

## **Auditory memory Games**

### **Rhythm Game**

Clap a pattern/ tap out a pattern using a musical instrument and have your child repeat it. Make it simple at first, such as one slow clap, two fast ones and one slow one. When the child masters easy patterns, increase the complexity of the rhythm and/or the loudness of the claps. For an entertaining twist, let your child become the teacher and make up the patterns for you to duplicate.

### **Giving Commands**

Play a game of commands to increase your child's concentration and memory. You can play with one child or include several. Start with 2 or 3 instructions for one child --- for instance, say "Stand up, get a pencil, write your name on the paper and draw a happy face." As the child advances, add instructions or make them more complex.

### **Read and Remember**

Read a simple story to your child. At the conclusion, ask questions about it, starting with easy ones such as "Who wanted to eat the three little pigs?"

If the answers come easily to your child, add more difficult questions --- for instance, "How did the wolf destroy the house of straw?"

### **Simon Says**

Play the classic kids game Simon Says. When the leader calls out an instruction such as "Touch your nose," the players are supposed to follow the instruction only when it's accompanied by the words "Simon says." If a child with weak auditory memory is struggling with the concept, forget the Simon Says part and make it a game of following simple directions. On the other hand, if a child is doing well, increase the complexity of the instructions. You can say, "Simon Says touch your nose with one hand and your mouth with the other hand."

### **Add to the List**

Start a silly list and let your child add to it. You can say, "I'm going to outer space, and I'm going to bring a broom." Your child says, "I'm going to outer space, and I'm going to bring a broom and an apple." Each player repeats the list and adds an item. Difficulty can be increased by adding items in alphabetical order, so the first thing could be an apple, the second one a broom, the third a cat, and so on.

### **Listening Walk**

The purpose of the walk is to listen to sounds, particularly those they may not have been aware of previously.

Before the walk you can suggest sounds to listen for or you can call the child's attention to sounds as you walk along. After the walk, see how many sounds your child can remember and encourage him/her to describe them.

### **Sequencing**

Read an unfamiliar story to your child. Afterwards ask questions about the sequence of events (e.g. what happened first, who went out to play etc). Continue to ask questions

until the events in the story have been reviewed. Another strategy is to ask the child to predict likely events in the story.

### **What's Missing?**

Present well-known stories, rhymes or songs with one or more parts omitted and the child must supply the missing information.