IDEAS FOR AUDITORY RECALL GAMES USING ANIMALS AND FOODS

2 Critical Elements

- Animal + Food (from a set of 2 or more choices of each element) "The elephant wants a strawberry."
- 2 Animals (3 or more animals available) "Pet the ____and the____."
- Action +Animal (2 or more animals, 1 food, a cup, a tissue for a blanket) "The____ wants to eat/drink/sleep."
- Preposition + Animal (2 or more animals and the box they came from) "Put the lion in/on/under the box."
- **Sequencing** 2 Foods (only one animal, 3 or more foods available) "**First** feed him watermelon, **then** an apple."
- **Sequencing** 2 Animals (only one food, 3 or more animals available) "**First** feed the tiger, **then** the monkey."
- **Sequencing** 2 Actions (preview 3+ actions an animals could do) "Make it eat **first**, **then** drink."

3 Critical Elements

- Quantity + Food+ Animal (3 or more of each available) "The elephant wants 1/2/3 strawberries."
- Animal + 2 Foods (3 or more animals and 3 or more foods available) "Feed the ____ a ____ and a _____."
- Food + 2 Animals (2-5 animals and 2-5 food available) "The ____ and the ____want a bite of _____."
- **Sequencing** 3 Foods (only one animal, 4-5 or more foods available) "First feed him ___, then ___and____ last."
- **Sequencing** 3 Animals (only one food, 4-5 or more animals available) "Firsts pet the ___, then ___and____ last."
- **Sequencing** 3 Actions (preview 5-6 actions an animals could do) "Make it eat **first**, **then** drink and sleep **last**."

4 Critical Elements

- Animal + Food X2 "The elephant wants cherries and the monkey wants a watermelon."
- Action +Animal X 2 "The____ wants to eat/drink/sleep and the____ wants to eat/drink/sleep."
- Preposition + Animal X2 "Put the _____in/on/under and the _____in/on/under the box."
- Animal + 3 Foods "Feed the _____, some _____, _____ and _____."
- Food + 3 Animals "Give a bite of _____ to the _____, the _____, and the _____."
- Quantity+ Food X2 "He wants 1/2/3_____ and 1/2/3_____."

General Tips:

Be sure you have enough items in your set size so that each element represents a choice to be made (e.g. picking 2 animals from a set of 3+)

Keep items out of reach/sight until you need them (if they can reach it, they will)

These are small manipulatives, so be mindful of the age/developmental stage of the children handling them (mouthing items/ choking)

If you have enough, replenish the foods form unseen stash as they are "eaten" by the animals to keep the set size larger.

If quantity is an element, try to keep the number between 1-3 so that you have more turns/trials before resetting.

If you're working on sequencing, visual place holders such as sticky notes with numbers on them or circles on a paper can be helpful. If they recall part of the list, put the correct items on the ordered spots and cue child to listen again for what is missing. Use acoustic highlighting.

If spatial concepts are an element, the reference point (e.g. box) can become an additional element if you have more than one (e.g. "lion under the box" vs "monkey on top of the box" =2 element task (animal +preposition). However, "lion under the box" vs "monkey on top the tissue" = 3 element task (animal+ preposition+ reference point). Then if you double it, you'd end up with a 4 or 6 element task. Be aware!

You can mix in some expressive language opportunities by making it a back-and-forth game. But if you're working with a set size that will shrink as the game goes one (e.g. everybody has food except for one animal), state at the beginning that the child will have the first 3 listening turns and then they can have a choosing turn. This ensures the larger set size while they are selecting/recalling.

Foods and animals are also useful for teaching quantity as well as inclusion/exclusion concepts by making it a discussion of sharing with friends. ("Everybody **except** lion has watermelon, he's the **only** animal with s **none."** or "Monkey doesn't have to share **all** the bananas, maybe just a **few**. Even if he gives **some** to the elephant, and a **couple** to the zebra, he still has **more/the most."**)

You could also hide the food or animals for prepositional phrases (receptive/expressive). Or work on yes/no and wh-questions expressively (e.g. "Are you hungry", "Who wants____? How many_____? Where is ____? Which one do you want? Would you like ___or ___?")