



# Murat's Birthday Present

## Acknowledgements

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# To those working with the child

Welcome to *Murat's Birthday Present*, the fourth book in our *Murat Reader Series*. Murat's Birthday Present 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 work through these books 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 pictures 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. You may also collect some useful toy props to use along with the book (e.g., small people, small dog - preferably with hair, tea set, play dough, candles, sparklers, small boxes, a few small toys for presents, wrapping paper, soap, sponge, brush, comb, tiny cushion).

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 open a present or eat a slice of birthday cake. While talking about a picture, introduce the relevant cardboard figures and set A cards. If you have collected appropriate toy props, use these as well. Use them 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 or 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.

### Two 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 (e.g., birthday cake, calendar).

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

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 facilitating use of repetitive language:

Use paired cards from set A and B: Chat naturally with the child throughout each game.

1. **Memory game:** (the number of pairs used depends on the 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 one card and then another. If a player finds a pair, he or she keeps it 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 one 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 one card of each pair). Place a few picture cards in front of the child face up. While he or she closes his or her eyes, remove one 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 retell 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.

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# Parent

## Preparation:

- Together with your child prepare the cardboard cut-outs of Murat and Meddy Rabbit. Allow the child to do the cutting out, pasting and colouring. (Try to use the same colours for their clothes as in the pictures) Be there to help your child when necessary and talk with your child at each opportunity. Match the finished cut-outs to pictures of Murat and Meddy Rabbit.
- Prepare Set A cards: Birthday cake, calendar and box. Match the pictured calendar to real calendars.
- Use the outline provided – Worksheet 3 to construct a small box. Look at the pictures on the title page and the drawings on page 5. (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).

## Talk about

### Main picture:

- Murat and what he is doing.
- Why Murat is smiling.
- What might be in the box. As soon as your child has had a good look at the picture, you may introduce the cut-out figure and the small box you have made. Have Murat do the action (e.g., look into the box). Encourage your child to pretend to be Murat. Collect a few small items (e.g., a toy farm animal, a bracelet, a small toy car etc.). Keep secretly replacing the item in the box. Play at opening this box and being surprised.
- The balloon. Blow up a balloon together. Before tying it, let it go and watch and listen to it deflate. Blow it up again, have your child listen as you slowly let air out. Finally blow up the balloon again, tie it and then play at sending it to each other.

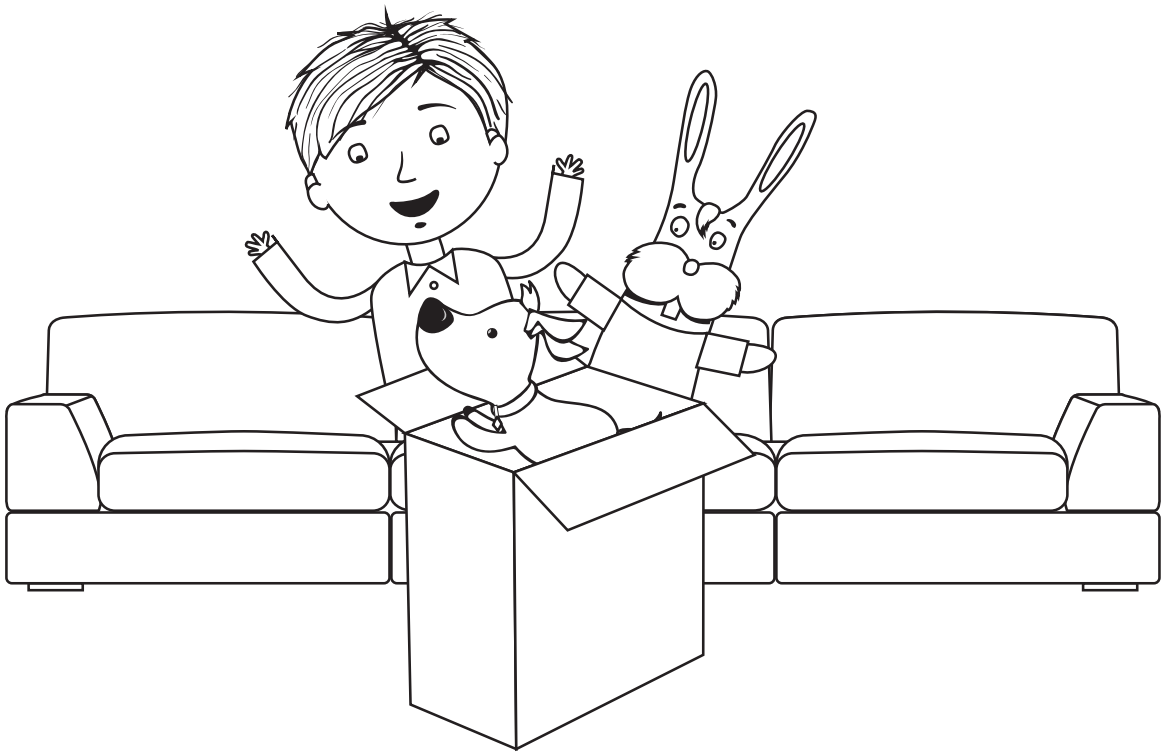
### Smaller pictures:

- The birthday present. What it is and who gave it to him.  
What your child would like to get if it was his or her birthday.
- The cake. What shape it is and what is on top of it. Pretend to blow the candles out.
- The calendar. Find a real calendar. If your child can recognize numbers look for a number 4.

## Activities:

- Colour in the drawings on page 5 to make your own cover page. With older more able children talk about....
- Your child's birthday. Remember last year's party. Plan this year's.
- Calendars. What day, month, season, year it is. Mark your child's birthday.
- What might be happening in the picture on the next page.

Child



SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

# Parent

## Preparation:

Prepare set A cards: birthday card, school bag, toys.

## Talk about

- What Murat is doing – getting dressed, buttoning his shirt. (has your child got buttons? Talk about colour, shape, number – undo and fasten buttons)
- What Murat is thinking. Why he is going to get presents – it being his birthday. (refer back to pictures on title page)
- The birthday cards. Why Murat has birthday cards
- Who might have sent these. What Meddy Rabbit is doing
- The calendar. Why the 4th has a star on it
- The schoolbag. Where Murat is going to go – school
- What might happen at school – a birthday party
- What might be happening on the next page – Murat might be at school

## Activities:

- Make a birthday card: Worksheet 7. Find out who has a birthday soon. Make a birthday card for this friend or relative. Remember to put the card in an envelope, address it, stick on a stamp and go to the post office together. If this is not possible, involve your child in sending an e.card.
  - Make a calendar: Worksheet 4, 5 and 6. You will need to make names of days, names of months, date and activity cards. You can personalize this calendar by making cards of the activities your child is involved in. You may even picture your child during routine activities and use photos instead of picture cards. Talking to your child each day while changing the calendar will provide your child with many language learning opportunities.
  - Pretend Play: With young, less able children focus on the fact that Murat is getting dressed and going to school. Have your child put on a shirt, pack a school bag together. Pretend to go to school.
  - Colour in set B card: No.1
  - Play: Listen, repeat, point to correct object, change roles. Sit beside your child rather than directly in front. Only choose objects and names your child is familiar with (e.g., calendar, school bag, birthday card, toys, Murat, Meddy Rabbit). Place the cards and characters you are going to use in front of your child. Say the names of these items a few times. Then using a carrier phrase (e.g., "Show me the calendar" or "Where's the school bus?") ask your child to listen, repeat what he/she hears and point to the relevant object. Such games will help your child to recognize key words in connected speech. Remember to change roles so that your child has a turn to recall phrases.
  - More complex listening:
    1. After reading the text together, make up sentences (e.g., Murat would like a robot; Murat would like some lego; Murat would like a school bus). Say any one of these sentences. Ask your child to repeat. Encourage your child to talk just like you – same speed, same rhythm. Remember to change roles. If your child can do this easily, then expand the sentences (e.g., Murat would like a yellow school bus; Murat would like a big, yellow school bus; Murat would like a big, yellow school bus for his birthday; Murat would like a big, yellow, school bus for his birthday on Monday).
    2. Listen to and repeat names of days / months / dates / activities from the calendar (e.g., Today is \_\_\_\_\_. (Monday, etc.)  
Today is \_\_\_\_ the \_\_\_\_\_ (Monday, the 22<sup>nd</sup>, )  
Today is \_\_\_\_ the \_\_\_\_\_ of \_\_\_\_\_ (Monday, 22<sup>nd</sup>, April)  
Today is \_\_\_\_ the \_\_\_\_\_ of \_\_\_\_\_. I'm going to \_\_\_\_\_.  
(Monday, 22<sup>nd</sup>, April, school / go swimming / stay at home etc.)
- Remember to change roles to give the child a chance to lead.

# Child

Today is Murat's birthday. He is six years old. He is getting dressed quickly. Murat is very excited because he's going to have a party at school! He wonders what presents he will get. He would like a robot or some lego or a toy bus. What would you like? Can you see Murat's birthday cards? Meddy Rabbit is reading one. Who do you think it is from?



# Parent

## Preparation:

Make 'Mummy, 'Daddy' and 'Friends' cut – outs.

