

June 8th Circle Time Activities

1. [Click here to watch today's circle time video](#)

2. Choose an activity to do with your child (click on the link)

-[Make a calm down bottle with your child.](#) Calm down bottles help children to regulate their emotions with a tangible object and activity.

When your child is feeling upset, they can use the bottle as a distraction, to take deep breaths, and re-regulate. Once the bottle is shook up, your child watches as the particles slowly settle to the bottom. If you would like to implement this self-regulation technique, first demonstrate to your child how to use the bottle and let them practice through play.

- [Follow Susie's instructions for making a floating boat](#)

Along with the boat, see what other objects will sink or float at bath time! [You can use this checklist to keep track of what sinks and what floats.](#)

-[Get moving and groovin' with this stop/go dance song!](#)

-[Read aloud of "Hey Water" by Antoinette Portis \(spoken English only\)](#)

3. [Click here to watch Isabel's goodbye circle](#)

Alex's Speech & Language Tips

As you're playing with water, sinking and floating objects, etc., think about the variety of language you can model and encourage. As always, you can demonstrate this language using a mix of spoken language, signed language, and pictures.

As I've mentioned in previous weeks, thinking about types of words or parts of speech can be a nice way to get variety.

NOUNS

See how many things you can name in the activity you're doing: **water, bucket, sink, boat**, etc. If those basic nouns are already solid, try some other nouns. These could include noun phrases (e.g., **drops of water**), specific types of things (e.g., **sailboat, motorboat**), and nouns that describe specific parts of things (e.g., **the handle of the bucket**).

VERBS

Remember to model lots of actions, including things you're doing (e.g., **I'm pouring the water**) things your child is doing (e.g., **you dropped the boat**), and things that objects are doing (e.g., **the boat is floating**).

ADJECTIVES

Describing things with adjectives is another way to get some language variety in your activities. If you're talking about objects sinking and floating, **light** and **heavy** are two good ones to demonstrate. You can add other common opposites as well: **big** and **little**, **fast** and **slow**, **wet** and **dry**, etc.

OTHER WORDS

There are lots of words that don't fit into the above categories. Many of these are small grammatical words like prepositions (e.g., **in, on, under**) and articles (e.g., **a, the**). Since these words are often short and not emphasized in spoken English, they're easy to miss and take some more time for many children to master. To help your child with these sounds, try emphasizing them in your spoken language and adding a sign. *Note: If you're not sure which of these little words fit into your child's current language goals, feel free to reach out to Carol or Alex to check.*