**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 though 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.

**Title: Great Egret Catches Fish in the Lake**

**Activity #1**

**L**OOK

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

Materials: Book 2 – Great Egrets Catches Fish in the Lake; 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 ~~(p. 1)~~

Scaley, snakes,

Turtles, frogs,

Stands still,

Snake, slithers

Grabs, wiggles,

Puts, swallows

goes

**L**ISTEN

Target: Auditory detection of consonant /s/.

Materials: ~~Book 2~~ Story 1 –Great Egret Fishes in the Lake

Activity: Teacher models flapping wings upon hearing consonant /s/. Students are directed to then listen for consonant /s/ during **L**EARN and **L**AUGH activities. Students “flap their wings” any time /s/ is detected within learning sessions.

**L**EARN

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 **L**OOK.

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.

**L**AUGH

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 **L**EARN.

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.

**Title: Great Egret Catches Fish in the Lake**

**Activity #2**

**L**OOK

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

Materials: Story 1: Great Egret Catches Fish in the Lake–

Activity: Students identify words on each page. 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. Teachers have the graphemes in the initial cluster segmented on pre-cut paper squares. The letters following the cluster will be written on a piece of paper. Students are given the 2- or 3- elements of the cluster to arrange so they match the word in the book. Students sign and say the word or letters in the cluster.

Word list:

Springtime

Snakes

Stands still

Slithers

swallows

**L**ISTEN

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

**Materials:** Word list from Activity #1 **L**earn or alternatively the list below.

**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

**L**EARN

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.

Vocabulary item Location

Egret Flying in sky above lake

Fish Swimming in the water

Snake Slithers by

Great Egret Swallows fish headfirst

**L**AUGH

Target: Identify new vocabulary.

Materials: Complete picture from **L**EARN.

Activity: Using Story #1: Great Egret Catches Fish in the Lake as a model, 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 include a cluster.