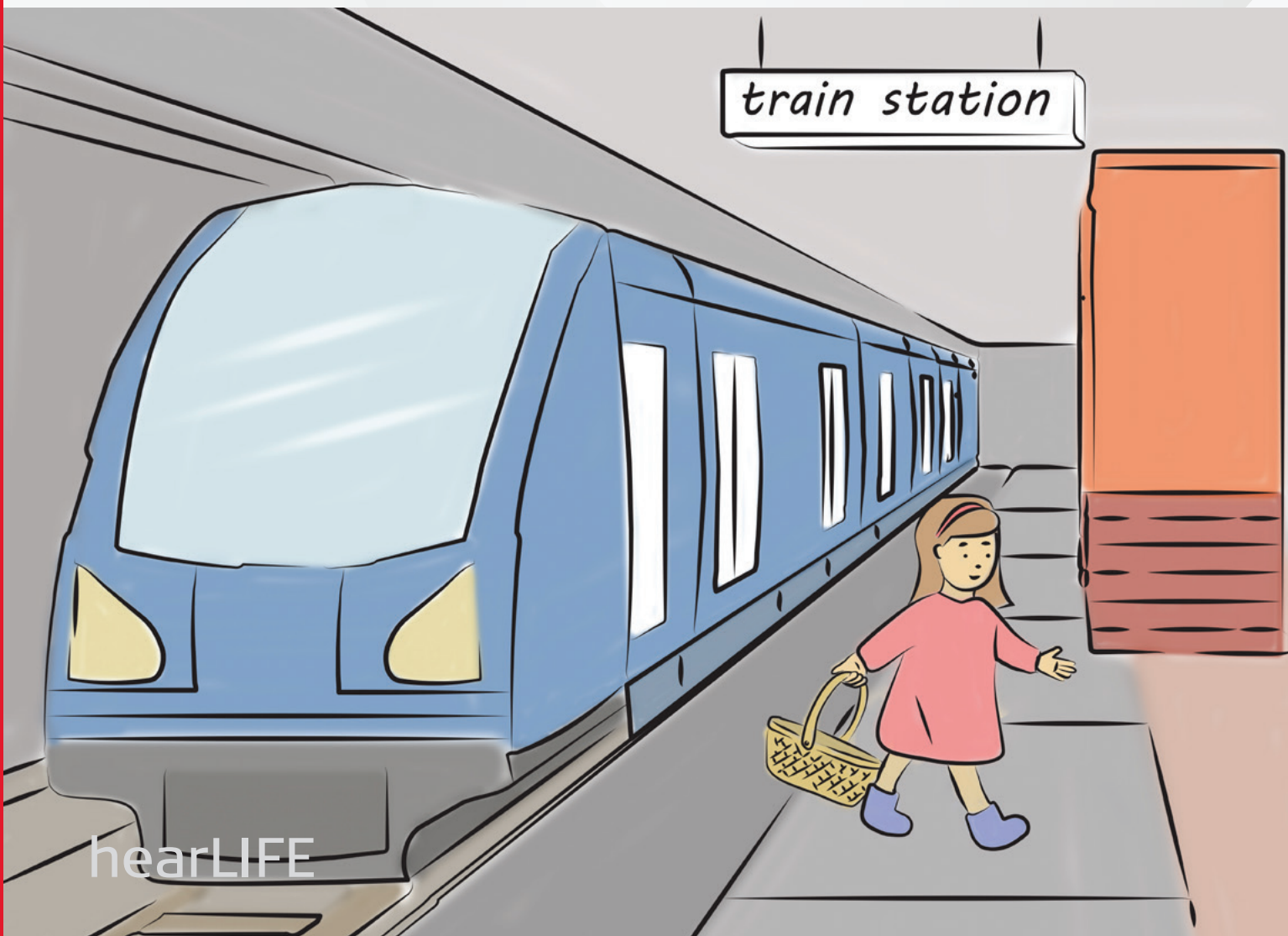


Lesson Kits

03 TRANSPORT



hearLIFE

Learn About the Lesson Plans

Lesson Plan

Level 1, Level 2, Level 3

1. Picture Posting & Go Fish

Therapist Notes, Resources

2. Sort Them Out & Barrier Game

Therapist Notes, Resources

3. Where Does it Go?

Therapist Notes, Resources

4. It's a Long Way to the Shop

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

			
Level 1	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.
Level 2	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	
Level 3	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
			s	m
			s	m

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

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

			
PICTURE POSTING RESOURCES • Transport L1 A1	<ul style="list-style-type: none"> Identifies 1 item: <ul style="list-style-type: none"> transport Understands phrase "put it in" 	<ul style="list-style-type: none"> Labels transport items Says 'in' 	<ul style="list-style-type: none"> Matches pictures Engages in pretend play
SORT THEM OUT RESOURCES • Transport L1 A2 • Transport L1 L2 sorting mat	<ul style="list-style-type: none"> Identifies 1 item <ul style="list-style-type: none"> category name animals transport Understands no/ yes 	<ul style="list-style-type: none"> Repeats single word Uses no/ yes 	<ul style="list-style-type: none"> Sorts by identifying as belonging to a category Understands that people may not always be right
WHERE DOES IT GO? RESOURCES • Transport L1 L2 L3 A3	<ul style="list-style-type: none"> Identifies 1 item: <ul style="list-style-type: none"> transport locations Understands: another 	<ul style="list-style-type: none"> Repeats: single words 	<ul style="list-style-type: none"> Understands how things relate to each other
IT'S A LONG WAY TO THE SHOP RESOURCES • Transport L1 L2 L3 A4 • Transport L1 L2 L3 A4 vehicles	<ul style="list-style-type: none"> Follows directions in context <ul style="list-style-type: none"> pick one cut here turn it over stick it on 	<ul style="list-style-type: none"> Repeats words from instructions 	<ul style="list-style-type: none"> Makes a choice between two

Date:

Name: Age: H.A:




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

			
GO FISH RESOURCES • Transport L2 A1	<ul style="list-style-type: none"> Identifies 2 items: · Vehicle and vehicle 	<ul style="list-style-type: none"> Says noun and noun Says "Go fish" 	<ul style="list-style-type: none"> Recognises and expresses emotions throughout the game
SORT THEM OUT RESOURCES • Transport L2 L3 A2 • Transport L1 L2 sorting mat	<ul style="list-style-type: none"> Listens to descriptions and identifies item and category 	<ul style="list-style-type: none"> Combines words to make a description · four legs/ four wheels · on a farm/ on a road · it has spots/ it is blue 	<ul style="list-style-type: none"> Sorts by identifying as belonging to a category
WHERE DOES IT GO? RESOURCES • Transport L1 L2 L3 A3	<ul style="list-style-type: none"> Follows a direction with two parts Attends to prepositions 	<ul style="list-style-type: none"> Combines words · vehicle + goes + location · preposition determiner noun 	<ul style="list-style-type: none"> Understands how things relate to each other Talks about past experiences
IT'S A LONG WAY TO THE SHOP RESOURCES • Transport L1 L2 L3 A4 • Transport L1 L2 L3 A4 vehicles	<ul style="list-style-type: none"> Understands a 2 part sequence joined by 'and then' Attends to a sentence with two items of information 	<ul style="list-style-type: none"> Connects verbs using 'and then' Connects nouns using 'and then' 	<ul style="list-style-type: none"> Makes a choice and explains decision Imagines and talks about how another person is feeling

Date:

Name: Age: H.A:

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

			
GO FISH RESOURCES • Transport L3 A1	<ul style="list-style-type: none"> Identifies 3 items: <ul style="list-style-type: none"> vehicle and vehicle and vehicle 	<ul style="list-style-type: none"> Asks: Do you have...? Says noun and noun and noun 	<ul style="list-style-type: none"> Recognises and expresses emotions throughout the game
BARRIER GAME RESOURCES • Transport L2 L3 A2 • Transport L3 A2	<ul style="list-style-type: none"> Follows directions containing a noun and a 2 part location phrase 	<ul style="list-style-type: none"> Gives directions containing a nouns and a 2 part location phrase 	<ul style="list-style-type: none"> Understands concepts <ul style="list-style-type: none"> first/ last odd one out all but one row/ column
WHERE DOES IT GO? RESOURCES • Transport L1 L2 L3 A3	<ul style="list-style-type: none"> Listens to a sentence and answers questions about it 	<ul style="list-style-type: none"> Uses third person verbs: goes, drives, sails Uses: in/on/over in sentences 	<ul style="list-style-type: none"> Talks about past experiences Talks about hypothetical events
IT'S A LONG WAY TO THE SHOP RESOURCES • Transport L1 L2 L3 A4 • Transport L1 L2 L3 A4 vehicles	<ul style="list-style-type: none"> Recalls a sentence containing 3 pieces of information Recalls a three part sequence 	<ul style="list-style-type: none"> Uses pronoun: she Uses verb tenses <ul style="list-style-type: none"> future tense past tense 	<ul style="list-style-type: none"> Makes a choice and explains decision Imagines and talks about how another person is feeling

ACTIVITY

1. Picture Posting

PREPARATION

Print resource on light weight card and cut up pictures, put one set aside.

Cut 2 posting slots the width of the cards on each side of the box (so you have 8 slots in total).

You are going to make a posting box and play a posting game together.

1. Take one card at a time, talk about it, turn it over, apply glue and then stick it on the box just below the posting slot.
2. Shuffle the remaining set of cards and take one from the pile. Talk about it without showing the child the picture. Turn the box around to encourage them to find the matching picture.
3. If they cannot find the match add a play sound and then a quick peek at the card if required and then say the name of the vehicle again. (LISTEN LOOK LISTEN).
4. Check the cards match then post it in.
5. Take it in turns to pick a card.

RESOURCES

- Transport L1 A1
- A box
- Craft knife or scissors, glue



EXPECTED OUTCOMES

- Identifies 1 item- child can identify 1 item of information:
 - Beginning listener; eg. *Oo ooo oo. It's a train.*
 - Noun; eg. *I've got a car.*
- Understands phrase; eg. *put it in.*

KEY STRATEGIES

LISTENING FIRST: Keeping the picture hidden while you talk about the picture helps the child attend to auditory information without the visual information (picture or gesture) competing for attention in the brain.

AUDITORY HOOKS: Using play sounds for beginner listeners will help grab their attention and begin to build comprehension skills. Use them at the start of a short sentence and put the noun at the end so the child can pair the information and develop word identification skills. *Brrrrrr, it's a car.*

TALK TALK TALK: Although the level 1 child is just beginning to use single words, they benefit from hearing short phrases and sentences. Adding a few words to everything you do will help them understand action words. *Put it in. Turn it around.*



EXPECTED OUTCOMES

- Labels transport items.
- Says 'in'.

KEY STRATEGIES

WAIT WAIT AND WAIT SOME MORE: Turn the box to find the matching picture and if the child is not yet spontaneously labelling the pictures, provide the word for them and wait with your hand gently covering the posting slot. Remove your hand when the child vocalises so they can post the card.

MY VOICE MATTERS: To start with the child's attempt at saying the names of the vehicles may not be perfect. This will improve as they get better at listening to their own speech and matching it to yours. Reward and reinforce any attempt by immediately posting the card.



EXPECTED OUTCOMES

- Matches pictures.
- Engages in pretend play.

KEY STRATEGY

LISTENING FIRST: Use the technique of listening first to engage the child in pretend play. *Come on, let's drive a car. Watch me drive a car. Come on, you come along in a car.* Then drive your imaginary car around the room.

ACTIVITY

1. Go Fish

PREPARATION

Print resource on light weight card; select print 2 pages on 1 so pictures are smaller.
Cut up pictures.

RESOURCES

• Transport L2 A1

You are going to play "Go Fish."

1. Before you play have a close look at the cards and talk about them together. All the cards with red borders are different. Each 'red' card has a matching card with a blue border. The goal of the game is to collect matching pairs.
2. Shuffle the cards well and deal out 5 cards to each player. The remaining cards go picture side down in a draw pile on the table.
3. Each player checks their cards, finds any matching pairs and puts them down on the table.
4. Start the game by choosing one of your cards and asking the child: "Do you have a... (vehicle) and a... (vehicle)?"
5. If the child has that card they hand it over and you put your pair down on the table. If they do not have that card they says "No, go fish." and you take a card from the draw pile. If you pick up a card that matches one in your hand, put your pair down.
6. The child then asks the next person (parent/caregiver) about one of their cards and the game continues around the circle of players until there are no cards left in the draw pile.
7. Once the draw pile has gone players can ask anybody they want.



EXPECTED OUTCOMES

- Identifies 2 items:
· vehicle and vehicle; eg. train and ship.

KEY STRATEGIES

LISTENING FIRST: Keeping the picture hidden while you talk about the picture helps the child attend to auditory information. If the child is just moving in to level 2 they may only attend to the second vehicle. Say the 2 vehicles then offer a quick peek, then say the two vehicles again. This is a "Listen-Look-Listen (or Auditory) sandwich".



EXPECTED OUTCOMES

- Says "noun and noun"; eg. train and ship.
- Says: Go fish.

KEY STRATEGIES

EXPANSION AND EXTENSION: Encourage the child to choose a card to ask their parent/caregiver about. They may say the names of the vehicles but miss out the joining word 'and'. Acoustic highlight this by immediately repeating what they say expanding it to include the omitted word. *A train and a ship.*

AUDITORY FEEDBACK LOOP: When it is the child's turn to say "Go fish", model the language so the child can repeat it. *You need to tell mum to Go Fish.* This technique allows the child to hear the required language just before they have a try at saying it and allows them to compare what they say with your models.



