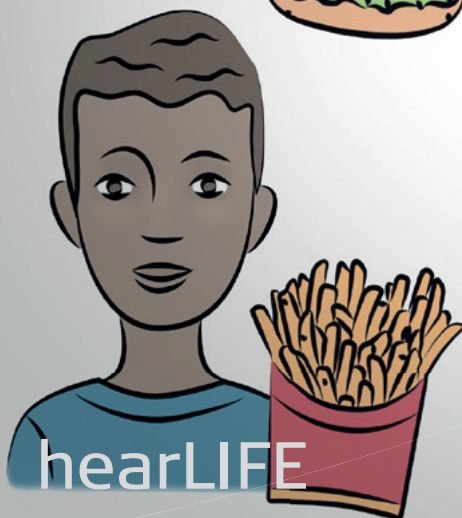
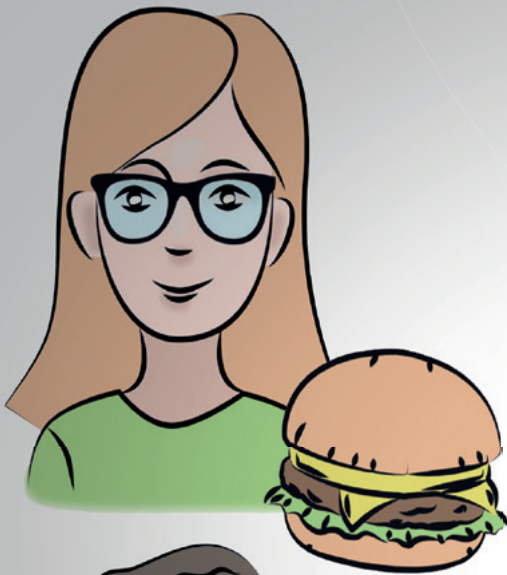


Lesson Kits

09 THINGS WE EAT



Learn About the Lesson Plans

Lesson Plan

Level 1, Level 2, Level 3

1. I Like It

Therapist Notes, Resources

2. What Will You Eat?

Therapist Notes, Resources

3. Make a Plate of Food

Therapist Notes, Resources

4. Hannah Eats Sausages

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 <i>1 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 <i>2 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 <i>2 to 3 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 <i>3 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 <i>4 to 5 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

MED^oEL

Date:

Name: Age: H.A:

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

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

The theme: the level

The activity name

What you need to do before the lesson

Step by step through the activity

Goal from lesson plan: example of skill

Key Listening Strategy or technique to use to help child to achieve the goal.

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

			
<p>I LIKE IT</p> <p>RESOURCES</p> <ul style="list-style-type: none"> • Things We Eat L1 A1 • Things We Eat L1 L2 L3 A1 sorting mat 	<ul style="list-style-type: none"> • Identifies 1 item: <ul style="list-style-type: none"> · Foods • Begins to attend to negatives <ul style="list-style-type: none"> · Don't 	<ul style="list-style-type: none"> • Labels foods • Uses yes/ no 	<ul style="list-style-type: none"> • Understands that people like different things
<p>WHAT WILL YOU EAT?</p> <p>RESOURCES</p> <ul style="list-style-type: none"> • Things We Eat L1 L2 L3 A2 	<ul style="list-style-type: none"> • Follows directions containing one verb 	<ul style="list-style-type: none"> • Uses words for meals • Labels foods 	<ul style="list-style-type: none"> • Takes turns in different roles in a game
<p>MAKE A PLATE OF FOOD</p> <p>RESOURCES</p> <ul style="list-style-type: none"> • Things We Eat L1 L2 L3 A3 • Things We Eat L1 L2 L3 A3 plate • Things We Eat L1 L2 L3 A3 utensils 	<ul style="list-style-type: none"> • Identifies 1 item: <ul style="list-style-type: none"> · Foods · Utensils • Understands my, your 	<ul style="list-style-type: none"> • Says foods • Labels: plate, utensils 	<ul style="list-style-type: none"> • Understands "another"
<p>HANNAH EATS SAUSAGES</p> <p>RESOURCES</p> <ul style="list-style-type: none"> • Things We Eat L1 L2 L3 A4 	<ul style="list-style-type: none"> • Attends to book 	<ul style="list-style-type: none"> • Repeats one word from sentence • Attempts to say names 	<ul style="list-style-type: none"> • Joins in conversation about foods

Date:

Name: Age: H.A:


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

			
<p>I LIKE IT</p> <p>RESOURCES</p> <ul style="list-style-type: none"> • Things We Eat L2 L3 A1 • Things We Eat L1 L2 L3 sorting mat 	<ul style="list-style-type: none"> • Identifies 2 item: <ul style="list-style-type: none"> · Foods • Understands negative: don't 	<ul style="list-style-type: none"> • Labels foods • Asks and answers yes no questions • Uses conjunction: and 	<ul style="list-style-type: none"> • Understands that people like different things
<p>WHAT WILL YOU EAT?</p> <p>RESOURCES</p> <ul style="list-style-type: none"> • Things We Eat L1 L2 L3 A2 	<ul style="list-style-type: none"> • Follows directions containing two verbs • Understands descriptions: food 	<ul style="list-style-type: none"> • Combines words to talk about what food for what meal 	<ul style="list-style-type: none"> • Takes turns in different roles in a game
<p>MAKE A PLATE OF FOOD</p> <p>RESOURCES</p> <ul style="list-style-type: none"> • Things We Eat L1 L2 L3 A3 • Things We Eat L1 L2 L3 A3 plate • Things We Eat L1 L2 L3 A3 utensils • Things We Eat L2 L3 A3 people 	<ul style="list-style-type: none"> • Understands descriptions of people • Identifies 2 items: <ul style="list-style-type: none"> · name + food 	<ul style="list-style-type: none"> • Combines a name + food • Combines verb: wants + food items 	<ul style="list-style-type: none"> • Uses the verb: think when predicting other's needs/ wants
<p>HANNAH EATS SAUSAGES</p> <p>RESOURCES</p> <ul style="list-style-type: none"> • Things We Eat L1 L2 L3 A4 	<ul style="list-style-type: none"> • Attends to book • Follows instructions to turn the page 	<ul style="list-style-type: none"> • Repeats words from story • Develops vocabulary of verbs 	<ul style="list-style-type: none"> • Joins in conversation about foods

Date:

Name: Age: H.A:

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

			
<p>I LIKE IT</p> <p>RESOURCES</p> <ul style="list-style-type: none"> • Things We Eat L2 L3 A1 • Things We Eat L1 L2 L3 A1 sorting mat 	<ul style="list-style-type: none"> • Identifies 3 item: <ul style="list-style-type: none"> · Foods 	<ul style="list-style-type: none"> • Labels foods • Asks and answers yes no questions • Uses conjunction: but 	<ul style="list-style-type: none"> • Understands that people like different things
<p>WHAT WILL YOU EAT?</p> <p>RESOURCES</p> <ul style="list-style-type: none"> • Things We Eat L1 L2 L3 A2 	<ul style="list-style-type: none"> • Follows complex directions • Understands descriptions: food 	<ul style="list-style-type: none"> • Uses future tense to talk about what someone will be eating • Uses 'for' 	<ul style="list-style-type: none"> • Takes turns in different roles in a game
<p>MAKE A PLATE OF FOOD</p> <p>RESOURCES</p> <ul style="list-style-type: none"> • Things We Eat L1 L2 L3 A3 • Things We Eat L1 L2 L3 A3 plate • Things We Eat L1 L2 L3 A3 utensils • Things We Eat L2 L3 A3 people 	<ul style="list-style-type: none"> • Understands descriptions of people • Understands first/second • Identifies 3 items: <ul style="list-style-type: none"> · Name + food & food 	<ul style="list-style-type: none"> • Matches verb to subject • Uses plurals 	<ul style="list-style-type: none"> • Uses the verb: think when predicting other's needs/wants
<p>HANNAH EATS SAUSAGES</p> <p>RESOURCES</p> <ul style="list-style-type: none"> • Things We Eat L1 L2 L3 A4 	<ul style="list-style-type: none"> • Repeats words from book 	<ul style="list-style-type: none"> • Uses plurals and third person verbs when repeating sentences from story 	<ul style="list-style-type: none"> • Joins in conversation about foods

ACTIVITY

1. I Like It

PREPARATION

Print L1 A1 on to lightweight card.

Print 3 copies of L1 L2 L3 A1 sorting mat.

RESOURCES

- Things We Eat L1 A1
- Things We eat
L1 L2 L3 A1 sorting mat

You are going to take turns taking a food card and placing it on your sorting mat.

1. Work with the child to cut out the cards.
2. As you cut the cards, talk about what food the card is showing.
3. Shuffle the cards up and place them face down in a pile.
4. Take a sorting mat and tell the child to take one. Encourage the child to tell their parent/caregiver to take one.
5. Take the first card and without showing the picture say what it is.
6. Then say if you like it or don't like and place it on your sorting mat.
7. The child then has a turn picking up a card, labelling it and deciding if they like it or not.
8. Continue around all the players until all cards are finished.



EXPECTED OUTCOMES

- Identifies 1 item: food; e.g. corn, fish.
- Begins to attend to negatives; e.g. don't.

KEY STRATEGIES

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

ACOUSTIC HIGHLIGHTING: The Level 1 listen child will attend to the last word they hear so make the negative easier to attend to by re-phrasing to put it at the end. *I don't like pears. No. I really don't.*



EXPECTED OUTCOMES

- Labels foods; e.g. corn, fish.
- Uses yes/no.

KEY STRATEGIES

AUDITORY FEEDBACK LOOP: The Level 1 child may not be able to spontaneously label the food items illustrated on the card. Provide a model for the child to copy and if they cannot repeat the food item use the Auditory Sandwich technique; say the item, let the child peek at the card, then say the word again.

