

# Lesson Kits

## 04 BUSES



## Learn About the Lesson Plans

### Lesson Plan

Level 1, Level 2, Level 3

#### 1. Build a Bus

Therapist Notes, Resources

#### 2. Wheels on the Bus

Therapist Notes, Resources

#### 3. Bus Puzzle Cards & Bus Parts Number Cards

Therapist Notes, Resources

#### 4. Bus Journey Game Board

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

MED-EL

## 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>BUILD A BUS</b>  <b>RESOURCES</b> • Buses L1 L2 L3 A1	<ul style="list-style-type: none"> <li>Identifies 1 item:                             <ul style="list-style-type: none"> <li>Bus parts</li> </ul> </li> <li>Understands action phrases in context                             <ul style="list-style-type: none"> <li>turn it over</li> <li>stick it on</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Labels Bus parts</li> <li>Uses some verbs</li> </ul>	<ul style="list-style-type: none"> <li>Understands the finished object represents a real bus</li> </ul>
<b>WHEELS ON THE BUS</b>  <b>RESOURCES</b> • Buses L1 L2 L3 A2	<ul style="list-style-type: none"> <li>Recognises melody of song</li> <li>Understands action phrases in song</li> </ul>	<ul style="list-style-type: none"> <li>Repeats words from song</li> </ul>	<ul style="list-style-type: none"> <li>Recognises words that are part of a whole</li> </ul>
<b>BUS PUZZLE CARDS</b>  <b>RESOURCES</b> • Buses L1 A3	<ul style="list-style-type: none"> <li>Identifies 1 item:                             <ul style="list-style-type: none"> <li>colours</li> </ul> </li> <li>Understands: the same</li> </ul>	<ul style="list-style-type: none"> <li>Repeats: colours</li> <li>Uses: the same</li> </ul>	<ul style="list-style-type: none"> <li>Matches puzzle piece shapes</li> <li>Chooses a favourite</li> </ul>
<b>BUS JOURNEY GAME BOARD</b>  <b>RESOURCES</b> • Buses L1 L2 L3 A4 • Buses L1 L2 L3 A4 buses	<ul style="list-style-type: none"> <li>Follows directions in context                             <ul style="list-style-type: none"> <li>cut here</li> <li>pick one (colour)</li> <li>colour it in</li> <li>stop</li> </ul> </li> <li>Identifies 1 item                             <ul style="list-style-type: none"> <li>places</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Repeats the name of places</li> <li>Begins to repeat numbers (counting)</li> </ul>	<ul style="list-style-type: none"> <li>Understands how facial expressions convey emotions</li> </ul>

Date: .....

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



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

			
<b>BUILD A BUS</b>  <b>RESOURCES</b> <ul style="list-style-type: none"> <li>Buses L1 L2 L3 A1</li> <li>Buses L2 L3 A1 passengers</li> </ul>	<ul style="list-style-type: none"> <li>Identifies 2 item:                             <ul style="list-style-type: none"> <li>2 Bus parts</li> </ul> </li> <li>Understands action phrases</li> <li>Understands descriptions</li> </ul>	<ul style="list-style-type: none"> <li>Uses word combinations                             <ul style="list-style-type: none"> <li>Bus + part</li> <li>part and part</li> <li>part + verb phrase</li> </ul> </li> <li>Uses adjectives to describe people</li> </ul>	<ul style="list-style-type: none"> <li>Recounts a sequence</li> <li>Talks about where people might go places</li> </ul>
<b>WHEELS ON THE BUS</b>  <b>RESOURCES</b> <ul style="list-style-type: none"> <li>Buses L1 L2 L3 A2</li> </ul>	<ul style="list-style-type: none"> <li>Joins in song</li> <li>Understands action phrases in song</li> </ul>	<ul style="list-style-type: none"> <li>Sings verb phrases from song</li> <li>Uses plurals</li> </ul>	<ul style="list-style-type: none"> <li>Talks about own experiences</li> </ul>
<b>BUS PUZZLE CARDS</b>  <b>RESOURCES</b> <ul style="list-style-type: none"> <li>Buses L2 A3</li> </ul>	<ul style="list-style-type: none"> <li>2 item listening:                             <ul style="list-style-type: none"> <li>number + colour</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Attempts word combination: number, colour+bus</li> <li>Counts</li> </ul>	<ul style="list-style-type: none"> <li>Chooses a favourite</li> <li>Asks others their favourite</li> </ul>
<b>BUS JOURNEY GAME BOARD</b>  <b>RESOURCES</b> <ul style="list-style-type: none"> <li>Buses L1 L2 L3 A4</li> <li>Buses L1 L2 L3 A4 buses</li> </ul>	<ul style="list-style-type: none"> <li>Follows directions                             <ul style="list-style-type: none"> <li>cut here</li> <li>pick one (colour)</li> <li>colour it in</li> </ul> </li> <li>Identifies 2 item                             <ul style="list-style-type: none"> <li>colour + number</li> <li>person + places</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Says name + place</li> <li>Says some words about the place.</li> </ul>	<ul style="list-style-type: none"> <li>Adds some words to facial expression to talk emotions.</li> </ul>

Date: .....

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

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

			
<b>BUILD A BUS</b>  <b>RESOURCES</b> <ul style="list-style-type: none"> <li>Buses L1 L2 L3 A1</li> <li>Buses L2 L3 A1 passengers</li> </ul>	<ul style="list-style-type: none"> <li>Identifies 3 items:                             <ul style="list-style-type: none"> <li>3 Bus parts</li> </ul> </li> <li>Sequences 2 action phrases                             <ul style="list-style-type: none"> <li>turn it over and stick it on</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Uses possessive marker; bus's</li> <li>Describes people</li> </ul>	<ul style="list-style-type: none"> <li>Recounts a sequence using before/ after</li> <li>Talks about why people might go places</li> </ul>
<b>WHEELS ON THE BUS</b>  <b>RESOURCES</b> <ul style="list-style-type: none"> <li>Buses L1 L2 L3 A2</li> </ul>	<ul style="list-style-type: none"> <li>Uses intonation when singing</li> <li>Joins in and performs action phrases in song</li> </ul>	<ul style="list-style-type: none"> <li>Sings most of the words in the song</li> </ul>	<ul style="list-style-type: none"> <li>Talks about own experiences</li> <li>Asks others questions about their experiences</li> </ul>
<b>BUS PARTS NUMBER CARDS</b>  <b>RESOURCES</b> <ul style="list-style-type: none"> <li>Buses L3 A3 yellow</li> <li>Buses L3 A3 blue</li> <li>Buses L3 A3 green</li> <li>Buses L3 A3 red</li> <li>Buses L3 A3 bus pictures</li> </ul>	<ul style="list-style-type: none"> <li>3 item listening:                             <ul style="list-style-type: none"> <li>parts+number+colour</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Says (bus parts+number+ colour) bus/es</li> </ul>	<ul style="list-style-type: none"> <li>Chooses a favourite</li> <li>Asks others their favourite</li> </ul>
<b>BUS JOURNEY GAME BOARD</b>  <b>RESOURCES</b> <ul style="list-style-type: none"> <li>Buses L1 L2 L3 A4</li> <li>Buses L1 L2 L3 A4 buses</li> <li>Buses L3 A4 Sequence</li> </ul>	<ul style="list-style-type: none"> <li>Understands how to play</li> <li>Understands ordinal numbers</li> <li>Identifies 3 items                             <ul style="list-style-type: none"> <li>person+places+action</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Explains how to play to others</li> <li>Says name + place + verb phrase</li> </ul>	<ul style="list-style-type: none"> <li>Understands functions of places</li> <li>Talks about emotions of self and predicts feelings of others</li> </ul>



## ACTIVITY

## 1. Build a Bus

## PREPARATION

Print resource on light weight card and cut up pictures.  
Wrap shoe box in plain paper.

You are going to build a bus together.

1. Talk about each part of the bus and lay them all out on the table.
2. Decide which one you will put on first.
3. Talk about where it will go.
4. Glue the piece on , or in the case of the wheels poke a hole through the centre of the wheel and a hole in the side of the bus and attach using a push pin so the wheel spin around.
5. Cut around 3 sides of the door using a craft knife so you can open the door.
6. When all the pieces are in position, talk about what else the bus needs eg. lights and draw them on.

## RESOURCES

- Buses L1 L2 L3 A1
- A shoe box
- Plain paper to cover box
- Scissors, glue and a craft knife
- 4 push pins
- Crayons



## EXPECTED OUTCOMES

- Identifies 1 item- bus parts
  - beginning listener; eg. *It goes round and round... See the wheel.*
  - noun; eg. *I've got a wheel.*
- Understands action phrases in context; eg. *turn it over, give it a push.*

## KEY STRATEGIES

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

**THE SAME THINKING PLACE:** When you have all the parts out on the table assemble the bus by following the child's gaze to see which part they are most interested in doing first.

