



# Building Auditory Memory Daily

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"The ear is the doorway to the brain!"  
~ Dr. Carol Flexer

DETECTION

Recognizing presence or absence of sound

DISCRIMINATION

Recognizing similarities or differences between two or more sounds

IDENTIFICATION

Showing understanding by pointing to or repeating what was heard

COMPREHENSION

Ability to understand the meaning of speech

TARGET WEAR TIME

10+ hours per day for best language outcomes

"Eyes open, ears on!"

INCIDENTAL LEARNING

Children typically acquire the majority of their vocabulary by hearing words used in the context of daily activities .

"More is caught than taught!"

Thus, children need consistent access to speech frequencies .

**CRITICAL ELEMENTS** are details that need to be recalled to fully follow a direction (objects, descriptors, locations, actions, quantity, who needs it, etc.). There are plenty of ways to incorporate this auditory memory task in play. For each element to really matter, there must be a choice available, such as more than one size or color. Be intentional with how many elements are being required. Complexity can be adjusted easily using the same materials.

## 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 \_\_\_\_."



AUDITORY MEMORY

Ability to hear, process and recall information



WHY DOES IT MATTER?

Auditory memory is foundational to following classroom directions and early literacy skills.

## LOOK AT DAILY ROUTINES THROUGH LANGUAGE LEARNING LENSES

Meals / Snacks

- Following recipes (sequencing the steps)
- Locating needed items (spatial concepts)
- WH-questions (Where is the \_\_\_\_? How much \_\_\_\_?)
- Setting a table or distributing food (quantities, possessives, plurals, pronouns)
- Parallel talk and self-talk (narrate EVERYTHING)
- Auditory First (tell, then show)
- Wait time (allow 5-10 seconds for processing)
- Auditory bombardment (repeated use of target vocabulary in context)

Bathing / Hygiene

- Vocabulary for body parts (feet, face, arms)
- Repeated noun + verb combos (wash your arms, dry your legs)
- Spatial concepts (back, front, behind, between, in the tub, out of water)
- Contrasting opposites (wet/dry, clean/dirty, hot/cold)
- Sequencing (first, next, last, before, after)
- Variety of verbs and tenses (sank, floated, splashing, combed)
- Cause/Effect concepts (we wash hands/brush teeth so that...)

Clothing

- Practice single step directions (Get your \_\_\_\_)
- Category/object function (Can I wear a \_\_\_\_?)
- Intentional sabotage with non-clothing items to elicit negation (A \_\_\_\_ doesn't go on your \_\_\_\_)
- WH-questions (Where do your socks go?)
- Expanding vocabulary (shoes, slippers, sandals, boots, flip-flops)
- Descriptive language (colors, patterns, textures, size, seasonal use)
- Possession (sorting the whole family's laundry—mine/his/hers/dad's)

Going For a Walk

- Calling attention to sounds in the environment
- Labeling features of outside your four walls (plants, animals, vehicles, weather, people)
- Letter Hunting (how many things can you spot/hear that begin or end with a specific letter sound?)
- Following directions game (jump over the \_\_\_\_, stand between the \_\_\_\_ and then run around the \_\_\_\_)
- Building phonemic awareness by making rhymes with things you may encounter (tree/bee, hike/bike, twig, big)

Hide and Seek

- Object permanence
- Auditory closure (peek-a.....BOO!)
- Where questions
- Prepositions (in, on, under, behind, between)
- Learning own name (\_\_\_\_, where are you?)
- Using names of favorite toys (hide and find them)
- Making extra or silly guesses in order to bombard location words (Let's check \_\_\_\_)
- Negation (\_\_\_\_ was NOT on top of the fridge!")
- Turn taking
- Learning the rules of group play

Music

- Basic detection (sound vs no sound)
- Pair songs with the Learning to Listen Sounds and work toward the child selecting from a set when a song is heard
- Contrast loud/soft, fast/slow, long/short
- Make songs for routines and narrating actions
- Have child complete lines of familiar song (auditory closure)
- Sabotage with silly lyrics to their favorite songs and let child correct you
- Learn to identify various instruments by sound