.	17 Read the poem "Bed in Summer" by Robert Louis Stevenson (see link: https://www.poetryfoundation.org/poems/43190/bed-in-summer). Point out the rhyming words to your child Have your child draw a picture for two of the rhyming words (e.g. *see/tree, street/feet*, etc).	18 Read a book with your child. Talk about when you think the story is happening (*summer, winter, spring or fall*) and why. What clues are there? Can they name all the seasons in order? What months are in each season?	19 Make a pop bottle firefly (see directions at this link: https://onelittleproject.com/pop-bottle-firefly/). As you are making the craft, talk about where you are putting the different items (e.g. *"The wings go on the side of the bottle", "The glow stick goes inside the bottle"*, etc).	20 Draw several flowers and place them on the ground. Say a word related to summer and have your child use a water gun to squirt water on on the same number of flowers as there are sounds in the word (e.g. "hot"= squirt thre first three flowers, "go"= squirt the first two flowers, etc).	21 Make an acrostic for the word summer. Write the word "SUMMER" down the side of a page and beside each letter, write something related to summer that starts with that sound (e.g. S-swimming, U- under water, etc).	22  Ask your child why they like summer. Have them answer in a sentence why they like it (e.g. *"I like summer because…"*
23 Set up a tent outside or make a tent fort in the house for your child to play/sleep in. Play the same *"I went camping and I took…"* (have them say an item and then you add another item. They then have to say the first two items and then add another one. The game continues until someone forgets an item.	24 Sketch some pictures of words related to camping and hide them around your house. Turn off the lights and give your child a flashlight. Tell them to find a word that rhymes with… (say another word that rhymes). Try word pairs such as: *vent/tent, wire/fire, door/smore, pick/stick, dish/fish*, etc.	25 Ask your child to tell you about a time they went camping or for an adventure in nature. See how much they can remember about the trip.	26 Make some smores with your child using graham crackers, marshmallows and a chocolate bar (see recipe: https://www.food.com/recipe/smores-microwave-55045). As your child eats the smore, ask him to describe it using words such as *"sticky, hot, cold, hard, soft, smooth, bumpy, good, bad"*, etc.	27 Go outside and collect some sticks to make a pretend fire. Say a word and have your child add one stick to the pretend fire for each sound in the word. Once you have a pile of sticks for your pretend fire, sing some campfire songs.	28 What is the first sound in "camping". Go for a drive or take a walk and see how many words you can see around town that start with that sound.	29 Ask your child "Wh" questions as if you were planning a camping trip. Ask them *"**Who** is going?", "**Where** are we going?", "**What** are we going to do?", "**When** are we going there", "**Why** are we going there?"*. Have them answer in full sentences.
30 Talk about the first day of school. Ask your child "Who" will be at school, "Where" they will walk to get to school or where they will wait for the bus, "When" they will have to get up and "when" they will have to leave for school, "What" they will wear and "What" they will be doing at school the first day.	31 Listen to the story "Rhyming Dust Bunnies" (https://www.youtube.com/watch?v=vdGA8OmuKFs&t=104s) and see if your child can find the rhyming words. Pause it to see if they can think of other words that rhyme					

Read 10 minutes every day.

