

ALL

Activities for Listening and Learning

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A. Listening

1. Auditory Association

- a. **Name functions and uses for objects.** Encourage child to go beyond the most commonly accepted uses and be creative. (What do you do with a pencil? or Tell three uses for a glass.)
- b. **Goes together.** Expose child to a variety of correct responses. (What goes with a pencil? Answer: Pencil and paper, Pencil and pencil holder, Pencil and eraser.)
- c. **Word associations.** Expand vocabulary with words child does not use in conversational speech. (sun-hot-torrid-tropical)
- d. **Same-different.** (How are oceans, rivers, lakes the same and different?)
- e. **Logical relationships.** Progress to more abstract levels. (Before I take a bath, I take off my _____. If I were invisible, I could ____.)
- f. **Associations from descriptions.** Develop auditory memory and logical relationships. (Martha is having a birthday party. Judy will give her a book for a gift. What shape will the book be?)
- g. **Name nouns associated with activities.** (What do you need to plant seeds in the garden?)
- h. **Name nouns associated with functions.** (Things that bend...)
- i. **Absurdities.** (If you are selfish, you will have many friends.)
- j. **Use a word in as many ways as possible.** (book: book report, book a trip, play by the book)
- k. **Analogies.** Require child to make logical associations. (Sugar is to white as lemon is to _____. Sugar is to sweet as lemon is to _____. Flatter is to compliment as criticize is to _____.)

2. Auditory Discrimination

- a. **Auditory discrimination of sounds and words.** Encourage child to rely on context. (What can jump, a frog or a log?)
- b. **Figure-ground discrimination.** Help child tune into priority auditory stimuli. (Talk to child while music is playing in the background. Carry on a conversation in a cafeteria).
- c. **Detect stress differences.** Teach child to rely on the context to discriminate appropriate word (market, mark it—Buy some fruit at the market. Mark it with an X.)

3. Auditory Memory

- a. **Memory of letter and number sequences.** Enhance imitation which is important for spelling, development of correct syntax and synthesizing the intent of a spoken message. Include practical information. (phone numbers, sport scores, birth dates, friend's addresses, holidays)
- b. **Memorize songs, rhymes, finger plays, sport cheers.** Develop rhythm and lay the foundation for rote learning through memory games and riddles. (I went on a trip, category games, and music from a DVD with and without written lyrics.)
- c. **Sentence memory.** Detect subtle differences in meaning when child remembers entire message. (I'll meet you at school at 5:30 versus I'll meet you at home at 5:30.)
- d. **Understand and carry out oral directions.** Start with shorter clues and increase length and complexity as child progresses. (Start out with: Pick the purple flower. What color did you hear? Move on to more complex memory tasks: Stop at the store and buy some milk, eggs, 4 apples, 2 onions, and a box of crackers).
- e. **Stories.** Answer questions after a story is read aloud.
- f. **Sequence events in a story.**
- g. **Repeat stories** from listening.
- h. **Put words in sequential order.** (month, second, day, year, week, hour)
- i. **Remember words and make them into a correct sentence.** (however, hungry, often)

4. Auditory Closure

- a. **Phonological Awareness**
 1. Rhyming. Supply as many answers as possible. (I am an animal. I rhyme with "fog." What am I? dog, frog, hog)
 2. Blending. Help child to construct words from analytical letter components. (h-a-t = hat)
 3. Segmenting. (Say each sound in the word "teach." t-e-a-c-h)
 4. Identification. (Say the first sound you hear in "boy." b)
 5. Manipulation. (Change the middle sound in "hat" to "o." hot)
 6. Deletion. (Say "cowboy" but don't say "cow.")
 7. Discrimination. (Which word is different? spill, spill, spit)
 8. Sequencing. (Say in sounds in the same order. b, d, g)
- b. **Identification of a word or phrase when given partial information.** Help child learn to fill in the missing gaps in conversations. (.andy .ar = candy bar)
- c. **Complete phrases which have several possibilities/words that group.** (a bowl of ____; a carton of ____)
- d. **Similes.** (as busy as ____, as straight as ____)
- e. **Sentences with different possibilities.** Learn to predict information based on what was previously presented. By supplying a variety of different answers, child does not become rigid in predictions. (Sally wears a ____)

B. Communication

1. The ultimate goal is that the child initiates conversations and accepts responsibility for communicating thoughts and needs in a socially acceptable manner.

- a. Each day **discuss** one event or aspect of the child's environment or daily life.
- b. Provide many opportunities for **questions and answers.**
- c. Discuss how something relates to **past experiences.**
- d. Develop an **experience book.**
- e. Give the child the **benefit of the doubt** as to whether he will understand or be able to participate in discussion.
- f. Include the child in **decision-making** or problem-solving processes.
- g. Alert the child to **changes in topics** of the conversation.