## Talk about

- Where Murat, Mummy and Daddy are
- Who else is in the photo - friends
- What everyone is doing – singing 'Happy Birthday' and clapping
- The birthday cake – shape and decorations
- What will happen next – blowing out candles, cutting cake, eating cake
- What the children have on their plates What they are going to drink
- What the children are wearing
- Meddy Rabbit – where he is – at home

## Activities:

- Re-enactment: Match the cut-out characters to the people in the picture. Use set A card 'Birthday cake' and pretend to have the characters sing, 'Happy Birthday'. Use the box/es you made earlier and give Murat a present. One of you pretend to be Murat, the other a friend. Place a small 'surprise' item in the box. Try to establish a dialogue (e.g., 'Happy birthday Murat' – 'Here you are' – 'Oh, thank you. I like cars' etc.)
- Make a play dough cake: Talk about shape. Murat's cake is rectangular, yours could be round. Count out 6 real candles and stick them into the cake. Light these. Sing 'Happy Birthday'. Have your child blow out the candles when the song stops. Light sparklers, wave these in the air to the rhythm of 'Happy Birthday'. Cut the play dough cake into pieces, (some big, some small). Play at giving each character a piece. Use phrases like – 'Let's give Daddy a big piece'. If your child is able to listen, understand and do the action say phrases like – 'Give Mummy a big piece of cake'. Remember to change roles.
- Bake a real cake: Allow your child to participate as much as possible.
- Play: Listen, repeat, place the correct toy in the box. According to your child's ability, choose two or more toys to put in the box (e.g., "Put the car in the box"). With more able children you may also have a selection of boxes (e.g., small box / big box, or boxes of different colours). You may also increase the difficulty of the task by asking the child to put two items in the box (e.g., "Put a car and a crayon in the big box"). Remember to change roles so that your child has the opportunity to lead and think up sentences for him/herself.

## Child

Now Murat is at school. His mummy and daddy are there too. Everyone is happy and smiling. Everyone is singing 'Happy Birthday, Murat' and clapping hands.



What a super cake! It has sparklers and six candles. Murat is going to blow the candles out with a great big puff.

# Parent

## Talk about:

- What Murat is doing – opening the door
- Who is coming in and Daddy's smiling face
- What Daddy is carrying
- What could be in the big box and the big plastic bag
- Where Meddy Rabbit is and what he is doing

## Activities:

- Re-enactment: Pretend to be Daddy and Murat. If possible use a large cardboard box and plastic bag for props. Play at opening a door and greeting each other. Try to establish a dialogue. Pretend to listen to a noise coming from the box. Remember to change roles. Your young child will enjoy trying to carry a large box. You may use the cut-out characters and small props instead of acting out the scene yourselves.
- Listening to animal sounds: Young children will enjoy placing various toy animals in the small box and then listening to the sound they make. (you will need to improvise these). This activity can be changed into a listening game. Place an animal in the box without your child seeing. Present the appropriate animal sound and have your child say what animal it is. With an older more able child you could describe the animal in the box (e.g., "It is long with no legs, it can bite, it says 'sss'. What is it?")
- Memory Game: For this game you need pairs of set A cards. Use items you have already introduced (e.g., calendar, birthday card, cake, candles, toys, school bag, box). 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 as you lay them face down on the table. See p.2 for instructions: Games facilitating repetitive language.
- More complex listening: Together with your child make up sentences about what could be in the box (e.g., "There's a cat / tortoise / hamster in the box"). If your child can read and write, you may write down the sentences you create. Play at listening and repeating the phrase heard. If your child can do this easily, then begin to expand on these basic sentences (e.g., "I think there's a cat in the box." "I think there's a big stripey cat in the box." "I think there's a big stripey cat in the box. It is saying – mioow.")
- Colour in set B card: No.3





## Child

Murat's back at home now. He runs to open the door for Daddy. Meddy Rabbit is looking out of the window. Daddy's hands are full. He's carrying a big plastic bag and a huge orange box. It looks very heavy. What could be inside? Murat can't wait to see. Murat hears a sound coming from the box! 'Patter, patter - thud thud'. Something is moving in the box!



# Parent

## Preparation:

Cut-out characters Aycha and Granny.

## Talk about:

- What came out of the box. What the dog is like
- Who is in the lounge
- What they are all doing
- Why they are all smiling
- Why Meddy Rabbit is a little frightened
- Murat's other presents. How many there are and what they may be
- If your child would like a dog
- The dog's name. What name would your child have chosen

## Activities:

- Re-enactment: Using cut-outs and the small box have Murat open the box and *Snowball* jump out. Try to establish a dialogue.
- Simple listening: Have young children open the 'home made' box when they hear the command – 'Open the box'. Have them make *Snowball* jump up when they hear the command – 'Jump up'.
- Colour in set B card: No.4
- Artwork: Worksheet 8: Make a fluffy *Snowball*. Talk about *Snowball's* eyes (black and round, like buttons), nose (wet and black, always sniffing), ears (floppy), long red tongue (she likes to lick), legs (short) and tail (wags).
- Sequencing set B cards 1-4 and recapping on story: Go over each picture again with your child. Try to focus your child's attention on the most important element of each picture. Place the pictures in correct order. Mix the cards up, then ask your child to replace them in order. Help your child to think logically. For instance if he/she places card 4 before card 3, explain that Daddy has to bring the box home before Murat can open it. Allow your child to flip through the book if he/she cannot remember the sequence. Encourage your 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 – "Murat got dressed then he went to school. After school Daddy brought a big box home."  
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 personalized story book.
- Play: Listen, repeat, point to correct card, change roles (set B cards: No.1-4).  
When deciding on a phrase to attach to a picture use words your child used during conversation over the picture.

## Child

Mummy, Daddy, Aycha, Meddy Rabbit and Granny all watch Murat open the box. Wow! Look what's jumping out! It's a little white, fluffy dog. "What shall we call her?" Asks Dad. "*Snowball*", says Murat. Meddy Rabbit is very surprised. He's a bit frightened. What if *Snowball* bites! Can you count Murat's other presents? How many has he?



# Parent

## Preparation:

Set A cards: Bowl, brush, dog lead, dog bed

Cut-out characters: Mummy, Daddy, Murat and Snowball

## Talk about:

- What Daddy is doing. Why he is holding Snowball
- What Murat and Mummy are doing and saying. Who else is looking
- What each item is for. e.g. bowl to put Snowball's food in, brush to brush Snowball's long hair, lead to stop Snowball running away
- What dogs eat – meat and bones
- Where Meddy Rabbit is
- What might be happening in the next picture

## Activities:

- Re-enactment: Use the cut-out characters – Mummy, Daddy, Murat and Snowball and set A cards – lead, bowl, brush and bed to re-enact this scene. Develop dialogue between the characters according to the child's language ability. The dialogue may be as simple as Mummy saying "Look" and Murat saying "two bowls" or as complex as Mummy saying "Look, Snowball has two bowls, one for water and one for food." and Murat answering "I'm going to feed Snowball." Encourage your child to think of things to say by giving him/her time to think and by valuing his/her contributions.
- Pretend play: Let a young child offer Snowball water (you could use real water) and a small bowl. Pretend to lap water – make a 'lapping' sound together. Give Snowball food (make this food from dough). Pretend to brush Snowball.
- What's Missing Game: Use Set A cards: Lead, brush, bowl, bed. See instructions P. 3.
- Simple listening: Play listen, repeat the word, point, change roles. Use Snowball and set A cards (e.g., You say: "lead"). The child repeats this word and points to the picture of the lead. If possible put this 'key word' into a carrier phrase (e.g., "Show me Snowball", "Show me the lead" etc.). This helps your child to recognize words in connected speech. If your child can do this easily, then play the same game but in background noise (e.g., leave the TV on as you play).
- More complex listening: Together with your child think of all the things a dog may have (e.g., kennel, muzzle, collar, lead, coat, bone, towel, brush, comb, bed). Make up sentences like "Snowball has a bowl". Play listen, repeat phrase, change roles. Listening can be made more difficult by saying two or three items (e.g., "Snowball has a bowl, a brush and a kennel."). If appropriate you can introduce negatives like "Snowball has a bowl and a bone but not a muzzle." You may also play at repeating what your partner said and adding on an extra item: Start the game by saying (e.g., "Snowball has a bowl." ). Your child should repeat this and add on another item (e.g., "Snowball has a bowl and a brush."). You then say "Snowball has a bowl, a brush and a kennel." Your child continues by saying "Snowball has a bowl, a brush, a kennel and a bone.", etc.
- Colour in set B card: No:5

## Child

Look at what came out of the plastic bag: A soft, warm bed for Snowball to sleep in; two dishes, one for water and one for food; a brush and comb and a lead.

Mummy says, 'We must look after Snowball properly.' 'I'll feed her, I'll take her for walks,' shouts Murat, excitedly.

'We'll have to wash and brush her,' adds Dad.

'What do dogs eat?' asks Meddy.'

'Rabbits! Ha, ha, ha,' laughs Murat.



# Parent

## Preparation:

Set A cards: Cup of tea, plate of food.

