

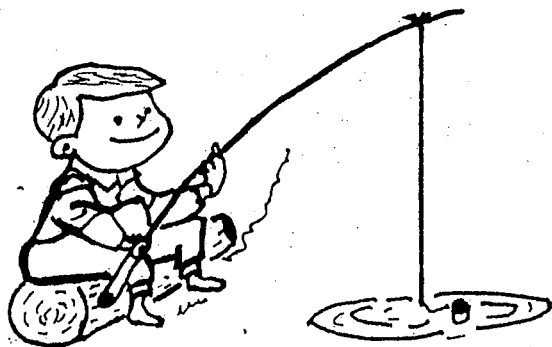
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MONTHLY GUIDE TO LANGUAGE SKILLS AND RELATED SENSORY SKILLS

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1 Read aloud the following statements. Ask your child to say either "true" or "false." If he says "false," ask him to explain why the statement is false.

1. Nights are always warm.
2. Apples are always red.
3. A cat has fur.
4. The South Pole is warm.
5. Many books are in a library.
6. Fathers are always men.
7. Fast food restaurants are quick.
8. Green beans and green grapes are vegetables.
9. All cars have engines.
10. Mothers are always happy.

2 Ask your child to pretend he is each of the three objects below. For each object, ask the first four questions. Then ask the fifth question listed for each object.

- a. earring
- b. anchor
- c. can opener

1. Where would you live?
2. What would you do?
3. What would you be made of?
4. Who would use you?
5. (a) What would you say to an ear?
(b) What would you say to a boat?
(c) What would you say to a can of peas?

3 Read each of the eight words listed below. Ask your child to tell you other words that mean something like the word you read. For example, responses to the word "milk" could be "juice," "pop," "lemonade," or anything that can be drunk.

1. airplane (helicopter, jet, glider, rocket)
2. bee (hornet, wasp, mosquito)
3. river (creek, brook, lake, pond, ocean)
4. tricycle (bicycle, motorcycle, scooter)
5. sun (star, moon, planet)
6. car (automobile, hot rod, van, truck)
7. sand (dirt, gravel, dust, grit)
8. soap (shampoo, detergent, suds, lather)

4

Choose the name of an item of clothing and describe it in one sentence (for example, "It is something you wear in cold weather"). If your child does not guess the item, continue giving him more clues (such as, "It is worn on your hands"). After he has guessed mittens, ask him to choose an item of clothing for you to guess. Allow your child the opportunity to give a number of clues. Continue by taking turns.

5

Tell your child that you are going to pretend you are doing something. Ask him to guess what you are doing. You may want to take turns with your child acting out the action while you guess. Following are some suggested actions:

1. washing your face
2. jumping rope
3. brushing your teeth
4. putting on shoes
5. writing a letter
6. flying a kite





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6

Ask your child to choose ten words that he has difficulty saying correctly. Print each word on a piece of paper measuring 3 inches by 3 inches. Hide the papers and, as your child finds each paper, ask him to say the printed word correctly and use it in a sentence. Score ten points if the words are pronounced correctly in a complete sentence.



7

Read aloud each situation listed below. Following each situation, ask your child to tell you in complete sentences what might have caused it and what should be done about it.

1. There is milk all over the kitchen floor.
2. After it rained, the rug was wet in front of the window.
3. You pick up the telephone and there is no dial tone.
4. Your bedroom is dark even after you turn on the light switch.
5. After putting the trash out at night, you find it scattered over the lawn in the morning.

8

Read aloud the following statements. Ask your child to say either "true" or "false." If he says "false," ask him to explain why the statement is false.

1. An owl hoots.
2. Cats have puppies.
3. Florida is a nice country.
4. Snakes hiss.
5. A block is round.
6. Friday comes after Saturday.
7. Your ankle is below your knee.
8. A refrigerator keeps food cold.
9. A fan makes you feel warm.
10. A colt is a horse.

9

Read the following idioms to your child. After each idiom, discuss the meaning.

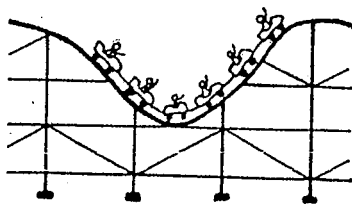
1. It's for the birds.
2. Save your breath.
3. Shake a leg.
4. I'm feeling blue.
5. It went in one ear and out the other.
6. He twisted my arm.
7. Have a heart.
8. She's pulling your leg.



