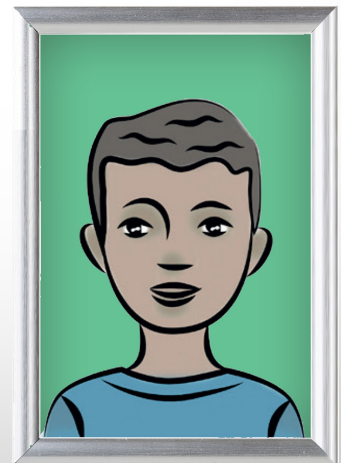
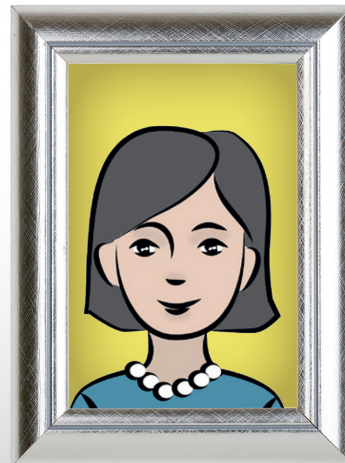
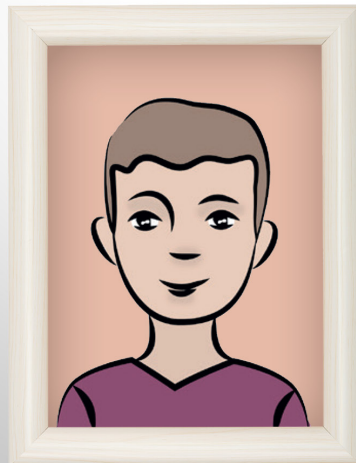
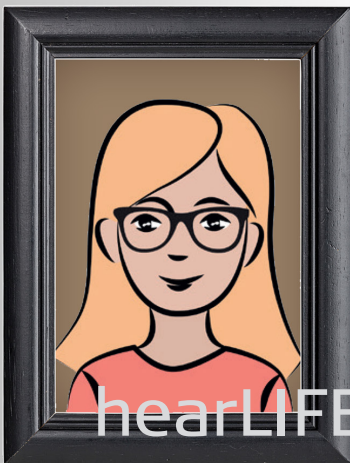
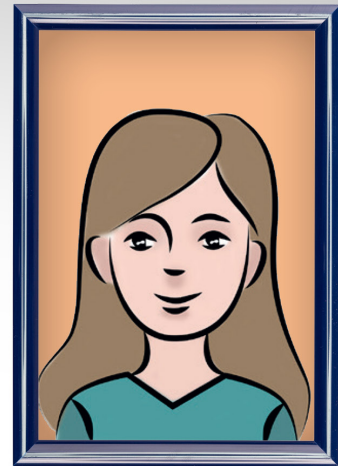
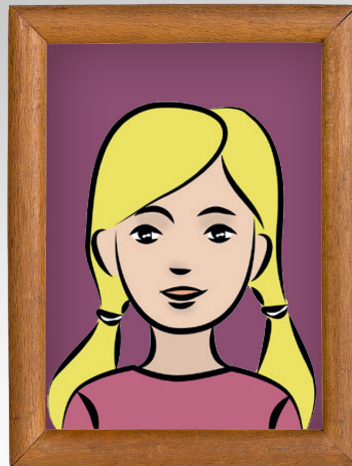
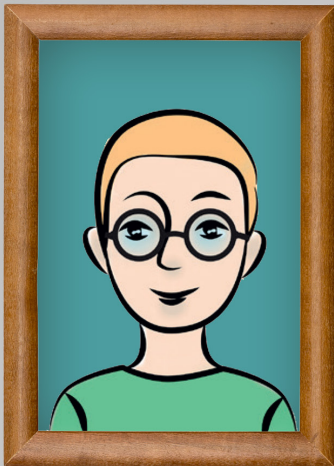


Lesson Kits

08 FACES AND HANDS



Learn About the Lesson Plans

Lesson Plan

Level 1, Level 2, Level 3

1. Draw a Face

Therapist Notes, Resources

2. 5 Senses

Therapist Notes, Resources

3. Match Up the Feeling & The Feelings Game

Therapist Notes, Resources

4. Find the Same Face

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	sh
	right	ah	oo	sh

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

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

			
DRAW A FACE RESOURCES <ul style="list-style-type: none"> Faces and Hands L1 L2 L3 A1 	<ul style="list-style-type: none"> 1 item listening: <ul style="list-style-type: none"> Face parts Follows direction in context <ul style="list-style-type: none"> Draw 	<ul style="list-style-type: none"> Labels face parts Uses verb: draw 	<ul style="list-style-type: none"> Identifies characteristics of boy/ girl
5 SENSES RESOURCES <ul style="list-style-type: none"> Faces and Hands L1 L2 L3 A2 Faces and Hands L1 L2 L3 A2 spinner 	<ul style="list-style-type: none"> Understands verbs associated with 5 senses <ul style="list-style-type: none"> See, hear, smell, touch, taste 	<ul style="list-style-type: none"> Uses verbs: see, hear, smell, touch, taste 	<ul style="list-style-type: none"> Understands associations between words: 5 senses verbs and objects
FIND THE FEELING RESOURCES <ul style="list-style-type: none"> Faces and Hands L1 A3 	<ul style="list-style-type: none"> Understands some words to describe feelings: <ul style="list-style-type: none"> Happy, sad etc 	<ul style="list-style-type: none"> Says some feeling words 	<ul style="list-style-type: none"> Identifies feelings in others from facial expression
MATCH THE FACE RESOURCES <ul style="list-style-type: none"> Faces and Hands L1 A4 	<ul style="list-style-type: none"> Understands some words to describe appearance Reacts to the word 'go' 	<ul style="list-style-type: none"> Says some words to describe a person 	<ul style="list-style-type: none"> Identifies characteristics of self that are in common with others

Date:

Name: Age: H.A:



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

			
DRAW A FACE RESOURCES <ul style="list-style-type: none"> Faces and Hands L1 L2 L3 A1 	<ul style="list-style-type: none"> Identifies 2 items: <ul style="list-style-type: none"> Face parts Follows a 2 parts sequence of directions 	<ul style="list-style-type: none"> Joins two face parts using 'and' Uses verb: draw + noun (face part) 	<ul style="list-style-type: none"> Talks about characteristics of boy/girl
5 SENSES RESOURCES <ul style="list-style-type: none"> Faces and Hands L1 L2 L3 A2 Faces and Hands L1 L2 L3 A2 spinner 	<ul style="list-style-type: none"> Understands verbs associated with 5 senses <ul style="list-style-type: none"> See, hear, smell, touch, taste Understands verb + object eg: hear the birds 	<ul style="list-style-type: none"> Forms word combinations using 5 senses verbs + an object Uses the determiner : 'a' 	<ul style="list-style-type: none"> Can express the associations between words: 5 senses verbs and objects
THE FEELINGS GAME RESOURCES <ul style="list-style-type: none"> Faces and Hands L2 L3 A3 Faces and Hands L2 L3 A3 dice 	<ul style="list-style-type: none"> Follows rules of a simple game Understands 2 units of information: feeling + behaviour eg: happy + smiling 	<ul style="list-style-type: none"> Uses feelings words Uses copular verb: is Forms word combinations to explain feelings Counts up to six 	<ul style="list-style-type: none"> Identifies feelings in others from facial expression and understands triggers
FIND THE SAME FACE RESOURCES <ul style="list-style-type: none"> Faces and Hands L2 A4 Faces and Hands L2 L3 A4 crosses 	<ul style="list-style-type: none"> Understands descriptions of appearance Understands 'not' 	<ul style="list-style-type: none"> Describes faces using simple sentences 	<ul style="list-style-type: none"> Talks about characteristics of self that are in common with others

Date:

Name: Age: H.A:

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

			
DRAW A FACE RESOURCES <ul style="list-style-type: none"> Faces and Hands L1 L2 L3 A1 	<ul style="list-style-type: none"> Recalls 3 face parts Follows a 3 part sequence of directions 	<ul style="list-style-type: none"> Joins directions using "and then" Uses past tense of the verb "draw" 	<ul style="list-style-type: none"> Talks about characteristics of boy/girl
5 SENSES RESOURCES <ul style="list-style-type: none"> Faces and Hands L1 L2 L3 A2 Faces and Hands L1 L2 L3 A2 spinner 	<ul style="list-style-type: none"> Can repeat a verb + 2 objects 	<ul style="list-style-type: none"> Lists objects that are associated with the 5 senses verbs Uses modal verb: can 	<ul style="list-style-type: none"> Talks about likes and dislikes Asks others about their likes and dislikes
THE FEELINGS GAME RESOURCES <ul style="list-style-type: none"> Faces and Hands L2 L3 A3 	<ul style="list-style-type: none"> Follows and explains rules of a game Understands a sentence about a feeling and an explanation 	<ul style="list-style-type: none"> Uses feelings words Forms a sentence to explain feelings Uses the word "because" 	<ul style="list-style-type: none"> Talks about how to tell how someone is feelings by looking at their facial expression
FIND THE FACE RESOURCES <ul style="list-style-type: none"> Faces and Hands L3 A4 Faces and Hands L2 L3 A4 crosses 	<ul style="list-style-type: none"> Understands descriptions of appearance Understands 'not' 	<ul style="list-style-type: none"> Forms a description using compound sentences 	<ul style="list-style-type: none"> Talks about characteristics of self that are in common with others

ACTIVITY

1. Draw a Face

PREPARATION

Print resource and fold each page in half long ways so only one colour is showing.

You are going to learn to draw different faces together.

1. Give the child a sheet of paper.
2. Give the child another piece of paper and ask them to give it to parent/caregiver.
3. Give the child 2 pencils and ask them to give one to parent/caregiver.
4. Explain that you are going to draw a face.
5. Choose one and look at the picture at the end.
6. Point the picture at number 1 and explain that's where you need to start.
7. Encourage or guide the child to copy the picture adding simple directions.
8. Encourage the child to imitate your directions to teach parent/caregiver.
9. Continue to add to the picture by completing steps 2, 3 and 4.
10. Repeat with remaining sequences.

RESOURCES

- Faces and Hands
L1 L2 L3 A1
- Scissors
- Paper and pencils



EXPECTED OUTCOMES

- Identifies 1 item: face parts e.g. hair, ears.
- Follows direction in context e.g. Let's draw.

KEY STRATEGIES

TALK TALK TALK: Use simple short sentences in giving your directions, putting the important word at the end of your sentence so add acoustic highlighting. *Let's draw. First you need to pull. Pull down. Then pull. Pull across. Then push. Push up. Great job. That's the start of the face.*

THE SAME THINKING PLACE: As you are helping the child draw check that you are in the same thinking place as the child when you provide language models. If he decides to draw something else make your language models match his thinking or re-direct their attention back to the face pictures. *Oh, I think that's a ball. Maybe we can tell dad to draw a ball.*



EXPECTED OUTCOMES

- Labels face parts e.g. eyes, ears, nose.
- Uses a verb e.g. draw, pull.

KEY STRATEGIES

SABOTAGE: Create a problem so that the child will have a reason to vocalise. Maybe parent/caregiver can lose their pencil and search for it. Maybe parent's/caregiver's pencil is broken. Once the child sees the problem encourage her to vocalise about the solution (model language for imitation if required) and wait for them to vocalise before solving the problem. *Look. On the floor. There's dad's pencil. Tell dad: look!*

MY VOICE MATTERS: Once the child has vocalised the problem can be solved. Model the instructions for the child to repeat. Parent/caregiver can immediately begin to draw when they hear them vocalise. This helps the child to understand the power of their voice.



