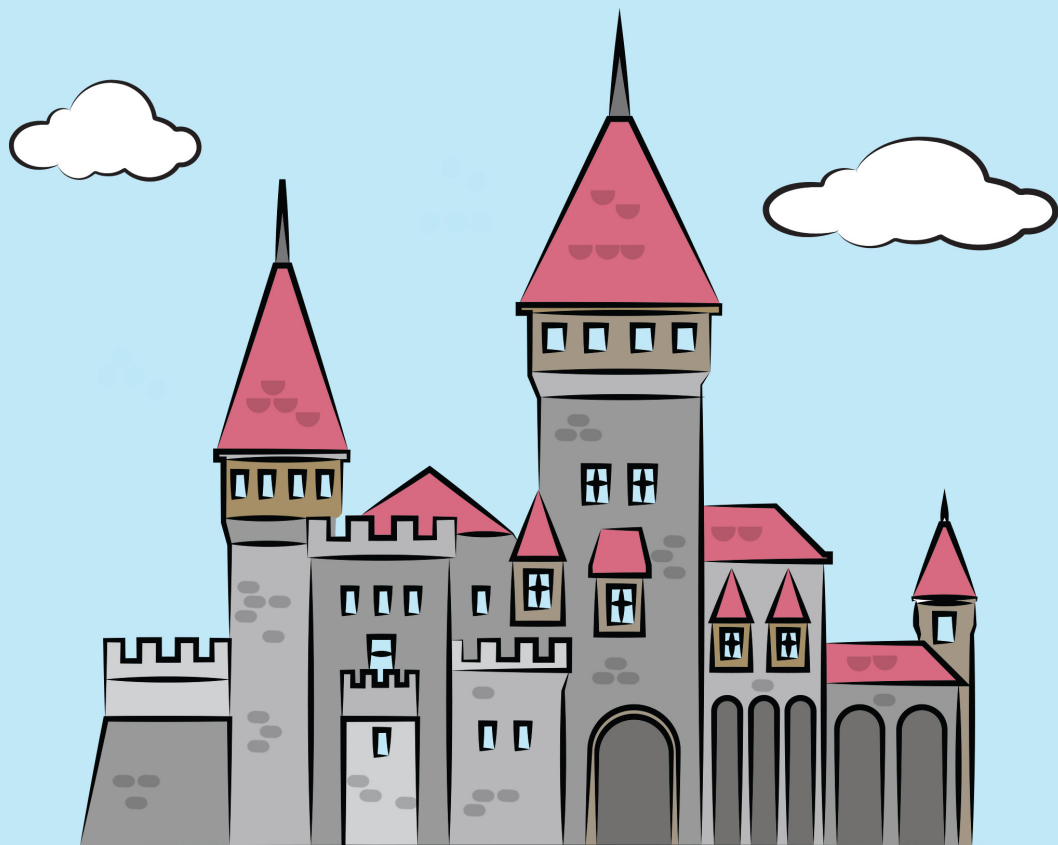


# Lesson Kits

## 26 FAIRY TALES



hearLIFE

# Learn About the Lesson Plans

## Lesson Plan

Level 1, Level 2, Level 3

### 1. Build a Castle

Therapist Notes, Resources

### 2. Tell a Tale

Therapist Notes, Resources

A note about the resources: English text is provided on some of the resources. Where this is done we provide a duplicate of the same resource with no text. Choose which suits your needs best.

We'd like these kits to help as many people as possible, so the Themed Lesson Kits may be shared openly for fair usage. However, MED-EL retains full rights to the material, so the content may not be altered, rebranded, or repurposed for commercial use.

# Learn About The Lesson Plans



indicates listening goals



indicates spoken language goals



indicates cognition and Theory of Mind goals

## How to choose a level

Level 1	The child is learning to listen and attend to <i>1 unit</i> of information. Spoken language is presented to the child in simple short sentences and acoustic highlighting techniques are utilised to enable the child to attend to new information.	The child is using <i>single words</i> , has a vocabulary of up to 200 words, and may be starting to combine words into 2-word combinations.	Cognition refers to how we learn and gain knowledge and understanding about our world. Theory of Mind ( <i>ToM</i> ) refers to the thinking skills we develop over time to explain and predict our own and others' behaviour. Some cognition and ToM skills are developmental; they develop as the child grows older. Furthermore, the relationship between many cognitive, ToM, and language skills is complex, with each contributing to the other in varying degrees over the child's early years. Older children working at Level 1 may already have more advanced cognitive and ToM skills and need stronger language skills to express themselves. Conversely, younger children working at Level 3 may not be developmentally ready to think through some of the ToM goals.
Level 2	The child is learning to listen and attend to <i>2 units</i> of information. Spoken language is presented in longer sentences and acoustic highlighting techniques are utilised to encourage the child to attend to all the information in the sentence.	The child is producing <i>2- to 3-word combinations</i> , has a vocabulary of 200 to 2000 words, and is beginning to use some grammatical markers.	
Level 3	The child is a proficient listener learning to attend to <i>3 units</i> of information. Spoken language is presented in a variety of complex sentences and acoustic highlighting techniques are utilised to encourage the child to attend to grammatical elements in the sentence.	The child is producing <i>4- to 5-word sentences</i> and questions, has a vocabulary of more than 2000 words, and is using a variety of grammatical markers.	

The theme: the level

*Themes are presented as a macro theme (broad general topic eg: Animals) followed by a related micro theme (narrow related sub-topic) to help the child build associations between words which makes remembering vocabulary easier.*

Document the child's detection or imitation response

Each lesson plan has 4 activities

Each activity has resources you need to download and print, or if electronic, save to computer or tablet.

Resources are easily identified by file name:

**Theme Level (L) Activity (A)**

*Eg: Animals L1 L2 A2*

*= resources you need for Animals theme lesson Level 1 and Level 2 activity 2*




## MY HOUSE: LEVEL 1 LESSON PLAN

**MED<sup>o</sup>EL**

Date: .....

Name: ..... Age: ..... H.A: .....

ACTIVITY	GOALS						
6 sounds:	left	ah	oo	ee	sh	s	m
	right	ah	oo	ee	sh	s	m

			
<b>BUILD A HOUSE</b> <b>RESOURCES</b> • My House L1 L2 L3 A1	• Identifies 1 item: • parts of a house • Understands some prepositions: front/back	• Labels house parts • Uses verbs: cut/stick/fold	• Understands that people see different things from different angles
<b>WHO'S IN THE HOUSE?</b> <b>RESOURCES</b> • My House L1 L2 L3 A2	• Attends to 1 item: • person • place • verb	• Repeats or labels 1 word: • person • place • verb	• Understands same and not the same
<b>WHERE DOES IT GO?</b> <b>RESOURCES</b> • My House L1 L2 L3 A3	• Identifies 1 item • object • place	• Consolidates vocabulary within categories; things in a house/places in the house	• Understands the association between an object and a place
<b>MY HOUSE</b> <b>RESOURCES</b> • My House L1 L2 L3 A4	• Attends to verbs: cut, fold, hold, push, count  • Attends to book	• Attempts to repeat one word from each page	• Joins in conversation about own house

The theme: the level	.....
The activity name	.....
What you need to do before the lesson	.....
Step by step through the activity	.....
Goal from lesson plan: example of skill	.....
Key Listening Strategy or technique to use to help child to achieve the goal.	.....