USE CHOICES: Using the card as a prop, ask the child if they like a that particular food and encourage the parent/caregiver to help the child respond by pointing to the happy face and then to the uncertain face while modeling the choices for responding; *Yes or no?*



EXPECTED OUTCOMES

- Understands that people like different things.

KEY STRATEGY

TALK TALK TALK: As you put each food item on your mat you can ask questions of each other to check if everyone would have put that item in the same place. You can talk about where everyone would have put it. *I do like bananas so I put it here. Dad does not like bananas so he would put it there. What about you? Do you like bananas?*

ACTIVITY

1. I Like It

PREPARATION

Print L2 L3 A1 on to lightweight card.
Print 3 copies of L1 L2 L3 A1 sorting mat.

RESOURCES

- Things We Eat L2 L3 A1
- Things We Eat L1 L2 L3 A1 sorting mat
- Scissors

You are going to take turns taking a food card and placing it on your sorting mat.

1. Work with the child to cut out the food cards.
2. As you cut the cards, talk about what food the card is showing.
3. Shuffle the cards up and place them face down in a pile.
4. Take a sorting mat and tell the child to take one. Encourage the child to tell her parent / caregiver to take one too..
5. Take the top two cards from the pile and without showing the pictures say what they are. Encourage the child to repeat the words.
6. Then say if you like each one or don't like it and place them on your sorting mat.
7. The child then has a turn picking up two cards, labelling them and deciding if they like each one or not.
8. Continue around all the players until all cards are finished.



EXPECTED OUTCOMES

- Identifies 2 items: food; e.g. corn and fish.
- Understands negatives; e.g. don't.

KEY STRATEGIES

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

WAIT WAIT WAIT SOME MORE: When you are talking about whether you like or don't like a food wait to see if the child can show you which side of the sorting mat it should go to indicate she is understanding the negative. *I don't like egg.*



EXPECTED OUTCOMES

- Labels foods.
- Asks and answers yes no questions.
- Uses conjunction: and.

KEY STRATEGIES

BUILD AUDITORY MEMORY: Encouraging the child to repeat back both food items. If they repeat only one encourage them to wait while you say both items again with acoustic highlighting on the one missed. If they still can only repeat one use the Auditory Sandwich technique; say the items, let the child peek at the cards, then hide the cards again and say the words.

USE CHOICES: Model the question for the child to ask their parent/caregiver as a choice; *Ok, you ask dad about one and I will ask dad about one. Are you going to ask Do you like bananas or do you like beans?*



EXPECTED OUTCOMES

- Understands that people like different things.

KEY STRATEGY

TALK TALK TALK: As you put each food item on your mat you can ask questions of each other to check if everyone would have put that item in the same place. You can talk about where everyone would have put it. *I do like bananas so I put it here. Dad does not like bananas so he would put it there. What about you? Do you like bananas?*

ACTIVITY

1. I Like It

PREPARATION

Print L2 L3 A1 on to lightweight card.
Print 3 copies of L1 L2 L3 A1 sorting mat.

RESOURCES

- Things We Eat L2 L3 A1
- Things We Eat L1 L2 L3 A1 sorting mat
- Scissors

You are going to take turns taking a food card and placing it on your sorting mat.

1. Work with the child to cut out the food cards.
2. As you cut the cards, talk about what food the card is showing.
3. Shuffle the cards up and place them face down in a pile.
4. Take a sorting mat and tell the child to take one. Encourage the child to ask their parent/caregiver to take one too.
5. Take the top three cards from the pile and without showing the pictures say what they are. Encourage the child to repeat the words.
6. Then say the ones you like and don't like and place them on your sorting mat.
7. The child then has a turn picking up three cards, labelling them and deciding if they like them or not.
8. Continue around all the players until all cards are finished.



EXPECTED OUTCOMES

- Identifies 3 items: food; e.g. corn, nuts and fish.

KEY STRATEGIES

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

AUDITORY MEMORY : Recalling three items might be tricky at first. Ask the child what they remember then repeat with **ACOUSTIC HIGHLIGHTING** on the one missed. Try one more time through listening first then use **AUDITORY SANDWICH** and offer a peek at the cards, then repeat them through listening again.



EXPECTED OUTCOMES

- Labels foods: e.g. corn, nuts and fish.
- Asks and answers yes no questions.
- Uses conjunction: but.

KEY STRATEGIES

USE CHOICES: Model the question for the child to ask their parent/caregiver as a choice; *Ok, you ask dad about one and I will ask dad about one. Are you going to ask Do you like bananas or do you like beans?*

EXPANSION & EXTENSION: Model for the child how to combine to ideas: *I do like corn and nuts but I don't like fish.*



EXPECTED OUTCOMES

- Understands that people like different things.

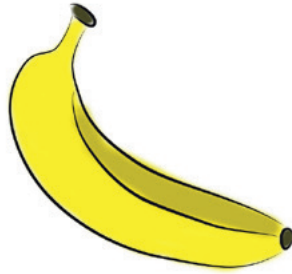
KEY STRATEGY

TALK TALK TALK: As you put each food item on your mat you can ask questions of each other to check if everyone would have put that item in the same place. You can talk about where everyone would have put it. To help your child develop Theory of Mind skills use the words *think*, *know* and *remember*. *I know like bananas so I put it here. I think your Dad does not like bananas so he would put it there. I remember you said you like bananas.*

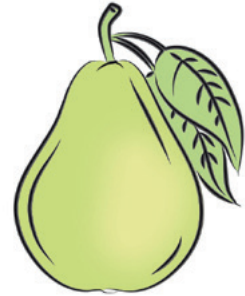
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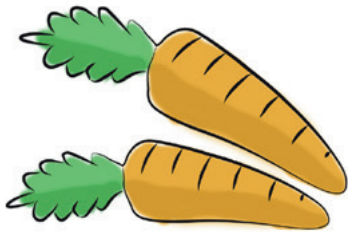
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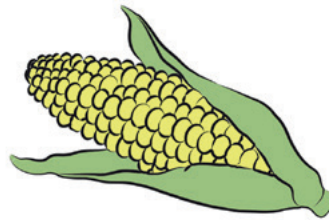
banana



pear



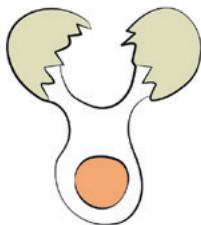
carrots



corn



beans



egg



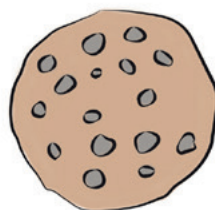
fish



chicken



popcorn

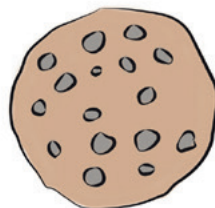
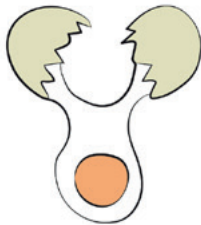
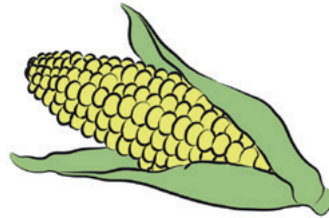
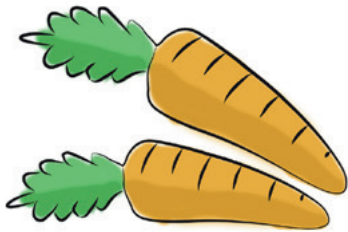
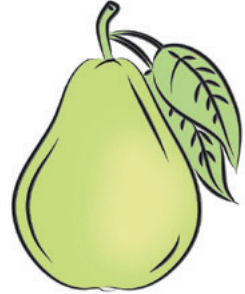
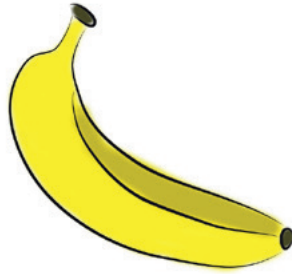


cookie



chip

1. I Like It



1. I Like It



I like it.



I don't like it.

1. I Like It



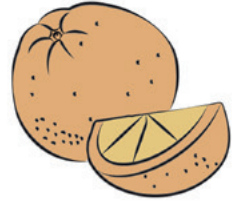
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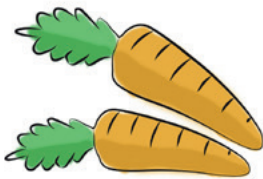
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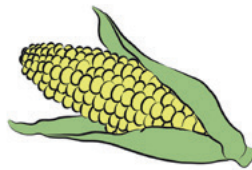
pear



orange



carrots



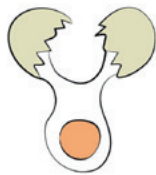
corn



beans



onions



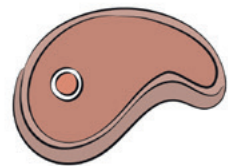
egg



fish



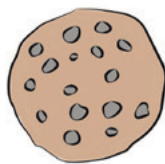
chicken



beef



popcorn



cookie



chip



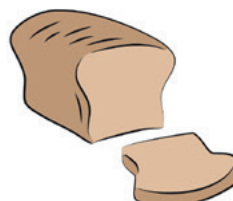
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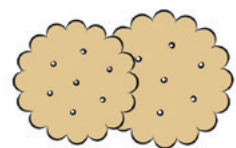
noodles



rice

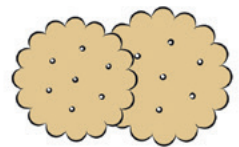
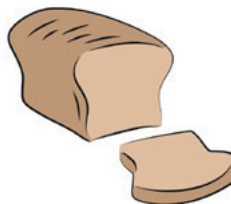
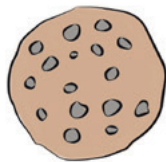
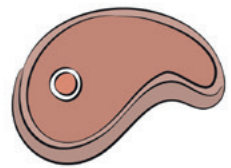
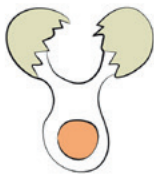
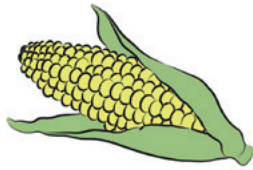
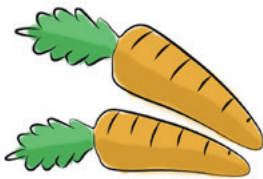
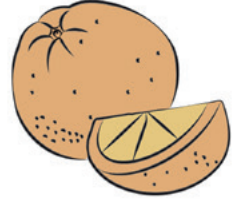


bread



crackers

1. I Like It



✂

ACTIVITY

2. What Will You Eat?

PREPARATION

Print the resource on to light weight card.

