

SOCK TOSS



With just a few socks, some space, and a basket, you can practice comparative concepts!

THINK ABOUT . . .

A lot of language happens incidentally, meaning that your child learns new words and concepts simply by hearing them used in their daily activities. However, sometimes children with hearing loss may miss out on incidental learning if they cannot hear the key language in their environment. An aspect of language that often needs more careful and planned exposure is understanding and using comparative concepts, such as *closer*, *farther*, *higher*, *lower*. Use this simple activity to introduce this concept in a fun way your child is sure to love.



ACTIVITY

- 1- Explain that you are going to see how close you can throw socks to a target by doing a sock toss. Give each player a sock ball that can easily be identified apart from one another.
- 2- Each player tosses their sock to the basket or target.
- 3- Ask your child to help you measure which sock went the farthest or remained the closest to your starting point. This is the time to use auditory bombardment to help them hear your target words in a fun context. For example: "Wow you threw those balls really far! Let's see which one went the farthest. The blue sock went farther than the yellow sock."
- 4- After you have played a round or two, see if your child can provide the description. For example, ask your child "which sock went the farthest? The blue sock or the red sock?" If your child is having a hard time answering the question, help them with the answer so they don't feel undue pressure – keep it fun!
- 5- If your child needs a solid ending to an activity, play until your child can get the sock into the basket 3 times or as many as you feel is age appropriate.

MATERIALS NEEDED:

- Assortment of paired balled up socks or assortment of toy balls
- Two large baskets
- Optional: Measuring tape

PREPARATION

- 1- Find a room with enough space to have room for a tossing game or go outside in an open yard area
- 2- Place your balls in a pile and place the baskets in two different areas around the room. Place them close enough that your child can make a basket but not so close there isn't a challenge.

VOCABULARY:

- Close, closer, closest
- Far, farther, farthest
- High, higher, highest
- Low, lower, lowest
- Hard, harder, hardest
- Soft, softer, softest

HELPFUL TIPS

- You can add other concepts, such as high/low by setting the target onto blocks or a shelf; or hard/soft by playing with a ball (hard) and a sock (soft), keeping in mind safety.
- If your child is confused by using two contrasting concepts, just stick to one concept. For example, just talk about the concept of "farthest" several times before introducing the concept of "closest".

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