EXPECTED OUTCOMES

- Recognises and expresses emotions throughout the game.

KEY STRATEGY

TALK TALK TALK: Talk about how you are feeling as you progress through the game to help the child understand the goal of the game and also to help them identify and label typical feelings in themselves. *Oh, dear. I have no pairs. I hope I get one soon. Oh, Yeah! You are so lucky. Another pair.*

ACTIVITY

1. Go Fish

PREPARATION

Print resource on light weight card, select print 2 pages on 1 to make pictures smaller. Cut up cards.

RESOURCES

• Transport L3 A1

You are going to play "Go Fish."

1. Before you play have a close look at the cards together and talk about them. All the cards with red borders are different. Each 'red' card has a matching card with a blue border. The goal of the game is to collect matching pairs.
2. Shuffle the cards well and deal out 5 cards to each player. The remaining cards go picture down in a draw pile on the table.
3. Each player checks their cards, finds any matching pairs and puts them down on the table.
4. Start the game by choosing one of your cards and asking the child: "Do you have a... (vehicle) and a... (vehicle) and a... (vehicle)?"
5. If the child has that card they hand it over and you put your pair down on the table. If they do not have that card they say "No, go fish." and you take a card from the draw pile. If you pick up a card that matches one in your hand, put your pair down.
6. The child then asks the next person; parent/caregiver about one of their cards and the game continues around the circle of players until there are no cards left in the draw pile.
7. Once the pile has gone players can ask anybody they want if they have a particular card.



EXPECTED OUTCOMES

- Identifies 3 items though listening:
 - vehicle and vehicle and vehicle; eg. the train, the bus and the aeroplane.

KEY STRATEGIES

LISTENING FIRST: Keeping the card hidden while you talk about the pictures helps the child attend to auditory information. If the child is just moving in to level 3 he may repeat 2 of the 3 vehicles. Say the 3 vehicles with Acoustic Highlighting on the one omitted; *The train, the bus and the aeroplane*; and then offer a quick peek pointing to the first vehicle, then say the all 3 vehicles again. This is a "Listen-Look-Listen (or Auditory) sandwich".



EXPECTED OUTCOMES

- Asks: Do you have...?
- Says noun and noun and noun eg. the train, the bus and the aeroplane.

KEY STRATEGIES

EXPANSION AND EXTENSION: Encourage the child to choose a card to ask their parent/caregiver about. He may say the names of the vehicles but miss out the determiner 'a' or leave off the question word 'Do'. Acoustic highlight these words by immediately repeating what they say expanding it to include the words missed. *Do you have a train, a bus and a aeroplane?*

WAIT WAIT AND WAIT SOME MORE: Encourage the parent to wait following the expanded language models to give the child time to have another go at saying a more complete sentence.



EXPECTED OUTCOMES

- Recognises and expresses emotions throughout the game.

KEY STRATEGY

TALK TALK TALK: Talk about how you are feeling as you progress through the game to help the child understand the goal of the game and also to help them identify and label typical feelings in themselves. *Oh, dear. I haven't got any pairs yet. I hope I get one soon. Oh, yeah! You are so lucky. Another pair.*

1. Picture Posting

bus



Transport

car



Transport

motorbike



Transport

train



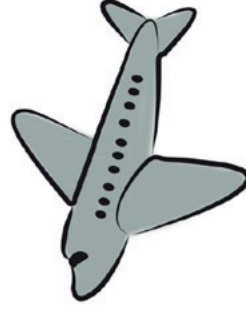
Transport

helicopter



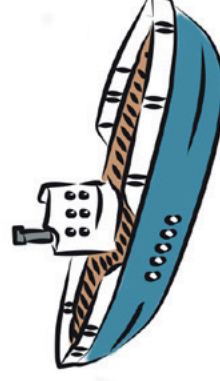
Transport

plane



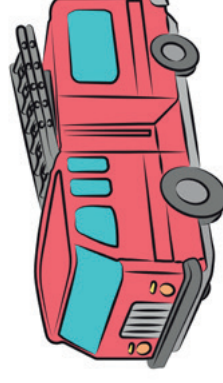
Transport

ship



Transport

firetruck



Transport

1. Picture Posting

bus



Transport

car



Transport

motorbike



Transport

train



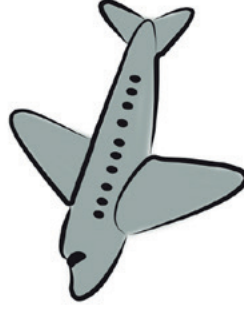
Transport

helicopter



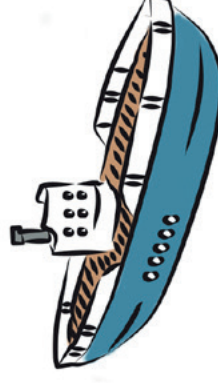
Transport

plane



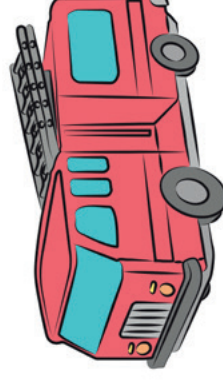
Transport

ship



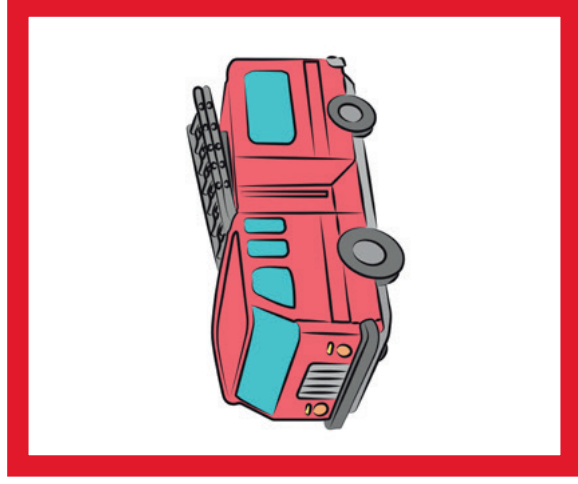
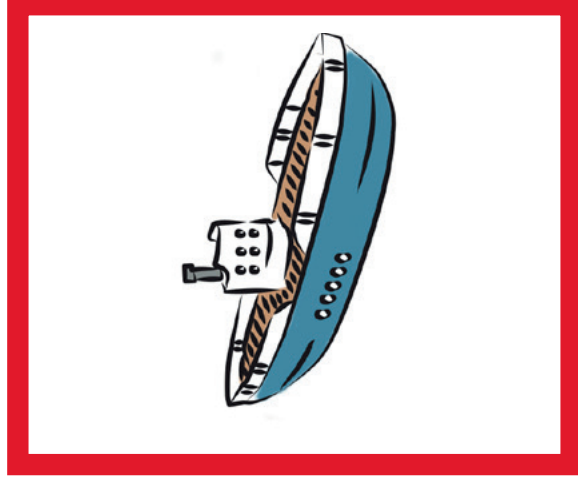
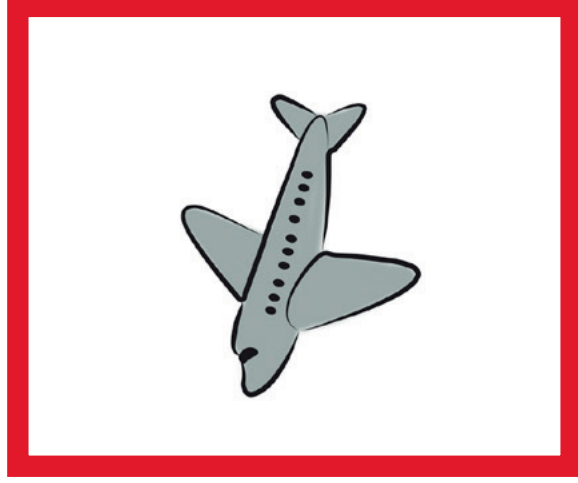
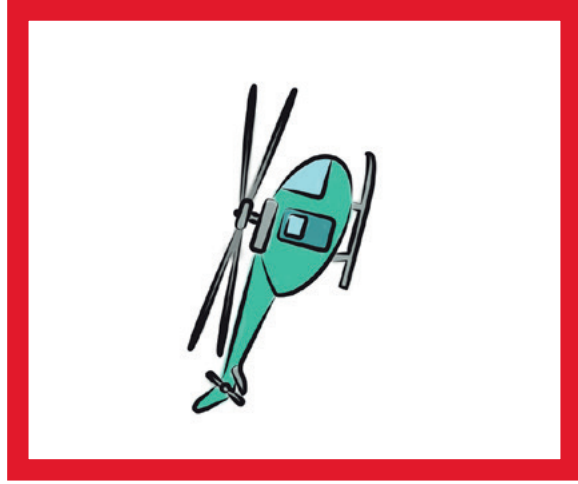
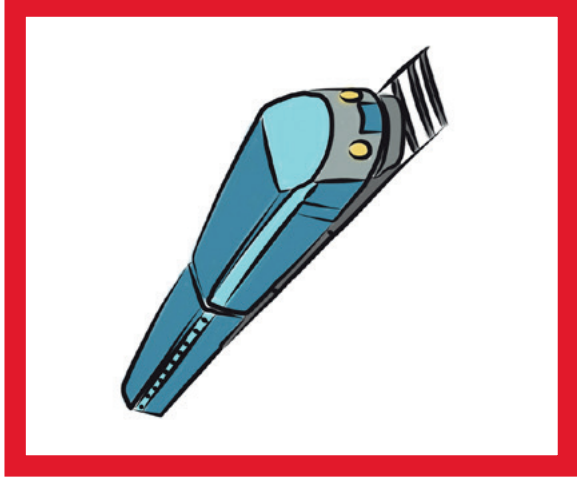
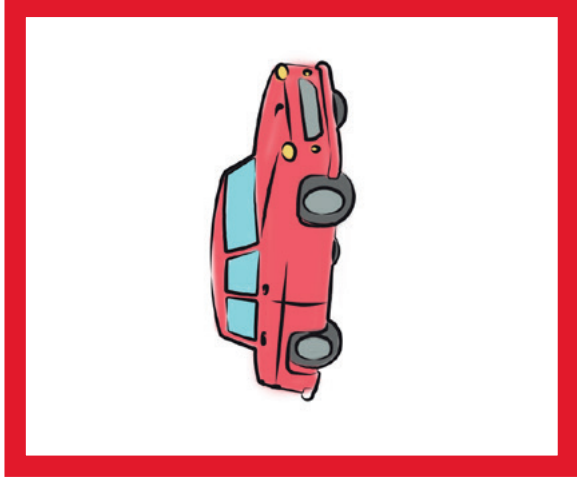
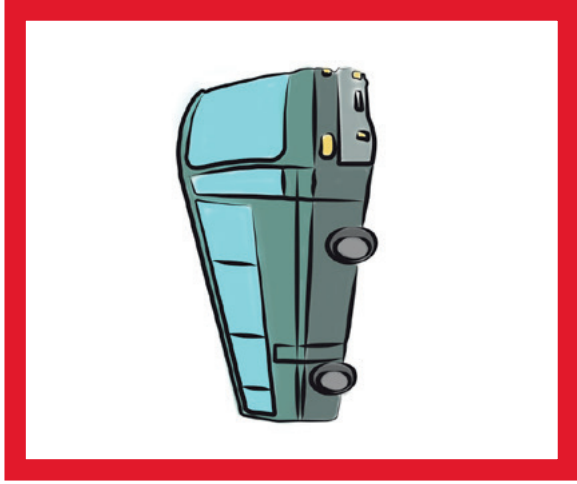
Transport

