



Murat Goes on a Picnic

Acknowledgements

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I would also like to thank the Karaman family, especially Murat, for their cooperation during the preparation of the photographs for this book on which the illustrations are based.

To those working with the child

Welcome to *Murat Goes on a Picnic*, the third book in our *Murat* reader series. *Murat Goes on a Picnic* is a colourful story book with guidelines for use and follow up activities. This book is intended to benefit both professionals and parents working with young children with hearing loss using cochlear implants or appropriate amplification. Ideally, these books should be used by professionals during rehabilitation sessions where parents are included.

Relevant pages of a book can be handed to parents so that they can continue working on the story at home. However, parents can use this book without professional guidance. I hope you have as much fun working through this book as I have had in creating it!

The book consists of nine picture and text pages which tell the story. Opposite each of these pages are guidelines for the adult working with the child. Here you will find detailed *talk about* cues and ideas for follow up activities, many of which focus on *listening*. The book also includes black and white drawings of the main objects in the story and the main events. Outlines of the main characters and some additional picture sequences are also provided. Materials to support the story can be made from these drawings.

Read through the whole book and prepare the cardboard cut-outs and set A cards before looking at the book with the child. You can prepare these materials together and use this activity to introduce the topic and the main characters.

While conversing with the child over the pictures, speak in sentences and avoid simply labeling items. Try to give the child your full attention. Talk about what he/she is interested in. You do not need to follow the order of the talk about cues. Watch and listen to the child carefully so that you can understand what he or she is trying to say. Having understood the child's meaning, answer appropriately. Sometimes say back to the child what he or she tried to say in a short, correct, phrase. Sometimes prompt the child to try imitating this corrected phrase.

Involve the child in the story: for example, encourage him or her to pretend to catch a fish or pretend to eat a slice of juicy watermelon. While talking about a picture introduce the relevant cardboard figures and set A cards. Use these to act out what is happening in the picture. Such activities help the child to stay interested for longer, understand the events better and allow him or her to experience repetitive language. Encourage him/her to say what the characters say. Look at the book several times, as the child becomes more familiar with the story he or she will be able to anticipate events and will get more pleasure out of this shared activity.

Four sets of cards can be made from the pictures provided in this book:

Set A contains black and white pictures of objects from the story eg. fish, frog.

Set B Contains black and white drawings of the pictures which tell the story.

Set C contains black and white pictures of 3 simple sequences.

Set D contains black and white pictures of various actions e.g. kicking a ball.

These cards can be used to play games designed to strengthen listening skills and reinforce the language introduced in the story. Parent and child can prepare these cards together.

Games involving listening:

Use set A cards for listening and recognizing words and set B and D cards for listening and recognizing phrases (connected speech). Once the child has become familiar with the language of the story, choose a number of cards from a set, attach a word or a phrase to each card in the set and then say any one of these words or phrases out of the child's vision. Have the child listen, attempt to repeat what he or she hears, and then show that he/she understands the meaning of the word or phrase by pointing to the correct picture card. When attaching a word or phrase to a card, use words or phrases that originated from the child and were used frequently during conversation.

At first, only ask the child to choose between 2 or 3 items that sound different from each other e.g. rug, cool box, water pistol. As the child becomes more proficient, you can increase the number of items to choose from and/or you can use items that sound more alike e.g. frog, fish, food. Avoid making tasks too difficult. Remember success will boost the child's confidence and motivate him or her to want to play listening games again.

Games facilitating use of repetitive language:

Use paired cards from set A, B or D: Chat naturally with your child throughout each game.

1. **Memory game** (the number of pairs used depends on your child's ability). Mix the cards and place them face down. Take care not to change each card's position. The aim of the game is to remember where each card is and to find its pair. Each player, in turn, flips over 1 card and then another. If a player finds a pair he or she keeps the pair and has another turn.
2. **Lotto** Place a few cards face-up in front of the child. Put the pair of each card in a bag. Pull out 1 card at a time. Ask the child to listen while you say what the picture is. Have the child repeat what he or she heard and point to the corresponding picture card. Remember to take turns at pulling cards out of the bag.
3. **What's missing game** (only use 1 card of each pair). Place a few picture cards in front of the child faceup. While he or she closes their eyes, remove 1 card and then have the child decide which item is missing. Remember to change roles!

Story re-telling:

The set B card for each picture should be prepared after talking about the picture. These cards can be used to prompt the child to remember the story sequence and re-tell it in his or her own words.

Cardboard cut-outs:

Outlines of the main characters in the story are provided. These can be cut out, pasted onto cardboard, coloured and used with Set A cards to re-enact the main events.

Sequence cards:

Three simple sequences are pictured in this book. Working through these sequences will encourage the child to think logically.

What happened next? Fold ups:

Four *fold ups*, consisting of 1 picture and 3 hidden pictures, can be prepared. Each one depicts a different situation e.g. rabbit is climbing a tree, Murat is fishing in a stream. For each situation 3 different outcomes are pictured, these outcome pictures should be slowly revealed to the child, and he/she should be prompted to think for him or herself what might happen next. This type of work encourages creative thinking and practice in making predictions.

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Parent

Preparation:

- Together with the child prepare a cardboard cut-out of Murat. Allow the child to do the cutting out, pasting and colouring. (Try to use the same colours for Murat's clothes as in the picture). Be there to help the child when necessary and talk with the child at each opportunity. Match the finished cut-out to the picture of Murat.
- Prepare Set A cards: Fishing net, ball, food and water pistol. If possible match these pictured items to real objects.

Look at the pictures on the title page and the drawings on page 7.

Talk about

Look at one picture at a time. To help the child focus his/her attention you may cover the pictures you are not looking at.

- Murat and what he is doing. As soon as the child has had a good look at the picture you may introduce the cut-out figure and the relevant set A card. Have Murat do the action e.g. fire the water pistol. Particularly with younger children pretend to do the actions, make it fun e.g. pretend to get wet! Pretend to get cross etc. If possible actually play the games e.g. play at kicking a ball to one another.
- Where Murat is – outside (not in the house).
- What the weather is like – Murat is wearing short sleeves and a hat.

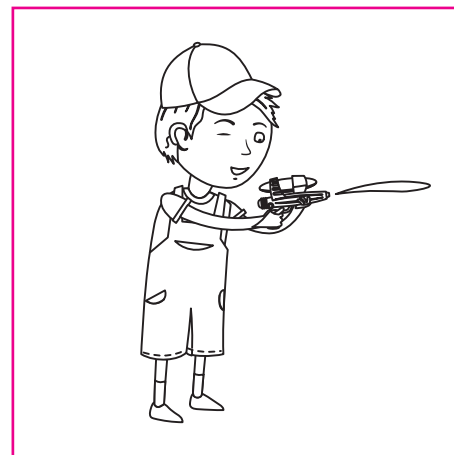
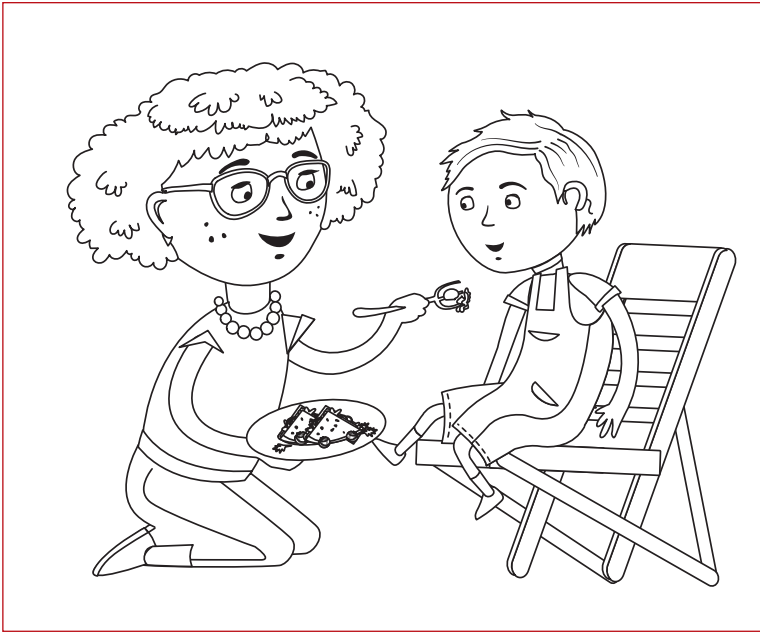
Activity:

- Colour in the drawings on page 5 to make your own cover page.

With older more able children talk about...

- What Murat may do at the picnic.
- Who else might be at the picnic. Whose hand is feeding Murat? Who might Murat be squirting?
- Whether you and the child have been on a picnic, what you ate, what you did.
- What might be happening in the picture on the next page.

Child



Parent

Preparation:

- Together with your child prepare cardboard cut-outs of the remaining characters.
- Prepare set A cards: picnic basket, rug, music centre, cool-box, water melon and barbeque.

Talk about

- Who the main characters are.
- Where they are and what they are going to do.
- What the weather is like. (Everyone is wearing short sleeves.)
- What each person is carrying.
- What they are going to do with the things they have e.g. Murat may fish with his net. Daddy may cook food on his barbeque.
- What might be inside the picnic basket and the cool-box.
- How they came. (By car.)
- Why the boot is still open. (Maybe they have more things in the boot.)
- How they are crossing the stream, they are not jumping they are stepping on stepping stones.
- What will happen if Aycha slips off a stepping stone.
- What might be happening on the next page.

Activities to share:

- Match the cut-out characters with the characters in the picture. From set A cards find the correct items to give to each cut-out character. Have the cut-outs carry the items. Have your child pretend to carry the items. Imagine how heavy they are to carry e.g. watermelon
- Have the cut-out characters 'talk' to each other e.g. Daddy to Meddy Rabbit, "Sit up straight, you're going to fall down!"
- Play a game: Try not to refer back to the picture. Quickly give each of the characters the correct items. This will encourage your child to pay attention and strengthen memory skills.
- Make a stream from coloured paper, stick on stepping stones and count them. Make each of the characters cross the stream. Count as they step on each stepping stone.
- Colour in set B card no.1
- Play: Listen, repeat, point to correct character, change roles.

Depending on your child's ability place 2 or all of the cut-outs face up on the table. Say the name of any one of them. Have your child repeat the name and point to the correct character. If your child can easily recognize the characters you ask for, play the game again, without letting your child see your face. Remember to change roles so that your child gets a turn to recall and say names. Asking your child to understand words and phrases through listening only will strengthen his/her ability to listen which in turn will make understanding of spoken language easier and help your child to speak more intelligibly. Sit beside your child rather than directly in front. While presenting items for your child to listen to, speak clearly but don't shout!

Child

Murat, Meddy Rabbit, Mummy, Daddy, Aycha and Melody are having a day out. They are going to have a picnic. What a lot of things they have got! Murat has a water pistol and a fishing net. Meddy Rabbit has a ball. Daddy is carrying a barbeque. Melody is carrying a big, heavy watermelon. Mummy is carrying a cool-box and a music centre. Aycha is carrying a picnic basket.



Parent

Preparation:

Set A cards: Orange juice and table cloth. Set D card: No. 1

Talk about

- Who the characters are again.
- What each person is doing e.g. Melody is putting out plates, Mummy is chopping tomatoes, Daddy is lighting the barbeque, Murat is watching Daddy, Aycha is holding on to Murat.
- Why Aycha is holding on to Murat and what she might be saying.
- The fire being hot. Look at the smoke.
- What Meddy Rabbit is doing and what he might be looking for.
- What might happen to Meddy Rabbit. (You may conceal the smaller picture showing Meddy Rabbit sitting inside the cool-box and only reveal this after prompting your child to think for him / herself.)
- What rabbits like to eat. Look at set D card: No. 1.
- What everyone is going to eat and drink. Have the child find the beef burgers and the orange juice.