EXPECTED OUTCOMES

- Begins to attend to differences in girls and boys.

KEY STRATEGY

USE CHOICES: Talk about whether you think the face might be a girl or boy. Ask parent/caregiver if they think it is a girl or boy. The parent/caregiver might have a different answer. Explaining your answer will help the child recognise the characteristics commonly associated with identifying boys and girls.

ACTIVITY

1. Draw a Face

PREPARATION

Print resource and fold each page in half long ways so only one colour is showing.

You are going to learn to draw different faces together.

1. Give the child a sheet of paper.
2. Give the child another piece of paper and ask him to give it to their parent/caregiver.
3. Give the child 2 pencils and ask them to give one to parent/caregiver.
4. Explain that you are going to draw a face.
5. Choose one and look at the picture at the end.
6. Point the picture at number 1 and explain that's where you need to start.
7. Encourage or guide the child to copy the picture adding directions.
8. Encourage the child to imitate your directions to teach parent/caregiver.
9. Continue to add to the picture by completing steps 2, 3 and 4.
10. Repeat with remaining sequences.

RESOURCES

- Faces and Hands L1 L2 L3 A1
- Scissors
- Paper and pencils



EXPECTED OUTCOMES

- Identifies 2 items; face parts eg: hair and ears.
- Follows a 2 parts sequence of directions.

KEY STRATEGIES

TALK TALK TALK: When giving the instructions on how to draw the faces use sentences containing 2 pieces of information. If the child is new to level 2 pause just after the first piece of information to add acoustic highlighting. *Now we are going to draw the eyes ... and nose.*

THE SAME THINKING PLACE: As you are helping the child draw check that you are in the same thinking place as the child when you provide language models. If they decide to draw something else make your language models match their thinking or re-direct their attention back to the face pictures. *Oh, I think that's a ball. Maybe we can tell dad to draw a ball.*



EXPECTED OUTCOMES

- Joins two face parts using 'and': hair and ears.
- Uses verb: draw + noun (face part); draw the ears.

KEY STRATEGIES

THE AUDITORY FEEDBACK LOOP: Model the language for the child to repeat so they can take on the role of being the teacher for their parent/caregiver. *Tell dad he needs to draw the face. Now the eyes and nose.*

WAIT WAIT AND WAIT SOME MORE: Encourage the parent/caregiver to wait until the child has repeated the direction to the best of their ability before they begin to draw.



EXPECTED OUTCOMES

- Begins talks about characteristics of boy/girl.

KEY STRATEGY

USE CHOICES: Talk about whether you think the face might be a girl or boy and explain why you think that. Ask parent/caregiver if they think it is a girl or boy. Parent/caregiver might have a different answer. Explaining your answers will help the child recognise the characteristics commonly associated with identifying boys and girls. Encourage the child to have a guess and model explanations.

ACTIVITY

1. Draw a Face

PREPARATION

Print resource and fold each page in half long ways so only one colour is showing.

You are going to learn to draw different faces together.

1. Give everyone a piece of paper and a pencil
2. Explain that you are going to draw a face and you will take turns being the teacher.
3. Choose a face to start with and teach the child using directions containing 3 piece of information.
4. Encourage the child to follow your directions to draw the picture.
5. Encourage the child to repeat your directions to teach their parent/caregiver to draw the face.
6. Take turns being the teacher and repeat with remaining face sequences.

RESOURCES

- Faces and Hands L1 L2 L3 A1
- Scissors
- Paper and pencils



EXPECTED OUTCOMES

- Recalls 3 face parts; e.g. eyes, nose and mouth.
- Follows a 3 part sequence of directions; e.g. draw a half a circle then long straight hair on both sides.

KEY STRATEGIES

TALK TALK TALK: When giving the instructions on how to draw the faces use sentences containing 3 pieces of information. If the child is new to level 3 pause just after the first piece of information to add acoustic highlighting. *Now we are going to draw the eyes ... and nose and mouth.*

THE SAME THINKING PLACE: As you are helping the child draw check that you are in the same thinking place as the child when you provide language models. If they decide to draw something else make your language models match their thinking or re-direct their attention back to the face pictures. *Oh, your face is different. You will have to teach mum how to draw your one. What can you say about your face....? Maybe that it has short spikey hair?*



EXPECTED OUTCOMES

- Joins directions using "and then"; e.g.: eyes, nose and then the mouth.
- Uses past tense of the verb "draw"; e.g. Look what we drew!

KEY STRATEGIES

WAIT WAIT AND WAIT SOME MORE: When it is the child's turn to be the teacher the listeners should wait until the child has given some directions to the best of their ability before they begin to draw.

EXPANSION AND EXTENSION: Once the child has made an attempt at giving some directions provide and expanded model with acoustic highlighting on any grammatical elements the child missed out. When you have finished talk about the really great face that you 'drew'.



EXPECTED OUTCOMES

- Begins talks about characteristics of boy/girl.

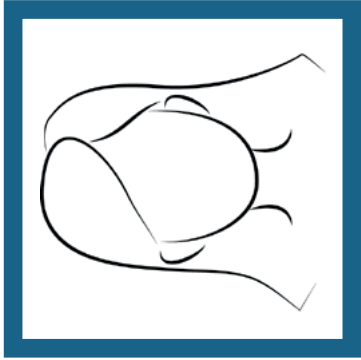
KEY STRATEGY

USE CHOICES: Talk about whether you think the face might be a girl or boy and explain why you think that. Ask parent/caregiver if they think it is a girl or boy. The parent/caregiver might have a different answer. Explaining your answers will help the child recognise the characteristics commonly associated with identifying boys and girls. Encourage the child to have a guess and explain she thinks that.

1. Draw a Face



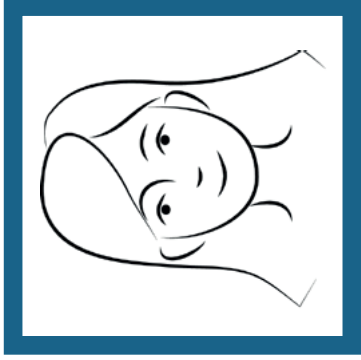
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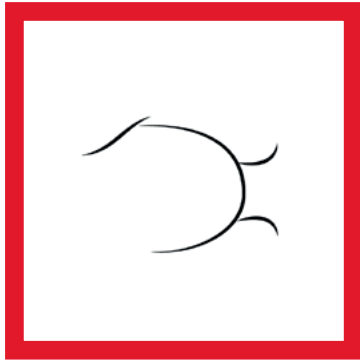
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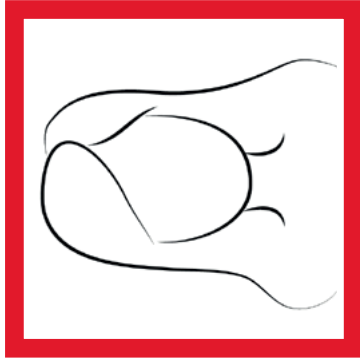
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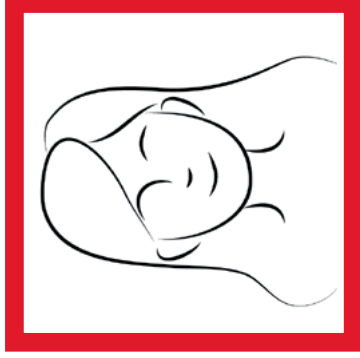
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2

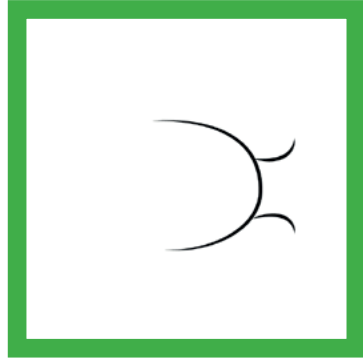


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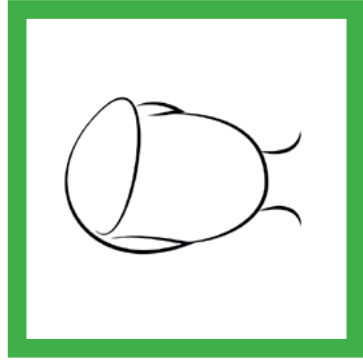


4

1. Draw a Face



1



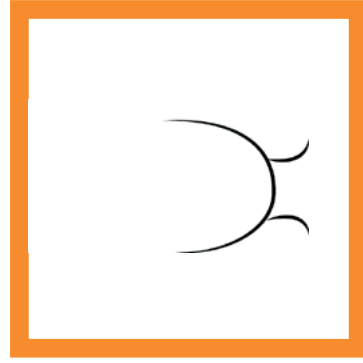
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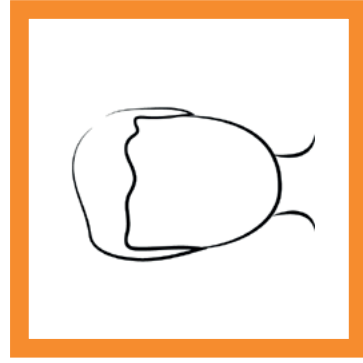
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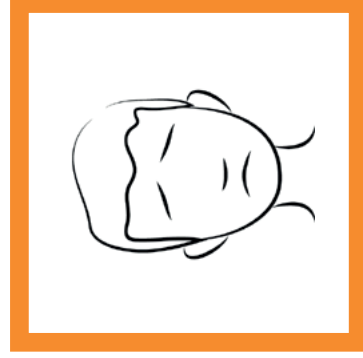
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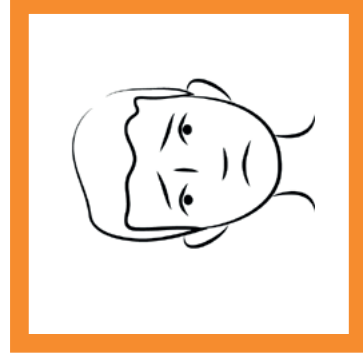
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2



3



4

ACTIVITY

2. 5 Senses

PREPARATION

Print the resources on to light weight card. Print one players' mat for each player.

Cut out the spinner circle and arrow.

Assemble spinner by pushing the split pin through the arrow and the centre of the spinner circle then separate the legs of the pin and press flat at the back

Cut the 5 senses picture cards into rows.

RESOURCES

- Faces and Hands L1 L2 L3 A2
- Faces and Hands L1 L2 L3 A2 spinner
- Faces and Hands L1 L2 L3 player's mat
- Scissors and a split pin

You are going match up picture cards to the senses spinner and complete the player's mat .

1. Spin the arrow on the 5 senses spinner circle.
2. Talk about where the arrow stops and identify the sense.
3. Find the row of pictures that best matches that sense, choose one and cut it from the row.
4. Place the picture card on your player's mat above the matching 'sense' picture.
5. Take turns with the child and their parent/caregiver spinning and choosing.
6. If you spin a sense that you already have completed on your player's mat you may not choose a card.
7. First to complete the players' mat wins the game.



EXPECTED OUTCOMES

- Understands verbs associated with 5 senses; e.g. see, hear, smell, touch, taste.

KEY STRATEGIES

THE SAME THINKING PLACE: The child will be interested in the spinner and how it works. Add simple language to match what you think the child is thinking about. *Watch me give it a spin. See how I flick. It goes around. Then stops.*

AUDITORY SANDWICH: Say the verb that goes with the picture the arrow stops on. Use listening first and then provide support to facilitate comprehension by calling the child's attention to a gesture or mime of that verb. Then repeat the verb through listening alone.



