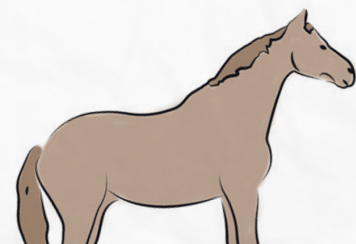
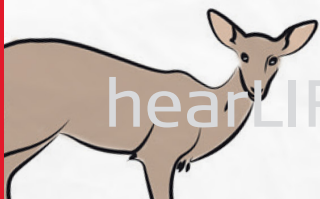
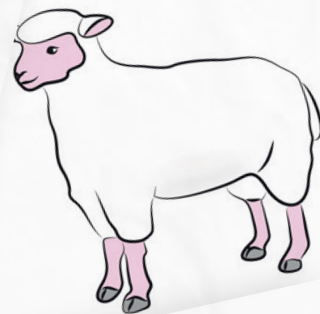
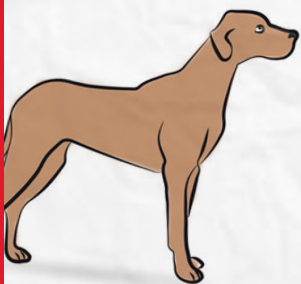
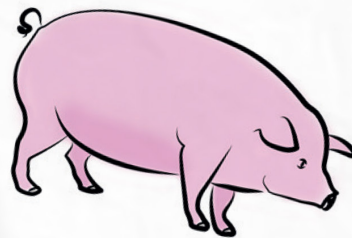


Lesson Kits

05 ANIMALS



Learn About the Lesson Plans

Lesson Plan

Level 1, Level 2, Level 3

1. Animal Match Up & I have... Who Has...?

Therapist Notes, Resources

2. Animal Parts Mystery

Therapist Notes, Resources

3. What Does the Animal Eat?

Therapist Notes, Resources

4. What Could That Be Hiding From Me?

Therapist Notes, Resources

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

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

Learn About The Lesson Plans



indicates listening goals






indicates spoken language goals



indicates cognition and theory of mind goals

How to choose a level

			
Level 1	The child is learning to listen and attend to 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

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 houseUnderstands some prepositions: front/back	<ul style="list-style-type: none">Labels house partsUses 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">personplaceverb	<ul style="list-style-type: none">Repeats or labels 1 word:<ul style="list-style-type: none">personplaceverb	<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">objectplace	<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, countAttends 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

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

			
ANIMAL MATCH UP RESOURCES <ul style="list-style-type: none"> Animals L1 A1 spinner Animals L1 A1 	<ul style="list-style-type: none"> Identifies 1 item: <ul style="list-style-type: none"> Animal names Verb: spin/stop Understands concept: match (same) 	<ul style="list-style-type: none"> Matches suprasegmentals Labels animals Says verbs 	<ul style="list-style-type: none"> Matches identical pictures Understands the emotional expressions
ANIMAL PARTS MYSTERY RESOURCES <ul style="list-style-type: none"> Animals L1 L2 A2 	<ul style="list-style-type: none"> Identifies 1 item: <ul style="list-style-type: none"> Animal names Animal parts Understands simple directions in context 	<ul style="list-style-type: none"> Labels animal names Repeats animal parts 	<ul style="list-style-type: none"> Identifies a part of a whole picture
WHAT DOES THE ANIMAL EAT? RESOURCES <ul style="list-style-type: none"> Animals L1 A3 	<ul style="list-style-type: none"> Identifies 1 item: <ul style="list-style-type: none"> Animal names Food items Verb: eat Understands 'or' in context 	<ul style="list-style-type: none"> Labels animals Repeats food items Uses: yes/ no 	<ul style="list-style-type: none"> Understands relationships between things
WHAT COULD THAT BE HIDING FROM ME? RESOURCES <ul style="list-style-type: none"> Animals L1 L2 L3 A4 	<ul style="list-style-type: none"> Attends to story Responds to suprasegmentals 	<ul style="list-style-type: none"> Repeats one word Attempts vowel in rhyming words 	<ul style="list-style-type: none"> Understands surprise

Date:

Name: Age: H.A:




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

			
I HAVE ... WHO HAS...? RESOURCES • Animals L2 A1	<ul style="list-style-type: none"> • 2 Item listening: <ul style="list-style-type: none"> · 2 Animal names · Adjective noun : big/ little + animal • Understands concept: same 	<ul style="list-style-type: none"> • Uses pronoun : I • Says 3 to 4 word sentence • Asks question using "who..?" 	<ul style="list-style-type: none"> • Follows rules of card game • Understands emotion of winning
ANIMAL PARTS MYSTERY RESOURCES • Animals L1 L2 A2	<ul style="list-style-type: none"> • 2 Item listening: <ul style="list-style-type: none"> · Animal names + parts • Understands simple directions 	<ul style="list-style-type: none"> • Labels animal names and parts 	<ul style="list-style-type: none"> • Identifies a part of a whole picture
WHAT DOES THE ANIMAL EAT? RESOURCES • Animals L2 L3 A3	<ul style="list-style-type: none"> • 2 Item listening: <ul style="list-style-type: none"> · Animal names + food 	<ul style="list-style-type: none"> • Combines words <ul style="list-style-type: none"> · Noun + noun · Noun + verb · Verb + object · Noun + verb + object • Uses conjunction: and 	<ul style="list-style-type: none"> • Understands relationships between things
WHAT COULD THAT BE HIDING FROM ME? RESOURCES • Animals L1 L2 L3 A4	<ul style="list-style-type: none"> • Attends to story • Responds to rhyme 	<ul style="list-style-type: none"> • Repeats 2 to 3 words • Uses determiners: the/ a • Says rhyming words 	<ul style="list-style-type: none"> • Understands surprise and humour in the unexpected

Date:

Name: Age: H.A:

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

			
I HAVE ... WHO HAS...? RESOURCES • Animals L3 A1	<ul style="list-style-type: none"> • Understands rules of game • Understands sentence/ question combination 	<ul style="list-style-type: none"> • Says complete sentence and question • Uses : have/ has 	<ul style="list-style-type: none"> • Understands emotion of winning • Predicts emotions of others in game
ANIMAL PARTS MYSTERY RESOURCES • Animals L3 A2	<ul style="list-style-type: none"> • 3 Item listening: • Animal names + 2 parts 	<ul style="list-style-type: none"> • Labels animal names and parts • Uses possessive marker 	<ul style="list-style-type: none"> • Makes predictions or guesses • Understands false belief
WHAT DOES THE ANIMAL EAT? RESOURCES • Animals L2 L3 A3	<ul style="list-style-type: none"> • 3 Item listening • Understands descriptions 	<ul style="list-style-type: none"> • Says whole sentence • Uses determiners: the • Third person verb: eats 	<ul style="list-style-type: none"> • Understands relationships between things
WHAT COULD THAT BE HIDING FROM ME? RESOURCES • Animals L1 L2 L3 A4	<ul style="list-style-type: none"> • Tracks sentences from story • Identifies rhyme 	<ul style="list-style-type: none"> • Says whole sentence • Uses contracted copular: ('s) • Uses prepositions 	<ul style="list-style-type: none"> • Understands surprise and humour in the unexpected

ACTIVITY

1. Animal Match Up

PREPARATION

Print resources on light weight card.

Cut out picture cards, spinner and arrow.

Make a hole in the centre of the arrow and spinner and insert split push pin through both.

RESOURCES

- Animals L1 A1 spinner
- Animals L1 A1
- Scissors, split push pin

You are going to play a memory game together.

1. Together with the child sort the picture cards into matching pairs.
2. Explain you only need one and take one of each animal away.
3. Turn the remaining cards over so the animals are face down.
4. Take turn spinning the spinner. Whatever animal the arrow stops on you have one guess to try and find that animal on the picture card.



EXPECTED OUTCOMES

- Identifies 1 item through listening.
 - Animal names: e.g. *See if you can find the pig?*
 - Verbs: e.g. *Your turn to spin.*
- Understands concepts: match/same.

KEY STRATEGIES

TALK TALK TALK: Lots of repetition will help the child attend to the important words in this activity. Talk about the pictures as you sort them out and as you take them away, as you spin the spinner and as you look for the matching card. *I've got to find the pig. Oh no, I turned over the horse.*

THE SAME THINKING PLACE: as you discover the matching pair you will see the child look from one card to the other and note they are the same. Give the child the words to fit with what you both noticed. *Yes, they match. They are the same.*



EXPECTED OUTCOMES

- Matches suprasegmentals: uses fun play sounds e.g. wee, whoosh, round & round
- Labels animals: repeats animal names: e.g. dog.
- Says verbs: e.g. spin/stop.

KEY STRATEGIES

AUDITORY HOOKS: Add a fun play sound to each person's turn on the spinner, then hold the arrow, say the sound and encourage the child to repeat it before you let go of the arrow for their turn. *Ready to make it go **whoosh**...*

ACOUSTIC HIGHLIGHTING: Beginning listeners will attend to, and attempt to say the last word they hear so put your target word, either animal name or verb at the end a short sentence. *Oh! You got the **mouse**. Now you have to find the **mouse**.*



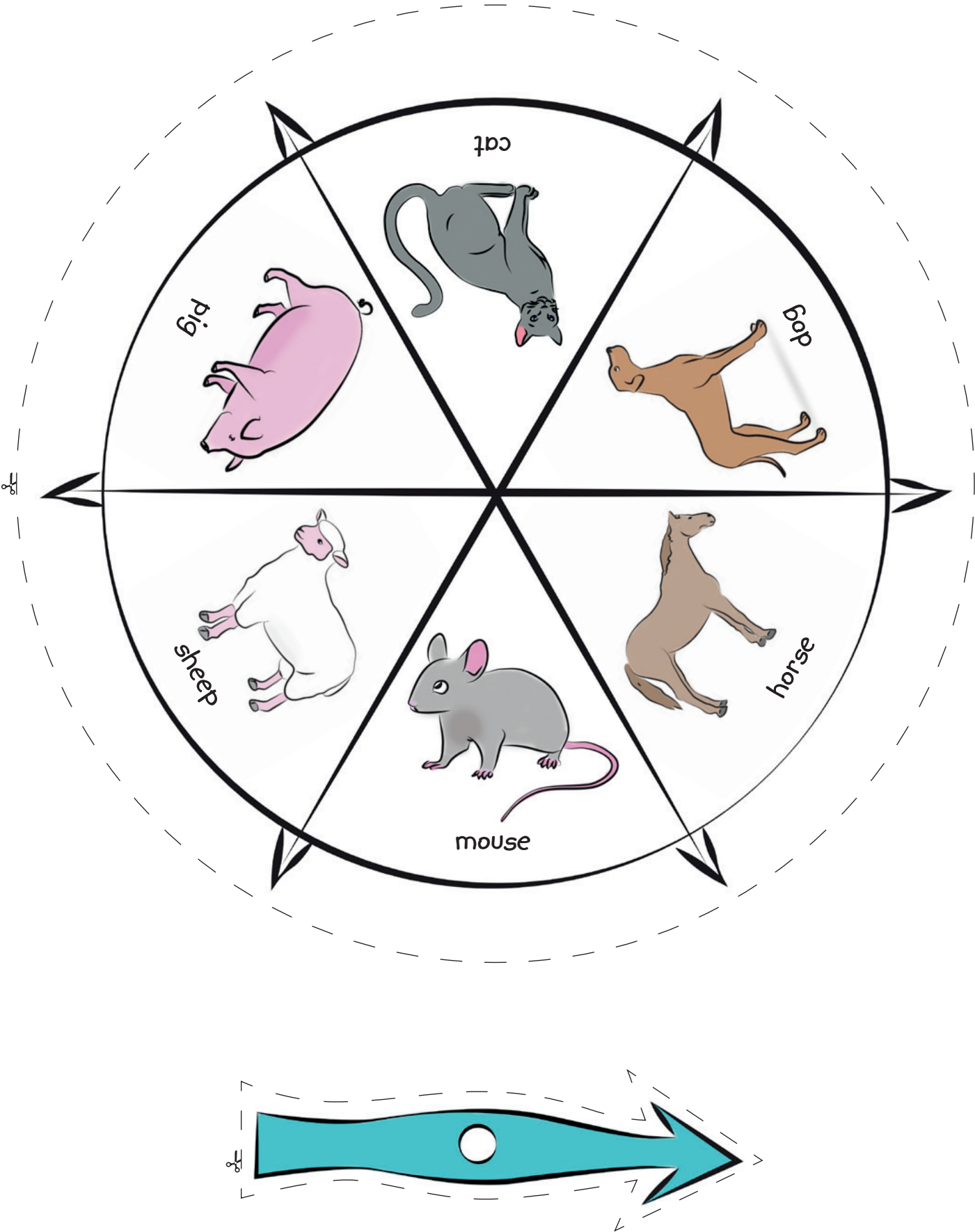
EXPECTED OUTCOMES

- Matches identical pictures.
- Understands emotional expressions.

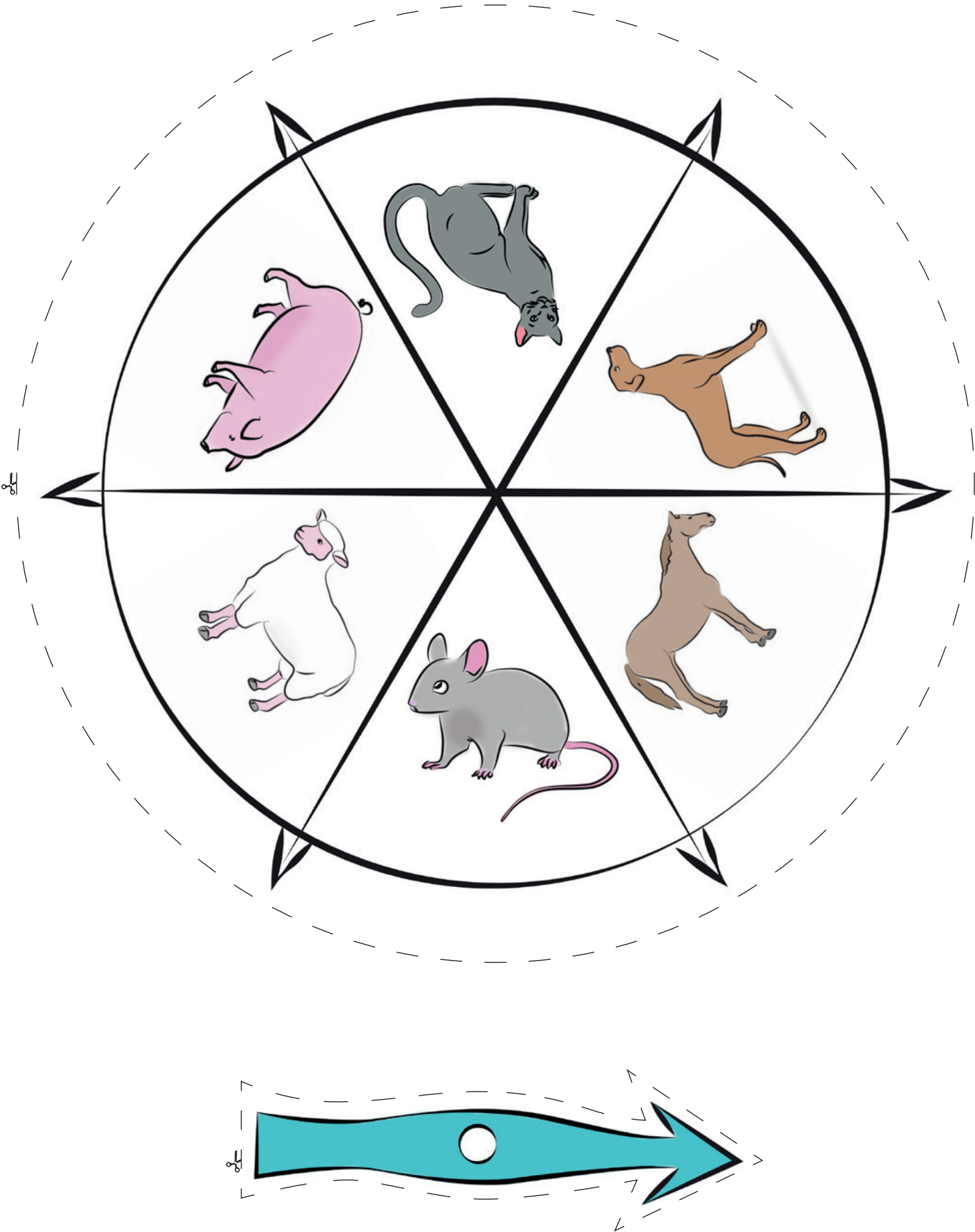
KEY STRATEGY

THE SAME THINKING PLACE: Providing the language models for what you are both thinking helps develop the cognitive concept of matching pictures. Adding AUDITORY HOOKS combined with facial expressions helps the child understand emotional states. *Yeah! You found the pig! Oh Dear... I got the horse.*

