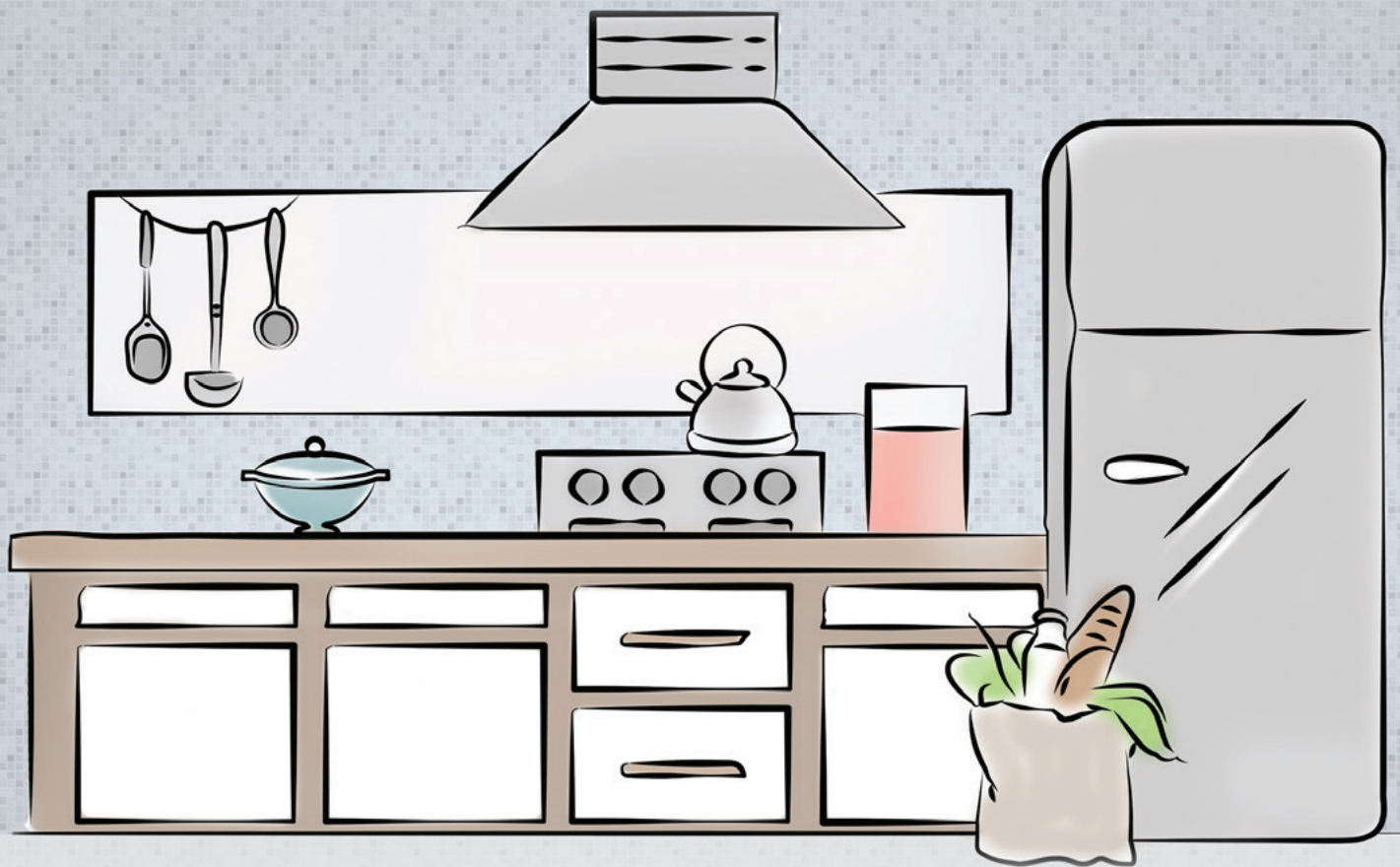


# Lesson Kits

## 02 MY KITCHEN



# Learn About the Lesson Plans

## Lesson Plan

Level 1, Level 2, Level 3

### 1. Things in the Kitchen

Therapist Notes, Resources

### 2. Gingerbread People

Therapist Notes, Resources

### 3. Make a Chef's Hat

Therapist Notes, Resources

### 4. The Chef's Jobs

Therapist Notes, Resources

# Learn About The Lesson Plans



indicates listening goals






indicates spoken language goals



indicates cognition and theory of mind goals

## How to choose a level

			
<b>Level 1</b>	The child is learning to listen and attend to 1 <i>unit</i> of information. Spoken language is presented to the child in simple short sentences and acoustic highlighting techniques are utilised to enable to the child to attend to new information.	The child using <i>single words</i> , has a vocabulary of up to 200 words and may be starting to combine words in to 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, however 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. An older child working at level 1 may already have more advanced cognitive and ToM skills and needs stronger language skills to express themselves. Conversely a younger child working at level 3 may not be developmentally ready to think through some of the ToM goals.
<b>Level 2</b>	The child is learning to listen and attend to 2 <i>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 2 to 3 <i>word combinations</i> , has a vocabulary of 200 to 2000 words and is beginning to use some grammatical markers	
<b>Level 3</b>	The child is a proficient listener learning to attend to 3 <i>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 4 to 5 <i>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



Date: .....

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

ACTIVITY	GOALS			
6 sounds:	left	ah	oo	ee
	right	ah	oo	ee

BUILD A HOUSE				
<b>RESOURCES</b> • My House L1 L2 L3 A1				
	<ul style="list-style-type: none"><li>Identifies 1 item:<ul style="list-style-type: none"><li>parts of a house</li></ul></li><li>Understands some prepositions: front/back</li></ul>	<ul style="list-style-type: none"><li>Labels house parts</li><li>Uses verbs: cut/stick/fold</li></ul>	<ul style="list-style-type: none"><li>Understands that people see different things from different angles</li></ul>	
WHO'S IN THE HOUSE?				
<b>RESOURCES</b> • My House L1 L2 L3 A2	<ul style="list-style-type: none"><li>Attends to 1 item:<ul style="list-style-type: none"><li>person</li><li>place</li><li>verb</li></ul></li></ul>	<ul style="list-style-type: none"><li>Repeats or labels 1 word:<ul style="list-style-type: none"><li>person</li><li>place</li><li>verb</li></ul></li></ul>	<ul style="list-style-type: none"><li>Understands same and not the same</li></ul>	
WHERE DOES IT GO?				
<b>RESOURCES</b> • My House L1 L2 L3 A3	<ul style="list-style-type: none"><li>Identifies 1 item<ul style="list-style-type: none"><li>object</li><li>place</li></ul></li></ul>	<ul style="list-style-type: none"><li>Consolidates vocabulary within categories: things in a house/places in the house</li></ul>	<ul style="list-style-type: none"><li>Understands the association between an object and a place</li></ul>	
MY HOUSE				
<b>RESOURCES</b> • My House L1 L2 L3 A4	<ul style="list-style-type: none"><li>Attends to verbs: cut, fold, hold, push, count</li><li>Attends to book</li></ul>	<ul style="list-style-type: none"><li>Attempts to repeat one word from each page</li></ul>	<ul style="list-style-type: none"><li>Joins in conversation about own house</li></ul>	

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

ACTIVITY

# 1. Build a House

PREPARATION

Print all resources on to 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; 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 house parts; 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 and 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>THINGS IN THE KITCHEN</b> <b>RESOURCES</b> • My Kitchen L1 A1	• Identifies 1 item: • Things used in a kitchen	• Labels kitchen items • Uses some verbs: cut, drink, eat	• Understands the concept of 'same'
<b>GINGERBREAD PEOPLE</b> <b>RESOURCES</b> • My Kitchen L1 L2 L3 A2	• Attends to book • Identifies girl/ boy	• Repeats 1-2 words of paraphrased text	• Engages in pretend play
<b>MAKE A CHEF'S HAT</b> <b>RESOURCES</b> • My Kitchen L1 L2 L3 A3	• Follows directions in context	• Uses some verbs: cut/ fold/ put on/ take off	• Engages in role play
<b>THE CHEF'S JOBS</b> <b>RESOURCES</b> • My Kitchen L1 L2 L3 A4 cut • My Kitchen L1 L2 L3 A4 wash • My Kitchen L1 L2 L3 A4 hats • My Kitchen L1 L2 L3 A4 food • My Kitchen L1 A4 verbs	• Attends to verbs: cut, wash • Attends to 1 item: food	• Says one verb • Says 1 food item	• Understands that people see different things depending on where they look from

Date: .....

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


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

			
<b>THINGS IN THE KITCHEN</b> <b>RESOURCES</b> <ul style="list-style-type: none"> <li>• My Kitchen L2 L3 A1</li> <li>• My Kitchen L2 L3 A1 buttons</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies 2 item: <ul style="list-style-type: none"> <li>• Things used in a kitchen</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Labels kitchen items</li> <li>• Uses some verbs: cut, drink, eat</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the people have favourite colours</li> </ul>
<b>GINGERBREAD PEOPLE</b> <b>RESOURCES</b> <ul style="list-style-type: none"> <li>• My Kitchen L1 L2 L3 A2</li> </ul>	<ul style="list-style-type: none"> <li>• Finds numbers</li> <li>• Attends to book</li> </ul>	<ul style="list-style-type: none"> <li>• Repeats 2-3 words of paraphrased text</li> </ul>	<ul style="list-style-type: none"> <li>• Engages in pretend play</li> </ul>
<b>MAKE A CHEF'S HAT</b> <b>RESOURCES</b> <ul style="list-style-type: none"> <li>• My Kitchen L1 L2 L3 A3</li> </ul>	<ul style="list-style-type: none"> <li>• Follows simple directions</li> </ul>	<ul style="list-style-type: none"> <li>• Combines a verb + paper</li> <li>• Uses prepositions: on, along, together</li> </ul>	<ul style="list-style-type: none"> <li>• Uses language in role play</li> </ul>
<b>THE CHEF'S JOBS</b> <b>RESOURCES</b> <ul style="list-style-type: none"> <li>• My Kitchen L1 L2 L3 A4 cut</li> <li>• My Kitchen L1 L2 L3 A4 wash</li> <li>• My Kitchen L2 L3 A4 cook</li> <li>• My Kitchen L1 L2 L3 A4 hats</li> <li>• My Kitchen L1 L2 L3 A4 food</li> <li>• My Kitchen L2 L3 A4 verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies 2 items : verb + food</li> </ul>	<ul style="list-style-type: none"> <li>• Says verb + food</li> </ul>	<ul style="list-style-type: none"> <li>• Understands that people see different things depending on where they look from</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>THINGS IN THE KITCHEN</b> <b>RESOURCES</b> <ul style="list-style-type: none"> <li>• My Kitchen L2 L3 A1</li> <li>• My Kitchen L2 L3 A1 buttons</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies objects from description of function</li> <li>• Understands the concept of row and location words: top/ bottom/ second/ middle</li> </ul>	<ul style="list-style-type: none"> <li>• Labels kitchen items</li> <li>• Formulates description of an item using its function</li> </ul>	<ul style="list-style-type: none"> <li>• Uses state of mind verbs: think, guess, remember</li> </ul>
<b>GINGERBREAD PEOPLE</b> <b>RESOURCES</b> <ul style="list-style-type: none"> <li>• My Kitchen L1 L2 L3 A2</li> </ul>	<ul style="list-style-type: none"> <li>• Understands sequence words: before/ after</li> </ul>	<ul style="list-style-type: none"> <li>• Repeats 4-5 words of text</li> </ul>	<ul style="list-style-type: none"> <li>• Talks about real versus pretend</li> </ul>
<b>MAKE A CHEF'S HAT</b> <b>RESOURCES</b> <ul style="list-style-type: none"> <li>• My Kitchen L1 L2 L3 A3</li> </ul>	<ul style="list-style-type: none"> <li>• Follows complex directions</li> </ul>	<ul style="list-style-type: none"> <li>• Instructs others using complex verb phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Uses language imaginatively in role play</li> </ul>
<b>THE CHEF'S JOBS</b> <b>RESOURCES</b> <ul style="list-style-type: none"> <li>• My Kitchen L1 L2 L3 A4 cut</li> <li>• My Kitchen L1 L2 L3 A4 wash</li> <li>• My Kitchen L2 L3 A4 cook</li> <li>• My Kitchen L1 L2 L3 A4 hats</li> <li>• My Kitchen L1 L2 L3 A4 food</li> <li>• My Kitchen L2 L3 A4 verbs</li> <li>• My Kitchen L3 A4 people</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies 3 items: person + verb + object</li> </ul>	<ul style="list-style-type: none"> <li>• Says person + verb + object combination</li> <li>• Uses modal verb: must</li> </ul>	<ul style="list-style-type: none"> <li>• Predicts and talks about what people can and can't see</li> </ul>



## ACTIVITY

# 1. Things in the Kitchen

## PREPARATION

Print 2 copies of L1 A1.

