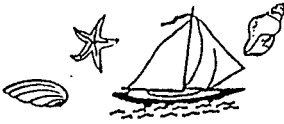


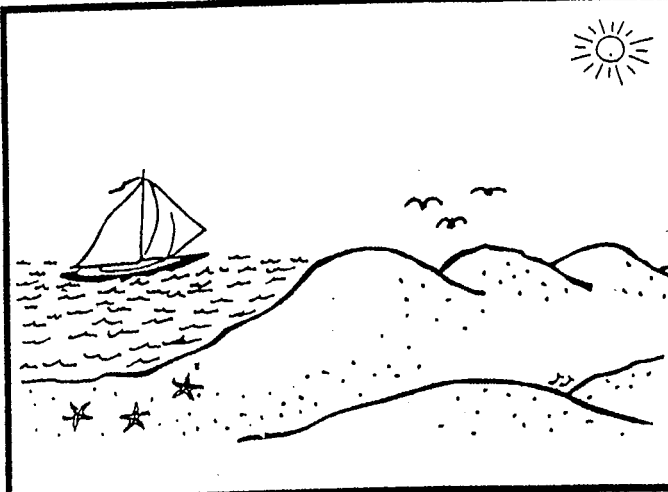
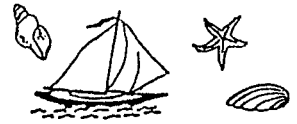
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MONTHLY GUIDE TO LANGUAGE SKILLS AND RELATED SENSORY SKILLS

- | | |
|--|---|
| Activity 1: Answering "wh-" questions
Inferences | Activity 16: Rhyming skills
Sentence completion |
| Activity 2: Absurdities/incongruities | Activity 17: Categorization/classification |
| Activity 3: Association
Series completion | Activity 18: Basic concepts
Plurals |
| Activity 4: Association
Inferences | Activity 19: Homographs
Homophones
Inferences |
| Activity 5: Categorization/classification | Activity 20: Sentence completion |
| Activity 6: Recall of information | Activity 21: Basic concepts
Plurals |
| Activity 7: Inferences | Activity 22: Antonyms
Synonyms |
| Activity 8: Inferences | Activity 23: Auditory memory
Basic concepts |
| Activity 9: Auditory discrimination | Activity 24: Adjectives |
| Activity 10: Recall of information | Activity 25: Sentence completion |
| Activity 11: Answering "wh-" questions
Association
Inferences | Activity 26: Analogies |
| Activity 12: Categorization/classification
Vocabulary development | Activity 27: Alphabetizing |
| Activity 13: Categorization/classification
Inferences | Activity 28: Rhyming skills |
| Activity 14: Expressing ideas | Activity 29: Superlatives |
| Activity 15: Problem solving
Sentence formulation | Activity 30: Visual-motor coordination |



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1 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. Frisbee
- b. birdhouse
- c. golf ball

1. Where would you live?
2. What would you do?
3. What are you made of?
4. Who would use you?
5. (a) What would you say to a hand?
(b) What would you say to a bird?
(c) What would you say to a golfer?

2 Ask your child to decide if the following statements could be true and to answer either yes or no. If the answer is no, ask him to tell you why.

1. A bird flies to the sun.
2. A cat has puppies.
3. You eat cookies.
4. Roosters lay eggs.
5. Lemons are sour.
6. Your elbow is below your knee.
7. Bears sleep all winter.
8. Ladybugs can fly.
9. There really are unicorns.
10. Tomatoes have seeds.

3

Read aloud the first two words in each incomplete series below. Ask your child to tell you the third word that normally follows.

1. stop, look, _____ (listen)
2. yes, no, _____ (maybe)
3. H, I, _____ (J)
4. mother, father, _____ (child)
5. pint, quart, _____ (gallon)
6. ears, eyes, _____ (nose)
7. cereal, sugar, _____ (milk)
8. spring, summer, _____ (fall)

4 Explain that you are going to say a word and then three more words. Ask your child to repeat the one word that the first word always has. Give an example such as, "A book might have words or pictures, but it always has pages."

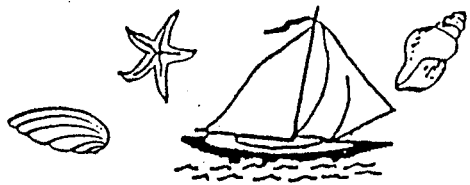
1. bird: feathers—nest—black beak
2. girl: curly hair—name—freckles
3. shoe: strap—sole—shoe lace
4. river: fish—rocks—water
5. garden: soil—flowers—vegetables
6. American flag: fringe—stripes—pole
7. policeman: car—motorcycle—badge
8. hamburger: mustard—meat—catsup

5

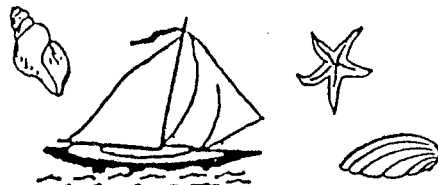
Have your child go on an "object" hunt. Tell him he has three minutes to find each type of object listed below. Make a list of the objects he finds.