## MY HOUSE: LEVEL 1 THERAPIST NOTES

**MED<sup>o</sup>EL**

### ACTIVITY

# 1. Build a House

### PREPARATION

Print all resources onto lightweight card.

You are going make a house using the cardboard box.

1. Cut the windows, curtains, doors and chimney out. (Encourage the child to help where possible.)
2. Look at the cardboard box and decide which side will be the front.
3. Decide whether the yellow door or blue door will be on the front and stick it on.
4. Stick the other door on the back.
5. Use the craft knife to cut around 3 sides of the doors so they open.
6. Stick one window on each side.
7. Use the craft knife to cut down the middle of each window and along the top and bottom so they open out.
8. Stick the curtains inside the box at the top of the window opening.
9. Assemble chimney by following folds in order, 1, 2, 3 and glue base together.
10. Stick the chimney to the top of the box.

### RESOURCES

- A cardboard box
- My House L1 L2 L3 A1
- Glue and scissors
- Craft knife



### EXPECTED OUTCOMES

- Identifies 1 item: parts of a house (e.g., door, window, curtain, chimney)
- Understands some prepositions: front, back

### KEY STRATEGIES

**TALK TALK TALK:** Talk about the parts of the house as you cut them out together, and again as you decide which piece to do first, and then again as you stick them on, and finally once more when you are admiring your finished house.

**ACOUSTIC HIGHLIGHTING:** While you are talking, make one unit of information stand out for the Level 1 child. Say the unit a little bit louder or pause just before talking. "Hmm... We could put this blue door on...the *front*." (Turn the box around.) "Or maybe we could put the blue door on...the *back*."



### EXPECTED OUTCOMES

- Uses verbs: cut, stick, fold
- Labels parts of a house (e.g., door, window, curtain, chimney)

### KEY STRATEGIES

**The SAME THINKING PLACE:** As you encourage the child to join in the construction, add Acoustic Highlighting to the verbs, where possible placing the verb in the sentence-final position to give the Level 1 child the best possible chance to attend to it and try to repeat it back. "Just here on this line, you need to cut. Use the glue to make it stick."

**USE CHOICES:** Using the house parts vocabulary in choice questions provides the child with a model of the vocabulary just before they try and say it. This is easier than trying to recall unfamiliar vocabulary. *Shall we do a window or a door?*



### EXPECTED OUTCOMES

- Understands that people see different things from different angles.




### KEY STRATEGY

**SABOTAGE:** Angle the box so the child's parent/caregiver can not see the piece you just stuck on. Encourage parent/caregiver to comment that he can't see it. This helps the child learn that not everybody has access to the same information. *Oh, I can't see the window. I want to see the window. Can you show me the window? Turn the box so I can see.*

Date: .....

Name: ..... Age: ..... H.A: .....




ACTIVITY	GOALS						
6 sounds:	left	ah	oo	ee	sh	s	m
	right	ah	oo	ee	sh	s	m

			
<b>BUILD A CASTLE</b>  <b>RESOURCES</b> <ul style="list-style-type: none"> <li>Fairy Tales L1 L2 L3 A1</li> <li>Fairy Tales L1 L2 L3 A1 Castle Shapes</li> <li>Fairy Tales L1 L2 L3 A1 Castle Plans</li> </ul>	<ul style="list-style-type: none"> <li>Follows simple verbs with context clue (e.g., turn over, stick)</li> </ul>	<ul style="list-style-type: none"> <li>Repeats names of characters and animals</li> </ul>	<ul style="list-style-type: none"> <li>Matches shapes</li> <li>Understands <i>same</i></li> </ul>
<b>TELL A TALE</b>  <b>RESOURCES</b> <ul style="list-style-type: none"> <li>Fairy Tales L1 L2 L3 A2 Characters Cube</li> <li>Fairy Tales L1 L2 L3 A2 Verbs Cube</li> <li>Fairy Tales L1 L2 L3 A2 Animals Cube</li> <li>Fairy Tales L1 L2 L3 A2 Places Cube</li> <li>Fairy Tales L1 L2 L3 A2 Story Starter Board</li> </ul>	<ul style="list-style-type: none"> <li>Attends to 1 item: <ul style="list-style-type: none"> <li>nouns: characters, animals or places</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Repeats or labels names of pictures</li> </ul>	<ul style="list-style-type: none"> <li>Attends to a short sentence with visual support from pictures</li> </ul>

Date: .....

Name: ..... Age: ..... H.A: .....




ACTIVITY	GOALS						
6 sounds:	left	ah	oo	ee	sh	s	m
	right	ah	oo	ee	sh	s	m

			
<b>BUILD A CASTLE</b>  <b>RESOURCES</b> <ul style="list-style-type: none"> <li>Fairy Tales L1 L2 L3 A1</li> <li>Fairy Tales L1 L2 L3 A1 Castle Shapes</li> <li>Fairy Tales L1 L2 L3 A1 Castle Plans</li> </ul>	<ul style="list-style-type: none"> <li>Follows 2 units of information (e.g., Turn over the square.)</li> </ul>	<ul style="list-style-type: none"> <li>Combines words (e.g., flag here, need a circle)</li> </ul>	<ul style="list-style-type: none"> <li>Identifies shapes</li> <li>Arranges shapes to match the plan</li> </ul>
<b>TELL A TALE</b>  <b>RESOURCES</b> <ul style="list-style-type: none"> <li>Fairy Tales L1 L2 L3 A2 Characters Cube</li> <li>Fairy Tales L1 L2 L3 A2 Verbs Cube</li> <li>Fairy Tales L1 L2 L3 A2 Animals Cube</li> <li>Fairy Tales L1 L2 L3 A2 Places Cube</li> <li>Fairy Tales L1 L2 L3 A2 Story Starter Board</li> </ul>	<ul style="list-style-type: none"> <li>Attends to 2 items:                             <ul style="list-style-type: none"> <li>character + verb</li> <li>character + animal</li> <li>verb + animal</li> <li>animal + place</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Combines words following a picture sequence prompt</li> </ul>	<ul style="list-style-type: none"> <li>Talks about emotions predictable from a story sequence</li> </ul>

Date: .....

Name: ..... Age: ..... H.A: .....

