

# Auditory Memory Activities

## Memory recall

Tell your child that you are going to say a list of either words or numbers and they have to listen and see if they can remember them and say them back to you!

Start with 2 items and gradually increase to perhaps 4 words or numbers.

|      |       |        |        |       |
|------|-------|--------|--------|-------|
| e.g. | four  | two    | seven  |       |
|      | blue  | orange | black  |       |
|      | cat   | dog    | mouse  |       |
|      | ball  | doll   | bat    |       |
|      | apple | orange | banana |       |
|      | sock  | hat    | shoe   | scarf |
|      | five  | one    | four   | eight |



## Remember my sentence

Tell your child that you are going to read a short sentence of, and they are going to say it back to you!



Start with 4-word sentences and gradually increase the length of the sentence up to about 8 words.

Here are some examples of sentences you could use:

- The boy is happy.
- The girl woke up.
- He is very hungry.
- Dad washed our new car.
- I like to draw pictures.
- Mum likes to bake cakes.
- The book was on the floor.
- Their garden was full of flowers.
- I bought the ball at the shop.
- My bike was in the red shed.
- She put on her coat when it rained.
- We had lots of fun at the party.

## Treasure hunt

Hide one of your child's toys somewhere in the room.

Give your child step by step instructions to help them find the toy, e.g.

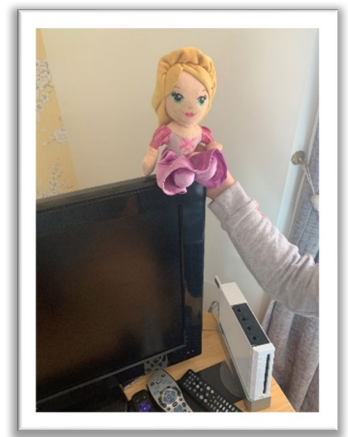
*'Walk to the television'*

*'Open the door of the cupboard'*

*'Look under the book/DVDs', there's the toy!*

You can make this activity more challenging by giving your child all the instructions at once.

**Items needed:** toy



## Story time



As you read stories to your child, before you turn each page, ask your child specific questions about the page you have just read, e.g.

*'What was the girl's name?'*

*'What did the girl do?'*

*'Who was she with?'*

etc.

You can make this more challenging by asking more detailed questions.

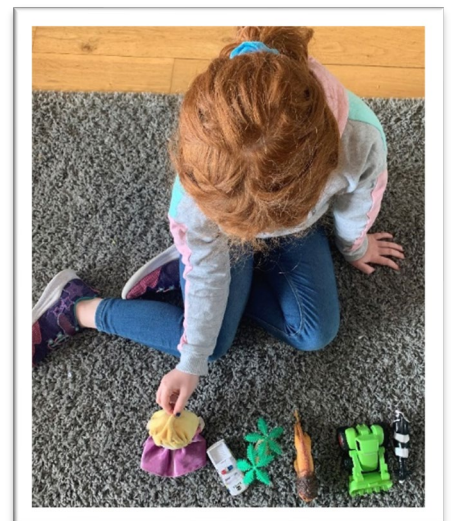
**Items needed:** Story book

## Take one away

Arrange a variety of objects/toys (no more than 6) in front of your child. Then ask them to close their eyes while you take one object away. When they open their eyes, can they guess what object you took away?

You can vary this activity by taking away two objects or by swapping 2 objects and see if they can remember which 2 objects you swapped.

**Items needed:** range of objects



## Shopping game



Collect 10-12 food items from the kitchen with your child. Put the items on a table in front of your child.

Call out a list of 2 or 3 items for them to buy in the 'shop' and see if they can recall and find them. Gradually increase the number of items to make this game more challenging for your child.

For a variation of this game you could use toys, toy animals, clothes, etc.

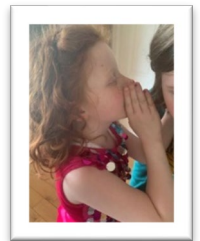
**Items needed:** 10 - 12 kitchen objects

## Whispers

Whisper a short sentence to your child and get them to tell you what you have whispered to them.

Start off with short sentences and gradually increase the length of the sentence to make this more challenging.

Take it in turns to let your child whisper some sentences to you.



## Look and remember



Place a small number of items in front of your child. e.g. a pen, button, rubber.

Ask your child to look carefully at the objects for a few minutes and try and remember them.

Then take all the items away and see if your child can remember what the 3 items were.

Once your child is confident with 3 items you can increase to 4 or 5 items.

**Items needed:** range of 6 objects



## Copycat

Tell your child that you are going to do some simple actions for them to copy, e.g.

clap - jump - touch your shoulder

or

touch your mouth - touch the table - twirl around

Your child has to watch you very carefully first. When you say, *'Copycat!'* they have to copy the actions in the same order as you did them!