Cut out the 'fortune teller' saving the folding instructions.

RESOURCES

- Things We Eat
L1 L2 L3 A2

You are going to make the 'fortune teller' and then play with it to find out the answer to the question "What will you eat?".

1. Together with the child fold the fortune teller following the instructions on the resource.
2. Look at the coloured meal squares and talk about them.
3. Push your fingers into the pockets behind the meal squares and ask the child's parent/caregiver to choose a meal.
4. Ask the question "What will you eat?" and open the fortune teller.
5. Parent/caregiver chooses a number that is visible inside.
6. You make that many moves by pushing open and pulling closed your pointer fingers and thumbs. Stop your hands after that number of movements.
7. Parent/caregiver chooses another number and you slip the fortune teller off your fingers and look under that number.
8. Announce what parent/caregiver will eat.
9. parent/caregiver takes the fortune teller and performs the above steps with the child.
10. The child takes the fortune teller and is guided to perform the above steps.



EXPECTED OUTCOMES

- Follows directions containing one verb; e.g. fold, push, open, shut.

KEY STRATEGIES

TALK TALK TALK: Involve the child in as much preparation as possible for every activity. In this activity the construction of the fortune teller provides opportunities to highlight the verbs *fold* and *push*. As you play you will repeat *open* and *shut* as you move the fortune teller.

LISTENING FIRST: When you look under the number to reveal the answer to the question, keep the picture hidden and talk about the food first before showing the child. *Mum will eat pasta..... see Pasta. Pasta for lunch.*



EXPECTED OUTCOMES

- Uses words for meals.
- Labels foods.

KEY STRATEGIES

USE CHOICES: Help the Level 1 learn vocabulary by providing the words in a choice question. *Do you want to pick breakfast or lunch? Snack or dinner?*

COME CLOSE TO ME: The fortune teller encourages the speaker and listeners to huddle together so all can see the movement, the numbers changing and finally the pictures. in a nice quiet room, these are perfect listening conditions, with the focus naturally being on listening and looking at the fortune teller rather than seeking lip-reading cues.



EXPECTED OUTCOMES

- Takes turns different roles In a game.

KEY STRATEGY

TALK TALK TALK: Learning to take turns is an important social skill. In this game there is the chance to be the chooser and the teller. Highlight the elements of each role so the child knows what to do when it is their turn. *So now mum is the teller and you are the chooser. Mum gets to hold this. You get to pick.*

ACTIVITY

2. What Will You Eat?

PREPARATION

Print the resource on to light weight card.

Cut out the 'fortune teller' saving the folding instructions.

RESOURCES

- Things We Eat
L1 L2 L3 A2

You are going to make the 'fortune teller' and then play with it to find out the answer to the question "What will you eat?".

1. Together with the child fold the fortune teller following the instructions on the resource.
2. Look at the coloured meal squares and talk about them.
3. Push your fingers into the pockets behind the meal squares and ask the child's parent/caregiver to choose a meal.
4. Ask the question "What will you eat?" and open the fortune teller.
5. Parent/caregiver chooses a number from the ones visible inside.
6. You make that many moves by pushing open and pulling closed your pointer fingers and thumbs. Stop your hands after that number of movements.
7. Parent/caregiver chooses another number and you slip the fortune teller off your fingers and look under that number.
8. Announce what parent/caregiver will eat.
9. Parent/caregiver takes the fortune teller and performs the above steps with the child.
10. The child takes the fortune teller and is guided to perform the above steps.



EXPECTED OUTCOMES

- Follows directions containing two verb; e.g. fold and push, turn it over and press down.
- Understands descriptions; food; e.g. It's a yellow fruit.

KEY STRATEGIES

TALK TALK TALK: Involve the child in as much preparation as possible for every activity. In this activity the construction of the fortune teller provides opportunities to highlight the verbs *fold* and *push*. As you play you will repeat *open your fingers and shut your fingers* as you move the fortune teller.

LISTENING FIRST: When you look under the number to reveal the answer to the question, keep the picture hidden and talk about the food first before showing the child. See if the child can guess by giving a simple description. *You need 2 slices to make sandwich.*



EXPECTED OUTCOMES

- Combines words to talk about what food for what meal e.g. banana for dinner.

KEY STRATEGIES

USE CHOICES: Check what vocabulary the family use by providing alternatives using choice. *Do you say dinner or supper? What do you call this one; morning tea or snack?*

COME CLOSE TO ME: The fortune teller encourages the speaker and listeners to huddle together so all can see the movement, the numbers changing and finally the pictures. In a nice quiet room, these are perfect listening conditions, with the focus naturally being on listening and looking at the fortune teller rather than seeking lip-reading cues. When you reveal the food, provide the target language model. *Oh, you get pizza for breakfast. That's funny.*



EXPECTED OUTCOMES

- Takes turns in different roles in a game.

KEY STRATEGY

TALK TALK TALK: Learning to take turns is an important social skill. In this game there is the chance to be the chooser and the teller. Highlight the elements of each role so the child knows what to do when it is their turn. *So now mum is the teller and you are the chooser. Mum gets to hold this. You get to pick.*

ACTIVITY

2. What Will You Eat?

PREPARATION

Print the resource on to light weight card.

Cut out the 'fortune teller' saving the folding instructions.

RESOURCES

- Things We Eat
L1 L2 L3 A2

You are going to make the 'fortune teller' and then play with it to find out the answer to the question "What will you eat?".

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7. Parent/caregiver chooses another number and you slip the fortune teller off your fingers and look under that number.
8. Announce what parent/caregiver will eat.
9. Parent/caregiver takes the fortune teller and performs the above steps with the child.
10. The child takes the fortune teller and is guided to perform the above steps.



EXPECTED OUTCOMES

- Follows complex instruction; e.g. fold the square corner to corner.
- Understands descriptions; food; e.g. It's a fruit that is long and a bit curved.

KEY STRATEGIES

TALK TALK TALK: Involve the child in as much preparation as possible for every activity. In this activity the construction of the fortune teller provides opportunities to encourage the child to follow the instructions printed on the fortune teller.

LISTENING FIRST: When you look under the number to reveal the answer to the question, keep the picture hidden and talk about the food first before showing the child. See if the child can guess by giving abstract descriptions. *You need 2 of these to make sandwich.*



EXPECTED OUTCOMES

- Uses future tense to talk about what someone will be eating; e.g. You will be eating pizza.
- Uses 'for'; for dinner.

KEY STRATEGIES

COME CLOSE TO ME: The fortune teller encourages the speaker and listeners to huddle together so all can see the movement, the numbers changing and finally the pictures. In a nice quiet room, these are perfect listening conditions, with the focus naturally being on listening and looking at the fortune teller rather than seeking lip-reading cues. When you reveal the food, provide the target language model. *Oh You will be eating pizza for breakfast, That's funny.*

USE CHOICES: Acoustic highlight the word for and use it twice in a choice question to make it easier for the child to use in his response. *Did you say mum will eat pizza for dinner or for breakfast?*