EXPECTED OUTCOMES

- Uses verbs: see, hear, smell, touch, taste.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: Help the child give directions to their parent/caregiver by acoustic highlighting the verb. Model using the verb at the end of a short sentence and encourage the parent/caregiver to wait until the child has vocalised before they act. *Tell mum to spin. Look where it has stopped. Mum needs to find something we can hear. Tell mum: Find something we can hear.*



EXPECTED OUTCOMES

- Understands associations between words: 5 senses verbs and objects.

KEY STRATEGY

TALK TALK TALK: Helping the child understand relationships between words makes it easier for them to store words in their memory. *I will choose the flower. That's something we can smell. Mmmm. Flowers have a nice smell. We use our nose to smell.*

ACTIVITY

2. 5 Senses

PREPARATION

Print the resources on to light weight card. Print one copy of the player's mat for each player.
 Cut out the spinner circle and arrow.
 Assemble spinner by pushing the split pin through the arrow and the centre of the spinner circle then separate the legs of the pin and press flat at the back
 Cut the 5 senses picture cards into rows.

RESOURCES

- Faces and Hands
L1 L2 L3 A2
- Faces and Hands
L1 L2 L3 A2 spinner
- Faces and Hands
L1 L2 L3 player's mat
- Scissors and a split pin

You are going match up picture cards to the senses spinner and complete the player's mat .

1. Spin the arrow on the 5 senses spinner circle.
2. Talk about where the arrow stops and identify the sense.
3. Find the row of pictures that best matches that sense, choose one and cut it from the row.
4. Place the picture card on your player's mat above the matching 'sense' picture.
5. Take turns with the child and their parent/caregiver spinning and choosing.
6. If you spin a sense that you already have completed on your player's mat you may not choose a card.
7. First to complete the players' mat wins the game.



EXPECTED OUTCOMES

- Understands verbs associated with 5 senses; e.g. see, hear, smell, touch, taste.
- Understands verb + object e.g.: hear the bird.

KEY STRATEGIES

THE SAME THINKING PLACE: The child will be interested in the spinner and how it works. Add language to match what you think the child is thinking about. *You have to give the arrow a flick. It will spin and then stop. You can have a try after me. Watch me flick and spin.*

LISTENING FIRST: When the spinner stops the child's will most likely want to try and label the noun. Use listening first and acoustic highlighting to call attention to the verb that goes with the picture the arrow stops. *Yes, that is a nose. We smell with our nose. You need to choose something you can smell.*



EXPECTED OUTCOMES

- Forms word combinations using 5 senses verbs + an object; e.g. smell a flower.
- Uses the determiner: 'a'; e.g. a teddy bear.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: Help the child give directions to their parent/caregiver by acoustic highlighting the verb and an object and encourage the parent/caregiver to wait until the child has given the directions before they acts. *Tell mum to spin the arrow. Look where it has stopped. Mum needs to find something we can hear.*

USE CHOICES: Help the child make a decision and produce word combinations by providing choices using the verb twice in your model. *Are you going to choose taste the ice cream or taste the banana?*



EXPECTED OUTCOMES

- Understands associations between words: 5 senses verbs and objects.

KEY STRATEGY

TALK TALK TALK: Helping the child understand relationships between words help them store words in their memory better. *I will choose the flower. That's something we can smell. Mmmm. Flowers have a nice smell. We use our nose to smell.*

ACTIVITY

2. 5 Senses

PREPARATION

Print the resources on to light weight card. Print 2 copies of the player's mat.

Cut out the spinner circle and arrow.

Assemble spinner by pushing the split pin through the arrow and the centre of the spinner circle then separate the legs of the pin and press flat at the back

Cut the 5 senses picture cards into rows.

RESOURCES

- Faces and Hands
L1 L2 L3 A2
- Faces and Hands
L1 L2 L3 A2 spinner
- Faces and Hands
L1 L2 L3 player's mat
- Scissors and a split pin

The child and their parent/caregiver are going to match up picture cards to the senses spinner and complete their player's mat.

1. Give one player's mat to the child and one to their parent/caregiver.
2. Demonstrate how to spin the arrow on the 5 senses spinner circle.
3. Talk about where the arrow stops and identify the sense.
4. Find the row of pictures that best matches that sense and tell the child to choose two.
5. They can use the scissors to cut the two they want, leaving the remainder in the row.
6. They will place the picture cards on their player's mat above the matching 'sense' picture.
7. The child's parent/caregiver will then have a turn spinning and choosing.
8. They will take turns to spin and choose. If they spin a sense that they already have completed they miss out on choosing picture cards.
9. First to complete the players' mat wins the game.



EXPECTED OUTCOMES

- Understands verbs associated with 5 senses; i.e. see, hear, smell, touch, taste.
- Can repeat a verb + 2 objects.

KEY STRATEGIES

THE SAME THINKING PLACE: The child will be interested in the spinner and how it works. Add language to match what you think the child is thinking about. *This pin holds the arrow on to the circle. I pushed it through the centre. Turn it over and look at the other side. See I folded these pieces back so they are flat. The arrow can still spin around. Where ever it stops you need find pictures to match that sense.*

BUILD AUDITORY MEMORY: Understanding rules and explaining rules of a game is a motivating way to build auditory memory. Ensure the child understands the rules by encouraging them to teach the game to their parent/caregiver.



EXPECTED OUTCOMES

- Lists objects that are associated with the 5 senses verbs; e.g. hear music and birds.
- Uses modal verb: can; e.g. I can smell a fire and coffee.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: Help the child give directions to their parent/caregiver by acoustic highlighting elements of the instructions. *Tell mum she has to **spin the arrow** and **look where it stops**. Then she needs to **choose two** pictures that go with that **sense**.*

USE CHOICES: Help the child make a decision and produce word combinations by providing choices using the verb twice in your model. *Are you going to choose **taste** the ice cream and banana or **taste** the ice cream and the cookie?*



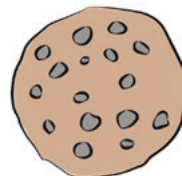
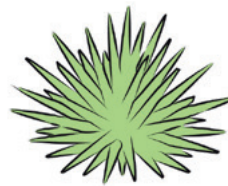
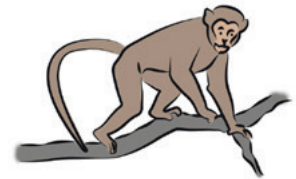
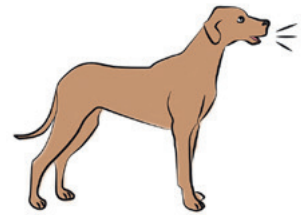
EXPECTED OUTCOMES

- Talks about own and others' likes and dislikes.

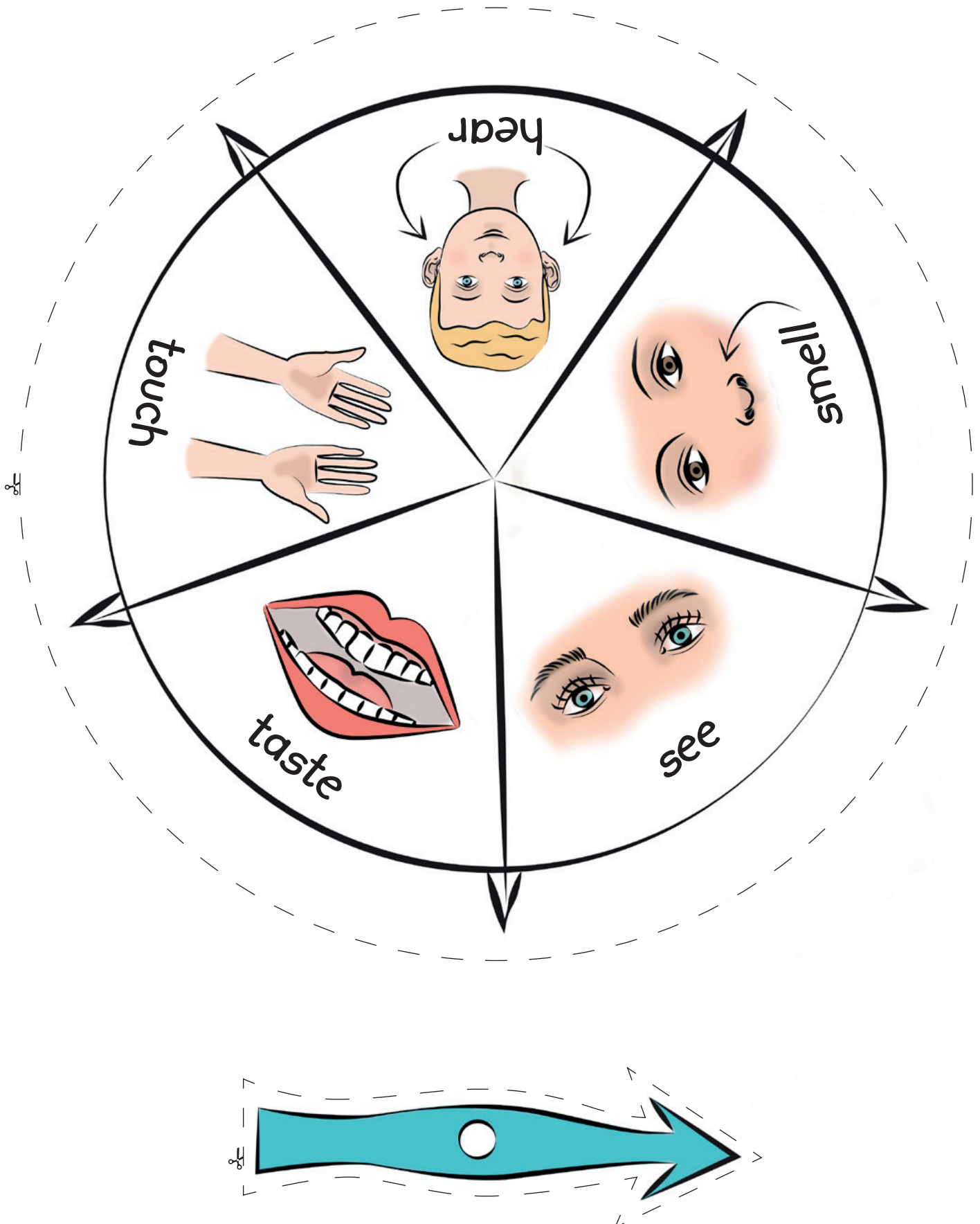
KEY STRATEGY

TALK TALK TALK: Helping the child understand that different people have different likes and dislikes. *I think you chose your favourites. I don't like juice but I like the taste of ice cream and bananas. I wonder what mum would choose. You could ask her.*