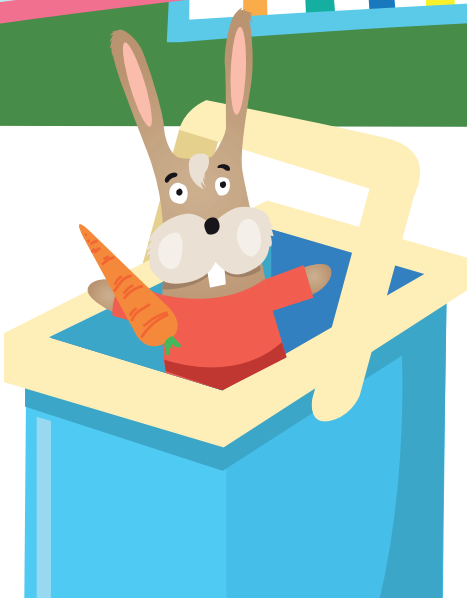
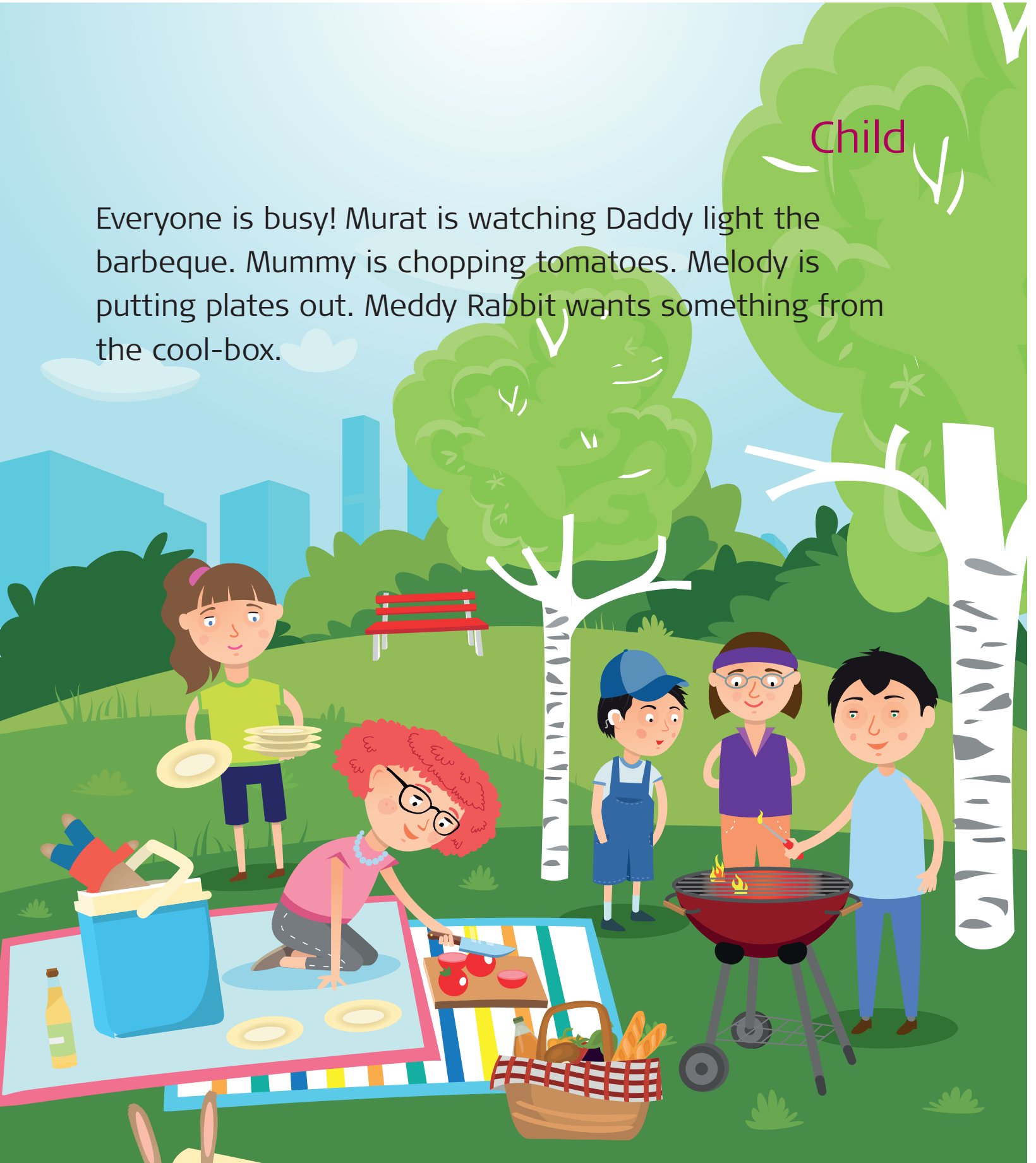
Activities:

- Match the cut-out characters to the people in the picture.
- Have the child match set A cards to items in the picture. Use pairs of these cards to play *memory*, *lotto* or *what's missing* game. This will help to consolidate learning of words used in the story. Always converse with the child in sentences while playing these games.
- Play: Listen, repeat, point to correct card, change roles (set A cards)
- Play: Listen, repeat, perform a command, change roles (cut-outs, set A cards). Give commands like "give Mummy the water pistol". The complexity of this game can be increased in a number of ways. You may increase the number of cut-outs and the number of items they can be given. You may ask the child to give 2 or more items e.g. "Give Daddy the watermelon and the cool-box." You may ask the child to give 1 person something and another person a different thing e.g. "Give Murat the water pistol and Melody the barbeque."
- Re-cap on what each person in the picture is doing. Depending on the child's ability, attach an appropriate phrase to each action e.g. Melody is putting out plates, Mummy is chopping tomatoes. At first, you may need to include easily recognizable words e.g. Melody is putting out plates, **1, 2, 3**, or Mummy is chopping tomatoes, **chop! chop! chop!** Start by asking the child to choose between two items only. If the child succeeds at this, then increase the number of options to choose from. Have the child listen to what you say, repeat what you say and then quickly point to the action in the picture, you could also have the child pretend to do the action.
- Colour in set B card: No.2
- Do 'what happened next' fold-up: rabbit and cool box.

Page 33

Child

Everyone is busy! Murat is watching Daddy light the barbeque. Mummy is chopping tomatoes. Melody is putting plates out. Meddy Rabbit wants something from the cool-box.



Oops! He's fallen in.
What has Meddy Rabbit found?
A big, juicy carrot.

Parent

Preparation:

Set A cards: Swing and tree. Set D card: No. 2.

Talk about

- What Murat is doing. Look at Set D card: No. 2.
- What Murat made the goal posts from.
- What has happened to Meddy Rabbit. (Encourage your child to feel sorry for him.)
- Whether the child plays football and if they have ever been hit by a ball. (Slowly reveal small photo of Melody tending Meddy Rabbit's sore eye. Have the child pretend to cry and cover one eye.)
- What the girls are doing. How they made the swing.
- Whether the child likes to swing.
- What Daddy is doing and whether the barbeque is hot or not.
- What Mummy might be doing. (She is not in the picture, she is probably preparing food – refer back to previous picture.)

Activities:

- Re-enactment: Use Murat and Meddy Rabbit cut-outs and a real ball (ping pong) to re-enact Murat kicking the ball at Meddy. Use a strip of material to wind around Meddy Rabbit's head and eye. Use the 'Melody' cut out and develop dialogue between Melody and Meddy Rabbit e.g. Melody – "Don't cry Meddy Rabbit." Meddy Rabbit – "Ouch! My eye hurts."
- Colour in set B card: No. 3.
- Barrier Game:
For this game you need to print two sets of A cards 1-14. You may use as few or as many pairs as you think your child will be able to handle. Spend some time talking about each of the picture cards in the set you give to your child. Lay out your set of cards behind a *barrier*. Explain that you have the same set of cards laid out in a specific order and that you want your child to listen and lay his/her cards out in the order that you present them, on his/her side of the barrier. At first it may be necessary to place number cards on the table to help your child order the cards. The speaker says for e.g. "number 1 is - ball." Your child should demonstrate he/she understood what you said by placing the correct picture card under no.1. The speaker then says e.g. "Number 2 is - tree." and so on. At the end of the game remove the barrier and compare the order of your cards with the order your child has put his or her cards in. If your child can do this task when he/she can see your face as you talk, try playing it again listening only. It is useful to get your child into the habit of immediately repeating what he/she hears before moving the correct card. Always remember to switch roles so that your child has a chance to lead and re-call and say the necessary word or phrase as well as listen. This game can be made more difficult in a number of ways. The number of cards in the set can be increased. The speaker may present more than 1 card at a time e.g. "the first card is *ball*, the second card is *tree* and the third card is *orange juice*." This is to strengthen auditory memory skills. Complexity can be increased by describing the object rather than actually naming it e.g. "Meddy Rabbit climbed up *it*. What is *it*?"
- Do 'what happened next' fold-up: Playing football. Page 34.

Child

The food isn't ready yet. Everyone must wait. Daddy is fanning the fire. The girls are making a swing. Murat is playing football. He shouts "Goal!" Ouch! The ball hits Meddy Rabbit in the face. He falls down.



Melody puts a patch on Meddy Rabbit's eye. "That's better," she says.

Parent

Preparation:

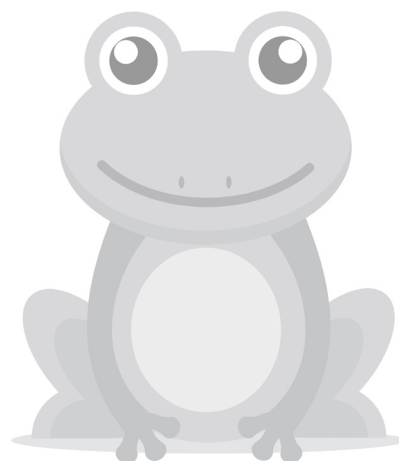
Set A cards: shoes, frog and fish.

Talk about

- Where Mummy is putting the watermelon and why. (She's putting it in the stream to keep it cool.)
- Who has taken their shoes off and why.
- Who the shoe belongs to.
- What Murat is doing.
- Whether Murat will catch a fish or not and whether they will eat it or not. (Slowly reveal the small picture after giving the child the opportunity to put forward his/her own ideas).
- What Melody and Meddy Rabbit are waiting for.
- What the frog is doing and what he might do next.

Activities:

- Use pairs of set A cards to play *memory*, *lotto* or *what's missing* game to consolidate learning of words used in the story. Always converse with the child in sentences while playing these games.
- Colour in set B card No. 4.
- Sequencing set B cards: Play at putting set B cards 1-4 in order.
Go over each picture again with the child and place the pictures in correct order. Mix the cards up, then ask the child to replace them in order. Help the child to think logically. For instance if he/she places card 4 before card 3 explain that Meddy Rabbit has an eye patch but the ball hasn't hit him yet. Allow the child to flip through the book if he or she cannot remember the sequence.
Encourage the child to try and say something (this may be a few words or a few short phrases) for each picture. Encourage more able children to start using connecting phrases like – “**next**, Murat did some fishing. **After** fishing, Murat had a swing.”
Have older, more able children, who can describe what is happening in a picture in sentences, dictate a few phrases for each picture. These corrected phrases can be used alongside Set B cards and pasted into a scrap book to make a personalised story book.
- Play: Listen, repeat, point to correct card, change roles (set B 1-4).
When deciding on a phrase to attach to a picture, use words the child used during conversation over the picture.
- Do 'what happened next' fold-up: Fishing: Page 35
- Do sequence No.1: - fishing: Page 26



Child

Mummy is putting the watermelon in the stream to keep it cool. Aycha and Murat are fishing. Do you think they will catch a fish? Meddy Rabbit, Melody and frog are watching and waiting.



Look!
There's a big fish in the net.

Parent

Preparation:

Set D card: No. 3.

Talk about

- What Mummy is saying.
- Whether the children are hungry or not.
- What Meddy is doing. Look at Set D card No.3.
- Why Meddy doesn't come when Mummy calls - maybe he isn't hungry.
- What Meddy Rabbit ate when he fell into the cool-box.
- What might happen to Meddy rabbit – he may fall out of the tree, he may get stuck in the tree (Slowly reveal the small picture after giving the child the opportunity to put forward his/her own ideas.)
- Whether the child likes to swing and climb trees.
- What Mummy is going to do with the watermelon.

Activities:

- Re-enactment: Use the cut-out characters and set A cards – tree, swing and watermelon to re-enact this scene. Develop dialogue between the characters according to the child's language ability. The dialogue maybe as simple as Mummy saying "come" and the children saying "okay" or as complex as Mummy saying "come on the picnic's ready" and the children answering "can we swing five more minutes." Mummy may say, "Don't climb the tree, it's dangerous" to Meddy rabbit. Meddy Rabbit may reply, "No, it's not, I'm going to climb the tree." Encourage the child to think of things to say by giving him / her time to think and by valuing his / her contributions.
- Together with the child think up questions to ask each other about the picture. The child may find this difficult and may need a lot of help at first. Start with easy questions like:
 - "Who is carrying the watermelon?"
 - "Who is climbing the tree?"
 - "What is Melody doing?"
 - "What is Mummy saying?"If the child can read, write down the questions and answers as you think of them.
If the child cannot read then only make up 2-3 questions as your child will need to memorize these to play the game.
- Play ask and answer questions:
Practice asking and answering these questions. If the child can manage this then ask the questions out of vision and vary the order in which you ask them. Don't forget to change roles giving the child a chance to formulate the questions. Sometimes deliberately answer a question wrongly to check your partner is listening.
You can do this question and answer activity for any page of the book.
- Colour in set B card: No.5
- Do 'what happened next' fold-up: Climbing a tree: Page 36

Child

Aycha and Murat are swinging. Melody is pushing them. Mummy says "Come on! It's time to eat." The children say "Hurray! We're hungry." Meddy Rabbit doesn't listen to Mummy. He carries on climbing the tree.



Oh no! Meddy Rabbit is stuck in the tree. He shouts "Help! Help! I'm stuck!" How will he get down?