ACTIVITY	GOALS						
6 sounds:	left	ah	oo	ee	sh	s	m
	right	ah	oo	ee	sh	s	m

			
<b>BUILD A CASTLE</b>  <b>RESOURCES</b> <ul style="list-style-type: none"> <li>Fairy Tales L1 L2 L3 A1</li> <li>Fairy Tales L1 L2 L3 A1 Castle Shapes</li> <li>Fairy Tales L1 L2 L3 A1 Castle Plans</li> </ul>	<ul style="list-style-type: none"> <li>Follows complex directions (e.g., Turn over the square and stick it at the top of the rectangle.)</li> </ul>	<ul style="list-style-type: none"> <li>Formulates an instruction for others to follow</li> </ul>	<ul style="list-style-type: none"> <li>Takes on the perspective of others</li> </ul>
<b>TELL A TALE</b>  <b>RESOURCES</b> <ul style="list-style-type: none"> <li>Fairy Tales L1 L2 L3 A2 Characters Cube</li> <li>Fairy Tales L1 L2 L3 A2 Verbs Cube</li> <li>Fairy Tales L1 L2 L3 A2 Animals Cube</li> <li>Fairy Tales L1 L2 L3 A2 Places Cube</li> <li>Fairy Tales L1 L2 L3 A2 Story Starter Board</li> </ul>	<ul style="list-style-type: none"> <li>Attends to 3 (or 4) items: <ul style="list-style-type: none"> <li>character + verb + animal (+ place)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Formulates a complete sentence</li> <li>Contributes to the creation of a narrative</li> </ul>	<ul style="list-style-type: none"> <li>Talks about emotions of others</li> <li>Identifies cause and effect</li> </ul>



## ACTIVITY

## 1. Build a Castle

## PREPARATION

Print the resources onto lightweight card.

Cut out the characters and set aside to use later.

You are going to make a 2D castle together and then add characters to set the scene for a story.

1. Together with the child cut out the castle shapes. Save some of the scrap paper because you will run out of small squares. Use this problem as an opportunity to *find* scraps and talk about it.
2. Match each shape to the shape on the plan.
3. Work together to build a matching castle on the spare paper or cardboard.
4. One by one, glue each piece in place.
5. When the castle is done, place the characters and talk about what they are doing.

## RESOURCES

- Fairy Tales L1 L2 L3 A1
- Fairy Tales L1 L2 L3 A1 Castle Shapes (print 2 for Castle Plan 2)
- Fairy Tales L1 L2 L3 A1 Castle Plans
- Scissors and glue
- 1 extra sheet of paper or cardboard (the side of a box would work well)



## EXPECTED OUTCOMES

- Follows simple verbs with context clue (e.g., turn over, stick)

## KEY STRATEGIES

**LISTENING FIRST and AUDITORY SANDWICH:** The Level 1 child is in the early stages of understanding the meaning of verbs. Help stimulate the development of the auditory pathways to the brain by using words in simple directions first and then help the child understand by adding a gesture. *We need to turn it over.... See like this... watch me turn it over. Now you do it. Turn it over.*

**AUDITORY HOOKS:** When placing the characters, use exciting words (e.g., Look! and Uh-oh!) to capture the child's auditory attention. Follow these words with Play Sounds to help the Level 1 child attach meaning to and remember action words. *Uh-oh!... He's falling....Ooooh!*



## EXPECTED OUTCOMES

- Repeats names of characters and animals

## KEY STRATEGIES

**AUDITORY FEEDBACK LOOP:** The Level 1 child may not be able to spontaneously repeat the names of the characters and animals after listening just once. Provide an acoustically highlighted model for the child to copy.

**WAIT WAIT & WAIT SOME MORE:** Set an expectation that the child try and repeat the labels by holding the character a little out of reach, smiling, and nodding to encourage the child to make an attempt.



## EXPECTED OUTCOMES

- Matches shapes
- Understands *same*

## KEY STRATEGY

**TALK TALK TALK:** Matching shapes is a visual skill that, depending on the age of the child, can be done independently. Add simple language to expand this part of the activity. Talk about what you can see and what you see the child doing. For the Level 1 child the names of the shapes are not so important. More important are words like *same, here, there. Oh, look here! We need to find this one. Can you find the ones that are the same. See there! Oh, no! We need more. Let's cut more.*

## ACTIVITY

## 1. Build a Castle

## PREPARATION

Print the resources onto lightweight card.

Cut out the characters and set aside to use later.

You are going to make a 2D castle together and then add characters to set the scene for a story.

1. Together with the child cut out the castle shapes. Save some of the scrap paper because you will run out of small squares. Use this problem as an opportunity to *find* scraps and talk about it.
2. Talk about the names of the shapes.
3. Match each shape to the shape on the plan.
4. Work together to build a matching castle on the spare paper or cardboard.
5. One by one, glue each piece in place.
6. When the castle is done, place the characters and talk about what they are doing.

## RESOURCES

- Fairy Tales L1 L2 L3 A1
- Fairy Tales L1 L2 L3 A1 Castle Shapes (print 2 for Castle Plan 2 or more for your own design)
- Fairy Tales L1 L2 L3 A1 Castle Plans
- Scissors and glue
- 1 extra sheet of paper or cardboard (the side of a box would work well)



## EXPECTED OUTCOMES

- Follows 2 units of information (e.g., Turn over the square.)

## KEY STRATEGIES

**LISTENING FIRST and AUDITORY SANDWICH:** Doing craft activities provides many opportunities to focus on following directions containing verbs such as cut, find, turn over, glue. The Level 2 child will be working towards following these words combined with the name of a shape. Give the directions using Listening First and then add a gesture, if required, to help the child understand what to do. Say the instruction again to maximize the learning through listening.

**AUDITORY HOOKS:** When placing the characters, use exciting words (e.g., *Look!* and *Uh-Oh!*) to capture the child's auditory attention. Follow these *hooks* with word combinations by talking about what the character is doing. *Uh-oh! The princess is falling!*



## EXPECTED OUTCOMES

- Combines words (e.g., flag here, need a circle)

## KEY STRATEGIES

**THE SAME THINKING PLACE:** Take turns giving the directions so all participants have a turn as the talker (*architect*) and the listeners (*builders*). Encourage the child to give directions to others in the activity by whispering, "Tell mum to put the flag here."

**USE CHOICE:** When you are placing the characters, provide language models for the child to listen to, learn from, and try to repeat. *What do you think? Will the fairy fly or will the fairy sleep?*



## EXPECTED OUTCOMES

- Identifies shapes
- Arranges shapes to match the plan

## KEY STRATEGY

**TALK TALK TALK:** Matching shapes is a visual skill that can be done independently. Make the activity a little more challenging by setting the plan a little way apart from where you are building the castle. This will provide the opportunity to label the parts that you need and to talk about the position they need to go in. *Put the rectangle on the side. The triangle goes on the top. Uh oh! Look, we have no more squares. What can we do?*

## ACTIVITY

## 1. Build a Castle

## PREPARATION

Print the resources onto lightweight card.

Cut out the characters and set aside to use later.

You are going to make a 2D castle together and then add characters to set the scene for a story.

1. Together with the child cut out the castle shapes. Save some of the scrap paper because you will run out of small squares. Use this problem as an opportunity to find scraps and talk about it.
2. Talk about the names of the shapes.
3. Take turns being the architect and the builders. The architect holds the plan and does not show the others. The architect tells the builders which piece to find and gives the directions on where to put it.
4. One by one glue each shape in place, changing roles after each one.
5. When the castle is done, place the characters and talk about what they are doing and how they are feeling.

## RESOURCES

- Fairy Tales L1 L2 L3 A1
- Fairy Tales L1 L2 L3 A1 Castle Shapes (print 2 for Castle Plan 2 or more for your own design)
- Fairy Tales L1 L2 L3 A1 Castle Plans
- Scissors and glue
- 1 extra sheet of paper or cardboard (the side of a box would work well)



## EXPECTED OUTCOMES

- Follows complex directions (e.g., Stick the triangles above the two squares.)