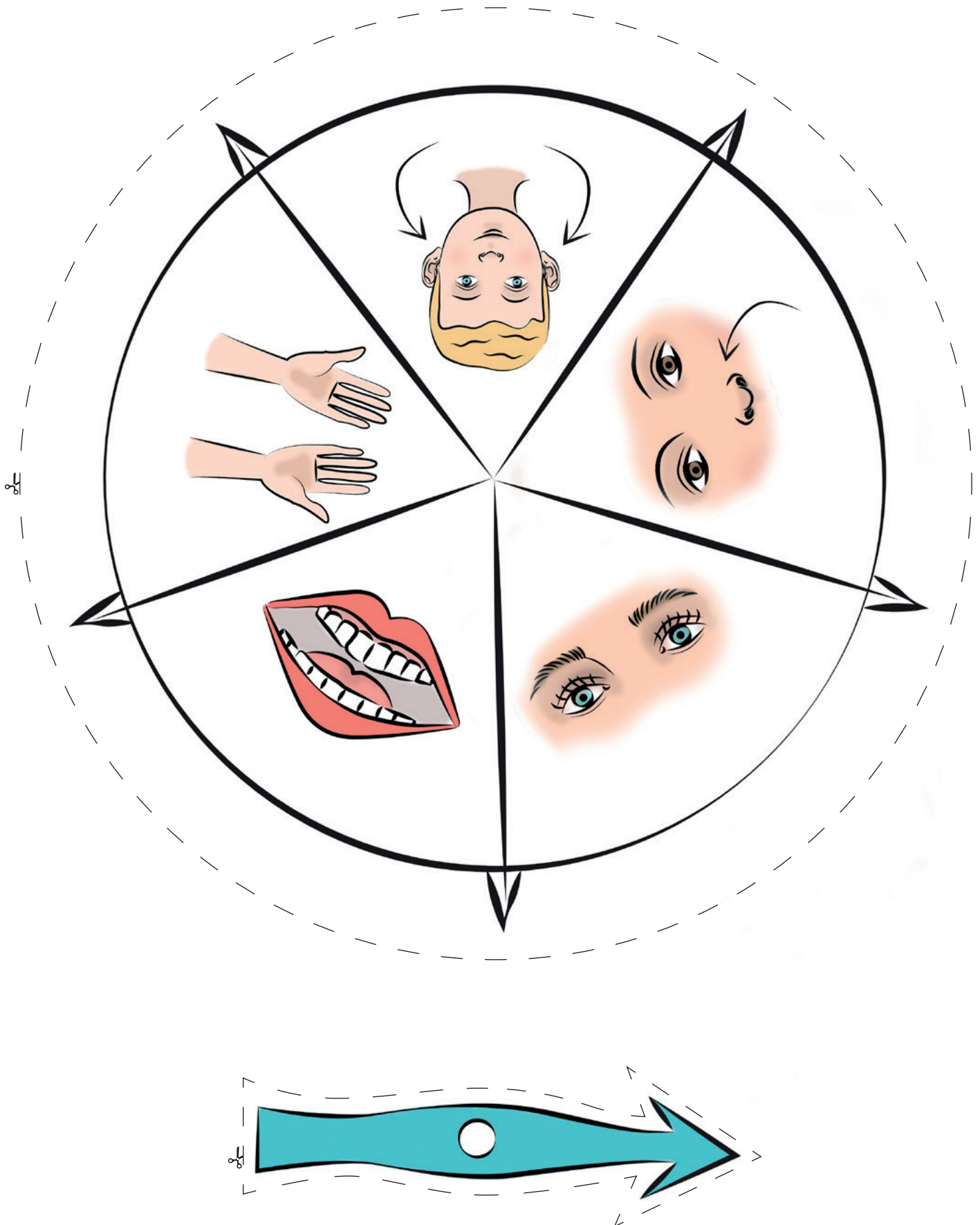
2. 5 Senses



2. 5 Senses



2. 5 Senses



ACTIVITY

3. Match Up the Feeling

PREPARATION

Print resource onto lightweight card.

Cut out the cards keeping the colours in separate piles.

RESOURCES

- Faces and Hands L1 A3
- Scissors

You are going to play a card matching memory game.

1. Place the green card face down on the table in 2 rows.
2. Shuffle the yellow cards and place them in a pile face down.
3. Take a card from the pile and talk about it.
4. Explain you have to find the same one on the table and turn one green card over.
5. If the green and yellow match you get to keep the pair.
6. If they don't match turn the green card back over and then pass the yellow card to the child.
7. The child chooses a green card to turn over and keeps the pair if they match, if not the card gets passed on to the next person.
8. The person after the player who finds the match takes the next card from the pile.
9. Continue until all the cards are matched.



EXPECTED OUTCOMES

- Understands some words to describe feelings e.g. happy, sad.

KEY STRATEGIES

LISTENING FIRST: Talk about the feeling on the card before the child sees the picture. *This boy is tired. So very tired.*

AUDITORY SANDWICH: When we learn about words that describe feelings we take a lot of cues from body language. Help the child begin to attend to the specific body language cues that go with feeling words by role playing the emotion. Try doing this, use the feeling word again and then show the picture on the card.



EXPECTED OUTCOMES

- Says some feeling words: e.g. happy, sad.

KEY STRATEGIES

THE SAME THINKING PLACE: Provide language models to match the child's thinking. *Oh you have to find the boy that is angry. Turn a card over. Did you find angry? Oh no that's not the same. You found the boy who is happy. Turn it back over. Give your card to mum.*

USE CHOICE: If the child is unable to spontaneously label the feeling word you could give them a choice. Say the correct one last. *Do remember: is this one tired or angry?*




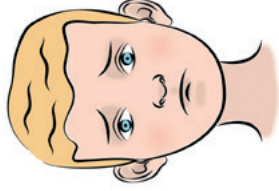
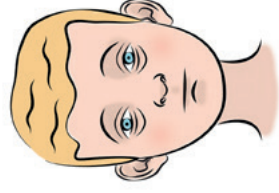
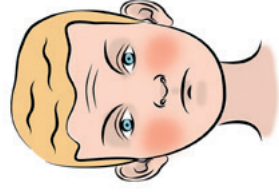
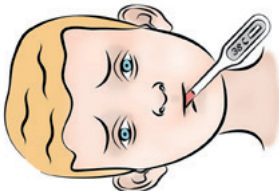



EXPECTED OUTCOMES

- Identifies feelings in others from facial expression.


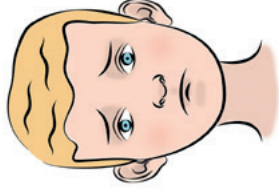


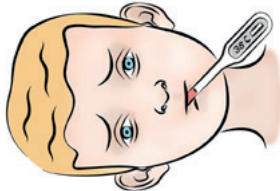



KEY STRATEGY

TALK TALK TALK: Help the child understand and interpret facial expressions and body language by talking more about what you see. *Yes, this boy is really angry. See her eyebrows. I can do that. Look. These eyebrows make me look angry. Watch mum. She can look angry. Wow. Look at her eyebrows. She looks angry.*

3. Match Up the Feeling

feelings		happy
feelings		sad
feelings		tired
feelings		angry
feelings		sick
feelings		scared
feelings		thirsty
feelings		hungry

3. Match Up the Feeling

<p>feelings</p>  <p>happy</p>	<p>feelings</p>  <p>sad</p>	<p>feelings</p>  <p>tired</p>	<p>feelings</p>  <p>angry</p>
<p>feelings</p>  <p>sick</p>	<p>feelings</p>  <p>scared</p>	<p>feelings</p>  <p>thirsty</p>	<p>feelings</p>  <p>hungry</p>

ACTIVITY

3. The Feelings Game

PREPARATION

Print resources onto lightweight card.
Assemble dice if required.

RESOURCES

- Faces and Hands L2 L3 A3
- Faces and Hands L2 L3 A3 dice (optional)
- A dice and markers to move around the game board

You are going to play a simple board game.

1. Each player chooses a marker that they will move along the game path.
2. All players put their markers on the green square to start.
3. Demonstrate how to roll the dice, count the dots and move your marker along that many places.
4. Talk about the face that you stop on. How the boy is feeling and why you know that.
5. Take turns rolling the dice, moving your markers and talking about the faces and how they are feeling until all players have finished the game.



EXPECTED OUTCOMES

- Follows rules of a simple game; e.g.: start at the green square.
- Understands 2 units of information: feeling + behaviour; e.g. happy + smiling.

KEY STRATEGIES

TALK TALK TALK: How we identify emotions from facial expressions is a very complex skill and requires a lot of experience. As adults we can still get this wrong. Help the child understand that this sometimes tricky and teach them what to look out for in trying to work out how somebody is feeling. *I am not sure. I think this one might be feeling scared. Look his eyes are wide and his mouth is open. I think he might have had a fright.*

AUDITORY SANDWICH: When we learn about words that describe feelings we take a lot of cues from body language. Help the child begin to attend to the specific body language cues that go with feeling words by role playing the emotion. *Look at me, I'm going to pretend to be scared. See my shoulder go up.* Remember to put the focus back on listening. *Yes that boy looks scared.*



EXPECTED OUTCOMES

- Uses copular verb: is
- Forms word combinations to explain feelings.
- Counts up to six.

KEY STRATEGIES

USE CHOICE: If the child is unable to spontaneously label the feeling word you could give them a choice. Say the correct one last. *Do you think the boy is tired or do you think the boy is sad?*

EXPANSION AND EXTENSION: Use acoustic highlighting to call the child's attention to any grammatical elements missing from their 'sentence' e.g.: Yes, I do think **the** boy is sad. Then provide the child with some new information to provide an extended language model. *Maybe he fell over and hurt himself. Maybe that's why he's sad.*



EXPECTED OUTCOMES

- Identifies feelings in others from facial expression and understands triggers.

KEY STRATEGY

TALK TALK TALK: Help the child understand and interpret facial expressions and body language by talking more about what you see. *Yes, this boy is really angry. See her eyebrows. I can do that. Look. These eyebrows make me look angry. Watch mum. She can look angry. Wow. Look at her eyebrows. Mum what makes you feel angry?*

ACTIVITY

3. The Feelings Game

PREPARATION

Print resources onto lightweight card.
Assemble dice if required.

RESOURCES

- Faces and Hands L2 L3 A3
- Faces and Hands L2 L3 A3 dice (optional)
- A dice and markers to move around the game board

You are going to play a simple board game.

1. Each player chooses a marker that they will move along the game path.
2. All players put their markers on the green square to start.
3. Demonstrate how to roll the dice, count the dots and move your marker along that many places.
4. Talk about the face that you stop on. How the boy is feeling and why you know that.
5. Take turns rolling the dice, moving your markers and talking about the faces and how they are feeling until all players have finished the game.



EXPECTED OUTCOMES

- Follows and explains rules of a game; e.g. Everybody put your markers on the green square.
- Understands a sentence about a feeling and an explanation.

KEY STRATEGIES

TALK TALK TALK: How we identify emotions from facial expressions is a very complex skill and requires a lot of experience. As adults we can still get this wrong. Help the child understand that this sometimes tricky and teach them what to look out for in trying to work out how somebody is feeling. *I am not sure. I think this one might be feeling scared. Look his eyes are wide and his mouth is open. I think he might have had a fright.*

AUDITORY SANDWICH: When we learn about words that describe feelings we take a lot of cues from body language. Help the child begin to attend to the specific body language cues that go with feeling words by role playing the emotion. *Look at me, I'm going to pretend to be scared. ; See my shoulder go up.* Remember to put the focus back on listening. *Yes that boy looks scared maybe he can't find his mum.*



EXPECTED OUTCOMES

- Uses feelings words.
- Forms a sentence to explain feelings.
- Uses the word "because".