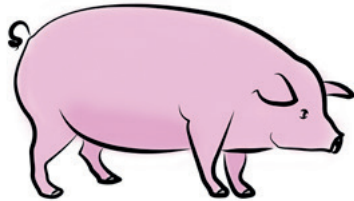
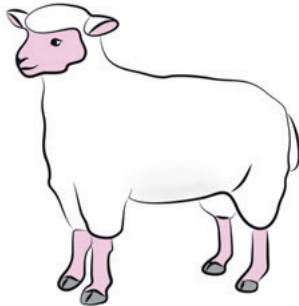
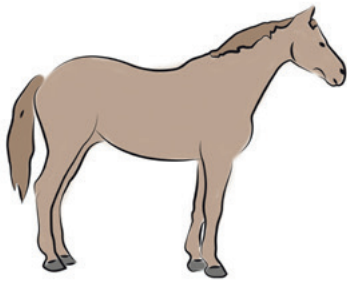
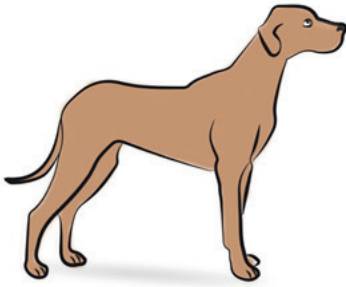
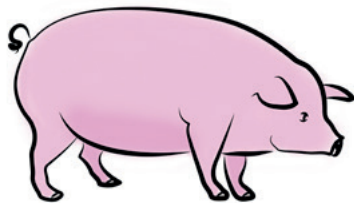
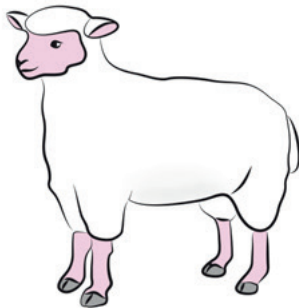
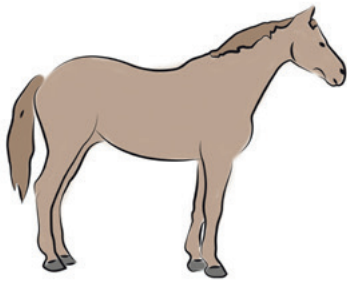
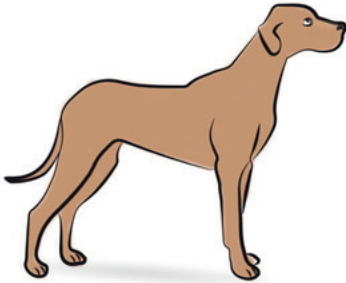
1. Animal Match Up



1. Animal Match Up



1. Animal Match Up



ACTIVITY

1. I Have... Who Has...?

PREPARATION

Print resources on light weight card.
Cut out cards.

RESOURCES

- Animals L2 A1
- Scissors

You are going to play a card game together.

1. Shuffle the cards and teach the child to deal them out face down.
2. The last card will be the start card. Place it in the middle face down.
3. All players pick up their cards, keeping them hidden from other players.
4. Turn the start card over and read out the sentence "I have the ..."
5. Then ask the question at the bottom of the card "Who has the?"
6. That card is then put in the middle face up on the finished pile.
7. Whoever has that animal on their card has a turn to 'read' out "I have..." then ask..." Who has...?"
8. The winner is the person who is first to put all their cards on the finished pile.



EXPECTED OUTCOMES

- Identifies 2 items through listening:
 - 2 Animal names: e.g. horse and mouse
 - Adjective noun: e.g. little mouse, big mouse
- Understands simple directions
 - Deal them out, one for mum, turn that over

KEY STRATEGIES

LISTENING FIRST: Hide the cards from other players so the child will listen first instead of looking for the next animal to find. As the game goes along the animal names go from being at the end of the question e.g.: *Who has the horse?* to the end of the sentence which is followed by a question. This means that the word **horse** moves from a strongly acoustic highlighted position which will help the child recognise the word in the less highlighted position in the middle. Lots of repetition will help the child attend to the important words in this activity.

TALK TALK TALK: Describe what you need the child to do in short sentences highlighting a verb and an object or preposition: *Deal out the cards.*



EXPECTED OUTCOMES

- Uses pronoun: I.
- Says 3 to 4 word sentence e.g. *I have the horse.*
- Asks question using "Who..?"

KEY STRATEGIES

BUILDING AUDITORY MEMORY: Without showing the child the text, read the first sentence and encourage them to repeat it. Read the question and then wait again for the child to have a go at remembering the words.

EXPANSION AND EXTENSION: Expand the child's attempt by repeating the whole sentence again stressing the word or words the child missed out. *Who has the horse?*



EXPECTED OUTCOMES

- Follows rules of card game.
- Understands emotion of winning.

KEY STRATEGY

SIGNAL TO NOISE RATIO - LISTENING ENVIRONMENT: Controlling the background noise level will give the child the best chance to maintain concentration, follow the rules, attend to other players' turns, listen out for their turn and understand the achievement of winning. *Oh well done! You have no cards left. You won!*

1. I have... Who has...?

I have



Who has ?



I have



Who has ?



I have



Who has ?



I have



Who has ?



1. I have... Who has...?

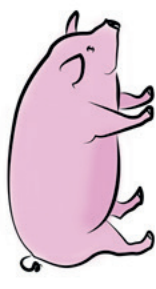
I have



Who has ?



I have



Who has ?



I have



Who has ?



I have



Who has ?



1. I have... Who has...?

I have



Who has



?

I have



Who has



?

I have



Who has



?

I have



Who has



?

1. I Have... Who Has...?

I have



the cat

Who has



the horse

I have



the horse

Who has



the mouse

I have



the mouse

Who has



the deer

I have



the deer

Who has



the sheep

1. I Have... Who Has...?

I have



the sheep

Who has



the pig

I have



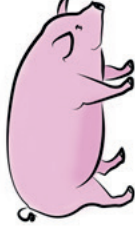
the fox

Who has



the squirrel

I have



the pig

Who has



the fox

I have



the squirrel

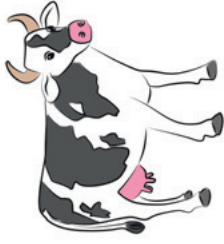
Who has



the cow

1. I Have... Who Has...?

I have



the cow

Who has



the rabbit

I have



the rabbit

Who has



the goat

I have



the goat

Who has



the dog

I have



the dog

Who has



the cat

ACTIVITY

1. I Have... Who Has...?

PREPARATION

Print resources on light weight card.
Cut out cards.

RESOURCES

- Animals L3 A1
- Scissors

You are going to play a card game together.

1. Shuffle the cards and teach the child to deal them out face down.
2. The last card will be the start card. Place it in the middle face down.
3. All players pick up their cards, keeping them hidden from other players.
4. Turn the start card over and read out the sentence: "I have the ..."
5. Then ask the question: "Who has the?"
6. That card is then put in the middle face up on the finished pile.
7. Whoever has that animal on the left side of their card has a turn to 'read' out: "I have" then ask "Who has...?".
8. The winner is the person who is first to put all their cards on the finished pile.
9. Explain the above steps to the child then start.



EXPECTED OUTCOMES

- Understands rules of game.
- Understands sentence/question combination.

KEY STRATEGIES

LISTENING FIRST: All players will keep their cards hidden so the child will listen first instead of look for the next animal to find. The repetition of the sentence structure and question form will help the child identify the important pieces of information.

WAIT WAIT AND WAIT SOME MORE: You may need to wait for the child to work out that it is his turn. The goal is for the child to listen and respond the first time they hear the question so try to avoid repeating the same question. If waiting does not cue the child to check their cards, try a prompt: *It's not me, I don't have the horse.*



EXPECTED OUTCOMES

- Says complete sentence and question.
- Uses: *have/has*.

KEY STRATEGIES

BUILDING AUDITORY MEMORY: Without showing the child the text, read the first sentence and the question and encourage them to repeat what you said. Together, the sentence and question will be 8 words but the repetition of sentence structure makes this task get easier as the game progresses.

ACOUSTIC HIGHLIGHTING: Using 'have' and 'has' in consecutive sentences helps the child learn the rules of subject verb agreement. Acoustic highlight these words in your models by saying these words a little bit louder and slower than the rest of the sentence. *I **have** the cat. Who **has** the horse?*




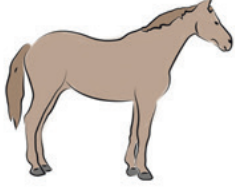
EXPECTED OUTCOMES

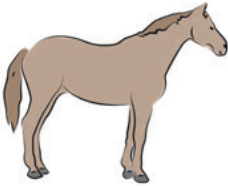

- Understands emotion of winning.
- Predicts emotions of others in game.

KEY STRATEGY

SAME THINKING PLACE: Talk about the feelings that are typical in games where people can win or lose. *Oh Dad is lucky. He only has one card left. I think he will win. Oh dear, you still have 3 cards left, I don't think you can win this time. Oh poor mum, she hasn't had a turn yet. How do you think she feels?*

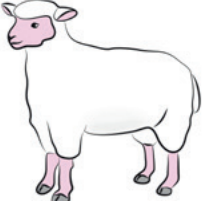

1. I Have... Who Has?

I have  . Who has  ?

I have  . Who has  ?

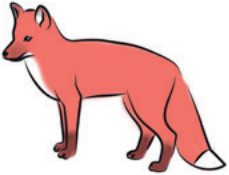

I have  . Who has  ?



I have  . Who has  ?

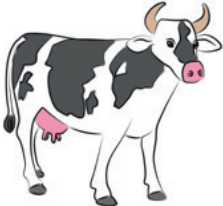

I have  . Who has  ?

I have  . Who has  ?


1. I Have... Who Has?

I have  . Who has  ?

I have  . Who has  ?

I have  . Who has  ?

I have  . Who has  ?

I have  . Who has  ?

I have  . Who has  ?

1. I Have... Who Has?

I have  . Who has  ?
the cat the horse

I have  . Who has  ?
the horse the mouse

I have  . Who has  ?
the mouse the deer

I have  . Who has  ?
the deer the sheep

I have  . Who has  ?
the sheep the pig

I have  . Who has  ?
the pig the fox

1. I Have... Who Has?

I have  . Who has  ?

the fox the squirrel

I have  . Who has  ?

the squirrel the cow

I have  . Who has  ?

the cow the rabbit

I have  . Who has  ?

the rabbit the goat

I have  . Who has  ?

the goat the dog

I have  . Who has  ?

the dog the cat

ACTIVITY

2. Animal Parts Mystery

PREPARATION

Print resource onto light weight card.

RESOURCES

- Animals L1 L2 A2
- Children's scissors

You are going to guess what animal and part you have on the card and match it up.

1. Cut off the panels at the bottom with the animal parts.
2. Place remaining animal pages on the table.
3. Together with the child cut up the animal parts.
4. Deal the animal parts out so everybody has the same number.
5. Leave the animal parts face down and take turns having a peak without showing anyone else.
6. Take turns talking about what you have and matching it up on the animal.



EXPECTED OUTCOMES

- Identifies 1 item through listening:
 - Animal names e.g. *I think it's the pig.*
 - Animal parts e.g. *I've got a tail.*
- Understands simple directions in context.

KEY STRATEGIES

EXPANSION & EXTENSION: Level 1 listeners can move to level 2 this way; *I've got a tail. I think it's the pig's. Yes, it is the pig's tail.*

TALK TALK TALK: Add simple comments to everything you do; *Good cutting. Watch me share. One for you. Your turn. Take one. Have a look.*



EXPECTED OUTCOMES

- Says animal names e.g. *pig*.
- Repeats animal parts e.g. *ear*.

KEY STRATEGIES

LISTENING FIRST: Keep the picture on your card hidden from the child while you talk about it. Use short sentences and repeat the information a few different ways.

WAIT WAIT AND WAIT SOME MORE : and wait for the child to make an attempt at repeating the key word before showing the picture. *I have an eye. ...not the pig's eye...hmm maybe the cat's eye... Yes, I think the cat..... **cat**. It's the cat's eye....**eye**.*



EXPECTED OUTCOMES

- Identifies parts of a whole picture.

KEY STRATEGY

SABOTAGE: You could deliberately 'guess' the wrong animal or the wrong body part and try and match it up to encourage the child to show what they know and correct you.

ACTIVITY

2. Animal Parts Mystery

PREPARATION

Print resource onto light weight card.

RESOURCES

- Animals L1 L2 A2
- Children's scissors

You are going to guess what animal and part you have on the card and match it up.

1. Cut off the panels at the bottom with the animal parts.
2. Place remaining animal pages on the table.
3. Together with the child cut up the animal parts.
4. Deal the animal parts out so everybody has the same number.
5. Leave the animal parts face down and take turns having a peak without showing anyone else.
6. Take turns talking about what you have and matching it up on the animal.



EXPECTED OUTCOMES

- Identifies 2 items through listening:
 - Animal name and part: e.g. *I think it's the pig's tail.*
- Understands simple directions: e.g. *You take one.*

KEY STRATEGIES

LISTENING FIRST: Talk about the animal part before showing it to the child to engage the listening part of the brain before the visual part of the brain.

ACOUSTIC HIGHLIGHTING: The child will attend to the last word they hear and may miss the first piece of information e.g. *pig's*. You can help the child attend to the first piece of information by pausing slightly just before the word, slowing your speech down a little and stressing the word the child missed. *It's the ..pig's tail.*

TALK TALK TALK: Add language in short simple sentences to actions and directions that happen as part of any activity. *Can you cut here? Watch me deal. Give that to mum. Have a peek.*



EXPECTED OUTCOMES

- Labels animal and animals parts.