**TALK TALK TALK:** Use short simple verb phrases during the craft activity to help the child learn to follow simple instructions. *Turn it over. Put the glue on. Cut here.*



## EXPECTED OUTCOMES

- Labels bus parts; eg. wheels, door, window.
- Uses some verbs; eg. push, stick, cut.

## KEY STRATEGIES

**USE CHOICE:** Combine SAME THINKING PLACE with USE CHOICE by observing which piece you think the child wants and providing the language model in a choice question putting that one last. *Do you want the windows or the door?*

**ACOUSTIC HIGHLIGHTING:** Put a little stress on the verbs during the instructions and if possible put the verb in the sentence final position. *Give it a push. Can you cut?*



## EXPECTED OUTCOMES

- Understands the finished object represents a real bus.

**TALK TALK TALK:** Once the bus is finished engage in symbolic play with child and the bus and model simple language during play. *Here comes the bus. Here's where it will stop. All the people can get on. Oh, it's bumpy.*

## ACTIVITY

## 1. Build a Bus

## PREPARATION

Print resources on light weight card.

Cut up bus parts pictures.

Wrap shoe box in plain paper.

## RESOURCES

- Buses L1 L2 L3 A1
- Buses L2 L3 A1 passengers
- A shoe box
- Plain paper to cover box
- Scissors, glue and a craft knife
- 4 push pins
- Crayons

You are going to build a bus together and then stick some passengers on.

1. Talk about each part of the bus and lay them all out on the table.
2. Each person can choose 2 parts to stick on the bus.
3. Talk about where they will go.
4. Glue the pieces on, or in the case of the wheels poke a hole through the centre of the wheel and a hole in the side of the bus and attach using a push pin so the wheel spin around.
5. Cut around 3 sides of the door using a craft knife so you can open the door.
6. When all the pieces are in position, talk about what else the bus needs; eg. lights, and draw them on.
7. Look at the passengers' page. Talk about how they are arranged. All the boys are in the first column, girls in the second column; men and then woman.
8. Decide how many passengers you will put on the bus. Take turns describing a passenger for the others to find. Cut it out and then stick it on the bus.



## EXPECTED OUTCOMES

- Identifies 2 items - bus parts; eg. I want a wheel and the door.
- Understands verb phrases; eg. Turn it over. Put the glue on. Cut here.
- Understands descriptions; eg. The girl with glasses.

## KEY STRATEGIES

**LISTENING FIRST:** Talk about the pieces you want before you select them. See if the child can find the ones you want. As you assemble the bus use short simple verb phrases during the craft activity to help the child learn to consistently follow simple instructions. *Stick it here. Push hard.*

**ACOUSTIC HIGHLIGHTING:** When describing the passengers use acoustic highlighting to call attention to the features. *I want a girl. Her shirt is green. She has long brown hair.*



## EXPECTED OUTCOMES

- Uses word combinations; eg. wheel and window. Turn it over.
- Uses adjectives to describe people; eg. green shirt. long hair.

## KEY STRATEGIES

**USE CHOICE:** Model using the target language in a choice question. You can choose two pieces. *Do you want the door and windows or a wheel and the driver? Do you want the boy with the orange hair or the boy with the red shirt?*



## EXPECTED OUTCOMES

- Recounts a sequence; eg. The doors and the windows. And then the wheels.
- Talks about where people might be going; eg. Maybe to the shop.

**TALK TALK TALK:** Once the bus is finished recount the construction to build sequencing skills then make predictions about where you think the people on the bus are going.

## ACTIVITY

## 1. Build a Bus

## PREPARATION

Print resources on light weight card.

Cut up bus parts pictures.

Wrap shoe box in plain paper.

## RESOURCES

- Buses L1 L2 L3 A1
- Buses L2 L3 A1 passengers
- A shoe box
- Plain paper to cover box
- Scissors, glue, a craft knife, 4 push pins, crayons

You are going to build a bus together and then stick some passengers on.

1. Talk about each part of the bus and lay them all out on the table.
2. Each person can choose 3 parts to stick on the bus.
3. Talk about where they will go.
4. Glue the pieces on, or in the case of the wheels poke a hole through the centre of the wheel and a hole in the side of the bus and attach using a push pin so the wheel spin around.
5. Cut around 3 sides of the door using a craft knife so you can open the door.
6. When all the pieces are in position, talk about what else the bus needs; eg. lights, and draw them on.
7. Look at the passengers. Talk about how they are arranged. All the boys are in the first column, girls in the second column etc.
8. Decide how many passengers you will put on the bus. Take turns describing a passenger for the others to find. Cut it out and then stick it on the bus.



## EXPECTED OUTCOMES

- Identifies 3 items- bus parts; eg. I want a wheel, the door and some windows.
- Sequences 2 action phrases; eg. Turn it over and put glue on the back.
- Understands descriptions; eg. The girl with the black hair and green shirt.

## KEY STRATEGIES

**LISTENING FIRST:** Talk about the pieces you want before you select them. See if the child can repeat back or find 3 parts. As you assemble the bus use 2 and 3 part instructions. Turn the windows over and put glue on the back.

**BUILD AUDITORY MEMORY:** When describing the passengers use descriptions increasing in length to help build the child's ability to listen to and understand longer sentences.



## EXPECTED OUTCOMES

- Uses adjectives to describe people; eg. long black hair. green shirt and brown hair.
- Uses possessive marker: bus's.

## KEY STRATEGIES

**USE CHOICE:** Model descriptions in choice questions to highlight the differences. *Do you want the boy with the black hair and blue shirt or the black hair and the green shirt?*

**ACOUSTIC HIGHLIGHTING:** Make the possessive marker easier for the child to hear by saying it lightly louder and longer than usual. *Bus's windows.*