## RESOURCES

- My Kitchen L1 A1
- Scissors

You are going to play a picture matching game.

1. Together with the child cut one copy of the kitchen items up into cards.
2. Talk about each item while you are cutting.
3. Put the cards into a pile, shuffle them and place them on the table face down.
4. Place the other full page of kitchen items in the middle of the table.
5. Pick up one card, keep the picture hidden and talk about what it is.
6. Encourage the child (and the parent/caregiver) to try and find it on the full page.
7. Put the card on top of the picture when it has been found.
8. Take turns taking a card and talking about it.



## EXPECTED OUTCOMES

- Identifies 1 item: things used in a kitchen; eg. bowl, cup, fork.

## KEY STRATEGIES

**ACOUSTIC HIGHLIGHTING:** Make one unit of information stand out for the level 1 child but avoid saying just one word at a time. Children learn to listen by first attending to the last word they hear, but we want them to hear the word in context. So put new vocabulary at the end of a short phrase. *I have a cup. This is a fork. It is a bowl.*

**AUDITORY SANDWICH:** Say the short sentence or phrase and then wait for the child to respond. Say it again then pause and offer the child a quick peek at the card, then say it again and encourage the child to find the matching picture.



## EXPECTED OUTCOMES

- Uses verbs: cut/stick/fold.
- Labels house parts; eg. door, window, curtain, chimney.

## KEY STRATEGIES

**WAIT WAIT AND WAIT SOME MORE:** Once the child understand the routine that everybody has a turn talking about a card, offer the pile of cards to the child and wait for them to have an attempt talking about their picture.

**My VOICE MATTERS:** Their vocalisations might not be very clear at this stage but by acknowledging the intended meaning you will help the child learn the power of their words. Have a guess (or cheat and peek at the card) then provide a more accurate model to help the child develop their Auditory Feedback Loop. *Oh I think you said cup. You have a cup. We need to find the cup. Mum, can you help me find the cup.*



## EXPECTED OUTCOMES

- Understands the concept of the same

## KEY STRATEGY

**TALK TALK TALK:** As you put each card down on top of the matching picture highlight the word 'same'. For the early level 1 child put the word at the end of the sentence. *Yes, they are the same.* As the level 1 child becomes a more confident listener put the word 'same' into the middle of the sentence. *They are the same cups.* This step will help the level 1 child develop the skills they need to move to level 2 listening.

## ACTIVITY

# 1. Things in the Kitchen

## PREPARATION

Print 2 copies of L2 L3 A1 and the buttons on to lightweight card.  
Cut up the buttons and sort into piles of the same colour.

## RESOURCES

- My Kitchen
- L2 L3 A1
- My Kitchen
- L2 L3 A1 buttons
- Scissors

You are going to play a game of Fast Hands.

1. Each player chooses a pile of buttons to be their markers.
2. Together with the child cut one copy of the kitchen items up into cards.
3. Talk about each item while you are cutting.
4. Put the cards into a pile, shuffle them and place them on the table face down.
5. Place the other full page of kitchen items in the middle of the table.
6. In this round you are the Talker. The other players are the Finders. The Talker picks up 2 kitchen item cards, keeping the pictures hidden.
7. The Finders pick up 2 buttons and get ready to find the things in the 'kitchen'.
8. The Talker says "Find the ..... and the ....."
9. The Finders must race each other to put their buttons on the items.
10. Take turns being the Talker.



## EXPECTED OUTCOMES

- Identifies 2 item: things used in a kitchen eg. bowl and cup.

## KEY STRATEGIES

**ACOUSTIC HIGHLIGHTING:** This may be a challenging task for child just beginning 2 item listening as the game may contain new vocabulary. Pre-teach the vocabulary using Acoustic Highlighting as you cut the cards out. The child will find it easiest to remember the last item they hear so make the first one a little bit louder and slower to help call the child's attention to it.

**AUDITORY SANDWICH:** Perhaps the child can only recall one of the items. Encourage them to hold both buttons until they know both. Repeat the 2 items again and then offer the child a quick peek at the item they missed. Say both again through listening alone and encourage the child to put their buttons down.



## EXPECTED OUTCOMES

- Labels kitchen items eg: a bowl and a cup.
- Uses some verbs: cut, drink, eat.

## KEY STRATEGIES

**WAIT WAIT AND WAIT SOME MORE:** Once the child understand the routine; that everybody has a turn talking about the cards, offer the pile of cards to the child, remind him to take 2 and wait for him to have an attempt talking about his pictures.

**EXPANSION & EXTENSION:** Repeat the child's utterance making it grammatically correct by adding in any words they left out. *Quick mum, we need to find... a bowl and a cup.*



## EXPECTED OUTCOMES

- Understand the people have favourite colours.

## KEY STRATEGY

**TALK TALK TALK:** Understanding that people like different things is a Theory of Mind concept. When you are choosing your buttons talk about your favourite colour and ask others their favourite. Model appropriate language for those times that you don't get your favourite. *Oh, I love yellow, but you have it this time. Maybe I'll have it next time.*

## ACTIVITY

# 1. Things in the Kitchen

## PREPARATION

Print 2 copies of L2 L3 A1 and the buttons on to lightweight card.  
Cut up the buttons and sort into piles of the same colour.

## RESOURCES

- My Kitchen
- L2 L3 A1
- My Kitchen
- L2 L3 A1 buttons
- Scissors

You are going to play a game of Fast Hands.

1. Each player chooses a pile of buttons to be their markers.
2. Together with the child cut one copy of the kitchen items up into cards.
3. Talk about each item while you are cutting.
4. Put the cards into a pile, shuffle them and place them on the table face down.
5. Place the other full page of kitchen items in the middle of the table.
6. In this round you are the Talker. The other players are the Finders. The Talker picks up a kitchen item card, keeping the picture hidden.
7. The Finders pick up a button and get ready to find the thing in the 'kitchen'.
8. The Talker describes the item talking about its function.
9. The Finders must race each other to put their button on the item.
10. Take turns being the Talker.



## EXPECTED OUTCOMES

- Identifies objects from description of function; eg. You can use it to eat with and mix with.
- Understands the concept of row and location words: top/bottom/second/middle/left/right.

## KEY STRATEGIES

**TALK TALK TALK:** Some of these items may be unfamiliar to the child. When giving your description you might need to add information about where on the page it is. Add more information than is necessary to help the Level 3 child practise working out the important clues from the redundant information. *I have this one in my kitchen. I use it when I make pasta. I love pasta. I pour in the cooked pasta. It helps the water drain away. It's on the second bottom row.*



## EXPECTED OUTCOMES

- Labels kitchen items.
- Formulates description of an item using its function.

## KEY STRATEGIES

**WAIT WAIT AND WAIT SOME MORE:** Once the child understand the routine that everybody has a turn talking about a card, offer the pile of cards to the child and wait for them to have their go giving clues about the picture. Remind the child not to say the name of the item, just give clues.

**EXPANSION & EXTENSION:** Repeat the child's utterance making it grammatically correct by adding in any words they left out. *Oh, we need to find the one we use to keep the food cold.*



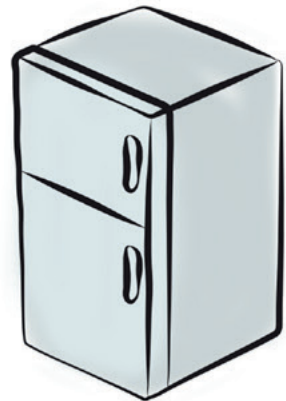
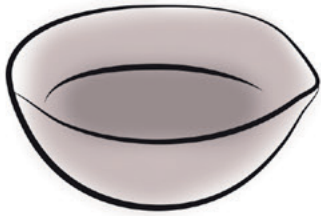
## EXPECTED OUTCOMES

- Uses state of mind verbs: think, guess, remember.

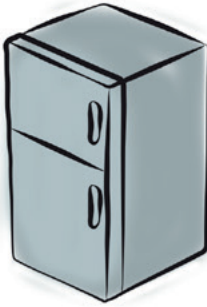
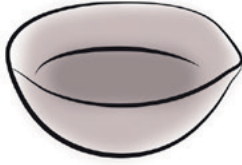
## KEY STRATEGY

**TALK TALK TALK:** State of mind verbs assist the development of Theory of Mind by helping the child understand that people know, understand and remember different things. *Ok, I'll take a guess. I think it is a broom. I remember you telling me you sweep the floor for mum at home.*