KEY STRATEGIES

USE CHOICES: Model the required language for the child by pretending you are not sure what the child has. *Is that the fox's eye ... or the cat's eye?* Say the one you want the child to repeat last to make it easier for the child to repeat the 2 items of information.

EXPANSION AND EXTENSION: Expand and extend on the child's attempt by acoustically highlighting any words or grammatical markers they missed: *Yes, it is the cat's eye.*



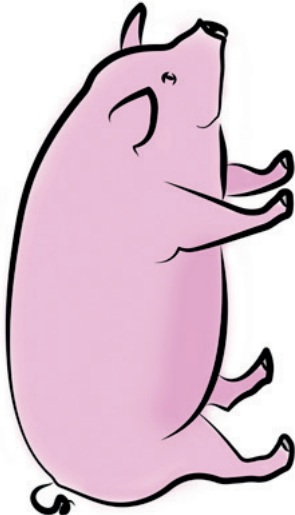
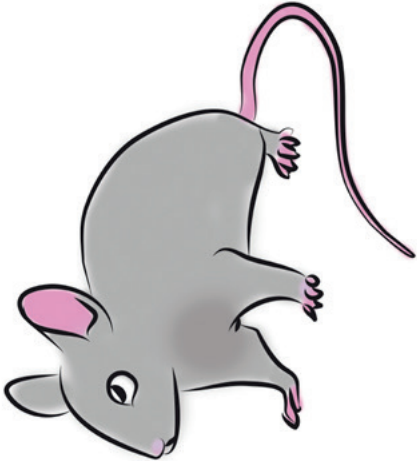
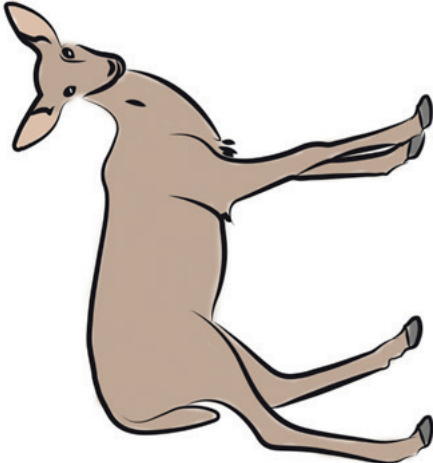
EXPECTED OUTCOMES








- Identifies a part of a whole picture.

KEY STRATEGY

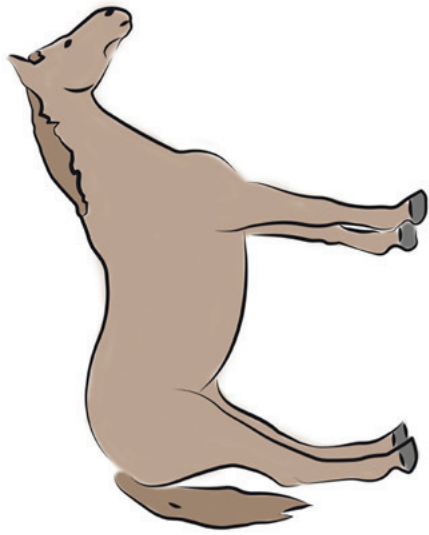
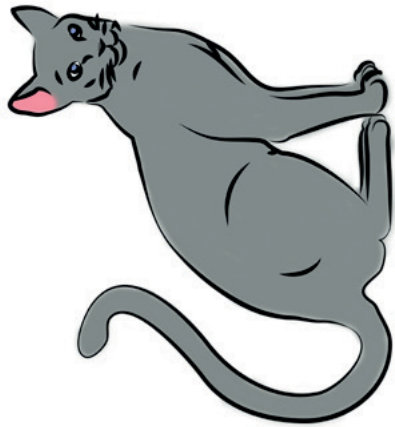
SABOTAGE: You could deliberately 'guess' the wrong animal and the wrong body part and try and match it up to encourage the child to show what they know and correct you. *I think I have the fox's ear. Let me see. Wait! It doesn't match. It is not the fox's ear.*

2. Animal Parts Mystery



						
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2. Animal Parts Mystery



ACTIVITY

2. Animal Parts Mystery

PREPARATION

Print resource onto light weight card.

RESOURCES

- Animals L3 A2
- Children's scissors

You are going to guess what animal and part you have on the card and match it up.

1. Cut off the panels at the bottom with the animal parts.
2. Place remaining animal pages on the table.
3. Together with the child cut the animal parts.
4. Deal the animal parts out face down so everybody has the same number.
5. Leave the animal parts face down and take turns having a peak without showing anyone.
6. Take turns talking about what you have. The listener will point to the 2 animal parts.



EXPECTED OUTCOMES

- Identifies 3 items through listening:
 - Animal name and parts: e.g. *I've got the pig's tail and ear.*

KEY STRATEGIES

LISTENING FIRST: Talk about the card before showing it to the child to engage the listening part of the brain before the visual part of the brain.

ACOUSTIC HIGHLIGHTING: The child may miss one of the pieces of information. You can help the child attend to all 3 information words by repeating the whole sentence again and stressing the word the child missed. *Listen again, I've got the pig's tail and ear.*



EXPECTED OUTCOMES

- Labels animal names and parts: e.g. *The cow's horn and leg.*
- Uses possessive marker: e.g. *cow's*.

KEY STRATEGIES

USE CHOICES: Model the required language for the child by pretending you are not sure what the child has. *Are you going to say the cow's leg and ear? ...Or the cow's leg and horn?* Model 3 items of information in both options of the choice question.

EXPANSION AND EXTENSION: Expand on the child's attempt by acoustically highlighting any words or grammatical markers they missed. *Oh, you have the cow's leg and horn.*

ACOUSTIC HIGHLIGHTING: If the child is still not saying the possessive marker try placing the word at the end of the sentence; *I'm pretty sure this leg is the cow's. Do you think it's the sheep's or the cow's?*



EXPECTED OUTCOMES

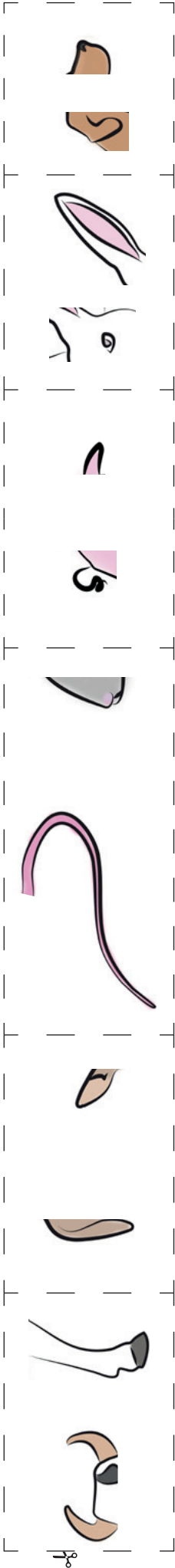
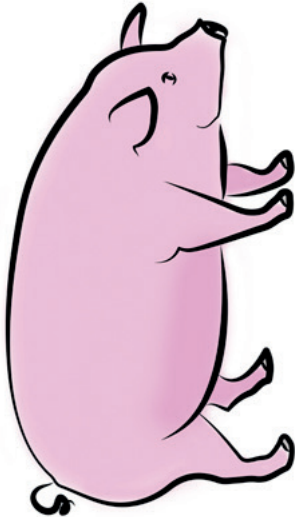
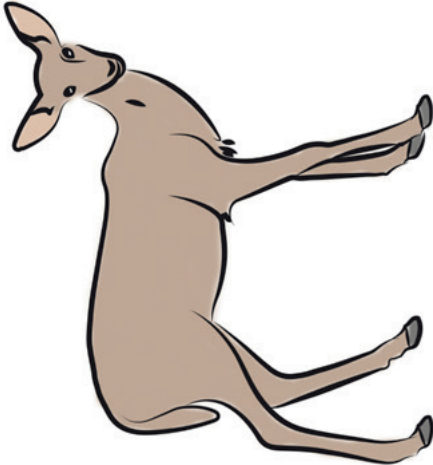
- Makes predictions or guesses.
- Understands opinion and belief and how this differs from actual knowledge.

KEY STRATEGIES

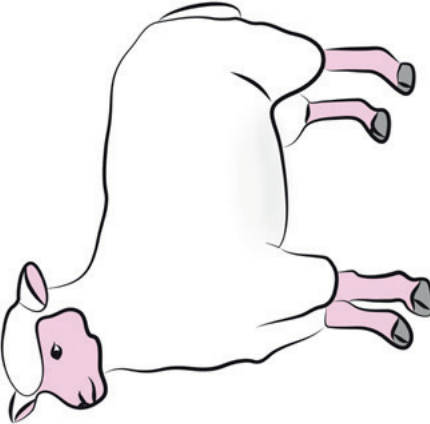
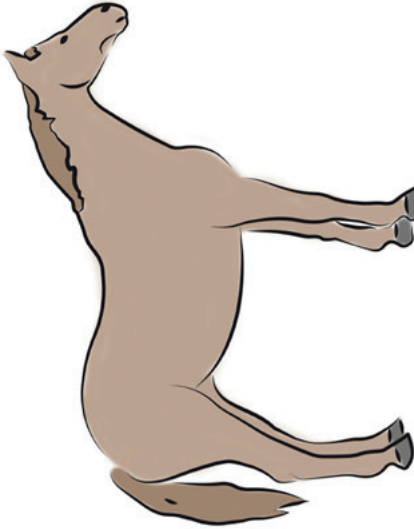
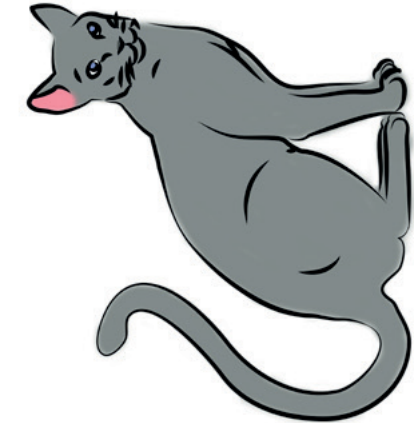
SABOTAGE: You could deliberately 'guess' the wrong animal and the wrong body part and try and match it up to encourage the child to show what they know and correct you.

TALK TALK TALK: You might like to add a variation to the game where you take a guess and encourage others to take a guess before you peak at the card. You can then talk about who guessed what. *Oh! We all got it wrong. I was sure it was the dog's ear and tail and dad thought it was the cow's tail and horns.* This will help the child develop the language to understand and talk about, what other people believe.

2. Animal Parts Mystery



2. Animal Parts Mystery



ACTIVITY

3. What Does the Animal Eat?

PREPARATION

Print resource onto light weight card: print 2 pages onto 1 to make images smaller.
Cut out puzzle pieces and put them in a box or bag.

RESOURCES

- Animals L1 A3
- Scissors and a small box or bag

You are going to match the animal to its food.

1. Take turns taking one puzzle piece out of the bag
2. Sort the pictures into 2 groups; animals on the left, food on the right (look out for the fish; it goes on the right!)
3. Choose an animal and then find its food or choose a food item and find the animal that eats it.
4. Take turns choosing until all the cards are finished.



EXPECTED OUTCOMES

- Identifies 1 item:
 - Animal names: e.g. *Which one is food for the pig?*
 - Food items: e.g. *I wonder what eats this grass.*
 - Verb: *Can you find what horses eat?*
- Understands 'or' in context.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: If possible word your sentence or question so the target word is at the end. This is the position of maximum acoustic highlighting. As the child's listening ability improves re-word your sentence to the more typical sentence structure; e.g. *We need to find the pig's food.*

USE CHOICES: Model the language in making a choice. *Hmmm, an animal or a food... I'll pick an animal.* Then offer the child a choice of start card. *Do you want to pick an animal or a food?"*



EXPECTED OUTCOMES

- Labels animals.
- Repeats food items.
- Says yes/no.

KEY STRATEGIES

TALK TALK TALK: Often beginning listeners need to hear words many times before they try to say them. Lots of questions make a child feel like they are being tested. Talking is teaching. Make your sentences for beginning listeners short and say them a little bit slower than normal: e.g. *I'm going to pick an animal.....Ok, I've got the mouse..... See the mouse.... Now I have to find food for the mouse... I wonder what the mouse eats? ...*

SABOTAGE: The puzzle cards provide visual recognition of the correct answer. Try the wrong food item. *I wonder if the mouse eats this grass.... No..... Not grass... Let's try this cheese... Yes!*



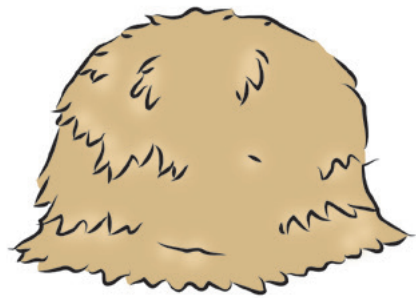
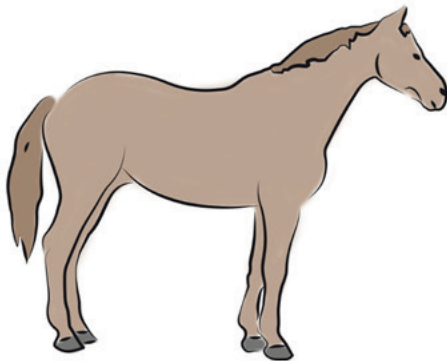
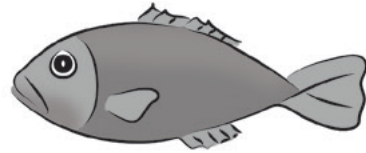
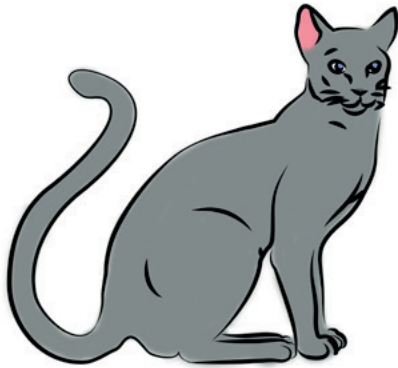
EXPECTED OUTCOMES

- Understands relationships between things.