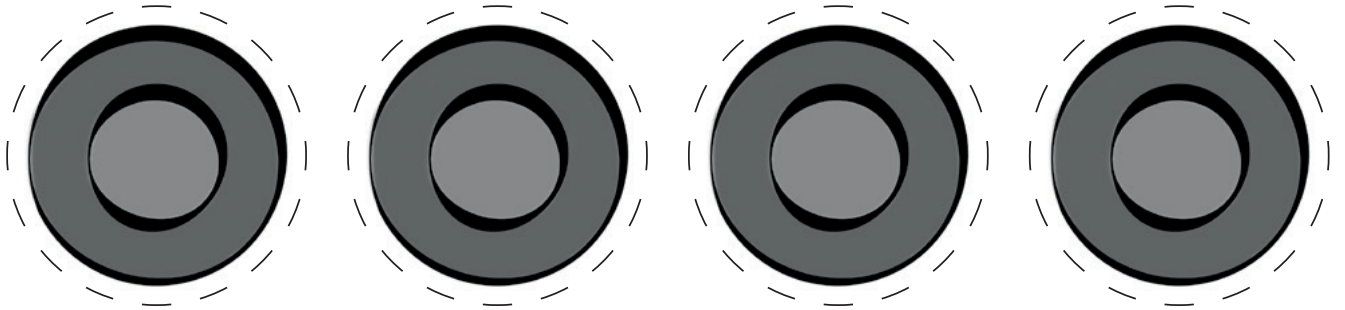


## EXPECTED OUTCOMES

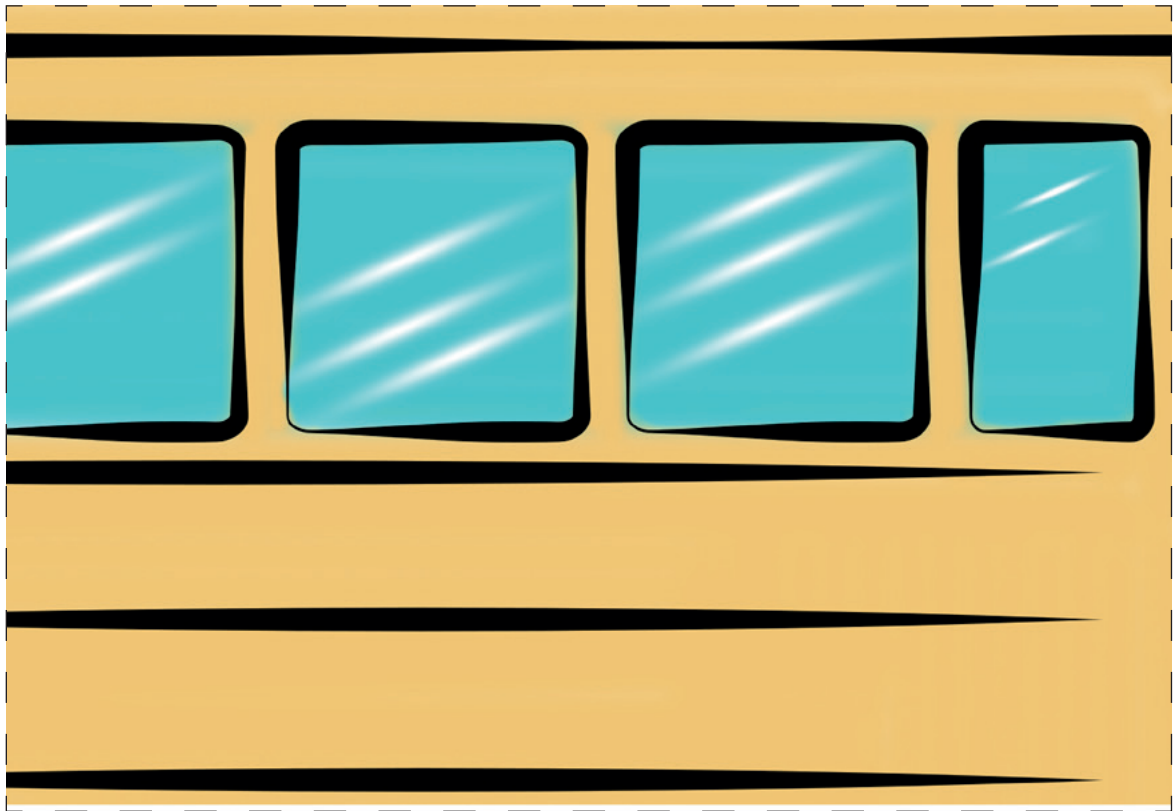
- Recounts a sequence using before/ after; eg. We put the windows on before the door.
- Talk about why people might go places; eg. She might be going on the bus to school.

**TALK TALK TALK:** Once the bus is finished recount the construction to build sequencing skills. Use the words before and after in the bus construction and again when talking about the order you stuck the passengers on. Then make predictions about why you think the people might be on the bus and where they will get off.

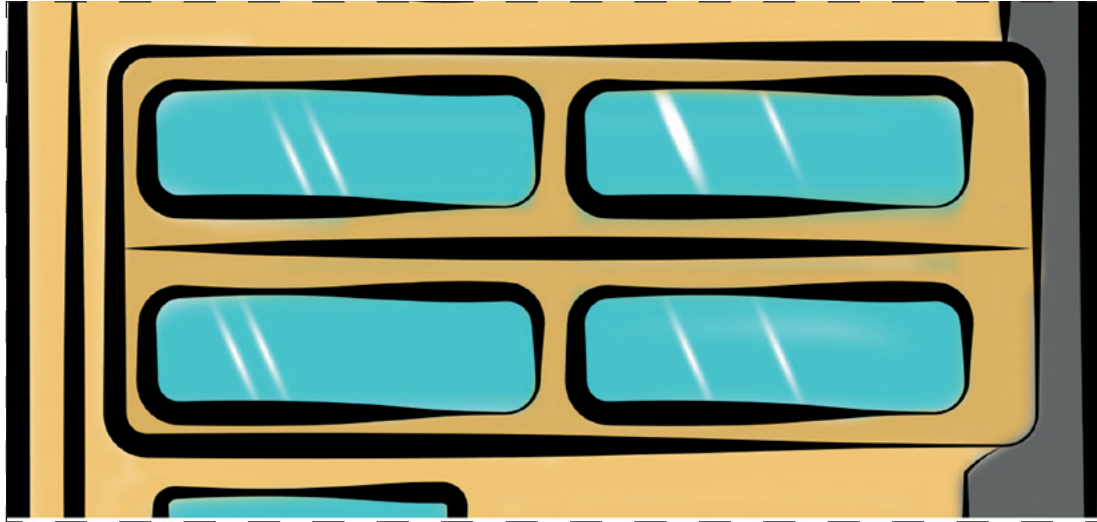
# 1. Build a Bus



# 1. Build a Bus

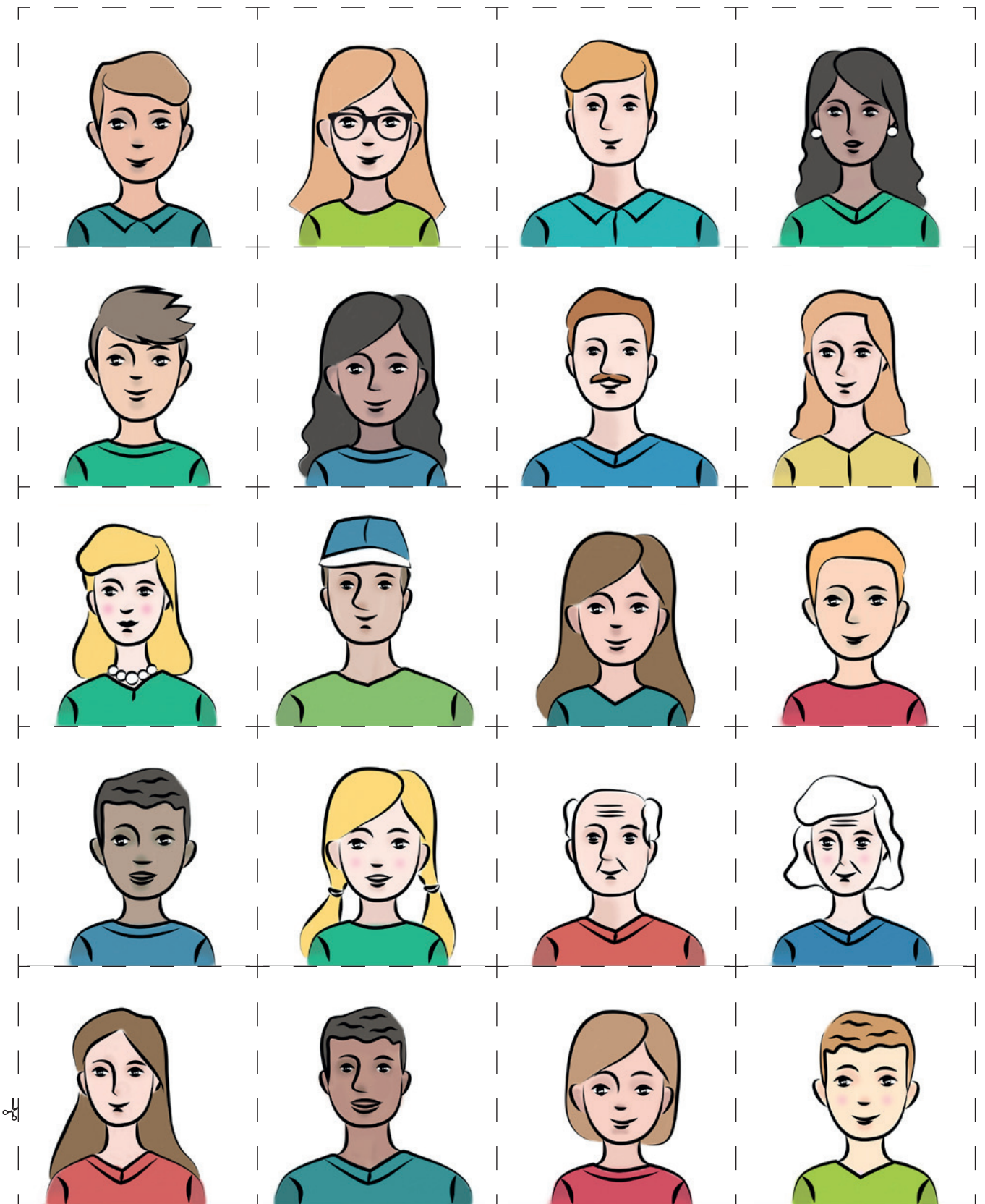


# 1. Build a Bus





# 1. Build a Bus



## ACTIVITY

## 2. Wheels on the Bus

## PREPARATION

Print the resource on to paper; select 2 pages on one.

Cut up the pages in half and assemble as a book.

If you don't know the song, listen to the melody of "Wheels on the Bus" song on youtube.

## RESOURCES

- Buses L1 L2 L3 A2
- Optional: people to put in the bus

Together you are going to sing a song with the support of a song book.