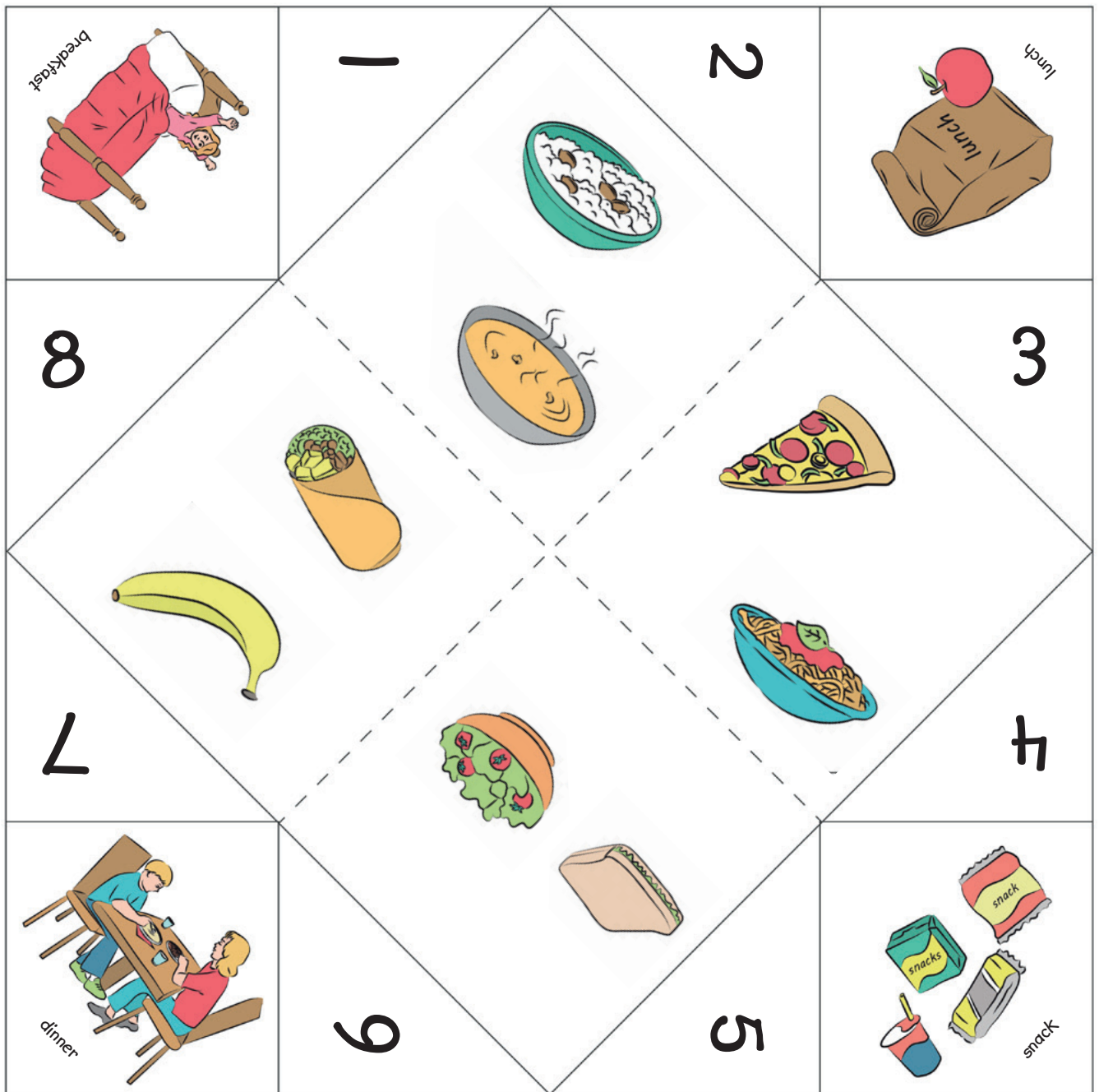
EXPECTED OUTCOMES

- Takes turns in different roles in a game.

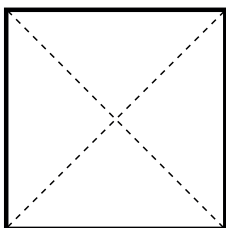
KEY STRATEGY

TALK TALK TALK: Learning to take turns is an important social skill. In this game there is the chance to be the chooser and the teller. Highlight the elements of each role so the child knows what to do when it is their turn. *So now mum is the teller and you are the chooser. Mum gets to hold this. You get to pick.*

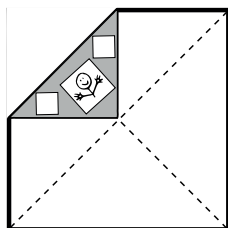
2. What Will You Eat?



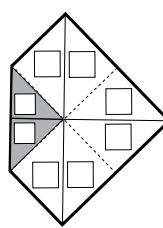
1. Fold the square paper corner to corner. Open the paper to see folds.



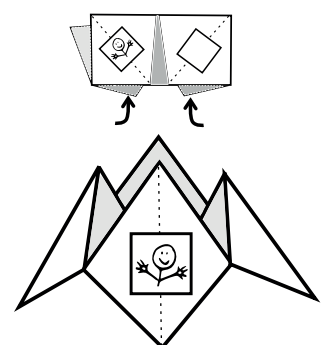
2. Fold the corners back to the middle of the folds.



3. Turn the paper over and fold the corners back to the middle of the folds.



4. Put your fingers into the pockets behind the pictures.



ACTIVITY

3. Make a Plate of Food

PREPARATION

Print resources onto light weight card. Print enough plates and utensils for everyone. Cut out the utensils.

You are going make a plate of food each.

1. Take a plate and tell the child to take one
2. The child can tell their parent/caregiver to take one.
3. Each of you will choose what utensils you want and put them beside your plates.
4. Take turns choosing from the page of food items, cutting out the one you want and sticking it on your plate.
5. Announce when you think you have enough.
6. Pick up your utensils and pretend to eat.

RESOURCES

- Things We Eat L1 L2 L3 A3
- Things We Eat L1 L2 L3 A3 plate
- Things We Eat L1 L2 L3 A3 utensils
- Children's scissors and glue



EXPECTED OUTCOMES

- Identifies 1 item:
 - Foods; e.g. chicken, ice, banana, cake.
 - Utensils: knife, fork, spoon, chopsticks.
- Understands my, your.

KEY STRATEGIES

THE SAME THINKING PLACE: As you take turns choosing you might find the some food items are more popular than others. Maybe you choose the cake only to find the child gets upset because they wanted the cake. Model the language the match their thinking. *Oh you want the cake. Oh that's ok, you can have the cake. I'm happy with watermelon.*

TALK TALK TALK: Commentate as you each choose your food items to help the child attend to the pronouns my and your; *Look at my plate. My plate has watermelon and cheese. I like your plate. That's your cake and your corn.*



EXPECTED OUTCOMES

- Says foods.
- Labels: plate, utensils.

KEY STRATEGIES

USE CHOICE: If the child is unable to spontaneously label the food they want, or make a decision, provide a choice. Say the one you think the child wants last. *Do you want the banana or the cake?*

WAIT WAIT AND WAIT SOME MORE: Most children are very motivated to use scissors and cut. Gently withhold the scissors and wait for the child to attempt to vocalise spontaneously or repeat the name of the food item they want before releasing the scissors.



EXPECTED OUTCOMES

- Understands "another".

KEY STRATEGY

LISTENING FIRST: When you have each had one turn announce that you can all choose *another one*. Do this through listening first before you reach for the food pictures and repeat this each time it is someone's turn to choose.

ACTIVITY

3. Make a Plate of Food

PREPARATION

Print resources onto light weight card. Print enough plates and utensils for everyone. Cut out the utensils.

Each player is going to choose a person, name them and make a plate of food for them.

1. Everybody takes a plate.
2. Each of you will choose what utensil/s you want and put them beside your plates.
3. Take turns describing the person you want to choose, cut them out and stick them on the top of your plate. Give your person a name.
4. Take turns choosing from the page of food items, cutting out the one you want to choose for your person and sticking it on your plate.
5. Announce when you think you have enough.

RESOURCES

- Things We Eat L1 L2 L3 A3
- Things We Eat L1 L2 L3 A3 plate
- Things We Eat L1 L2 L3 A3 utensils
- Children's scissors and glue



EXPECTED OUTCOMES

- Understands descriptions of people.
- Identifies 2 items; a name + a food; Jack wants corn.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: Make up a description of the person you want using about 4 short sentences. Emphasise words in each sentence to help the child work out which person you are talking about. *I will choose a girl. She has long hair. She's wearing a green shirt. She has 2 pony tails.*

AUDITORY MEMORY: Recount at the end of everyone's turn to help the child attend to the 2 items in each turn. *Jack has corn. Jill has sushi... and William has chicken.*



EXPECTED OUTCOMES

- Combines a name + food; e.g. Jack bread.
- Combines verb: wants + food items; e.g. wants bread.

KEY STRATEGIES

USE CHOICE: If the child is unable to spontaneously produce 2 word combinations provide a choice. Say the one you think the child wants last. *Do you think Jack **wants peas** or **wants bread**?*

EXPANSION & EXTENSION: If the child is able to produce a two word combination, provide the 3 word extension as a model for the next level up. *Oh, Jack **wants bread**.*



EXPECTED OUTCOMES

- Uses the verb: think when predicting other's needs/wants.

KEY STRATEGY

TALK TALK TALK: Add the word *think* to help the child develop their Theory of Mind skills. We can't know for sure what other people want unless they tell us. In this activity you can model the idea and language to help the child understand that it is alright if you don't know something for sure, you can make a guess using the words ; *I think... Jack wants corn.*

ACTIVITY

3. Make a Plate of Food

PREPARATION

Print resources onto light weight card. Print enough plates and utensils for everyone to have 2 of each.

Cut out the utensils.

Each player is going to choose 2 people, name them and make a plate of food for each of them.

1. Everybody takes 2 plates.
2. Each of you will choose what utensil/s you want and put them beside your plates.
3. Take turns describing the people you want to choose, cut them out and stick them on the top of your plates. Give your people names.
4. Choose one of your people to be first and then select two food items for that person. The child and the parent/caregiver have a turn selecting food for one of their people.
5. Then you repeat the turns with the second person's plate.

RESOURCES

- Things We Eat L1 L2 L3 A3
- Things We Eat L1 L2 L3 A3 plate
- Things We Eat L1 L2 L3 A3 utensils
- Things We Eat L2 L3 A3 people
- Children's scissors and glue



EXPECTED OUTCOMES

- Understands descriptions of people.
- Understands ordinal numbers ; first/second.
- Identifies 3 items; a name + a food and a food; Jack wants corn and peas.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: Make up a description of the person you want using complex sentences. Emphasise words in each sentence to help the child work out which person you are talking about. *I will choose a girl wearing a green shirt who has long hair in 2 pony tails.*

AUDITORY MEMORY: Recount at the end of everyone's turn to help the child attend to the 3 items in each turn. *Jack has corn and peas. Jill has sushi and apple slices. and William has chicken and mushrooms.*



EXPECTED OUTCOMES

- Matches verb to subject (third person verbs) e.g. wants, has, likes, prefers, needs.
- Uses plurals; e.g. peas, mushrooms.

KEY STRATEGIES

USE CHOICES: Provide models of the different verbs the child can choose to use in this activity by using choice. You can say Jack wants chicken and pasta or you can say Jack likes chicken and pasta.