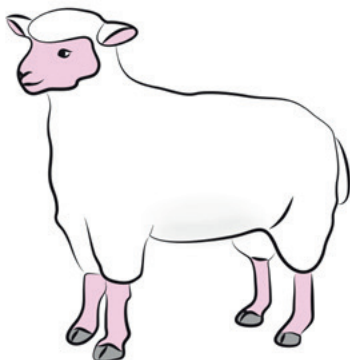
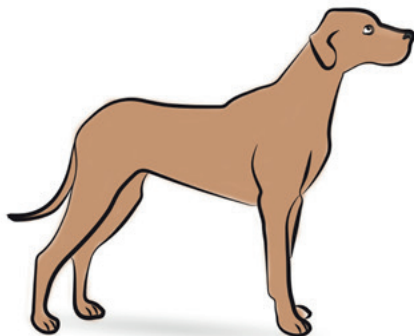
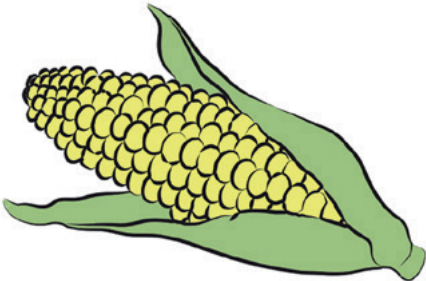
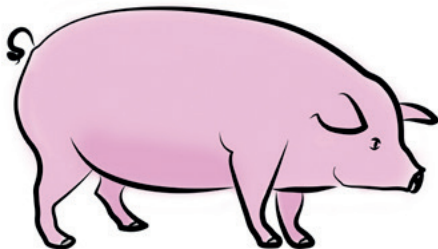
KEY STRATEGY

COME CLOSE TO ME: By working on puzzles together you will be nice and close to the child's audio processor and be able to provide the best auditory signal. Use this opportunity to give the child information about their world and how this relates to the relationships in the puzzle pieces. *Ha! You like cheese and so does a mouse.*

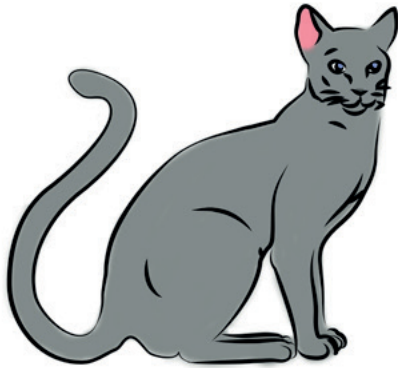
3. What Does the Animal Eat?



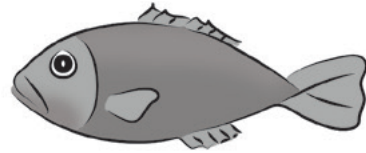
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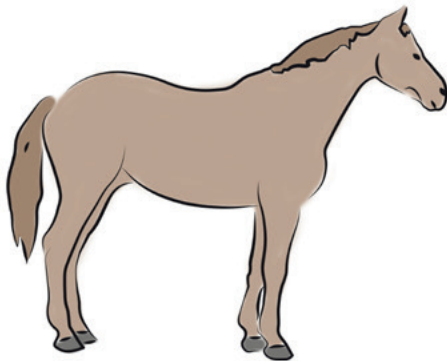
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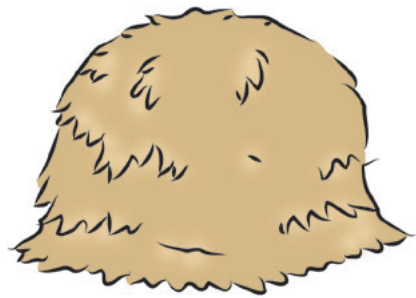
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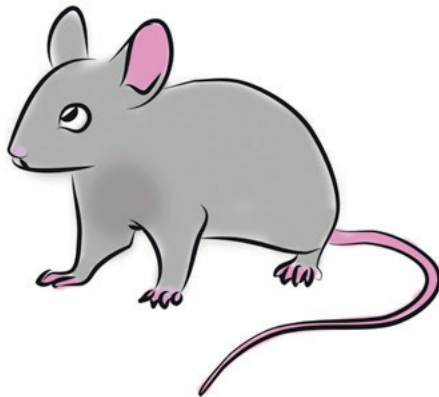
fish



horse



hay

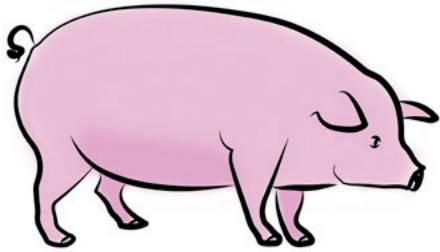


mouse

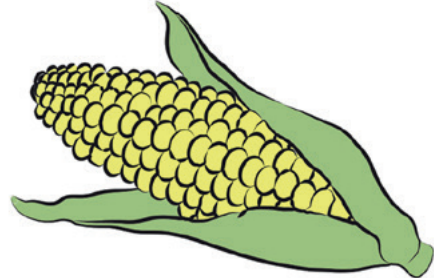


cheese

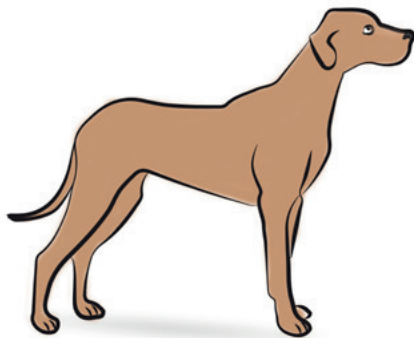
3. What Does the Animal Eat?



pig



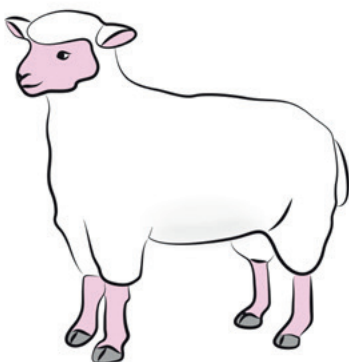
corn



dog



bones



sheep



grass

ACTIVITY

3. What Does the Animal Eat?

PREPARATION

Print resource onto light weight card: print 2 pages onto one.
Cut out puzzle pieces and put them in a box or bag.

RESOURCES

- Animals L2 L3 A3
- Scissors and a small box or bag

You are going to match the animal to its food.

1. Take turns taking one puzzle piece out of the bag.
2. Sort the pictures into 2 groups; animals on the left, food on the right (look out for the fish and the snake; they go on the right!).
3. Choose an animal and a food and check if they go together. If they don't go together put them back.
4. If they go together you can keep them and say the sentence: "*The (animal) eats (food item).*"
5. Take turns choosing until all the cards are finished.



EXPECTED OUTCOMES

- Identifies 2 items through listening:
 - Animal name + food eg: "I'm going to choose the pig and the grass."

KEY STRATEGIES

LISTENING FIRST: Talk about what you are going to do before you do it and give the child time to process the words before you take the cards to check if they go together: *I'm going to pick the pig and the carrot.*

AUDITORY FEEDBACK LOOP: Encourage the child to repeat the ones you said to check they are attending to the 2 parts and to help build their auditory feedback loop.



EXPECTED OUTCOMES

- Combines words:
 - Noun + noun: e.g. *The dog and the bones.*
 - Noun + verb: e.g. *Hmm, what does the mouse eat?*
 - Verb + object: e.g. *I think it eats cheese.*
 - Noun + verb + object: e.g. *Yes, the mouse eats cheese.*
- Uses conjunction: *and*.

KEY STRATEGIES

TALK TALK TALK: Model combining words in different ways to demonstrate the sentence structures behind the thinking and at each step of this activity.

SABOTAGE : The puzzle cards provide visual recognition of the correct answer. Deliberately choose the wrong food item to provide more listening and language learning opportunities. *I wonder if the mouse eats this grass.... No.... The mouse does not eat grass. Your go; Maybe you can find what the mouse eats.*



EXPECTED OUTCOMES

- Understands relationships between things.

KEY STRATEGY

COME CLOSE TO ME: By working on puzzles together you will be nice and close to the child's audio processor and be able to provide the best auditory signal. Use this opportunity to give the child information about their world and how it relates to this activity. *Hey, the mouse eats cheese and you eat cheese too.*

ACTIVITY

3. What Does the Animal Eat?

PREPARATION

Print resource onto light weight card: print 2 pages onto one.
Cut out puzzle pieces and put them in a box or bag.

RESOURCES

- Animals L2 L3 A3
- Scissors and a small box or bag

You are going to match the animal to its food.

1. Take turns taking one puzzle piece out of the bag.
2. Sort the pictures into 2 groups; animals on the left, food on the right (look out for the fish and the snake; they go on the right!)
3. Describe an animal for the child to find.
4. Choose a food and check if they go together. If they don't go together put them back.
5. If they go together you can keep them and say the sentence: "*The (animal) eats (food item).*"
6. The child can then describe an animal for you to find.
7. Take turns choosing until all the cards are finished.



EXPECTED OUTCOMES

- Identifies 3 items through listening.
- Understands descriptions with 3 parts: e.g. *Find the animal that is small, has a tail and whiskers.*

KEY STRATEGY

AUDITORY MEMORY: Encourage the child to repeat the description to be sure they have remembered all of the clues. If remembering the three parts is too hard encourage the child to tell you what they can remember, then if the child misses one or more parts repeat the whole description with acoustic highlighting on the items missed. Keep your description at the level of containing 3 items of information to help the child develop the ability to listen to and remember longer sentences containing more information.



EXPECTED OUTCOMES

- Says whole sentence containing 3 items of information: eg: *The cow eats grass.*
- Uses determiners: *the.*
- Third person verb: *eats.*
- Uses negatives: *does not.*

KEY STRATEGIES

EXPAND AND EXTEND: As you put the puzzle pieces together model the sentence: e.g. *The cow eats grass.* Encourage the child to repeat it. The child may miss one piece of information or a grammatical marker; e.g. *the* or */s/* off *eats*. Expand the child's attempt using acoustic highlighting on the items missed. *You got it, the cow eats grass.*

SABOTAGE: The puzzle cards provide visual recognition of the correct answer. Try the wrong food item. *I wonder if the mouse eats this grass.... No..... The mouse does not eat grass. Your go; Maybe you can find what the mouse eats.*



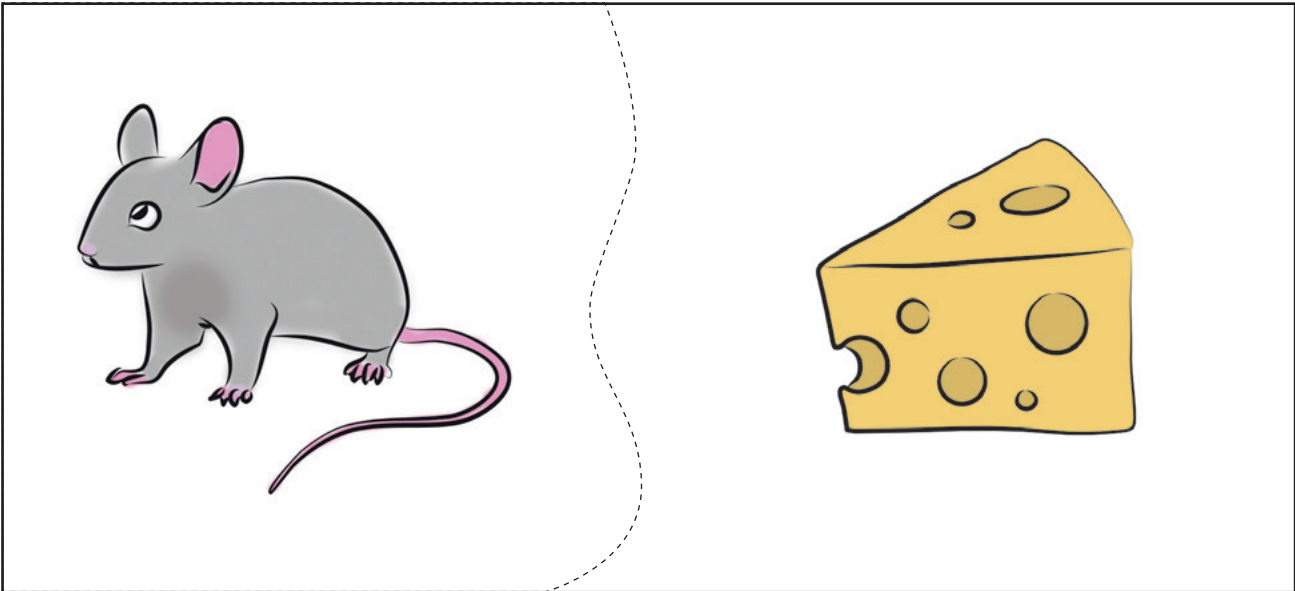
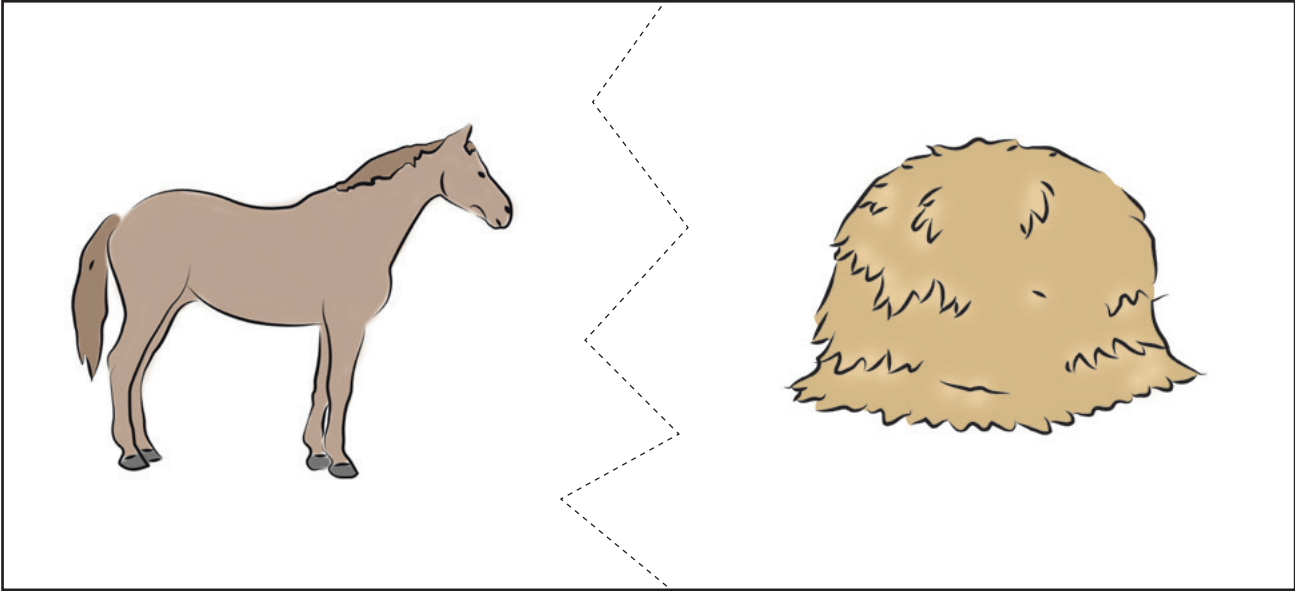
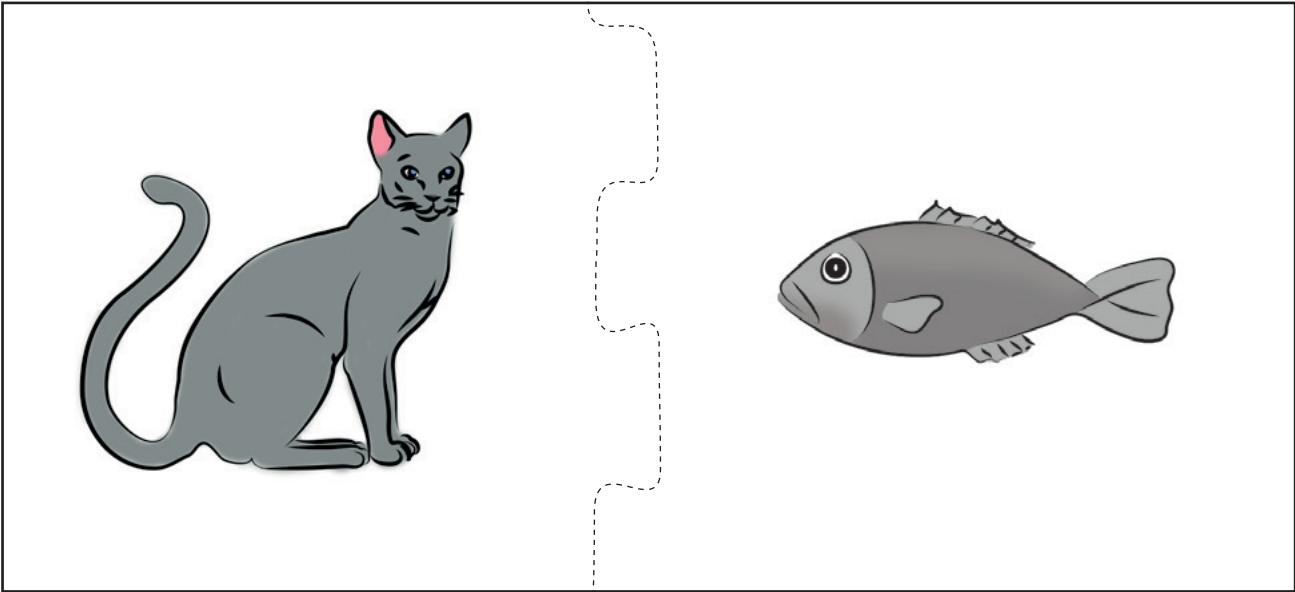
EXPECTED OUTCOMES

- Understands relationships between things.