Parent

Preparation:

Set D card: No. 4.

Talk about

- What Melody is doing.
- Who the orange juice is for. Whether the child likes juice or not.
- What might happen to the cup of juice. (Slowly reveal the small picture after giving the child the opportunity to put forward his/her own ideas).
- What Melody might say to Meddy when he spills his juice – “never mind. I’ll pour you some more.” Look at Set D card: No. 4.
- Meddy Rabbit’s wet foot.
- What Aycha is eating, how it tastes, who cut the watermelon. (Pretend to cut a big watermelon into pieces. Pretend to eat a slice.)
- What Mummy is doing. Why she is feeding Murat and whether the child feeds him/herself.
- What Daddy is doing. (Pretend to eat a juicy lamb chop.)
- The other food items set out on the table cloth: bread rolls, beef burgers, tomatoes...

Activities:

- Re-enactment: Use the cut-out characters and set A cards – orange juice, watermelon, food to re-enact this scene. Develop dialogue between the characters e.g. Meddy Rabbit, “I’m thirsty!” Melody, “Here’s your juice.”
- Play: Listen, repeat, perform a command, change roles (cut-outs, set A cards). Give commands like “give Aycha some watermelon” or “give Murat some food.” The complexity of this game can be increased by saying e.g. “Make Daddy give Aycha some orange juice” or “Make Melody give Murat some orange juice.” You may add an extra element to the game. Commands should only be obeyed when the command is preceded with Simple Simon says..... If the child obeys a command not preceded with ‘Simple Simon says,’ then he/she is ‘out’ and you should change roles so that the child is giving the commands.
- Colour in set B card: No. 6.
- Sequencing set B cards: (No. 1-6) – Have the child put these cards in order again. Encourage the child to try and tell the story again.
- Play: Listen, repeat, point to correct card, change roles (set B cards: No. 1-6).
- Play: Listen and repeat phrases from the text: After conversing over the picture, if the child can read, read the text together. Make sure the child understands what he /she is reading, e.g. ask questions like “What is Mummy putting in the stream?”, “Why is she putting the melon in the stream?” Next, with the text in the child’s view present the text phrase by phrase (out of the child’s vision) and ask the child to repeat each phrase as you say it. Encourage the child to say the phrases just like you do. Next, take the text away and present the phrases one by one again. Encourage the child to repeat the phrases clearly and fluently. This exercise can be repeated for each page of the book.
- Have the child read the text of the story by him/herself. Provide the child with text cards, one for each picture. Have the child match picture cards to text cards and put them in the correct order.
- Read the text on any text card and have the child show you the picture it refers to. Try to do this out of vision. Don’t forget to change roles.
- Do sequence No.3 - Watermelon : P. 25
- Do sequence No.1 - Barbequing : P. 24

Child

What a lot of food there is! Can you see the bread, meat and tomatoes? Daddy, Murat and Aycha are busy eating. Meddy Rabbit is thirsty, he wants some orange juice. Melody is pouring some for him.



Oh dear! Meddy Rabbit has spilled his orange juice. His foot is all wet!

Parent

Preparation:

Set D cards: No. 5, 6 and 7

Talk about

- What Murat is doing. Whether the child likes to play with a water pistol.
- What will happen to Meddy Rabbit – he will get wet.
- What will happen next. Will someone dry him with a towel or change his T-shirt? (Slowly reveal the small picture after giving the child the opportunity to put forward his/her own ideas.)
- What Aycha and Melody are doing.
- What Mummy and Daddy are doing.
- The tea-pot on the barbeque, the water boiling in the pot.
- What everyone is going to drink.

Activities:

- Re-enactment: Use the cut-out characters and set A cards – water pistol and music centre – to re-enact the activities in this picture. Develop dialogue between Murat and Meddy Rabbit, e.g. Murat: "Ha ha! I got you." Meddy Rabbit: "Stop it! I'll tell Daddy." If the child is young and new to listening, have him/her listen and make Aycha and Melody dance when music is playing and stop when the music stops. Play music or improvise by singing. You can also have the child listen and make Mummy and Daddy sleep when you say, "Sh!" and wake up when you say, "Wake up!"
- Match set D cards No. 5, 6 and 7 to actions in the picture. Encourage the child to pretend to do the same things. Attach an appropriate phrase to each card, e.g. Aycha and Melody are dancing.
- Play: listen, repeat, point to correct picture, change roles (set D charts: No. 5-7)
- With a more able child include set D cards: No. 1, 2, 3 and 4. Go back a few pages in the story book, find these actions and recap on them before playing this game.
- If the child is learning to read or can read complete the following activities:
 - Play: Listen and repeat phrases from the text
 - Play ask and answer questions based on the text for this page, listening only.
- Play at listening and completing the phrase: (If the child has well developed language skills but cannot read, you can still play this game).

Explain to the child that you are going to say a sentence but that you are going to leave out the last word and expect him or her to say it, e.g. "Melody and Aycha are..... dancing." "Murat is squirting his..... water pistol." "The teapot is on the..... barbeque." Together with the child, if appropriate, you can make up more complex sentences and expect the child to provide the last 2 or 3 words, e.g. "Meddy Rabbit's T-shirt..... is wet." "Melody is helping..... him to change it."
- Colour in set B card: No. 7.
- Make your own 'what happened next' fold-up: Use the outline of a fold-up you have completed. Draw the first picture: Murat is squirting Meddy Rabbit with his water pistol. Discuss with the child what might happen next e.g. Meddy could laugh and retaliate with his own pistol OR Daddy could wake up and tell Murat off. Draw the various outcomes you decide on. Encourage the child to try this 'home made fold up' out, on a third person. After looking at the first picture this person should be asked to guess what happens next. After each guess an outcome picture should be revealed. Did this person guess correctly or not?

Child

Everyone has eaten. Mummy and Daddy are having a nap. Murat is squirting Meddy Rabbit with water! The girls are dancing to music. Can you see the tea-pot on the barbeque? Later, everyone is going to drink tea.



Meddy Rabbit is all wet! Melody is helping him to change his t-shirt.

Parent

Preparation:

Set A card: Rubbish. Set D card: No. 8.

Talk about

- What Murat is doing and why.
- Why Daddy is supervising what Murat does – the barbeque is still hot and the fire must be put out properly.
- What might happen if the fire is not put out properly.
- What Aycha is doing.
- What Mummy is doing.
- What Melody and Meddy Rabbit are doing and why.
- Where rubbish should be put and the importance of keeping the countryside litter free.

Activities:

- Re-enactment: Use the cut-out characters and set A cards – water pistol, barbeque, table cloth, plates and rubbish to re-enact the activities in this picture. As well as making the characters do the actions have the child mime the actions. e.g. Have the child pretend to wipe plates clean. Develop dialogue between Murat and Daddy and Melody and Meddy Rabbit.
- Play listen, repeat and do the action: Give commands like, "Pick up rubbish," "Fold the table cloth," "Put out the fire," "Wipe the plates clean." Have fun doing this and remember to change roles. You may add an extra element to the game. Commands should only be obeyed when the command is preceded with Simple Simon says.....
- Use pairs of set A cards to play *memory*, *lotto*, or *what's missing* game. Lotto can be made more difficult by the talker describing the object they see in the picture rather than naming it and What's missing game by removing two items at a time.
- Play Barrier Game: Use pairs of set D cards. You may use as few or as many pairs as you think the child will be able to handle. Remember to spend time talking about each of the picture cards in the set you give to the child before starting to play. Refer back to page 10 for the rules.
- Play at repeating what your partner said and adding on an extra item: Start by discussing all the things a certain character did in the story. Then start the game by saying e.g. "Murat played football." The child should repeat this and add on another phrase e.g. "Murat played football and went fishing." You then say, "Murat played football, went fishing and had a swing." The child continues by saying, "Murat played football, went fishing, had a swing and ate beef burgers." etc. Once the child has learned how to play and you have practiced some sentences you may try playing this game through listening only. You can play the game again using sentences about a different character e.g. "Mummy carried the cool-box.", "Mummy chopped tomatoes.", "Mummy fed Murat.", "Mummy had a nap." etc. See who forgets the sequence first! If the child has problems remembering, you can play this game using set D cards: No. 1-4. These cards are about what Meddy Rabbit does. Placing Picture cards on the table should help your child to memorize
- sequences.
- Colour set B card no. 8

Child

It's time to go home. Everyone is helping to clear up the mess. Melody and Meddy Rabbit are picking up the rubbish and putting it into a bag. They are going to put the rubbish into a rubbish bin. Mummy is clearing the plates. Aycha is folding the cloth. Daddy is making sure that Murat puts out the fire. Can you see Murat squirting his water pistol onto the ashes?



Parent

Talk about

- Where everyone is going.
- What they are carrying.
- The 'wrong' things – the rug trailing on the ground,

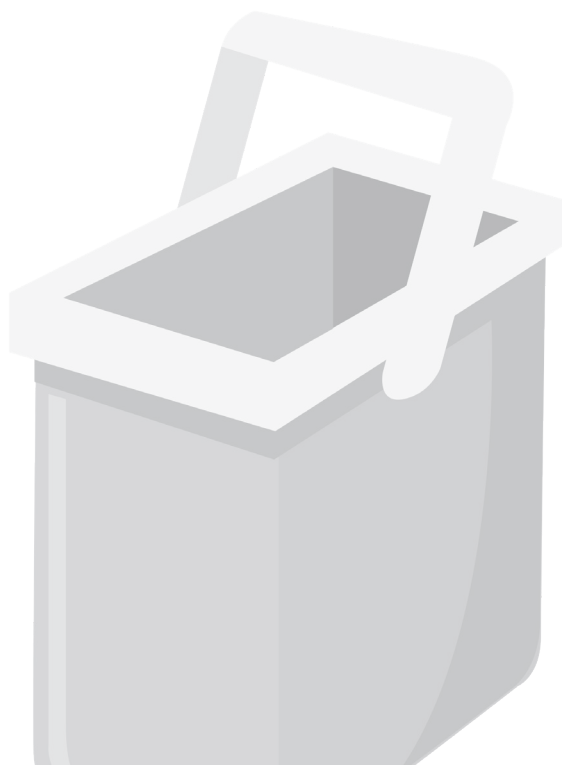
Mummy carrying the cool-box on her head, the open picnic basket, Meddy Rabbit nearly falling down and the frog in Murat's net.

- How everyone feels – tired.

Activities:

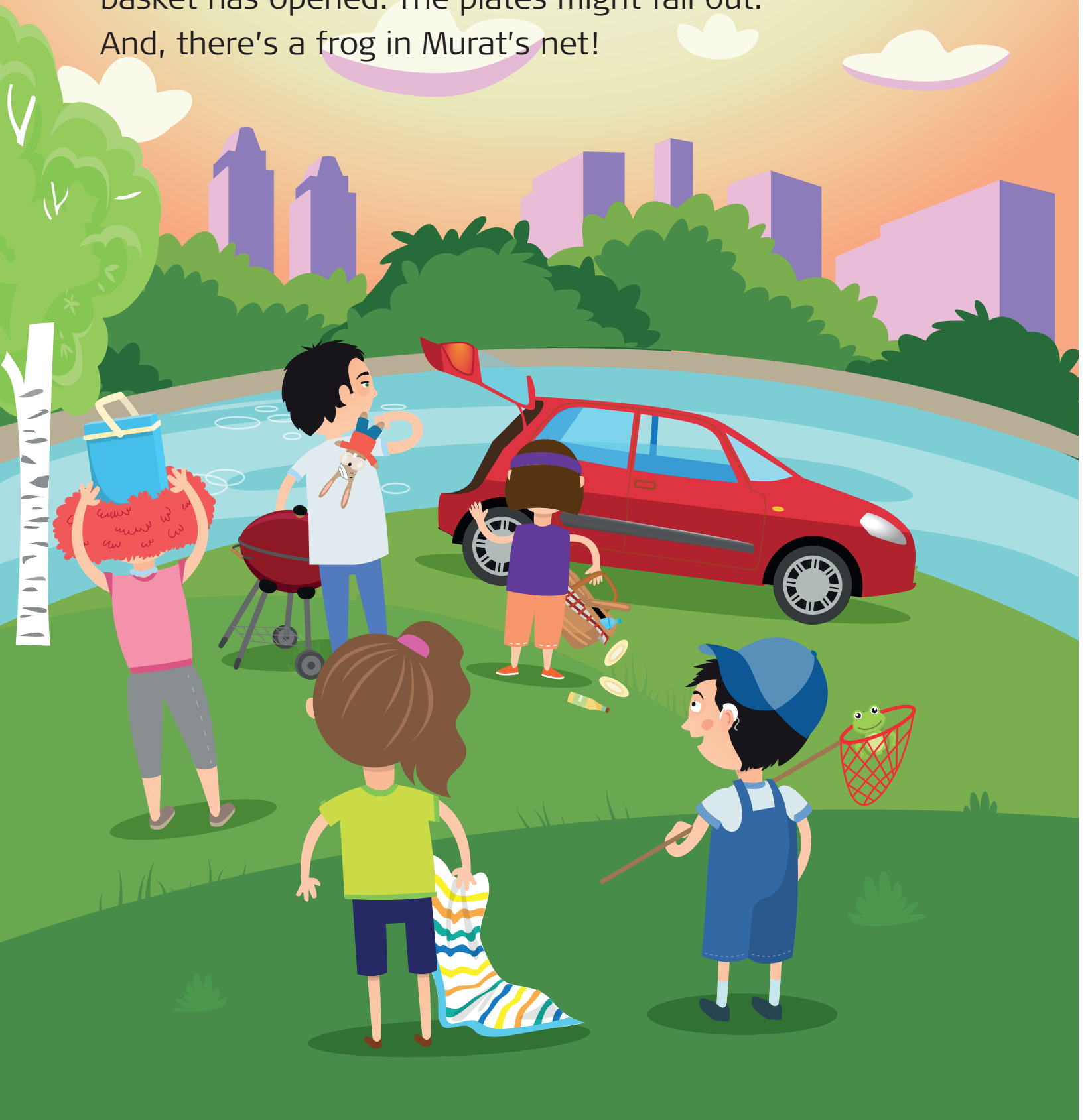
- Re-enactment: Use the cut-out characters and set A cards – rug, cool-box, picnic box, barbeque, fishing net, frog and water pistol to re-enact what is happening in this picture. As well as making the characters do the actions have your child mime the actions, e.g. have the child pretend to carry a cool box on their head.
Encourage the child to develop dialogue between the characters, e.g. Mummy says to Daddy "Carry Meddy Rabbit properly, he's going to fall down."
- Colour set B card No. 9.
- Look through set B cards 1-9, quickly re-cap on the story. Remind the child of the main sentence(s) you attached to each picture.
- Play: Listen, repeat, point to correct card, change roles (set B 1-9).
- Sequencing set B cards (1-9) – Have the child put these cards in order. Allow the child to refer back to the story book if necessary. Encourage the child to try and tell the story.