EXPANSION & EXTENSION: If the child omits the plural marker repeat the sentence back acoustic highlighting the plural by putting it at the end of the sentence. *Oh, I see Jack wants rice and peas.*



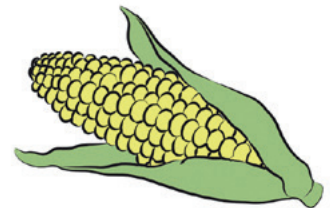
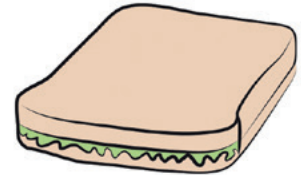
EXPECTED OUTCOMES

- Uses the verb: think when predicting other's needs/wants.

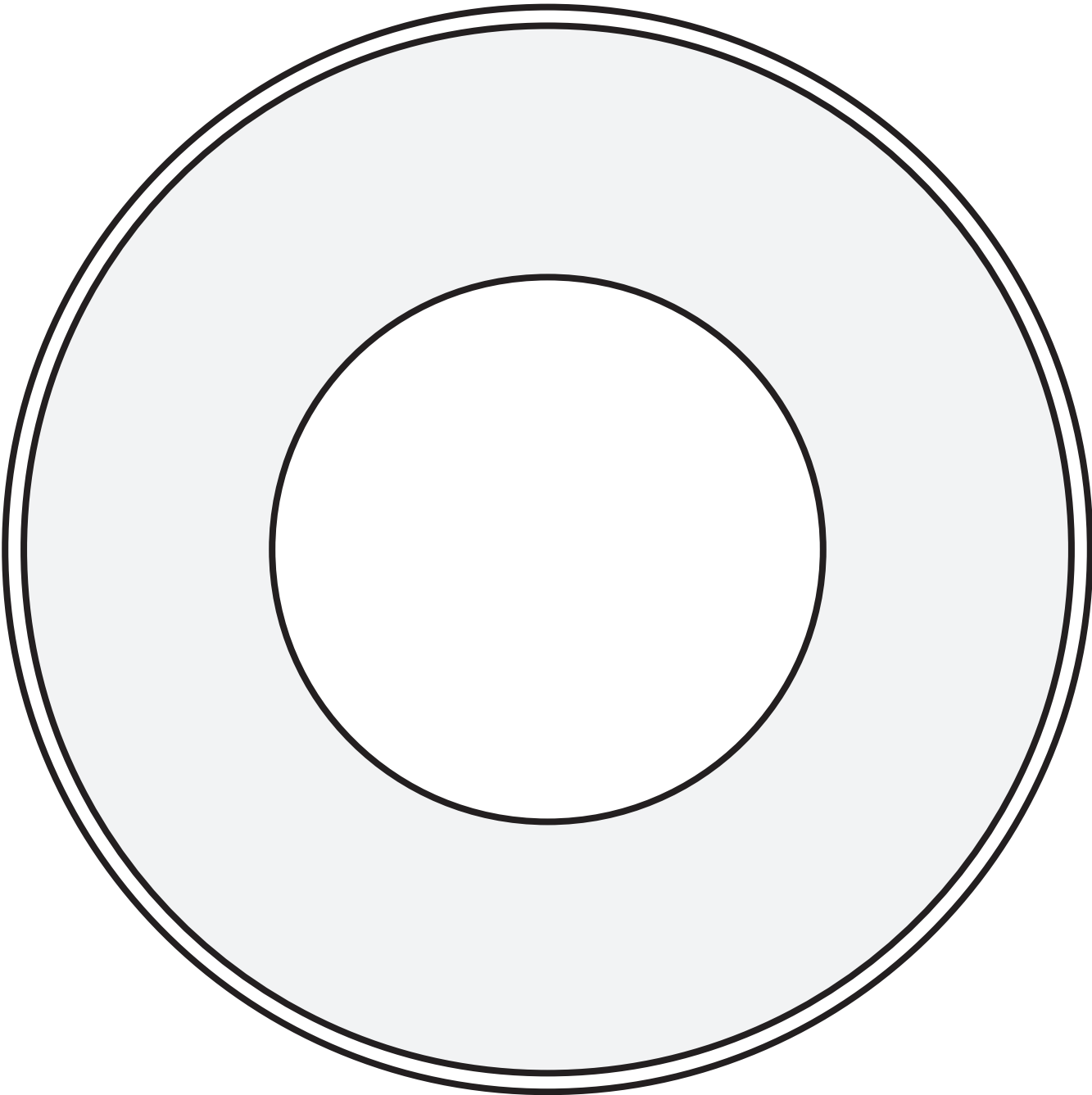
KEY STRATEGY

TALK TALK TALK: Add the word *think* to help the child develop their Theory of Mind skills. We can't know for sure what other people want unless they tell us. In this activity you can model the idea and language to help the child understand that it is alright if you don't know something for sure, you can make a guess using the words ; *I think... Jack would like mushrooms and corn.*

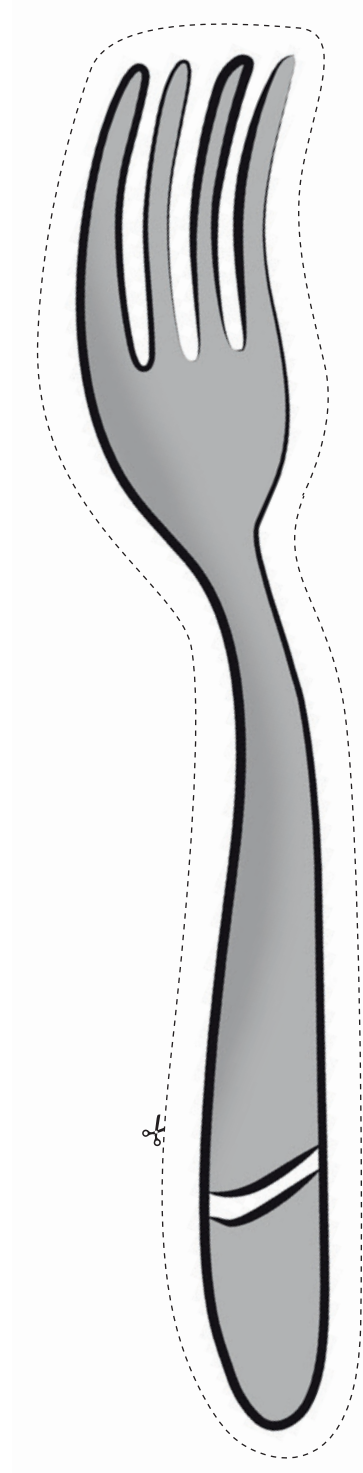
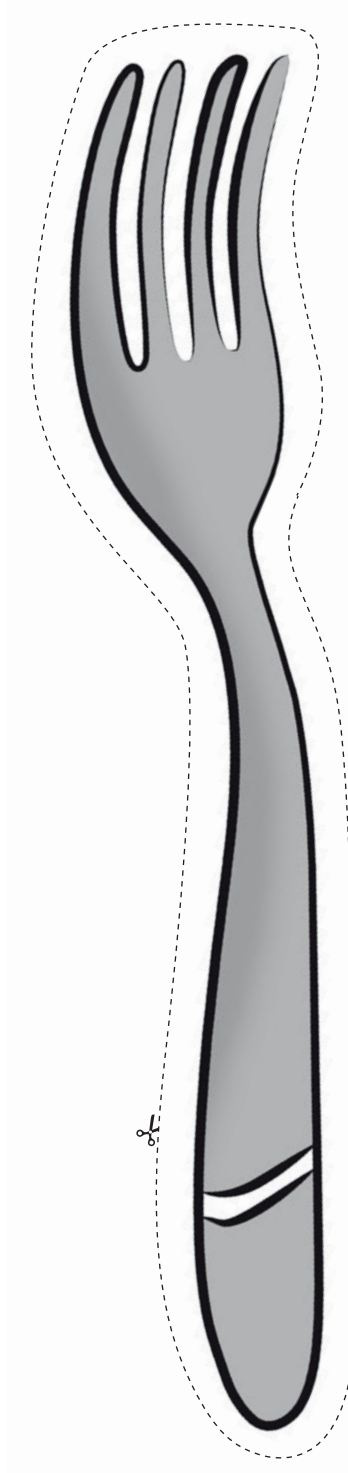
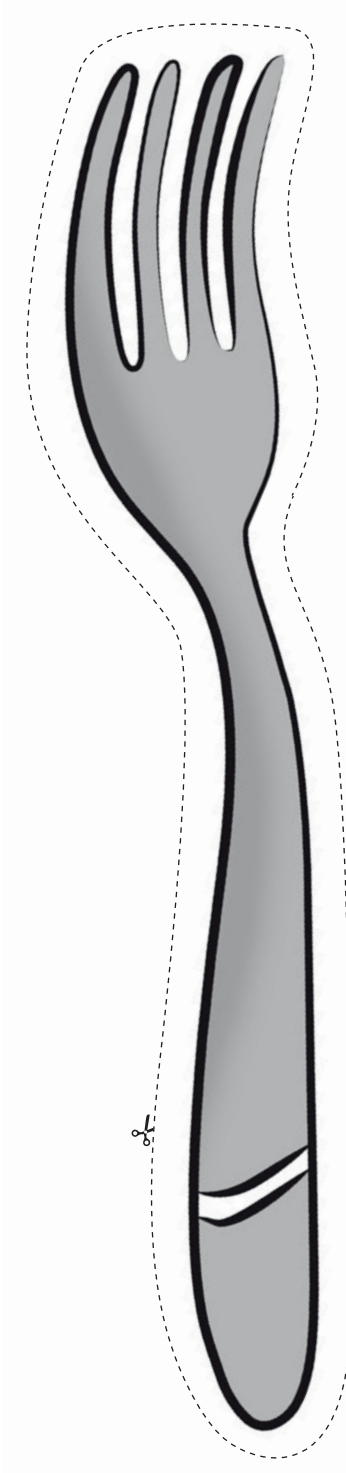
3. Make a Plate Of Food