firetruck

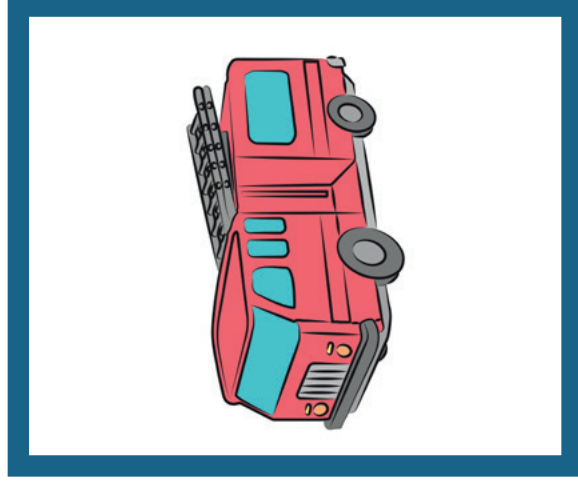
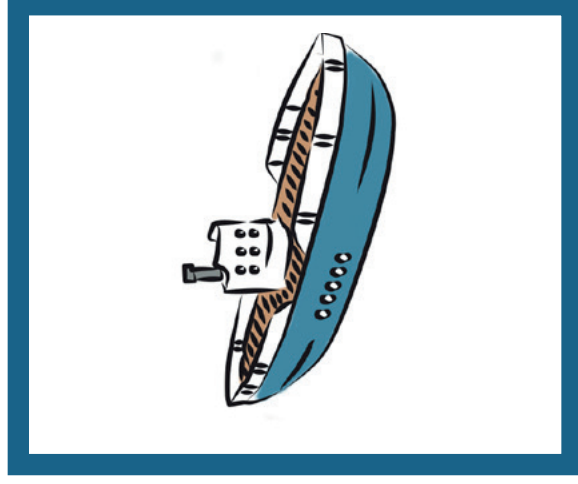
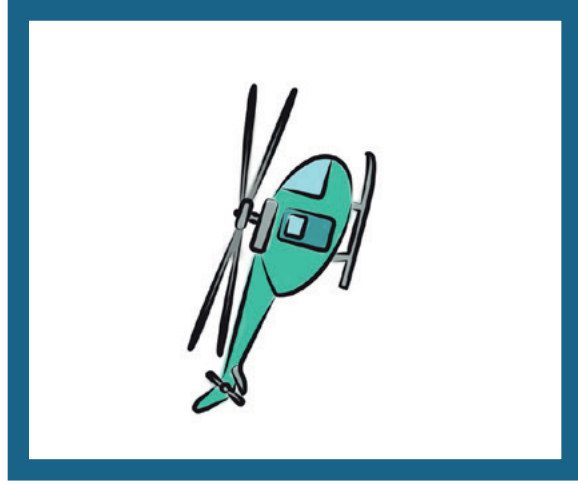
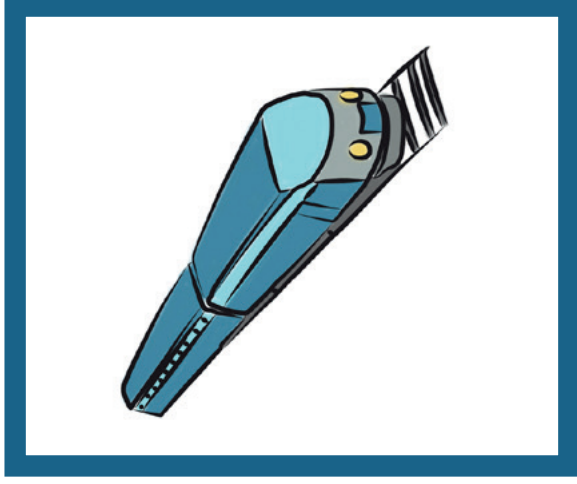
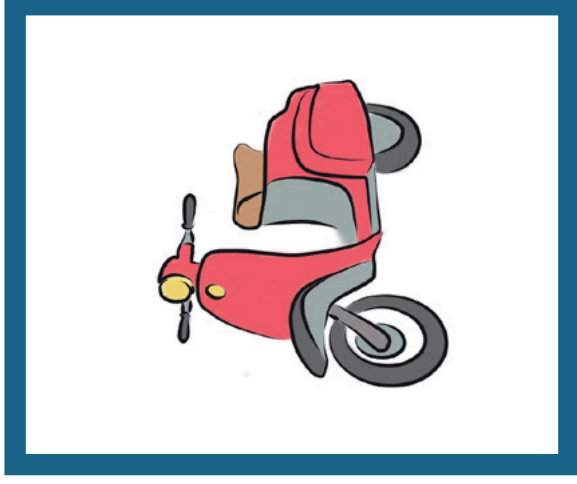
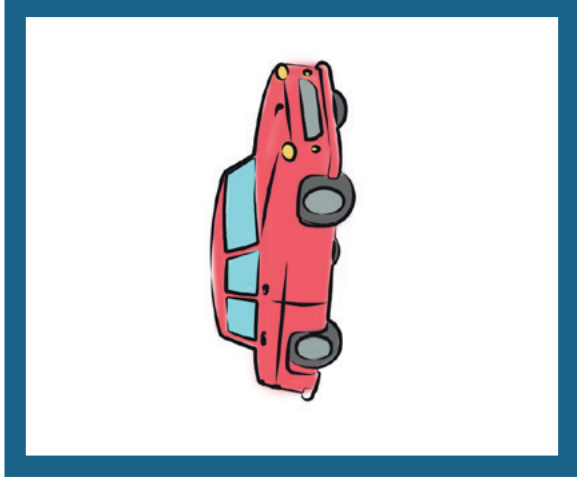
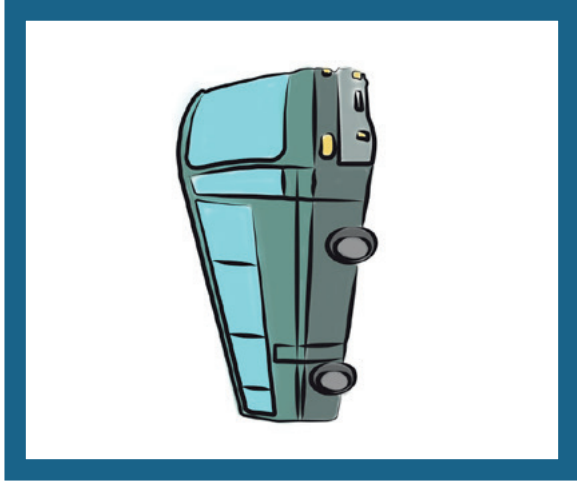


Transport

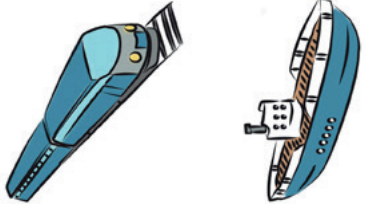
1. Picture Posting



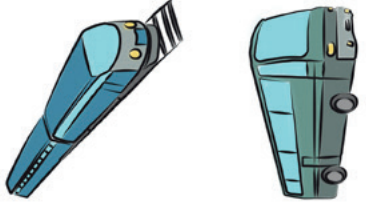
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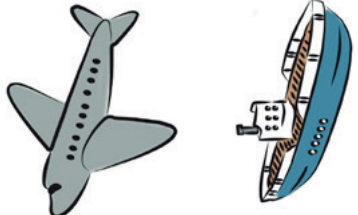
1. Go Fish



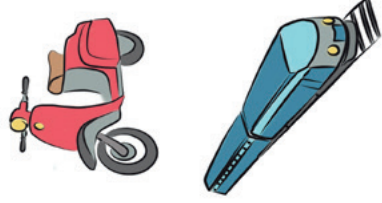
Transport




Transport



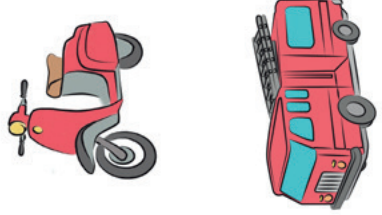
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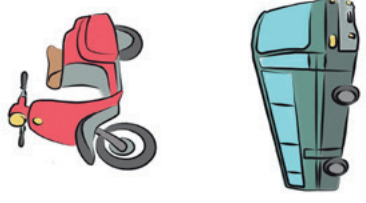
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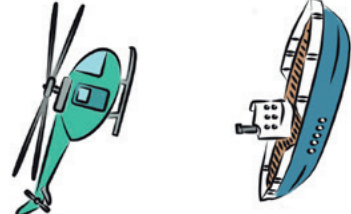
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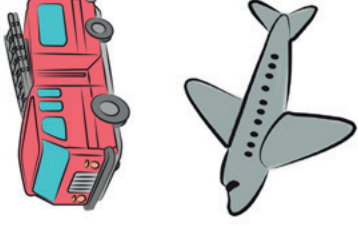


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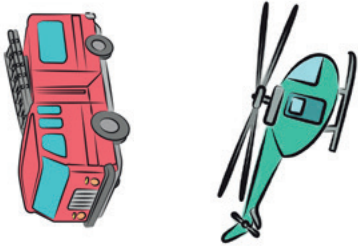


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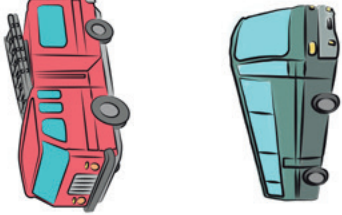
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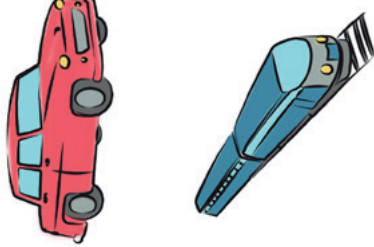
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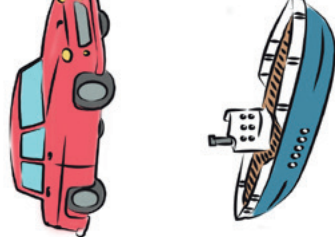
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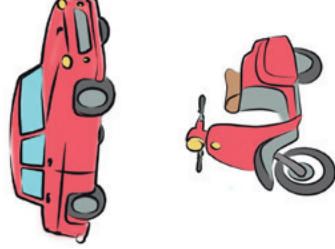
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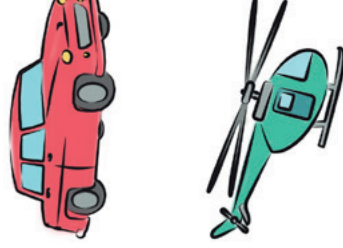
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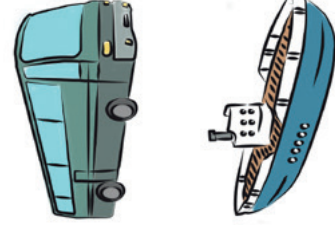
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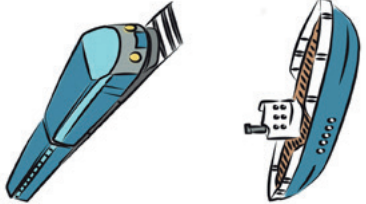


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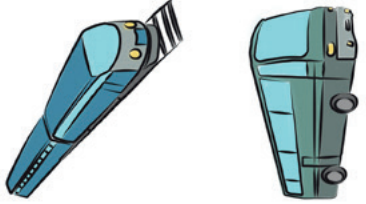


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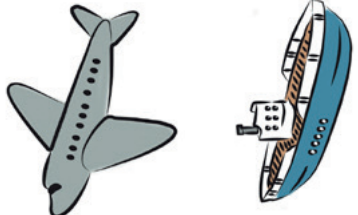
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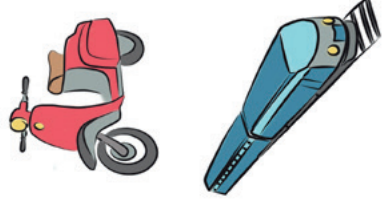
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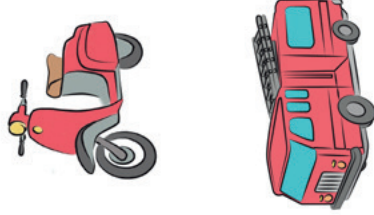
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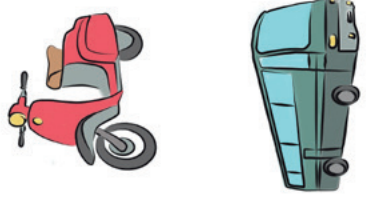
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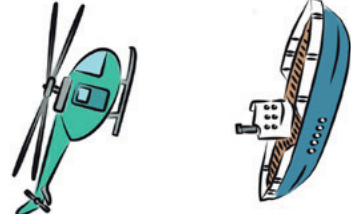
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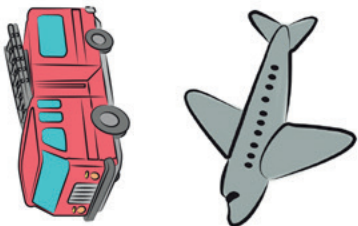


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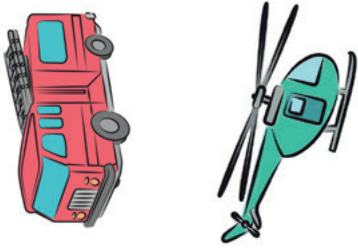


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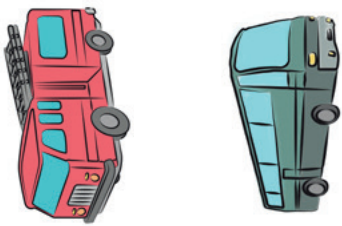
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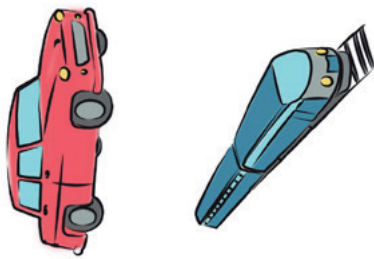
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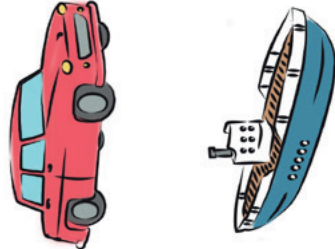
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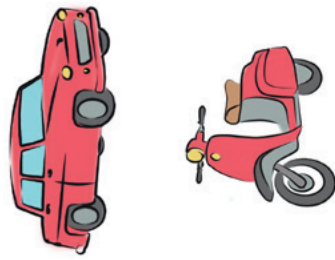
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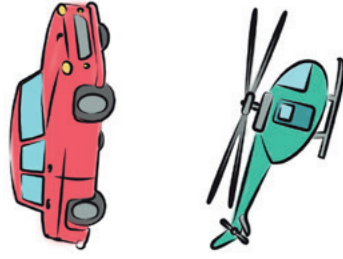
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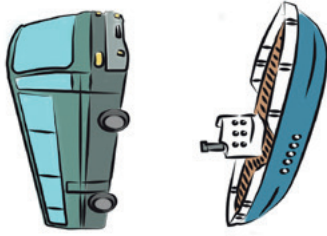
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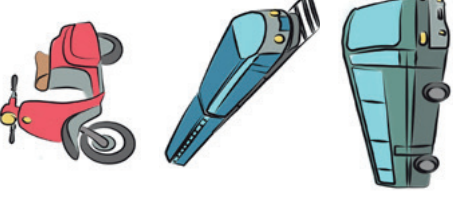
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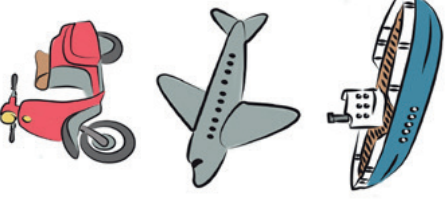
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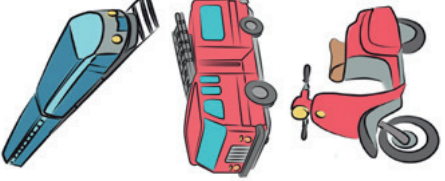
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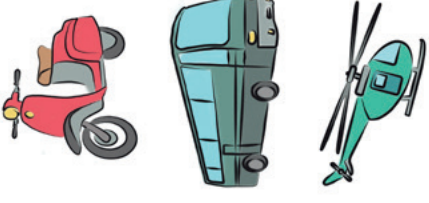
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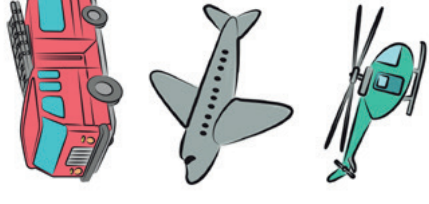
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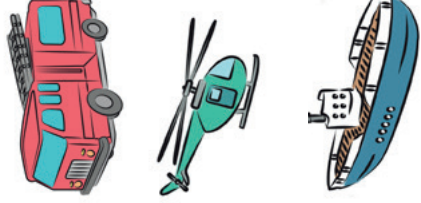
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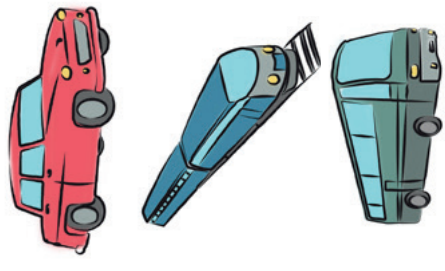