KEY STRATEGIES

USE CHOICE: If the child is unable to spontaneously form a sentence that explains a feeling you could give them a choice. *Maybe the boy is sad because he can't find his toy or maybe he is sad because he has nobody to play with. What do you think?*

EXPANSION AND EXTENSION: Use acoustic highlighting to call the child's attention to any grammatical elements missing from their 'sentence' e.g.: *yes, I do think The boy is sad.* Then provide the child with some new information to provide an extended language model. *Maybe he is sad because he fell over.*



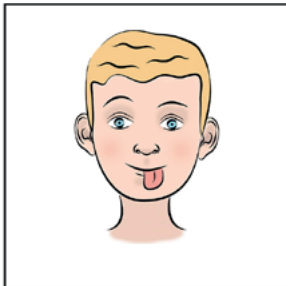
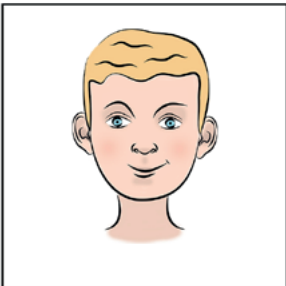
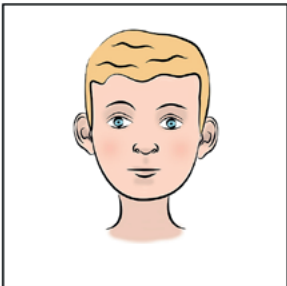
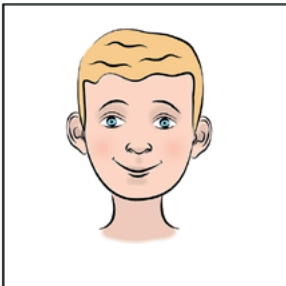
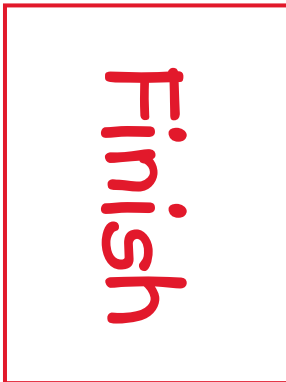
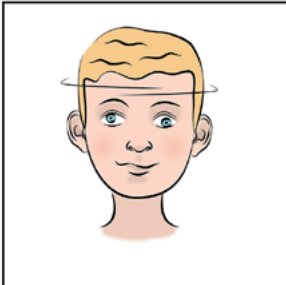
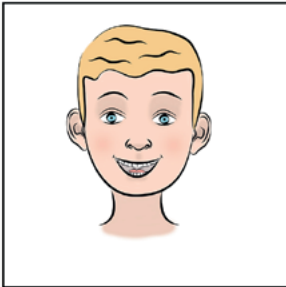
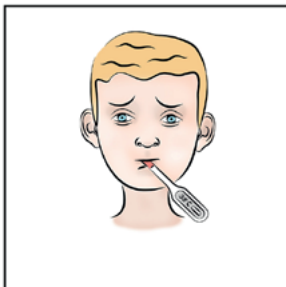
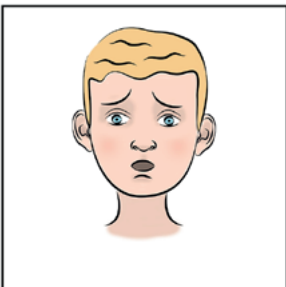
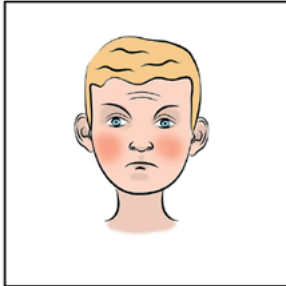
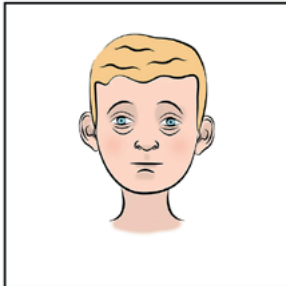
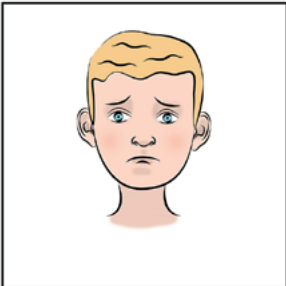
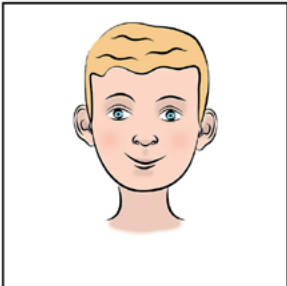
EXPECTED OUTCOMES

- Talks about feelings in others from facial expression and understands triggers.

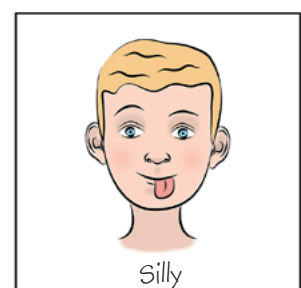
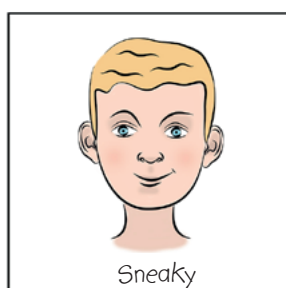
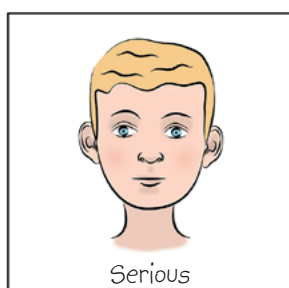
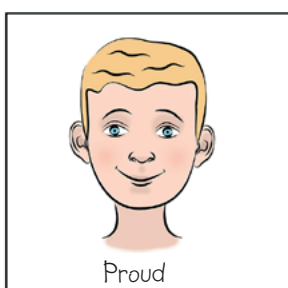
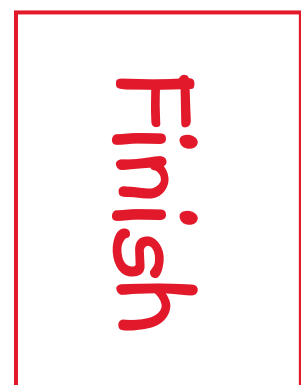
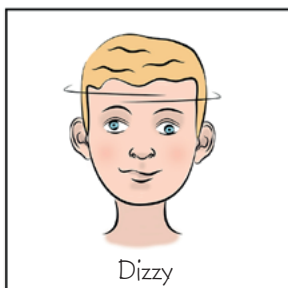
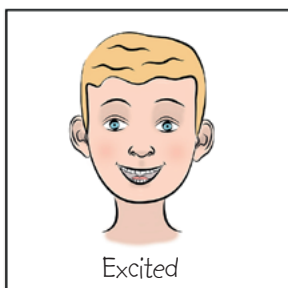
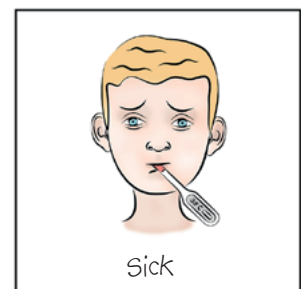
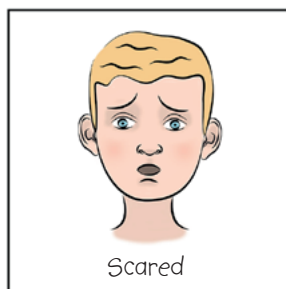
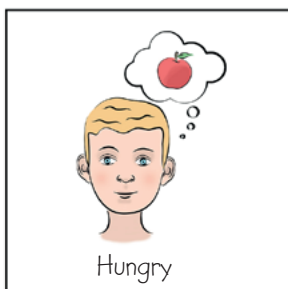
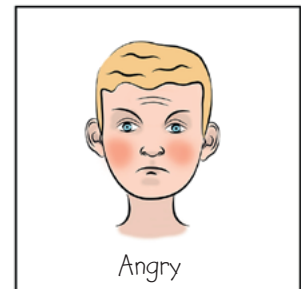
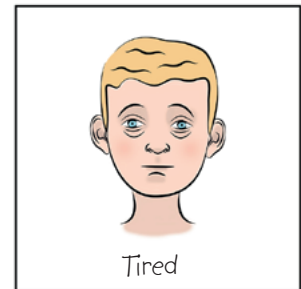
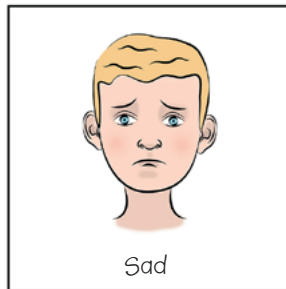
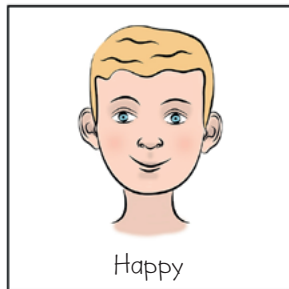
KEY STRATEGY

TALK TALK TALK: Help the child understand and interpret facial expressions and body language by talking more about what you see. *Yes, this boy is really angry. See her eyebrows. I can do that. Look. These eyebrows make me look angry. Watch mum. She can look angry. Wow. Look at her eyebrows. Mum what makes you feel angry?*

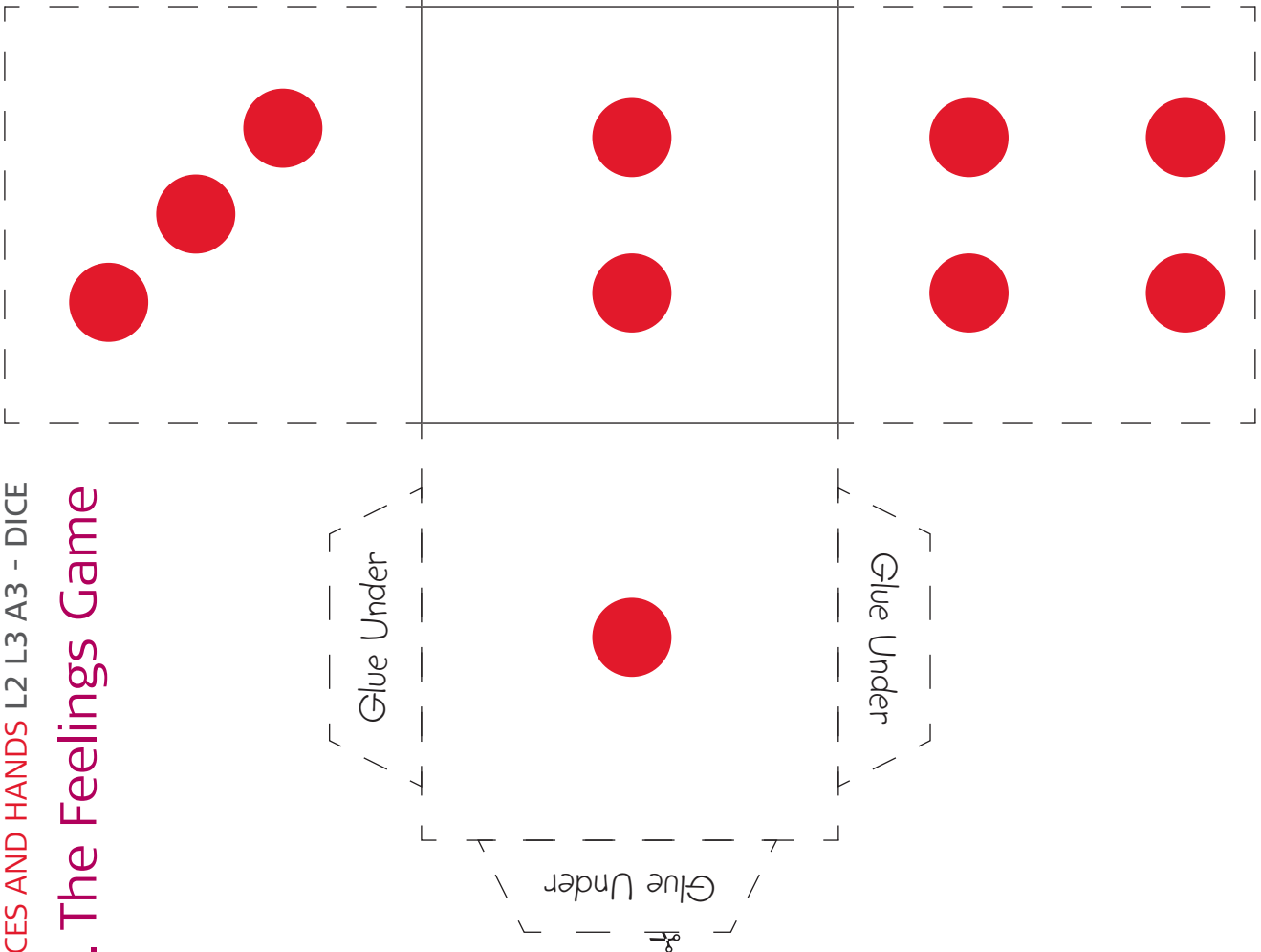
3. The Feelings Game



3. The Feelings Game



3. The Feelings Game



ACTIVITY

4. Find the Same Face

PREPARATION

Print resource on to light weight card. Print 2 pages on one to make them smaller.
Cut out the puzzle cards and make two piles, each containing one of each face.