1. things that can be sat on
2. things that can be read
3. things that can be played with
4. things that can be heard
5. things that can be used for writing
6. things that can be worn





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6

Walk around the block with your child. Write a list of the things that both of you mention seeing or hearing. When you return home, ask your child to tell you everything that he can remember each of you talking about while walking. Read the written list and discuss anything he omitted.



7

Explain to your child that you are going to play a guessing game with him. Say, "I am thinking of something and this is the clue." Continue by saying one of the phrases listed below. You may also have your child think of items and give you clues.

- | | |
|----------------|------------------|
| 1. It crawls. | 5. It climbs. |
| 2. It flies. | 6. You wear it. |
| 3. It growls. | 7. You eat it. |
| 4. It squeaks. | 8. It lays eggs. |

8

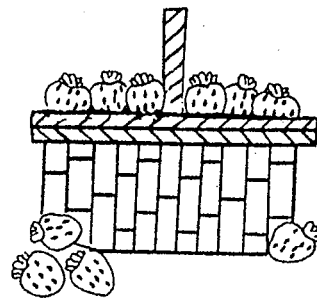
Tell your child you are thinking of something that begins with the "th" sound. Give a clue in the form of a riddle and ask him to guess the answer.

1. It's on your hand. (thumb)
2. It's a number. (three)
3. It's used with a needle. (thread)
4. It's on a rose stem. (thorn)
5. It comes after second. (third)
6. It's not thick. (thin)
7. It's someone who steals things. (thief)
8. It keeps things hot or cold. (thermos)
9. It comes after 29. (thirty)
10. It's a day of the week. (Thursday)

9

Read aloud the words below. Ask your child to say a word that begins with the same sound as the word you read.

1. Sally
2. Randy
3. three
4. lake
5. zoo
6. sand
7. ring
8. soup
9. late
10. rake



10

Ask your child to recall past events. Suggested events:

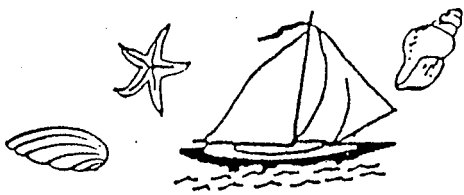
1. What presents did you get last Christmas?
2. When was the last time you made a big mistake?
3. What did you do last summer?
4. When was the last time you wanted to cry but didn't?
5. What were you doing when you last saw your grandparents?
6. What did you do last weekend?
7. When was the last time you helped a friend?

11

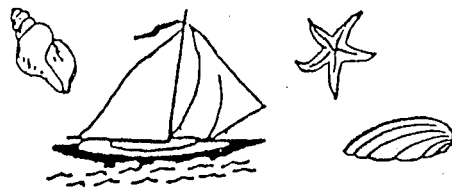
Read aloud the questions below. Ask your child to tell you three things a person can do in each place, situation, or event.

1. What can be done on a snowy day?
2. What can be done on a hot day?
3. What can be done in the country?
4. What can be done in the city?
5. What can be done when you are happy?
6. What can be done when you are sad?
7. What can be done when you are an adult?
8. What can be done when you are a child?





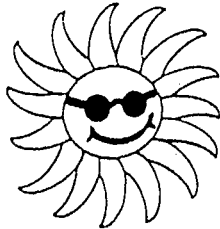
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12

Ask your child to name as many things as possible that:

1. we can hear
2. a farmer grows
3. are green
4. can fly
5. are tools
6. live in the forest
7. people drink
8. are states
9. we can do only in the summer
10. live in the water



13

Choose a mode of transportation and describe it in one sentence (for example, "It can go very fast"). If your child does not guess the mode of transportation, continue giving more clues, such as "It runs on tracks." After he has guessed a train, ask him to choose a mode of transportation for you to guess. Allow him the opportunity to give a number of clues. Continue by taking turns.

14

Ask your child to tell you the following:

1. six nice things about his school
2. three things he does not like about his school
3. four foods he likes to eat
4. four foods he does not like to eat
5. two animals he likes
6. one animal he does not like
7. three places he likes to go
8. two places he does not like to go
9. five articles of clothing he likes to wear
10. three articles of clothing he does not like to wear

15

Read 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. After recess, you were called to the principal's office.
2. Your window was broken and your friend's baseball was on the floor.
3. You were late for school the day after a big storm.
4. One of your tennis shoes is looser than the other.
5. After thirty minutes in the oven, the cake hasn't started to bake.

