



Cooking



COLLABORATIVE WITH NORTH CAROLINA EARLY LEARNING SENSORY SUPPORT PROGRAM

STAGES OF LISTENING TO SOUND

Children with hearing loss using cochlear implants or hearing aids need help learning to listen. Everyday routines are perfect for learning and making sound-object connections. Knowing the stages of listening can help you support your child with learning to listen during cooking activities.

Awareness

Caregiver helps me notice a sound by pointing to it and naming it.

Identification

I know what the sound is.

Comprehension

I notice, understand, and respond to the sound.

Try saying these things when cooking:



You know this is happening when:

You know this is happening when:

SOUND AWARENESS

- “I heard the pots go, bang bang.”
- “I heard the timer, beep beep.”
- “I heard the package open, crinkle crinkle.”
- “I heard the dishwasher, click.”
- “I heard the food sizzle, sss.”
- “I heard the ice in the cup, clink.”

Additional sound ideas include a blender, eggs cracking, stirring, and boxes or bags opening.

SOUND IDENTIFICATION

- The child looks at the pot.
- The child looks at the timer.
- The child looks at the package.
- The child looks at the dishwasher.
- The child looks at the stove.
- The child looks at the cup.

SOUND COMPREHENSION

- The child might point and say, “bang bang.”
- The child might point and say, “done” or “beep beep.”
- The child might point and say, “yummy,” “eat,” or “open.”
- The child might point and say, “wash,” “dirty,” or “clean.”
- The child might point and say, “sss” or “cook.”
- The child might point and say, “ice,” “cup,” or “cold.”