1. Look at the front cover of the book and talk about the bus.
2. Turn to the first page and point out the wheels. Sing the verse.
3. Put the book aside and using the bus you made in activity 1 sing the verse again spinning the wheels around.
4. Pause after 2 repetitions of round and round to see if the child will complete the line.
5. Finish off the verse, put the bus aside and return to the book.
6. Sing each page twice, once with the book and once with the bus. If you don't have people for the bus just pretend.



## EXPECTED OUTCOMES

- Recognises melody.
- Understands action phrases in song.

## KEY STRATEGIES

**MUSIC MUSIC MUSIC:** The level 1 listening child will be attentive to the suprasegmental variations of pitch, stressed words and rhythm in this melody. Words set to a melody stimulate multiple areas of the brain at the same time and this combined with the attention children give to songs enhances memory.

**WAIT WAIT WAIT SOME MORE:** Pair each verse with an action during the repeated phrase; eg. spin the wheels on the bus or move your hands round and round. As the child becomes more familiar with the song, sing the verse and WAIT to see if they start doing the action by themselves.



## EXPECTED OUTCOMES

- Repeats words from song.

## KEY STRATEGIES

**AUDITORY CLOSURE:** Each verse of this song offers 4 repetitions of the one verb phrase. As the child begins to learn this pattern you can sing the first three and then stop singing just before the last repetition to encourage the child to complete the line. If this is successful, try stopping after the second repetition.



## EXPECTED OUTCOMES

- Recognises words that are part of a whole.

## KEY STRATEGY

**TALK TALK TALK:** Children usually look at the whole picture (eg. bus) and learn this word first. Teaching words that are part of a whole is a great way to build vocabulary skills. This song helps that child to understand that although you are still talking about the bus you are going to sing about its wheels and wipers and horn and door and windows.



## ACTIVITY

## 2. Wheels on the Bus

## PREPARATION

Print the resource on to paper; select 2 pages on one.

Cut the pages in half and assemble as a book.

If you don't know the song, listen to the melody of "Wheels on the bus" song on youtube.

## RESOURCES

- Buses L1 L2 L3 A2
- Optional: People to put in the bus

Together you are going to sing a song with the support of a song book.

1. Look at the front cover of the book and talk about the bus.
2. Turn to the first page and point out the wheels. Sing the verse.
3. Put the book aside and using the bus you made in activity 1 sing the verse again spinning the wheels around.
4. Pause after 2 repetitions of round and round to see if the child will complete the line.
5. Finish off the verse, put the bus aside and return to the book.
6. Sing each page twice, once with the book and once with the bus. If you don't have people for the bus just pretend.



## EXPECTED OUTCOMES

- Joins in song.
- Understands action phrases in song; eg. wipers go swish swish swish.

## KEY STRATEGIES

**MUSIC MUSIC MUSIC:** The suprasegmental variations of pitch, stressed words and rhythm in this melody make the song easy to recognise and remember. Words set to a melody stimulate multiple areas of the brain at the same time and this combined with the attention children give to songs enhances memory.

**WAIT WAIT WAIT SOME MORE:** Pair each verse with an action during the repeated phrase; eg. spin the wheels on the shoebox bus or move your hands round and round. As the child becomes more familiar with the song, sing the verse and WAIT to see if they start doing the action by themselves.



## EXPECTED OUTCOMES

- Sings verb phrases from song; eg. open and shut, round and round.
- Uses plurals; eg. wheels, windows, wipers.

## KEY STRATEGIES

**AUDITORY CLOSURE:** Each verse of this song offers 4 repetitions of the one verb phrase. As the child begins to learn this pattern you can sing the first three and then stop singing just before the last repetition to encourage the child to complete the line. If this is successful, try stopping after the second repetition.

**ACOUSTIC HIGHLIGHTING:** As you turn each page talk about what part of the bus that verse is about to highlight plurals. *This page is about the **windows**.*



## EXPECTED OUTCOMES

- Talks about own experiences; eg. *I went on a bus. A bus to the shops.*

## KEY STRATEGY

**TALK TALK TALK:** Model talking about your experience taking a bus and ask the child if they have been on a bus. *I went on a bus. I went to the shops on a bus. How about you? Did you see the wheels go round and round? How about the door open and shut? Where did you go?*

## ACTIVITY

## 2. Wheels on the Bus

## PREPARATION

Print the resource on to paper; select 2 pages on one.

Cut the pages in half and assemble as a book.

If you don't know the song, listen to the melody of "Wheels on the Bus" song on YouTube.

## RESOURCES

- Buses L1 L2 L3 A2
- Optional: people to put in the bus

Together you are going to sing a song with the support of a song book.

1. Look at the front cover of the book and talk about the bus
2. Turn to the first page and point out the wheels. Sing the verse.
3. Put the book aside and using the bus you made in activity 1 sing the verse again spinning the wheels around.
4. Pause after the first repetition of round and round to see if the child will complete the line.
5. Finish off the verse, put the bus aside and return to the book.
6. Sing each page twice, once with the book and once with the bus. If you don't have people for the bus just pretend.



## EXPECTED OUTCOMES

- Copies intonation in song.
- Performs actions in song.

## KEY STRATEGIES

**MUSIC MUSIC MUSIC:** The suprasegmental variations of pitch, stressed words and rhythm in this melody make the song easy to recognise and remember. Words set to a melody stimulate multiple areas of the brain at the same time and this combined with the attention children give to songs enhances memory.

**WAIT WAIT WAIT SOME MORE:** Pair each verse with an action during the repeated phrase; eg. spin the wheels on the shoebox bus or move your hands round and round. As the child becomes more familiar with the song, sing the verse and WAIT to see if they start doing the action by themselves.



## EXPECTED OUTCOMES

- Sings most words in the song.

## KEY STRATEGIES

**EXPANSION AND EXTENSION:** As you turn each page ask the child what part of the bus that verse might be about; eg. the wheels. Expand the child's response to match the words in the first line of each verse. Yes, *The wheels on the bus go round and round.*

**AUDITORY CLOSURE:** Each verse of this song offers 4 repetitions of the one verb phrase. As the child begins to learn this pattern she will be able to sing most of the words. Sing the first line and see if the child can complete the verse by themselves.



## EXPECTED OUTCOMES

- Talks about own experiences.
- Asks others questions about their experiences.

## KEY STRATEGY

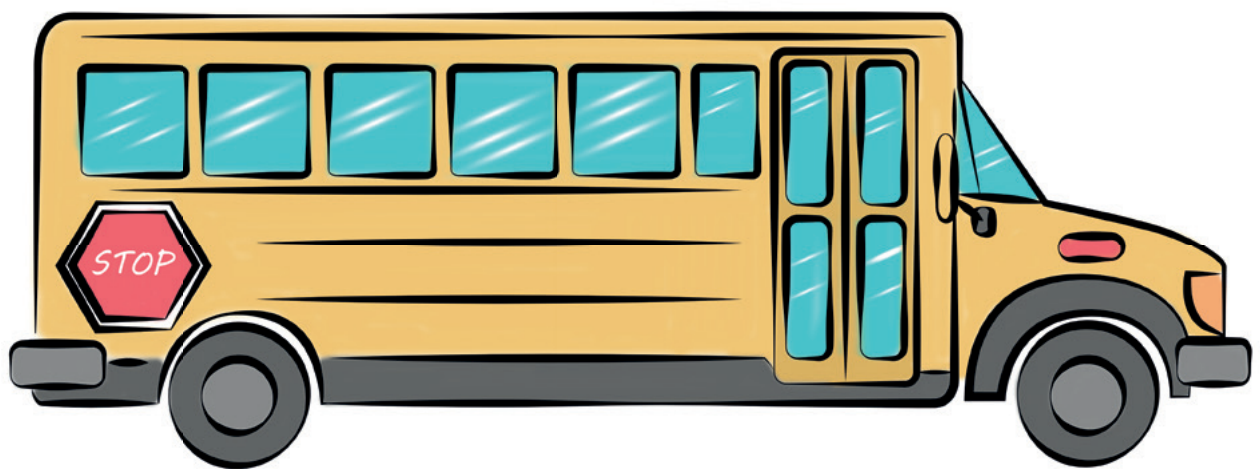
**TALK TALK TALK:** Model talking about your experience taking a bus and ask the child if they have been on a bus. Have they seen the wheels go round and round and the door open and shut? Where did they take the bus to? Encourage the child to ask their parent/caregiver where they have been on a bus.