August 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1 Have your child think about things you find at the beach (sand, water, shovels, pails, seashells, rocks, seaweed) and choose one. Have them tell you "I'm thinking of something that is…". (e.g. *hot, cold, big, little, bumpy, smooth, slimy, wavy*, etc) and see if you can guess what it is.
2 Make a grass head with your child (https://www.redtedart.com/kids-crafts-grass-heads/). Have your child follow as you tell them the directions to do so.	3 Ask your child why they think leaves are green in the summer. Then, watch this video on what makes leaves green: https://www.youtube.com/watch?v=UsVD5q4Qkxs. What new fact did they learn?	4 Go outside and collect nature items. Have your child make a picture of an animal using the items they collected. After they have made the picture, have them explain to you how to duplicate their picture, step by step.	5 Go on a nature walk with your child. Make a scavenger hunt and try to find two of each things that are: *green, brown, alive, bumpy, smooth, big, little, round, wet, dry, yellow, long, soft, hard*, etc. Choose two items and talk about how they are the same and different.	6 Collect some items from nature. Sort them by which ones have long vowels and which ones have short vowels.	7 Photosynthesis is the process by which plants use sunlight to produce energy. Cover up a small patch of grass for two weeks to see what happens without sunlight. Prefixes are parts of word that are added to the beginning of words to change their meaning. What are the prefixes in the photosynthesis words: *transform, convert, release, produce, synthesize?*	8 Think of three nature items. Two of them should be similar in one way and one of them should be different. Have your child find the word that doesn't go with the others and make a sentence about it saying "*All of these are green, except for the flower*". Have them use the word "except" in each sentence.
9  Ask your child to name as many sports that are played in the summer as possible. Which one if their favorite? How would you describe how to play the sport to someone who had never played it?	10 Ask your child if they have ever seen a baseball game? Who is their favorite professional team? Read this article: https://www.thecanadianencyclopedia.ca/en/article/toronto-blue-jays. Ask your child "**Where**" the Blue Jays are location. Ask them "**When**" their organization started. Ask them "**How many**" world series they have won. Ask them "**Who**" thought of the team name.	11 Make a tennis racket craft: https://www.activityvillage.co.uk/tennis-racket-craft. Have your child explain how they made it, step by step. Would they do it differently next time? Why or why not?	12 Think about soccer and baseball. What is the same about it and what is different?	13 Use playdoh and make some items related to summer sports. Have your child identify if the word has a short vowel or a long vowel in it. What letters or letter combinations are used in each case?	14 What are the root words in the words:*opposing, player, rematch, outfield, catcher, spectator*. Do they have prefixes or suffixes attached to them? Can you think of any other words you can make with the root words by adding different prefixes or suffixes?	15 Think about playing sports competitively and talk about what you sport you would choose (e.g. "*If I was going to play sports competitively, I would play…*")

Read 10 minutes every day.

August 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
16 Make a pop bottle firefly (see directions at this link: https://onelittleproject.com/pop-bottle-firefly/). Have your child follow directions as you tell them how to make the craft.	17 Ask your child if they have every seen a rainbow. What colours are in the rainbow? Watch this video on how rainbows are formed: https://www.youtube.com/watch?v=nCPPLhPTAlk. Ask your child what is a prism? What did they learn about how a rainbow is formed?	18 Read a book with your child. Talk about when you think the story is happening (*summer, winter, spring or fall*) and why. What clues are there? Can they name all the seasons in order? What months are in each season?	19 Make a book about summer with your child. One one page, have them write down things you eat in the summer, on another write down things you do, on another write things you wear, on another write things you see outside, etc.	20 Draw five different flowers and place them on the ground. Write a different short vowel sound on each one (a, e, i, o, u). Say a word related to summer and have your child use a water gun to squirt water on on the flower that has the same short vowel sound as the word you say (e.g. *bug, grass, sand, sun, hot, drip, plant, fish, camp, tent, picnic*, etc).	21 Make an acrostic for the word summer. Write the word "SUMMER" down the side of a page and beside each letter, write something related to summer that starts with that sound (e.g. S- swimming, U- under water, etc).	22 Ask your child to name two things they would like to do in summer and to make a sentence using the word "either". For example, "*I would either like to play soccer or go swimming*".
23 Set up a tent outside or make a tent fort in the house for your child to play/sleep in. Play the same "*I went camping and I took…*" (have them say an item and then you add another item. They then have to say the first two items and then add another one. The game continues until someone forgets an item.	24 Listen to the story: Scaredy Squirrel Goes Camping" (https://www.youtube.com/watch?v=NvQLkyNi17A). What do the following vocabulary words mean: *rugged, wilderness, survival skills, camouflage?* See if your child can look up a definition for each of these words.	25 Ask your child to tell you about a time they went camping or for an adventure in nature. See how much they can remember about the trip.	26 Make some smores with your child using graham crackers, marshmallows and a chocolate bar (see recipe: https://www.food.com/recipe/smores-microwave-55045), As your child eats the smore, ask him to describe it using words such as "*sticky, hot, cold, hard, soft, smooth, bumpy, good, bad*", etc.	27 Go outside and collect some sticks to make a pretend fire. Read the following words: *fit, fire, flute, bug, hot, home, hat, gate, bet, gene*. Every time your child hears a word that has a long vowel that follows the "magic e" rule, have them add a stick to the pretend fire.	28 Write down some words related to camping and post them around the house. Turn off the lights and have your child find all the words that have short vowels in them. Sort them into piles according to which vowel sound they hear in each words.	29 Ask your child to plan a camping trip. Ask them what they will do "While" they are camping. "**While** I am camping, I will…". Encourage them to make sentences with the word "while".
30 Have your child choose several different types of apples at the store. Compare them by colour, size, texture, taste. After your have studied them, make labels for them and see if you can match the label to the correct apple.	31 Read this article on the life cycle of an apple tree: https://web.extension.illinois.edu/apples/edu-projects_4B.cfm. Have them draw the life cycle of the apple tree.					