- Together with the child, paste cards B 1-9, in correct order, into a scrap book or make a wall poster. Occasionally look at these pictures and recap on the story. You could take what the child tries to say for each picture, add onto this and then write one or two sentences for each picture. The text you compose can be used as a first reading book for the child. A child who can read and write may compose his / her own text for each picture or copy the original text for each picture.
- Go on a picnic with the child: Plan this in advance, decide who is going to go, where you are going to go, what you are going to take to eat and what you are going to do at the picnic. Make a list of all the things you will need to take. If possible take some pictures of your picnic. Use these to make your own story book.



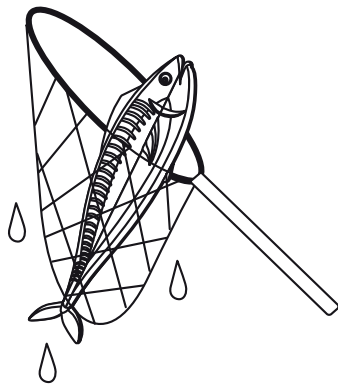
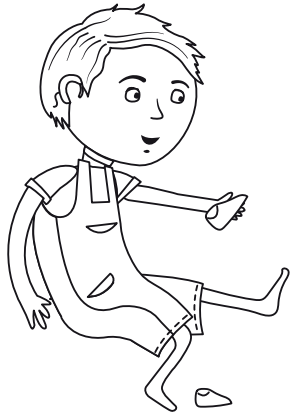
Child

Everyone is walking back to the car. What a lot of things to carry! Can you spot what's wrong? The rug is trailing on the ground. Mummy is carrying the cool-box on her head! Poor Meddy Rabbit is about to fall. The picnic basket has opened. The plates might fall out. And, there's a frog in Murat's net!

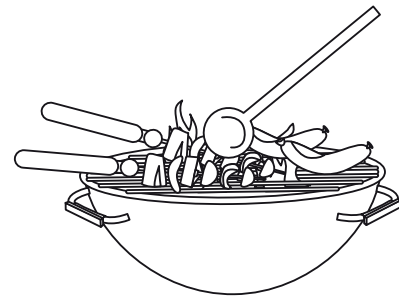
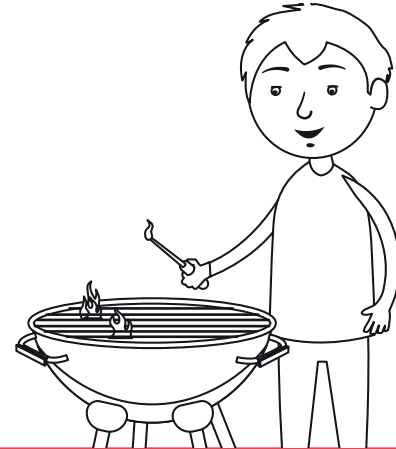


Fishing sequence

Here are picture cards for 2 different sequences. Complete 1 sequence at a time. Print or copy this page, cut out the 3 cards for a sequence and paste them onto cardboard. While talking about each of the pictures in the sequence, place the cards in correct order on the table top. Mix the cards up, then have the child talk about them while replacing them on the table top in correct order.

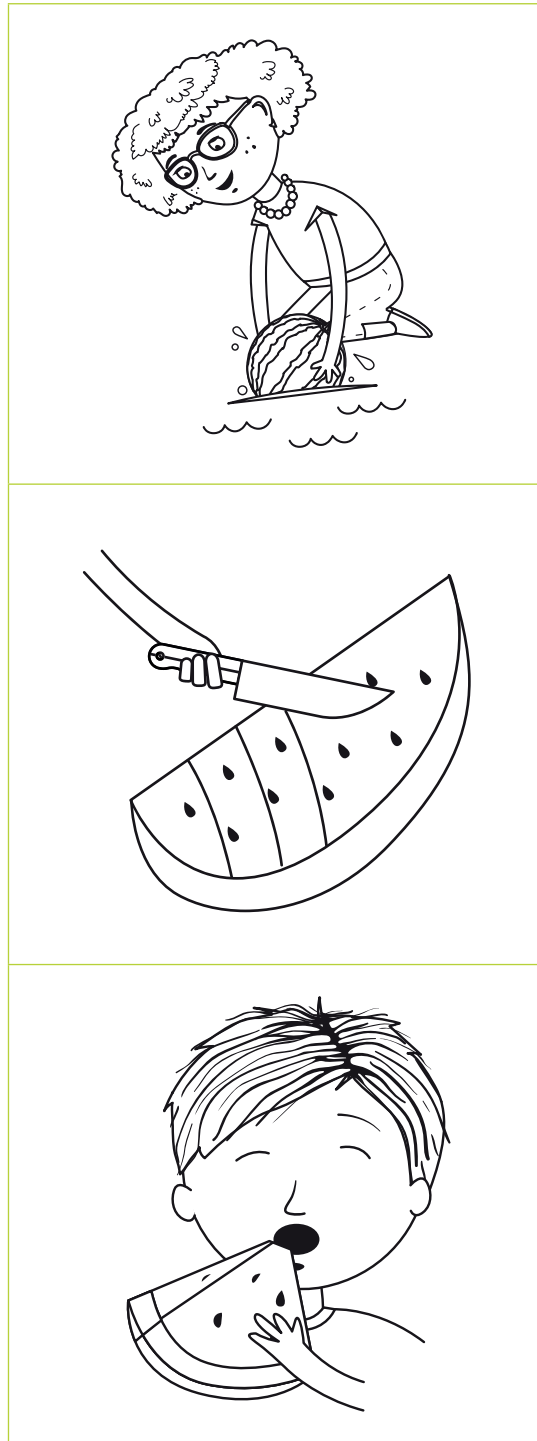


Barbequing sequence



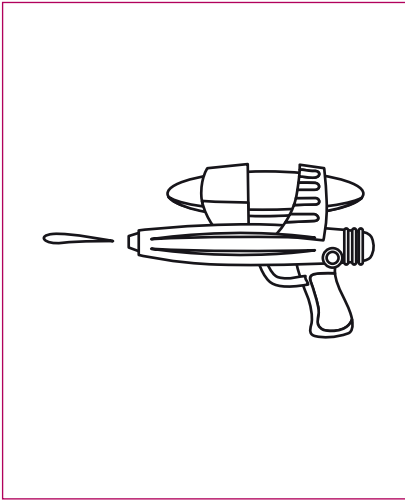
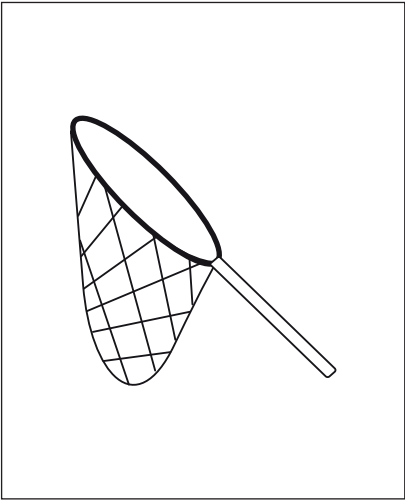
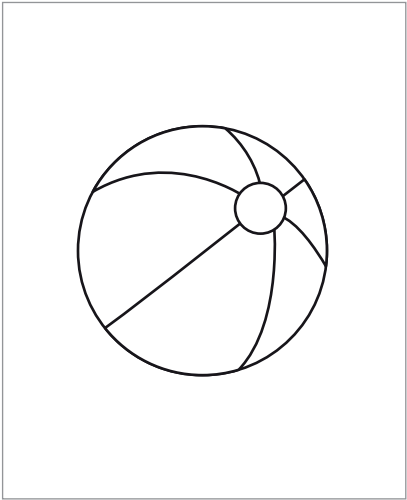
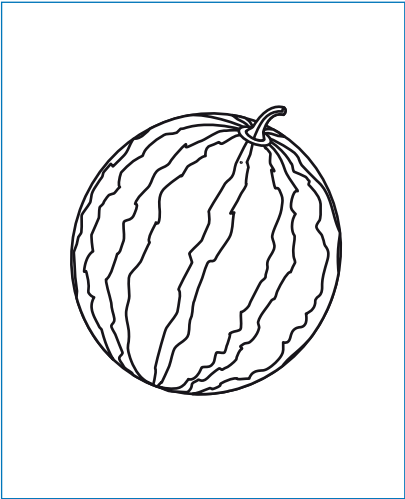
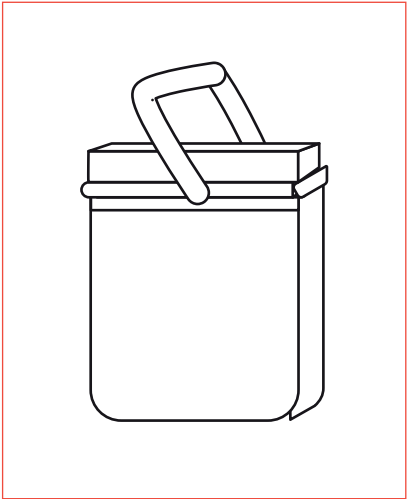
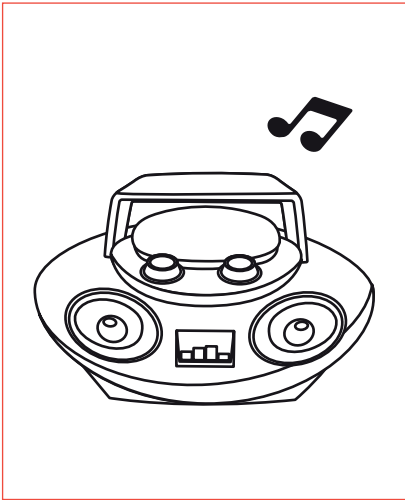
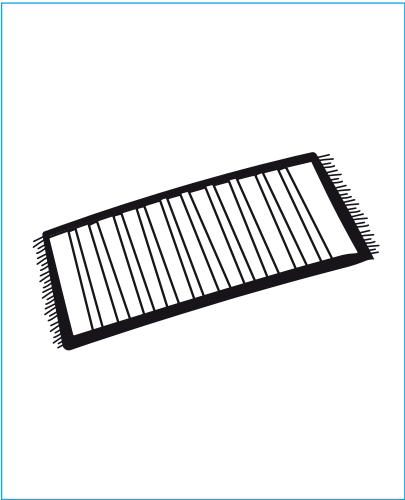
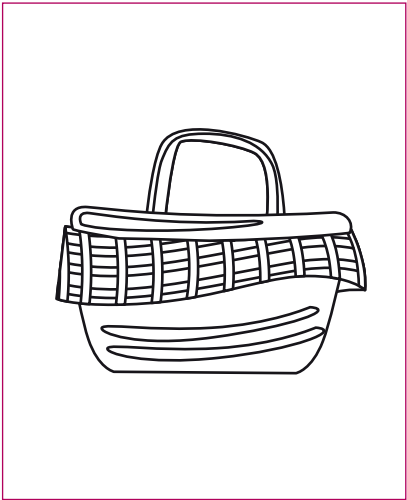
Watermelon sequence

Here are picture cards for this sequence. Print or copy this page, cut out the 3 cards and paste them onto cardboard. While talking about each of the pictures in the sequence, place the cards in correct order on the table top. Mix the cards up, then have the child try to talk about them while replacing them on the table top in correct order.