RESOURCES

- Faces and Hands L1 A4
- Scissors

You are going to play a guessing game to find the same face.

1. Spread one set of face cards picture side up on the table.
 2. Turn the other pile of face cards picture side down.
 3. Take one from the pile and give simple clues to describe the face.
 4. When you have finished the clues say "Go".
 5. The child and his mum will race to find the face and pick it up.
 6. Whoever picks up the right card will put the puzzle pieces together and keep the pair.
 7. Take turns taking a new card from the pile.
- * The clue speaker does not join in the race to pick up the card.



EXPECTED OUTCOMES

- Understands some words to describe appearance; e.g. girl, hair is long, hat
- Reacts to the word "go".

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: Use short sentences and put important key words at the end of each clue. If you can't put the word at the end, pause just before it, say it a little bit louder and slower than the rest of the sentence.
She is a girl. I'll tell you about her hair. Her hair is long. She has long black hair. She is wearing earrings. Go

AUDITORY SANDWICH: As you say the clues observe the child to see if they are able to identify the face. If they are trouble you might need to give additional help. Before you say "Go" show the picture but remind the child and parent/caregiver to wait until they hear the word "Go". Say the clues again and then say "Go".



EXPECTED OUTCOMES

- Says some words to describe a person

KEY STRATEGIES

TALK TALK TALK: When it is the child's turn to give the clues they will probably want to race to pick up the matching face or just point to show their parent/caregiver which one it is. You will need to explain the rules of the game and model the clues for the child to repeat. *Wait. You can't pick it up. It's your turn to talk. Don't show mum. Tell mum. It's a boy. He has a hat. His shirt is blue.*

WAIT WAIT AND WAIT SOME MORE: Encourage the parent/caregiver to wait until they hear "Go" before they move to pick up the card.



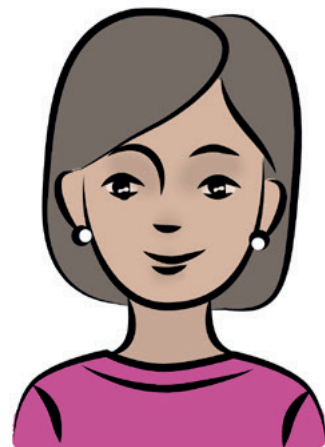
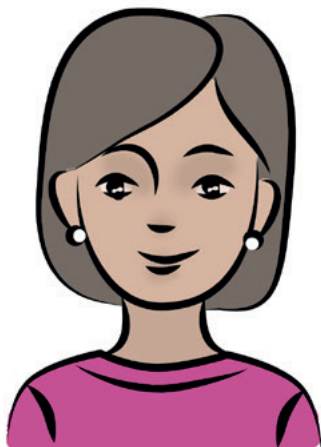
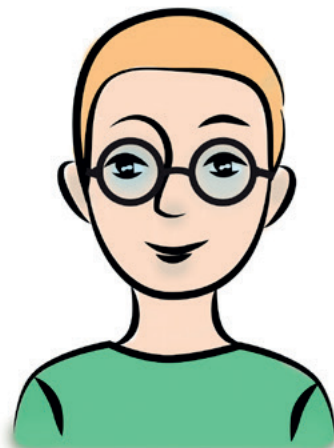
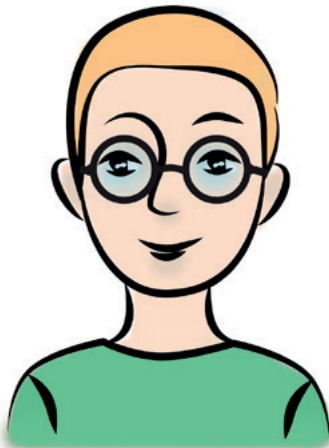
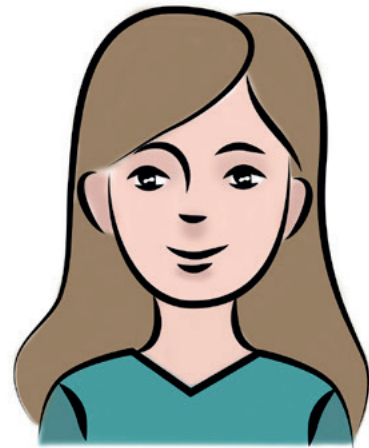
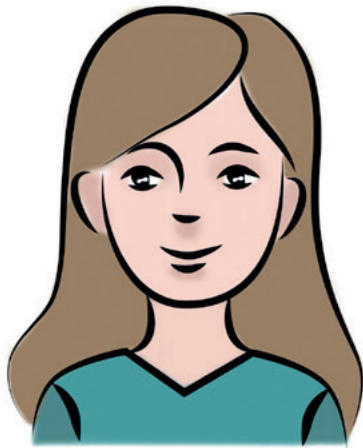
EXPECTED OUTCOMES

- Identifies characteristics of self that are in common with others.

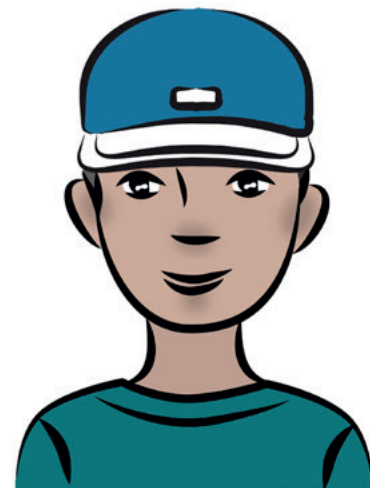
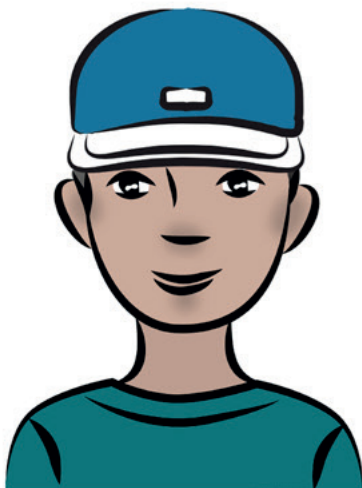
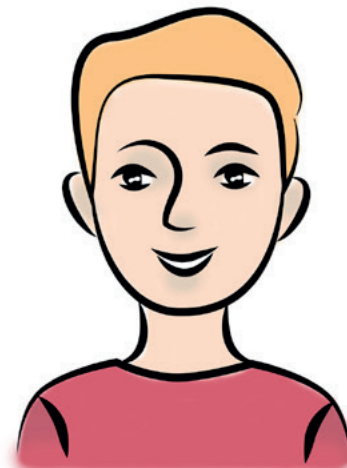
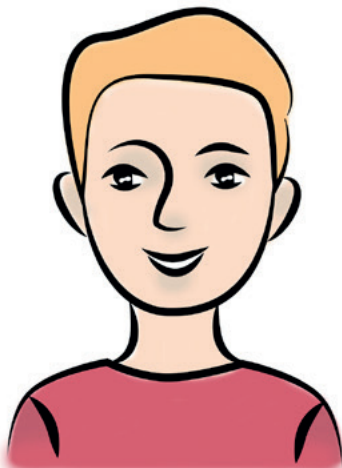
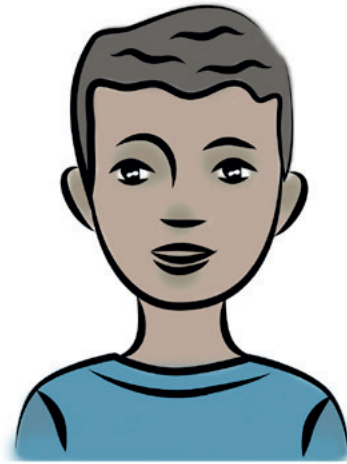
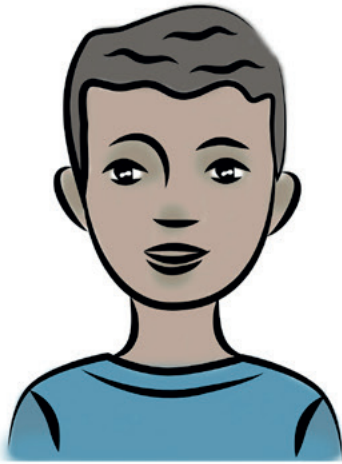
KEY STRATEGY

AUDITORY HOOKS: Call attention to characteristics in the pictures that are similar to people the child knows. *Oh Look! He has glasses. The same as your dad. You dad has glasses.*

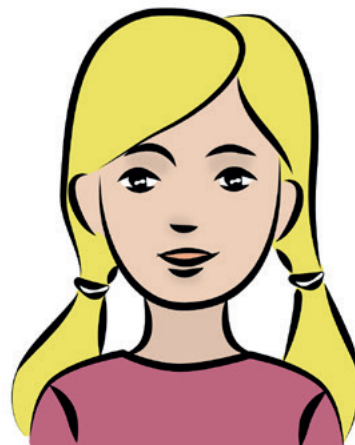
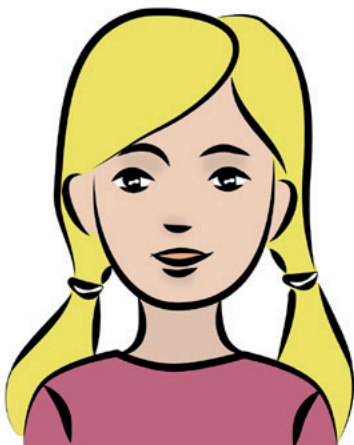
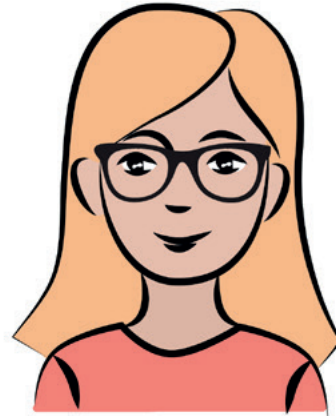
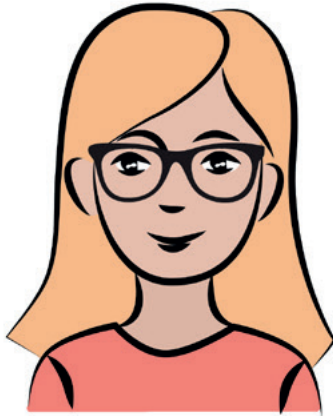
1. Find the Same Face