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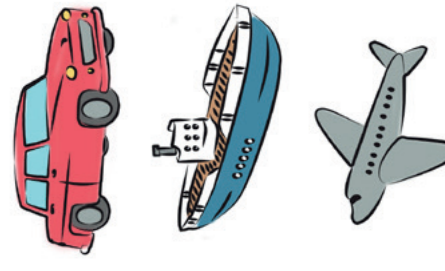
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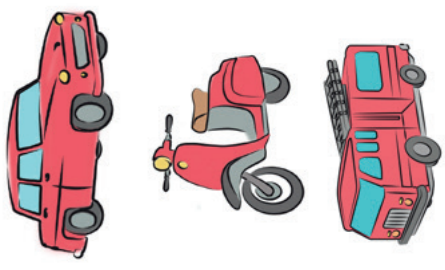
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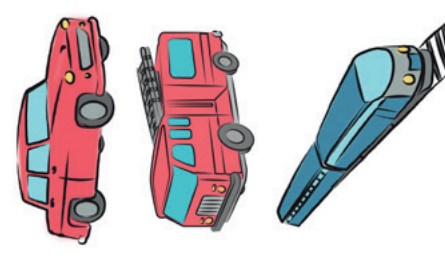
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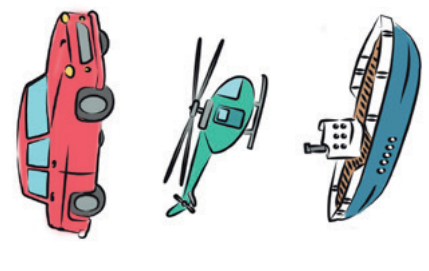
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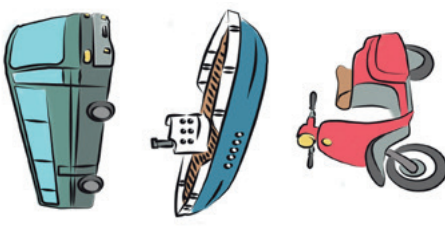
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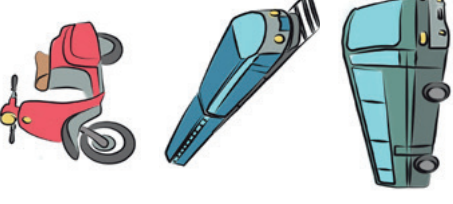
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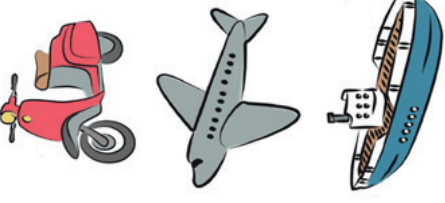
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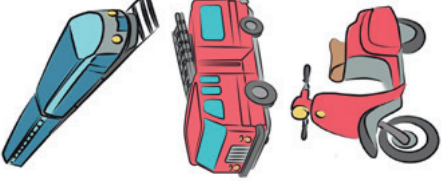
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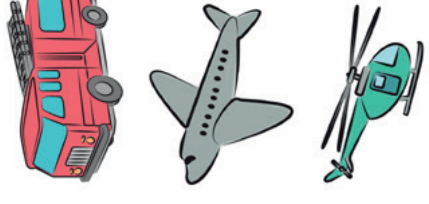
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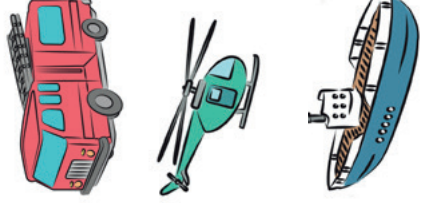
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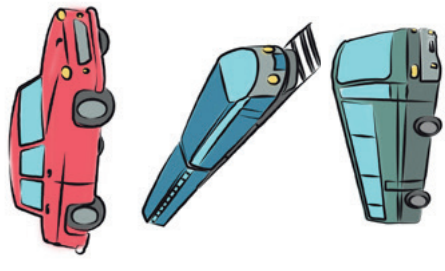


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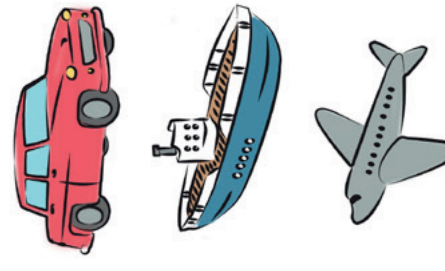
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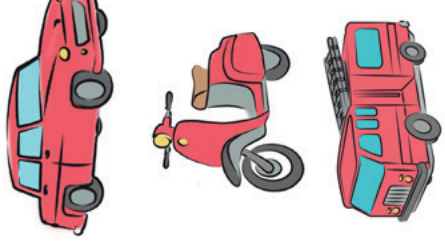
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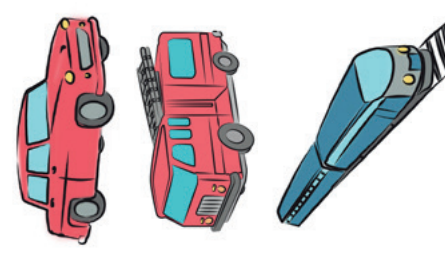
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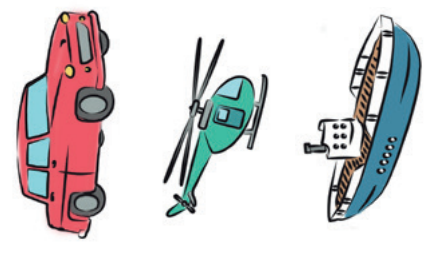
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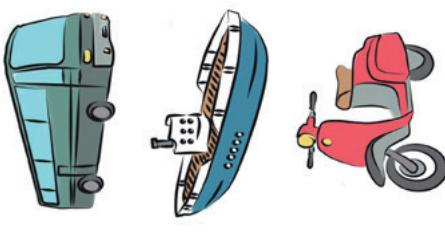
Transport



Transport



Transport



Transport

ACTIVITY

2. Sort Them Out

PREPARATION

Print resources onto light weight card.
Cut up the animals and vehicles.

RESOURCES

- Transport L1 A2
- Transport L1 L2 A2 sorting mat

You are going to sort the pictures into their category.

1. Explain that you have to put the pictures with their group.
2. Talk about the group names: animals and transport.
3. Shuffle the pictures and put in a pile face down.
4. Take one, without showing the picture to the child and label it.
5. Encourage the child to repeat the word and decide where it goes on the sorting mat.
6. Take turns taking a card.



EXPECTED OUTCOMES

- Identifies 1 item:
 - category name; eg. animal/transport
 - animals; eg. dog
 - transport; eg. train
- Understands no/yes.

KEY STRATEGIES

TALK TALK TALK: The level 1 child is just beginning to learn the words that they need to understand their world. They will be able to store and remember words easier if we help them build associations or links between words. *I've got a car. We need to put this with the transport.*

ACOUSTIC HIGHLIGHTING: Add dramatic intonation to *Yes* and *Oh, No* to help the child use the suprasegmental cues of pitch and duration to understand the difference in the meaning of these words.



EXPECTED OUTCOMES

- Repeats single word; eg. animal. car.
- Uses no/yes.

KEY STRATEGIES

USE CHOICES: Provide the language models for the category names in a choice question. Say the category names as you move the picture on the sorting mat, and put the correct one second so it is the one the child is most likely to repeat. *I've got a car... Shall we put it with the animals or the transport?"* Use the same technique to encourage the child to say no or yes eg. *Should we put this with the transport... What do you think .. No or yes?*



EXPECTED OUTCOMES

- Sorts by identifying as belonging to a category.
- Understands that people may not always be right.

KEY STRATEGY

SABOTAGE: When the child understands the task and is able to sort reliably you can sabotage the sorting by getting one wrong. The child might spontaneously correct you or the parent/caregiver might need to step in. *Hey! That's not an animal. That train needs to go with the transport.*

ACTIVITY

2. Sort Them Out

PREPARATION

Print resources onto paper.

You are going play "Guess what I have?" and then sort the pictures onto the sorting page.

1. Explain to the child that they have to guess what card you have.
2. Give clues in the following order:
 - the group name eg. *It's an animal/It's a vehicle (or It is a type of transport)*
 - where you might see it
 - a description of appearance.
3. When the child guesses the picture they can glue it on the sorting mat.
4. Take turns taking a card.

RESOURCES

- Transport L2 L3 A2
- Transport L1 L2 A2 sorting mat
- Scissors and glue



EXPECTED OUTCOMES

- Listens to descriptions and identifies an item.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: Use Acoustic Highlighting to help the child attend to all the important information in the clues. Pause at the end of each clue, put the important information at the end of each sentence and add intonation changes to grab and maintain attention.

TALK TALK TALK: The child will be able to store and remember words easier if you build associations or links between words. *This one goes with the transport...We drive it on a road. Maybe mum drives one to the shops. This one is red.*



EXPECTED OUTCOMES

- Combines words to make a description:
 - four legs/four wheels
 - on a farm/on a road
 - it has spots/it is blue.

KEY STRATEGIES

AUDITORY HOOKS: When it is the child's turn to give a clue you will need a big auditory hook. *WAIT! Don't tell mum what it is. She has to guess. Let's give her clues. It is an **animal**.... It lives in a **tree**... It has a **bushy tail**.*

COME CLOSE TO ME: Sitting very close to the child while you provide the language models does two things in this activity. Firstly it gives the child the best possible access to auditory information and secondly you can quietly coach the child in what to say to their parent/caregiver, so that the child can fill the role of the teacher.



EXPECTED OUTCOMES

- Sorts by identifying an item as belonging to a category.
- Understands that people may not always be right.

KEY STRATEGY

SABOTAGE: When the child understands the task and is able to sort reliably you can sabotage the sorting by getting one wrong. The child might spontaneously correct you or the parent/caregiver might need to step in. *Hey! That's not an animal. That train needs to go with the transport.*

ACTIVITY

2. Barrier Game

PREPARATION

Print 2 copies of Transport L3 A2 onto light weight card and give one to each player.
This is the grid.

Print 2 copies of Transport L2 L3 A2 onto card, cut them up and give one set to each player.

Place the barrier between the players so they cannot see each other's grids.

RESOURCES

- Transport L2 L3 A2
- Transport L3 A2
- A barrier (a folder or book or board to place between players)
- Scissors

You are going play "Matching grids".

1. Explain to the child that without looking at each other's grids, they and their parent/caregiver have to fill their grid up with pictures so they match.
2. Each player spreads their cards out beside their grid.
3. The first player chooses a card and says where to put it (eg. *Put the train in the middle of the bottom row.*)
4. The other player repeats the direction and then places card on grid.
5. Players take turns selecting the cards and giving instructions.
6. When all squares on the grid are full, remove the barrier and compare grids.



EXPECTED OUTCOMES

- Follows directions containing a noun and a 2 part location phrase; eg. Put the train in the middle of the bottom row.

KEY STRATEGIES

BUILD AUDITORY MEMORY: To help the child attend to all the information in the direction, pause at the end of each part of the instruction and add stress and intonations changes to pull the child's attention to the important parts. If they miss one part of the instruction, give a clue or prompt then repeat the whole instruction. *It's an animal and it goes in the bottom row. Listen again; Put the mouse first in the bottom row.*



EXPECTED OUTCOMES

- Gives directions containing a nouns and a 2 part location phrase; eg. Put the train in the middle of the bottom row.

