

## LANGUAGE

### LET'S OPEN A PET SHOP!

#### THINK ABOUT . . .

Because children with hearing loss often struggle to learn language incidentally, it can be helpful to target individual concepts explicitly by modeling the correct grammar during play. Activities that support correct language models, repetition of concepts, and turn taking can help children learn specific language concepts in a way that is interesting and exciting for them.



#### ACTIVITY

- 1- Help your child set up a pet shop! Make sure that each pair of with/without animals are placed together. Put the money in a purse/wallet. Place the “cash register” at the front of the shop.
- 2- Explain to your child that you’re going to take turns being the pet shop owner and the customer. Explain that you will be the pet shop owner first. Doing this allows you to model with/without multiple times for your child before they need to understand and express with/without themselves.
- 3- When the child comes to buy an animal ask: “Would you like your (animal) with or without a \_\_\_\_\_.” Make sure to point to the animal “with” something and the animal “without” something as you ask the question.
- 4- After you have modelled with/without for your child 6-7 times, explain that it’s their turn to be the pet shop owner.
- 5- Bring a pair of animals with/without something to the cash register and give your child an **expectant look**. If they forget to say the phrase you’ve been modeling for them, model it for them again.
- 6- **Wait** for them to pick out the animal you asked for. If they select the wrong animal, point to the animal you asked for and say: “Oops, I asked for the cat *without* the bow.” Use **acoustic highlighting** to draw attention to with/without.

#### MATERIALS NEEDED:

- Animal cut-outs
- Play money
- Scissors
- Pretend cash register (optional)
- Other shopping props (optional)

#### PREPARATION:

- 1- Cut out the play money and the animal cut-outs.
- 2- Find a container to use as a cash register.
- 3- Collect any other props you think your child would enjoy (i.e. purse/wallet to carry money, a car to drive to the pet store, treats to “feed” the animals, etc.).

#### VOCABULARY:

##### Target Vocabulary: With/Without

##### Other:

• Horse	• Saddle
• Cat	• Bow
• Parrot	• Cage
• Rabbit/Bunny	• Carrot
• Dog	• Collar
• Hamster	• Wheel
• Sheep	• Lamb
• Cow	• Bell
• Goat	• Food
• Fish	• Castle
• Mouse	• Cheese
• Pig	• Mud

