

Look, Listen, Learn, Laugh: A companion curriculum for language and auditory development

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Summary of curriculum

This is an a la carte curriculum designed to meet the needs of multiple related service providers and parents. Activities are designed to be portable and flexible. Using a top-down and bottom-up approach, the activities facilitate acquisition of speech, language, and audition. The curriculum begins with LOOK, which includes activities to bridge from ASL to spoken language. Next students learn to parse the acoustic features of sounds through activities in LISTEN. Language parts are facilitated within the storybook through LEARN activities. Finally, students engage in role-play, song, art, gross motor, or sensory play activities to synthesize speech, language, and audition during LAUGH activities. Stimuli are not limited to the items included in the activities below, rather they serve as a examples.

Story 1: Great Egret Catches Fish in the Lake**LOOK**

Target: Identify words that begin or end with the sound /s/.

Materials: Color-coded post-it strips

Activity: Students identify words on each page and use a blue post-it to highlight initial 's' in a word. Students identify words on each page and use an orange post-it to highlight final 's' in a word. The teacher writes the word on a white board using a blue marker for initial 's' and orange marker for final 's'. Students sign and say the word.

Word list: wades, springtime, scaley, snakes, turtles, frogs, stands still, snake, slithers, grabs, wiggles, puts, swallows, goes

LISTEN

Target: Auditory detection of consonant /s/.

Activity: Teacher models flapping wings upon hearing consonant /s/. Students are directed to then listen for consonant /s/ during LEARN and LAUGH activities. Students "flap their wings" any time /s/ is detected within learning sessions.

LEARN

Target: Identify the sound difference between phoneme /s/ and phoneme /d/ or /t/ to mark difference tense in spoken language and written text.

Materials: Word list from LOOK.

Activity: Teachers highlight action words. Students say and sign the action words. Students brainstorm other action words the egrets can do and create a second word list.

Teachers ask the following question related to the action word list: 'What do the egrets do today?' Students respond and the teachers highlight the final 's' and its role in the word.

Teachers ask the following question related to the action word list: 'What did the egrets do yesterday?' Students respond and the teachers erase the final 's' and add 'ed'. If the new word is irregular past tense, the teachers write a new word.

LAUGH

Target: Identify the sound difference between phoneme /s/ and phoneme /d/ or /t/ to mark difference tense in spoken language and written text.

Materials: Word list from LEARN.

Activity: Teachers write action words on paper strips and put in a jar for the children to draw one. The students act out the action word. Teachers ask 'What is the egret doing now?' Students respond with a word with final /s/.

Then, teachers ask the following question related to the action word: 'What did the egrets just do?' Students respond with a word with final /d/ or /t/.

Prior to the activity, teachers can have pre-cut feathers and children can write action words from the word list on their feather. The feathers can be used as they act out the actions.

Story 2: Great Egret Builds a Nest**LOOK**

- Target:** Identify clusters words in word initial position.
- Materials:** (1) Paper squares with initial clusters from work list below (e.g., gr)
(2) Worksheet with blanks for the initial cluster followed by letters to complete the word (e.g., ___eat)
- Activity:** (1) Discuss the differences between clusters
(2) Students identify words on each page that begin with a cluster. The teacher writes the word on a white board. Students sign and say the word. Teachers ask children to circle the graphemes in the cluster.
(3) Students are given the paper square with the initial cluster to glue in the blank that matches the word in the book. Students sign and say the word and/or letters in the cluster.
- Word list:** great, snatches, dragonfly, flaps, flies, tree, black, stretch, sturdy, branch, claws, wraps, sticks

LISTEN

- Target:** Discrimination between spelling, speaking, and signing
- Materials:** Word list of words with a 'silent' sound in the cluster.
- Activity:** Study the word 'wrap'. Say and sign the word. Open discussion about the difference between spelling with letters, talking with sounds, and signing with gestures. Look at other words that have a 'silent' sound.

LISTEN

- Target:** Discrimination between f-clusters and s-clusters
- Materials:** Pictures with words depicting f-clusters and s-clusters
Worksheet with 2 nests (one with the letter 'f' and one with the letter 's')
- Activity:** Students categorize f-clusters and s-clusters based on spoken words by gluing the picture in the correct nest. Teachers can expand the word list using words not in the story text.

LEARN

- Target:** Writing a sentence
- Materials:** Blank paper; pictures of people or animals building or making something
- Activity:** Using the sentences as a model, student write one sentence describing how a person or animal builds or makes something.
Example:
Story sentence: He flies up and down.
New sentence: He saws back and forth.

LAUGH

- Target:** Sounds, symbols, signs correspondence

- Materials:** Sticks/toothpicks with a cluster taped to it.
- Activity:** Students build a platform nest by layering sticks in order of their appearance in the first two books. As each new stick is placed, the student produces the sounds of the cluster, signs the letters of the cluster, and signs the word.