KEY STRATEGIES

AUDITORY HOOKS: When it is the child's turn to give a clue you will need a big auditory hook. *WAIT! Don't show dad what it is. He has to listen. Tell him what to find and then tell him where to put it.*

USE CHOICES : Learning how to give directions containing 3 pieces of information is tricky because there is a lot to remember and probably some new words to describe the position. Provide the child with the language as suggestions. *You might say, Put the boat last on the top row or maybe Put the boat first on the top row.*



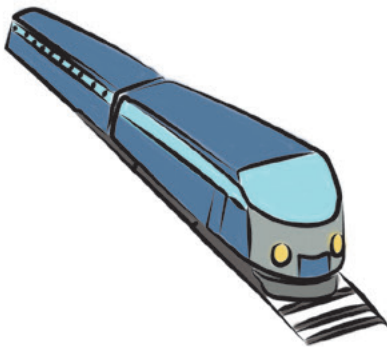
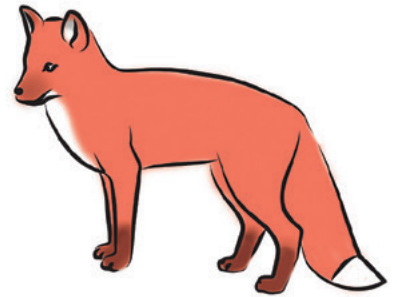
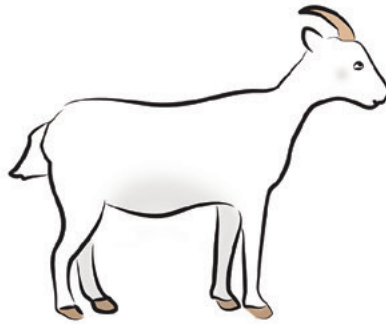
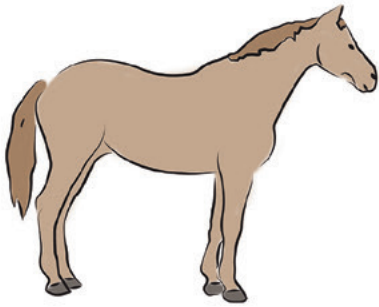
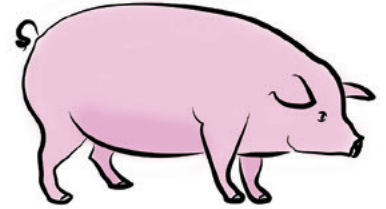
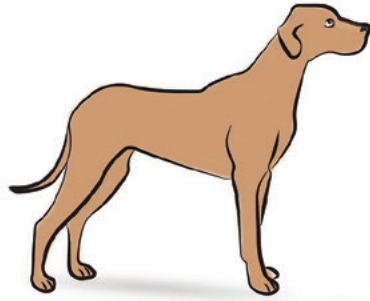
EXPECTED OUTCOMES

- Understands concepts:
 - first/last, odd one out, all but one, row/column.

KEY STRATEGY

TALK TALK TALK: Make observations about the positions or patterns of pictures as the grid is coming together to help the child understand these concepts *Hey look, all the picture in the first column are animals. All but one of the pictures is a vehicle. Can you see the odd one out.*

2. Sort Them Out

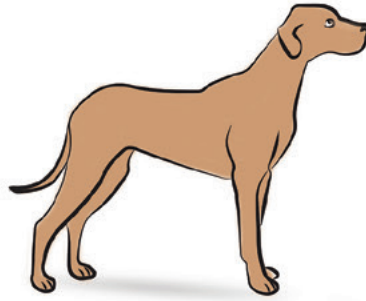


2. Sort Them Out

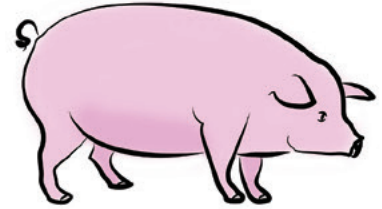
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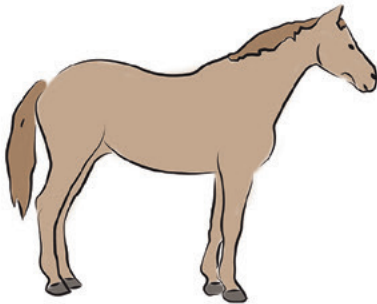
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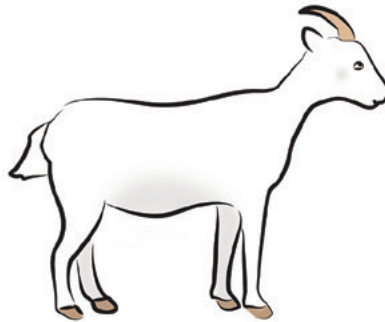
pig



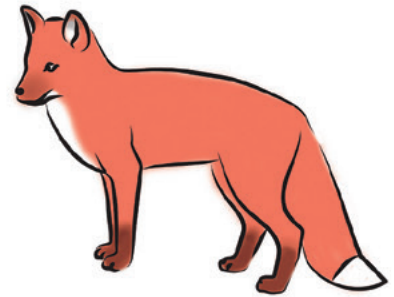
horse



goat



fox



car



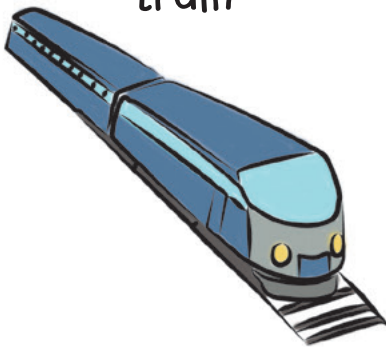
bus



plane



train



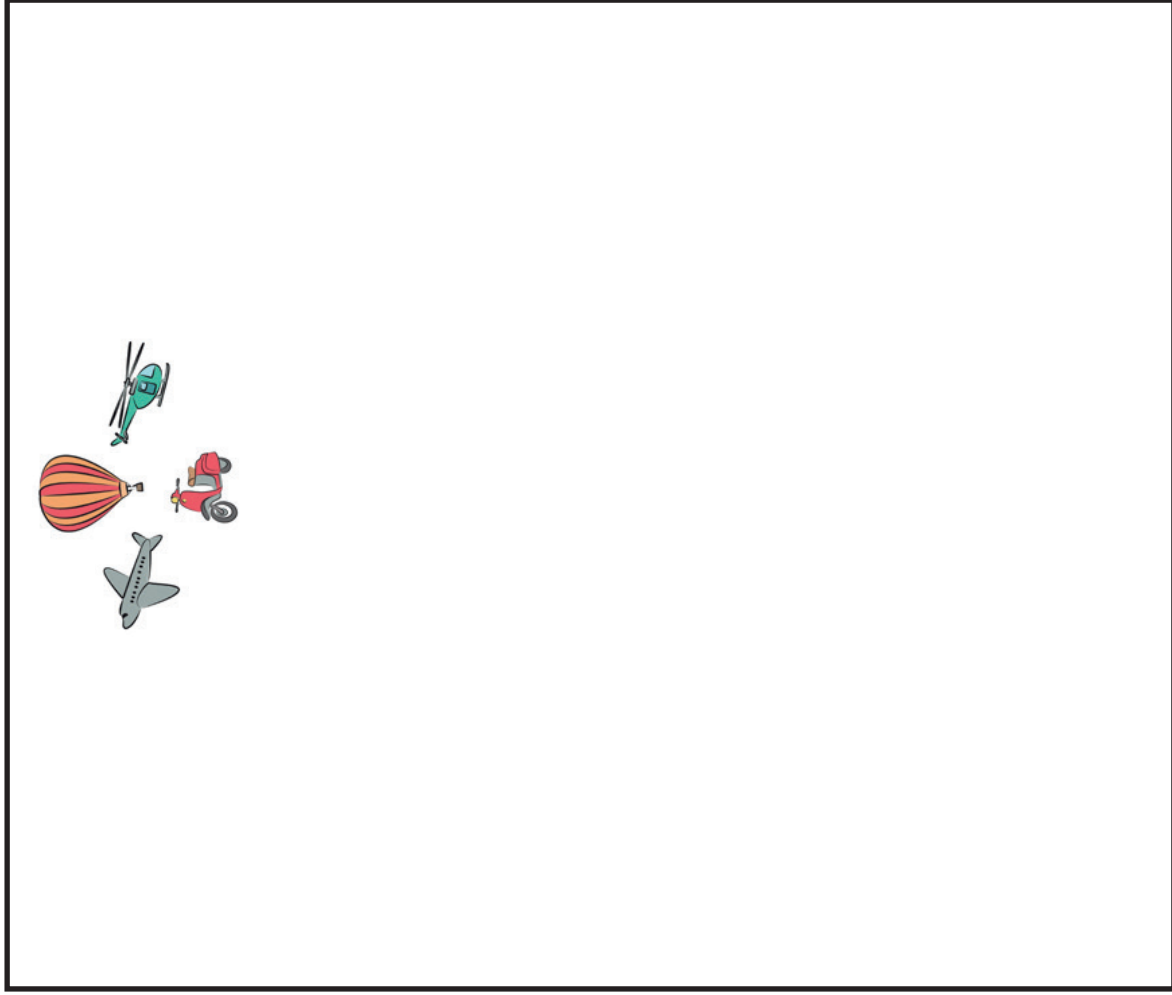
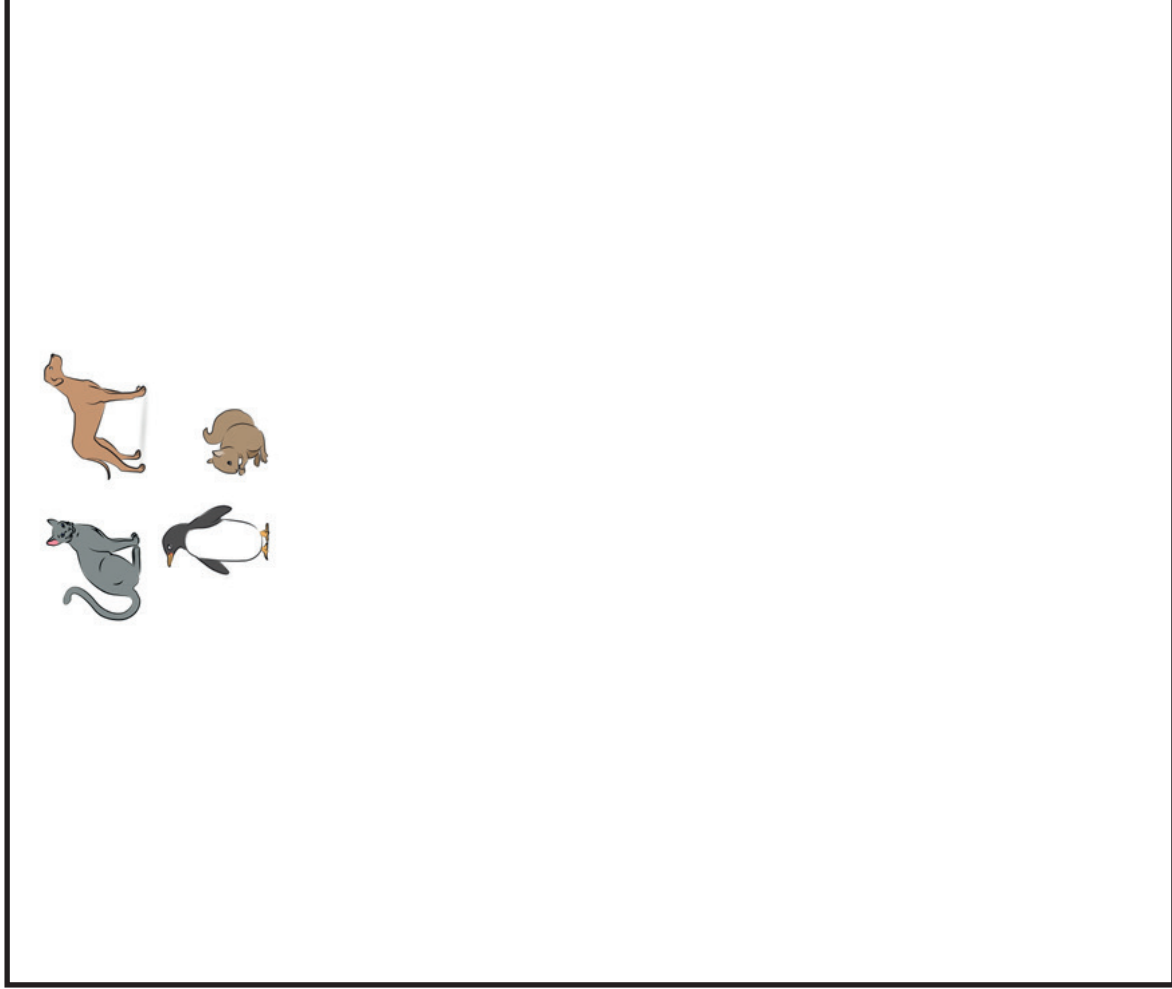
boat



motorbike



2. Sort Them Out



2. Sort Them Out



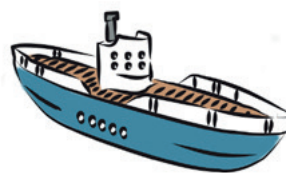
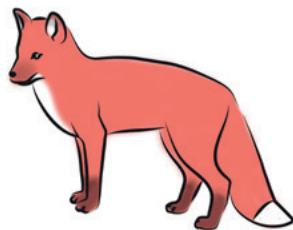
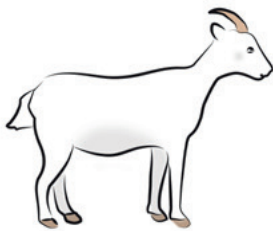
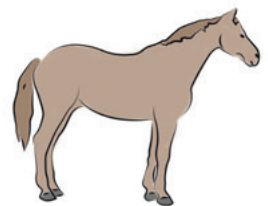
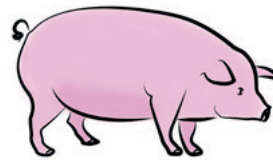
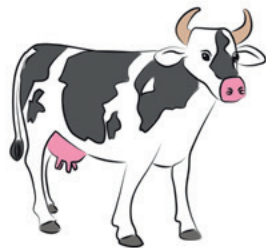
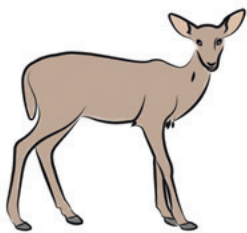
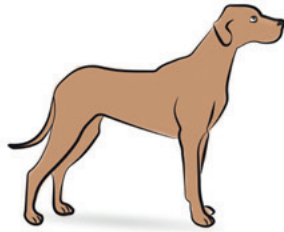
animals



transport



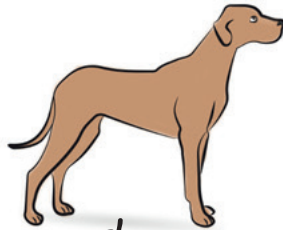
2. Barrier Game



2. Barrier Game



cat



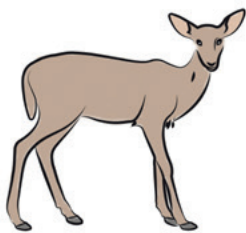
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squirrel