## 2. Wheels on the Bus

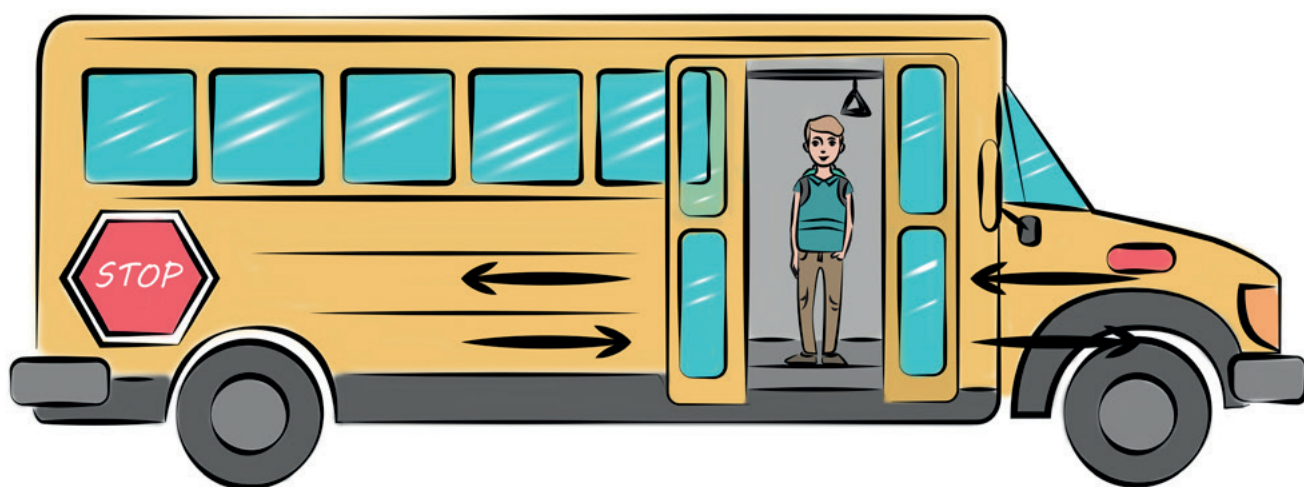
The wheels  
on the bus.



The wheels on the bus go  
round and round,  
round and round,  
round and round,  
The wheels on the bus go  
round and round,  
all through the town.



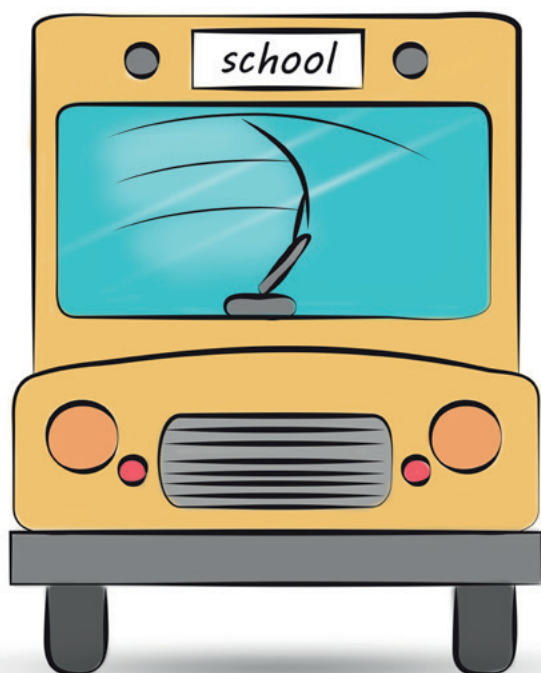
The doors on the bus go  
open and shut,  
open and shut,  
open and shut.  
The doors on the bus go  
open and shut  
all through the town.



The people on the bus go  
up and down,  
up and down,  
up and down.  
The people on the bus go  
up and down  
all through the town.



The wipers on the bus go  
swish swish swish,  
swish swish swish,  
swish swish swish.  
The wipers on the bus go  
swish swish swish  
all through the town.





The horn on the bus goes  
beep beep beep,  
beep beep beep,  
beep beep beep.  
The horn on the bus goes  
beep beep beep  
all through the town.





The babies on the bus go  
waah waah waah,  
waah waah waah,  
waah waah waah.  
The babies on the bus go  
waah waah waah  
all through the town.



The mummies on the bus go  
shh shh shh,  
shh shh shh,  
shh shh shh.  
The mummies on the bus go  
shh shh shh  
all through the town.



The driver on the bus said  
Last stop in town,  
Last stop in town,  
Last stop in town.  
The driver on the bus said  
Last stop in town  
everybody get down.



## ACTIVITY

# 3. Bus Puzzle Cards

## PREPARATION

Print resource onto light weight card. Select print two pages on one.  
Cut out the puzzle pieces.

## RESOURCES

- Buses L1 A3
- Scissors
- Crayons

You are going to play "Find the matching bus".

1. Talk about the colours as you divide the bus puzzle cards into two piles so one of each colour is in each pile.
2. You have one pair of buses not coloured. You can colour these in black or brown if you like or just remove them from the pack.
3. Turn over both piles so the pictures are facing down.
4. Spread out one pile so they are in rows.
5. Take a card from the pile and talk about it and explain you have to find the one that is the same.
6. Turn over one card on the table and say the colour. If it is the same put the puzzle pieces together. If it is not the same turn it back over and the next person can choose a card. Keep going until the match is found.
7. Take turns selecting a card from the pile.



## EXPECTED OUTCOMES

- Identifies 1 item: colours.
- Understands: the same.

## KEY STRATEGIES

**LISTENING FIRST:** The child will enjoy the visual matching skill in this activity. It is important to emphasis the listening skills first by talking about the colour of the bus before you show the card. See if you can repeat the colour 3 or 4 times before showing it. *I've got blue... I need to find the bus that is blue... Can you remember; where is the one that is blue? ...Hmm, which one is blue?*

**AUDITORY HOOKS:** Help draw attention to the concept "the same" by adding an Auditory Hook: *Yeah! They are the same!*



## EXPECTED OUTCOMES

- Repeats: colours.

## KEY STRATEGIES

**THE SAME THINKING PLACE:** The Level 1 child may not be able to spontaneously label the colours but will understand the requirement to find the one that is the same colour. Provide the language for the child's thinking. *Your bus is yellow. So you need to find yellow. Tell mum you are looking for yellow.*

**MY VOICE MATTERS:** The child's first attempts at repeating the names of colours may not be really clear. Encourage any attempt by acknowledging the intention and providing an accurate repeated model so the child can compare their production to yours. *Great talking. Mum knows you are looking for yellow.*



## EXPECTED OUTCOMES

- Matches puzzle shapes together.
- Chooses a favourite.

## KEY STRATEGY

**SABOTAGE:** Try and put non-matching pieces together to see if the child tries to correct you. This will give you the opportunity for more interaction and language modelling. *Oh, you are right. They don't match. This one is blue. And this one is green. They are not the same.*

**TALK TALK TALK:** At the end of the activity model the language of talking about your favourite. *I like this one. This colour is my favourite.*

## ACTIVITY

# 3. Bus Puzzle Cards

## PREPARATION

Print resource onto light weight card. Select print two pages on one.  
Cut out the puzzle pieces.

## RESOURCES

- Buses L2 A3
- Scissors

You are going to play "Find the matching bus".

1. Talk about the colours and count the buses on each card as you divide the bus puzzle cards into two piles so one pile is buses and the other is numbers.
2. The card with 9 buses is not coloured. You can colour these in black or brown if you like or just remove them from the pack.
3. Turn over both piles so the pictures are facing down.
4. Spread out the number cards so they are in rows.
5. Take a card from the pile of colourful buses and talk about it; eg. 3 red buses, and explain you have to find the number card to match it; eg. I have to find the number 3.
6. Turn over a card on the table and say the number. If it is the number you are looking for put the puzzle pieces together. If it is not, turn it back over and the next person can choose a card. Keep going until the match is found.
7. Take turns selecting a colourful bus card from the pile.



## EXPECTED OUTCOMES

- Identifies 2 items: number and colour; eg. 4 purple buses.

## KEY STRATEGIES

**LISTENING FIRST:** As you turn the card over talk about the number and colour of the bus/ buses on your card first before you show the child. *I've got 3 red buses.* This is a challenging listening task because the information words are in the middle of the sentence. Use Acoustic highlighting to make them easier for the child to hear and attempt to repeat. If the child is still having trouble try the **LISTEN-LOOK-LISTEN** technique (Auditory Sandwich); describe the card, let the child peek at it and then say it again.



## EXPECTED OUTCOMES

- Says word combination; number, colour bus/es; eg. 1 yellow bus.
- Counts.

## KEY STRATEGIES

**EXPANSION AND EXTENSION:** The child may say only one part of the information; eg. number or colour. They only need to match the number in these puzzle card but the language goal is to produce both the number and the colour so to provide an expanded language model and encourage the child to repeat it before they look for the matching number card.