## KEY STRATEGIES

**LISTENING FIRST and AUDITORY SANDWICH:** Doing craft activities provides opportunities to focus on following directions of increasing length and complexity. Give a direction using listening alone. Wait and watch to check the Level 3 child's auditory memory and comprehension skills. If some element of the instruction creates difficulties, add a visual or tactile clue and then repeat through listening alone. *You need to stick the narrow rectangle to the left of the largest shape.... It goes here on the left. OK, listen again. Stick the narrow rectangle to the left of the largest shape.*

**AUDITORY HOOKS:** Use words that carry emotional content to help the Level 3 child further develop the skills required to connect events and the likely feeling experienced by others. This is a Theory of Mind skill and contributes to a child's ability to respond empathetically. *Phew! The knight must be exhausted. He climbed all the way to the top in his armour. That's a very heavy suit. He'll need a rest now.*



## EXPECTED OUTCOMES

- Formulates an instruction for others to follow

## KEY STRATEGIES

**THE SAME THINKING PLACE:** Take turns giving the directions so all participants have a turn as the talker (architect) and the listeners (builders). If the child's directions are not clear, encourage more specific language by using clarification strategies. *Could you tell us which side to put this narrow rectangle on?*

**USE CHOICE:** When you are placing the characters, provide choices for the child to think about how an event makes others feel. *What do you think? After seeing the princess fall, would the king feel sad or worried?*



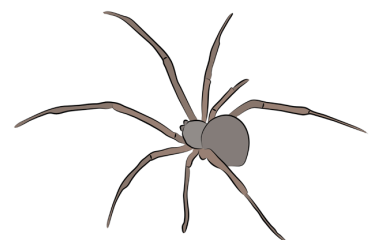
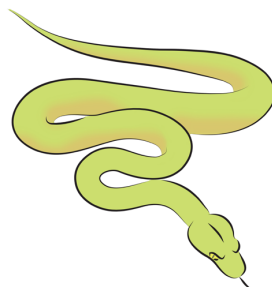
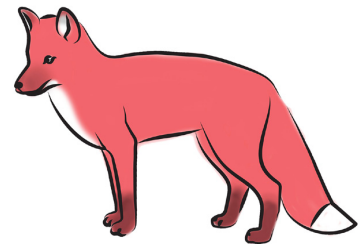
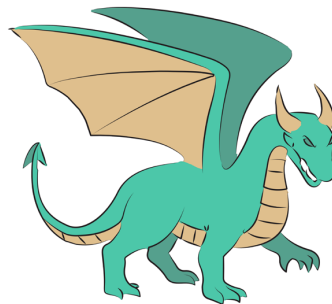
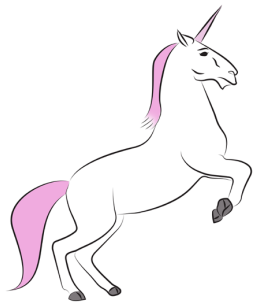
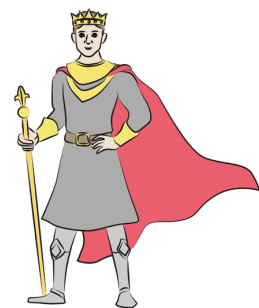
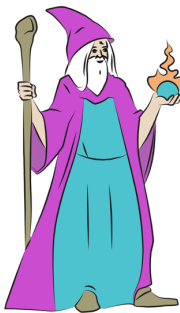
## EXPECTED OUTCOMES

- Takes on the perspective of others

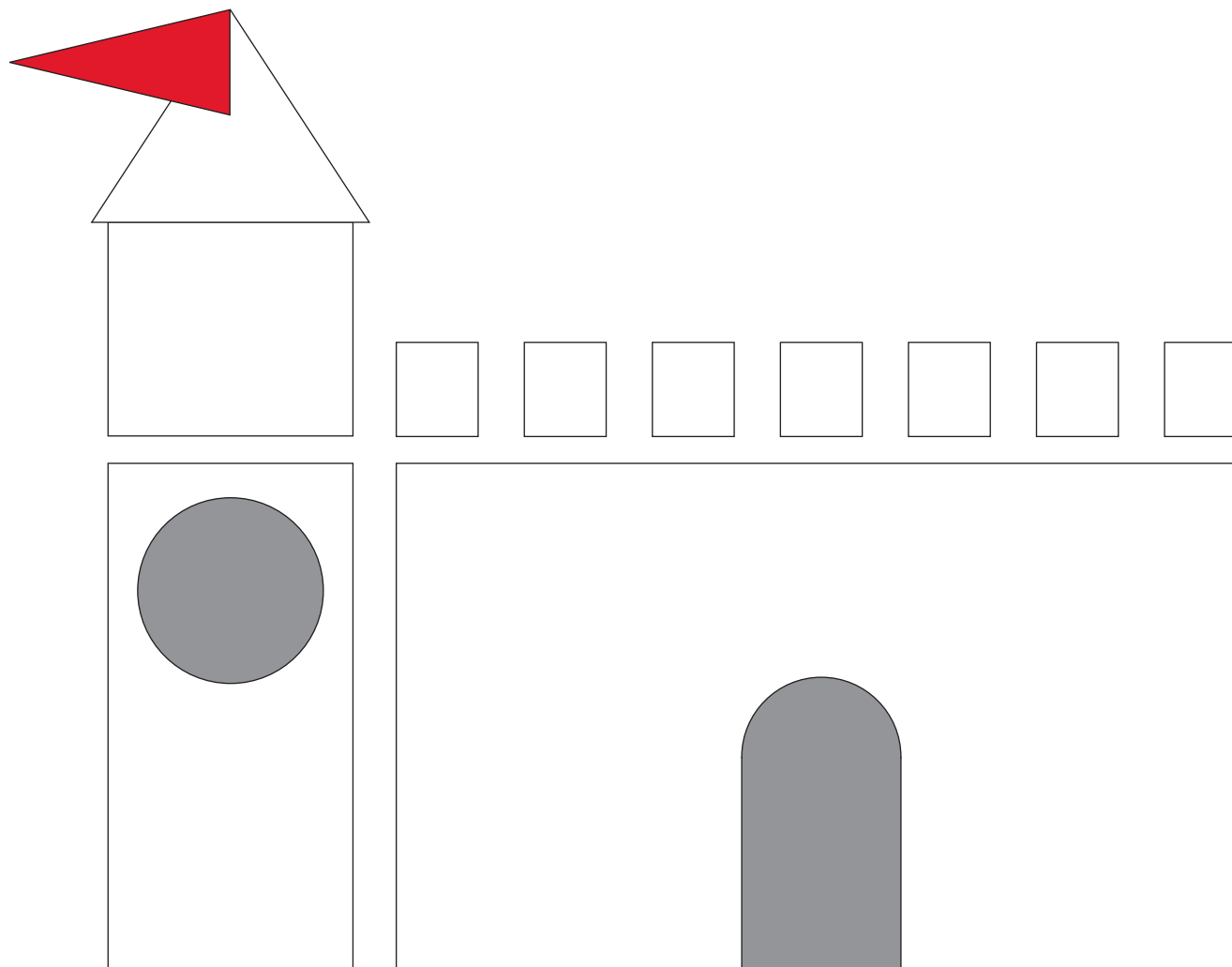
## KEY STRATEGY

**TALK TALK TALK:** Giving directions to others requires the ability to think about how others see things. This skill contributes to Theory of Mind development. Talk about the strategies you use when it's your turn so the child can learn from your thinking. *You are looking at the side of a box. So I need to say put the triangle at the top of the box on the left. You are looking at the side of the box. So I need to say, "Put the triangle at the top of the box on the left." Oh no, I can see a problem. We have run out of small squares. How do you think we can fix this?*