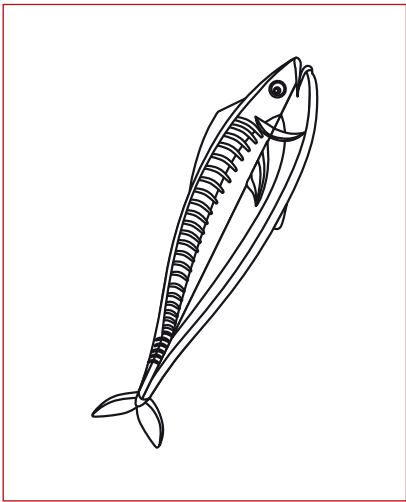
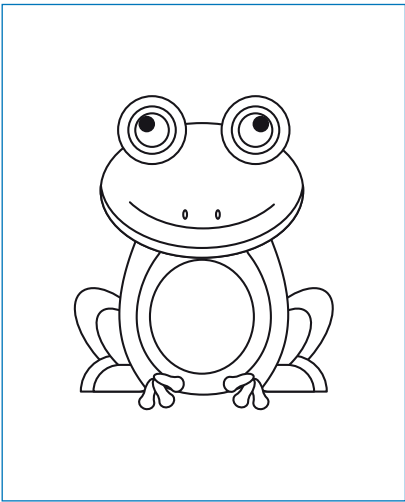
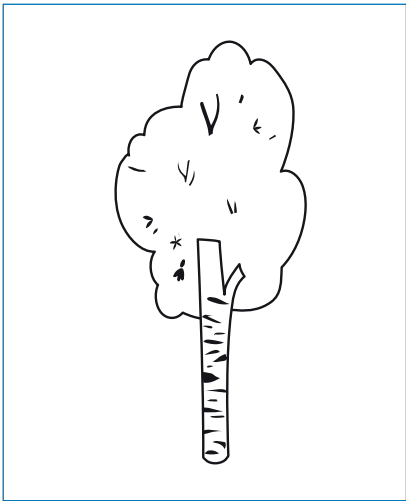
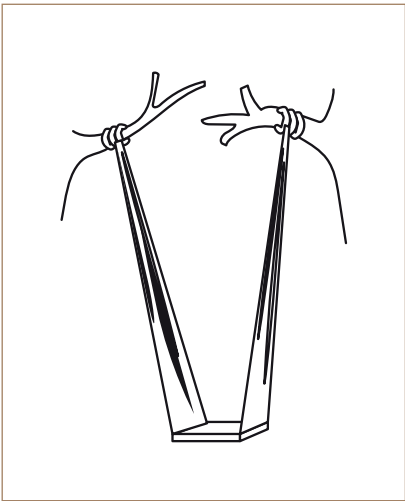
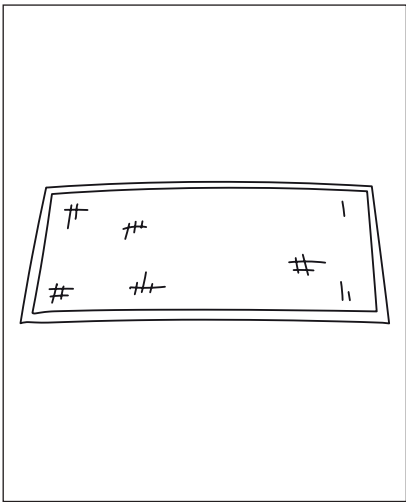
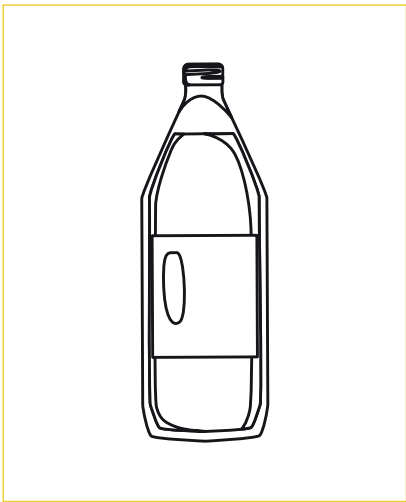
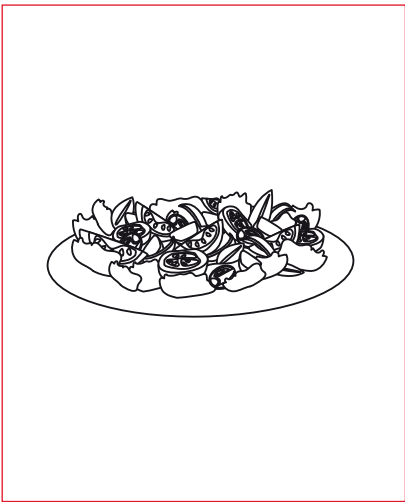
Set A cards 1-9

Print or copy this page, cut the pictures out, colour them in, and paste them onto card.



Set A cards 10-18

Print or copy this page, cut the pictures out, colour them in, and paste them onto card.



Set B cards 1 and 2

Print or copy this page, cut the pictures out, colour them in, and paste them onto card.



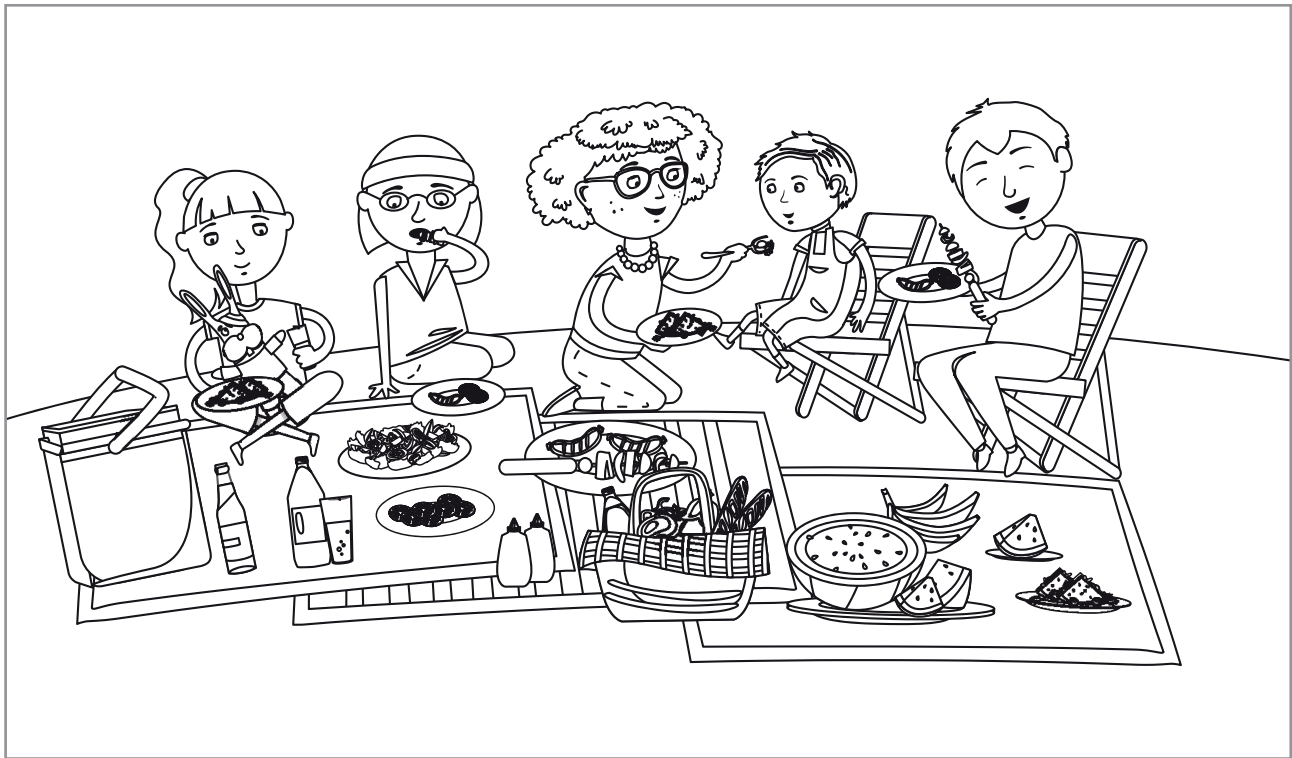
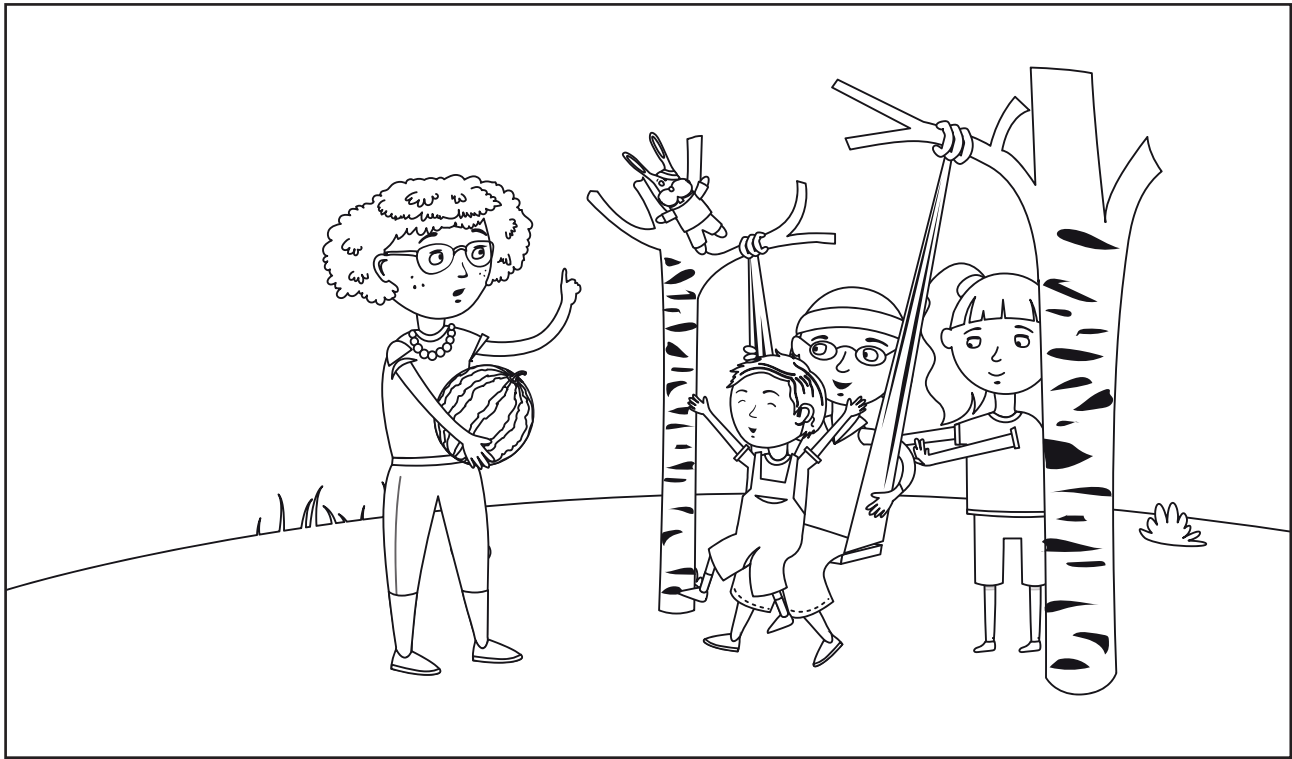
Set B cards 3 and 4

Print or copy this page, cut the pictures out, colour them in, and paste them onto card.