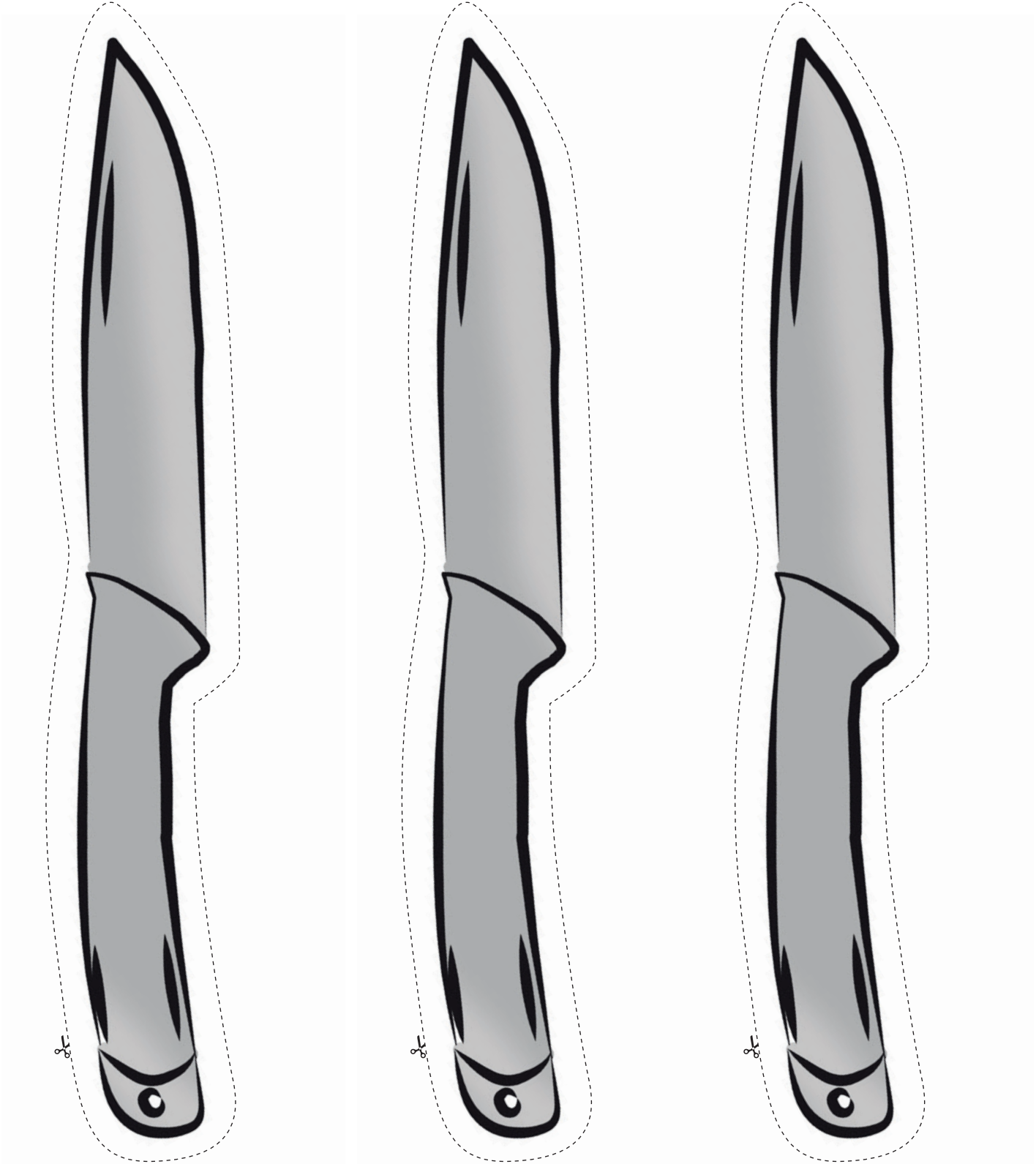
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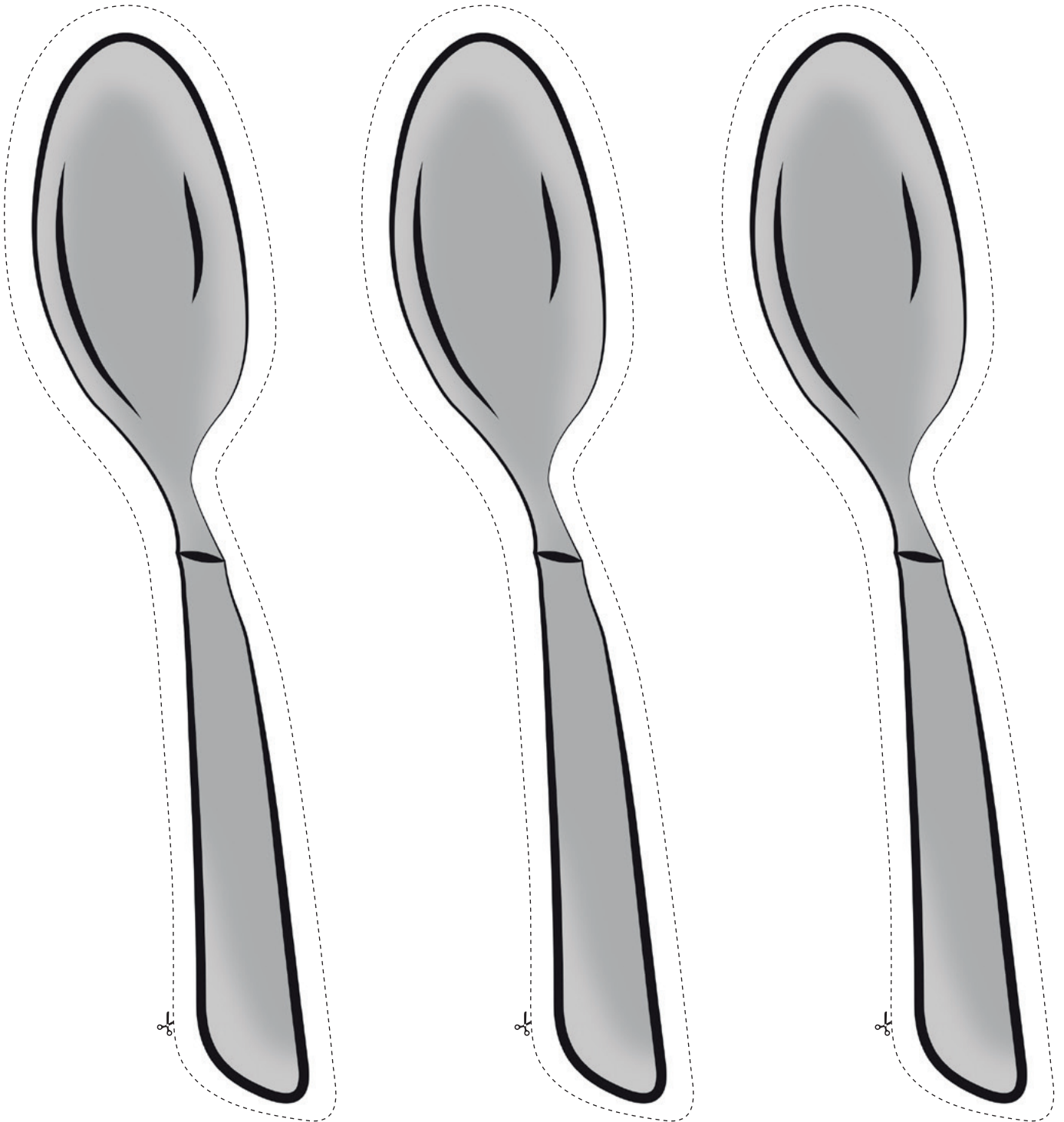
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3. Make a Plate Of Food



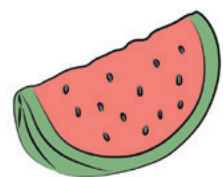
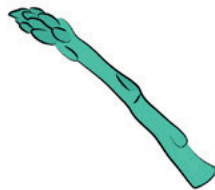
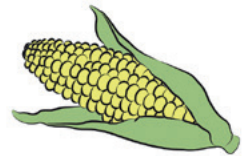
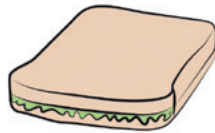
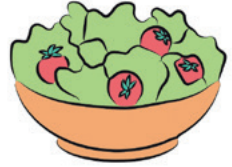
3. Make a Plate Of Food



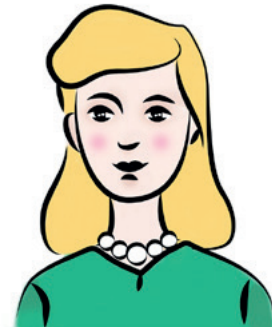
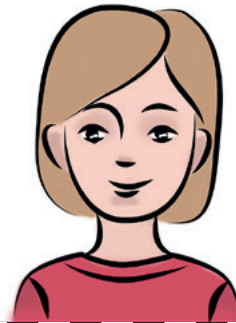
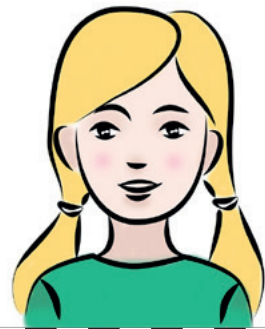
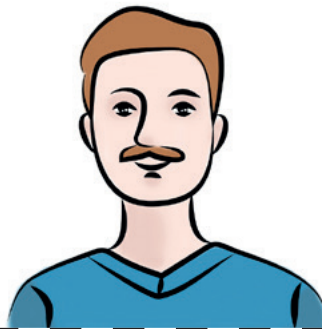
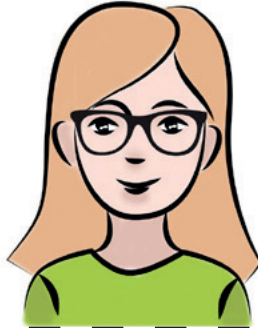
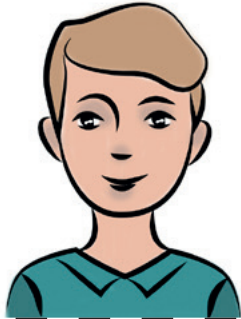
3. Make a Plate Of Food



3. Make a Plate Of Food



3. Make a Plate Of Food



ACTIVITY

4. Hannah Eats Sausages

PREPARATION

Print resource on to paper (choose 4 pages on 1 to make it smaller).