## Talk about:

- What Aycha, Mummy and Granny are doing – drinking tea and eating cake
- What Meddy Rabbit is doing. Whether he is frightened of Snowball or not
- What Daddy and Murat are doing – stroking and petting Snowball
- Who the orange juice is for
- How nice Snowball is. Talk about her nose, ears, eyes, legs and hair

## Activities:

- Re-enactment: Use the larger 'Snowball' you prepared earlier and the Murat and Daddy cut-outs. Encourage your child to say what Murat would say (e.g., "Aren't you a lovely dog?") Try to develop a dialogue between Daddy and Murat (e.g., Murat: "Look at her nose, Daddy". Daddy: "Yes, it's all wet." Use the other cut outs, a toy tea-set and play dough food to play at giving Mummy, Aycha and Granny a cup of tea and some food.
- Play: Listen, repeat, perform a command, change roles (cut-outs, set A cards). Give commands like "give Aycha a cup of tea" or "give Murat a plate of food." 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.
- Play: Listen and say associated words: Together with your child think up words to describe Snowball (e.g., Her ears are floppy. Her eyes are round. Her nose is wet. Her legs are short. Her tail is upright. Her tongue is long. Her hair is curly.). If you say 'ears' your child should say 'floppy' etc. Play this game 'listening only' and remember to change roles.
- Colour in set B card: No.6
- Sequencing set B cards: No.1-6 – Have the child put these cards in order again. Encourage your child to try and tell the story again.
- Play: Listen, repeat phrase, point to correct card, change roles (set B cards: No.1-6)
- Play: Listen and repeat sentences from the text: After conversing over the picture, if your child can read, read the text together. Make sure your child understands what he/she is reading (e.g., ask questions like "Who strokes Snowball?" "What is everyone drinking?" "Why doesn't Meddy Rabbit want to touch Snowball?") Next, with the text in your child's view, present the text phrase by phrase (listening only) and ask the child to repeat each phrase as you say it. Encourage your child to say the phrases just like you do. Next, take the text away and present the phrases one by one, again. Encourage your child to repeat the phrases clearly and fluently. This exercise can be repeated for each page of the book. This exercise can still be done with young children with developed language skills who haven't learned to read yet.
- Match text cards to pictures: Have your child read the text of the story by him/herself. Provide your child with text cards, one for each picture. Have your child match picture cards to text cards and put them in correct order.
- Read the text on any text card and have your child show you the picture it refers to. Try to do this listening only. Don't forget to change roles.

## Child

Murat strokes Snowball while everyone drinks tea. Snowball loves to be petted! Meddy Rabbit peeps out from between Mummy's legs. He doesn't want to touch Snowball. He's still frightened. Murat likes Snowball. She's his best present. 'Let's take her for a walk,' says Murat. 'Okay,' says Dad. 'Go and get her lead.'



# Parent

## Preparation:

Set A card: Water bottle

## Talk about:

- Who is going for a walk – Daddy, Meddy Rabbit, Snowball and Murat
- Where they are walking – in the wood.
- How happy Murat is
- How he is holding the lead – tightly
- The weather and what Murat and Daddy are wearing – hats and coats
- Snowball's long, woolly hair – keeps her warm
- Snowball's muddy feet, – what will happen if she goes in the house like this
- What might be happening on the next page – maybe Snowball will be having a bath

## Activities:

- Re-enactment: Tie a piece of string around a toy dog's neck for a collar. Tie another piece of string to this for a lead. Have your child pretend to be Murat and take the dog for a 'walk'. Pretend that Snowball barks, chases a bird, stops for a wee wee (improvise sounds). Encourage your child to say what Murat would say (e.g., "Don't pull!" "Stop barking!")
- Play ask and answer questions based on the text for this page, listening only. Together with your child think up questions and answers about the picture. Your child may find this difficult and may need a lot of help at first. Start with easy questions like "Who is going for a walk?" "Who is carrying Meddy Rabbit?" "Who is holding Snowball's lead? Where are Murat and Snowball? Who likes to walk fast? What is the weather like? If your child can read, write down the questions and answers as you think of them. If your child cannot read then only make up two to three

questions as the child will need to memorize these to play the game. Practice asking and answering these questions. If your 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 your child a chance to formulate the questions. Sometimes deliberately answer a question incorrectly to check your partner is listening. You can do this question and answer activity for any or all page/s of the book.

- Colour in set B card: No 7.
- Play dice game Worksheet 9: Playing simple board games related to a main topic will help your child to consolidate language, learn to take turns, comply with rules and become more sociable.



## Child

Murat, Daddy and Meddy Rabbit are taking Snowball for a walk in the wood. Murat is happy. He holds Snowball's lead tightly. Snowball likes to walk fast. She pulls on her lead. Sometimes she stops for a wee wee.

The weather's cold today. Murat and Daddy are wearing coats and hats. Snowball doesn't need a coat.

She has long, woolly, white hair.



# Parent

## Preparation:

Set A card: Sponge, hairdryer

## Talk about:

- The large picture and then the smaller ones
- Who is having a bath and why
- How Snowball is feeling
- What Murat is doing
- Who is holding the shower head
- Who else is helping. How Meddy Rabbit is getting used to Snowball

## Activities:

- Pretend play: You will need a small toy dog, a small basin, water, sponge and soap. Wash Snowball together. Help your child to empathize by pretending Snowball will get cold if the water is cold etc. Dry Snowball with a towel, then a toy hairdryer (improvise sound), pretend to brush and comb her. Talk to Snowball (e.g., "Sit down, let me dry you."). If you do not have toy props you can use the Snowball cut-out and set A cards: sponge, hairdryer and brush. Pretend to bath Snowball.
- Play listen, repeat and do the action: Give commands like, "Wash Snowball", "Dry Snowball", "Brush Snowball", "Take Snowball for a walk", "Put Snowball to bed"). Have fun doing this and remember to change roles.
- 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: For this game you need pairs of
- set A cards. 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 the 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 the child put the cards in order. The speaker says for instance "number 1 is - calendar." 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 birthday card.") 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/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 the 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 one card at a time (e.g., "The first card is calendar, the second card is birthday card and the third card is school bag."). This is to strengthen auditory memory skills. Complexity can be increased by describing the object rather than actually naming it (e.g., "It has six candles. What is it?").

- Colour set B card: No.8



Snowball got muddy in the wood. She has to have a bath. She isn't very happy now! Murat is washing her with a soapy sponge. Daddy is pouring water. Meddy is helping, too. He's beginning to like Snowball.



Murat dries Snowball, then gives her a brush.

# Parent

## Talk about

- Where Snowball is
- What Murat is wearing and why
- What Murat is doing
- What Murat and Meddy Rabbit are saying – goodnight
- All the things that happened during the day – refer back through the book

## Activities:

- Re-enactment: Using a mixture of cut-outs and toy props pretend to put Snowball to bed. With very young children play at having Snowball sleep when you say "Sh" and wake up when you say, "Wake up!". Try to do this listening only.
- Colour set B card: No. 9
- Sequencing set B cards: No.1-9: Have your child put these cards in order. Allow your child to refer back to the story book if necessary. Encourage your child to try and tell the story. With younger, less able children shorten the story. Use only some of the B set cards (e.g., Murat had a birthday party at school, Snowball jumped out of the box, Murat took Snowball for a walk OR Snowball got muddy, Snowball had a bath, Murat put Snowball to bed).
- Play at listening and completing the phrase: Worksheet 10: Fill in the blanks. Work through this allowing your child to refer back to the book if necessary. If your child can write, fill in the blanks and read through the text a few times. Now, remove the text and explain to your child that you are going to say these sentences in order and that you expect your child to listen and supply the missing words. If your child can do this, present the sentences for completion out of sequence. Remember to change roles.  
*(If your child has well developed language skills but cannot read you can still play a game similar to this. Use fewer sentences and go through these orally a few times before doing the exercise 'listening only'.)*
- Make your own story book: Together with your child, paste set B cards: No.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 your 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 your 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.



Now, it's bedtime for Murat, Meddy and Snowball. Snowball cuddles up in her soft, warm bed. Murat gives her a pat and a stroke.

'Goodnight,' say Murat and Meddy.

What a busy day Murat had. Can you remember what happened? Murat had a party at school, he had a big cake. Murat opened presents at home. Snowball popped out of the box. Murat took Snowball for a walk. Murat bathed Snowball then put her to bed.



Can you find all the things  
that are wrong or different  
in this picture?

Snowball likes to eat things



Snowball likes to carry a stick in her mouth



Snowball likes to jump





Snowball likes to run fast



Snowball likes to sniff



Snowball likes to dig in the soil.



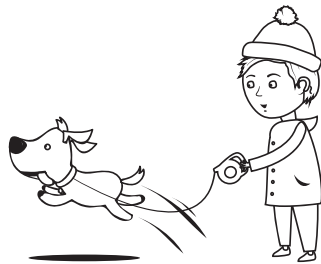
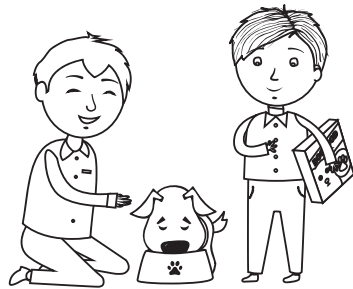
# Worksheet 1: Flip Flap

Print or copy this page. Together with your child colour in the boxes. Cut along dotted lines and as indicated paste this sheet onto worksheet 2.