# 1. Things in the Kitchen

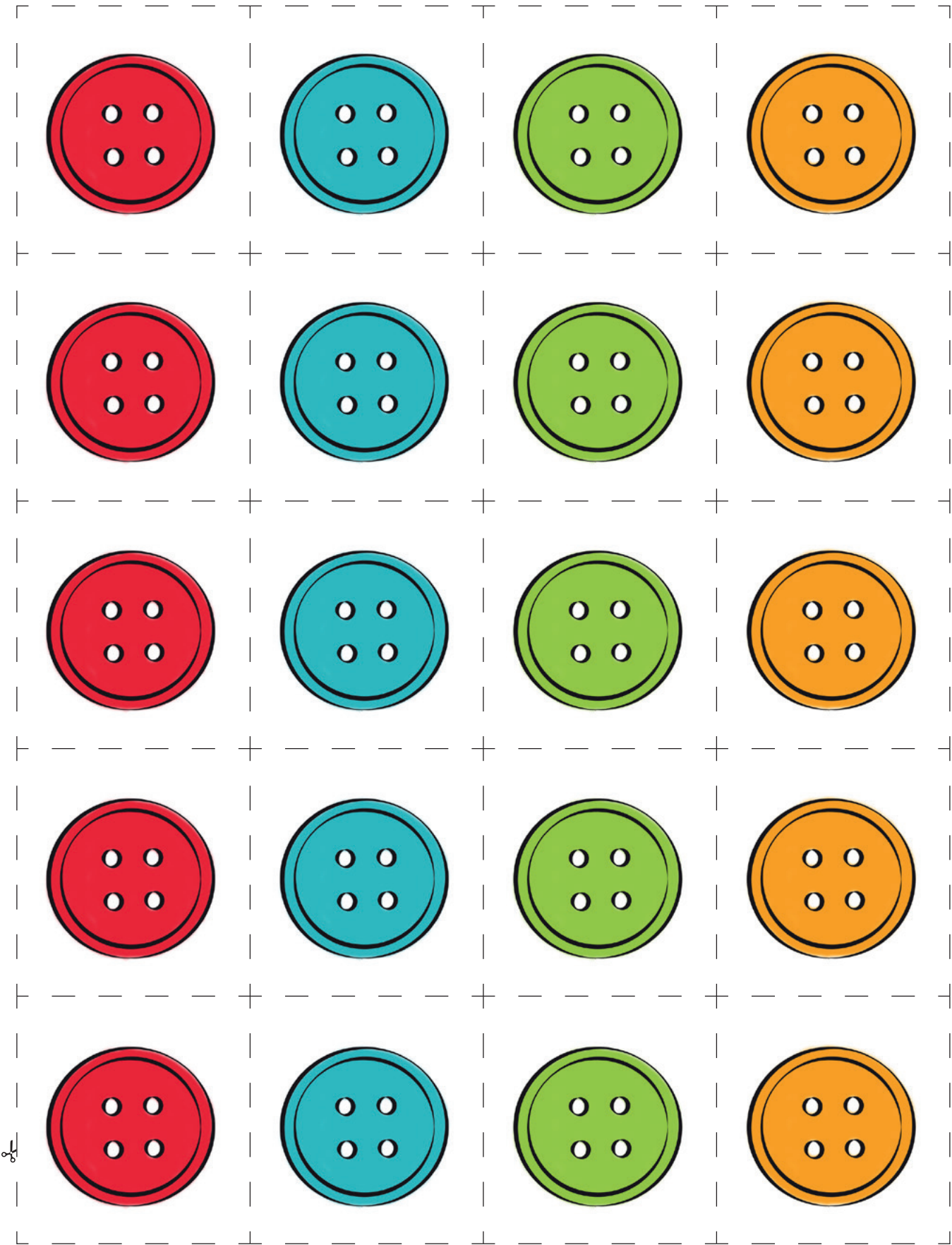


# 1. Things in the Kitchen





# 1. Things in the Kitchen



## ACTIVITY

## 2. Gingerbread People

## PREPARATION

Print the resource onto paper. Select 4 pages on one to make them smaller.  
Cut each page into 4. Leave in 4 piles.

## RESOURCES

- My Kitchen L1 L2 L3 A2
- Scissors
- Stapler

Together you are going to make the book "Gingerbread People" and then read the book.

1. Pick up the title page.
2. Together with the child find page 1 and put it behind the title page.
3. Repeat with all pages then staple the book together.
4. Talk about the "gingerbread people" on the cover; one is a boy, one is a girl.
5. Talk about page 1 being all the foods you need to make gingerbread.
6. From page 2 take turns with the child's parent/ caregiver to read a page each of the book.
7. Encourage the child to repeat a word (or 2) from each page.
8. Talk about the last page being funny because the "gingerbread people" are running off. Pretend to try and catch one and eat it.



## EXPECTED OUTCOMES

- Identifies: girl/ boy.
- Attends to book.

## KEY STRATEGIES

**LISTENING FIRST:** Use words before you point to the pictures to help the child attend to the auditory input before focussing on the visual information. Help consolidate the meaning of the words girl and boy by pointing out genders within the lesson; *Daddy is a boy. You are a girl. Mummy is a girl.*

**ACOUSTIC HIGHLIGHTING:** The text in this book, and many children's books, may be too complex for the level 1 child. Help the child understand the story of how to make gingerbread by simplifying it to phrases and sentences up to 3 to 4 words. Acoustic highlight one word in each sentence. *Put in the butter. And the syrup. In a bowl.*



## EXPECTED OUTCOMES

- Repeats 1-2 words of paraphrased text; eg. in bowl.

## KEY STRATEGIES

**AUDITORY HOOKS:** Use attention grabbing auditory hooks at the start of each page to ready the child to listen and to add suprasegmental information that will help the child understand what is going on in the story. *Crack the egg. Roll roll roll. Roll out the dough.*

**EXPANSION & EXTENSION:** When the child uses a single word, repeat it and add another word or two to provide a model of the next level language. *Yes, we will put them in a bowl.*



## EXPECTED OUTCOMES

- Engages in pretend play.

## KEY STRATEGY

**TALK TALK TALK:** When you get to the end of the book you will need to explain what is going on. Encourage the child to see the fun and join in trying to 'catch' the gingerbread by modelling pretend play. *Oh, they are running away. I am going to catch one.* (pinch the paper) *Here mum you try and catch one. Now you try and catch one.*

## ACTIVITY

## 2. Gingerbread People

## PREPARATION

Print the resource onto paper. Select 4 pages on one to make them smaller.  
Cut each page into 4. Leave in 4 piles.

## RESOURCES

- My Kitchen L1 L2 L3 A2
- Scissors
- Stapler

Together you are going to make the book "Gingerbread People" and then read the book.

1. Pick up the title page.
2. Together with the child find page 1 and put it behind the title page
3. Repeat with all pages then staple book together.
4. Talk about the "gingerbread people" on the cover; one is a boy, one is a girl.
5. Talk about page 1 being all the foods (or ingredients) you need to make gingerbread.
6. From page 2 take turns with the child's parent/ caregiver to read a page each of the book.
7. Encourage the child to repeat 2 or 3 words from each page.
8. Talk about the last page being funny because the "gingerbread people" are running off. Pretend to try and catch one and eat it.



## EXPECTED OUTCOMES

- Finds numbers.
- Attends to book.

## KEY STRATEGIES

**LISTENING FIRST:** Point to the number one on the first page of the book and encourage the child to find the page with number 2. By leaving the pages in 4 piles you should have 2, 3, 4, 5 visible on the top of each pile. This makes the task easier than if all 11 pages are visible.

**ACOUSTIC HIGHLIGHTING:** The text in this book, and many children's books, may be too complex for the level 2 child. Help the child understand the story of how to make gingerbread by simplifying it to phrases and sentences up to 3 to 4 words. Acoustic highlight 2 to 3 words in each sentence. *We need butter and syrup. Put them in a bowl.*



## EXPECTED OUTCOMES

- Repeats 2-3 words of paraphrased text; eg. in a bowl.

## KEY STRATEGIES

**AUDITORY HOOKS:** Use attention grabbing auditory hooks at the start of each page to ready the child to listen and to add suprasegmental information that will help the child understand what is going on in the story. *Yummm. We are going to learn to make gingerbread.*

**EXPANSION & EXTENSION:** Whatever the child is able to repeat add another word or two to provide a model of the next level language. *Yes, we will put them in a bowl.*



## EXPECTED OUTCOMES

- Engages in pretend play.

## KEY STRATEGY

**TALK TALK TALK:** When you get to the end of the book you will need to explain what is going on. Encourage the child to see the fun and join in trying to 'catch' the gingerbread by modelling pretend play. *Oh, they are running away. I am going to catch one.* (pinch the paper) *Here mum you try and catch one. Now you try and catch one. Oooh, Yumm. I caught one.*



## ACTIVITY

## 2. Gingerbread People

## PREPARATION

Print the resource onto paper. Select 4 pages on one to make them smaller.  
Cut each page into 4. Leave in 4 piles.

## RESOURCES

- My Kitchen L1 L2 L3 A2
- Scissors
- Stapler

Together you are going to make the book "Gingerbread People" and then read the book.

1. Pick up the title page.
2. Together with the child find page 1 and put it behind the title page.
3. Repeat with all pages then staple book together.
4. Talk about the "gingerbread people" on the cover; one is a boy, one is a girl.
5. Talk about page 1 being all the ingredients you need to make gingerbread.
6. From page 2 take turns with the child's parent/ caregiver to read a page each of the book.
7. Encourage the child to repeat 4 to 5 words from each page.
8. Talk about the last page being funny because the "gingerbread people" are running off. Pretend to try and catch one and eat it.



## EXPECTED OUTCOMES

- Understands sequence words: before/after.

## KEY STRATEGIES

**ACOUSTIC HIGHLIGHTING:** Once you have read the book together open it back up to any page. Talk about how the book teaches you how to make gingerbread people. Can you remember how to make them? Repeat the page and then talk about what came before (or after) that page. Use Acoustic Highlighting on the sequencing word to call attention to it. *Hmmm, slide the gingerbread on to a tray. What do we do before we slide the gingerbread on the tray?*

**LISTENING FIRST:** Ask the question and WAIT for the child to process it and attempt a guess and then flip the page back to check.



## EXPECTED OUTCOMES

- Repeats 4-5 words of text.

## KEY STRATEGIES

**EXPANSION & EXTENSION:** Whatever the child is able to repeat add another word or two to provide a model of the next level language. Add **the** sugar and **the** egg and mix **well**.

**BOOKS BOOKS BOOKS:** Although tracking (repeating words from a text) is an auditory activity, you can assist the child's literacy skills development by pointing out words in the text to help them understand that written words and spoken words have the same meaning. *These are the ingredients. Here's the word butter. Can you find the picture of butter?*



## EXPECTED OUTCOMES

- Talks about real versus pretend.

## KEY STRATEGY

**TALK TALK TALK:** When you get to the end of the book talk about what is going on. Encourage the child to see the fun and join in trying to 'catch' the gingerbread by modelling pretend play then talk about whether you think the gingerbread could really get up off the tray and run away.