Begin with 2 actions and gradually increase up to 4 or 5 actions for them to copy.



## Lego towers



Ask your child to help you build some Lego towers using different coloured blocks. Your child has to listen very carefully while you call out the blocks they need to build each tower. Don't allow them to start building until you have given each instruction and said, *'Go!'*

Start very simply, e.g.

a yellow, a red, a blue

a black, a white, a green

You can make this more challenging by adding more blocks, e.g.

2 reds, 3 greens, 1 black

1 red, 2 yellows, 3 greens

**Items needed:** Lego bricks

## Zoo walk

Imagine you are at the zoo. Tell your child what you saw. Start off with 2 animals, e.g. *'I went to the zoo and I saw a monkey and a tiger.'*

Then ask your child if they can remember the 2 animals you saw.

Gradually increase to as many animals as your child is able to recall.

To make this activity more fun, let your child take turns to say what animals they saw and ask you to remember them!



## What's on the washing line?



Show the child clothes and the washing line. Tell them that you are going to give them an instruction about what they have to put on the washing line. You can give the child one piece of clothing at the beginning and then add more items to make your instruction a little trickier! See how many items they can remember to put onto the washing line correctly!

As an entertaining twist, let the child become the teacher and make up the instructions for you to follow.

## I went to the shop and I bought a ...

Start by telling the child *'I went to the shop and I bought a ...carrot'*. Tell them that they have to repeat the same sentence and add to it, *'I went to the shop and I bought a carrot and a...'* The game continues until someone cannot remember all the past items bought in the shop. See how many items you can remember!

You could also use the alphabet as a support using the first sound to aid recall of the items, e.g. *'I went to the zoo and I saw an antelope, a bear, a cougar, a deer, an elephant, and a.....'*



## Odd One Out!



Tell the child that you are going to tell them a list of words that are part of a topic. Insert one word into the set that clearly does not belong and ask the child to identify the word which doesn't belong in that list, e.g.

*'Cow, sheep, dog, cat, pig, **house**, rabbit'*.

You could make this trickier by making the category more specific, e.g. *'cow, **frog**, pig, horse'*.

Encourage the child to tell you why the object does not belong in the group!

As an entertaining twist, let the child become the teacher and make you find the odd one out from their list.

## Expanding Sentences

Start with a simple sentence and take turns to add information to it. The story can be as silly as you want, e.g.

Child: *'I played football'.*

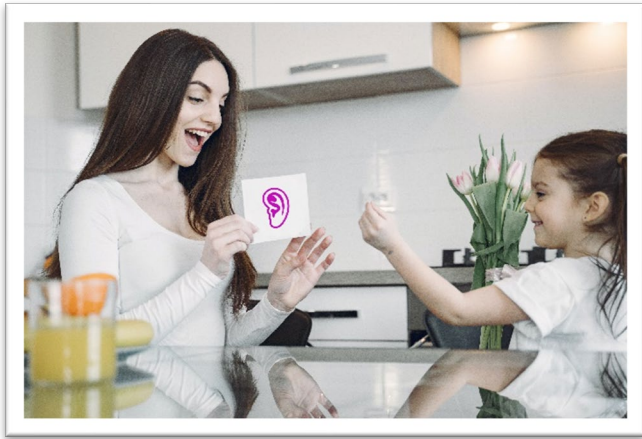
Adult: *'I played football on Saturday'.*

Child: *'I played football on Saturday, and let a goal in!'*

Adult: *'I played football on Saturday, let a goal in, and then scored the winning goal'.*



## What did I say?



Ask the child to repeat a spoken sequence of words. List the items and see if the child can recall them. Start with two items/numbers, e.g. *'Red, blue'*,

or *'Red, blue, yellow'*,

or *'Cow, pig, duck, horse'*.

Gradually increase, e.g. *'5, 1, 6, 9'*.

As an entertaining twist, let the child become the teacher and make up a list for you to remember and repeat.

## Draw it!

Tell the child that you are going to give them a simple set of instructions, e.g. *"Draw a triangle at the top of the page and a square at the bottom of the page"*.

The instruction *'Draw it'* is then given and the child has 20 seconds to try to recall and follow the instructions you gave.

You could play this as a family too and give points to the person who was able to *'Draw it'*!

As an entertaining twist, let the child become the teacher and make up the instructions for you to remember and draw.



## Take and give instructions



Encourage the child to follow instructions. It is easier if this task results in a reward for them. Most children enjoy helping make their favourite food. Say something like, *'You add all the dry ingredients into the bowl first.'*

Check that the child understands and remembers what you have said.

You can check by asking, e.g. *'If I were baking for the first time, could you tell me what sort of ingredients go in the bowl first?'*

As an entertaining twist, let the child become the bakery teacher and help them to remember the instructions as they guide another child in making the same mouth-watering creation!