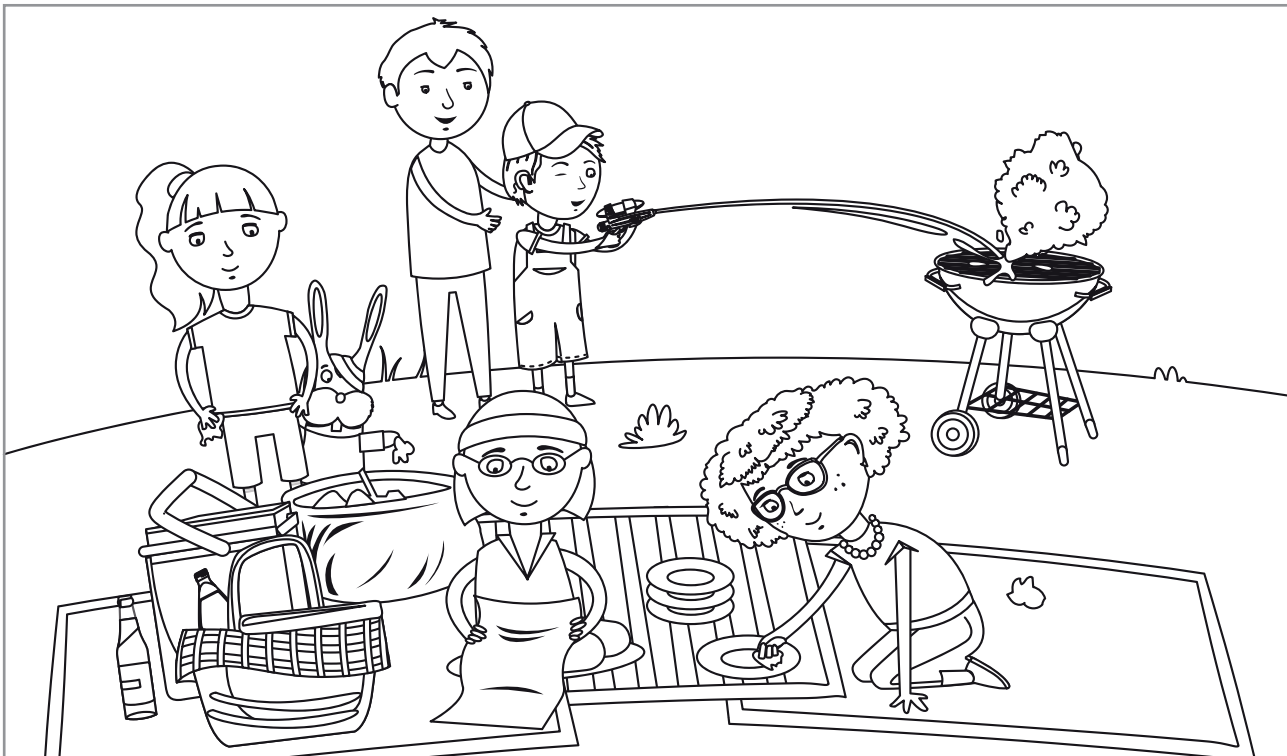
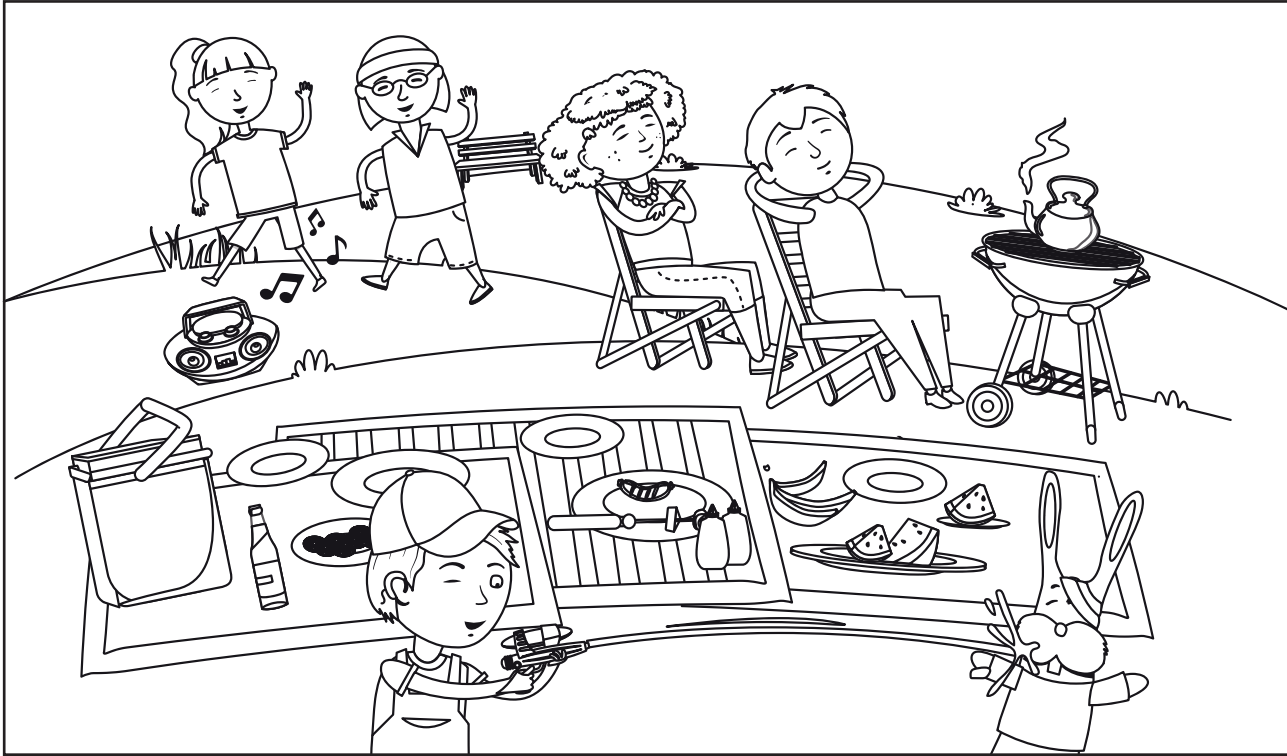
Set B cards 5 and 6

Print or copy this page, cut the pictures out, colour them in, and paste them onto card.



Set B cards 7 and 8

Print or copy this page, cut the pictures out, colour them in, and paste them onto card.



Set B cards 9

Print or copy this page, cut the pictures out, colour them in, and paste them onto card.

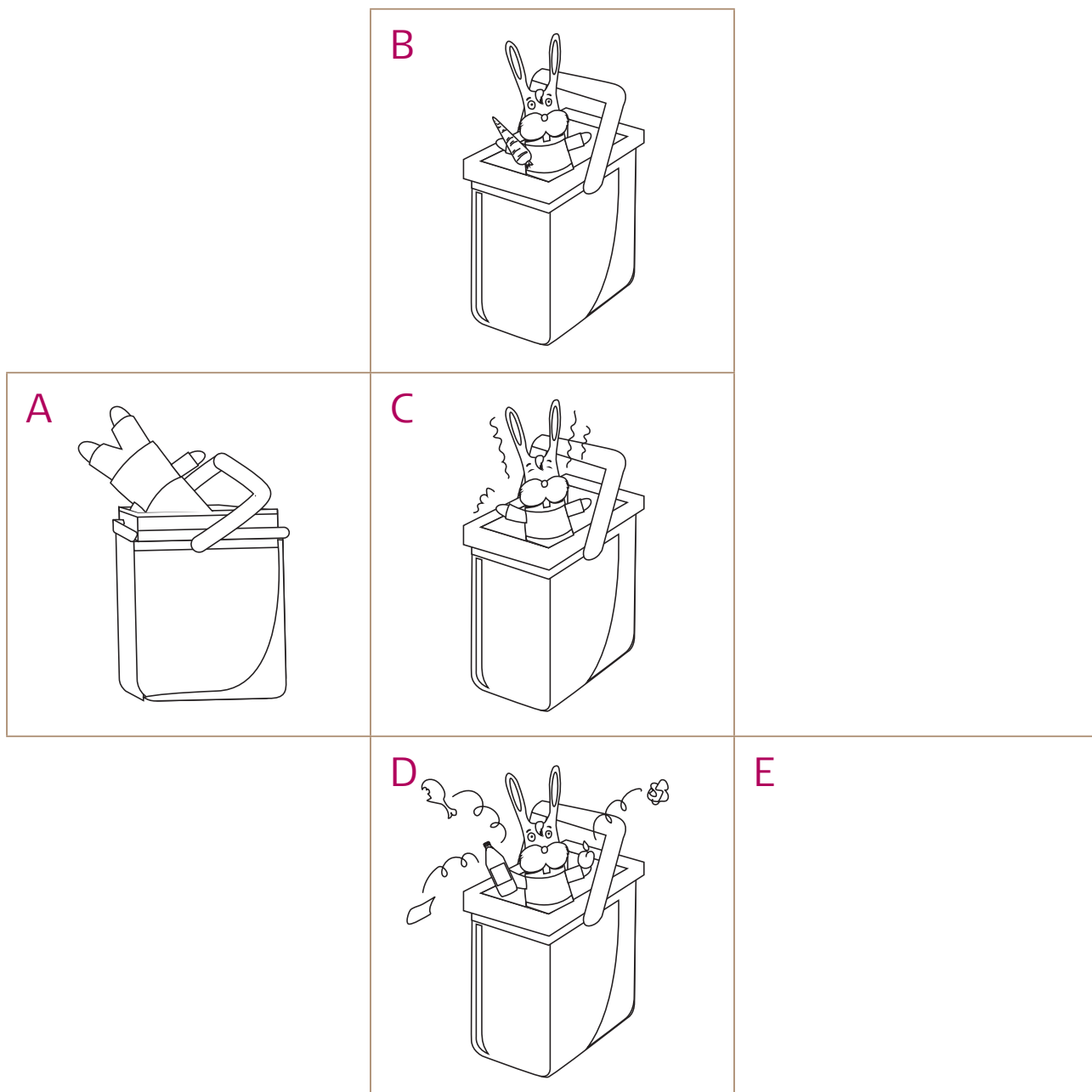


What happened next fold up: Rabbit and cool box

Before letting the child look at these pictures, print or copy this page, paste onto card, then cut out the shape.

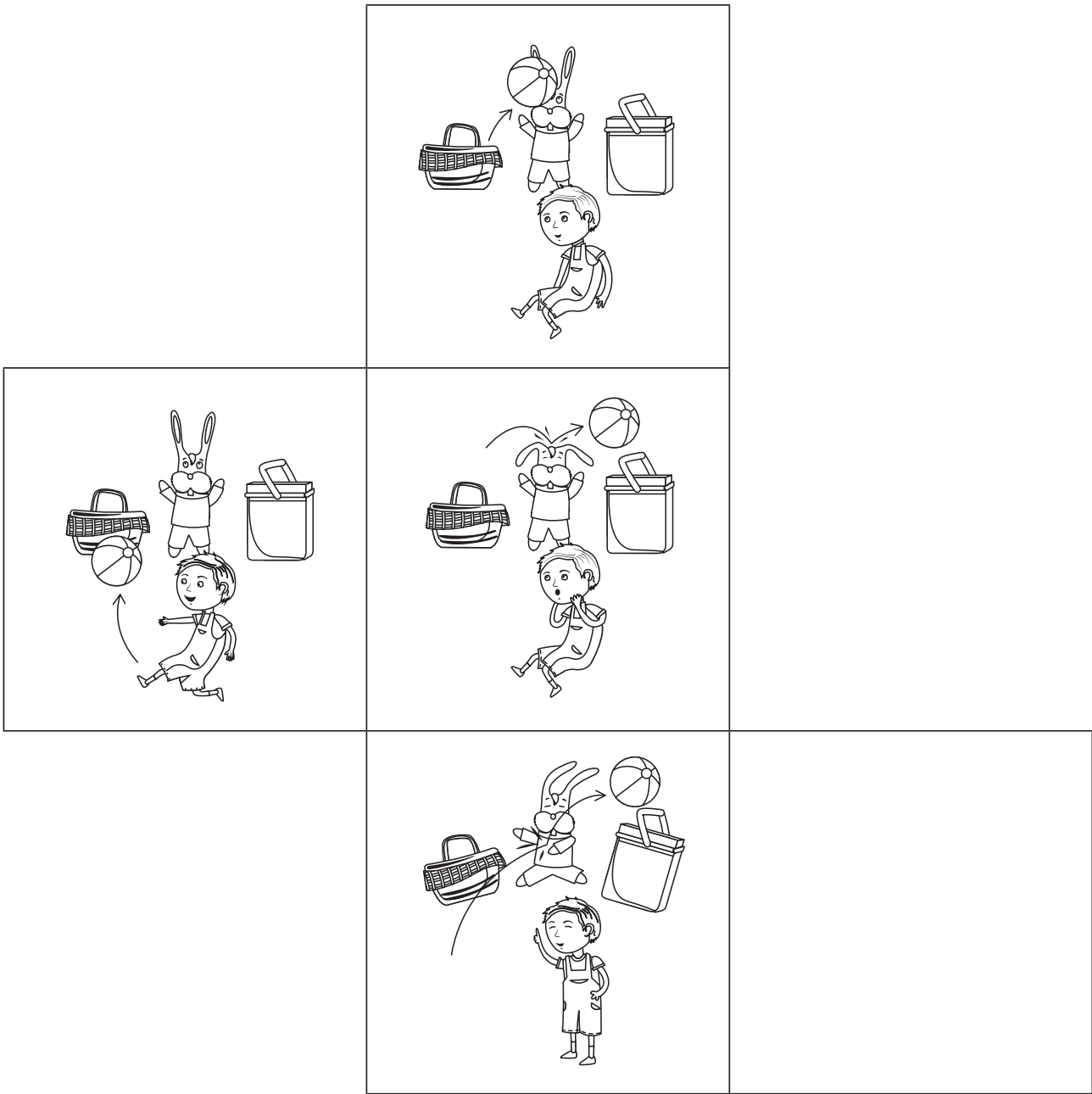
1. Fold E over D.
2. Fold B over C.
3. Fold E and D over B and C.