Core Word Activities August 2020

Focus on the core words indicated each day. Watch this video on the importance of core words: https://www.youtube.com/watch?v=UG5JeH2H_OY. In combination with a spoken word, use the sign for the word or use the symbol on your child's communication book/board or device for the activities. Using the technique "Aided Language Stimulation", model how your child could use these words throughout the day. Watch this video: https://www.youtube.com/watch?v=flFNMky22-UA for an explanation of this technique. A core board and the signs for these words are attached if you don't currently have access to these words.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1 Make your child's favorite food and give them a miniscule portion. Then, model how they could use a sign or a symbol to request "more" and add some more to the portion. Continue until they are satisfied with the portion size and then model how they could sign or point to a symbol for "all done".
2 Learn the words "go" and "stop". Listen to the story "Go Dogs Go" (https://www.youtube.com/watch?v=BfZZIiWxWEE&t=21s) and model using a sign or pointing to a picture for the word "go".	3 Listen to the Musical Freeze Song (https://www.youtube.com/watch?v=bJnfhYCC-Bo) and have your child until they hear the word "stop". Model using a sign or pointing to a symbol each time you hear the word "stop".	4 Listen to the book "Go, go, go, stop" (https://www.youtube.com/watch?v=3SprWy6EDdU) and model using the words "go" and "stop" with signs or by pointing to a symbol.	5 Show the child how to pull back a car to make it go. Encourage them to tell you "go" to make it go again. When it stops, show the child the sign/picture for "stop".	6 Play Red Light/Green Light with your child. Have them walk towards you across the yard when you say "go" (using a sign or symbol) and then have them freeze when you say "stop" (using a sign or a symbol). They can take a turn saying "go" and "stop" when they get to you.	7 Go for a nature walk with your child. Tell them that you are going to find certain items (leaves, rocks, flowers). Have them tell you "stop" using a sign or a symbol every time they see one and have them tell you "go" to start looking again.	8 Have a race with your child. Decide how you want to move (walking, running, jumping, biking, spinning, walking backwards, etc). When you say "go", you and your child can race to a designated location. Take turns using a sign or symbol to say "go".
9 Learn the words "like" and "don't (not) like". Listen to the song "Do you like…" (https://www.youtube.com/watch?v=13mftBvR7mvM). Model using a sign or a symbol when you hear the words "like" and "don't like".	10 Listen to the story: "I like myself" (https://www.youtube.com/watch?v=wTlyUKznXzk&t=78s) and model the use of the word "like" throughout the story using a sign or by pointing to a symbol.	11 Use a puppet and have your child feed the puppet play food or pictures of play food. Have the puppet day "mmm" or "yuck" (and spit out the food). Show your child how to communicate "like" or "don't like" for each food item using a sign or a symbol.	12 Look through a picture cookbook with your child and have them say "like" or "don't like" using a sign or a symbol for each recipe. Here is a link to a website which has kid-friendly recipes: https://www.allrecipes.com/recipes/453/everyday-cooking/family-friendly/kid-friendly/ .	13 Choose a few different fruits and vegetables (or other food items) and have your child look at them and/or taste them. Have him indicate if he "likes" them or "doesn't like" them using a sign or a symbol.	14 Listen to the story: "Do you like Green Eggs and Ham?" (https://www.youtube.com/watch?v=jdotPwVJYzs&t=29s) and model using a sign or pointing to a picture for the word "like".	15 Play a bean bag toss or ball toss game with your child. Take or draw pictures of things your child likes and doesn't like. Put the pictures out in a large circle and have your child throw the ball or bean bag at each picture of the things they like. Model using the word "like" using a sign or a symbol as they are tossing the bean bag.