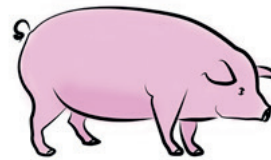
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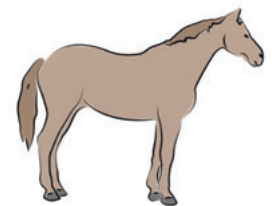
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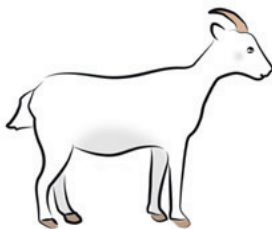
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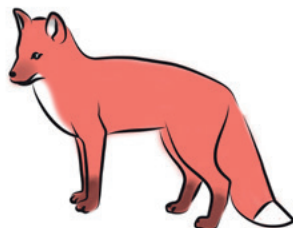
pig



horse



goat



fox



car



bus



plane



train



boat



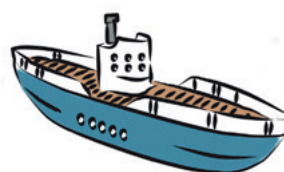
motorbike



helicopter



truck



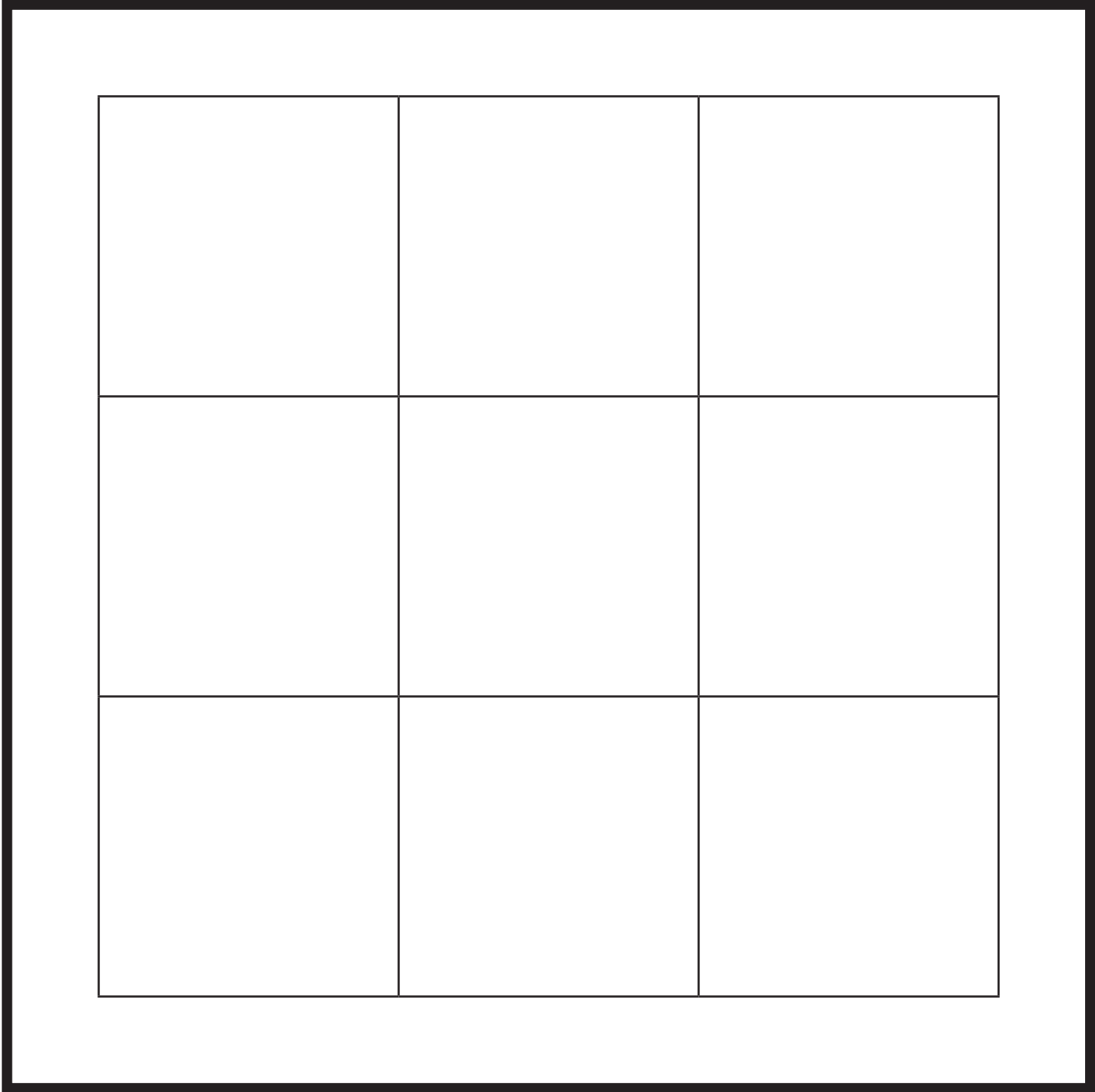
ship



firetruck



2. Barrier Game



ACTIVITY

3. Where Does it Go?

PREPARATION

Print resource onto paper.

RESOURCES

- Transport L1 L2 L3 A3
- A pencil

You are going to play "Where does it go?"

1. Point to the car and explain to the child that you have to find where the car goes.
2. Point to the choices on the right hand side of the page and talk about them.
3. Talk about how the car cannot go in the lake.
4. Point out the roads; Here's a road, and another road, and here's another road.
5. Encourage the child to make choice by asking: *this road or this road or this road?*
6. Teach the child to draw a line from the car to the road.
7. Repeat for remaining vehicles.



EXPECTED OUTCOMES

- Identifies 1 item:
 - transport; eg. bus, car
 - locations; eg. road, sky
- Understands: another.

KEY STRATEGIES

THE SAME THINKING PLACE: Provide the child with the words to match their thinking as they decide where each vehicle will go eg. *Yes, the row boat could go on the sea or the lake. Which one do you think: the sea, or the lake? I think the lake. See there is a ship. It can go on the sea.*

ACOUSTIC HIGHLIGHTING: Place a little stress on the word "another " as you describe the roads to help the child understand that this word means there is more than one of the same.



EXPECTED OUTCOMES

- Says single words:
 - transport; eg. bus, car
 - locations; eg. road, sky

KEY STRATEGIES

TALK TALK TALK: Level 1 children benefit from repetition. Some children need to hear a new word many times before they have a go at saying it. Repeat the vehicles and locations in a couple of different carrier phrases to keep the child's attention and give them the best chance at remembering new words. *Look at this rowboat. Let's do this rowboat. I think we will have to find water for this rowboat. We could choose the lake or the sea for the rowboat.*

AUDITORY CLOSURE: When you have decided; model the complete sentence; *The car goes on the road.* Then encourage the child to draw the line and say the start of the sentence again for the child to complete. *The car goes on the...*



EXPECTED OUTCOMES

- Understands how things relate to each other.

KEY STRATEGY

BOOKS BOOKS BOOKS: The child will have experience with cars and roads however they may not have experience with rowboats, helicopters and trains. Use books to help the child learn more about vehicles they might not have seen and build their understanding about the places they can take us.

ACTIVITY

3. Where Does it Go?

PREPARATION

Print resource onto paper.

RESOURCES

- Transport L1 L2 L3 A3
- Coloured pencils

You are going to play "Where does it go?"

1. Point to the car and explain to the child that you have to find where the car goes.
2. Point to the choices on the right hand side of the page and talk about them.
3. Talk about how the car cannot go in the lake.
4. Point out the roads; Here's a road, and another road, and here's another road.
5. Encourage the child to make choice by asking: *This road or this road or this road?*
6. Teach the child to draw a line from the car to the road.
7. Repeat for remaining vehicles.



EXPECTED OUTCOMES

- Follows a direction with two parts; eg. pick up the pencil and find the plane.
- Attends to prepositions; eg. on the road.

KEY STRATEGIES

BUILD AUDITORY MEMORY: The child will instinctively begin to match up the vehicles to their locations. Add 2 part directions to go with the actions to help the child attend to longer instructions. *Change colour and then choose another vehicle. Find where the plane goes and draw a line.*

THE SAME THINKING PLACE: Provide the child with the words to match their thinking as they decide where each vehicle will go. *Yes, the rowboat could go on the sea or the lake. Which one do you think: the sea, or the lake? I think the lake. See there is a ship. The ship is too big for the lake. It can go on the sea.*

ACOUSTIC HIGHLIGHTING: The prepositions in this activity are very similar; "on" versus "in". Pause just before the prepositional phrase and put a little stress on the location word. *The motorbike goes... on the road.*



EXPECTED OUTCOMES

- Combines words:
 - Vehicle + goes + location; eg. The plane goes in the sky.
 - Preposition determiner noun; eg. in the sky.

KEY STRATEGIES

USE CHOICES: Providing choices gives the child a chance to hear and attend to the word combinations just before they have a try at saying them. *What do you think, shall we do: The car goes in the lake or The car goes on the road?*

AUDITORY CLOSURE: Encourage the child to draw the line and say the start of the sentence again to encourage the child to complete the sentence using the prepositional phrase. *The car goes*



EXPECTED OUTCOMES

- Understands how things relate to each other.
- Talks about past experiences.

KEY STRATEGY

BOOKS BOOKS BOOKS: Talk about your past experience. *I've been on a train* and encourage the child to do the same. They will have experience with cars and roads however they may not have experience with rowboats, helicopters and trains. Use books to help the child learn more about vehicles they might not have seen and build their understanding about the places they can take us.

ACTIVITY

3. Where Does it Go?

PREPARATION

Print resource onto paper.

RESOURCES

- Transport L1 L2 L3 A3
- Coloured pencils

You are going to play "Where does it go?"

1. Point to the car and explain to the child that you have to find where the car goes.
2. Point to the choices on the right hand side of the page and talk about them.
3. Talk about how the car cannot go in the lake.
4. Point out the 3 different roads and talk about them.
5. Encourage the child to make a choice by asking which road the car goes on.
6. Ask the child to draw a line from the car to that road.
7. Discuss where the vehicle could be going and why it could be going there.
8. Repeat for remaining vehicles.



EXPECTED OUTCOMES

- Listens to a sentence and answers questions about it.

KEY STRATEGIES

EXPANSION & EXTENSION: Create a story to go with each pair of pictures to extend the Level 3 child past what they can see on the paper. *Dad drives the car on that road to work every morning.* Then ask the child questions about the 'story' to check they got all the information. *Who drives the car? Where does he go? Does he drive in the morning or the afternoon?*

THE SAME THINKING PLACE: Provide the child with the words to match their thinking as they decide where each vehicle will go. *Yes, the row boat could go on the sea or the lake. Which one do you think: the sea, or the lake? I think the lake. See there is a ship. The ship is too big for the lake. It can go on the sea.*



EXPECTED OUTCOMES

- Uses third person verbs: *goes, drives, sails.*
- Uses: in/ on/ over in sentences: *The truck drives over the bridge.*

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: Third person verbs are a tricky grammatical marker. Acoustic highlight this verb form by placing it in the final position of the question. *Can you find where the car **goes**?* This gives the child the best chance of hearing and attending to the sounds at the end of the verb and helps them work out the rule of when to use this grammatical marker.

USE CHOICES: Providing choices gives the child a chance to hear the full sentence construction just before they have a try at saying it. *What do you think, shall we say: The car goes in the lake or the car goes on the road?* To extend vocabulary use more specific verbs in the choice options. *Shall we say: The car **races** along the road or the car **speeds** along the road.*



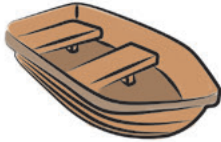
EXPECTED OUTCOMES

- Talks about past experiences.
- Talks about hypothetical events.

