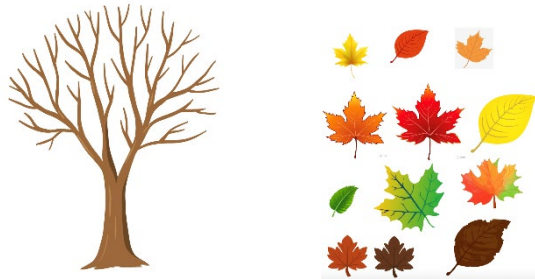


## BUILD A TREE

### MULTIPLE DESCRIPTOR CRAFT ACTIVITY

#### THINK ABOUT . . .

Critical elements are pieces of information, presented auditorily, that a child must hold in their working (short term) memory. A child is given a set of materials (small or large, based on the child's abilities), and asked to listen for which piece(s) to choose. For example, for a new listener, I might put out a heart sticker and a flower sticker, and give the direction, "Put on the flower sticker." That represents one critical element from a set of two choices. For a more advanced listener, I might have a set of hearts, flowers, and stars of all different colors and sizes. For this child, I would ask, "Put on the large purple star," which represents three critical elements (size, color, shape) from a large set.



#### ACTIVITY

- 1- Give each student a tree with no leaves. Cut out the leaves of different sizes and colors.
- 2- You are also practicing spatial concepts of "above" and "below". You would say, "Glue the **BIG green** leaf on **TOP** of the tree", "Next, glue the **SMALL red** leaf **BELOW** the big green leaf", etc.
- 3- Provide wait time to make sure the kids understood the direction.
- 4- The kids can take turns directing the rest of the class which leaf to glue on next and where to glue it.
- 5- Use acoustic highlighting by emphasizing the different critical elements and spatial concepts.
- 6- Provide sabotage by choosing the wrong leaf depending on your request or the child's request.

#### MATERIALS NEEDED:

- Paper tree and leaves
- Scissors
- Glue

#### PREPARATION:

- 1- Cut out the printed tree outlining it as well as the leaves so that the children can choose leaves to glue.
- 2- Ensure there is enough glue to use

#### VOCABULARY:

Spatial concepts such as:

- Below
- Above
- Next to
- Behind
- In front of

#### HELPFUL TIPS:

- Be sure to embed Listening and Spoken Language strategies to increase listening skills as well as language skills. Providing wait time requires patience, even though we may want to jump in to support our students right away, give them a little more time than you normally would.
- Think about other activities you could apply multiple descriptors to. Only a little bit of creativity is needed to think about how you can provide this type of activity for a student or child. You can even provide descriptors of new items or experiences as the child comes across them in their daily lives.

*Special thanks to graduate students in the Listening and Spoken Language Deaf Education graduate training program at Utah State University. These pages can be reproduced for educational purposes.*