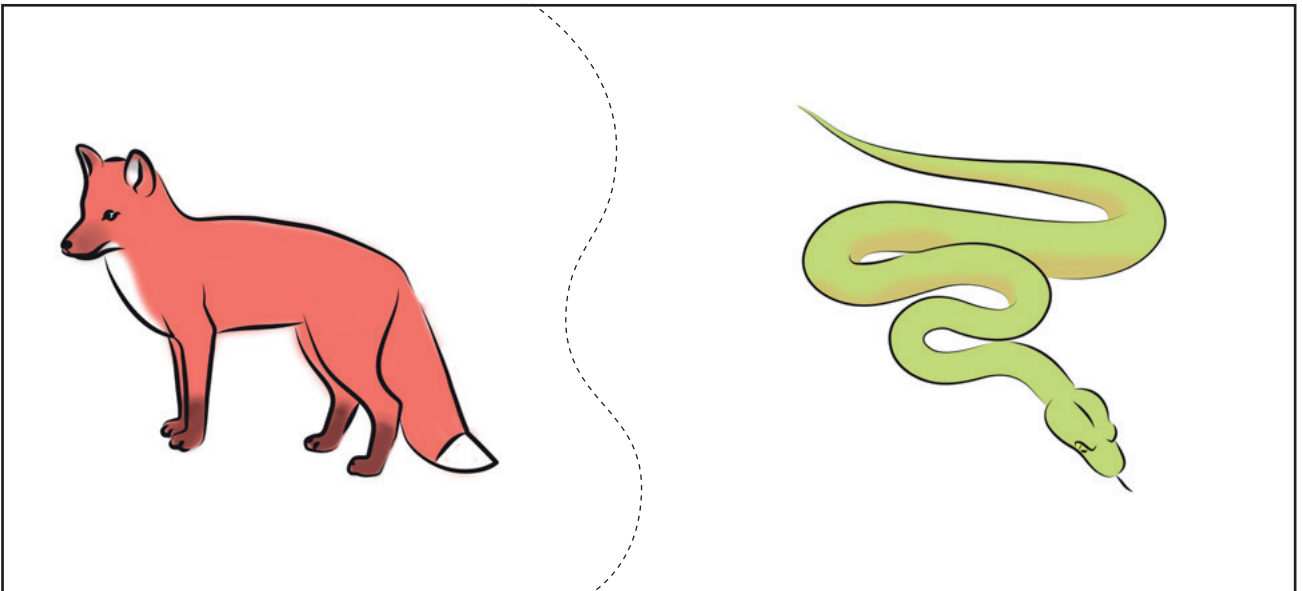
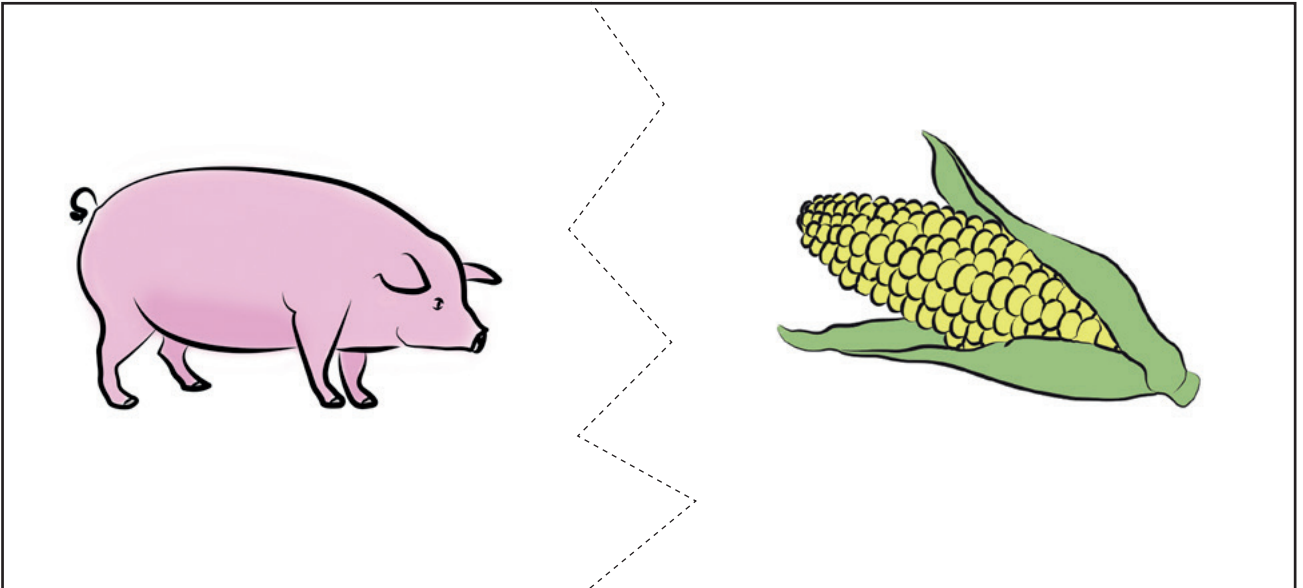
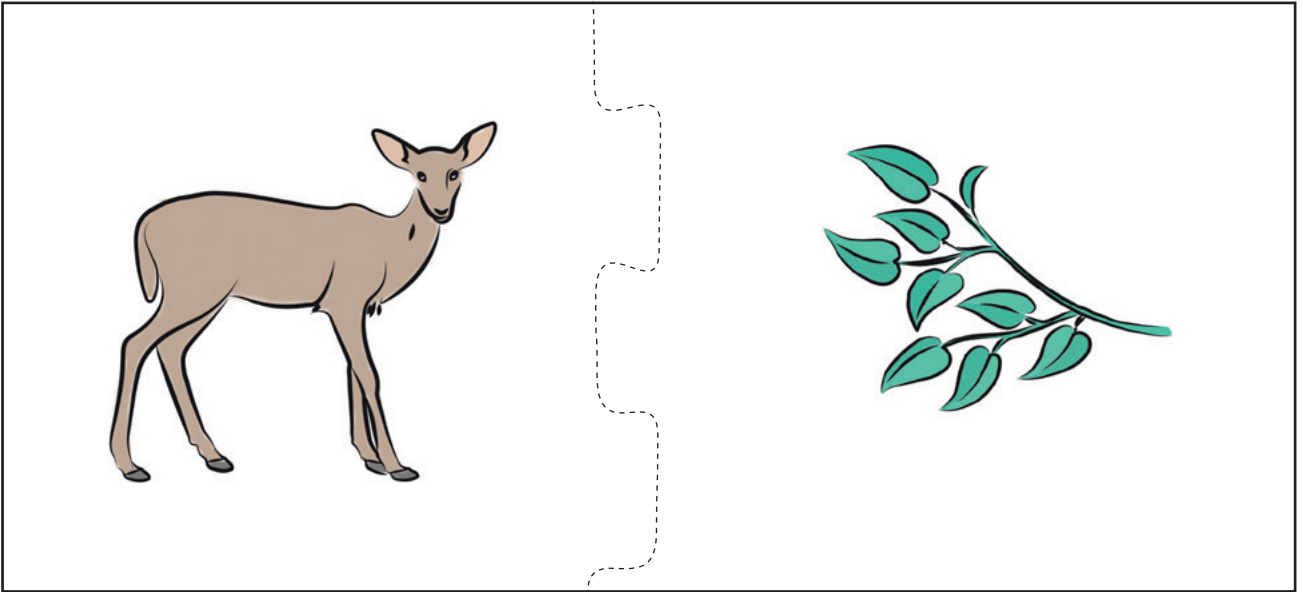
KEY STRATEGY

COME CLOSE TO ME: By working on puzzles together you will be nice and close to the child's audio processor and be able to provide the best auditory signal. Use this opportunity to give the child information about their world and how it relates to this activity. *Hey, the mouse eats cheese and you eat cheese too.*