Story 3: Great Egret Finds a Mate**LOOK**

- Target: Sign and spoken language correspondence
- Activity: (1) Discuss how the egrets show they will be mates
 (2) Students show with sign and action how the egrets communicate
 (3) Students use spoken language and sign to show how they meet friends and how they meet family. How are the ways they communicate the same? How are they different?

LISTEN

- Target: Long and short 'e'
- Materials: Highlighter
 Pictures of word list can be used
- Activity: (1) Discuss the differences between long and short 'e'
 (2) Students highlight each occurrence of the word 'egret'
 (3) Students circle the letter 'e' and discuss the differences in how the 'e' sounds at the beginning versus end syllable
 (4) Teacher introduces other long and short 'e' from words in story 3.
 (5) Teacher says the word and the students categorize the word as long and short.
- Word list: nest, neck, feather, spread, three, feet, see

LEARN

- Target: Introduction to figurative language
- Materials: Word list of 'sound' words
 Pictures of word list can be used
- Activity: 'Krack' is a "sound" word, known as onomatopoeia. Any word that imitates or suggests a sound falls into this figure of speech category. Students sign and say the sound word that matches the object in the list below.
- Word list: egret, duck, clock, bee, drum, bell, owl, frog, lightening, cat, car, train

LAUGH

- Target: Sounds, symbols, signs correspondence
- Materials: Online environmental sounds.
- Activity: Students write and sign letters that may best represent environmental sounds they hear.

LAUGH

- Target: Narrative development (Temporal)
- Materials: Card stock paper.
- Activity: In pairs, students write the title and illustrate the main ide of the story. Then students put the cards in temporal order. Each student takes a turn explaining the episodes using sign and speech.

Story 4: The Great Egrets Dance**LOOK**

Target: Grammar-Verbs
 Materials: White board and 1 marker
 Activity: (1) Discuss the term verb
 (2) Read each sentence and write the verb
 Word list: fly, circle, look, cluck, hug, sway, wave, perch, stand

LISTEN

Target: Grammar-Verbs
 Materials: Simon Says
 Activity: Teacher alternates saying and signing a verb from the book and the students the student act out the word they hear.
 Word list: fly, circle, look, cluck, hug, sway, wave, perch, stand

LEARN

Target: Grammar-Verbs
 Materials: Worksheet of sentences with the verbs removed.
 Example: They flutter their bright white feathers.
 Activity: Students brainstorm a list of verbs and say/sign the sentences with a 'silly' vowel.

LAUGH

Target: Grammar-Verbs
 Materials: List of dance verbs
 Activity: Students act out verbs they hear/see embedded in a sentence.
 Word List: Hop, shake, step, bow, clap, tap, twist, turn

LAUGH

Target: Narrative development (Temporal)
 Materials: Card stock paper.
 Activity: In pairs, students write the next story title title and illustrate the main idea. Then students add the cards to the temporal order. Each student takes a turn explaining the episodes (now 4) using sign and speech.

Story 5: Great Egret Catches Fish in the Lake**LOOK**

Target: Identify s-clusters words in word initial position.

Materials: (1) Initial 5 stories
 (2) Paper squares with initial clusters from work list below (e.g., sp)
 (3) Worksheet with blanks for the initial cluster followed by letters to complete the word (e.g., ____ring)

Activity: (1) Students identify words on each page that begin with a cluster. The teacher writes the word on a white board. Students sign and say the word. Teachers ask children to circle the graphemes in the cluster.
 (2) Students are given the paper square with the initial cluster to glue in the blank that matches the word in the book. Students sign and say the word and/or letters in the cluster.

Word list: springtime, snakes, stands still, slithers, swallows

LISTEN

Target: Discrimination between final consonant /s/ and /d/ or /t/.

Materials: Initial 5 stories

Activity: Students hold two color-coded response panels: green for /s/ and yellow for /d/ or /t/. Teachers direct the students to listen to the final consonant sound in paired present and past tense words. Students raise the proper response panel upon hearing final /s/, /d/, or /t/.

Word list: Wades waded; Dips dipped; Grabs grabbed; Swallows swallowed

LEARN

Target: Identify new vocabulary

Materials: Picture of a lake

Activity: Teachers use wh-questions and cloze procedures for the students to identify vocabulary in the book related to location in the lake. Students draw each vocabulary item or use pre-cut items in the correct location.

<u>Vocabulary item</u>	<u>Location</u>
Egret	Flying in sky above lake
Fish	Swimming in the water
Snake	Slithers by
Great Egret	Swallows fish headfirst

LAUGH

Target: Identify new vocabulary.

Materials: Complete picture from LEARN.

Activity: Students write one descriptive word about the vocabulary item next to the item picture. Students share their words and tell whether or not the word includes a cluster.