KEY STRATEGY

BOOKS BOOKS BOOKS: Talk about your past experience. *I've been on a train.* Encourage the child to do the same. They will have experience with cars and roads however they may not have experience with rowboats, helicopters and trains. Use books to help the child learn more about vehicles they might not have seen and build their understanding about the places they can take us and make predication based on this knowledge. *What do you think would happen if a car drives into the lake?*

3. Where Does it Go?



3. Where Does it Go?



car



bridge



row boat



road



train



sky



plane



track



truck



sea



motorbike



lake



helicopter



road



ship



sky



bus



road

ACTIVITY

4. It's a Long Way to the Shop

PREPARATION

Print L1 L2 L3 A4 resource on to paper; you can select 2 pages on one so the pictures are smaller, but note the vehicles will overlap the book images.

Assemble as a book.

Print L1 L2 L3 A4 vehicles on to paper.

You are going make a book together.

1. Give the girl a name if you want.
2. Explain that she lives a long way from the shop.
3. Explain that first she must get from the island to the beach.
4. Look at the vehicles and pick one to go in the box in the middle.
5. Make up words to go with that page and write them in.
6. Turn the page and repeat for each destination.

RESOURCES

- Transport L1 L2 L3 A4
- Transport L1 L2 L3 A4 vehicles
- Scissors, stapler and glue



EXPECTED OUTCOMES

- Follows directions in context; eg. pick one, cut here, turn it over, stick it on

KEY STRATEGIES

TALK TALK TALK: Children love cutting paper. If you give a child a pair of scissors they will cut paper (and lots of others things!). If you give a child a pair of scissors and paper and say *Cut here* every time, they will learn what the words *Cut here* mean. Add words to every action you or the child do.



EXPECTED OUTCOMES

- Repeats words from instructions.

KEY STRATEGIES

AUDITORY FEEDBACK LOOP: Take it in turns to pick a vehicle, cut it out and stick it in the book. When it is the parent/caregiver's turn encourage the child to teach their parent/caregiver what to do. Explain to the child; *You need to tell mum to pick one. Here, give her the scissors and tell her to cut. Now she'll need to turn it over.* This technique allows the child to hear the required language just before they have a try at saying it and allows them to compare what they says with your models.

COME CLOSE TO ME: Sitting very close to the child while you provide the language models does two things in this activity. Firstly it gives the child the best possible access to auditory information and secondly you can quietly coach the child in what to say to their parent/caregiver, so that the child can fill the role of the teacher.



EXPECTED OUTCOMES

- Makes a choice between two.

KEY STRATEGY

USE CHOICES: Looking at the whole page of vehicles might be too much for the level 1 child so you could cut the pictures into sets of two or point to two pictures as you make suggestions. *She has to go across the water. You could choose the ship or the sailboat.* Offering a choice provides the child with the words for them to repeat. Children are more likely to have a try at saying words when they have just heard the word than if they feel they are being tested about which words they know.

ACTIVITY

4. It's a Long Way to the Shop

PREPARATION

Print L1 L2 L3 A4 resource on to paper; you can select 2 pages on one so the pictures are smaller, but note the vehicles will overlap the book images.

Assemble as a book.

Print L1 L2 L3 A4 vehicles on to paper.

You are going make a book together.

1. Give the girl a name if you want.
2. Explain that she lives a long way from the shop.
3. Explain that first she must get from the island to the beach.
4. Look at the vehicles and pick one to go in the box in the middle.
5. Make up words to go with that page and write them in.
6. Turn the page and repeat for each destination.

RESOURCES

- Transport L1 L2 L3 A4
- Transport L1 L2 L3 A4 vehicles
- Scissors, stapler and glue



EXPECTED OUTCOMES

- Understands a 2 part sequence joined by 'and then'.
- Attends to a sentence with two items of information.

KEY STRATEGIES

BUILD AUDITORY MEMORY: Explaining how to do an activity, play a game or make something gives you the chance to build the child's auditory memory. The level 2 child will be working towards remembering 2 step directions. Combine 2 short phrases containing verbs to help the child learn to follow longer instructions. *Choose one picture and then cut it out. Turn it over and then put on some glue.*



EXPECTED OUTCOMES

- Connects verbs using 'and then'; eg. turn it over and then stick it on.
- Connects nouns using 'and then'; eg. a bus and then a train.

KEY STRATEGIES

AUDITORY FEEDBACK LOOP: Take it in turns to pick a vehicle, cut it out and stick it in the book. When it is the parent/caregiver's turn encourage the child to teach their parent/caregiver what to do. *You need to tell mum to choose one picture and then cut it out.* This technique allows the child to hear the required language just before they have a try at saying it and allows them to compare what they say with your models.

COME CLOSE TO ME: Sitting very close to the child while you provide the language models does two things in this activity. Firstly it gives the child the best possible access to auditory information and secondly you can quietly coach the child in what to say to their parent/caregiver, so that the child can fill the role of the teacher.

EXPANSION & EXTENSION: When the book is completed you can re-tell the story just talking about the vehicles the girl went on. *She went on a ship and then a train and then a helicopter and then a bus....*



EXPECTED OUTCOMES

- Makes a choice and explains decision.
- Imagines and talks about how another person is feeling.

KEY STRATEGY

THE SAME THINKING PLACE: Model the language behind making a decision so the child can learn how to explain their choices. *Good choice. A ship will get her across the sea. Wow a rocket! That will get her to the shop fast.*

TALK TALK TALK: Add comments about the girl might be feeling. *She's going on a rocket; wow she must be excited. She must be tired by now. She is probably very hungry. She's finally home ... How do you think she is feeling?*

ACTIVITY

4. It's a Long Way to the Shop

PREPARATION

Print L1 L2 L3 A4 resource on to paper; you can select 2 pages on one so the pictures are smaller, but note the vehicles will overlap the book images.

Assemble as a book.

Print L1 L2 L3 A4 vehicles on to paper.

You are going make a book together.

1. Give the girl a name if you want.
2. Explain that she lives a long way from the shop.
3. Explain that first she must get from the island to the beach.
4. Look at the vehicles and pick one, cut it out and stick it in the box in the middle.
5. Make up words to go with that page and write them in.
6. Turn the page and repeat for each destination.

RESOURCES

- Transport L1 L2 L3 A4
- Transport L1 L2 L3 A4 vehicles
- Scissors, stapler and glue



EXPECTED OUTCOMES

- Recalls a sentence containing 3 pieces of information.
- Recalls a three part sequence.

KEY STRATEGIES

BUILD AUDITORY MEMORY: Explaining how to do an activity, play a game or make something gives you the chance to build the child's auditory memory. The level 3 child will be working towards remembering 3 step directions. Combine 3 short phrases containing verbs to help the child learn to follow longer instructions. *Choose a vehicle and cut it out, then stick it in the book.*

TALK TALK TALK: When you are making up words to go with each page use different sentence construction for each page so the child learns that you can put the words together different ways to talk about the same 3 pieces of information. *The girl will drive from the mountains to the train station, also She will go from the mountains to the train station by car.*



EXPECTED OUTCOMES

- Uses pronoun: she.
- Uses verb tenses
 - future tense; eg. is going to/will drive, going to fly.
 - past tense; eg. went/drove/flew.

KEY STRATEGIES

USE CHOICES: Model suggestions as choices to highlight the grammatical markers. *How do you think she will get to the forest? ... Do you think she will catch a train to the forest or do you think she will ride a motorbike to the mountains?*

EXPANSION & EXTENSION: When the book is completed you can re-tell the story in past tense. *She sailed on a boat and then a rode a train and then flew in a helicopter...*



EXPECTED OUTCOMES

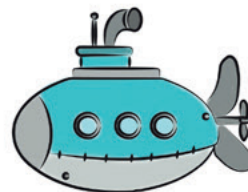
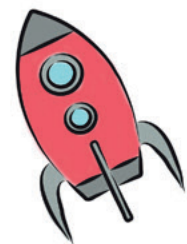
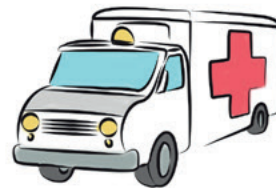
- Makes a choice and explains decision.
- Imagines and talks about how another person is feeling.

KEY STRATEGY

THE SAME THINKING PLACE: Model the language behind making a decision so the child can learn how to explain their choices. *Good choice. A ship will get her across the sea.*

TALK TALK TALK: Add comments about how the girl might be feeling. *She's going on a rocket; wow she must be excited. What a busy day. She's finally home ... How do you think she is feeling?*

4. It's a Long Way to the Shop



4. It's a Long Way to the Shop



bus



taxi



car



truck



van



limousine



ambulance



tractor



motorbike



bicycle



train



cablecar



hot air balloon



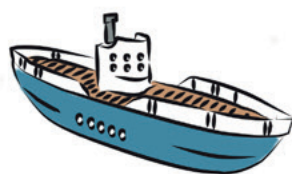
plane



helicopter



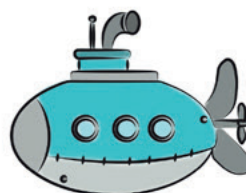
rocket



ship



sailboat



submarine



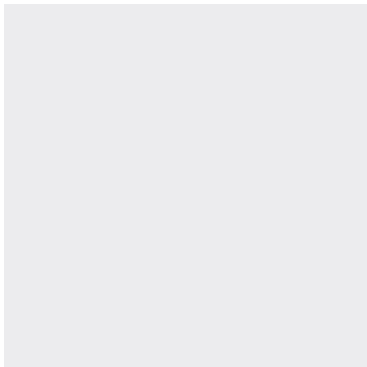
rowboat

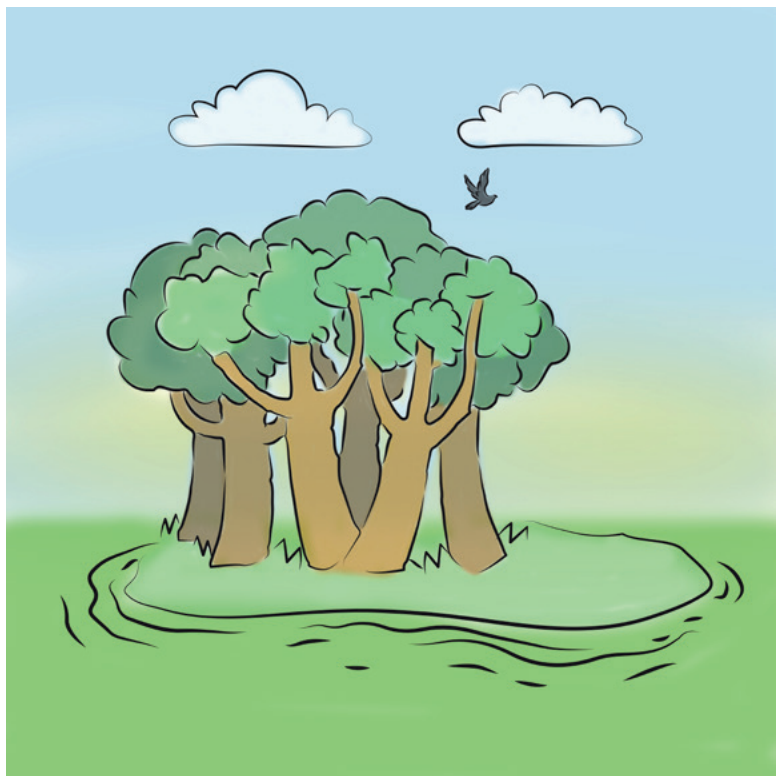
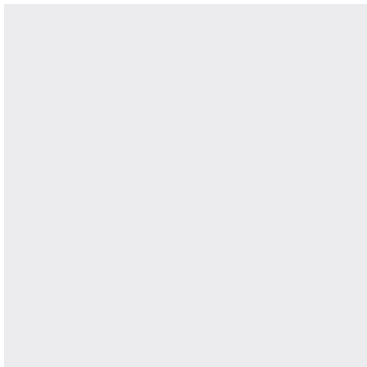


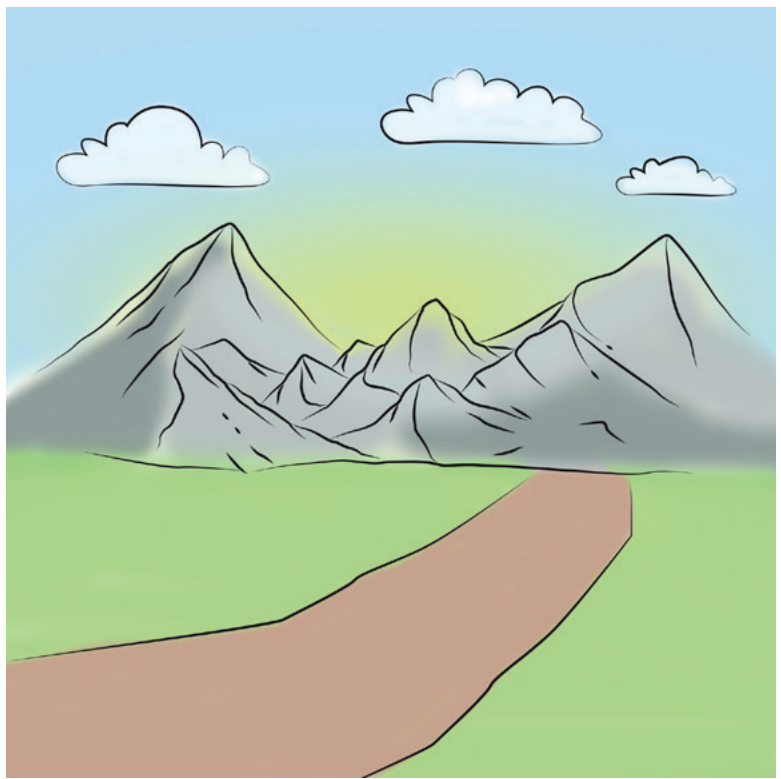
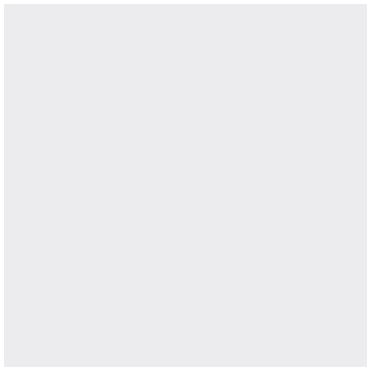
4. It's a Long Way to the Shop