**AUDITORY CLOSURE:** Start the child off counting the buses on each card and then let them finish the counting by themselves.



## EXPECTED OUTCOMES

- Chooses a favourite.
- Asks others their favourite.

## KEY STRATEGY

**TALK TALK TALK:** At the end of the activity model the language of talking about your favourite. *I like these ones. Purple is my favourite.* Encourage the child to talk about their favourite colour and to ask others their favourite. *You could ask mum: What is your favourite?*

## ACTIVITY

# 3. Bus Parts Number Cards

## PREPARATION

Print bus parts resources onto light weight card. Select print two pages on one.  
 Draw a yellow circle around each number beside the yellow bus parts. Repeat with matching colours for the blue, red and green bus parts number cards.  
 Cut out the squares.  
 Print the bus pictures sorting mat page.

## RESOURCES

- Buses L3 A3 yellow, Buses L3 A3 blue, Buses L3 A3 green, Buses L3 A3 red
- Buses L3 A3 bus pictures
- Scissors and crayons

You are going to play "Find the number".

1. Talk about the numbers and parts of the buses on each card as you divide the cards into two piles. One pile is bus parts and the other is numbers in coloured circles.
2. Put the number cards on the sorting mat with the matching bus and turn them over so you cannot see the number.
3. Shuffle the bus parts cards and make a pile so the pictures are facing down.
4. Take a card from the pile of bus parts and talk about it; eg. I have the lights of 2 yellow buses. Explain you have to find the number card to match it.
5. Turn over one card from the same colour bus box and say the number. If it is the number you need put the cards together. If it is not, turn it back over and the next person can choose a card. Keep going until the match is found.
6. Take turns selecting a bus parts card from the pile.



## EXPECTED OUTCOMES

- Identifies 3 items: number and colour and part of the bus; eg. Wheels of 2 red buses.

## KEY STRATEGIES

**LISTENING FIRST:** As you turn the card over talk about the number, colour and part of the bus/ buses on your card first before you show the child. *I have the windows of one red bus.* This is a challenging listening task because 3 pieces of variable information are in the middle of the sentence. Use Acoustic Highlighting to make them easier for the child to hear and attempt to repeat all three items of information. If the child is still having trouble try the **LISTEN-LOOK-LISTEN** technique (Auditory Sandwich); describe the card, let the child peek at it and then say it again.



## EXPECTED OUTCOMES

- Says word combination; bus part + number + colour; eg. windows of 1 red bus.

## KEY STRATEGIES

**EXPANSION AND EXTENSION:** The child may say only one or two parts of the information; eg. part and colour. They only need to identify the number and colour in this card game but the language goal is to produce all three items of information so provide an expanded language model and encourage the child to repeat it before they look for the matching number card.



## EXPECTED OUTCOMES

- Chooses a favourite.
- Asks others their favourite.

## KEY STRATEGY

**TALK TALK TALK:** At the end of the activity model the language of talking about your favourite. *This blue bus is my favourite. Which is your favourite colour?* Encourage the child to talk about their favourite colour and ask others the same. *You could ask mum what her favourite colour is. I wonder if it's pink. Wouldn't a pink bus be great.*



### 3. Bus Puzzle Cards



3. Bus Puzzle Cards





### 3. Bus Puzzle Cards



### 3. Bus Puzzle Cards



1

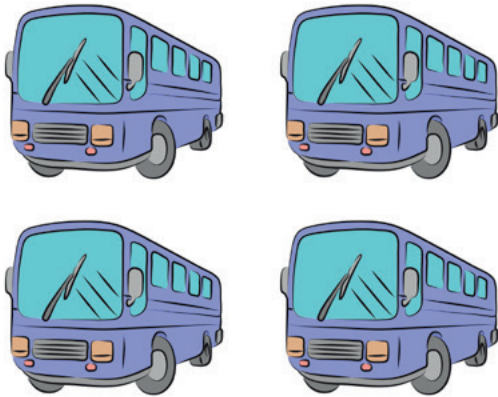


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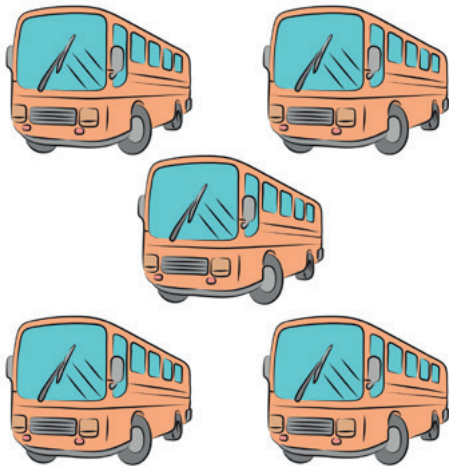


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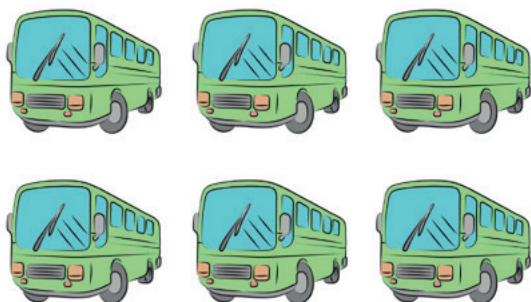
### 3. Bus Puzzle Cards



4

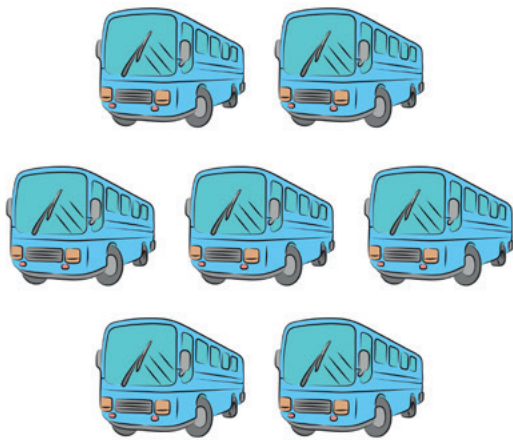


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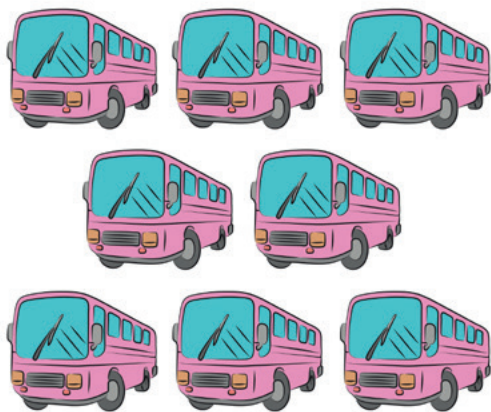


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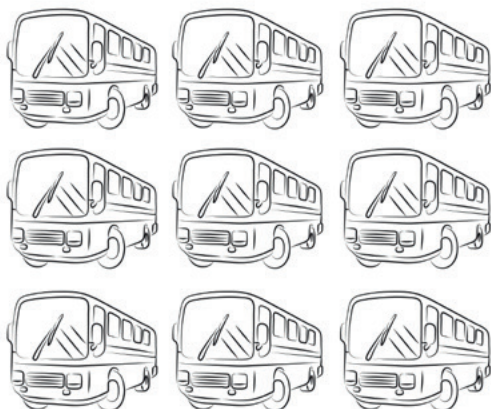
### 3. Bus Puzzle Cards



7



8



9

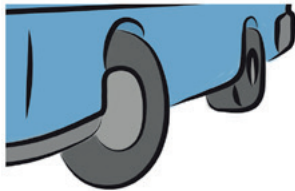
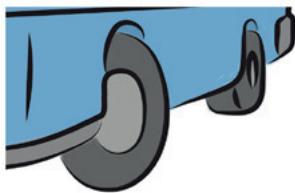
### 3. Bus Parts Number Cards



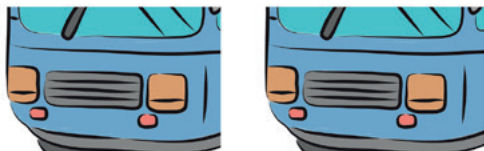
### 3. Bus Puzzle Cards



1



2

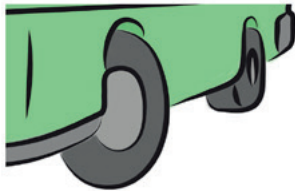
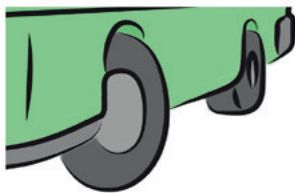