Show picture A to the child and ask him or her to think about what may happen next. Reveal the different outcomes one at a time. Was the child able to anticipate these outcomes?



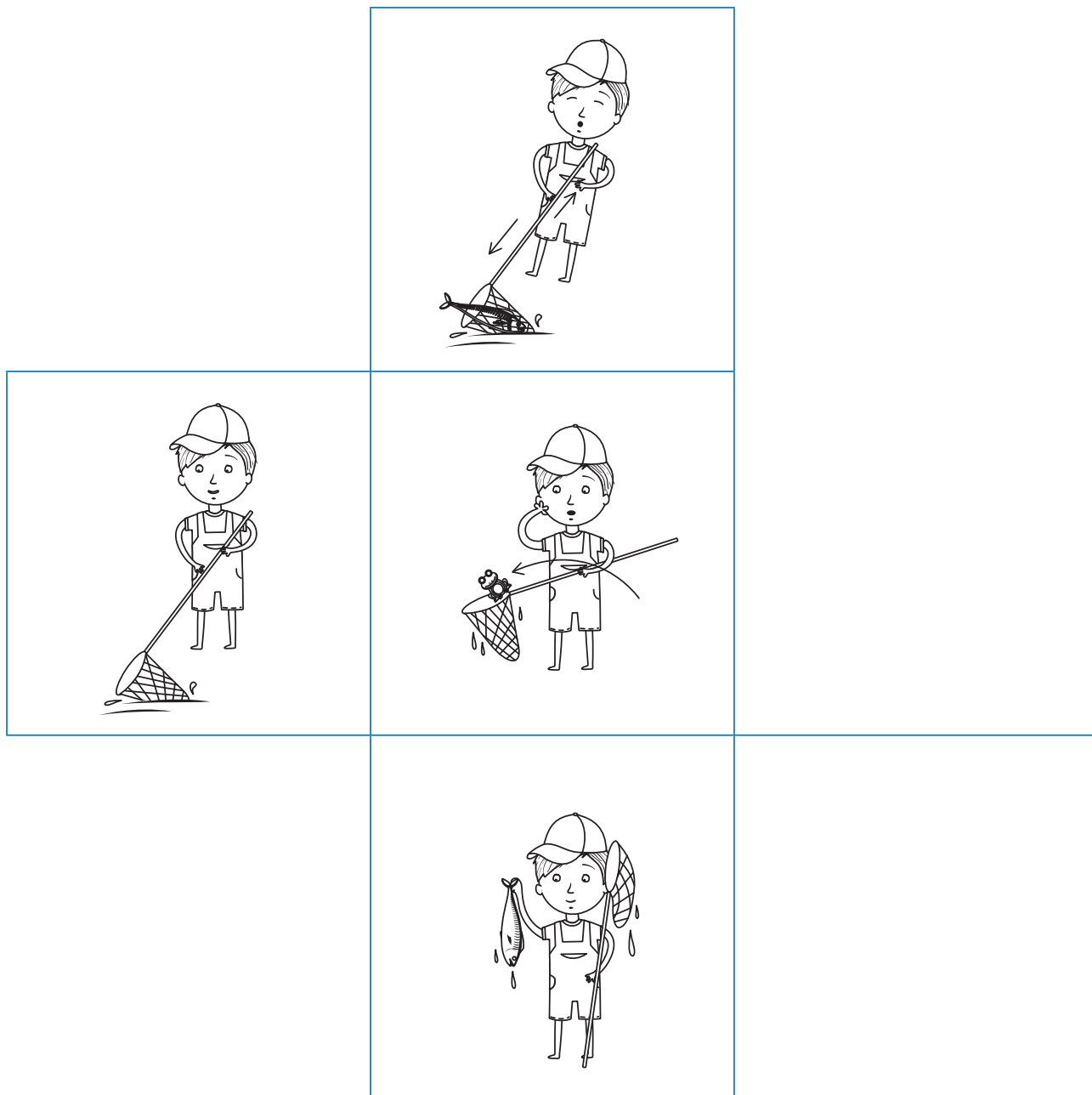
What happened next fold up: Playing football

Do this fold up in the same way (as described on page 33).



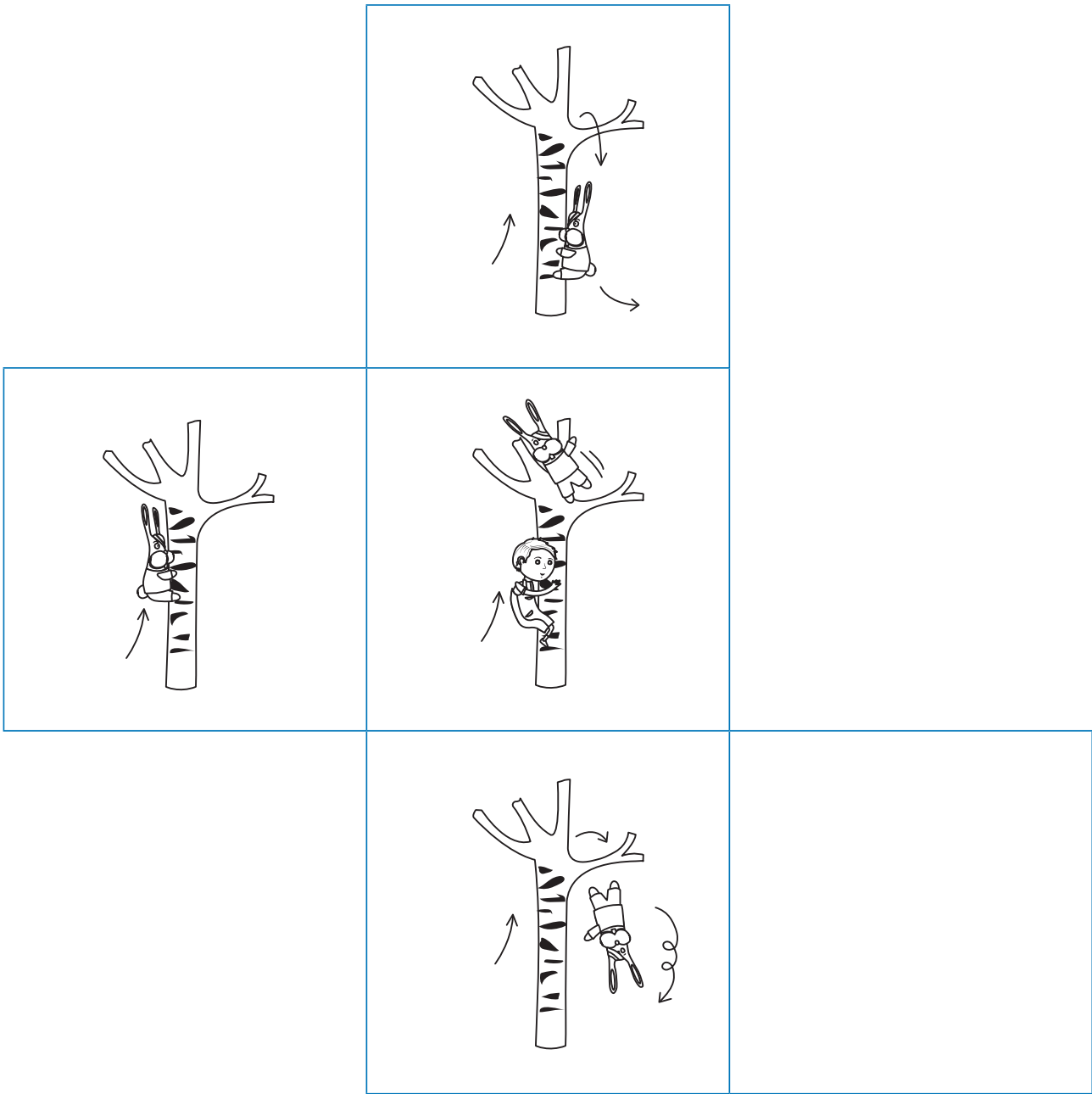
What happened next fold up: Fishing

Do this fold up in the same way (as described on page 33).



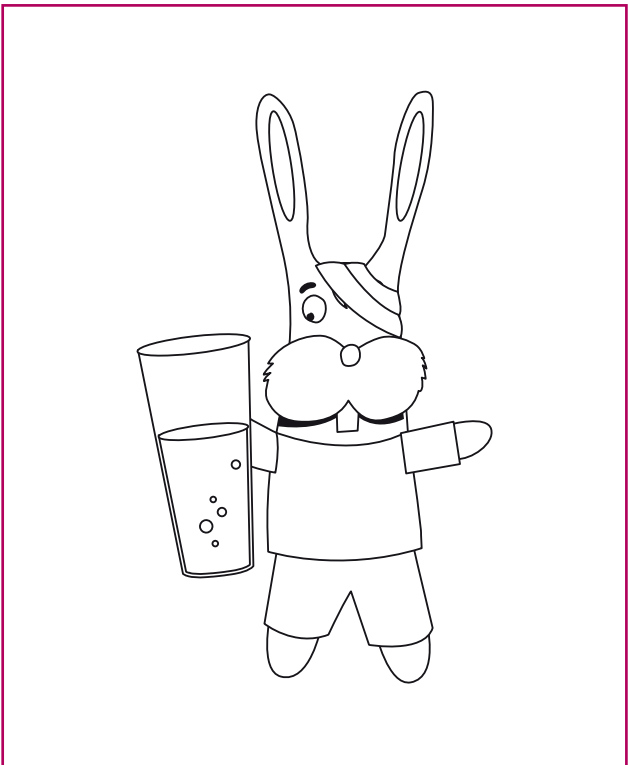
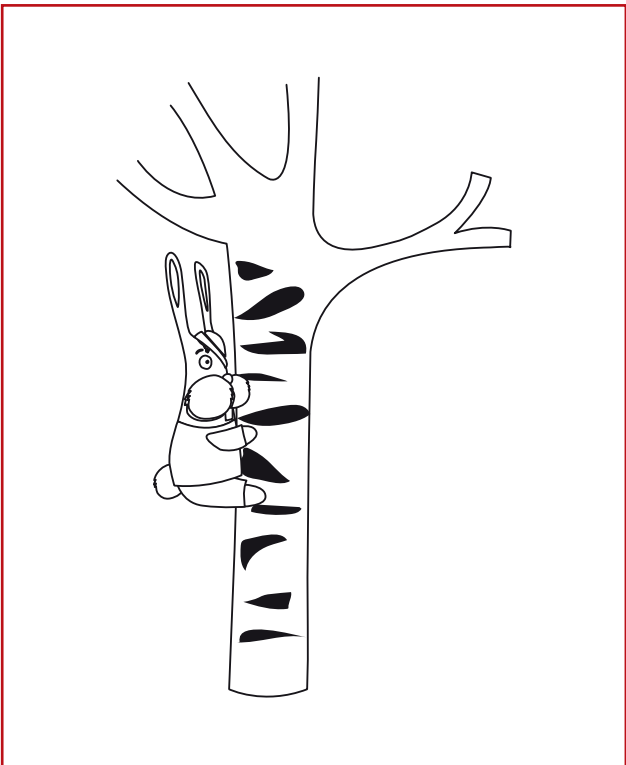
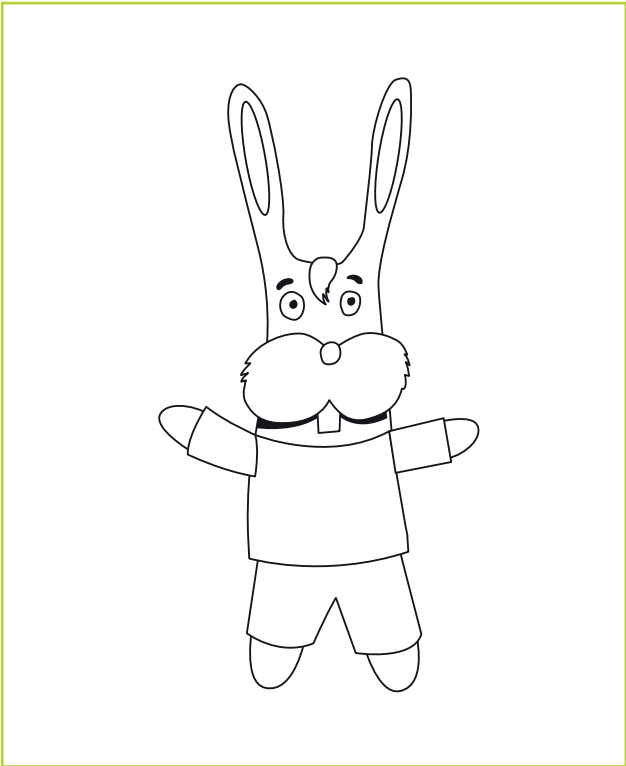
What happened next fold up: Rabbit stuck in tree

Do this fold up in the same way (as described on page 33).