## 2. Gingerbread People

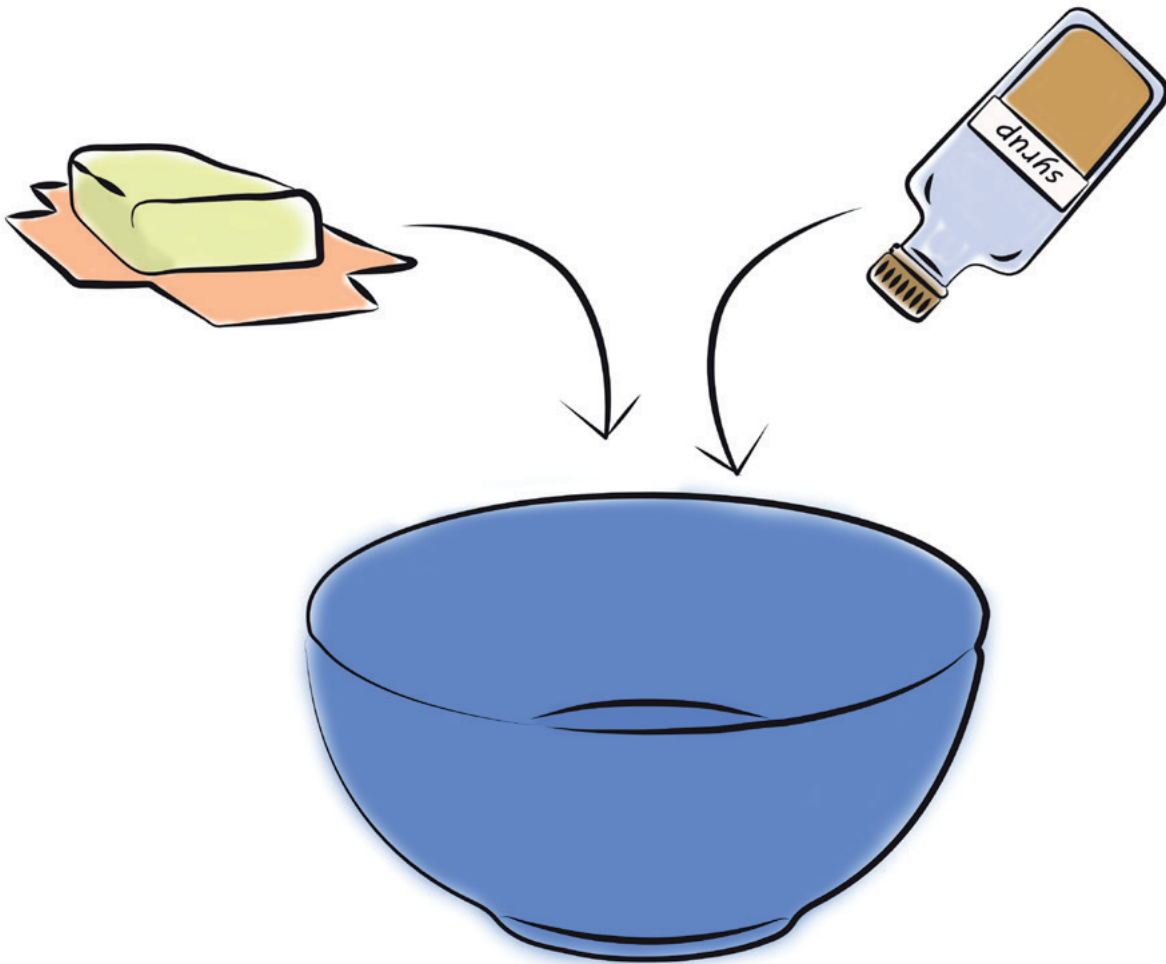
# Gingerbread People



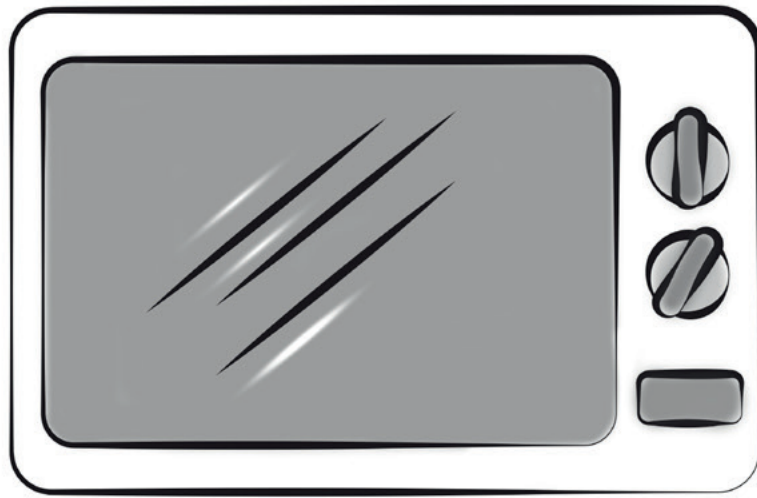
# Ingredients

125 g (1/2) butter  
2 tablespoons golden syrup  
1 cup sugar  
1 egg, beaten  
2 1/2 cups flour  
1 teaspoon baking powder  
1/4 teaspoon salt  
2 teaspoons ground ginger





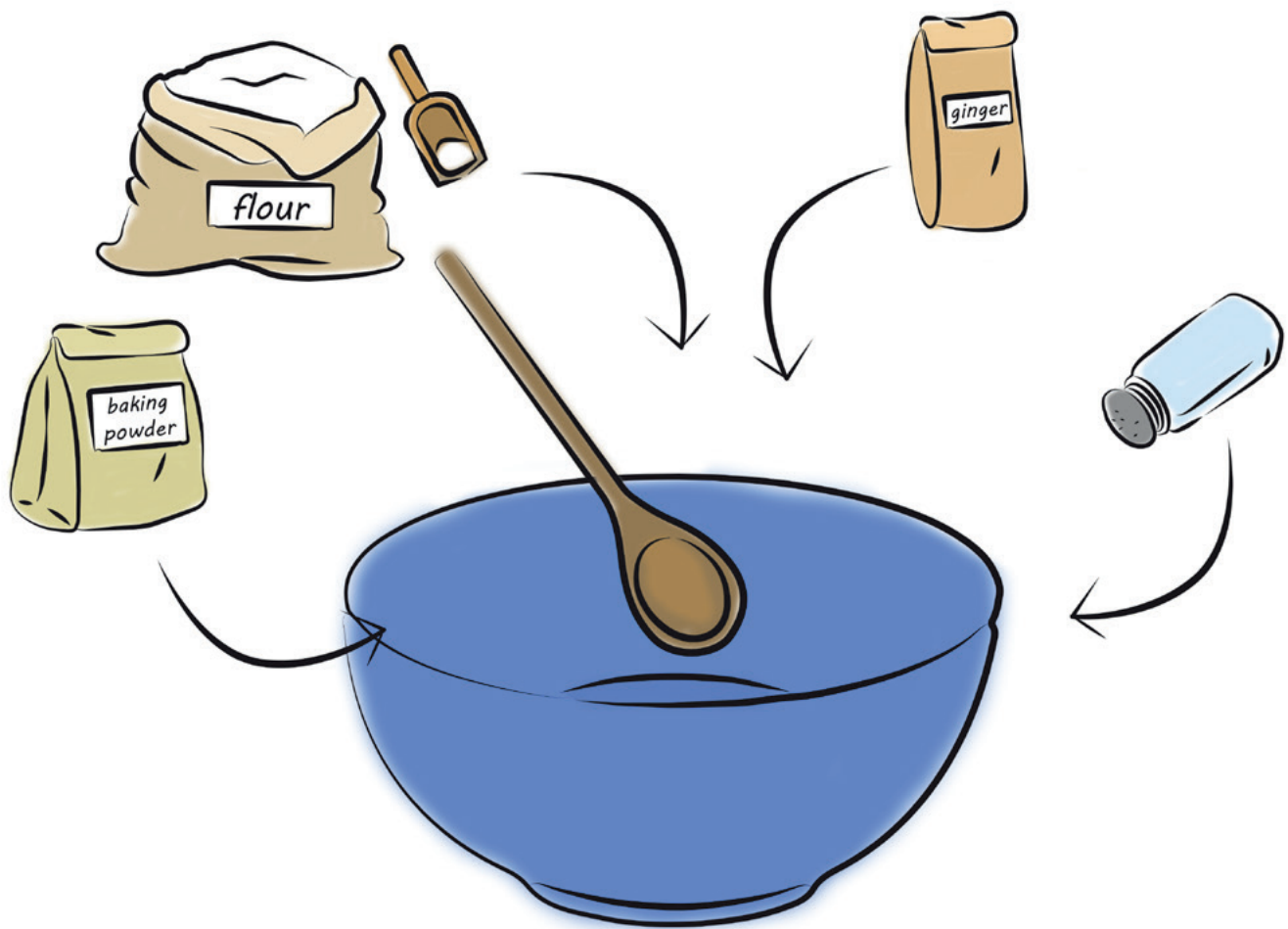
Put the butter and the  
syrup in a bowl.



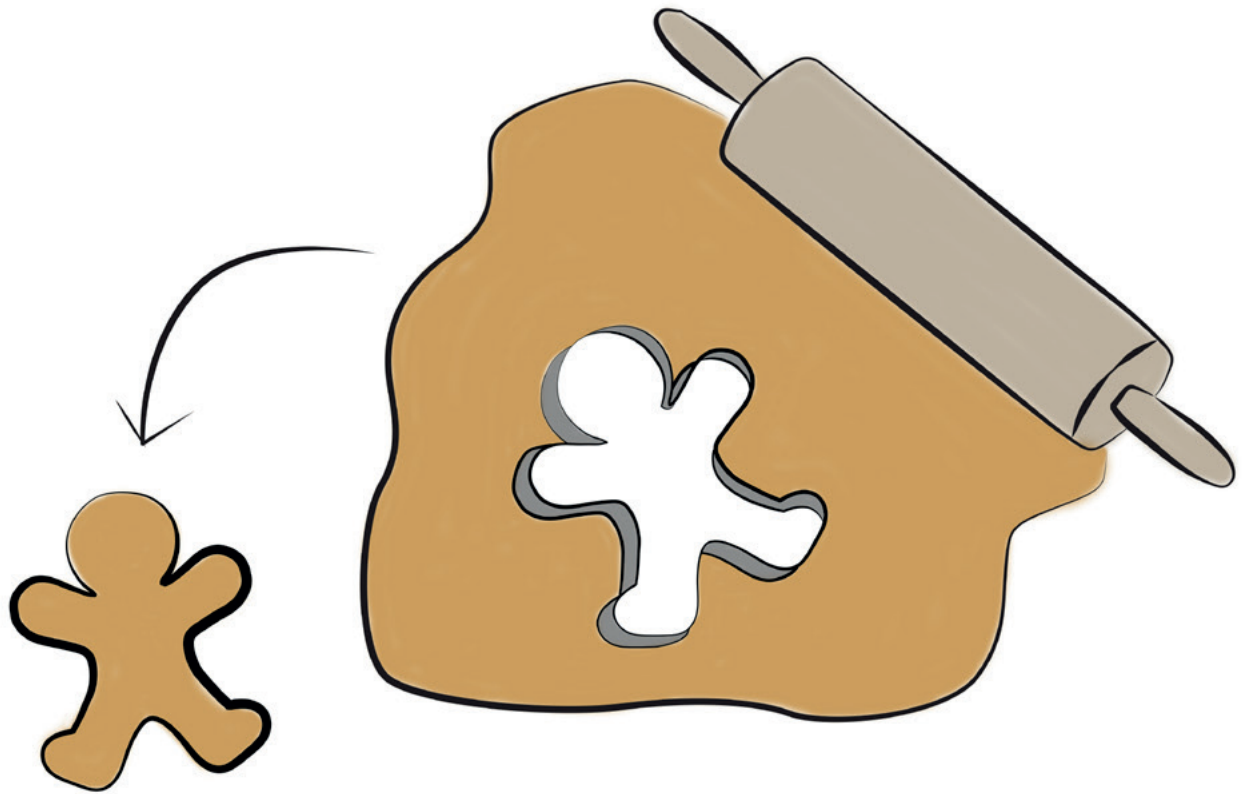
Place the bowl in the microwave and cook for 30 seconds.



Add the sugar and  
the egg and mix well.

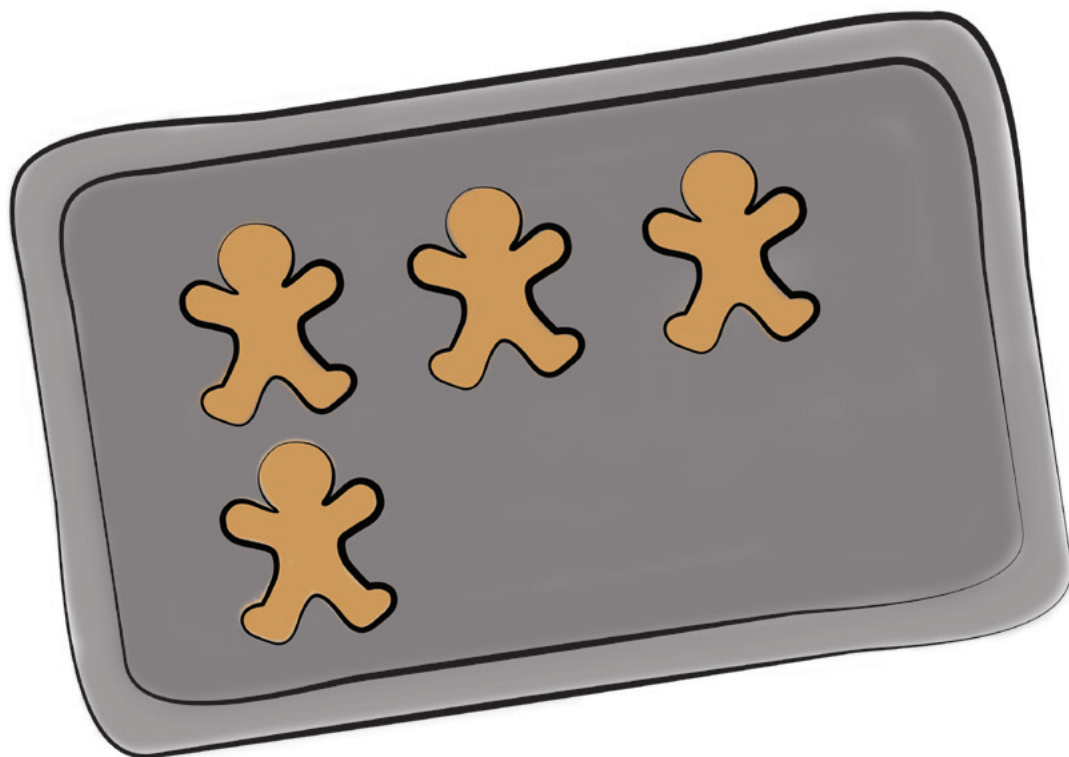


Add the flour, salt, baking powder and ginger and mix again.