16

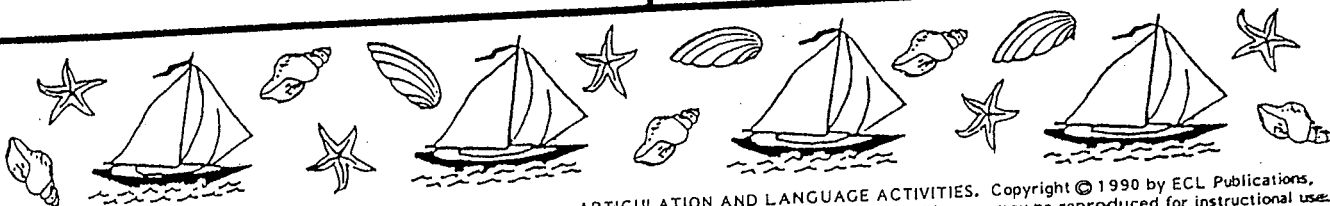
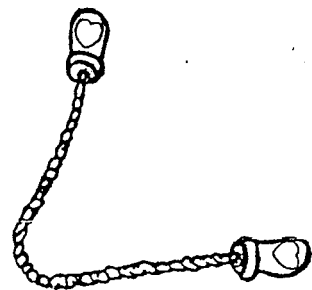
Give your child the first line of a rhyme. Ask him to complete the rhyme by saying the second line. (Example: "We watched Will"... "Take a pill.") Suggested rhymes:

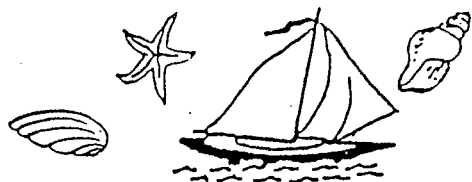
1. The clown (is in town)
2. The crow (flew low)
3. We close the door at night (very tight)
4. There was a skunk (in our bunk)
5. I drank punch (with my lunch)
6. I found my sock (behind the clock)
7. Can you jump (over the stump)
8. I dropped my shirt (in the dirt)

17

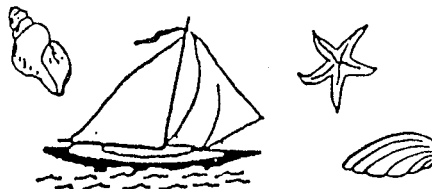
Explain that you are going to name some types of things. Ask your child to tell you an example of each. Some suggested words are:

1. toy
2. color
3. flower
4. state
5. dessert
6. story
7. bird
8. city



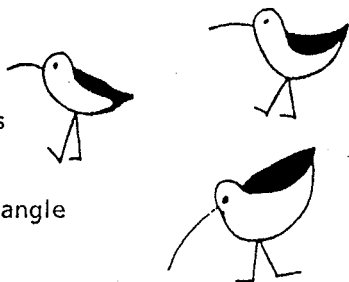


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18 Read aloud the list of words below. Ask your child to tell you if the objects would come in groups of two, three, or four.

1. twins
2. tricycle wheels
3. a dog's legs
4. shoes
5. all of the seasons
6. the Blind Mice
7. mittens
8. corners of a rectangle



19 Read the following sentences aloud. Ask your child to tell you a word that goes with both parts of each sentence.

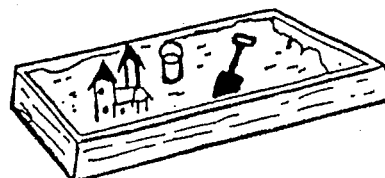
1. It is when you are undressed, and it is an animal. (bare, bear)
2. It is a baby cow, and it is part of your leg. (calf)
3. A prizefighter does this, and they fit on your feet. (socks)
4. It is seven days in a row, and it is a worn-out feeling. (week, weak)
5. You have done it to a book, and it is a color. (read, red)

20 Read aloud the incomplete sentences below. Ask your child to tell you the beginning of each sentence.

1. _____ at the store.
2. _____ through the window.
3. _____ in the wastepaper basket.
4. _____ on the table.
5. _____ five times.
6. _____ on my new jeans.
7. _____ to the library.
8. _____ with yellow stripes.
9. _____ last winter.
10. _____ at my grandmother's house.

21 Read aloud each of the words listed below. Ask your child to say "more" if the word means more than one and to say "one" if the word means only one.