You are going to read a book together.

1. Cut the pages into quarters and leave in 4 piles.
2. Pick up the title page and point to the girl and say her name: This is Hannah.
3. Pick up page 2, point to Liam, say his name and put the page under the title page.
4. Continue to assemble the pages by putting the next person at the bottom of the pile.
5. Complete the book by adding the page that says "And I like...."
6. Staple the book together and then read the book.
7. On the last page encourage the child to draw a picture of themselves and / or what they like to eat.

RESOURCES

- Things We Eat
L1 L2 L3 A4



EXPECTED OUTCOMES

- Attends to book.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: The level 1 child will mostly attend to the last word on each page, the food item. You can help them attend to the names too by re-phrasing; e.g. *Liam bites bacon. His name is Liam. Yes, it says Liam bites bacon.*

BOOKS BOOKS BOOKS: Reading and frequent exposure to books assists in the development of literacy skills. Point out the text to the child to help them work out the difference between text and illustrations and begin to understand that text carries meaning.



EXPECTED OUTCOMES

- Repeats one word from sentence.
- Attempts to say names.

KEY STRATEGIES

THE AUDITORY FEEDBACK LOOP: Say each name for the child to attempt to repeat. Each name has two syllables and they provide the child with the opportunity to listen to and try and say a wide variety of consonant sounds. They will develop their auditory feedback loop by listening to you say the name and then comparing how they say it to yours.

WAIT WAIT AND WAIT SOME MORE: Read the words on each page and gently hold the next page down and wait to set the expectation that the child vocalise, and make an attempt to say the last word (food item) before you turn the page.



EXPECTED OUTCOMES

- Joins in conversation about foods.

KEY STRATEGY

TALK TALK TALK: As you read each page talk about whether you like the food, or not. Ask the child's parent/caregiver to talk about other family member and whether they like each food. You could talk about whether you have tried that food, want to try that food or don't want to try that food.

ACTIVITY

4. Hannah Eats Sausages

PREPARATION

Print resource on to paper (choose 4 pages on 1 to make it smaller).

You are going to make and read a book together.

1. Cut the pages into quarters and leave in 4 piles.
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5. Complete the book by adding the page that says "And I like...."
6. Staple the book together and then read the book.
7. On the last page encourage the child to draw a picture of themselves and / or what they like to eat.

RESOURCES

- Things We Eat
L1 L2 L3 A4



EXPECTED OUTCOMES

- Attends to book.
- Follows instructions to turn the page.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: Talk about the child's name on each page and then acoustic highlight the verb and food item in the text. There are a variety of new verbs in this book, e.g. *His name is Liam. Liam bites bacon.*

BOOKS BOOKS BOOKS: Reading and frequent exposure to books assists in the development of literacy skills. Point out the text to the child to help them work out the difference between text and illustrations and begin to understand that text carries meaning. Ask the child to turn the page.



EXPECTED OUTCOMES

- Repeats words from story.
- Develops vocabulary of verbs.

KEY STRATEGIES

WAIT WAIT AND WAIT SOME MORE: Read the words on each page and gently hold the next page down and wait to set the expectation that the child vocalise, and make an attempt to say 2 (or more) words before you turn the page.

COME CLOSE TO ME: Reading books together is a great opportunity to sit nice and close to your child's audio processors. This positioning will make it easier for the child to hear and attend to the new verbs in this book.



EXPECTED OUTCOMES

- Joins in conversation about foods.

KEY STRATEGY

TALK TALK TALK: As you read each page talk about whether you like the food, or not. Ask the child's parent/caregiver to talk about other family member and whether they like each food. You could talk about whether you have tried that food, want to try that food or don't want to try that food.

ACTIVITY

4. Hannah Eats Sausages

PREPARATION

Print resource on to paper (choose 4 pages on 1 to make it smaller).

You are going to make and read a book together.

1. Cut the pages into quarters and leave in 4 piles.
2. Pick up the title page and point to the girl and say her name: Her name is Hannah.
3. Pick up page 2, point to Liam, say his name and put the page under the title page.
4. Continue to assemble the pages by putting the next person at the bottom of the pile.
5. Complete the book by adding the page that says "And I like...."
6. Staple the book together and then read the book.
7. On the last page encourage the child to draw a picture of themselves and / or what they like to eat.

RESOURCES

- Things We Eat
L1 L2 L3 A4



EXPECTED OUTCOMES

- Repeats words from book.

KEY STRATEGIES

AUDITORY MEMORY: Story tracking is an activity where you say a short sentence or part of a sentence and the child repeats it back exactly. The sentences in this story are only 3 words long so the level 3 child should recall the words including new vocabulary.

BOOKS BOOKS BOOKS: Reading and frequent exposure to books assists in the development of literacy skills. Point out the text to the child to help them work out the difference between text and illustrations and begin to understand that text carries meaning. For the Level 3 child you might like to point out the initial consonant of the names in the story and emphasise the sound that letter makes.



EXPECTED OUTCOMES

- Uses plurals ; e.g. sausages.
- Third person verbs; e.g. eats, bites, nibbles.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: Third person verb agreement is a tricky grammatical marker to get. It is soft and quick and usually in the middle of sentences. Try and say it a little bit louder to make it easier for the child to pick out. *Liam bites bacon.*

COME CLOSE TO ME: Reading books together is a great opportunity to sit nice and close to the child's audio processors. This positioning will make it easier for the child to hear and attend to the new verbs and the verb endings in this book.



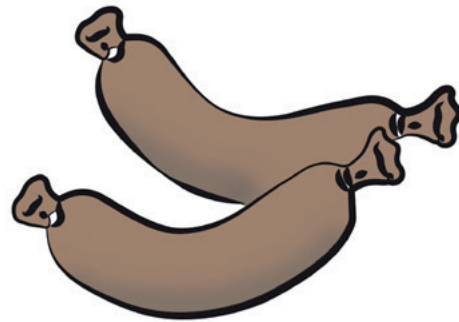
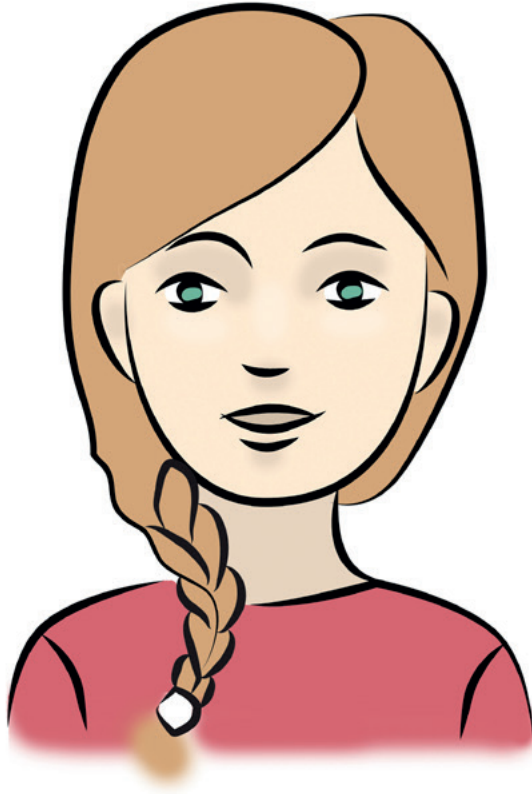
EXPECTED OUTCOMES

- Joins in conversation about foods.

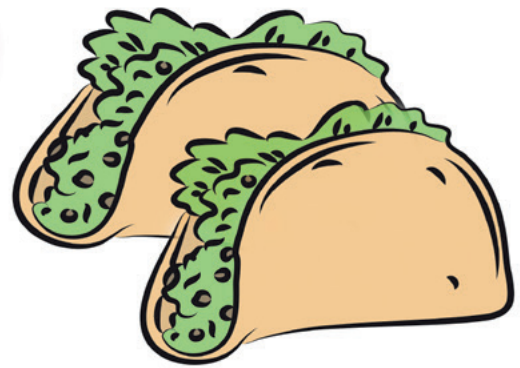
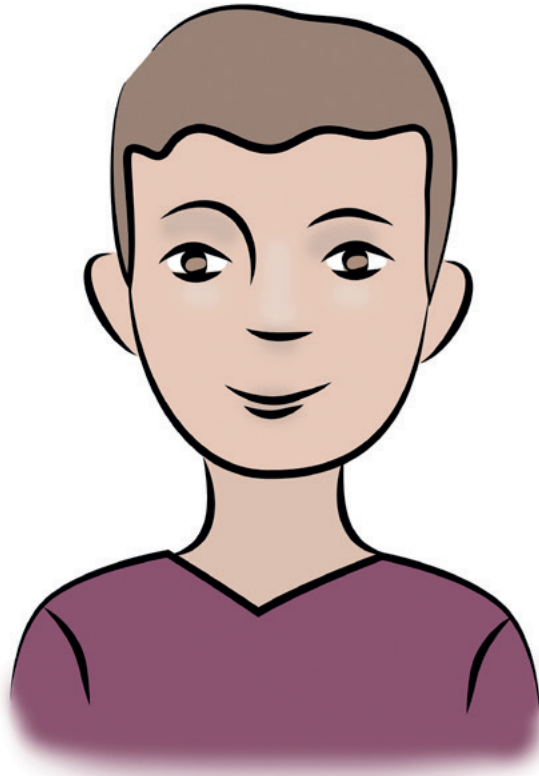
KEY STRATEGY

TALK TALK TALK: As you read each page talk about whether you like the food, or not. Ask the child's parent/ caregiver to talk about other family member and whether they like each food. You could talk about whether you have tried that food, want to try that food or don't want to try that food.