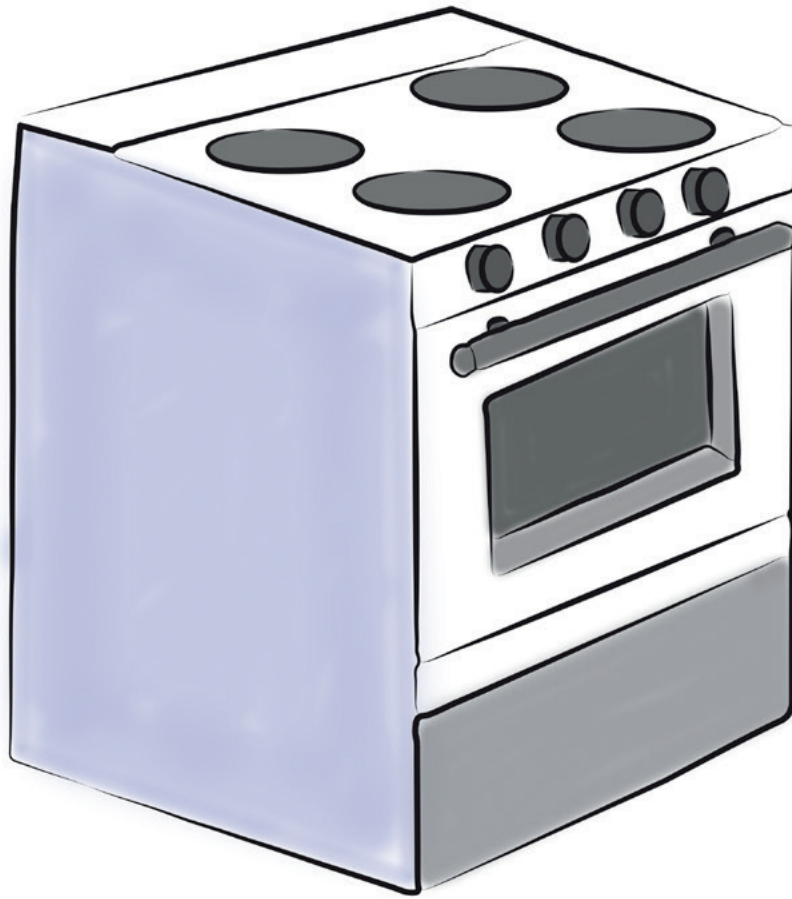


Roll out the dough and cut  
out the shapes

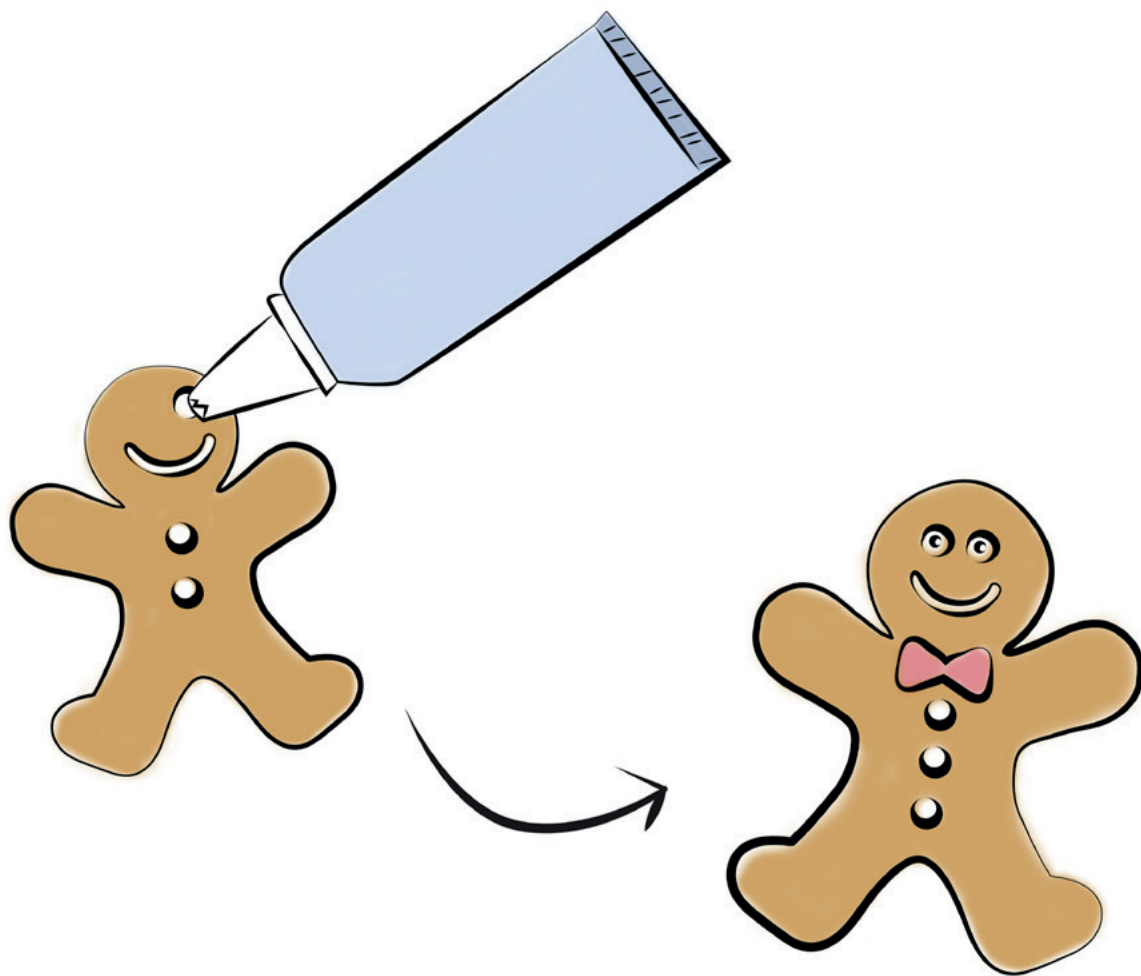




Slide the gingerbread  
people on to a tray.



Cook them in the oven for  
12 minutes.



Decorate them with icing  
when they are cool.



Now they are  
ready to eat.  
If you can catch them.

## ACTIVITY

# 3. Make a Chef's Hat

## PREPARATION

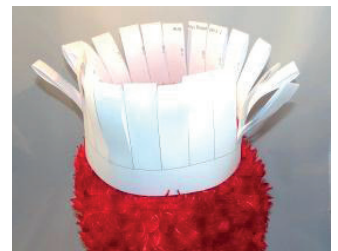
Print 2 copies of the resource for every person who wants to make a chef's hat.

You are going to make chef's hats together.

1. Help the child line the 2 pieces of paper up end to end (text on top).
2. Show the child how to put glue on one end and overlap the 2 pieces to join them.
3. Turn the joined pages over and fold along the line down the middle.
4. Help the child cut along each line marked "2. cut "
5. Wrap the paper, cut side up, around the child's head, overlapping the edges to fit firmly.
6. Stick in place with tape.
7. Encourage the child to help you repeat the instructions for each person.
8. Leave your hats on for the next activity.

## RESOURCES

- My Kitchen L1 L2 L3 A3
- Scissors
- Glue
- Sticky tape



## EXPECTED OUTCOMES

- Follows directions in context; eg. Put on some glue. Turn it over. Help me fold.

## KEY STRATEGIES

**TALK TALK TALK:** For each hat you make the child will hear the same instructions at each point in the construction. They will begin to predict the order of actions and this will help them attach meaning to the phrases. Keep the phrases simple and consistent for each repetition.

**LISTENING FIRST:** Give the child some wait time after you give the instruction before you add visual prompts so they can have time to begin to process the information through audition and when they are familiar with the order of actions they can begin to follow the directions by themselves. *Put the 2 pieces together (Wait). Now put on the glue. (Wait) Turn it over. (Wait). Now do the big fold. (Wait) Now you are ready to cut.*



## EXPECTED OUTCOMES

- Uses some verbs: cut/fold/put on/take off.

## KEY STRATEGIES

**AUDITORY CLOSURE:** Provide an immediate model of a direction for the child to listen to, with the key verb at the end. Then repeat it again for the child to copy to give the instruction to their parent/caregiver. This time stop before the last word with a rising intonation and see if the child can finish off the last word. *Mum needs to do the big fold. Tell mum: Do the big...*

**SABOTAGE:** Hand the child the glue or sticky tape when it is time for the cutting. This will create a situation where the child needs to communicate to solve the problem.



## EXPECTED OUTCOMES

- Engages in role play.

## KEY STRATEGY

**USE CHOICES:** Once you all have your hats on model pretend play in the role of a chef. You could pretend to mix with a pretend spoon and bowl or chop with a pretend knife or roll out dough or wash the rice. Add simple language as you model the play and provide the child with a choice when it is their turn. *Are you going to mix... or are you going to chop?*

## ACTIVITY

# 3. Make a Chef's Hat

## PREPARATION

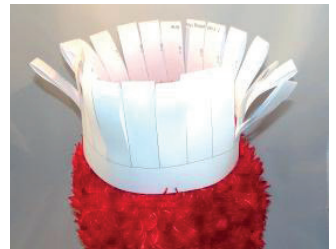
Print 2 copies of the resource for every person who wants to make a chef's hat.

You are going to make chef's hats together.

1. Help the child line the 2 pieces of paper up end to end (text on top).
2. Show the child how to put glue on one end and overlap the 2 pieces to join them.
3. Turn the joined pages over and fold along the line down the middle.
4. Help the child cut along each line marked "2. cut".
5. Wrap the paper, cut side up, around the child's head, overlapping the edges to fit firmly.
6. Stick in place with tape.
7. Encourage the child to help you repeat the instructions for each person.
8. Leave your hats on for the next activity.

## RESOURCES

- My Kitchen L1 L2 L3 A3
- Scissors
- Glue
- Sticky tape



## EXPECTED OUTCOMES

- Follows simple directions; eg.: Put glue along here. Turn it over. Cut the line.

## KEY STRATEGIES

**TALK TALK TALK:** For each hat you make the child will hear the same instructions at each point in the construction. They will begin to predict the order of actions and this will help them attach meaning to the phrases. Look for opportunities to highlight new vocabulary for example: *Put the **corners** together. Fold to the other side. Cut along the line.*

**LISTENING FIRST:** Give the child some wait time after you give the instruction before you add visual prompts so they can have time to begin to process the information through audition and when they are familiar with the order of actions they can begin to follow the directions by themselves. *Put the 2 pieces together. (Wait). Now put glue on the edge. (Wait). Turn it over.(Wait). Now fold to the other side. (Wait). Now cut along the line.*



## EXPECTED OUTCOMES

- Combines a verb + paper eg.: glue the paper, turn the paper, cut the paper.
- Uses prepositions: on, along, together.

## KEY STRATEGIES

**AUDITORY CLOSURE:** Provide an immediate model of a direction for the child to listen to, highlighting the verb phrase. Then repeat it again for the child to copy to give the instruction to their parent/caregiver. This time give the child a lead in to the phrase and stop and wait for them to finish it. *Remember now we had to **fold the paper.** Tell mum she needs to...*

**SABOTAGE:** Hand the child the glue or sticky tape when it is time for the cutting. This will create a situation where the child needs to communicate to solve the problem. Highlight the prepositions in your language models during the problem solving. *Oh I see you need to cut **along** the line not glue.*



## EXPECTED OUTCOMES

- Uses language in role play.