PASTE TO WORKSHEET 2	red	green	PASTE TO WORKSHEET 2
	yellow	orange	
	blue	purple	

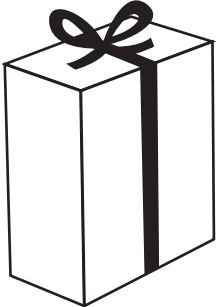


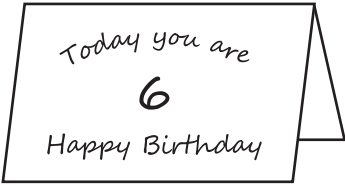

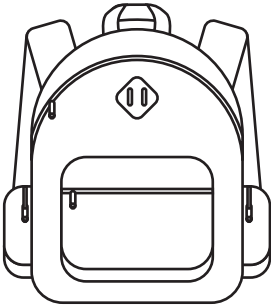

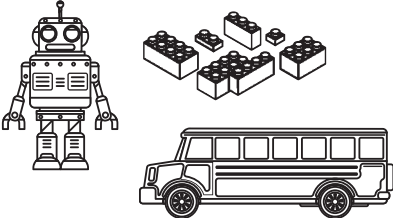
# Worksheet 2: Snowball likes to...

Print or copy this page. Paste worksheet 1 onto this sheet. Throw a coloured dice to decide which flap to open. Use this surprise element to encourage your child to project. Talk about each picture as it is revealed.



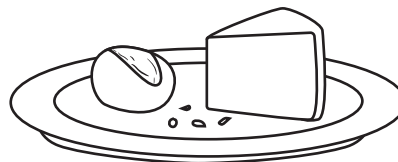
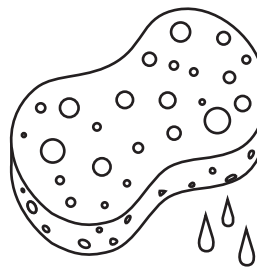
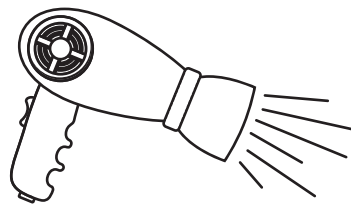
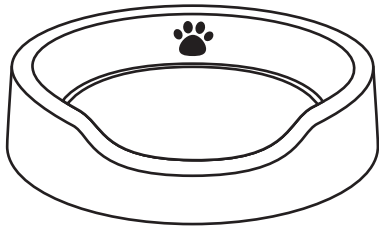
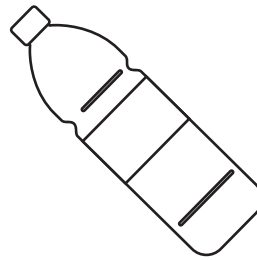
# Set A cards 1-8

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

	 <table border="1"><thead><tr><th>SUN</th><th>MON</th><th>TUE</th><th>WED</th><th>THU</th><th>FRI</th><th>SAT</th></tr></thead><tbody><tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr><tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr><tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr><tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td></td><td></td></tr></tbody></table>	SUN	MON	TUE	WED	THU	FRI	SAT						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28		
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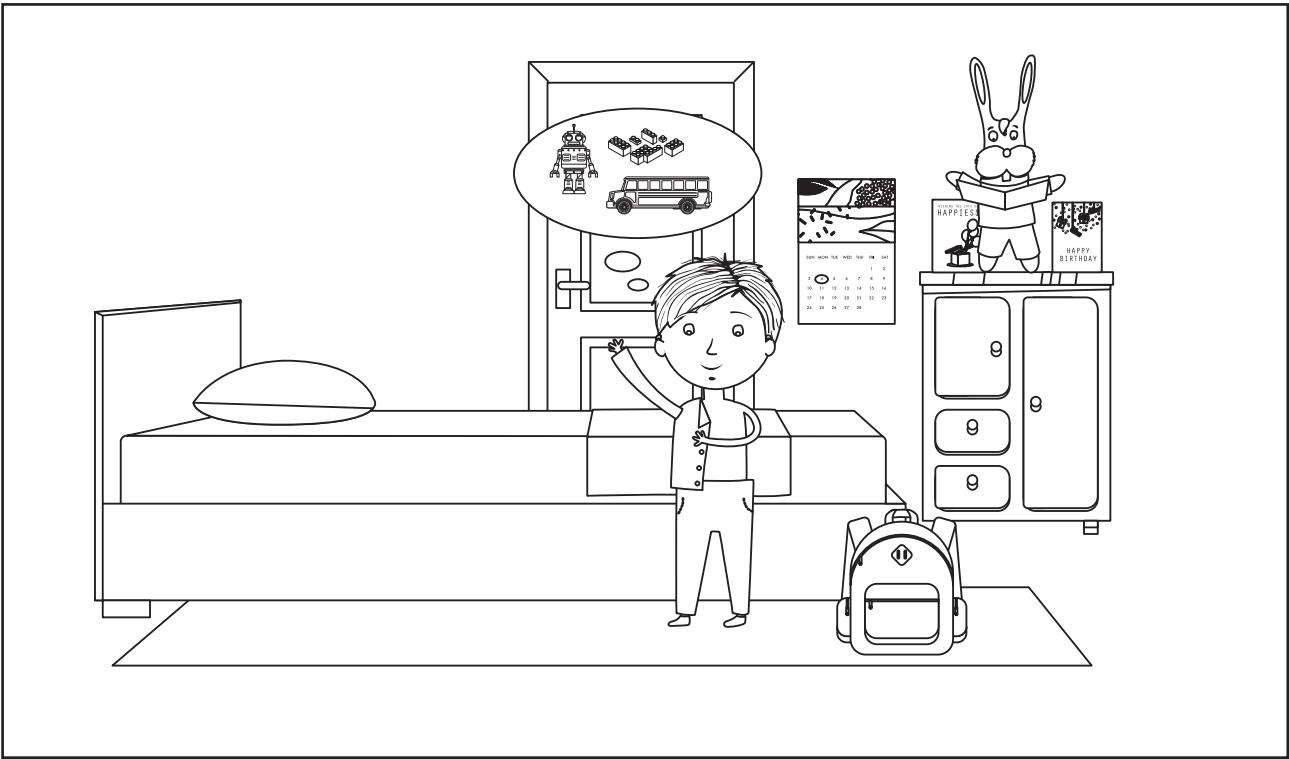
# Set A cards 1-9

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



# Set B cards 1-2

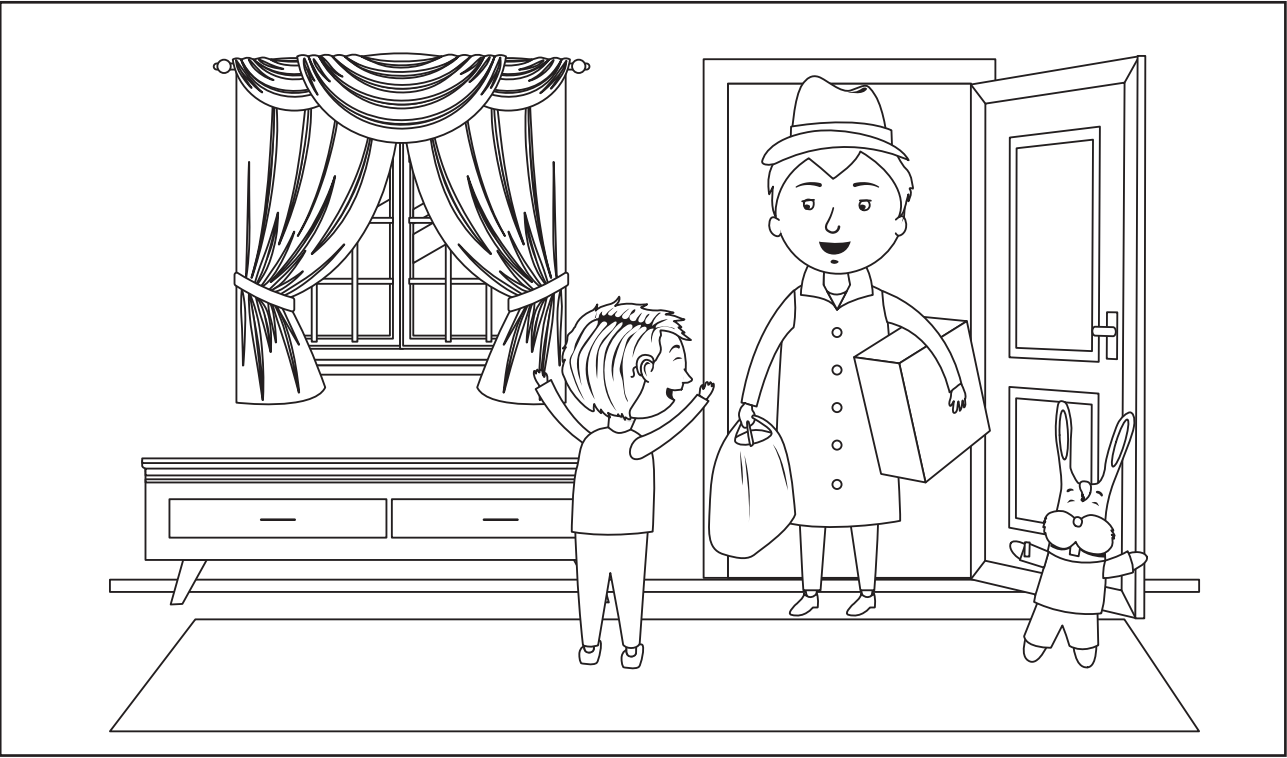
Print or copy this page, cut out the pictures and paste them onto card.