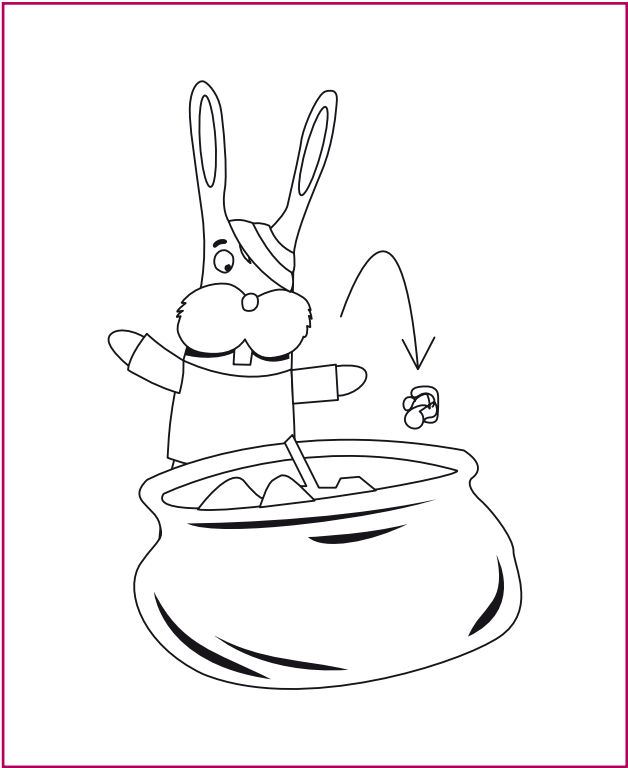
Set D cards 1-4

Print or copy this page, cut the pictures out, colour them in, and paste them onto card.



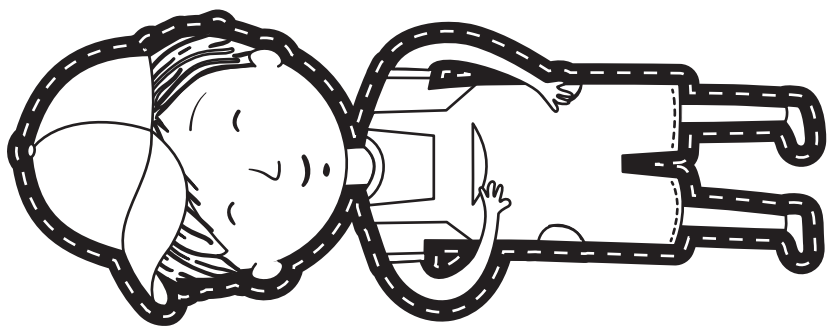
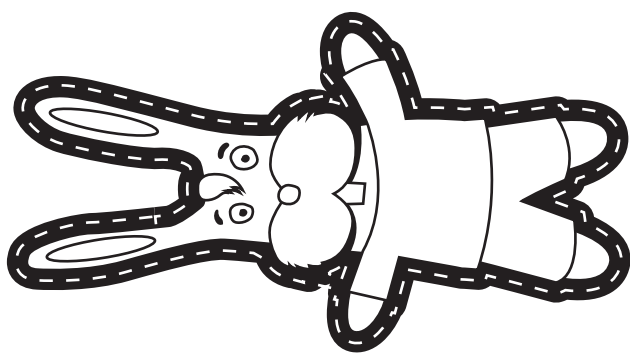
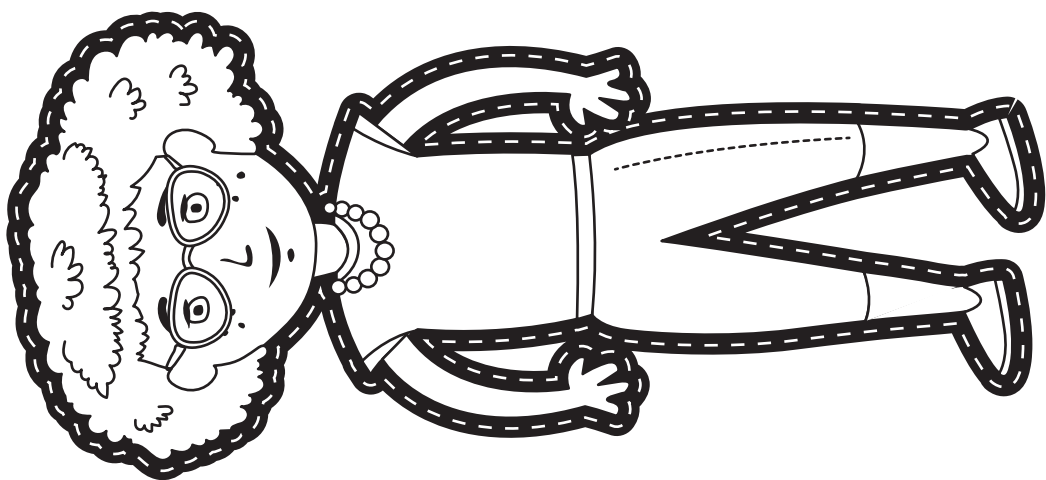
Set D cards 5-8

Print or copy this page, cut the pictures out, colour them in, and paste them onto card.



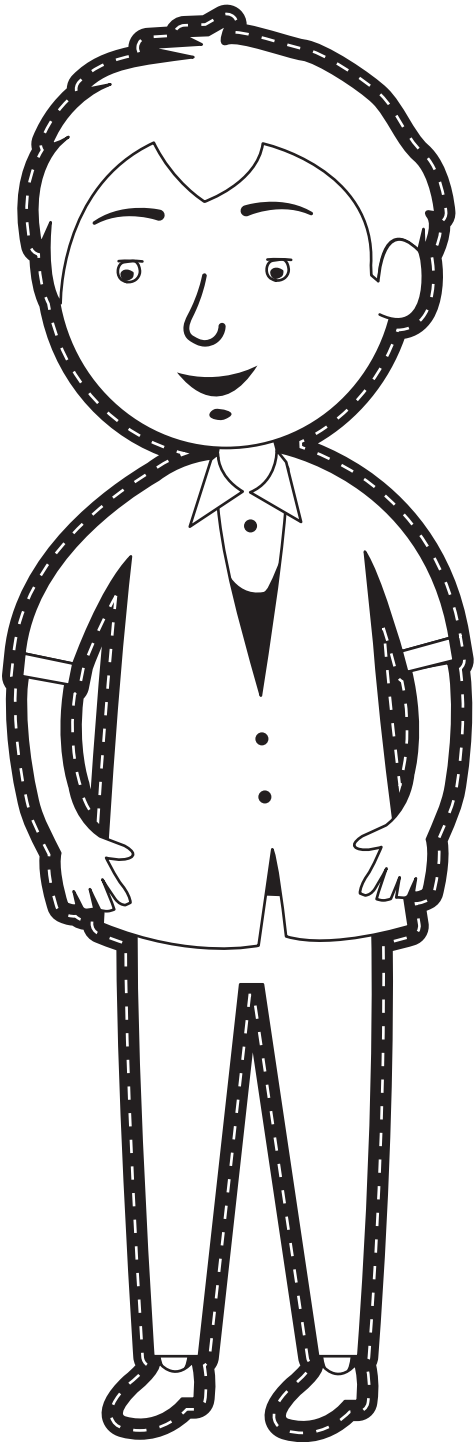
Cut-out Characters: Murat, Meddy Rabbit, Mummy.

Print or copy this page, colour in these characters, cut them out, and paste them onto card.



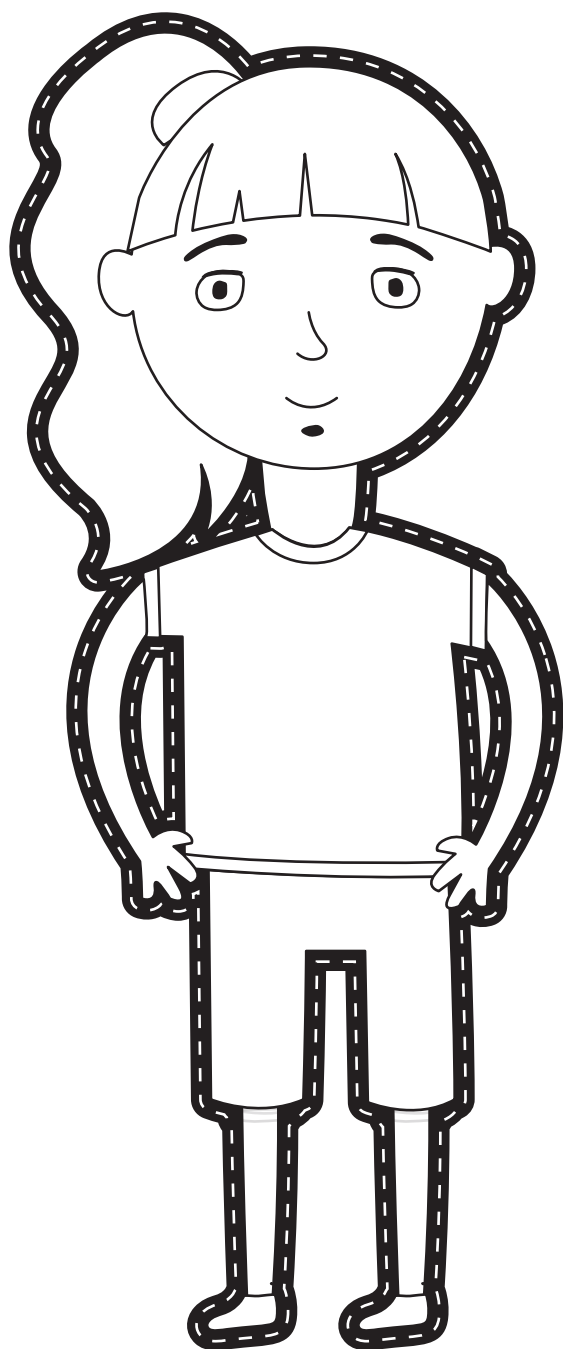
Cut-out Characters: Daddy

Print or copy this page, colour in this character, cut him out, and paste him onto card.



Cut-out Characters: Melody

Print or copy this page, colour in the character, cut her out, and paste her onto card.



Cut-out Characters: Aycha

Print or copy this page, colour in this character, cut her out, and paste her onto card.



Notes

The popular Murat Reader Series has a whole new look.

It is designed to develop listening and language skills for children of all ages. Each book has a logical sequence and displays colourful illustrations followed by short, simple text.

With tips to improve conversations, basic procedures for listening tasks, games and notes on retelling stories, these books are suitable for professionals and parents to use with their children.

The books with Murat – a boy with cochlear implants – as the main character, provide suggestions for personalized listening and topic-related activities at all levels as well as printable activity sheets and cut-outs for role plays.

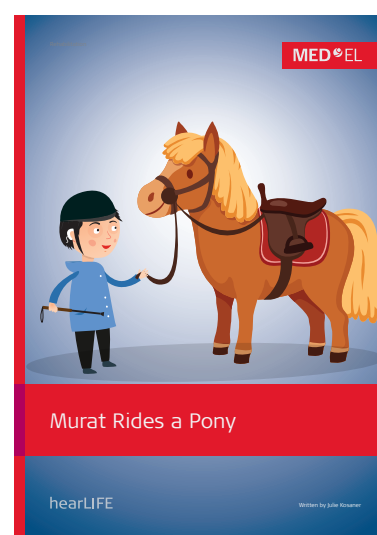
Murat Goes Shopping

Murat Goes Shopping is an illustrated story book of Murat going grocery shopping with his mother and his friend Meddy Rabbit. It begins with Murat and Meddy helping Mummy make a grocery list. They visit the butcher, the baker, the grocer, and the supermarket. When they return home, Murat and Meddy help Mummy put the groceries away. This book includes, among others, a theme-related jigsaw puzzle and a Make Your own Shopping List activity.



Murat Rides a Pony

Murat Rides a Pony is the first book in a series of four Murat readers. This book tells the story of Murat, the main character, going to riding school. Murat rides a small pony all by himself and then he rides a big brown horse with his daddy. This book includes listening activities, as well as reference pages to teach the reader some interesting facts about horses.





Murat's Birthday Present

Murat's Birthday Present is a colorful story book about Murat celebrating his sixth birthday. Murat celebrates his birthday at school. Then his daddy comes home from work with a very special present for Murat. In the rest of the book, we see how Murat takes care of his surprise birthday present. This book includes a board game and some fun crafts, including making a calendar and a birthday card.



Murat Goes on a Picnic

Murat Goes on a Picnic is the third book in the Murat Reader Series. This story book tells about Murat's experiences while going on a picnic with his family and friends. Everyone helps prepare for the picnic. While they are waiting for the food to be ready, they play ball, swing, and go fishing. After a big meal, they pack up to go home. This book includes cards to practice retelling the story in the correct sequence and other games to play, including matching and a barrier game.

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