



# Cooking



COLLABORATIVE WITH NORTH CAROLINA EARLY LEARNING SENSORY SUPPORT PROGRAM

## STAGES OF LISTENING TO SOUND

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

### Awareness

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

### Identification

I know what the sound is.

### Comprehension

I notice, understand, and respond to the sound.

Try saying these things when cooking:



You know this is happening when:

You know this is happening when:

### SOUND AWARENESS

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

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

### SOUND IDENTIFICATION

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

### SOUND COMPREHENSION

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



Family, Infant and Preschool Program  
of the  
J. Iverson Riddle Developmental Center

© 2025, FIPP. All rights reserved. [www.FIPP.org](http://www.FIPP.org)



NC DEPARTMENT OF  
HEALTH AND  
HUMAN SERVICES