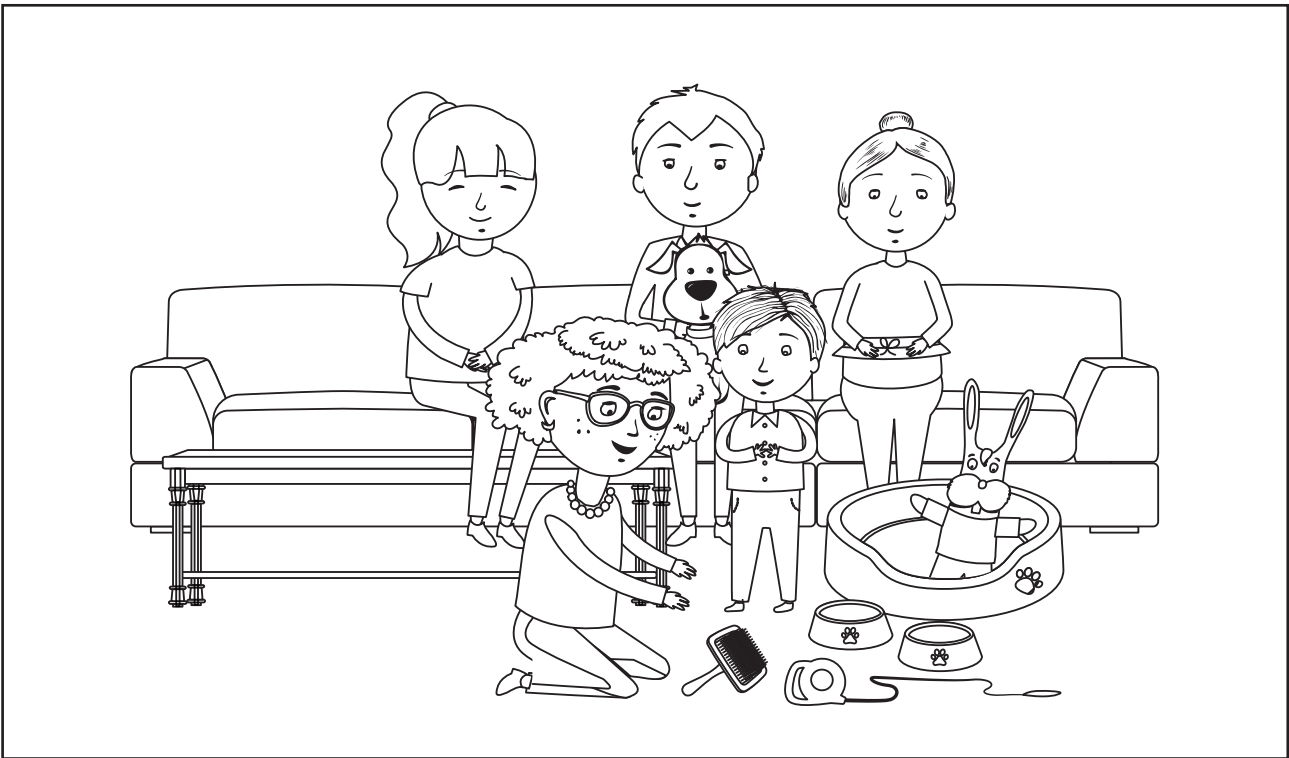
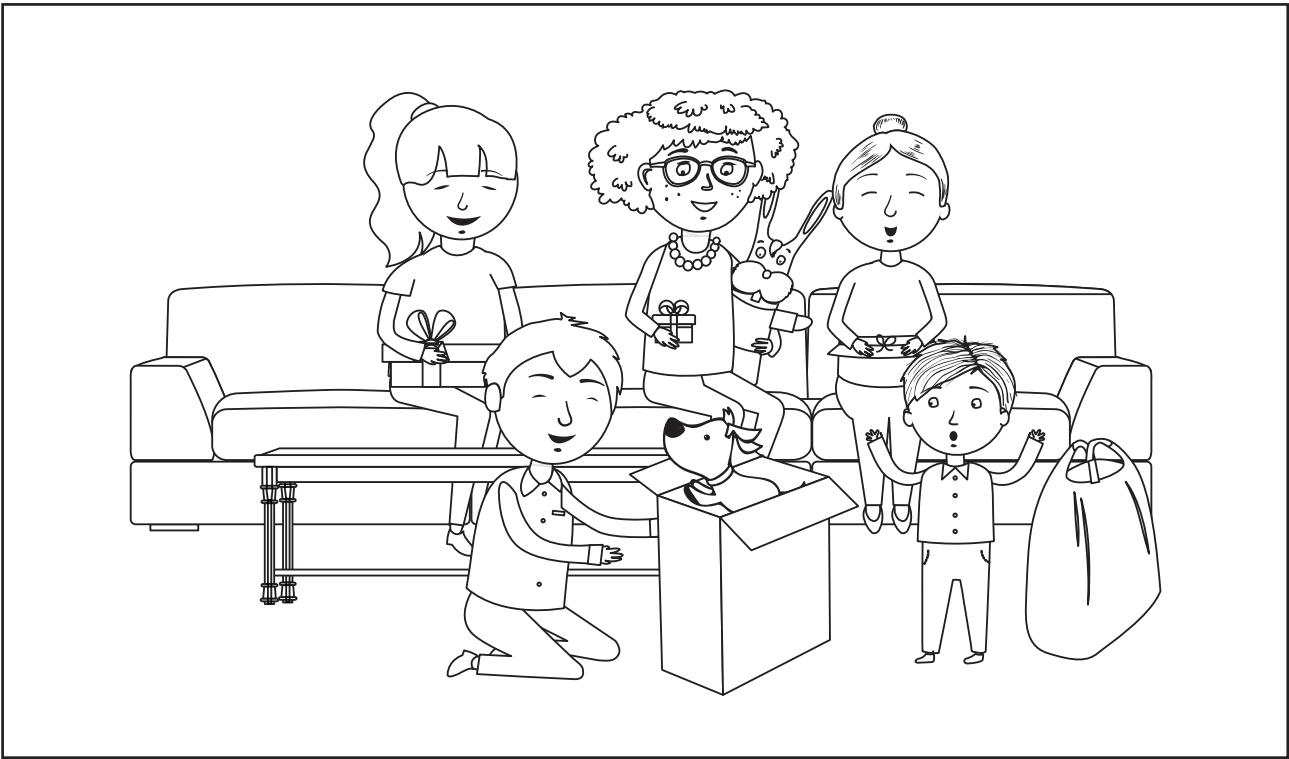
# Set B cards 3-4

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



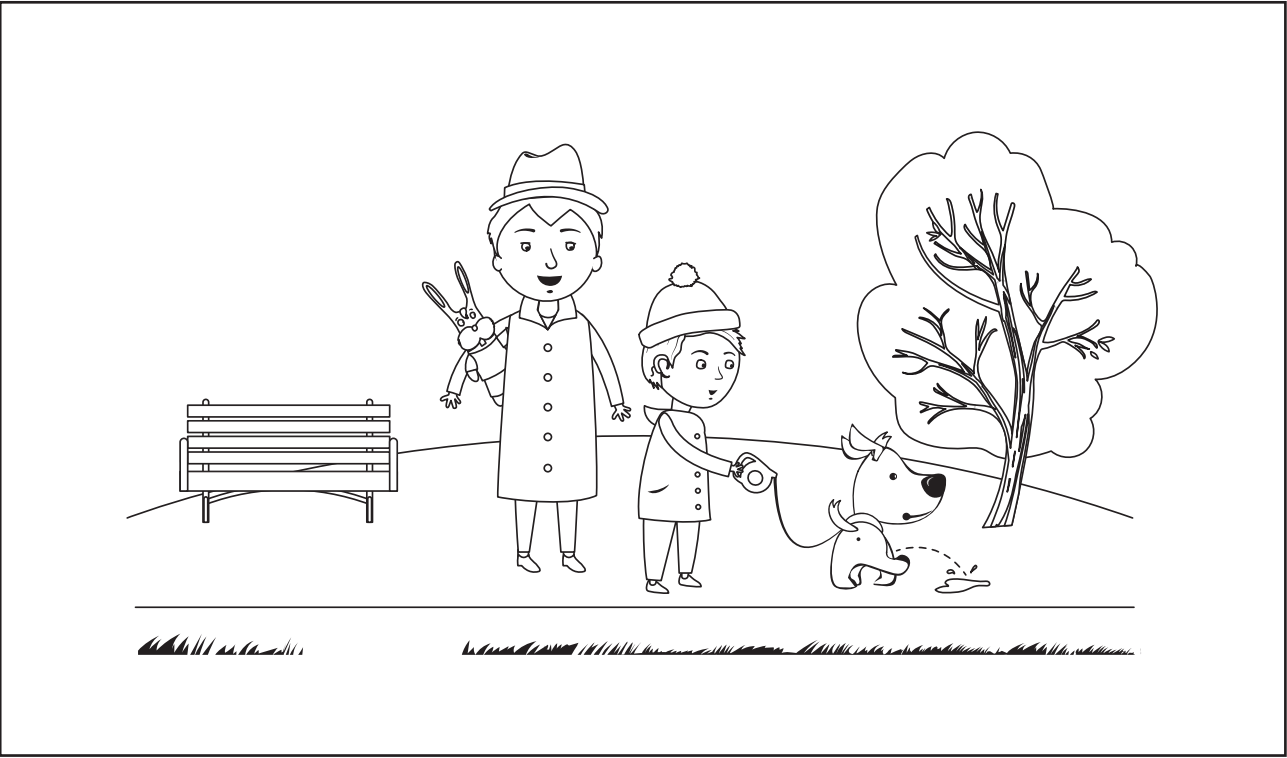
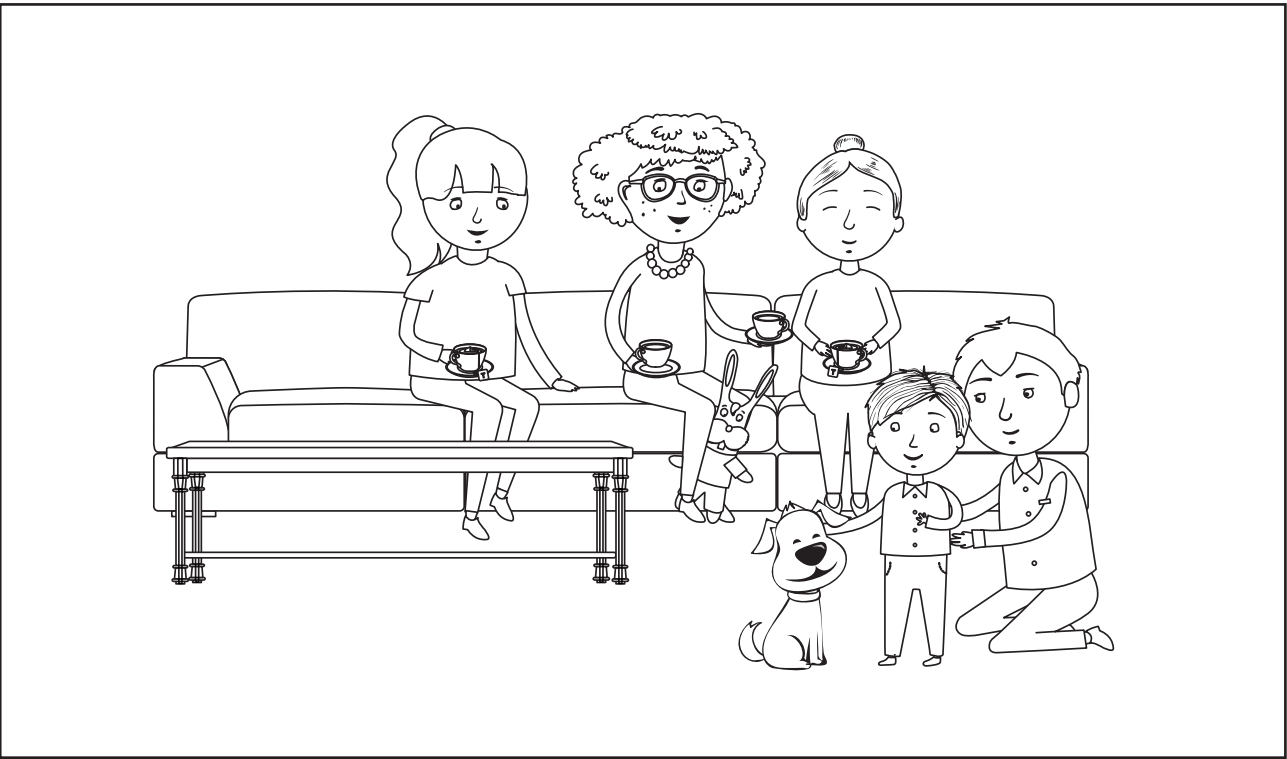
# Set B cards 5-6