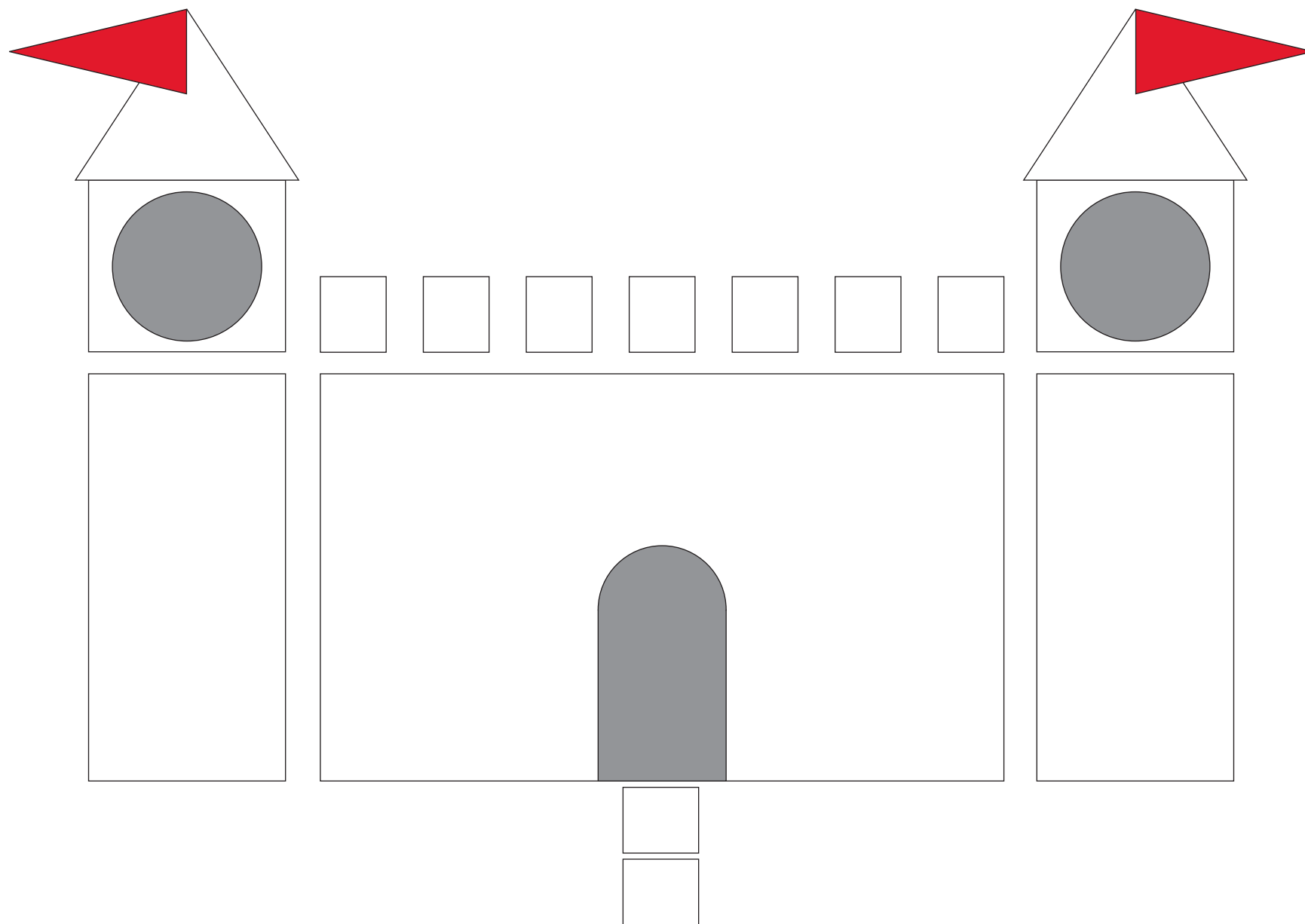
# 1. Build a Castle



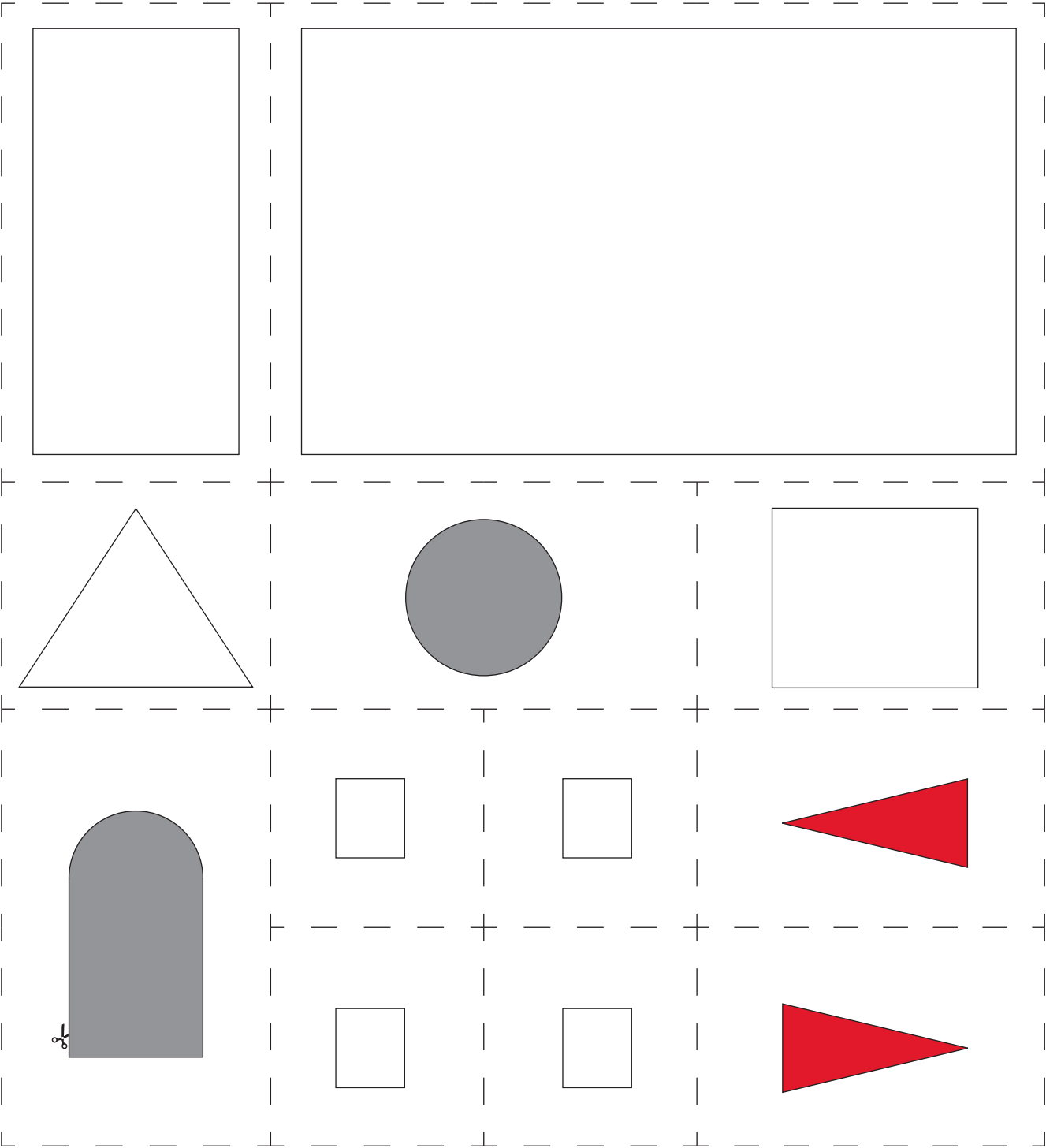
# 1. Build a Castle



## 1. Build a Castle



1. Build a Castle



## ACTIVITY

# 2. Tell a Tale

## PREPARATION

Print the resources onto lightweight card.

Cut up and assemble the cubes using glue or tape.

You are going to play a *Find the Match* game.

1. Together with the child decide whether you will use the characters cube or the animals cube.
2. Spread the matching cards from Activity 1 out on the table.
3. Label each one and find the match on the cube.
4. Take it in turns to roll the cube into the shoe box and say the name of the character or animal on the top of the cube.
5. All other players work together to find the one called.

## RESOURCES

- Fairy Tales L1 L2 L3 A2 Characters Cube
- Fairy Tales L1 L2 L3 A2 Animals Cube
- Fairy Tales L1 L2 L3 A1
- A shoe box for rolling the cubes in

## Optional extension

- Fairy Tales L1 L2 L3 A2 Verbs Cube
- Fairy Tales L1 L2 L3 A2 Places Cube
- Fairy Tales L1 L2 L3 A2 Story Starter Board



## EXPECTED OUTCOMES

- Attends to 1 item: nouns (characters, animals or places)

## KEY STRATEGIES

**TALK TALK TALK:** The child will be a little familiar with the names of the characters and animals from Activity 1 and will benefit from continued repetition. It is not unusual for many repetitions of a new word to be required before a child feels confident attempting to say it. Repeat the names as you spread the cards out and as you point out the matching picture on the cube before rolling the cube and expecting the child to listen and find the matching card.

**LISTENING FIRST and AUDITORY SANDWICH:** Rolling the cube in a shoe box helps hide the picture so you can use Listening First to label it. Provide another repetition and wait time and encourage the child to look at all the cards on the table to find the match. If it's too difficult, allow a peek at the cube so the child can find the visual match and then say the word again to complete the Auditory Sandwich.



## EXPECTED OUTCOMES

- Repeats or labels names of pictures

## KEY STRATEGIES

**USE CHOICES:** Help the Level 1 child learn vocabulary by providing the words in a choice question. *Do you want to do people or animals? Hmmm, is that a dragon or a fox?*

**AUDITORY HOOKS:** When it is the child's turn to roll the cube, use an attention-grabbing word to stop the child from pointing out the matching card on the table—add a Play Sound if required. *STOP! Don't point. You tell dad, "It's a snake, sssssss!"*



## EXPECTED OUTCOMES

- Follows a short sentence with visual support from pictures

## KEY STRATEGY

**EXPANSION & EXTENSION:** The Level 1 child is just beginning to use single words or word approximations. Provide a model of how to put words together by rolling each dice and placing them onto the story starter board. Make up words to go with each cube. Read the sentence by pointing to each dice to help the child understand the idea of sequencing pictures from left to right to make a sentence.



## ACTIVITY

## 2. Tell a Tale

## PREPARATION

Print 2 of each resource onto lightweight card.

