

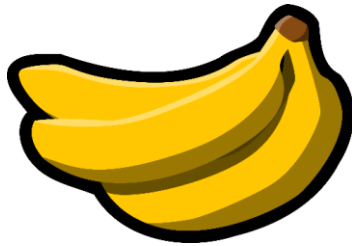
# BANANA BREAK



Prepare a simple snack to practice sequencing and then enjoy the yummy rewards!

## THINK ABOUT...

Favorite foods can be so motivating to help children learn language and vocabulary - - and having the language to describe event sequences is an important skill for children with hearing loss to develop. Think about a food that your child loves that is very simple to make. Let your child help you make the item followed by opportunities to describe to others what you both accomplished! Yummy and beneficial all at the same time! Here is an idea:



## MATERIALS NEEDED:

- Peanut Butter
- Graham Crackers
- Bananas
- Chocolate Chips

## PREPARATION

- 1- Gather all ingredients and place them on a table
- 2- Make sure the ingredients are placed in an easy to reach spot for your child so they can participate in the preparation.

## VOCABULARY:

- Moved
- Opened
- Sliced
- Squished
- Placed
- Cleaned
- Washed
- Peeled
- Pushed

## ACTIVITY

- 1- Ask your child to help you open a box of graham crackers, a jar of peanut butter and a bag of chocolate chips. As your child is opening each item, focus on the action they just performed. "You opened the crackers! I opened the peanut butter. Next we can open the chocolate chips."
- 2- Help your child spread some peanut butter on two graham crackers. Continue focusing on the action your child is performing. "You lifted up the knife and dipped it in the peanut butter. I am going to spread the peanut butter now."
- 3- Continue this same pattern for peeling and slicing bananas. To encourage your child to use language, ask "What is mommy doing?" or "What do you think we should do next?"
- 4- Place banana slices and chocolate chips on the graham crackers while pointing out actions. Eat and enjoy!
- 5- While you are eating, ask someone who wasn't in the room to come in and enjoy the snack with you.
- 6- Have this person ask your child how they made the snack. This naturally presents the opportunity to sequence steps and practice using verbs. "First we gathered the ingredients. Then we..."
- 7- If your child is having trouble describing the sequence of events, give a small visual prompt by pointing to the items you used first. Remember, provide plenty of wait time before helping your child with a response.
- 8- A fun adaptation is to take pictures of each step, print them out, and let your child create his or her own book of snack recipes. Your child can then retell the sequences to other family and friends.

## HELPFUL TIPS

- You can use this idea of sequencing recent events in almost everything you do. Going through a car wash, visiting the grocery store, or even cleaning up a room. Ask your child what they did. Go a bit further and ask which step they liked best. This will help reinforce sequencing and cause and effect relationships.
- You can adapt this idea to any snack your child likes.

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.