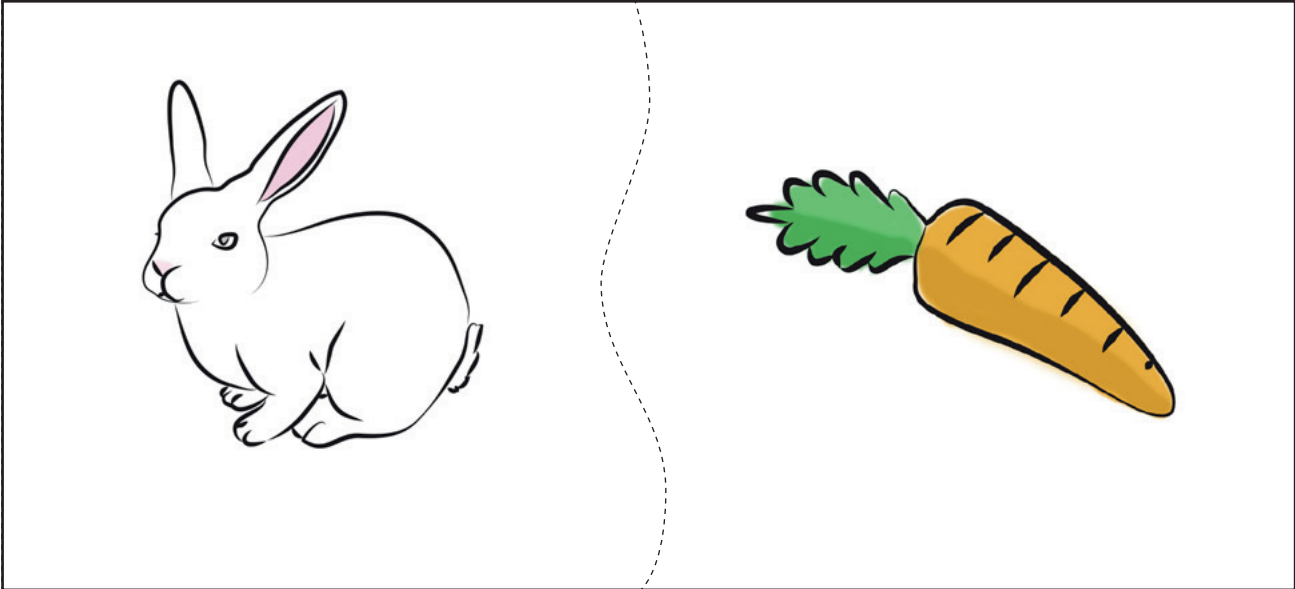
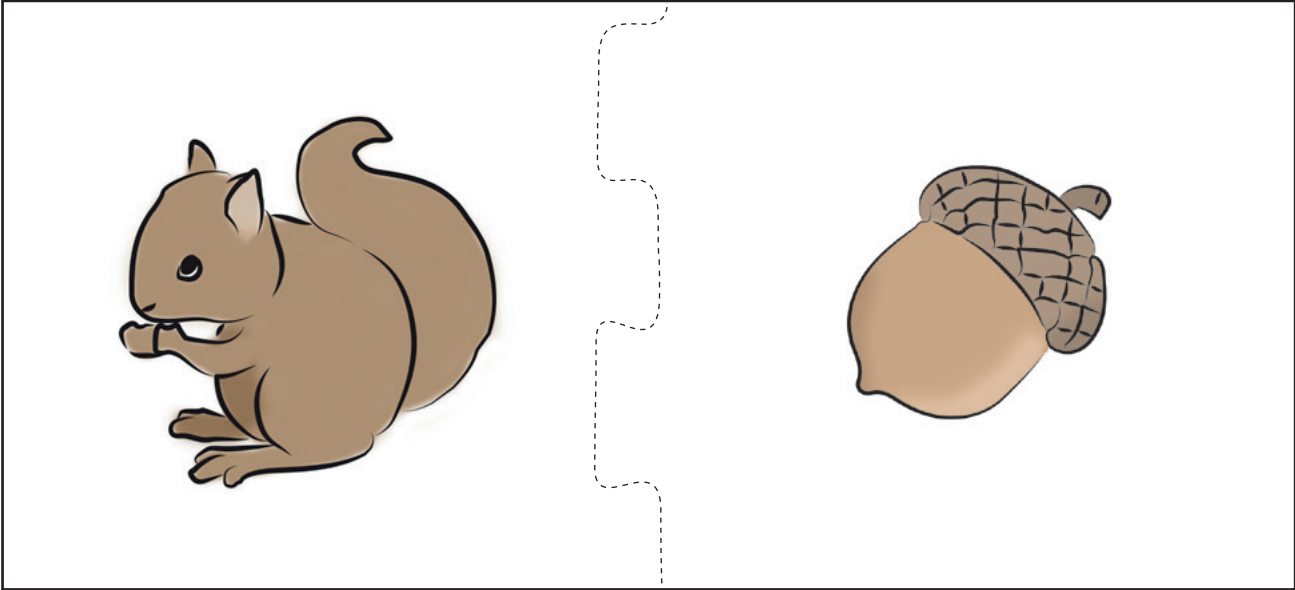
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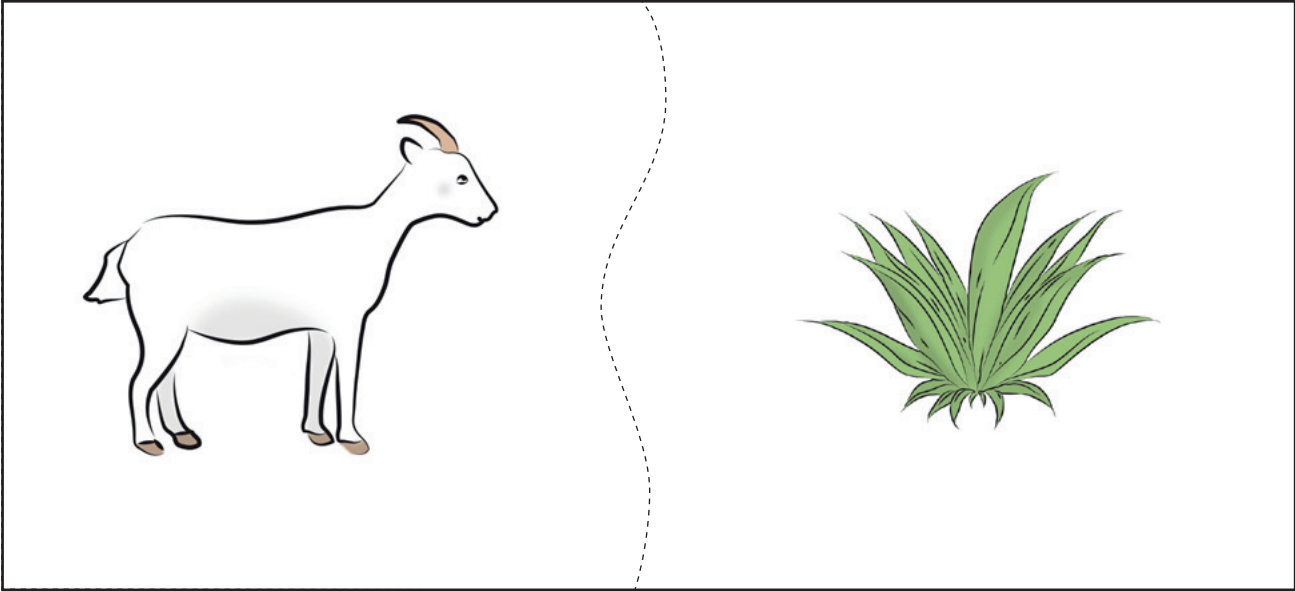
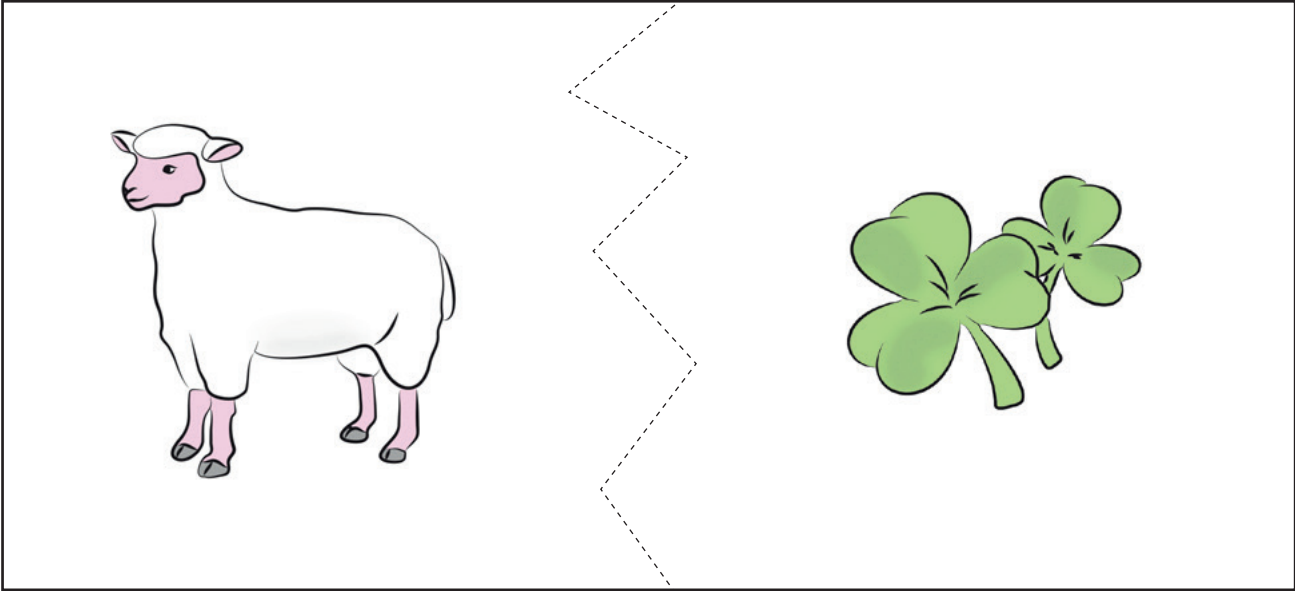
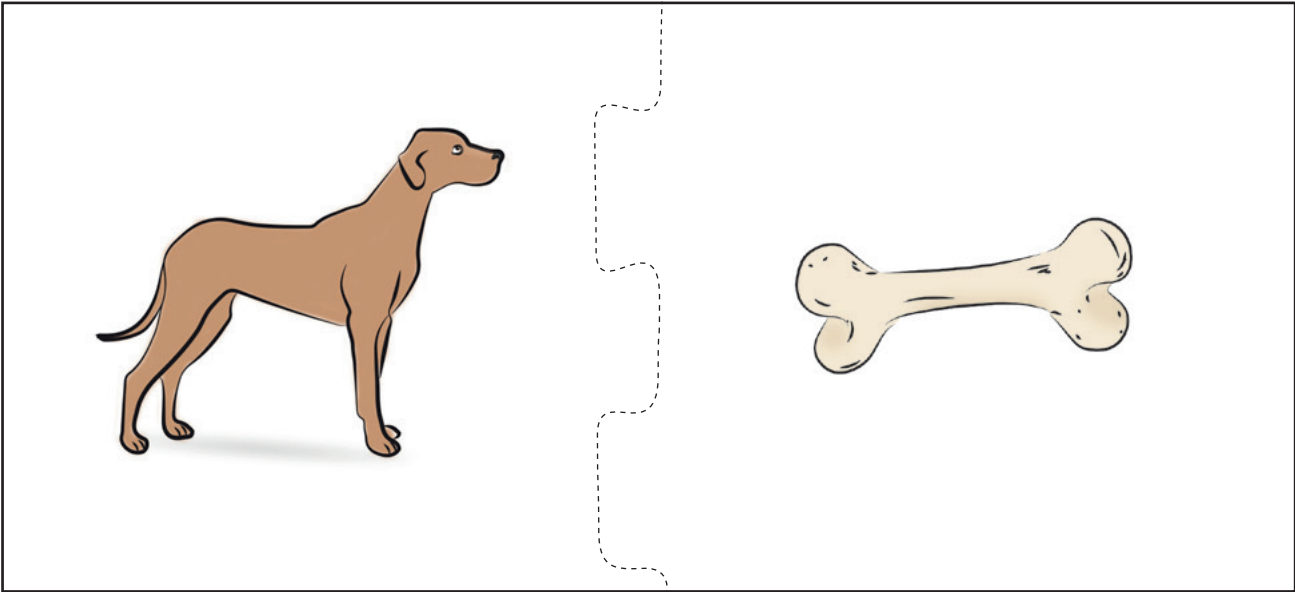
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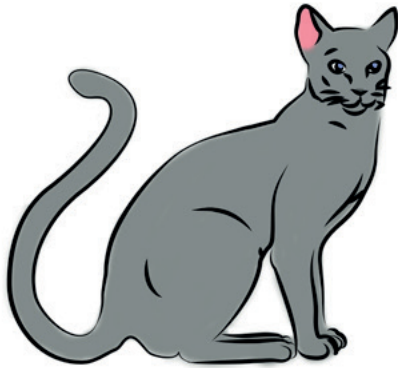
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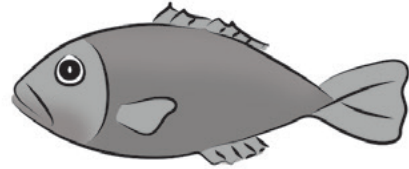
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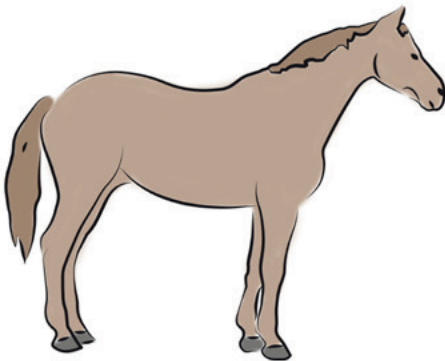
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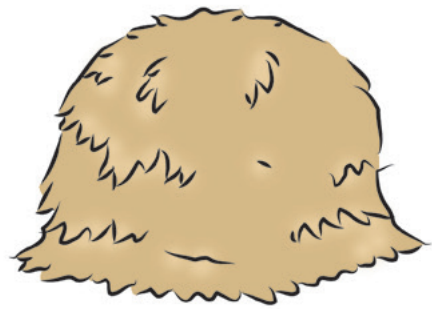
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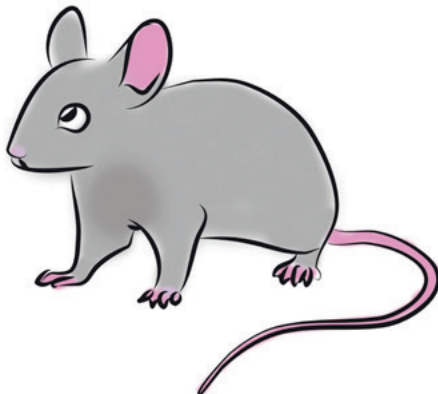
fish



horse



hay

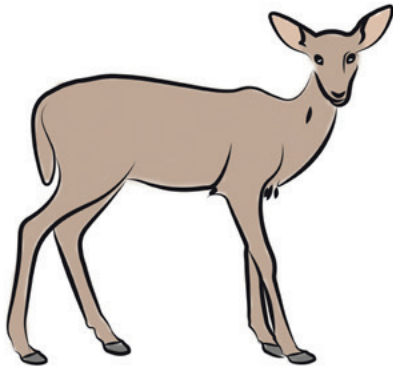


mouse



cheese

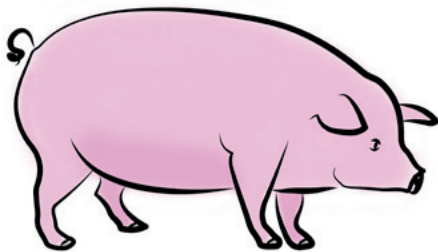
3. What Does the Animal Eat?



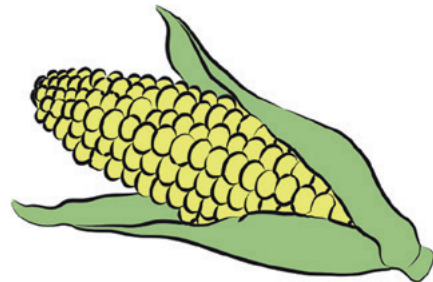
deer



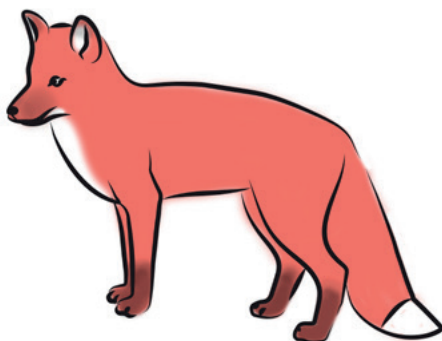
leaves



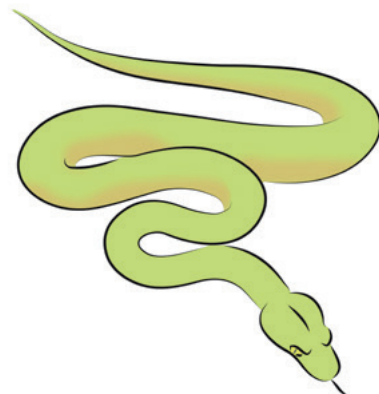
pig



corn



fox

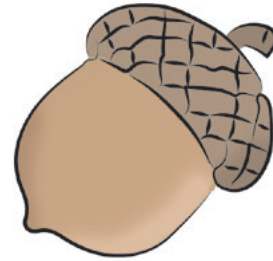


snake

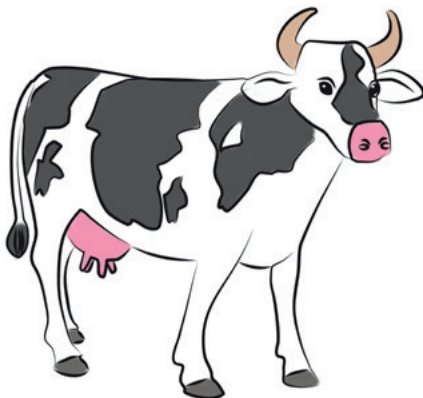
3. What Does the Animal Eat?



squirrel



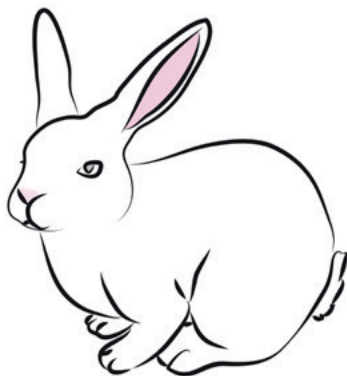
acorn



cow



grass

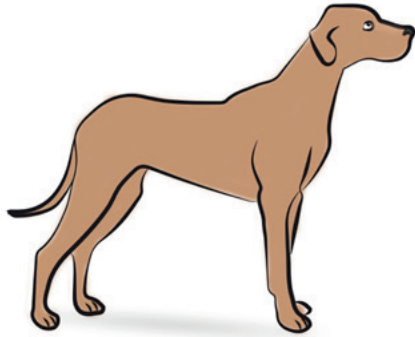


rabbits

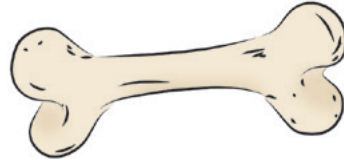


carrots

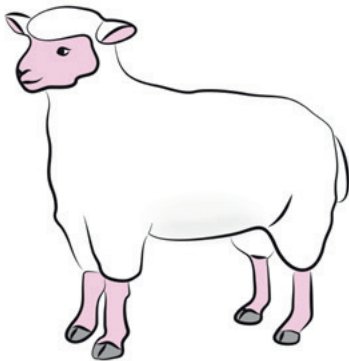
3. What Does the Animal Eat?



dog



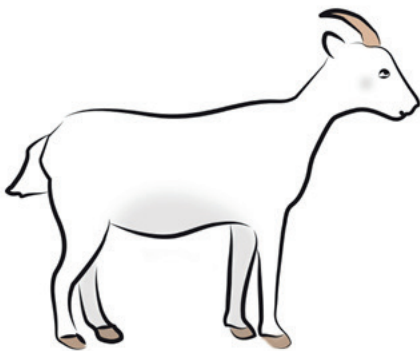
bones



sheep



clover



goat



plants

ACTIVITY

4. What Could That Be Hiding From Me?

PREPARATION

Print resource on to paper; select print 4 pages on one.
Cut pages and assemble book and staple together.

RESOURCES

• Animals L1 L2 L3 A4

You are going to read a book together.