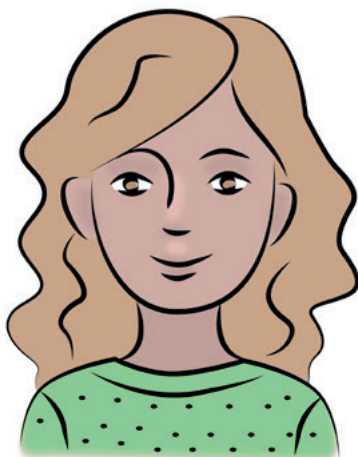
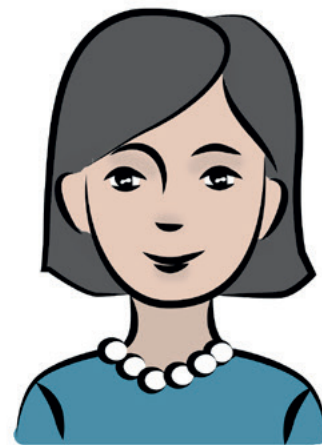
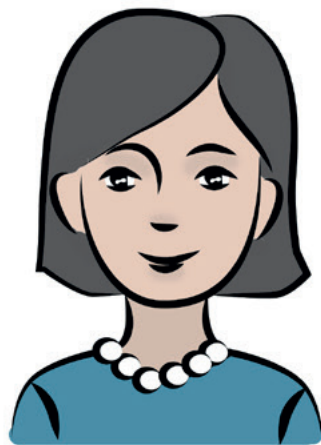
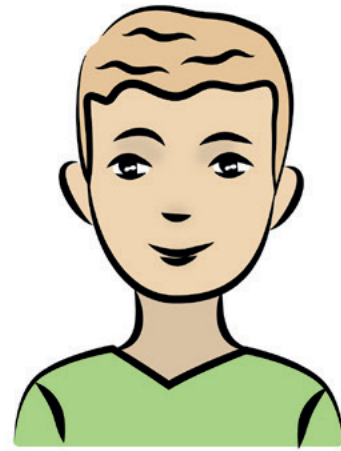
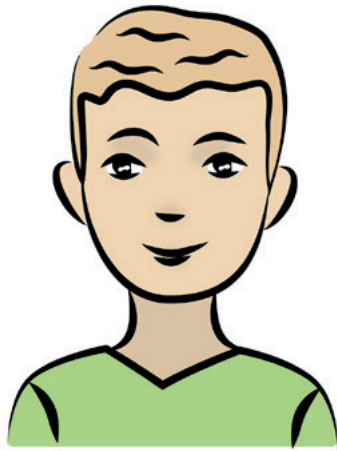
1. Find the Same Face



1. Find the Same Face



1. Find the Same Face



ACTIVITY

4. Find the Same Face

PREPARATION

Print 3 copies of L2 A4 on to light weight card and cut one up into face cards.
Print 1 copy of the crosses and cut up into squares.

RESOURCES

- Faces and Hands L2 A4
- Faces and Hands L2 L3 A4 crosses
- Scissors

You are going to play a guessing game to find the same face.

1. Shuffle the face cards and place face down on the table.
2. Give a copy of L2 A4 to the child and one to their parent/caregiver and call that the classroom.
3. Share out the crosses so the child has half and parent/caregiver has half.
4. Ask the parent/caregiver to take a face card from the pile and begin to describe it using short sentences. E.g.: *She is a girl.*
5. Help the child place the crosses on the faces that it could not be and explain by saying *"Mum can't have this face. He's a boy. We need to put a cross on this one because he is not a girl."*
6. Have parent/caregiver continue to give clues and help the child place the crosses on the faces until only one remains and the child can ask: *"Is it this face?"*
7. The game then starts over. The child takes a face card from the pile and describes the face and the parent/caregiver can put the crosses on their "classroom" picture until only one remains.



EXPECTED OUTCOMES

- Understands descriptions of appearance; e.g. *She is a girl. She has long hair.*
- Understands 'not'; e.g. *Not* wearing glasses.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: Use short sentences and put important key words at the end of each clue. If you can't put the word at the end, pause just before it, say it a little bit louder and slower than the rest of the sentence. *She is a girl. I'll tell you about her hair. Her hair is long. She has long orange hair. She is wearing earrings.*

AUDITORY HOOKS: Use words like "WAIT" and "Hang on!" to grab the child's auditory attention and rephrase the clue using 'not'. Mum said she has a girl NOT a boy.



EXPECTED OUTCOMES

- Describes faces using simple sentences; e.g. *She is long hair.*

KEY STRATEGIES

TALK TALK TALK: When it is the child's turn to give the clues they may try to point to show their parent/caregiver which one it is. You will need to explain the rules of the game and model the clues for the child to repeat. *Wait. It's your turn to talk. Don't show mum. Tell mum. It's a boy. His hair is black. He has a yellow hat.*

EXPANSION AND EXTENSION: Encourage parent/caregiver to provide the child with an extended language model by summarising the clues in as a compound sentence. *So you have a boy and he has black hair and a blue shirt.*



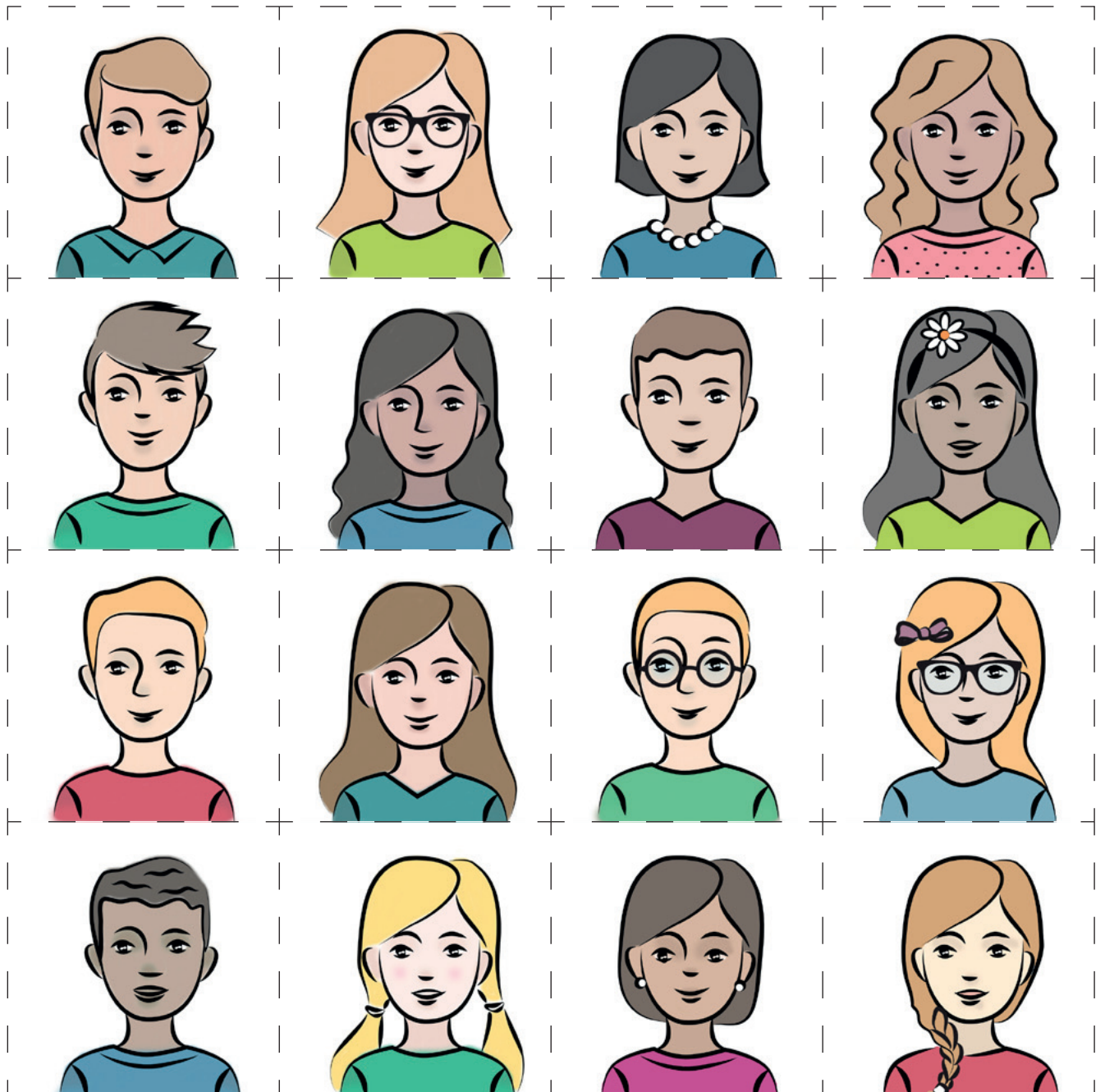
EXPECTED OUTCOMES

- Talks about characteristics of self and familiar people that are in common with others.

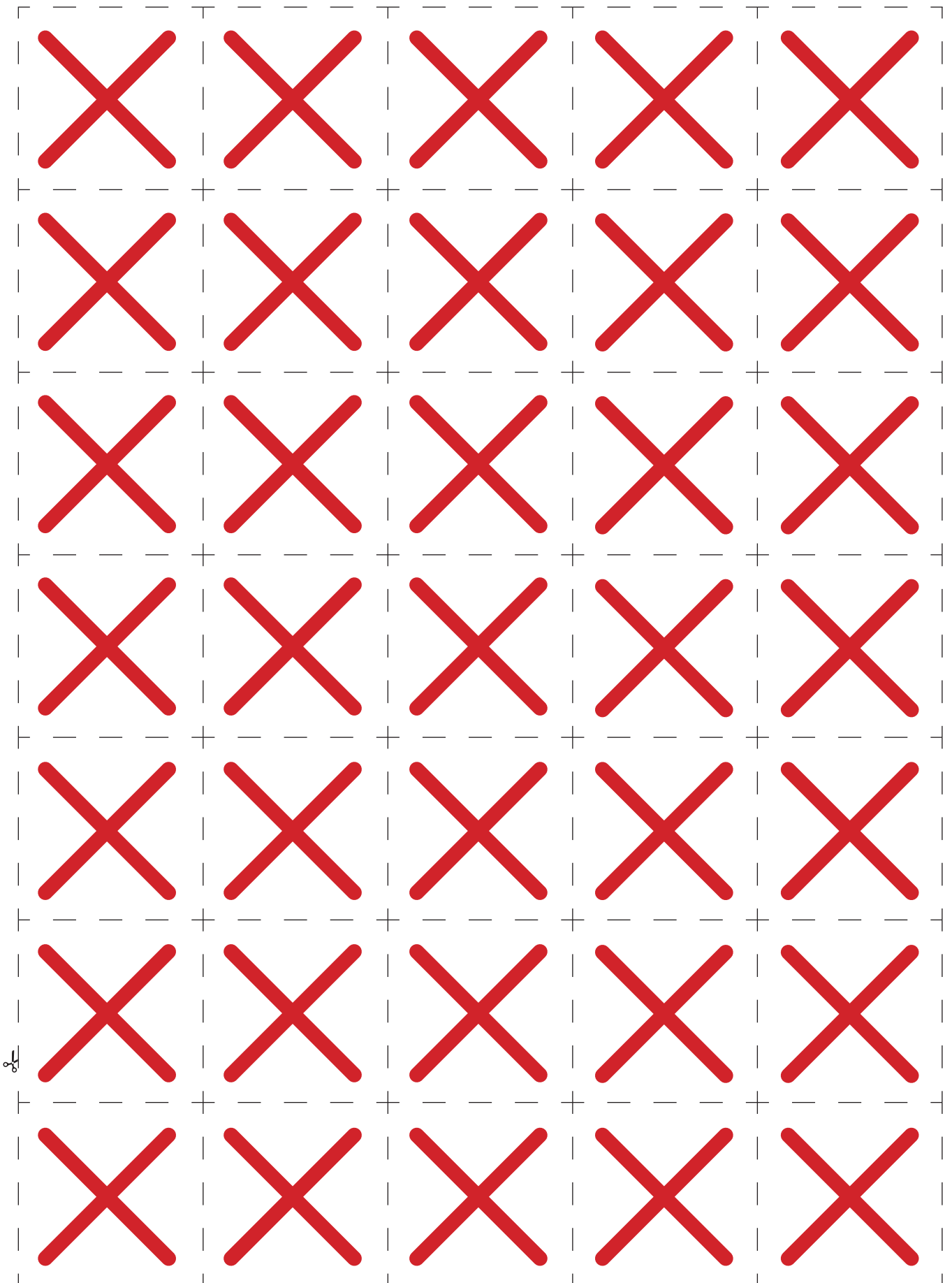
KEY STRATEGY

AUDITORY HOOKS: Call attention to characteristics in the pictures that are similar to people the child knows. *Oh Look! He has glasses. The same as your dad. You dad has glasses.*

4. Find the Same Face



4. Find the Same Face



ACTIVITY

4. Find the Same Face

PREPARATION

Print 3 copies of L2 A4 on to light weight card and cut one up into face cards.
Print 1 copy of the crosses and cut up into squares.