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



# Set B cards 7-8

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



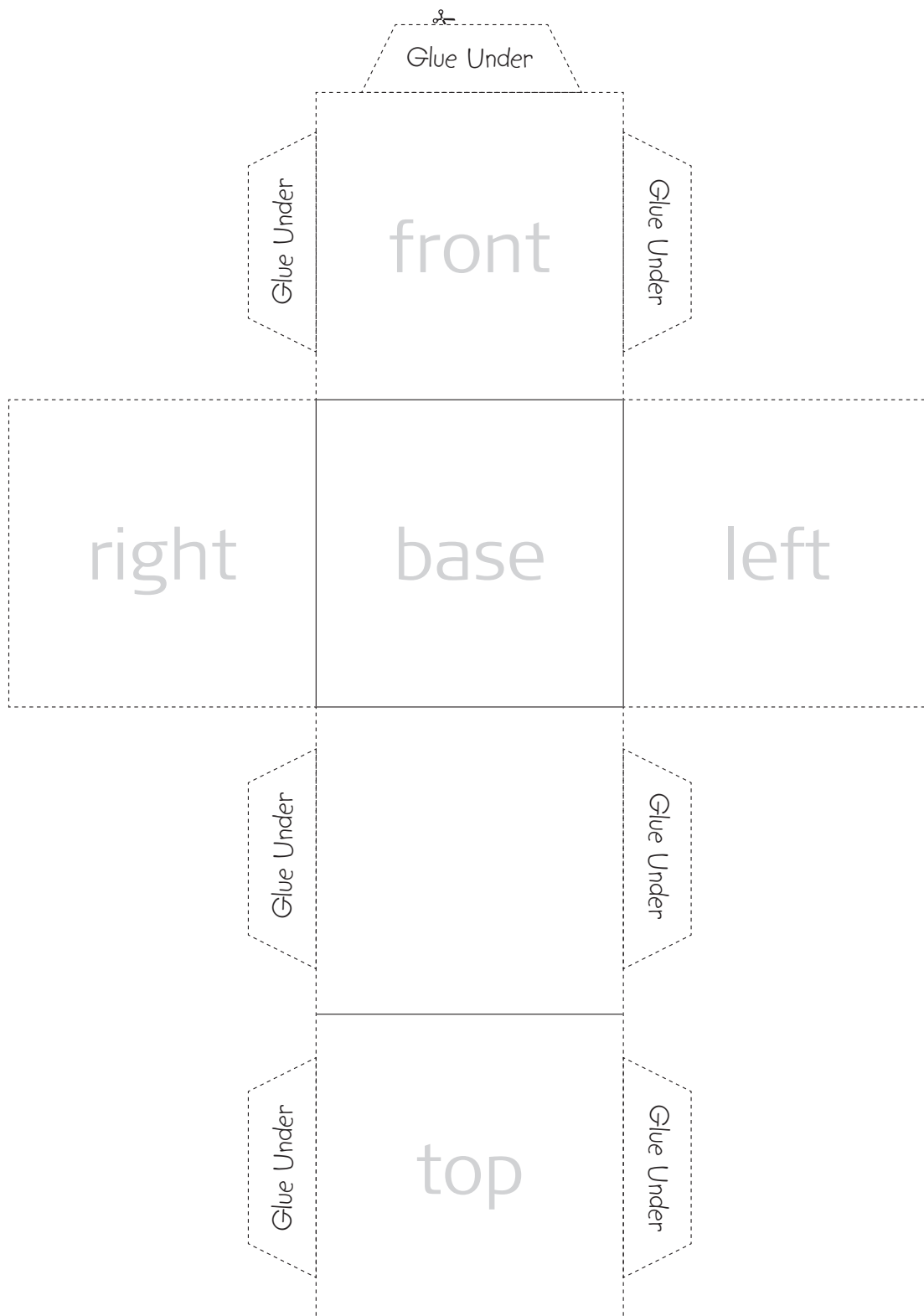
## Set B cards 9

Print or copy this page, cut out the picture and paste it onto card.



# Worksheet 3: Box plan

Print or copy this page, cut out the plan and stick it onto coloured cardboard. Fold along the lines and glue the flaps down to make a box like the one Daddy put Snowball in. You can use this plan to make a colour dice and a dot dice.



# Worksheet 4: Calendar

Print or copy this page, stick it onto cardboard, then cut out the 'slot in' calendar and the date cards. Slit the calendar along the dotted lines, and insert the correct day, month and date cards.