1. children
2. teeth
3. loaves
4. fisherman
5. geese
6. foot
7. wives
8. shelf
9. leaves
10. men



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

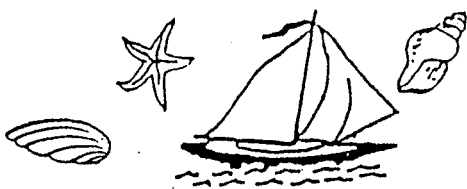
1. sad—happy
2. done—finished
3. empty—full
4. spin—twist
5. shiver—shake
6. start—go
7. cloudy—clear
8. still—quiet
9. spoil—ruin
10. wild—tame



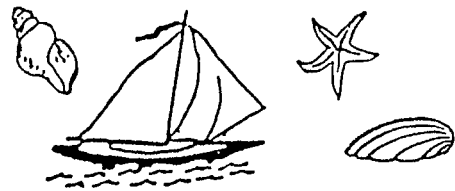
23 Read aloud the numbers below. After each sequence of numbers, ask the question, "What is the _____?" and add the words in parentheses.

1. 1-3-6 (second number)
2. 5-9-2 (smallest number)
3. 6-7-8 (next number)
4. 3-2-5-9 (largest number)
5. 6-4-1-3 (first number)
6. 9-8-7-6 (next number)
7. 2-4-7-3 (third number)
8. 4-6-8-9 (smallest number)



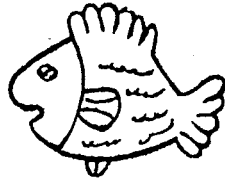


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24 Discuss with your child the meaning of nonverbal language. Explain that other people can often understand how we feel or what we think without our saying a word. Demonstrate some emotions. Then ask him to smile. Say, "You look happy." Ask him to yawn and say, "You look tired." Other examples to act out are:

1. being bored
2. being frightened
3. being angry
4. being sick
5. being puzzled
6. being sad



25

Read aloud the incomplete sentences below and ask your child to complete them.

1. There was a _____.
2. Bruce ran into _____.
3. It was so big that _____.
4. I don't like to _____.
5. Brian went to _____.
6. David saw a _____.
7. My best friend _____.
8. I'm sad because _____.

26 Read aloud the analogies below. Ask your child to say the missing word at the end of each analogy.

1. Pilgrims go with Thanksgiving; Santa Claus goes with _____ (Christmas)
2. Oceans are wet; deserts are _____ (dry)
3. Jelly is soft; taffy is _____ (hard)
4. Limes are green; cherries are _____ (red)
5. Around your arm you wear a bracelet; around your neck you wear a _____ (necklace)
6. A pencil is for writing; a crayon is for _____ (coloring)
7. Omelets are made with eggs; hash browns are made with _____ (potatoes)

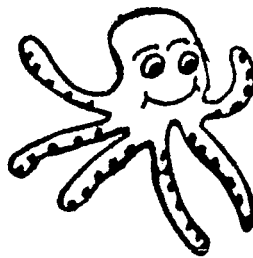
27 Read aloud each of the following pairs of words. Ask your child to tell you which word in each pair comes first alphabetically.

1. apple—pear
2. birth—earth
3. bathroom—porch
4. see—breeze
5. blue—brown
6. lath—bath
7. eyes—nose
8. zebra—horse
9. right—left
10. mouse—house



28 Discuss rhyming words with your child. Read each group of three words below and ask your child to tell you which two of the three words rhyme.

1. tell—sell—home
2. thumb—candy—some
3. rope—soap—run
4. lent—rent—rose
5. lace—cake—rake
6. shoe—side—ride
7. three—tree—tank
8. yes—zoo—two



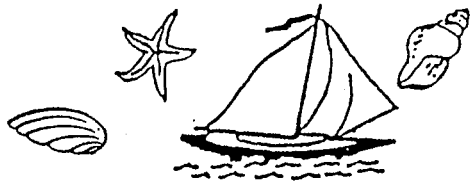
Encourage your child to think of more rhyming words.

29

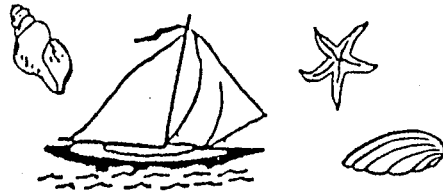
Ask your child to tell you which one is the heaviest.

1. brick—concrete block
2. house—car—truck
3. letter—dictionary—comic book
4. drill—electric saw—pliers
5. hamster—mouse—cat
6. lamp—sofa—table—chair
7. steering wheel—tire—mirror—floor mat
8. skunk—seal—turtle—mole
9. girl—man—boy—baby
10. blade of grass—tree—bush—flower





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30

Give the drawing below to your child and ask him to connect the dots to reveal the picture. Begin at dot number 1 and continue connecting all of the dots through number 29 using only straight lines. Let your child color the picture when he has finished.