## KEY STRATEGY

**USE CHOICES:** Once you all have your hats on model pretend play in the role of a chef. You could pretend to mix with a pretend spoon and bowl or chop with a pretend knife or roll out dough or wash the rice. Add simple language as you model the play and provide the child with a choice when it is their turn. *Are you going to **mix with a spoon** or are you going to **chop with a knife**?*

## ACTIVITY

# 3. Make a Chef's Hat

## PREPARATION

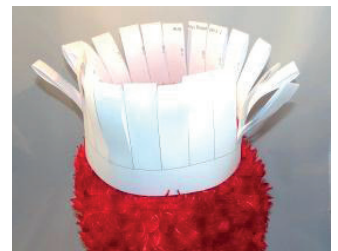
Print 2 copies of the resource for every person who wants to make a chef's hat.

You are going to make chef's hats together.

1. Help the child line the 2 pieces of paper up end to end (text on top).
2. Show the child how to put glue on one end and overlap the 2 pieces to join them.
3. Turn the joined pages over and fold along the line down the middle.
4. Help the child cut along each line marked "2. cut".
5. Wrap the paper, cut side up, around the child's head, overlapping the edges to fit firmly.
6. Stick in place with tape.
7. Encourage the child to help you repeat the instructions for each person.
8. Leave your hats on for the next activity.

## RESOURCES

- My Kitchen L1 L2 L3 A3
- Scissors
- Glue
- Sticky tape



## EXPECTED OUTCOMES

- Follows complex directions; Overlap the end of the pages.

## KEY STRATEGIES

**TALK TALK TALK:** For each hat you make the child will hear the same instructions at each point in the construction. They will begin to predict the order of actions and this will help them attach meaning to the directions. Look for opportunities to highlight new vocabulary.

**LISTENING FIRST:** Give the child some wait time after you give the instruction before you add visual prompts so they can have time to begin to process the information through audition and when they are familiar with the order of actions they can begin to follow the directions by themselves. *Overlap the ends of the pages. Apply glue to the one on the bottom. Flip the pages over and fold the edges together. Cut all the way along every line.*



## EXPECTED OUTCOMES

- Instructs others using complex verb phrases; eg. Flip the pages over and fold the edges together.

## KEY STRATEGIES

**AUDITORY CLOSURE:** Provide an immediate model of a direction for the child to listen to, highlighting new vocabulary. Then repeat it again for the child to copy to give the instruction to their parent/caregiver. This time give the child a lead in to the phrase and stop and wait for them to finish it. *Remember to start we had to overlap the short edges. Tell mum she needs to...*

**SABOTAGE:** Hide the glue or the scissors. This will create a situation where the child needs to communicate to solve the problem.



## EXPECTED OUTCOMES

- Uses language imaginatively in role play.

## KEY STRATEGY

**MY VOICE MATTERS:** Once you all have your hats on model pretend play in the role of a chef. You could pretend to mix with a pretend spoon and bowl or chop with a pretend knife or roll out dough or wash the rice. Encourage the child to join in and follow their lead. Make comments rather than ask questions to encourage more turn taking in conversation.

## ACTIVITY

# 4. The Chef's Jobs

## PREPARATION

Print the resources on to light weight card.

Cut up hat cards and put them in a pile.

Cut out the food and the verbs dice.

You are going to work together to cover all the pictures on the 'cut' 'wash' mats with hats.

1. With the child assemble the food and verbs dice using sticky tape. Talk about each picture while you tape.
2. Put the cut and wash mats in the middle where everybody can see them.
3. Roll the verbs dice to land in the shoe box. Say what action you need to find on the mat.
4. Move the other mat away.
5. Roll the food dice and say what food you need to find.
6. Put a chef's hat on that food.
7. Take turns rolling the dice, verb first then food.

## RESOURCES

- My Kitchen  
L1 L2 L3 A4 cut
- My Kitchen  
L1 L2 L3 A4 wash
- My Kitchen  
L1 L2 L3 A4 hats
- My Kitchen  
L1 L2 L3 A4 food
- My Kitchen  
L1 A4 verbs
- Sticky tape
- A shoe box.



## EXPECTED OUTCOMES

- Attends to verbs: cut, wash.
- Attends to 1 item: food; eg. banana, chicken, carrot.

## KEY STRATEGIES

**LISTENING FIRST:** Using the shoe box allows you to keep the picture hidden from the child's view while you talk about it. See how many times you can say the phrase ending in the verb or the food before you show the picture on the dice. *This time we need to cut. Can you find cut. Mummy, help us find cut. See, this is the one we need: cut. Good job finding cut.* (encourage the child to listen to the word again after having a look)



## EXPECTED OUTCOMES

- Says one verb; cut/wash.
- Says 1 food item; banana, apple, carrot, cucumber, chicken, sausage.

## KEY STRATEGIES

**SAME THINKING PLACE:** When it is the child's turn to roll the dice provide the language that matches their thinking. *Oh, you rolled wash. Now you need to find wash. And push this one away. Ready to roll the food. Oh you got the banana. Tell mum to find the banana.*

**AUDITORY FEEDBACK LOOP:** Providing a model for language immediately before the child attempts to say it and then again straight after the child's attempt encourages them to compare how they sound against your speech. This helps them develop their auditory feedback loop, the mechanism they will use to correct their own speech production over time.



## EXPECTED OUTCOMES

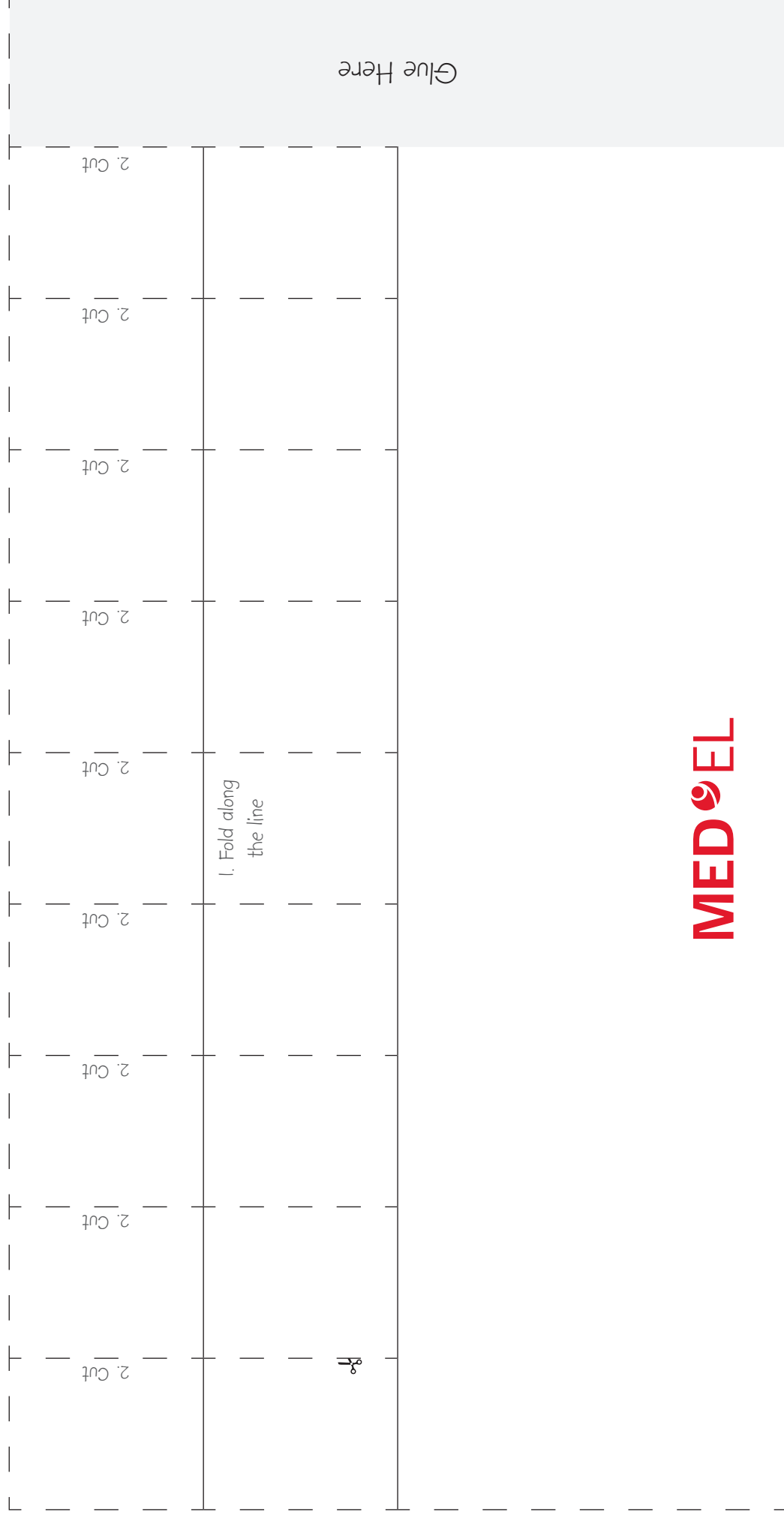
- Understands that people see different things depending on where they look from.

## KEY STRATEGY

**TALK TALK TALK:** When you roll the dice keep it in the box and angled so the child can not see in. You can talk about the picture because you can see it. Encourage the parent/caregiver to comment that they can not see the dice so they don't know what the picture is; they need to listen. This helps the child develop the Theory of Mind skill that seeing and hearing helps people learn information.



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## ACTIVITY

# 4. The Chef's Jobs

## PREPARATION

Print the resources on to light weight card.

Cut up hat cards and put them in a pile.

Cut out the food and the verbs dice

You are going to work together to cover all the pictures on the 'cut' 'wash' 'cook' mats with hats.

1. With the child assemble the food and verbs dice using sticky tape. Talk about each picture while you tape.
2. Put the cut, wash, cook mats in the middle where everybody can reach them.
3. Share out the chef's hats.
4. Roll the verbs dice and the food dice to land in the shoe box and say what the chef needs to do.
5. Put a chef's hat on that food on the correct verb mat.
6. Take turns rolling the dice into the shoe box.

## RESOURCES

- My Kitchen  
L1 L2 L3 A4 cut
- My Kitchen  
L1 L2 L3 A4 wash
- My Kitchen  
L2 L3 A4 cook
- My Kitchen  
L1 L2 L3 A4 hats
- My Kitchen  
L1 L2 L3 A4 food
- My Kitchen  
L2 L3 A4 verbs
- Sticky tape
- A shoe box.



## EXPECTED OUTCOMES

- Identifies 2 items : verb + food; eg. cut the apple, wash the carrot.

## KEY STRATEGIES

**LISTENING FIRST:** Using the shoe box allows you to keep the picture hidden from the child's view while you talk about them. See how many times you can say the word combinations (verb + the food) before you show the pictures on the dice. *This time we **cut the sausage**. Mum, can you help me find **cut the sausage**. We need to put the hat on **cut the sausage**.*



## EXPECTED OUTCOMES

- Says verb + food; eg. cook the chicken.

## KEY STRATEGIES

**SAME THINKING PLACE:** When it is the child's turn to roll the dice provide the language that matches her thinking. *Oh, you rolled wash. I wonder what we will need to wash. Ready to roll the food. Oh you got the banana. Tell mum to **wash the banana**.*

**AUDITORY FEEDBACK LOOP:** Providing a model for language immediately before the child attempts to say it and then again straight after the child's attempt encourages them to compare how they sound against your speech. This helps them develop their auditory feedback loop, the mechanism they will use to correct their own speech production over time.



## EXPECTED OUTCOMES

- Understands that people see different things depending on where they look from.