Cut up and assemble the cubes using glue or tape.

You are going to play a *Make the Same Story* game.

1. Talk about the pictures on each cube.
2. Model the different ways to put the words together.
3. Keep one set of cubes for the talker and the other set for the listeners.
4. Choose 2 cubes. Set aside the others.
5. The talker rolls 2 cubes in the shoe box and the listeners find those pictures and put them face up on the story board.
6. Swap roles.

## RESOURCES

- Fairy Tales L1 L2 L3 A2 Characters Cube
- Fairy Tales L1 L2 L3 A2 Animals Cube
- Fairy Tales L1 L2 L3 A2 Verbs Cube
- Fairy Tales L1 L2 L3 A2 Places Cube
- Fairy Tales L1 L2 L3 A2 Story Starter Board
- A shoe box for rolling the cubes in



## EXPECTED OUTCOMES

- Attends to 2 items:
  - character + verb (e.g., Fairy can see)
  - character + animal (e.g., Fairy and a dragon)
  - verb + animal (e.g., See a fox)
  - animal + place (e.g., Dragon on a mountain)

## KEY STRATEGIES

**TALK TALK TALK:** Before you ask the listeners to find the pictures, discuss what word goes best with each picture, particularly the *verbs* cube. The verb might change when combining character and verb, and verb and animal. Provide lots of repetition of the words so the child can learn how they go together. *This cube is about things the fairy is doing. The fairy is looking. The fairy is listening. The fairy is smelling. The fairy is sitting. The fairy is carrying. The fairy is catching.*

**LISTENING FIRST and AUDITORY SANDWICH:** Rolling the cubes in a shoe box helps hide the pictures so you can use Listening First to talk about them. Provide another repetition and wait time, and encourage the child to look at each picture on both cubes to find the matches. If it's too difficult, provide a peek at the cubes and say the words again to complete the Auditory Sandwich.



## EXPECTED OUTCOMES

- Combines words following a picture sequence prompt

## KEY STRATEGIES

**USE CHOICES:** When it is the child's turn to roll the cubes, help (if required) by whispering models of the language for the child to choose from. *Do you want to say The fox in the den or The fox in the cave?*

**AUDITORY HOOKS:** Use attention-grabbing words to help the child understand the difference between real and fictional animals. *Oh, wow! A unicorn! Unreal!* This strategy is also effective for helping the child identify and comprehend dangerous, ridiculous, or humorous elements that might come into a story. *Oh, Dear! She sat on a spider!*



## EXPECTED OUTCOMES

- Follows a short sentence with visual support from pictures

## KEY STRATEGY

**EXPANSION & EXTENSION:** Provide a model of how to put more words together by rolling all the cubes and placing them on the story starter board. Model how to make a sentence by sequencing pictures from left to right. Extend on from the starter sentence to create a story and try to include narrative elements such as a problem and a conclusion.

## ACTIVITY

## 2. Tell a Tale

## PREPARATION

Print 2 of each resource onto lightweight card.

Cut up and assemble the cubes using glue or tape.

You are going to play a *Make the Same Story* game.