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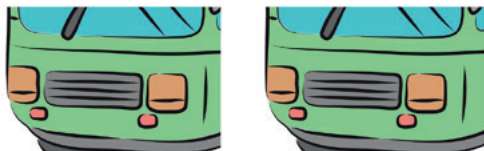
### 3. Bus Parts Number Cards



1



2



3

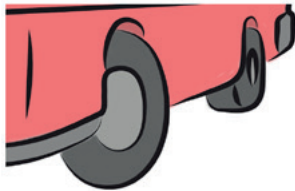
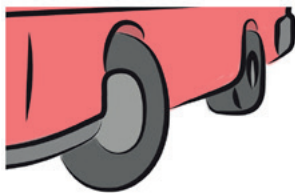




### 3. Bus Parts Number Cards



1



2



3

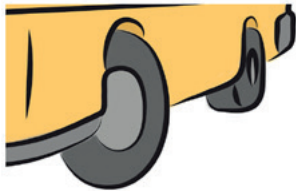
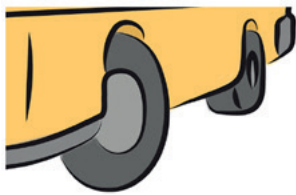




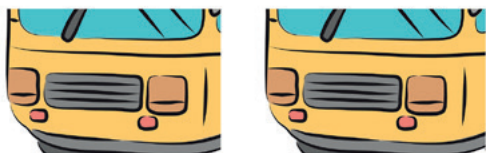
### 3. Bus Parts Number Cards



1



2



3



## ACTIVITY

# 4. Bus Journey Game Board

## PREPARATION

Print Buses L1 L2 L3 A4 resource on to light weight card

Print Buses L1 L2 L3 A4 buses on to light weight card; select 6 pages on one to make the buses small.

Print L1 L2 L3 A4 dice on to card, cut out and assemble dice if using.

You are going play "Where is the bus going to stop?" game.

1. Together cut the small buses out leaving some card at the bottom of the bus so it can be folded under and the bus can stand up.
2. Each player chooses a crayon and colours in a small bus. This is the piece they will move around the board.
3. All players place their bus on the start line.
4. Decide who will go first. That person rolls the dice and moves their bus.
5. Talk about where the bus stopped. Then the next person has a go.

## RESOURCES

- Buses L1 L2 L3 A4
- Buses L1 L2 L3 A4 buses
- Buses L1 L2 L3 A4 dice or an actual dice
- Scissors, sticky tape and crayons



## EXPECTED OUTCOMES

- Follows directions in context; eg. cut here, pick one, colour it in, fold here.
- Identifies 1 item: places; eg. bank, shop, school.

## KEY STRATEGIES

**TALK TALK TALK:** Add a few words to every action you want the child to do. Say the phrase first before adding a gesture or pointing. *You can cut here. Fold it.*

**ACOUSTIC HIGHLIGHTING:** Some of the place names are more advanced vocabulary. The child will benefit from hearing these words repeated many times using acoustic highlighting to help attract their attention to the new word and for them to hear it better. Put the new word at the end of a short sentence, pause just before the word and make the word just a little bit louder.



## EXPECTED OUTCOMES

- Repeats the names of some places; bank, shop, school.
- Begins to repeat numbers (counting).

## KEY STRATEGIES

**WAIT WAIT AND WAIT SOME MORE:** Use acoustic highlighting when modelling the place names and then give the child plenty of time to attempt to repeat the word. Reward any attempt and reinforce the correct production by repeating your model after the child's attempt. Count each space the bus moves out loud and wait on each place to encourage the child to repeat the number after you.



## EXPECTED OUTCOMES

- Understands how facial expressions convey emotions.

## KEY STRATEGY

**TALK TALK TALK:** The child may not have experience with some of the places on the bus journey game. As you travel along the game board share your experiences with the child. Add information about the place and also give the child some emotional content through facial expressions. This will help the child build associations between the words and make the language easier to remember. *You landed on the fire station. Oh dear. Careful. Here comes the fire truck. Oh No. It's in a hurry. There's a fire.*

## ACTIVITY

# 4. Bus Journey Game Board

## PREPARATION

Print Buses L1 L2 L3 A4 resource on to light weight card

Print Buses L1 L2 L3 A4 buses on to light weight card; select 6 pages on one to make the buses small.

Print L1 L2 L3 A4 dice on to card, cut out and assemble dice if using.

You are going play "Where is the bus going to stop?" game.

1. Together cut the small buses out leaving some card at the bottom of the bus so it can be folded under and the bus can stand up.
2. Each player chooses a crayon and colours in a small bus. This is the piece they will move around the board.
3. All players place their bus on the start line.
4. Decide who will go first. That person rolls the dice and moves their bus.
5. Talk about where the bus stopped. Then the next person has a go.

## RESOURCES

- Buses L1 L2 L3 A4
- Buses L1 L2 L3 A4 buses
- Buses L1 L2 L3 A4 dice or an actual dice
- Scissors, sticky tape and crayons



## EXPECTED OUTCOMES

- Follows directions; eg. Cut here. Pick one. Colour it in. Fold here.
- Identifies 2 items: colour + number/ person + place; eg. Move the red bus 3.

## KEY STRATEGIES

**TALK TALK TALK:** Add a few words to every action you want the child to do. Say the phrase first before adding a gesture or pointing.

**ACOUSTIC HIGHLIGHTING:** Place acoustic highlighting on two pieces of information in each turn. *The red bus has to move along three. Mum's bus stopped at the bank.*



## EXPECTED OUTCOMES

- Says colours and numbers; eg. Red moves 3.
- Says name and place; eg. Dad is at the shop.
- Says some words about the place; eg. buy some icecream

## KEY STRATEGIES

**WAIT WAIT AND WAIT SOME MORE:** Use acoustic highlighting when modelling the two pieces of information and then give the child plenty of time to attempt to repeat the words. If only one piece of information is repeated offer an expanded model and wait some more.

**TALK TALK TALK:** As each player's bus stops at a place add some information about the location. This will help the child build associations between words and organise them better in her memory. *Mum stopped at the bank. She must need to get some money.*



## EXPECTED OUTCOMES

- Add some words to facial expressions to talk about emotions.

## KEY STRATEGY

**TALK TALK TALK:** The child may not have experience with some of the places on the bus journey game. As you travel along the game board share your experiences with the child. Add information about the place and also give the child some emotional content combined with facial expressions. This will help the child understand relationships between words. *You landed on the fire station. Oh dear. Careful. Here comes the fire truck. Oh No. It's in a hurry. There's a fire.*

## ACTIVITY

# 4. Bus Journey Game Board

## PREPARATION

Print Buses L1 L2 L3 A4 resource on to light weight card.

Print Buses L1 L2 L3 A4 buses on to light weight card; select 6 pages on one to make the buses small.

Print L1 L2 L3 A4 dice on to card, cut out and assemble dice if using.

Print Buses L3 A4 sequence onto card.

## RESOURCES

- Buses L1 L2 L3 A4
- Buses L1 L2 L3 A4 buses
- Buses L1 L2 L3 A4 dice or an actual dice
- Buses L3 A4 sequence
- Scissors, sticky tape and crayons

Look at the Buses L3 A4 sequence and for each picture explain the steps listed below. Cut up the small pictures and encourage the child to re-tell the instructions to their parent/caregiver as they place the pictures in the correct order;

1. Cut the small buses out leaving some card at the bottom of the bus so it can be folded under and the bus can stand up.
2. Each person will choose a crayon and colour in a small bus.
3. Fold the bottom of the bus cards below the bus so it can stand up.
4. Decide who will go first. That person rolls the dice.
5. The player then moves their bus along the game board.
6. Talk about where the bus stopped and what you are going to do there.



## EXPECTED OUTCOMES

- Understands how to play
- Understands ordinal numbers ; first, second, third etc
- Identifies 3 items: person + place + action

## KEY STRATEGIES

**TALK TALK TALK:** Explain the steps of how to play using the sequence resource. Add a sentence to each picture then cut up the pictures and mix them up. Talk about which picture goes first and ask the child to find it and put it in the box under 1<sup>st</sup>. Continue with remaining picture until the play sequence is complete adding language to highlight the order.

**ACOUSTIC HIGHLIGHTING:** Place Acoustic Highlighting on three pieces of information in each turn. *Mum stopped at the bank so she could get some money to go shopping.*



## EXPECTED OUTCOMES

- Explains how to play to others.
- Says name + place + verb phrase; eg. Dad is at the pet shop to buy a puppy.