## KEY STRATEGY

**TALK TALK TALK:** When you roll the dice keep it in the box and angled so the child can not see in. You can talk about the pictures because you can see it. Encourage the parent/caregiver to comment that they can not see the dice so they don't know what the pictures are; they need to listen. This helps the child develop the Theory of Mind skill that seeing and hearing help people learn information. *I wonder what we need to do this time? Can you see? I can't see? What food is it? We need to listen.*

## ACTIVITY

# 4. The Chef's Jobs

## PREPARATION

Print the resources on to light weight card.

Cut up hat cards and put them in a pile.

Cut out the food and the verbs dice.

You are going to work together to cover all the pictures on the 'cut' 'wash' 'cook' mats with hats.

1. Write names of people in the session (or draw their faces so they can be identified) on the people dice. Use people twice so all faces are 'named'.
2. With the child assemble the people, food and verbs dice using sticky tape. Talk about each picture while you tape.
3. Put the cut, wash, cook mats in the middle where everybody can reach them.
4. Share out the chef's hats.
5. Roll the 3 dice to land in the shoe box and say the direction it gives eg. Dad must cut the sausage.
6. The person called must put a chef's hat on that food on the correct verb mat.
7. Take turns rolling the 3 dice into the shoe box

## RESOURCES

- My Kitchen  
L1 L2 L3 A4 cut
- My Kitchen  
L1 L2 L3 A4 wash
- My Kitchen  
L2 L3 A4 cook
- My Kitchen  
L1 L2 L3 A4 hats
- My Kitchen  
L1 L2 L3 A4 food
- My Kitchen  
L2 L3 A4 verbs
- My Kitchen  
L3 A4 people
- Sticky tape
- A shoe box.



## EXPECTED OUTCOMES

- Identifies 3 items: person + verb + object eg.: Mum must wash the apple.

## KEY STRATEGIES

**LISTENING FIRST:** Using the shoe box allows you to keep the pictures hidden from the child's view while you talk about them. *Ok, I have Dad and cook and chicken. So that means; Dad must cook the chicken. Ok, Dad, put a hat on cook the chicken.*



## EXPECTED OUTCOMES

- Says person + verb + object combination; eg.: Mum must wash the cucumber.
- Uses modal verb: must.

## KEY STRATEGIES

**SAME THINKING PLACE:** When it is the child's turn to roll the dice provide the language that matches their thinking. *Oh, you rolled Dad. I wonder what dad will need to do. Roll the jobs dice. Oh you got cook. Let's see what dad must cook. Roll the food dice. Oh look that's funny, Dad must cook the banana. You 'read' out the job. Dad must cook the banana.*

**AUDITORY FEEDBACK LOOP:** Providing a model for language immediately before the child's attempt and then again straight after the child's attempt encourages them to compare how they sound with your speech. This helps them further develop their auditory feedback loop, the mechanism used to correct their own speech production.



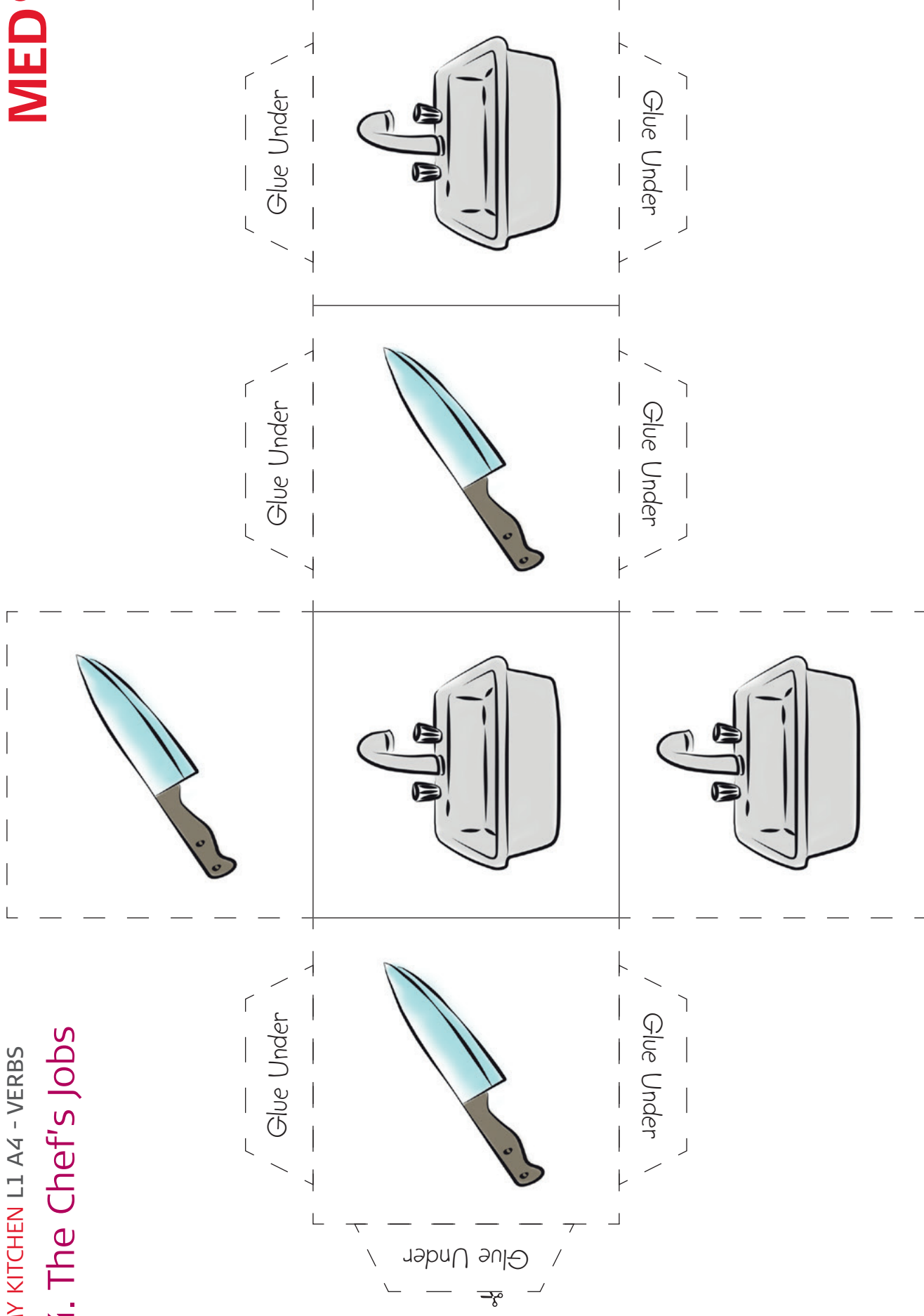
## EXPECTED OUTCOMES

- Predicts and talks about what people can and can't see.

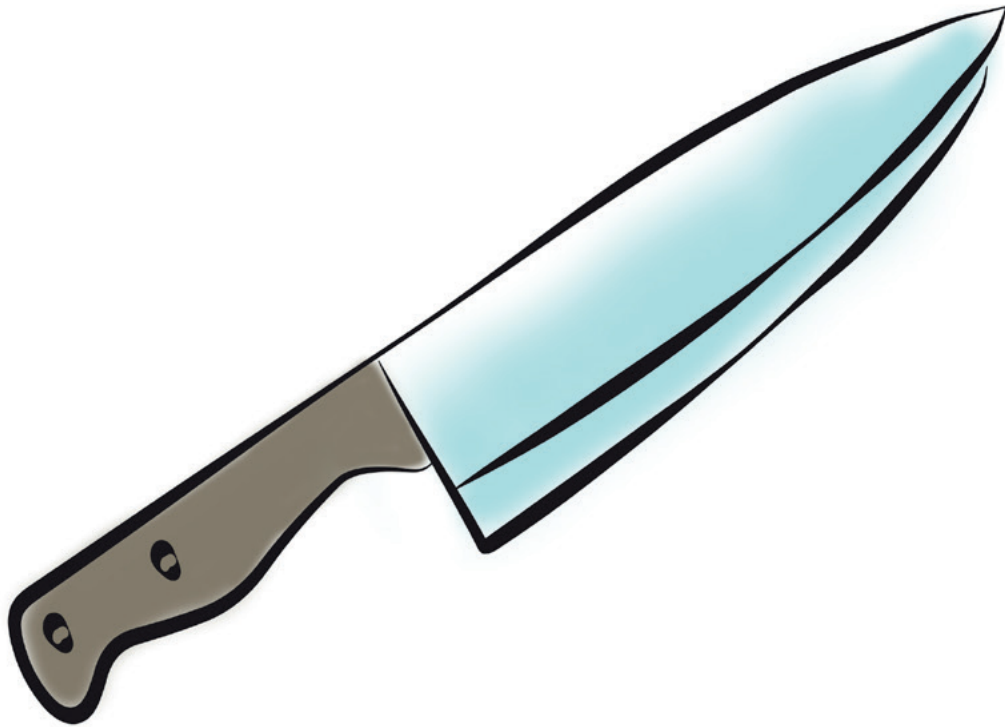
## KEY STRATEGY

**TALK TALK TALK:** When you roll the dice keep them in the box and angled so the speaker can see the pictures. Talk about who can and can't see the pictures. This helps the child develop the Theory of Mind skill that seeing and hearing helps people learn information.