1. First talk about the cover and what he could be looking for.
2. Read the first question page and take a guess what the animal is.
3. Read the next page to see what was hiding.
4. Flip back to the question page to check.
5. Repeat until the end of the book.



EXPECTED OUTCOMES

- Attends to story.
- Responds to suprasegmentals.

KEY STRATEGIES

BOOKS BOOKS BOOKS: Although a level 1 listener will not understand all of the words in books, story sharing will build attention skills and expose the child to new words and sentence structures.

ACOUSTIC HIGHLIGHTING: Exaggerate suprasegmentals features such as intonation changes, rhythm and stress on the rhyming words to maintain the child's attention and help them understand the difference between a question and a sentence. *What's that hiding under the hat? (rising intonation)*



EXPECTED OUTCOMES

- Repeats or says one word.
- Attempts to say new words (may only be the vowel sound).

KEY STRATEGIES

WAIT, WAIT AND WAIT SOME MORE: Model taking a guess what the animal hiding might be and wait for the child to make a guess before turning the page. *I think that might be a dog..... dog.*

MY VOICE MATTERS: Any attempt by the child at making a sound should be valued and interpreted as meaningful. *I think that might be a dog..... o. Oh great, you think it's a dog too. Ok lets' see if it's a dog.*

AUDITORY CLOSURE: Placing stress on the animal name will help the child identify the vowel and final consonant required for the rhyming word. Leave the sentence hanging for the child to complete. *There's a cat under thehat*



EXPECTED OUTCOMES

- Understands surprise.

KEY STRATEGY

THE SAME THINKING PLACE: Provide the language that goes with your thinking to help the child understand that we all have to learn and find things out. *I don't know what is hiding in the tree. Let's see.* The suprasegmentals and facial expressions of this help the child understand how other people think. When *"It's a horse, of course"* your expression and language will teach the child about the emotion of surprise and also about their world; that horses don't climb trees.

ACTIVITY

4. What Could That Be Hiding from Me?

PREPARATION

Print resource on to paper; select print 4 pages on one.
Cut pages and assemble book and staple together.

RESOURCES

- Animals L1 L2 L3 A4
- Scissors and a stapler

You are going to read a book together.

1. First talk about the cover and what he could be looking for.
2. Read the first question page and take a guess what the animal is.
3. Read the next page to see what was hiding.
4. Flip back to the question page to check.
5. Repeat until the end of the book.



EXPECTED OUTCOMES

- Attends to story.
- Responds to rhyme.

KEY STRATEGIES

BOOKS BOOKS BOOKS: Story sharing will build attention skills and expose the child to new words and sentence structures. The repetition in the questions and sentence structures in this story make it easy for the child to join in.

ACOUSTIC HIGHLIGHTING: The repetition of the vowels and final consonants in the rhyming words is a form of acoustic highlighting. It attracts and maintains the child's attention and helps the child remember the words. Identifying rhyming words is part of literacy skill development. Stress the rhyming words to call the child's attention to these pairs. This will help them hear how the words have the same vowel and final consonant. *Ha! There is a mouse beside the house.*



EXPECTED OUTCOMES

- Repeats 2 to 3 word.
- Says rhyming words.
- Uses determiners: the/a.

KEY STRATEGIES

WAIT, WAIT AND WAIT SOME MORE: Model taking a guess what the animal hiding might be and wait for the child to make a guess before turning the page. *I think it's a cat under the hat? What do you think?*

AUDITORY CLOSURE: Placing stress on the animal name will help the child identify the vowel and final consonant required for the rhyming word. Leave the sentence hanging for the child to complete; *There's a cat under*



EXPECTED OUTCOMES

- Understands surprise and humour in the unexpected.

KEY STRATEGY

THE SAME THINKING PLACE: Provide the language that goes with your thinking to help the child understand that we all have to learn and find things out. *I don't know what is hiding in the tree. Let's see.* The suprasegmentals and facial expressions of this help the child understand how other people think. When *It's a horse, of course* your expression and language will teach the child about the emotion of surprise and also about their world. *That's funny because a horse can't climb a tree.*

ACTIVITY

4. What Could That Be Hiding from Me?

PREPARATION

Print resource on to paper; select print 4 pages on one.
Cut pages and assemble book and staple together.

RESOURCES

- Animals L1 L2 L3 A4
- Scissors and a stapler

You are going to read a book together.

1. First talk about the cover and what he could be looking for.
2. Read the first question page and take a guess what the animal is.
3. Read the next page to see what was hiding.
4. Flip back to the question page to check.
5. Repeat until the end of the book.



EXPECTED OUTCOMES

- Tracks sentences from story: repeats 5 to 6 words.
- Identifies rhyme; e.g: *log...dog*.

KEY STRATEGIES

BOOKS BOOKS BOOKS: Story sharing will build attention skills and expose the child to new words and sentence structures. The repetition in the questions and sentence structures in this story will make it easy for the child to repeat more words each page.

ACOUSTIC HIGHLIGHTING: The repetition of the vowels and final consonants in the rhyming words is a form of acoustic highlighting. It attracts and maintains the child's attention and helps the child remember the words. Point out the pattern in the use of rhyming words so that the child can use that information when guessing the next animal. *What do you think is behind the log? We need to think of something that rhymes with log. What's an animal that sounds like log....?*



EXPECTED OUTCOMES

- Says whole sentence.
- Uses contracted copular verb: e.g. *What's*.
- Uses prepositions: e.g. *behind, inside*.

KEY STRATEGIES

WAIT, WAIT AND WAIT SOME MORE: Model taking a guess what the animal hiding might be and wait for the child to make a guess. *I think it's a tiger. What do you think?* Encourage the child to repeat the question to find out what other's think. *You could ask Dad; What's that under the hat?*

EXPANSION AND EXTENSION: If the child says 'what' instead of 'what's', expand the contraction and model. *What is that under the hat?*

AUDITORY CLOSURE: Placing stress on the animal name will help the child identify the vowel and final consonant required for the rhyming word. Leave the sentence hanging just before the preposition for the child to complete. *There's a cat*



EXPECTED OUTCOMES

- Understands surprise and humour in the unexpected.

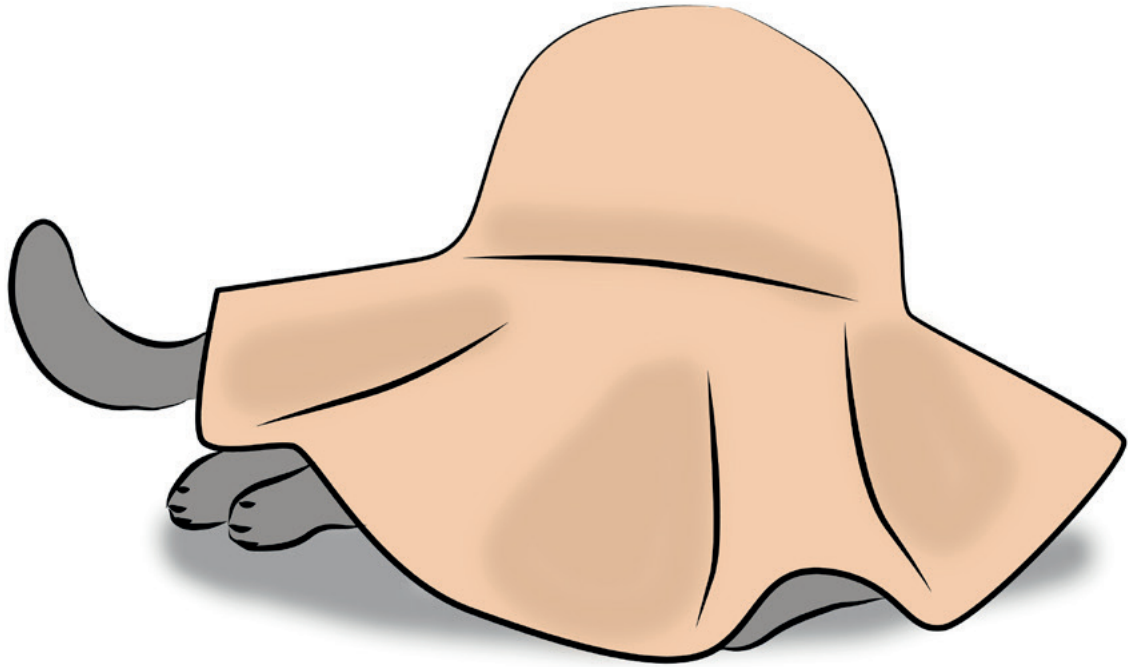
KEY STRATEGY

AUDITORY HOOKS: Suprasegmental information in attention grabbing words: e.g. *Oh, No* and *Ha Ha*, combined with facial expressions help the child understand how other people think. When, *It's a horse, of course!*, your expression and language will teach the child about the emotion of surprise and also about their world. *Ha Ha . That's funny because a horse can't climb a tree.*

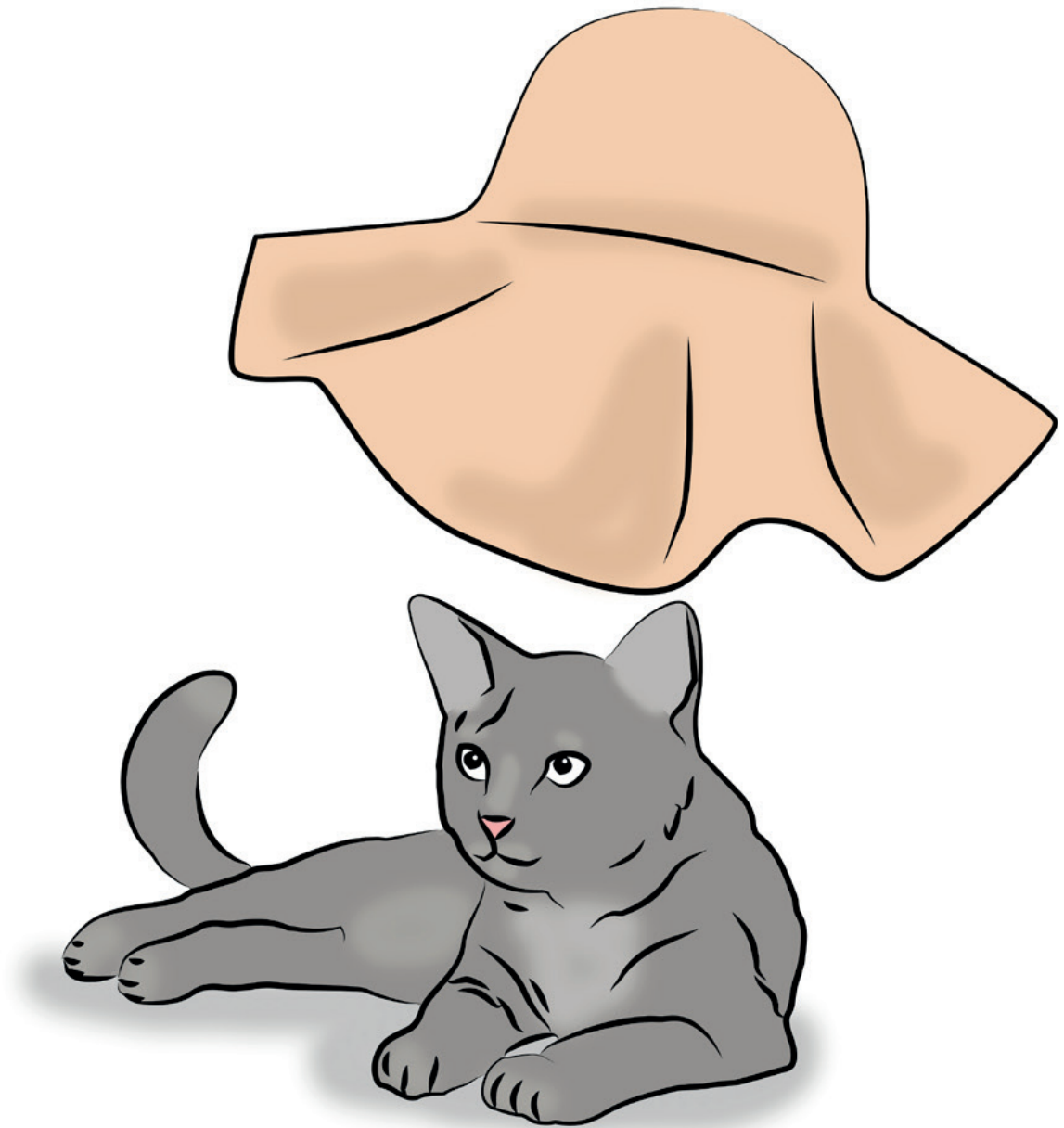
2. What Could That Be Hiding From Me?

What could that be
hiding from me?

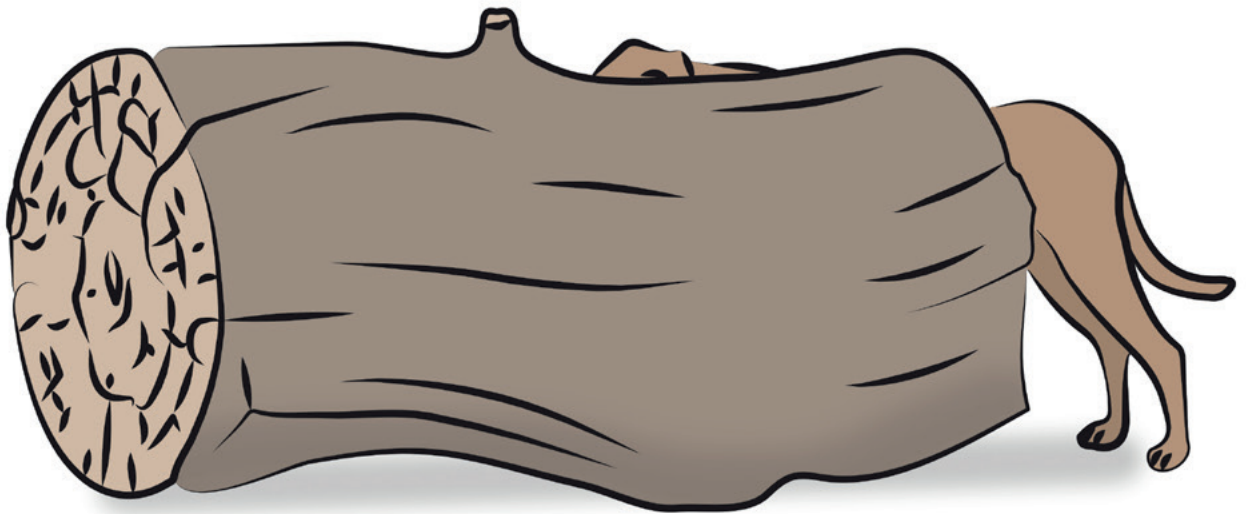




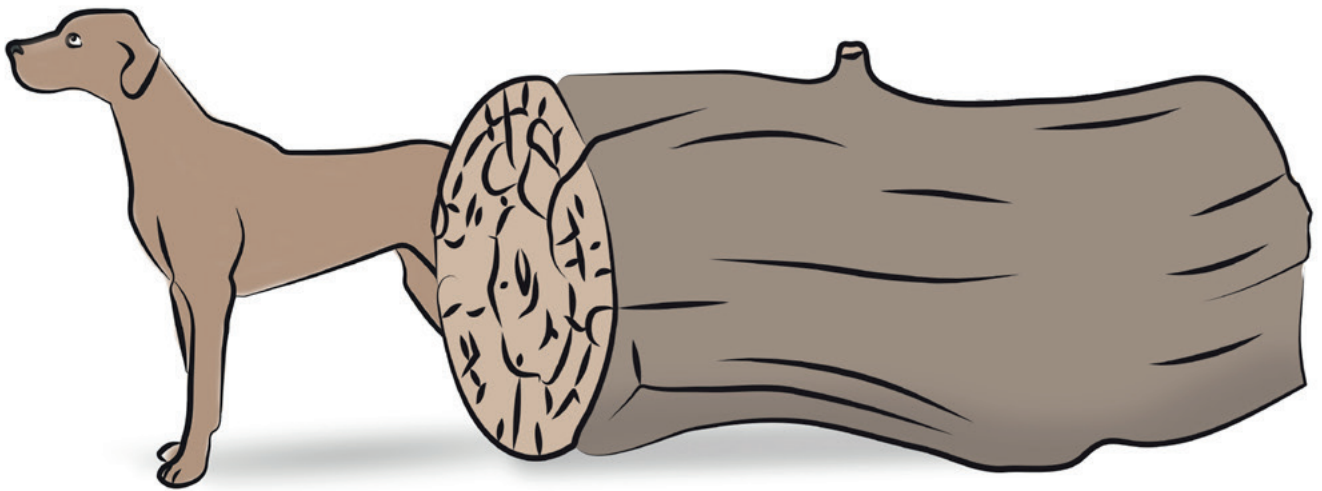
What's that hiding
under the hat?