- h. Practice **revision and clarification strategies**.
- i. Use techniques for giving **encouraging and clarifying responses** while communicating.
- j. **Ask politely for help** while using specific information.(Please explain ___ to me. I'm not sure if I understand ___.)

2. Questions

- a. **Develop reception and expression of questions.**
 - 1. Take one question form at a time and surround child with a large repertoire of examples.
 - 2. Carryover into every day conversations.
 - 3. Model correct responses when child answers inappropriately to questions. (Where did you go last night? Child's Answer: Johnny played a game with me.)
- b. **Play games with questions that begin with an auxiliary verb.** The syntax of an answer is transformed from the question. Auxiliary verbs are abstract words and have little meaning.(Guess Who, Tic Tac Toe)
- c. **Play card games around cognitive questions**(What do you do when___? What would happen if___? Why ___? How___?)

3. **Humor.** Discuss comic strips, jokes, cartoons, comedy on TV.
Explain how words are used to create humor. (What do you call a sleeping bull? A bull-dozer.)

4. General Information

- a. **List** dates, people.
- b. **Social issues** become part of the curriculum.
- c. Include **local, regional, state, national, world events**.
- d. **Experiences** provide known material for communication about general information.
- e. Brainstorm using **creative language**. (How many uses for a ladder can you think of?)

5. Organization and Sequencing

- a. Participate in **experiential activities** (go to the museum, bake cookies). Discuss the activity in chronological order. Make a scrapbook, collage, drawings, photographs, or story to depict the activity. Label component parts of objects used in the activity. Ask questions and discuss logical outcomes.
- b. Record discussions and encourage the child to listen to himself to check for **carryover** of skills into conversational speech and self-monitoring of speech.
- c. **Follow directions** of practical experiences (cooking, assembling a toy)
- d. Organize a **homework planner**.

C. Learning

1. Reading

- a. Read for **pleasure**.
- b. Include **fiction and non-fiction** with and without pictures.
- c. See **adults reading** for pleasure.
- d. Check difficulty of text for **independent reading**.
- e. Watch **DVD** to support what has been read.
- f. **Discuss** books.
- g. Include **oral and silent** reading.
- h. Relate to **written language**.
- i. Get lists from **library**.
- j. Expose child to award-winning **literature**.

1. Identify characters, setting, plot, solution.
 2. Predict.
 3. Link books of similar themes and background books (Chocolate Fever, Chocolate Touch, Midas and the Golden Touch).
 4. Repeat in different format (drama).
 5. Discuss real vs. make-believe, fact vs. fiction.
 6. Pre and post teach vocabulary.
- k. **Outline.**
- l. Make notes in **margins**.
- m. Use the **context**.
- n. Locate parts of a book (Table of contents, index).
- o. Develop reading **skills**.
1. Analyze words.
 - a. Vowel, diphthong, and consonant sounds.
 - b. Learn the common sounds for written letters (ee: feet, e: me, ea: meat, e-e: these)
 - c. Learn irregular spellings. (silent l: talk, silent b: lamb)
 - d. Study the meanings of prefixes and suffixes.
 2. Pronounce words.
 3. Use dictionary keys.
 4. Divide words into syllables.
 5. Apply the principle of stressed or accented syllables.

2. Vocabulary

- a. **Antonyms** = opposites. Use index cards folded in half with opposites written on either side of the card (joyous-depressed; chaos-order).
- b. **Homonyms** = words sound the same with different spellings and meanings. (eye-I; rain-rein). Use sentences with omitted words and child supplies the homonyms. Then reverse roles. (I closed my eye when the wind blew the blue kite toward my face.)
- c. **Homographs** = words sound the same and are spelled the same, but have different unrelated meanings (bark: the bark of a tree, a dog's bark). Use in context and play games to see how many meanings there are for one word.
- d. **Synonyms** = words mean the same (large-big-huge-gigantic-immense). Substitute synonyms for words the child already knows. Be a thesaurus to the child.
- e. **Adjectives**. Use many vivid, colorful adjectives. (A B C adjective game to describe).
- f. **Idioms**. Use in context and explain that literal translations are not appropriate. (cut it out, chill out)
- g. **Categories**. Develop skills in auditory association, generalization and synthesizing information.
 1. Complete category lists. (daisy, tulip, rose,....)
 2. Name the category. (winter, spring, summer are all ____; Amazon, Nile and Rio Grande are all ____). Play games like Outburst and Scategories.
 3. Recall members of categories. (Things that absorb.)
 4. Remember a group of words and tell which one doesn't belong. (Australia, Spain, Egypt, New York, Canada)
- h. **Component parts**. Use what's missing toys and cards (bike: seat, spokes, rim, pedal)
- i. **Define words**.
- j. **Abbreviations**.
- k. **Contractions**.
- l. **Crossword puzzles**.
- m. **Games**.