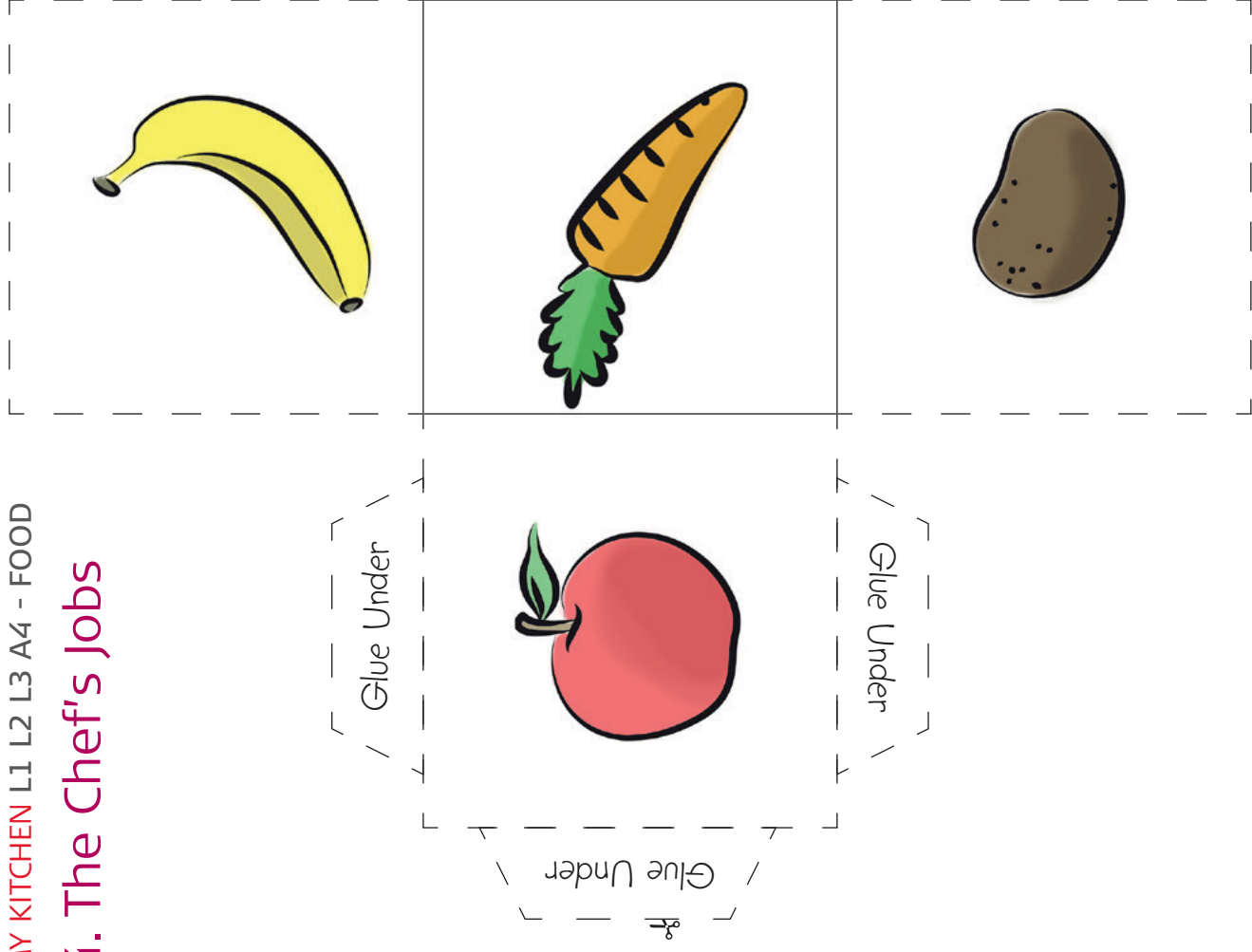
## 4. The Chef's Jobs



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## 4. The Chef's Jobs

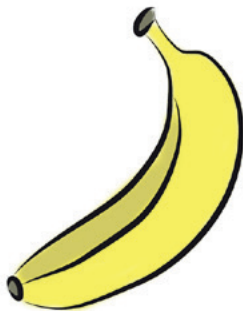
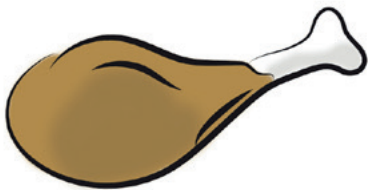


4. The Chef's Jobs



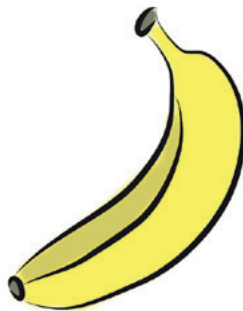
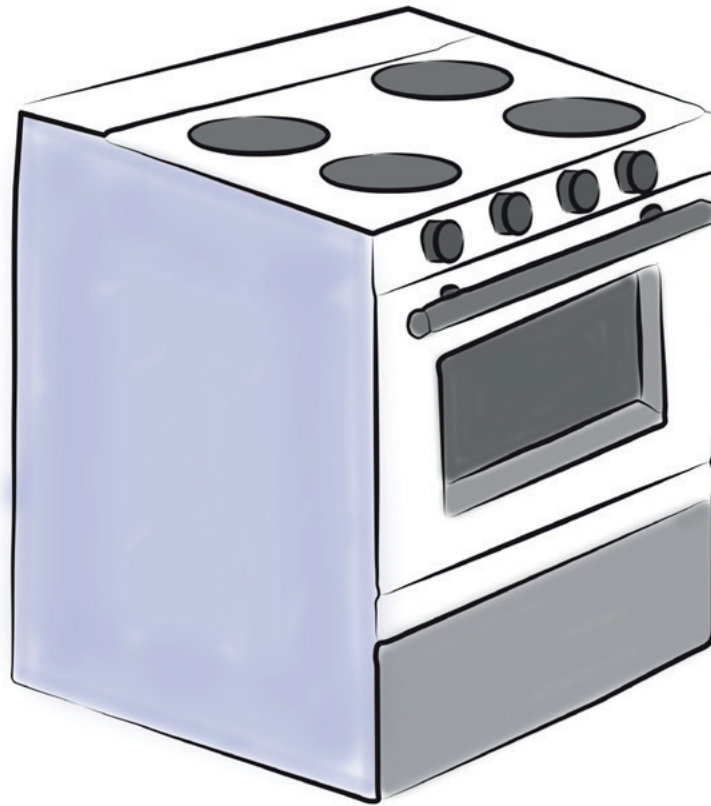
				
				
				
				
				
				
				

4. The Chef's Jobs

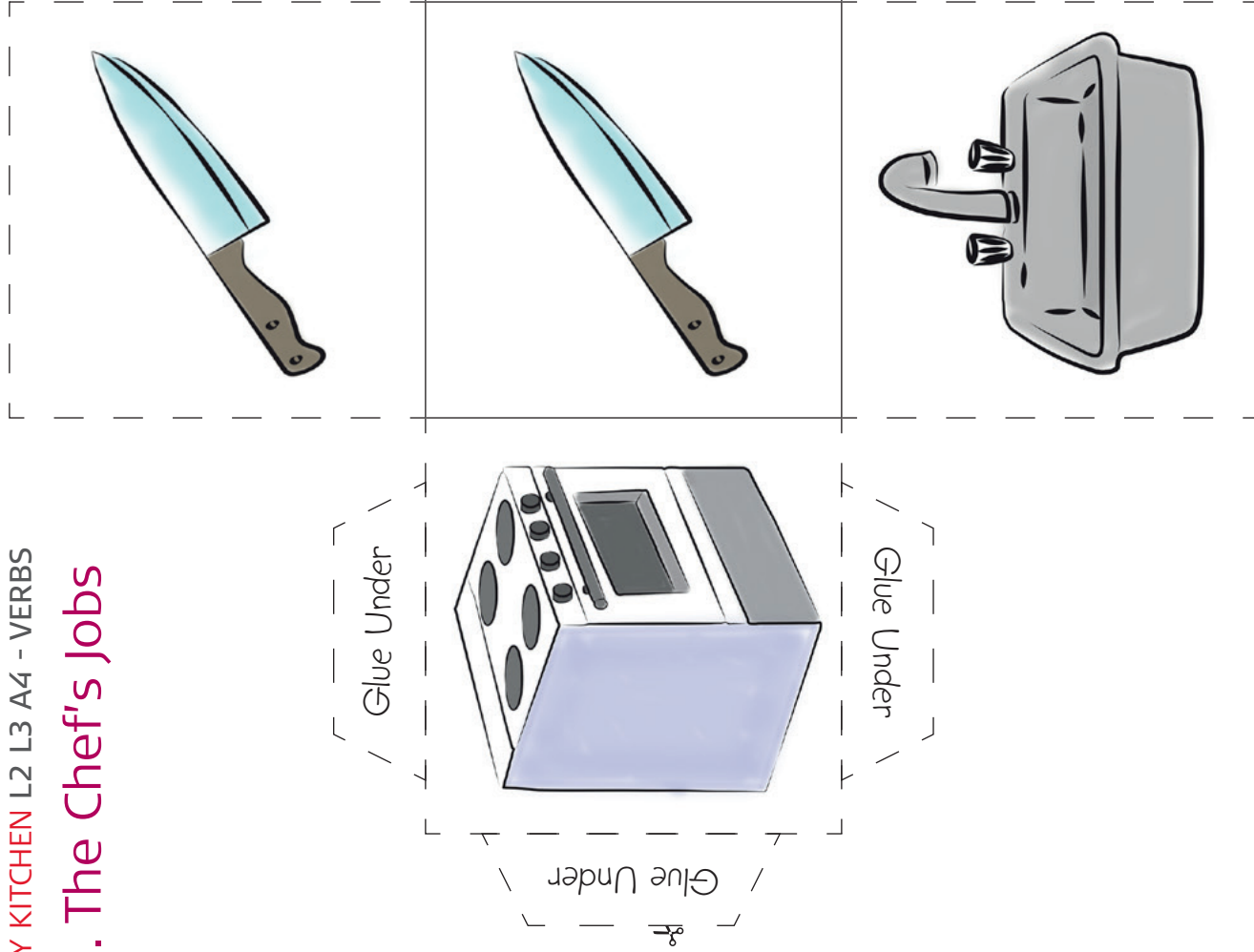




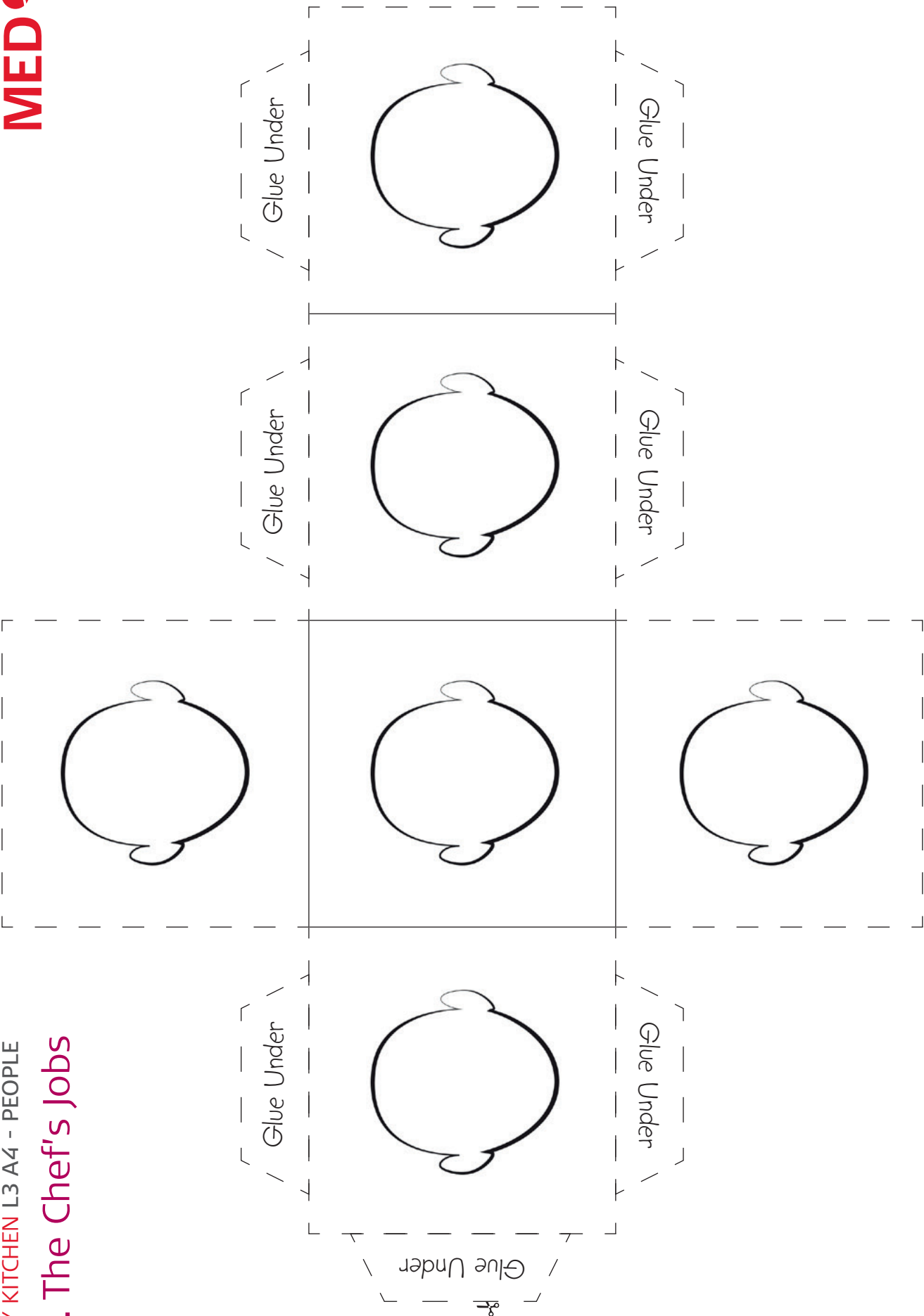
## 4. The Chef's Jobs



## 4. The Chef's Jobs



4. The Chef's Jobs



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