RESOURCES

- Faces and Hands L3 A4
- Faces and Hands L2 L3 A4 crosses
- Scissors

You are going to play a guessing game to find the same face.

1. Shuffle the face cards and place face down on the table.
2. Give a copy of L2 A4 to the child and one to their parent/caregiver and call that the classroom.
3. Give the crosses to the child for the first game; they will be the listener.
4. Ask the parent/caregiver to take a face card from the pile and begin to describe. E.g.: *She is a girl.*
5. Help the child place the crosses on the faces that it could not be and explain by saying *"Mum can't have this face. He's a boy. We need to put a cross on this one because he is not a girl."*
6. Have parent/caregiver continue to give clues and help the child place the crosses on the faces until only one remains and the child can ask: *"Is it this face?"*
7. The game then starts over with the parent/caregiver as the listener. The child takes a face card from the pile and describes the face and the parent/caregiver can put the crosses on their "classroom" picture until only one remains.



EXPECTED OUTCOMES

- Understands descriptions of appearance; e.g. She is a girl. She has long orange hair.
- Understands 'not'; e.g. Not wearing glasses.

KEY STRATEGIES

AUDITORY MEMORY: As you progress through the clues, repeat the initial clues and add the new one at the end so the child will begin to attend to and remember more information. *So you know he is a boy.... He is a boy with no glasses... He is a boy with no glasses and a blue hat.*

SABOTAGE: The faces have some similar characteristics; e.g. There is a boy with orange hair wearing glasses and a boy with black hair wearing glasses. This provides you with the opportunity to check the child is attending to all the information in the description. It also provides an opportunity for the child to practise clarifying their descriptions if you 'accidentally' do not remember all the description.



EXPECTED OUTCOMES

- Describes a face using compound sentences; e.g. *She is a girl and she has short brown hair.*

KEY STRATEGIES

USE CHOICES: You could model different ways of forming a compound or complex description by using choices. *Maybe you could give a clue about her hair. You could say She has long wavy hair or you could say she is a girl with long curly hair.*

EXPANSION AND EXTENSION: Encourage parent/caregiver to provide the child with an extended language model by summarising the clues in as a compound or complex sentence. *So you have a boy with black hair and he's wearing a green shirt.*



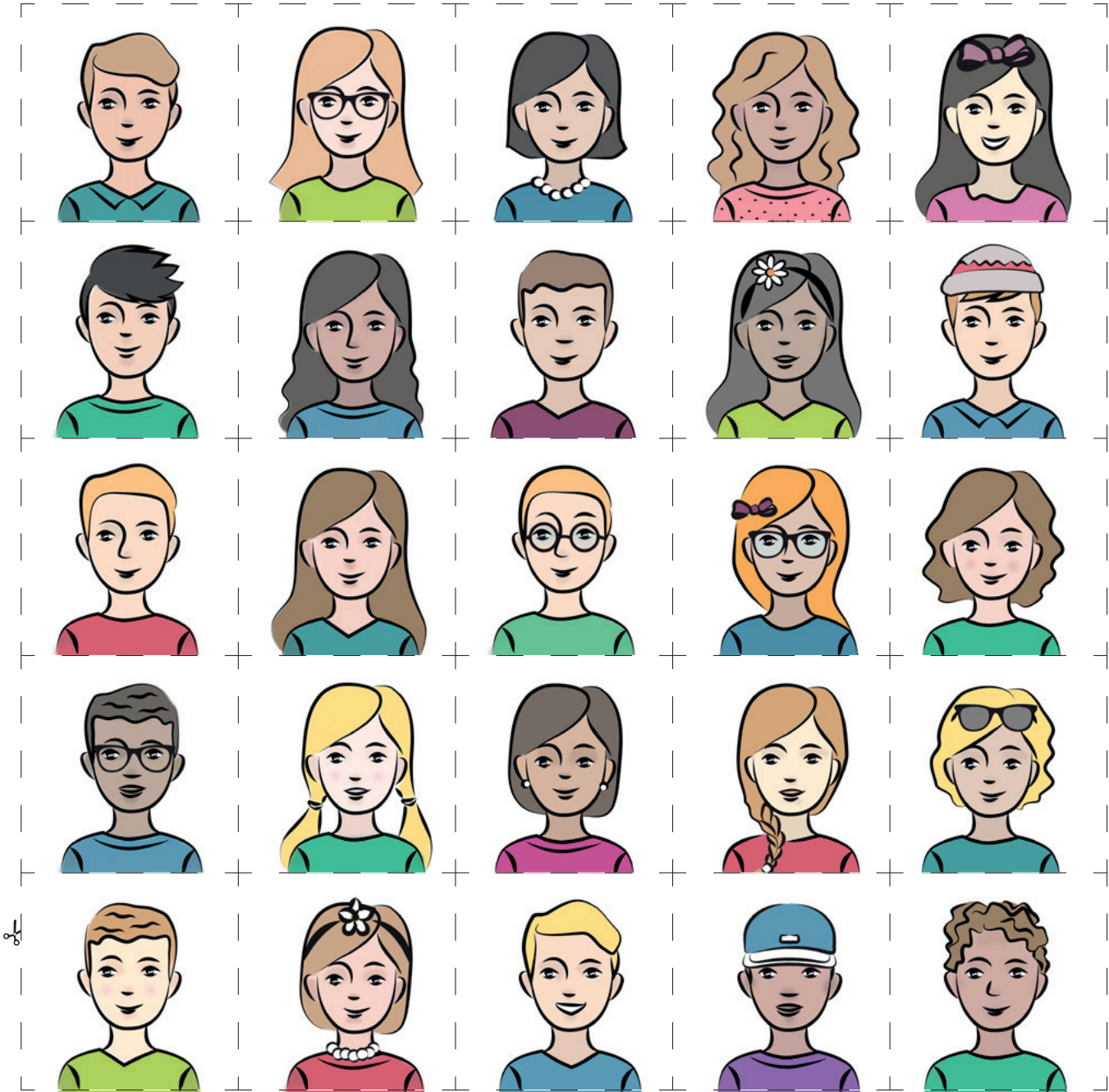
EXPECTED OUTCOMES

- Talks about characteristics of self and familiar people that are in common with others.

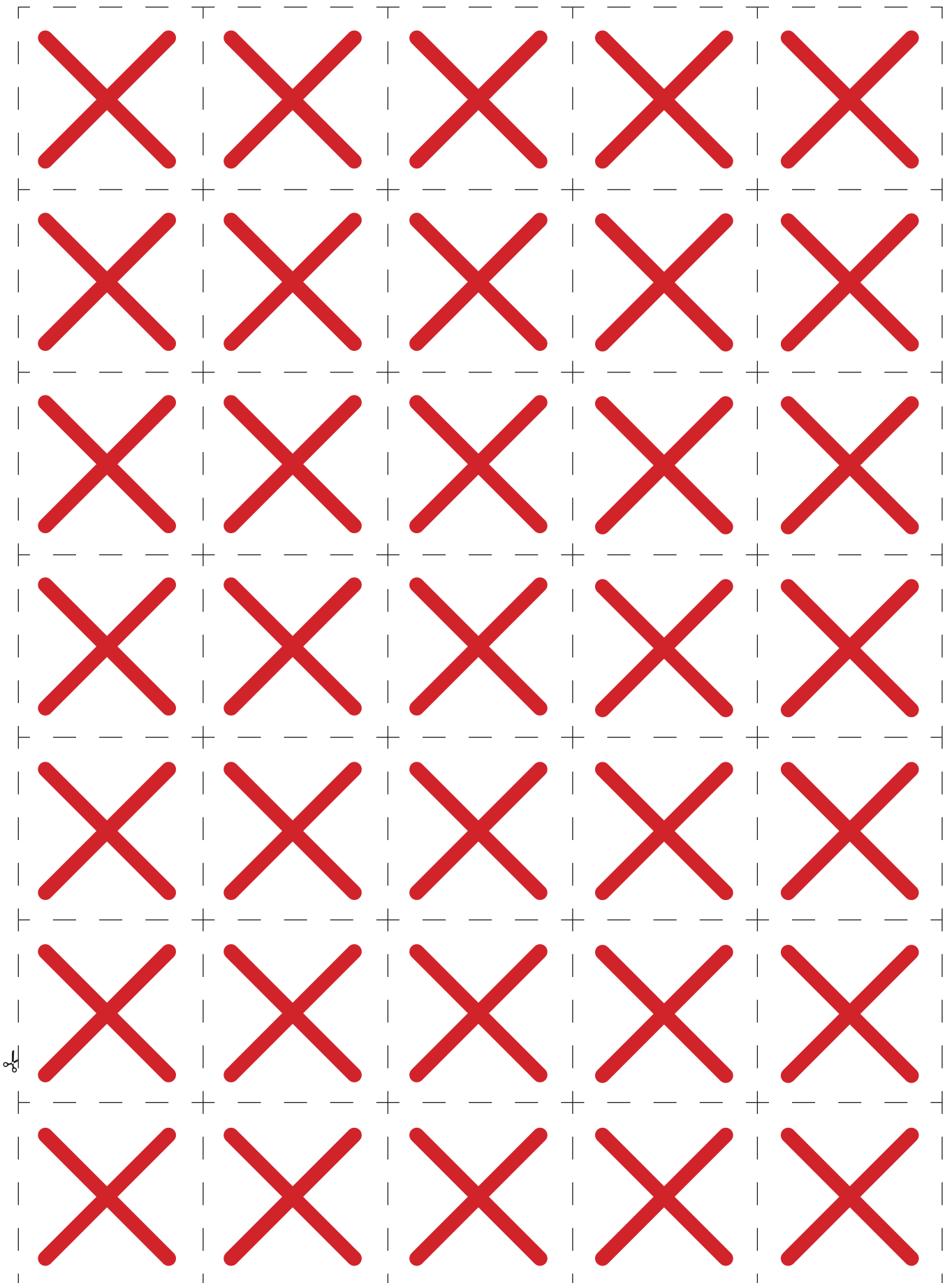
KEY STRATEGY

AUDITORY HOOKS: Call attention to characteristics in the pictures that are similar to people the child knows. *Oh Look! He has glasses just like your dad wears.*

4. Find the Same Face



4. Find the Same Face



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