Core Word Activities August 2020

Focus on the core words indicated each day. Watch this video on the importance of core words: https://www.youtube.com/watch?v=UG5JeH2H_OY. In combination with a spoken word, use the sign for the word or use the symbol on your child's communication book/board or device for the activities. Using the technique "Aided Language Stimulation", model how your child could use these words throughout the day. Watch this video: https://www.youtube.com/watch?v=flFNMky22-UA for an explanation of this technique. A core board and the signs for these words are attached if you don't currently have access to these words.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
16 Listen to the story "Brown bear, brown bear" (https://www.youtube.com/watch?v=WST-B8zQleM) and model using a sign or pointing to a symbol for each time you hear the word "see".	17 Have the child look through the kaleidoscope (here a website which shows you how to make your own: https://buggyandbuddy.com/science-for-kids-how-to-make-a-kaleidoscope) and tell them to "look" using a sign or a symbol. Talk about the colours or shapes they see using a sign or a symbol.	18 Use rolled up paper or a toilet paper roll and tape some pictures on the wall- have child look through the telescope (use a sign or symbol for the word "look"). Talk with them about what they "see" using the sign or picture for "see". Alternatively you can use a small flashlight and turn out the lights and find the pictures you have taped to the wall.	19 Hide some small items in a container or bag full of rice or beans. Have them "look" to see if they can find the items and then have them talk about what they "see" using the sign or symbols for the words "look" and "see".	20 Use an I spy page or book and have the student "look" for certain pictures and then have them comment about what they "see" using a sign or symbol for the words "see" and "look" (free I Spy Pages: https://www.papertraildesign.com/i-spy-game-printables/).	21 Listen to the song "Look outside" (https://www.youtube.com/watch?v=dV5m3XB3-4g) and model using a sign or pointing to a symbol each time you hear the word "look".	22 Go outside and name something you see (e.g. *I see a ball, I see a tree*). Use a sign or symbol for each time you use the word "see". Have your child run to the item that you name. Take turns giving the directions.
23 Learn the words "open" and "close". Watch this Sesame Street video (https://www.youtube.com/watch?v=n_uh26oOGuw&t=45s) and model using the signs or symbols for "open" and "close" during the vide.	24 Listen to the Song "Open, close" (https://www.youtube.com/watch?v=LyeWz-ZrKXE) and model using the sign for the word "open" or pointing to a symbol for the word "open" during the song.	25 Read the book "Open the Barn Door" (https://www.youtube.com/watch?v=ZNmGArW_YDI) and model using the sign or pointing to a picture for the word "open".	26 Use a flap book and read it with your child or look through it with your child. Before they open each flap, have them say "open" or model saying "open" as you open the flap and look underneath. You can make your own "flap" books using any picture book and using sticky notes to cover up some of the pictures.	27 Use a container and hide an item that your child would like inside it (food items, toys, stickers, etc). Show them the container and show them how to say "open" to have you open the container and then give them the item inside.	28 Throughout the day, model using the word "open" each time you open a door and "close" every time you close a door using a sign or pointing to a picture.	29 Use playdoh (simple recipe here: https://www.iheartnaptime.net/play-dough-recipe/) and store the playdoh in several small plastic bags or containers that your child would have trouble opening. Model how they could use the sign or symbol "open" to get you to open the container to give them playdoh to make an animal figure.
30 Learn the word "want". Listen to the song "What do you want to do?" (https://www.youtube.com/watch?v=oJf7s0hQj6k) and model using a sign or symbol for the word "want".	31 Listen to the book: "I don't want to be a frog" (https://www.youtube.com/watch?v=41dqVHRDZsc). Model using a sign or a symbol for the words "want" or "don't (not) want").					