10

Read each of the words listed below. Ask your child to say a word that ends with the same sound as each of the words you read.

1. house
2. bath
3. rose
4. bear
5. nice
6. more
7. tooth
8. yes
9. cheese
10. tall

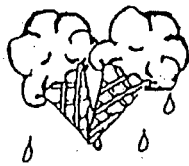


11

Make up situational sentences. Ask your child to tell you what he would not do in each particular situation. Suggested situations:

1. You were walking home and saw a house on fire.
2. You were in a large city and became lost.
3. You saw a puppy sitting in the middle of the street.
4. You knew your little sister/brother broke your favorite toy.





12

Read aloud each group of three words listed below. Within each group, one word is different from the other two words. Ask your child to tell you which word is different. Have him use that word in a complete sentence.

1. sand—land—land
2. jump—ring—jump
3. hat—hat—rat
4. zipper—flipper—flipper
5. rink—think—rink
6. log—log—hog
7. habit—rabbit—habit
8. thistle—think—think

13

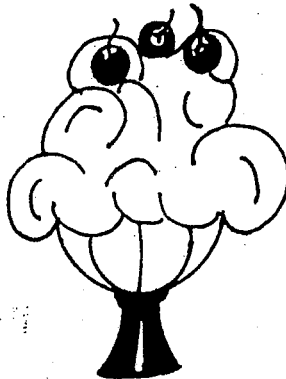
Ask your child to describe how various objects in the house and yard would look to him if he were an ant.



14

Read aloud the pairs of words below. Ask your child to tell you if each pair is alike or different.

1. cruel—kind
2. buy—purchase
3. deep—shallow
4. forward—backward
5. modern—new
6. tiny—small
7. lead—follow
8. parent—mother
9. length—width
10. look—see



15

Read aloud each of the words below. Ask your child to tell you whether each object has corners.

- | | |
|-----------|------------|
| 1. marble | 9. cube |
| 2. block | 10. stamp |
| 3. TV | 11. ring |
| 4. circle | 12. bowl |
| 5. ruler | 13. M&M |
| 6. ball | 14. book |
| 7. box | 15. tire |
| 8. coin | 16. window |

16

Read the phrases below. Ask your child to give you the answer to both parts of each phrase.

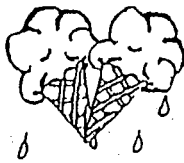
1. an animal that is (a) big (b) small
2. a fruit that is (a) sour (b) sweet
3. a letter that is (a) before "H" (b) after "P"
4. an insect that (a) crawls (b) flies
5. an animal that is (a) fast (b) slow
6. a vegetable that is (a) yellow (b) green
7. a person who is (a) tall (b) short
8. a beverage that is (a) hot (b) cold
9. an object that is (a) heavy (b) light
10. a tool used by a (a) plumber (b) painter

17

Ask your child to name as many things as possible that can be found:

1. in a medicine cabinet
2. in a restaurant
3. at a birthday party
4. on a playground
5. on Halloween night
6. under water
7. in a schoolroom
8. by the seashore



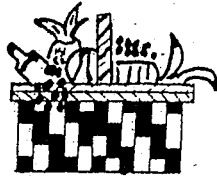


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18 Read the list of words below. Ask your child to tell you a word that is the opposite of the word you read.

1. always (never)
2. beautiful (ugly)
3. before (after)
4. best (worst)
5. man (woman)
6. fat (skinny/thin)
7. hard (soft/easy)
8. high (low)
9. morning (night)
10. noisy (quiet)
11. in (out)
12. top (bottom)



19 Ask the following questions. Ask your child to respond with a complete sentence.

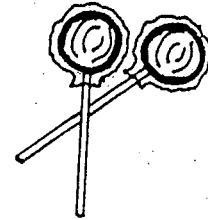
1. What color is an egg?
2. What color are your eyes?
3. What colors are autumn leaves?
4. What color is a lemon?
5. What color is popcorn?
6. What color is seaweed?
7. What color is a grasshopper?
8. What color is a strawberry?
9. What color is the sky?
10. What color is a shamrock?

20 Draw nine squares on a sheet of paper (three per line) and number them 1 through 9. Give your child the following directions:

1. Draw a square in box number 5.
2. Write the number 2 in the box under box 4.
3. Draw a star in the box to the right of box 8.
4. Draw a circle in the box to the left of box 3.
5. Write a "J" in the box under box 1.
6. Draw a triangle in the box above box 9.
7. Draw a straight line in the box that is first.
8. Draw an "X" in the box above box 6.
9. Draw a half circle in the box below box 5.