## KEY STRATEGIES

**AUDITORY FEEDBACK LOOP:** Provide a model of the language for each step in the 'How to play' sequence so that the child, in the role of teaching their parent/caregiver how to play, can repeat it immediately.

**TALK TALK TALK:** As each player's bus stops at a place add some information about the location and what you will do there. Encourage the child to re-count who stopped where and what they did. *Mum stopped at the post office and posted a letter.*



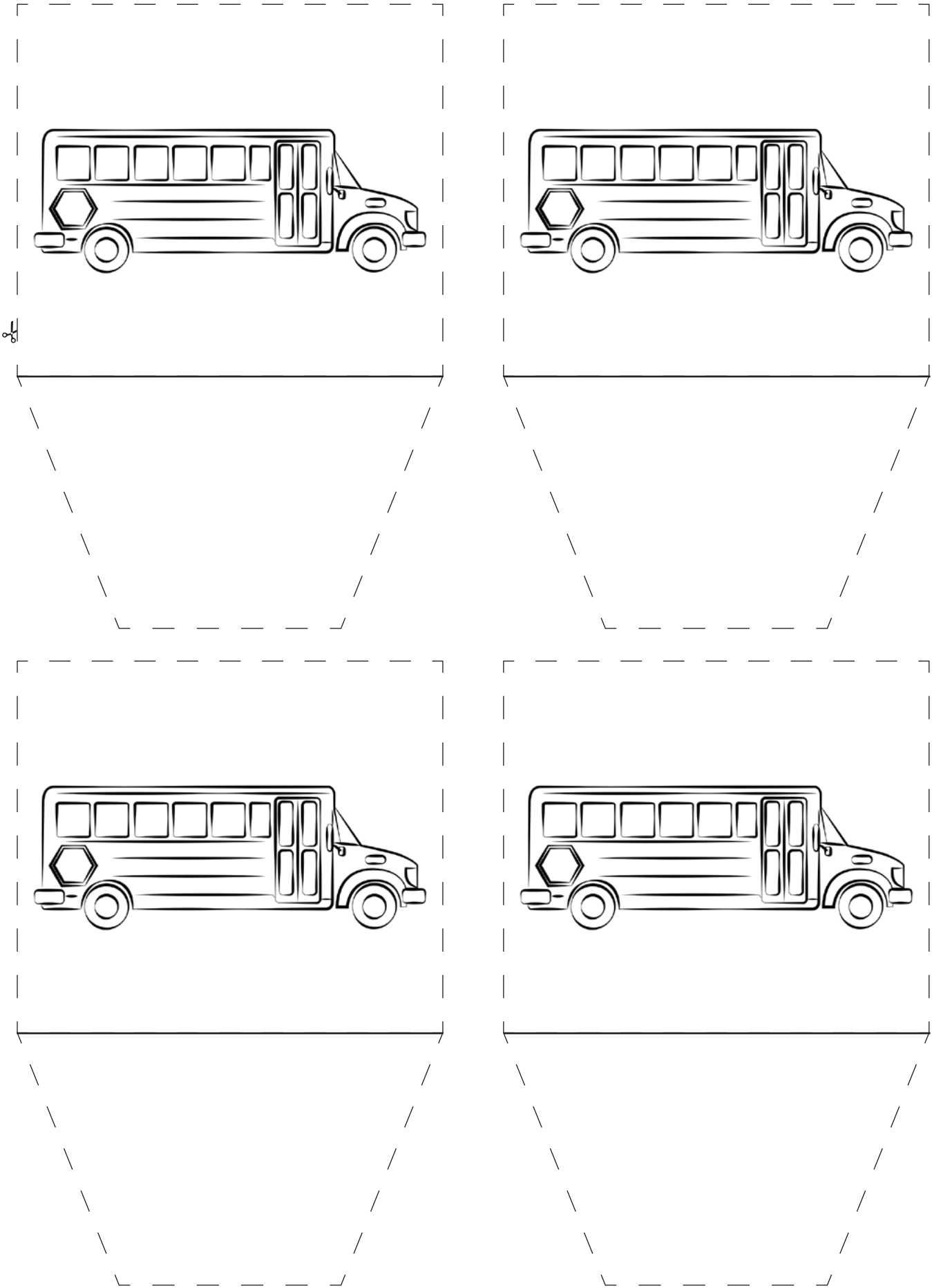
## EXPECTED OUTCOMES

- Understands functions of places; eg. watch a movie at the cinema.
- Talks about emotions of self and predicts feeling of others.

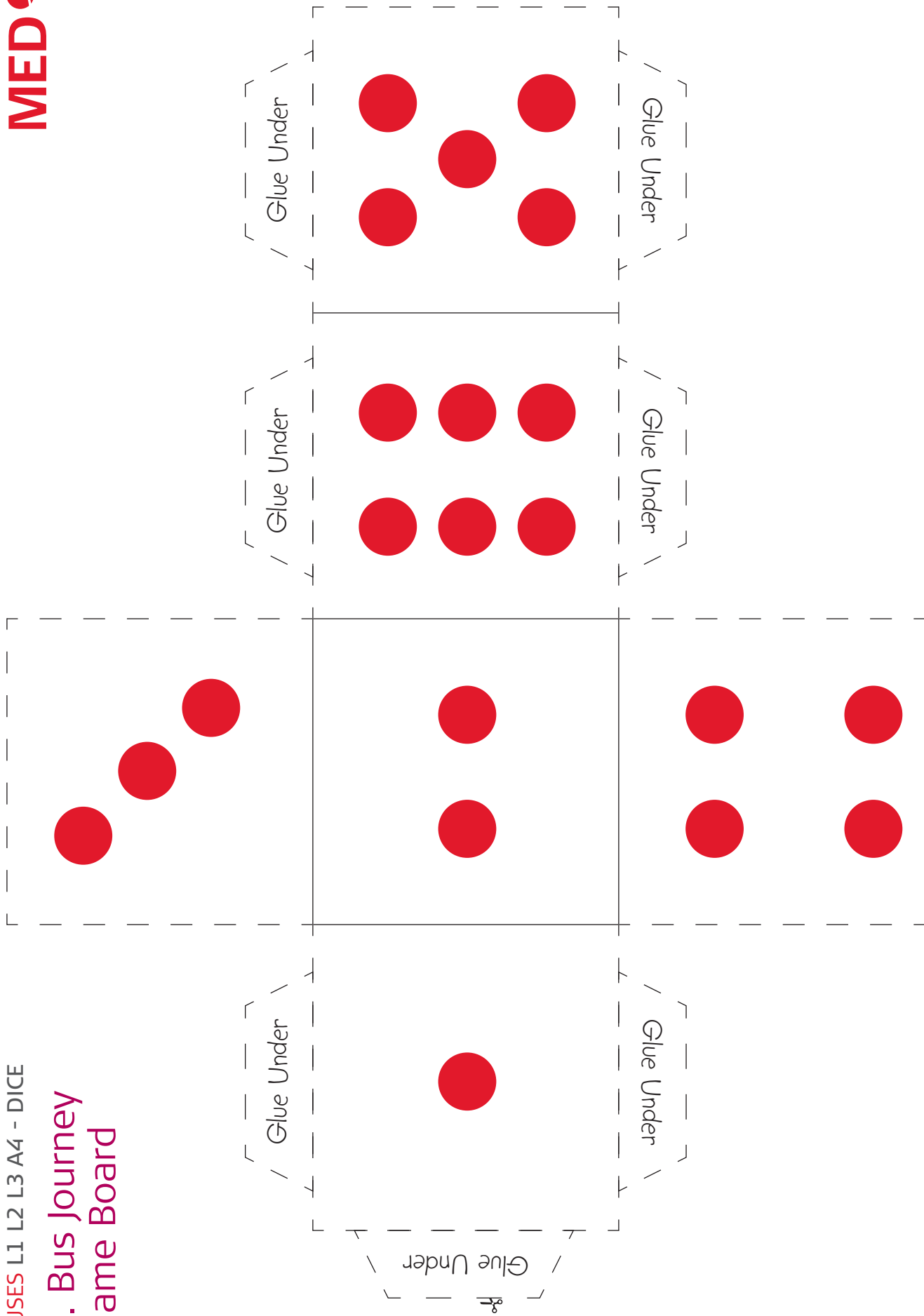
## KEY STRATEGY

**TALK TALK TALK:** The child may not have experience with some of the places on the bus journey game. As you travel along the game board share your experiences with the child and add information about feelings. *I stopped at the hospital to visit my grandma because she is sick. I'm worried about her.* Encourage the child to try and guess how people might be feeling when they get off the bus.

4. Bus Journey Game Board



## 4. Bus Journey Game Board



## 4. Bus Journey Game Board







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