It's a cat under the hat.



What's that hiding
behind the log?



It's a dog behind the log.



What's that hiding
inside the box?



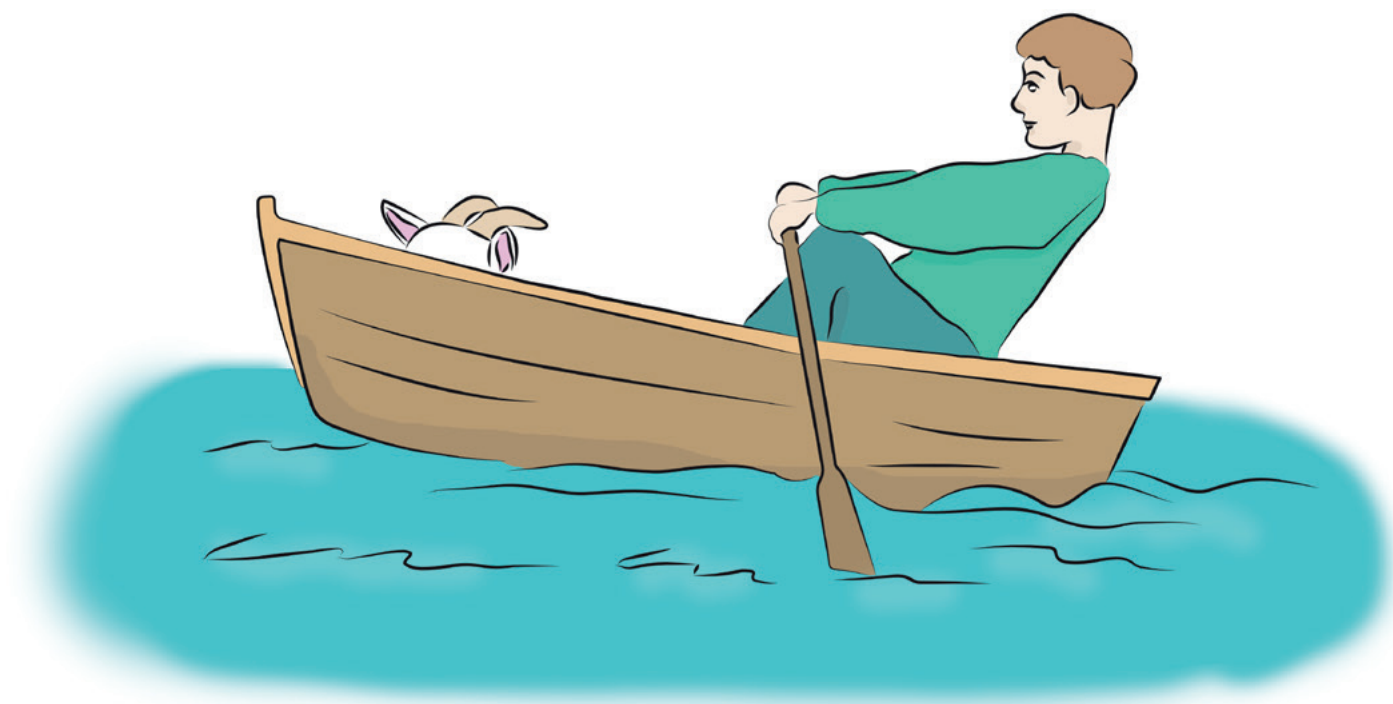
It's a fox inside the box.



What's that hiding
beside the house?



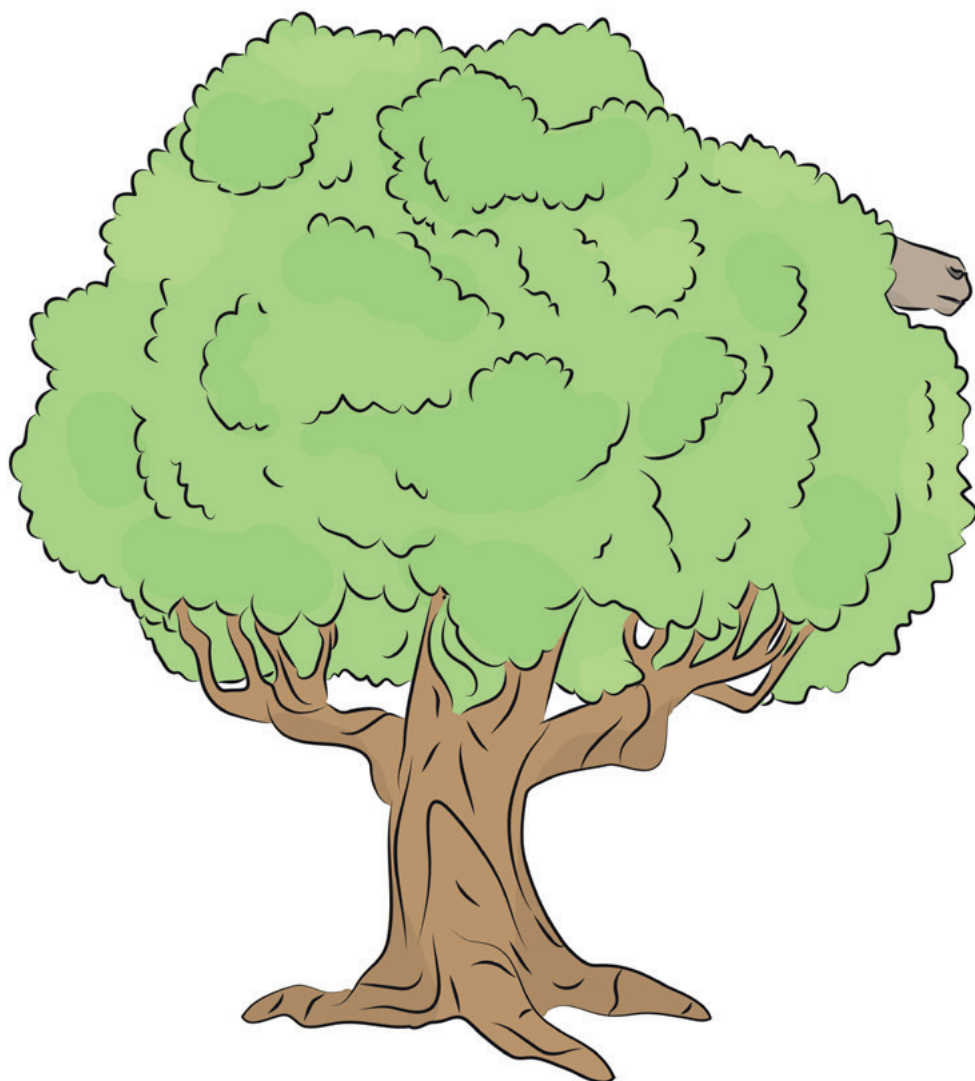
It's a mouse
beside the house.



What's that hiding
in the boat?



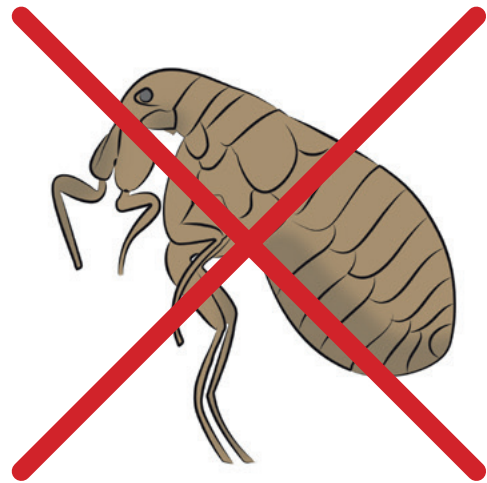
It's a goat in the boat?



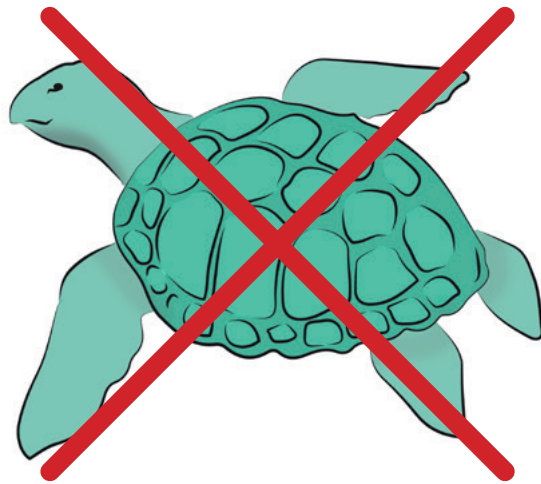
What's that hiding
up in the tree?



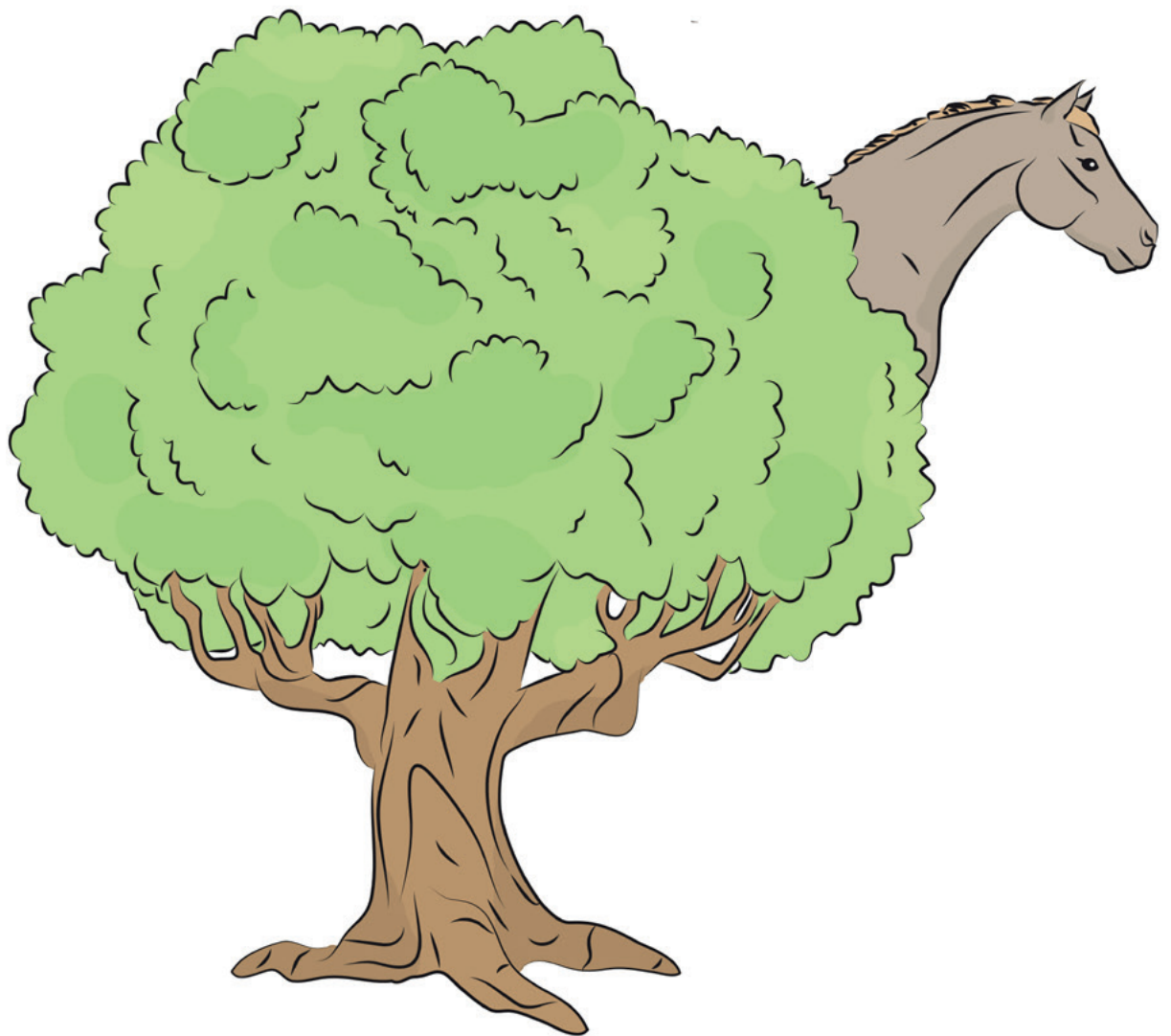
It's not a bee,



nor a flea,



nor a turtle
from the sea.



It's a horse,
of course!

MED-EL Offices Worldwide

AMERICAS

Argentina
medel@medel.com.ar

Canada
officecanada@medel.com

Colombia
office-colombia@medel.com

Mexico
office-mexico@medel.com

United States
implants@medelus.com

ASIA PACIFIC

Australia
office@medel.com.au

China
office@medel.net.cn

Hong Kong
office@hk.medel.com

India
implants@medel.in

Indonesia
office@id.medel.com

Japan
office-japan@medel.com

Malaysia
office@my.medel.com

Philippines
office@ph.medel.com

Singapore
office@sg.medel.com

South Korea
office@kr.medel.com

Thailand
office@th.medel.com

Vietnam
office@vn.medel.com

EMEA

Austria
office@at.medel.com

Belgium
office@be.medel.com

Finland
office@fi.medel.com

France
office@fr.medel.com

Germany
office@medel.de

Italy
ufficio.italia@medel.com

Portugal
office@pt.medel.com

Spain
office@es.medel.com

South Africa
customerserviceZA@medel.com

United Arab Emirates
office@ae.medel.com

United Kingdom
customerservices@medel.co.uk