21 Read the list of occupations below. Ask your child to tell you in a complete sentence what each person does in his job. If he mispronounces any words in the answers, ask him to repeat them correctly.

1. secretary
2. student
3. housewife
5. baker
5. surgeon
6. carpenter
7. police officer
8. astronaut



22 Read each series of four words below. Ask your child to tell you which two words in each series best go together. Ask him to explain why he chose the two words.

1. hammer—rake—nail—brush
2. dress—mitten—glove—hat
3. snail—rabbit—dog—turtle
4. eat—swim—dive—run
5. car—ship—airplane—van
6. ink—eraser—finger—toe
7. refrigerator—TV—desk—stove
8. lion—shark—snake—whale

23 Read aloud the sentences below, emphasizing the underlined word in each sentence. The underlined word sounds the same as another word that has a different meaning. Ask your child to tell you a sentence using a word that sounds like the underlined word but has a different meaning. Example: I read a fairy tale. (The dog wagged his tail.)

1. I will not go. (knot)
2. She broke her right hand. (write)
3. I saw the jail cell. (sell)
4. He ate one beet for supper. (beat)
5. Mother will be late. (bee)
6. Jane has a new son. (sun)





24

Ask your child to name as many things as possible that fit the categories below.

- | | |
|----------|------------|
| 1. small | 7. big |
| 2. sweet | 8. dry |
| 3. funny | 9. round |
| 4. sad | 10. smelly |
| 5. hard | 11. sour |
| 6. fat | 12. easy |



25

Ask your child to choose the correct ending for each of the incomplete sentences listed below. Read the beginning of each sentence and give him a choice of two words to end the sentence. After he chooses the correct word, ask him to say the completed sentence.

1. He has a fishing — rod or wad.
2. Animals live in the — two or zoo.
3. Our faucet has a — leak or weak.
4. Mother has — wings or rings.
5. The boat — sank or thank.
6. I hurt my — thumb or some.

26

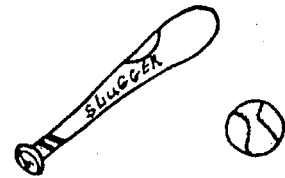
Read each group of words below. Ask your child to tell you what the words in each group have in common.

1. cup—hammer—broom (handle)
2. chair—table—person (legs)
3. potato—needle—person (eyes)
4. dog—person—yardstick (feet)
5. turtle—lobster—egg (shell)
6. flag—tiger—zebra (stripes)
7. cow—person—dime (head)
8. comb—rake—person (teeth)

27

Read aloud the pairs of words below. Ask your child to tell you if each pair is alike or different.

1. question—answer
2. large—jig
3. sharp—dull
4. angry—mad
5. lower—raise
6. guilty—innocent
7. laugh—giggle
8. shut—close
9. often—seldom
10. scream—yell



28

Ask your child to change each statement into a question. For example, "You want a pet" can be changed to "May I have a pet?"

1. You want to know if your dog has fleas. (does)
2. You want to know if you are going to school today. (am)
3. You want to know your weight. (how)
4. You want to know the person that opened your locker. (who)
5. You want to know the reason you can't watch TV. (why)
6. You want a drink of water. (may)
7. You want to find your marbles. (where)

29

Read aloud each pair of sentences below. Do not complete the second sentence. Ask your child to finish the second sentence so it will mean the opposite of the first sentence.

1. Brian laughed. Brian _____. (cried)
2. The light is off. The light is _____. (on)
3. I like the country. I like the _____. (city)
4. The door is open. The door is _____. (closed)
5. Suzanne is old. Suzanne is _____. (young)
6. My hat is black. My hat is _____. (white)
7. The glass is empty. The glass is _____. (full)
8. The test was hard. The test was _____. (easy)





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30

Place several objects on a table. Ask your child to look at the objects for a reasonable amount of time. Then ask him to go into another room while you remove one of the objects from the table. When he returns, have him tell you which object is missing. Gradually increase the number of objects you remove.

31

Explain to your child that the two of you are going to play a game. The first player writes an "X" in the first, second, or third box along one of the courses. The second player proceeds by writing an "O" in one of the boxes along the same course. No player can move more than three boxes at a time and all moves must be forward. Continue until one of you has landed in the last box. Do this on all four courses. A more difficult variation is to play along all four courses at the same time.