Today is

the

of

I am going

1st	2nd	3rd	4th
5th	6th	7th	8th
9th	10th	11th	12th
13th	14th	15th	16th

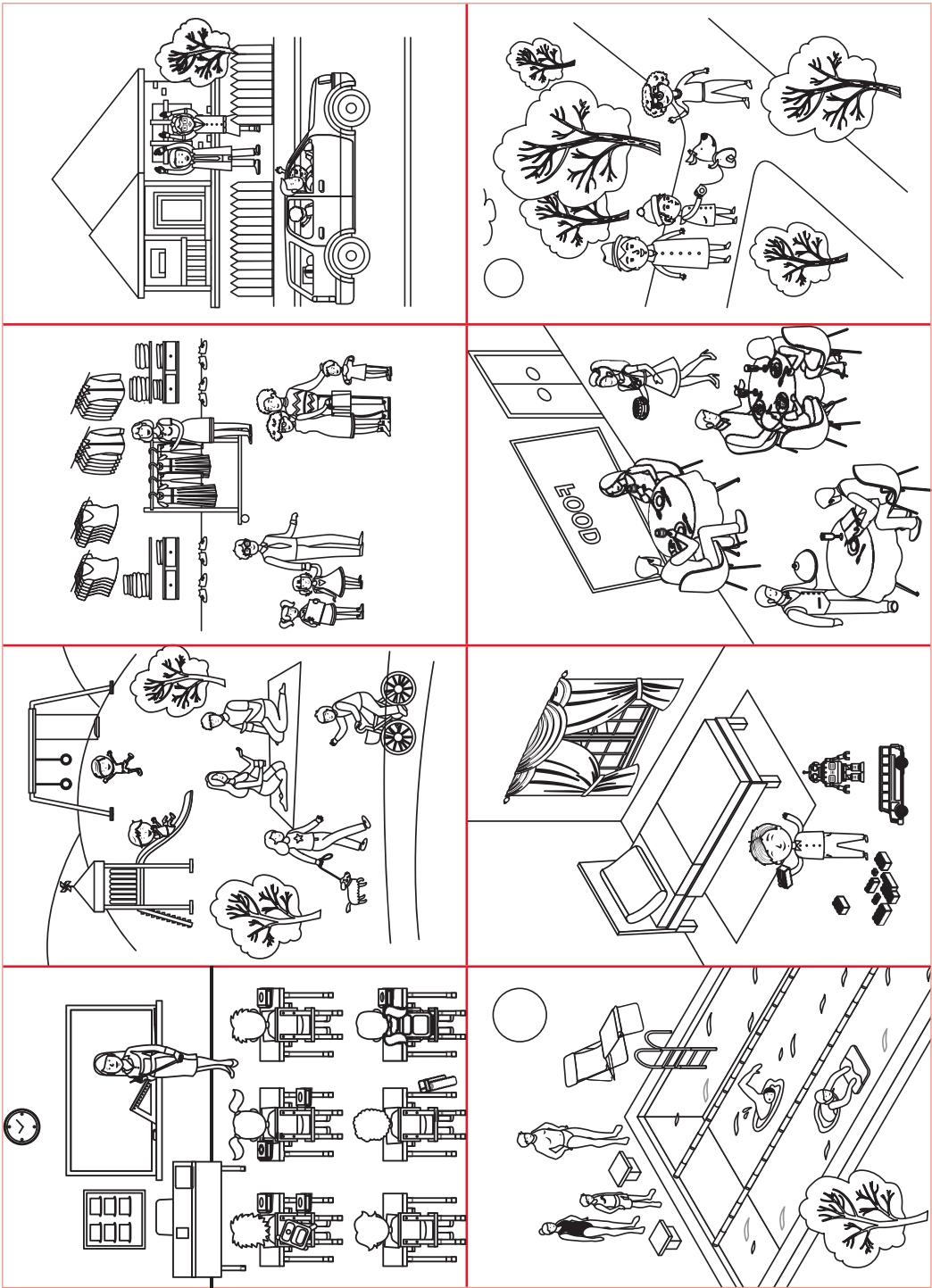
# Worksheet 5

Print or copy this page, stick it onto cardboard, then cut out the day, month and date cards.

MONDAY	TUESDAY	
WEDNESDAY	THURSDAY	
FRIDAY	SATURDAY	
SUNDAY	JANUARY	
FEBRUARY	MARCH	
APRIL	MAY	
JUNE	17th	18th
JULY	19th	20th
AUGUST	21st	22nd
SEPTEMBER	23rd	24th
OCTOBER	25th	26th
NOVEMBER	27th	28th
DECEMBER	29th	30th
		31st

# Worksheet 6

Print or copy this page, stick it onto cardboard, then cut out and colour the activity cards.  
These are for slotting into the calendar

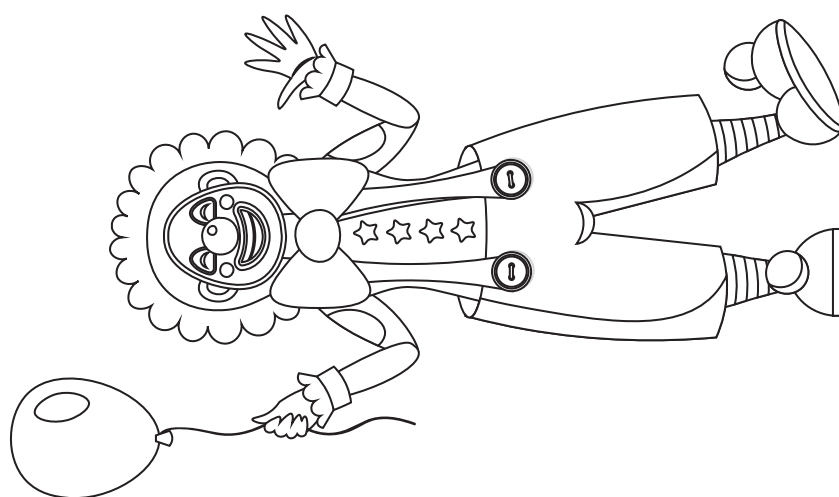




# Worksheet 7: Make a birthday card

Print or copy this page, cut along the black lines and fold along the dotted line. Colour in the picture on the front of the card. Write a greeting inside the card.

Happy Birthday



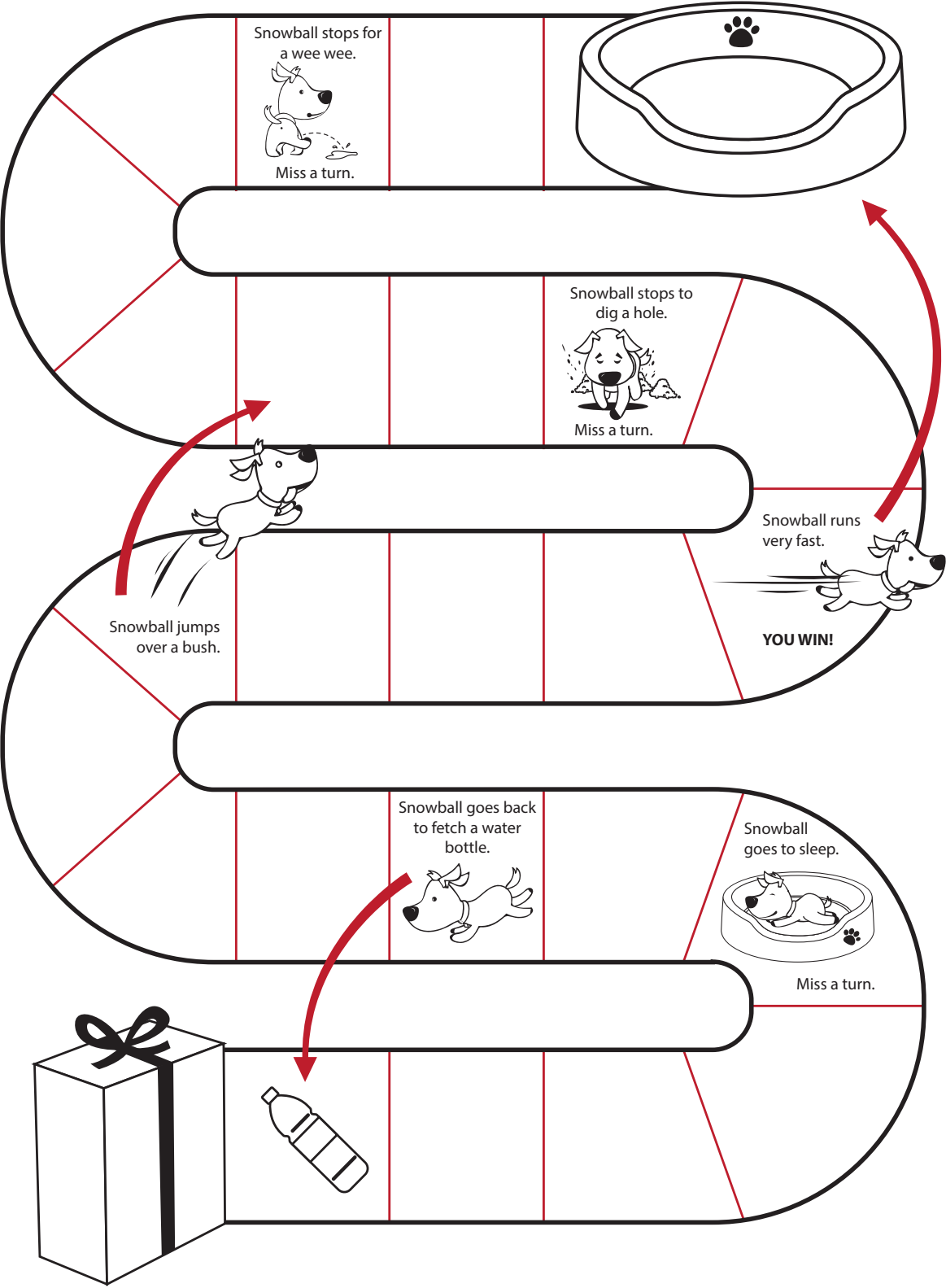
# Worksheet 8: Make a Fluffy Snowball

Print or copy this page, stick it onto cardboard, cut out Snowball and stick cotton wool onto Snowball. Talk about Snowball's eyes, nose, ears, mouth, legs and tail as you do this. Extra ideas: make a tail that can "wag". Make a separate tail and secure this to the body using a 2-tail pin. Use black buttons for the eyes and nose. Use some red material to make a sticking-out tongue.



# Worksheet 9: Board Game

Snowball wants to go to bed. You will need a 'dot' dice and two dog shapes. Colour one of these brown. You have to throw a 6 to get your dog out of the box. Take turns to throw the dice. The first 'dog' to reach the bed wins. Photocopy this sheet. Make it larger. Stick it onto cardboard.



## Worksheet 10: Fill in the blanks

Today is Murat's \_\_\_\_\_

Murat had a birthday party at \_\_\_\_\_

Everyone sang \_\_\_\_\_

Murat blew out \_\_\_\_\_

Murat's Daddy gave Murat a \_\_\_\_\_.

A fluffy, white \_\_\_\_\_ jumped out of the box.