1. Talk about the pictures on each cube.
2. Start with the red, yellow and blue cubes and add green as the child progresses.
3. Keep one set of cubes for the talker and the other set for the listeners.
4. The talker rolls the cubes in the shoe box and the listeners find those pictures and put them face up on the story board.
5. Say the whole sentence again, *reading* the pictures left to right.
6. Swap roles for the next sentence.
7. Extend the activity by imagining different ways the story could develop.

## RESOURCES

- Fairy Tales L1 L2 L3 A2 Characters Cube
- Fairy Tales L1 L2 L3 A2 Animals Cube
- Fairy Tales L1 L2 L3 A2 Verbs Cube
- Fairy Tales L1 L2 L3 A2 Places Cube
- Fairy Tales L1 L2 L3 A2 Story Starter Board
- A shoe box for rolling the cubes in



## EXPECTED OUTCOMES

- Attends to 3 (or 4) items:
  - character + verb + animal (e.g., The fairy caught a mouse.)
  - character + verb + animal + place (e.g., The king saw a fox in the bathroom.)

## KEY STRATEGIES

**TALK TALK TALK and USE CHOICES:** Before you ask the listeners to find the pictures, discuss what word goes best with each picture, particularly the verbs cube (yellow). Decide whether you will tell the story in past tense or present tense. *This cube is about action words. We could say the king saw a fox or the king sees a fox. What shall we say?*

**LISTENING FIRST and ACOUSTIC HIGHLIGHTING and AUDITORY SANDWICH:** Rolling the cubes in a shoe box helps to hide the pictures so you can use Listening First to talk about them. Provide another repetition with emphasis on any picture the child cannot find and encourage the child to look at each picture on all the cubes to find the matches. If it's too difficult, allow a peek at the cubes and say the sentence again.



## EXPECTED OUTCOMES

- Formulates a complete sentence
- Contributes to the creation of a narrative

## KEY STRATEGIES

**USE CHOICES:** When it is the child's turn to roll the cubes, help (if required) by whispering models of the language for the child to choose from. *Do you want to say, "The knight catches a unicorn" or "The knight caught a unicorn?"*

**SABOTAGE:** Sabotage simply means creating or identifying a problem to encourage the child to use words to contribute to a solution. Every good story needs a problem, so model how to follow up the story starter sentence with the invention of a problem. *The unicorn took off and flew into the air. The knight was still holding the net.*



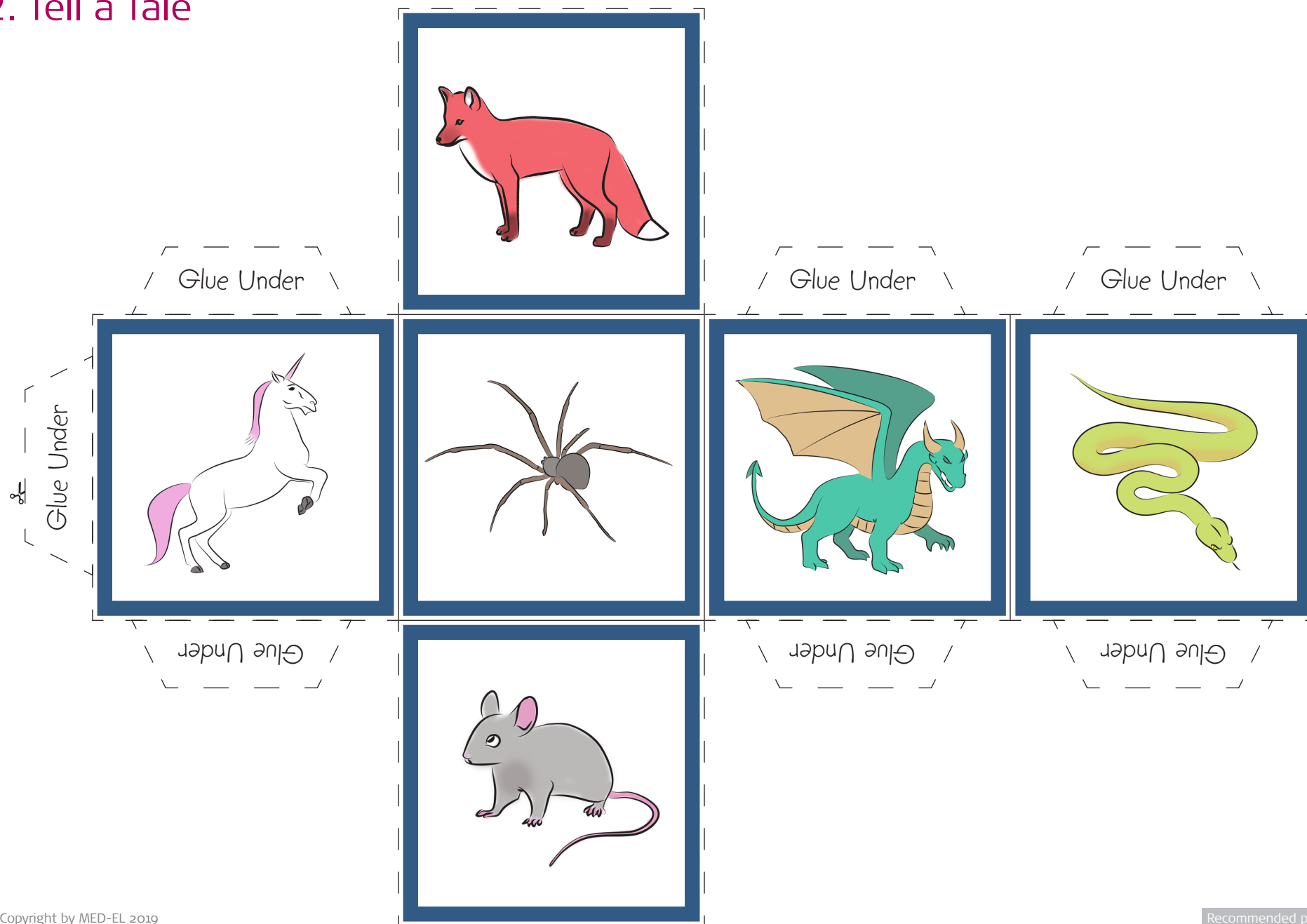
## EXPECTED OUTCOMES

- Talks about emotions of others
- Identifies cause and effect

## KEY STRATEGY

**EXPANSION & EXTENSION:** Provide a model of how to put more words together by rolling all the cubes and placing them on the story starter board. Make a sentence by sequencing pictures from left to right. Continue to create a story and try to include more advanced narrative elements, such as the internal responses of the characters and their planning to solve the problem. *The knight panicked but began to think about how he could steer the unicorn.*