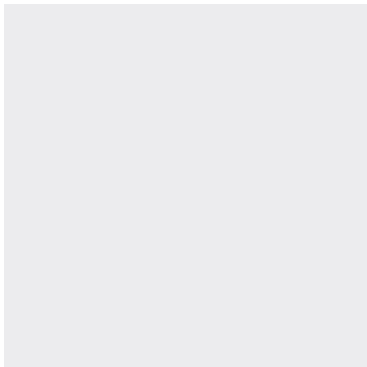
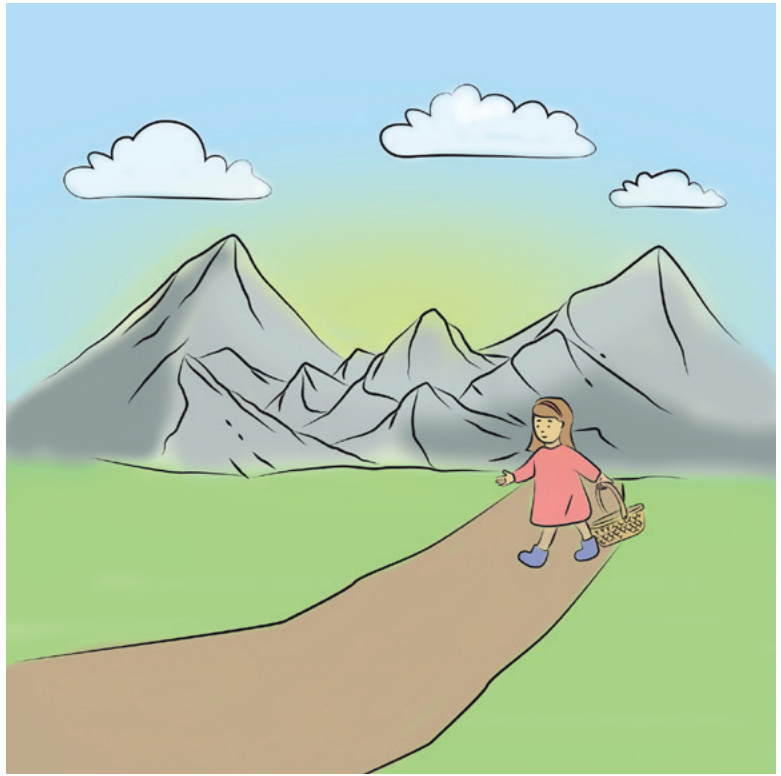
It's a long way
to the shop.

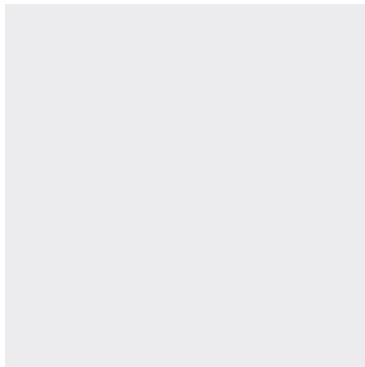


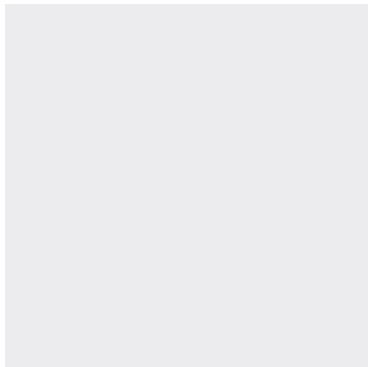


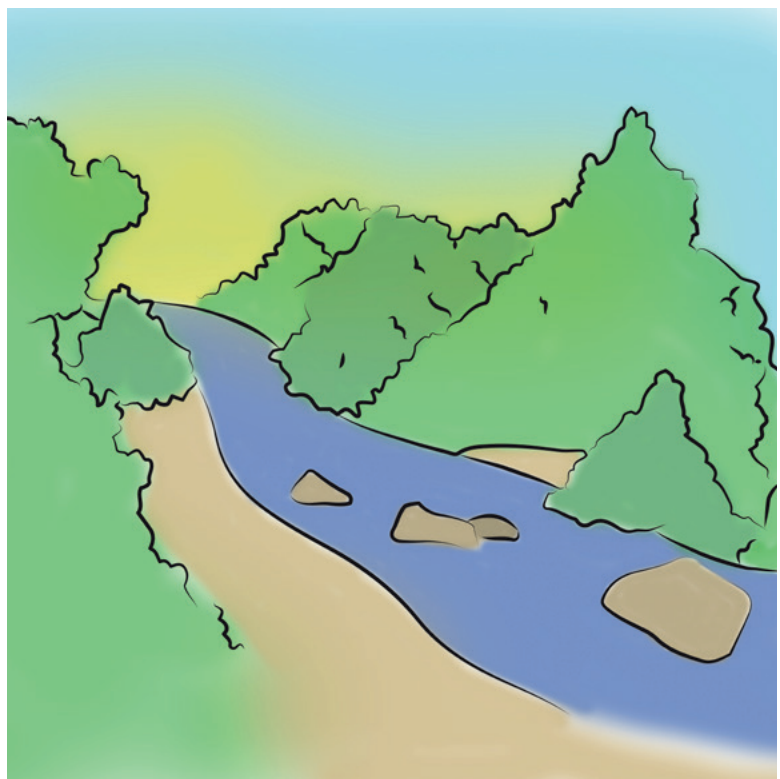
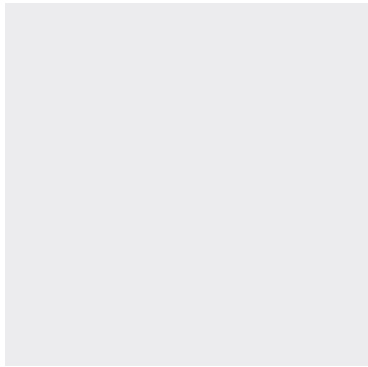


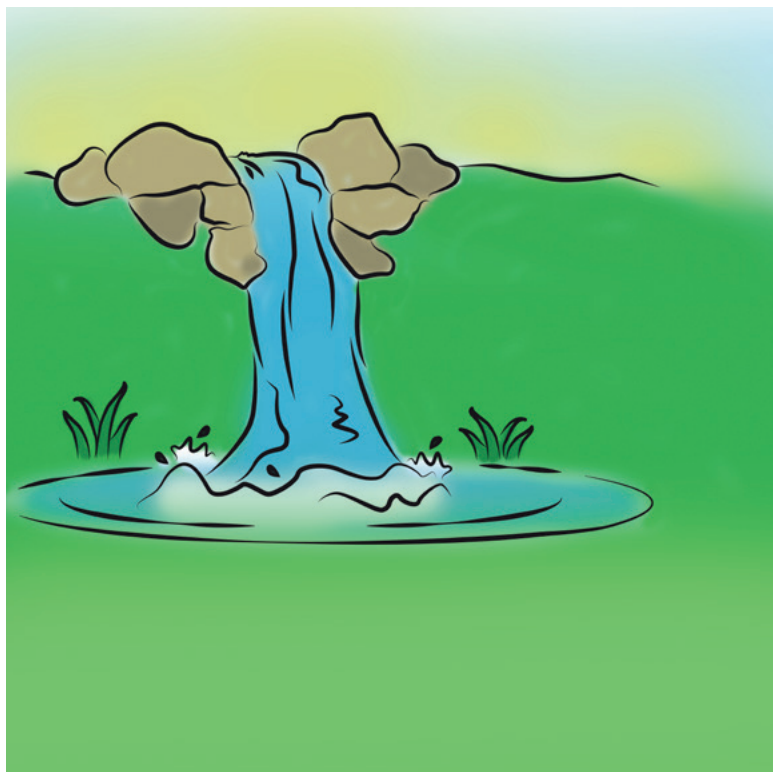
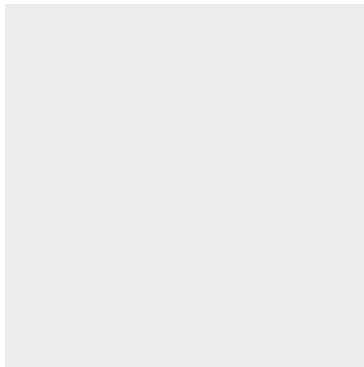
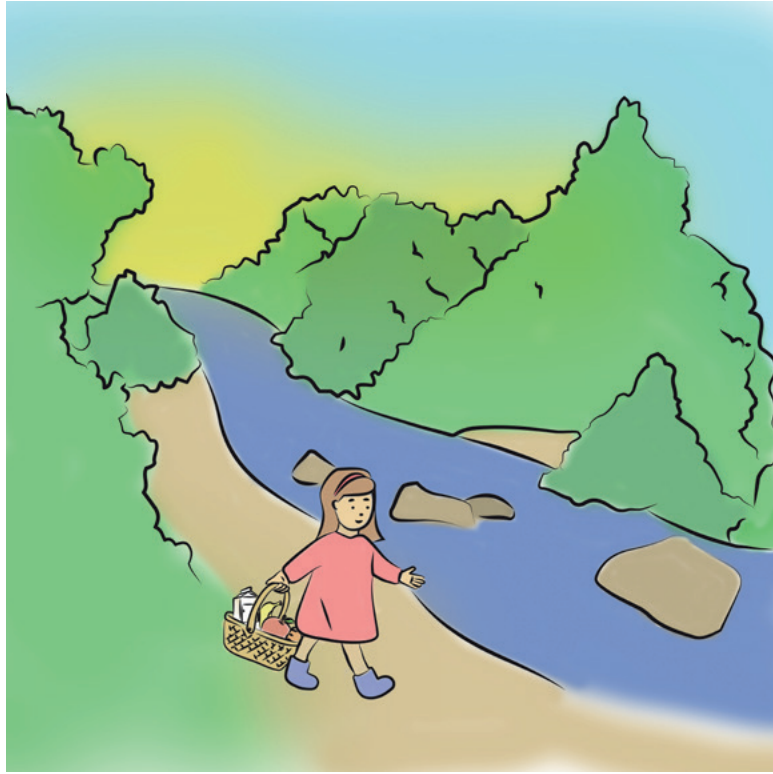


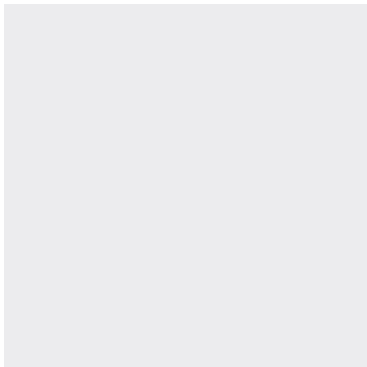
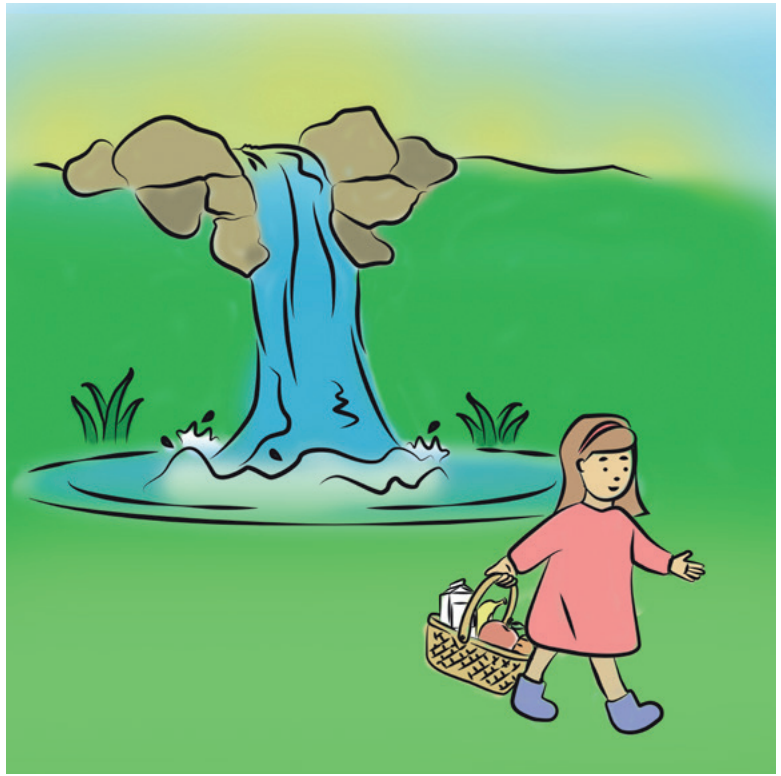


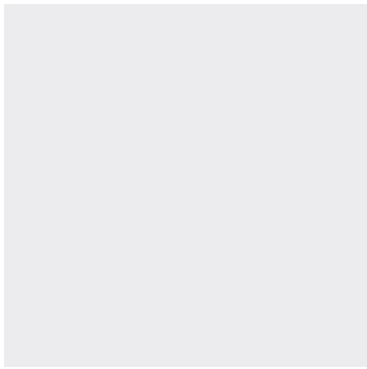














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