

Domain and goal

- Answers: What do you do with your ___?
- Answers: What does it sound like? It sounds like ____.

Activities

Listening Walk

You and your child took listening walks when they first received their hearing technology. Take listening walks again, and call attention to more subtle and less common sounds. Ask your child, 'What do you do with your ears/cochlear implants/hearing aids?' 'You listen and hear.'

When you identify a sound, ask, 'What does it sound like?' Compare it to sounds familiar to your child. 'It sounds like a____.' In the beginning stages of learning to listen, your child identified simple and specific sounds. Compare this week's new-found and more subtle sounds to:

- a baby crying
- an airplane
- an animal sound
- a door bell
- voices
- car honk
- music

Do You Hear What I Hear?

In this game your child matches the rhythm you make with wooden spoons or rhythm sticks. Remember to keep the length of the rhythm within your child's auditory memory abilities. Create rhythms that are fast, slow, and a combination of fast and slow. Take turns and match the rhythm your child makes with the sticks.

You will need:

- ✓ Rhythm sticks or wooden spoons
- ✓ Drum or metal pot

TIP: ★ **Positive Communication:** Listen attentively to your child. Respond to what you hear.

★ **Positive Communication:** Teach your child to communicate directly and lovingly with siblings and friends. Encourage your child to use 'I' statements such as 'I can't hear you' or 'I would like a turn.'



Date	What did your child do?

Receptive & Expressive Language

Theme: Senses – Hear

WEEK 20

Domain and goal

- Uses adjectives to describe sounds
- Uses auxiliary verb: might
- Understands idioms: I'm all ears, in one ear and out the other

Activities

Listening Walk

Take listening walks to teach and reinforce the auditory goals for this week. Use this time to teach some adjectives to describe sounds. Try to imitate the sounds you hear. Here are some adjectives that describe sounds and sources of sounds to go with the adjectives:

- banging: hammering, repetitive hitting on a hard surface
- booming: loud music, thunder
- cooing: infant, dove
- loud: jackhammer, large truck
- noisy: children on a playground, traffic
- quiet: in the forest, in the library
- soft: whisper, folding a soft blanket
- shrill: kettle whistling, bird call
- squeaking: door, mouse
- whispering: wind through the trees, in the movie theater.



Planning the Day

Talk to your child about what you might experience today. Talk about the options and specifically target the word 'might'. Be careful you don't set up your child to be disappointed and use examples he/she is not particularly attached to. Here are a few examples:

- We might see the train go by.
- You might fall asleep in the car.
- I might want to get a cup of coffee.
- We might vacuum the carpet.
- Someone might call on the phone.



TIP:

★ **Positive Communication:** When your child is talking to you, strive to be 'all ears' and to not let it go 'in one ear and out the other.'

Idioms

- I'm all ears. Use this idiom when you are listening intently without any distractions. Hopefully you do this often when your child is talking with you. When they have something important to tell you, say, 'I'm all ears.'
- In one ear and out the other. The meaning of this idiom is the opposite of 'I'm all ears.' It happens when someone is not really listening to what another person is saying or when someone forgets what was said. When this happens, make the comment, 'It went in one ear and out the other.'

Date	What did your child do?



Domain and goal

- Stimulate s sound

Activities

Walking Stick

This uses a **s**imple prop but typically children enjoy this activity. Go on a walk or hike and let your child carry a **s**tick. As you are walking, give your child multiple directions to reinforce previous auditory goals. Incorporate words that have the **s** sound, such as:

- Listen to all the **s**ounds outside; **s**mill the flowers; and walk **s**lowly.
- Tap your **s**tick softly; **s**top by the **s**ign; and **s**it in the **s**traw to take a rest.
- **S**et your **s**tick down; jump up and down **s**ix times; and **s**ing a **s**ong.
- Put your **s**tick in the **s**and; draw a **s**quare; walk around the **s**quare.

Story Time

At least **o**nce a day, sit down with your child and read and discuss a **s**tory. You might ask your child to ‘**s**it on the **s**ofa to listen to the **s**tory.’”

Apologies

Say you’re sorry when you do **s**omething wrong or make a **m**istake.

Listen

Listen for these **s**ounds when you are out and about:

- motor**s**cycle
- **b**us
- **b**icycle
- **s**inging
- **v**oices
- **p**olice officer's **wh**istle



Date	What did your child do?

Domain and goal

- Hearing Poem in Finger Frolics
- Jingle Bells

Activities

Hearing Poem, Finger Frolics, Over 250 Fingerplays for Young Children from 3 Years, Discovery Toys, Pleasant Hill, CA, 1985

This poem mentions many of the activities and sounds your child will experience this week. Act out the poem as you read it.

*Sometimes I sit and close my eyes
To find what I can hear.*

*A jumbo jet sounds far away,
And a barking dog sounds near.*

*I hear the sound of clapping hands
And the noise of stomping feet;
The scrape of a chair against the floor
As I shift within my seat.*

*I remember the shout of Santa's laugh,
And the purring of a cat;
The sound of the car as Dad starts it up,
And the buzzing of a gnat.*

Jingle Bells

Sing the repetitive chorus of the Jingle Bells song over and over again.

*Jingle bells, jingle bells, jingle all the way.
Oh, what fun it is to ride in a one horse open sleigh. Hey!*

Use three different sounding bells. Encourage your child to shake and ring one bell at a time. Use adjectives to describe what each bell sounds like. Next, hide the three bells behind a barrier. Ask your child to listen. Shake one of the bells. Pick up the barrier and ask your child, 'Which one did you hear?'

You will need:

- ✓ Three bells that sound and look different



Date	What did your child do?

Hearing (The Five Senses), Maria Rius (Author), J. M. Parramon (Author), J. J. Puig (Author), Barron's Educational Series, 1985

This book is one in the series of five books about the senses. Last week you read the book about taste written by the same authors. As you read aloud, your child hears words from the text that are appropriate for his/her age. 'Listen to the bells ringing. Listen to the children singing.'

Show and discuss the illustration of both the outer and inner ear. Talk to your child about how their cochlear implants or other hearing technology help them to hear. Explain that the technology is like a computer. Elaborate that you are helping him/her learn the meanings of the sounds and speech they hear. Address any questions your child may have about their ears and their hearing technology.

The Listening Walk, Paul Showers (Author), Alike (Illustrator), HarperCollins, 1993

A child and dad go for a walk and listen to the sounds all around them. Different ethnicities are illustrated in the book. Read this book to reinforce many of the activities and goals for this week.

- Take listening walks. Tell your child to be 'all ears.'
- Discuss: What do you do with your___? What does it sound like? It sounds like ___.
- Uses adjectives to describe the sounds you hear
- Uses the auxiliary verb 'might'. 'We might hear a bird if we're quiet.'
- Stimulate with the s sound. 'Put on your socks and shoes – and don't forget your ears!' Listen for 'the bicycle bell.' Listen for some surprising sounds.