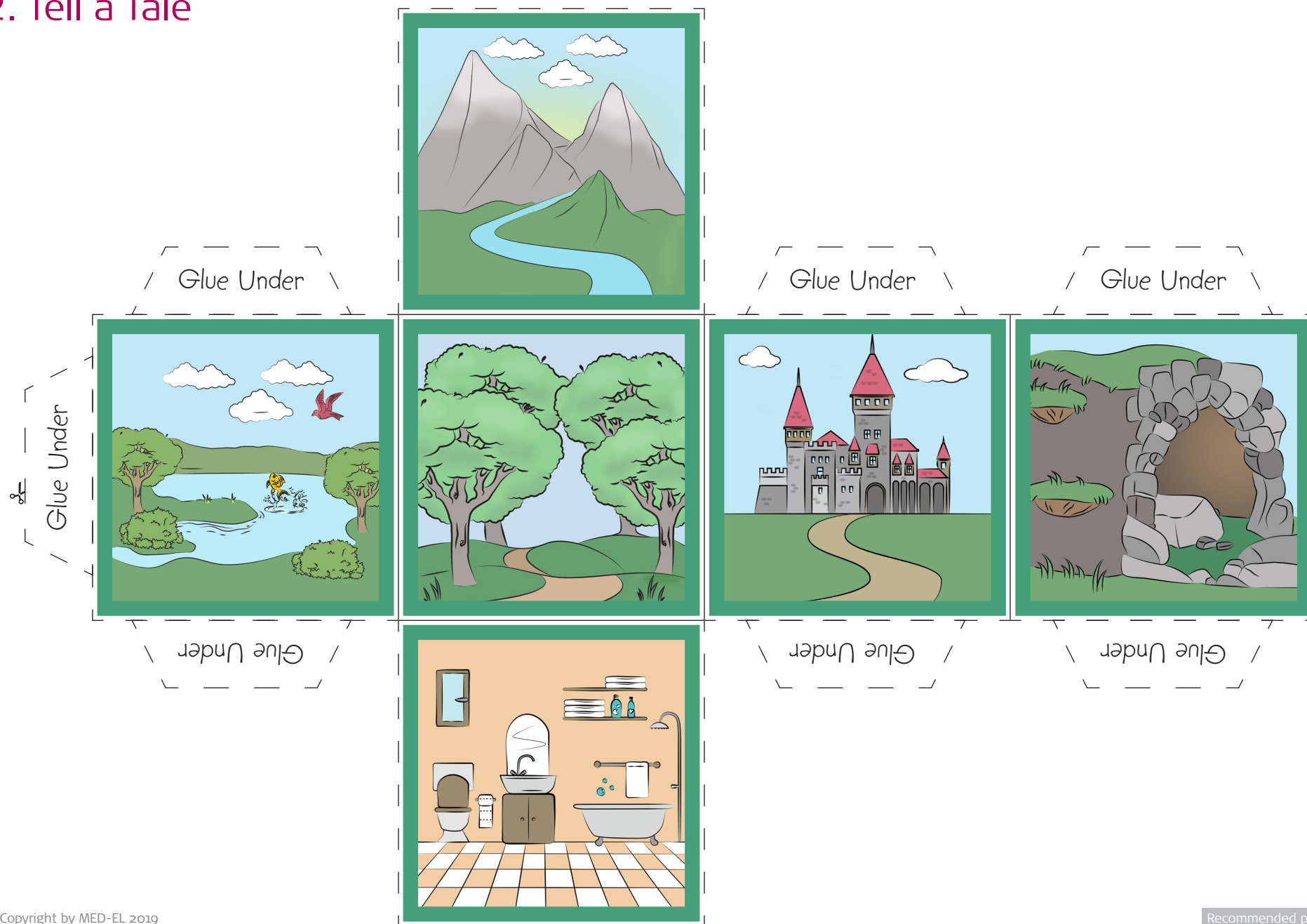
## 2. Tell a Tale



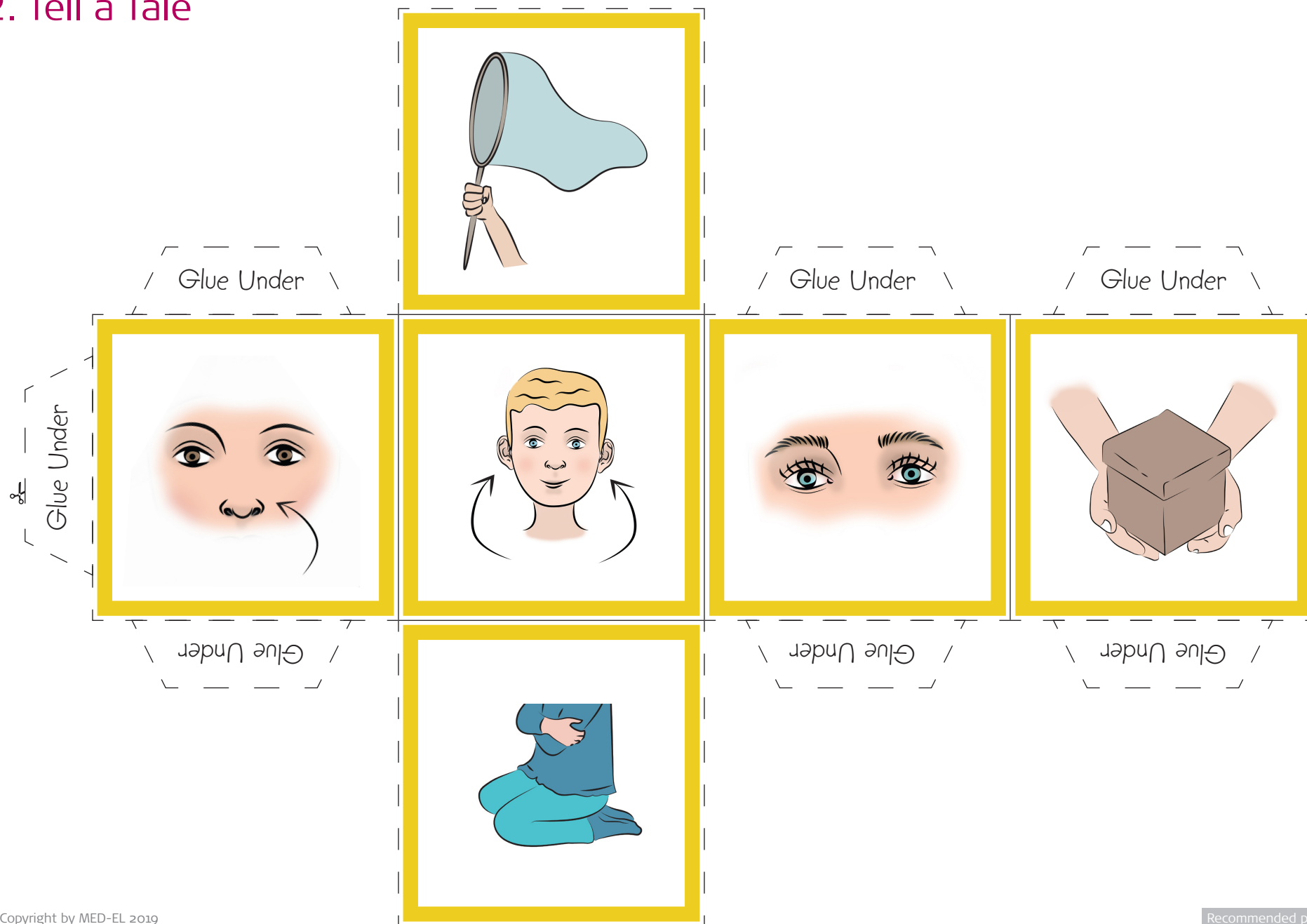
## 2. Tell a Tale



## 2. Tell a Tale



## 2. Tell a Tale



## 2. Tell a Tale

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