

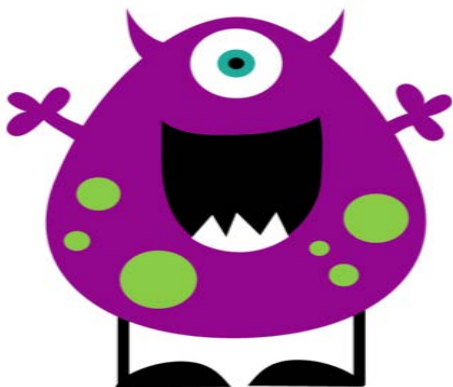
Monster Munch



Counting doesn't have to be scary!

THINK ABOUT...

With monsters and playdough, counting has never been more fun. Play is a great way to integrate counting and number recognition in a fun and natural way. This activity will expose your child to numbers and sequential counting and encourage imagination. As you play together, incorporating listening and spoken language strategies, your child will be learning without even knowing it.



ACTIVITY

- 1- Print the monster and laminate if possible.
- 2- Use your imagination with the playdough to help your child create "items" to feed to the monster.
- 3- After creating your playdough food items, use auditory-only to give your child directions for feeding the monster. For example, "Feed the monster two hotdogs and three cookies."
- 4- When giving your child a direction, you can also use acoustic highlighting to help emphasize the instruction or area of focus. For example, "Feed the monster **four** pieces."
- 5- If your child needs help with the counting process, try auditory closure. Pause and allow your child a chance to try it on their own. For example, "One, two, three,".

MATERIALS NEEDED:

- Playdough (could also use token pieces or snacks)
- Printed monster mats
- Page protectors

PREPARATION

- 1- Print out the monster mats. To keep them clean and reusable, place them in a page protector.
- 2- Gather together either small token pieces or a tub of playdough.
- 3- With playdough, you can use a rolling pin, cookie cutters, or other items to help create "monster food".

VOCABULARY:

- One
- Two
- Three
- Four
- Five
- Six
- Etc.
- Roll
- Push
- Squish
- Count
- Smash
- Colors

HELPFUL TIPS

- Be sure to use counting in your daily routines, so your child becomes familiar with the numbers, and the counting order.

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.

Utah State University, Department of Communicative Disorders and Deaf Education