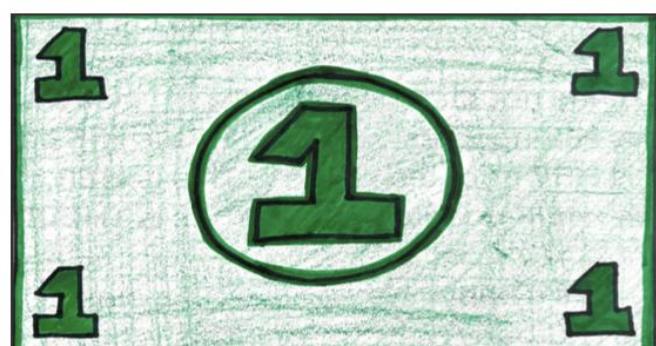
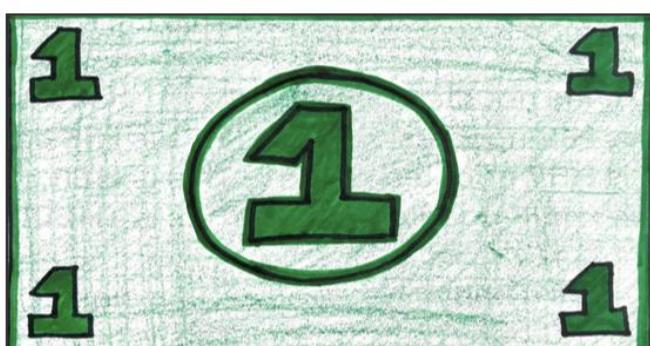
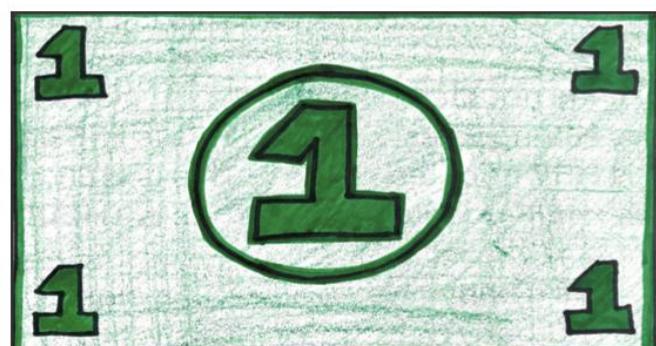
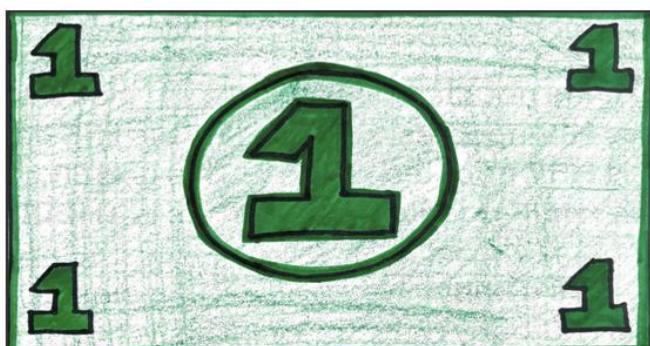
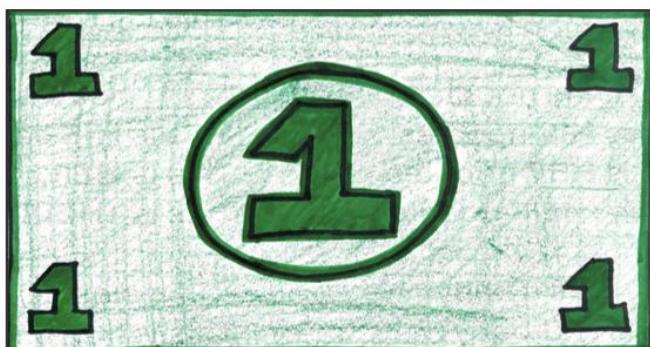
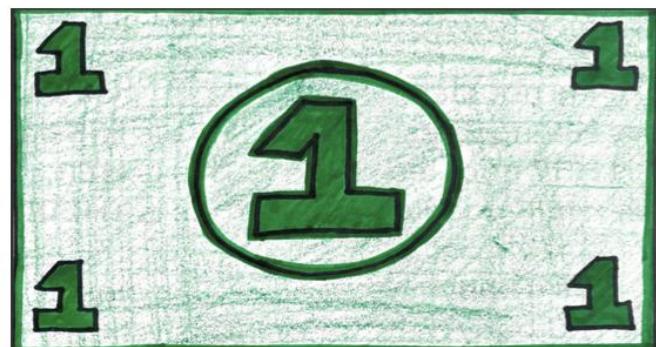
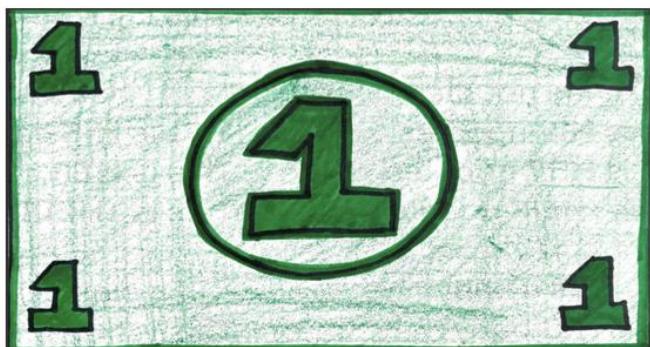
#### HELPFUL TIPS:

- Once your child understands with/without, use this activity to target critical elements. The critical elements in this activity are the animals and with/without. Set out at least two pairs of animals, and give your child a direction (e.g. “I would like to buy a fish *without* a castle”). You can make this task more complicated as needed by using more animals and giving more complex directions (e.g. “I would like a dog with a leash and a mouse *without* cheese”).
- If your child has mastered with/without, try changing the wording to has/doesn’t have. Doing this can help increase your child’s expressive language.

*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.*



Play Money



## Animal cut-outs