Snowball has a \_\_\_\_\_, a \_\_\_\_\_, a \_\_\_\_\_ and two \_\_\_\_\_.

Murat took Snowball for a \_\_\_\_\_.

Snowball got \_\_\_\_\_.

Snowball had a \_\_\_\_\_.

Murat dried Snowball with a \_\_\_\_\_.

Murat \_\_\_\_\_ Snowball's hair.

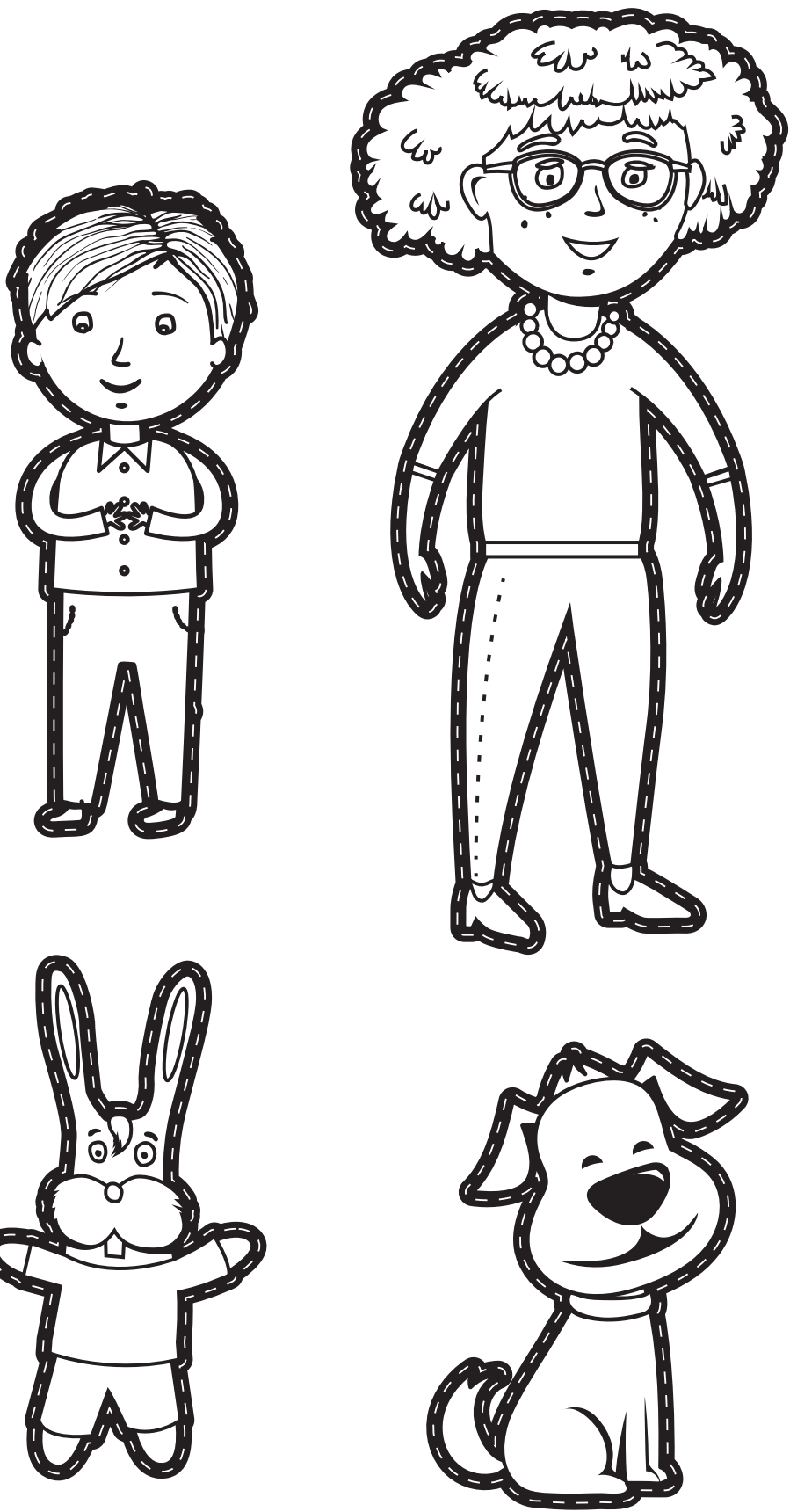
Murat put Snowball to \_\_\_\_\_.

Murat had a \_\_\_\_\_ day.

Birthday, school, Happy Birthday, six candles, big box, dog, lead, brush, bed, bowls, walk, muddy, bath, hair dryer, brushed, bed, busy,

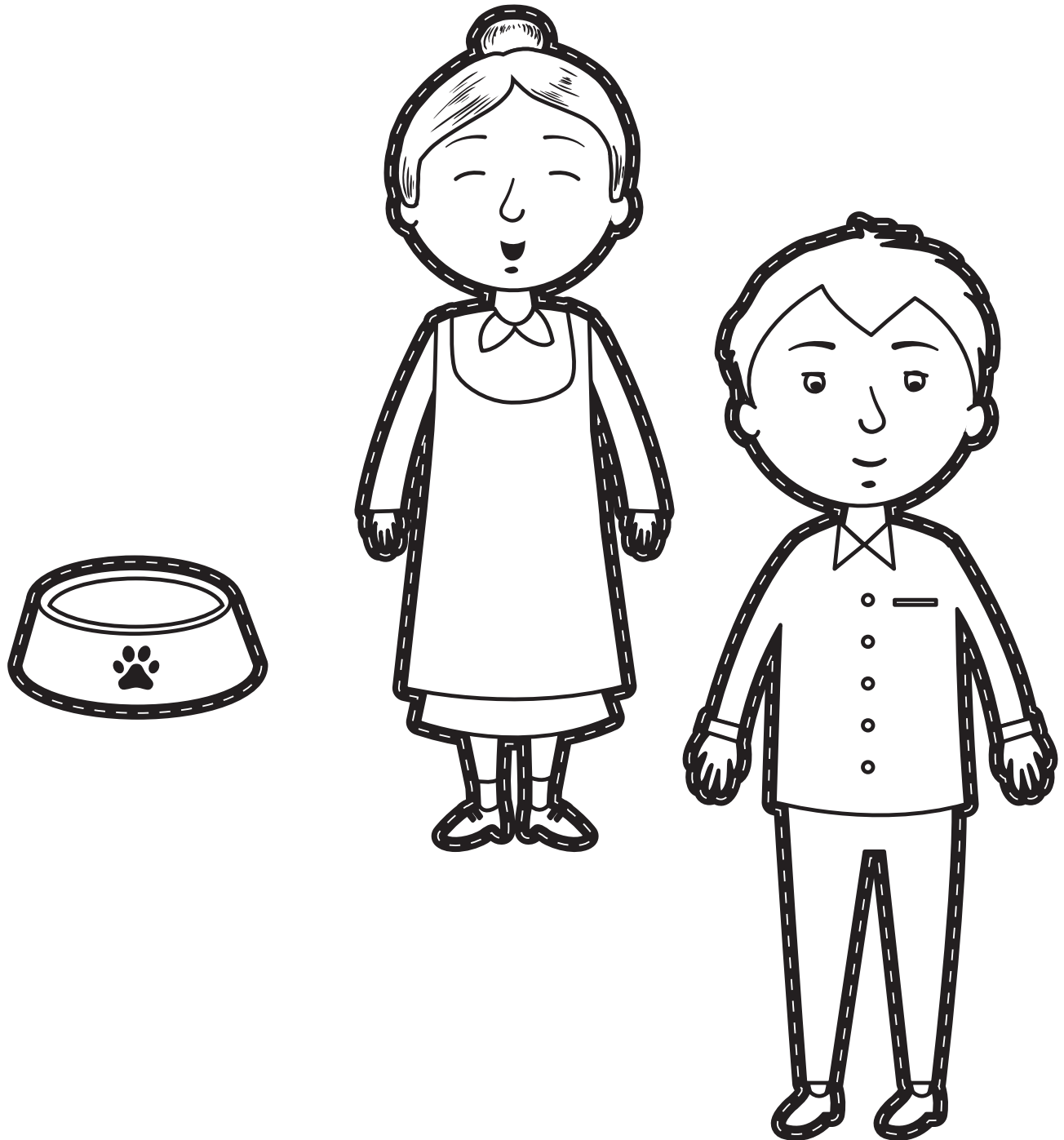
# Cut-out Characters

Murat, Meddy Rabbit, Mummy, Snowball. Print or copy this page, colour in the characters, cut them out and paste them onto card.



# Cut-out Characters

Daddy, Friends, Aycha and Granny. Print or copy this page, colour in the characters, cut them out and paste them onto card.





# 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.

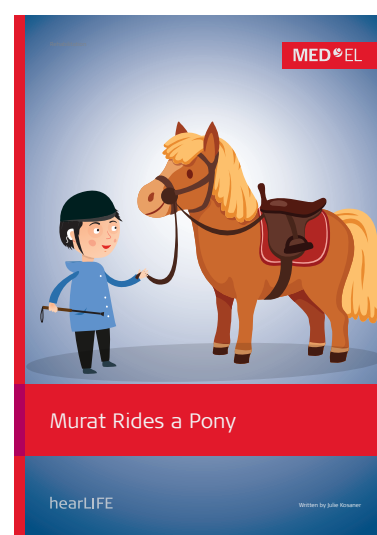
## Murat Goes Shopping

*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.

## Notes



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