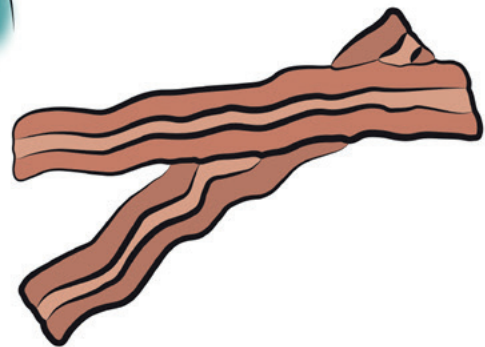
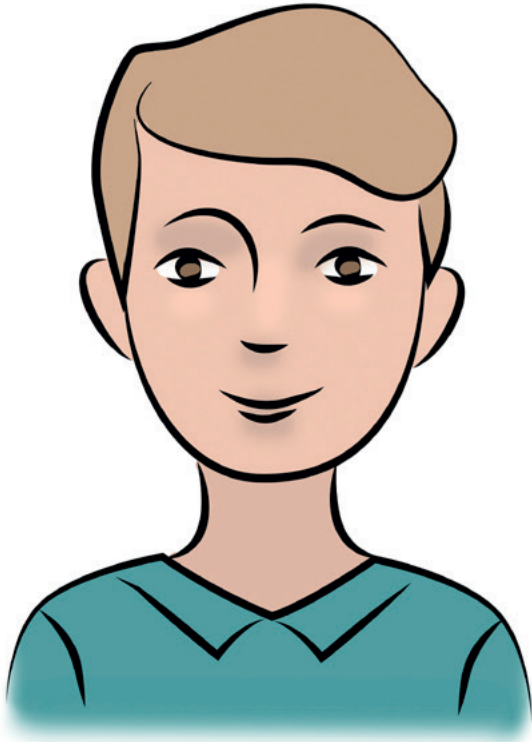
4. Hannah Eats Sausages



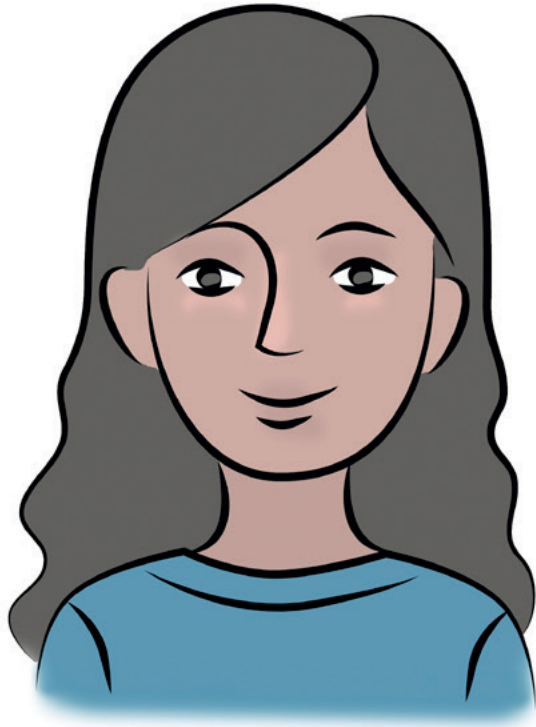
Hannah eats sausages.



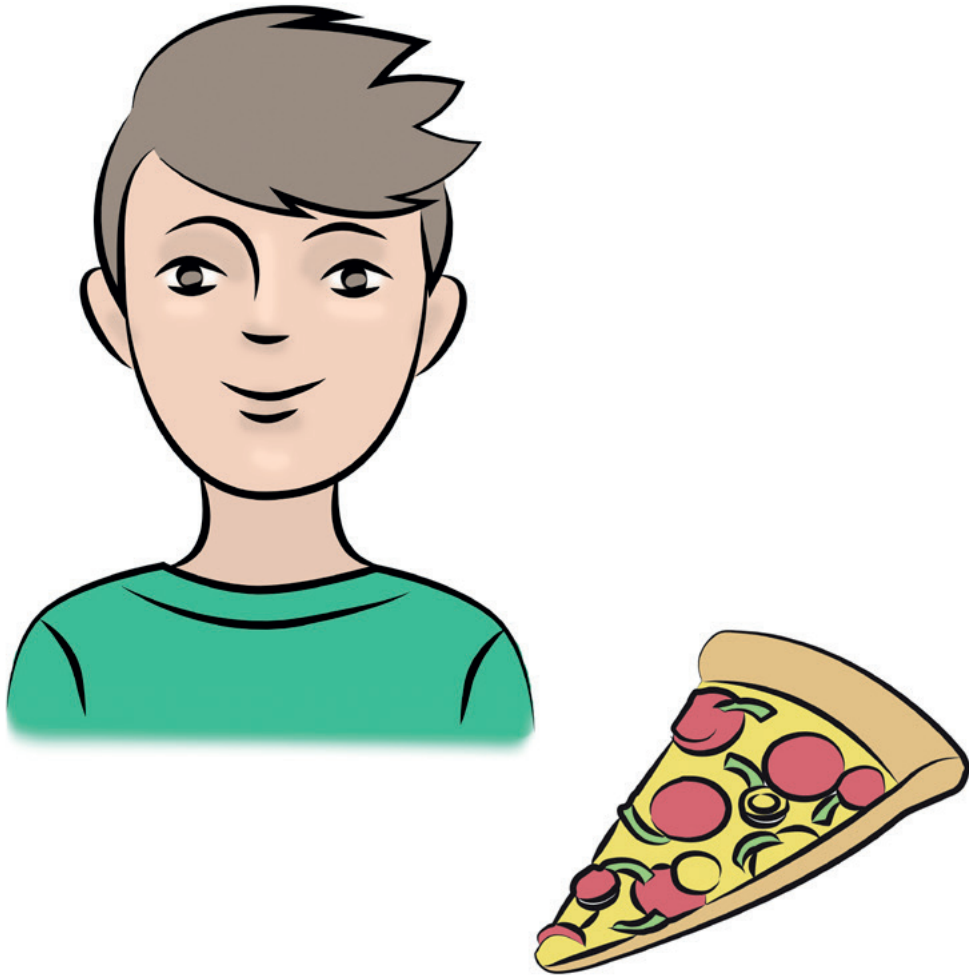
Carlos crunches tacos.



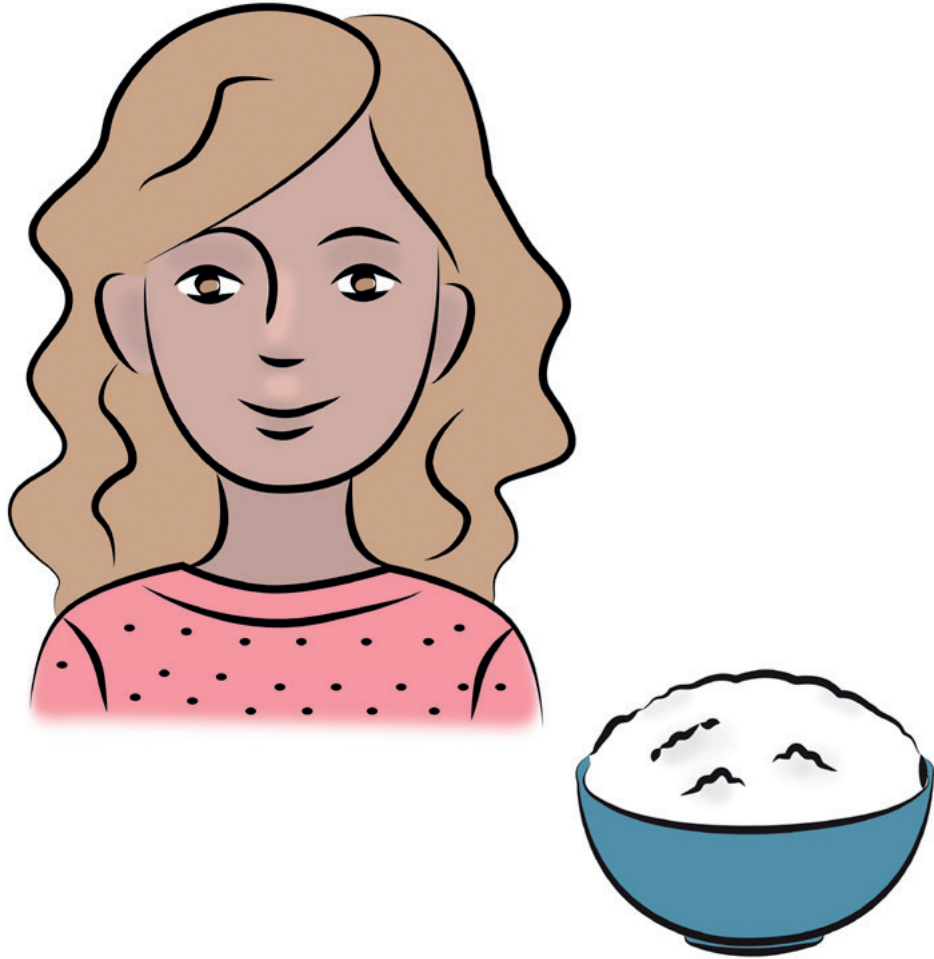
Liam bites bacon.



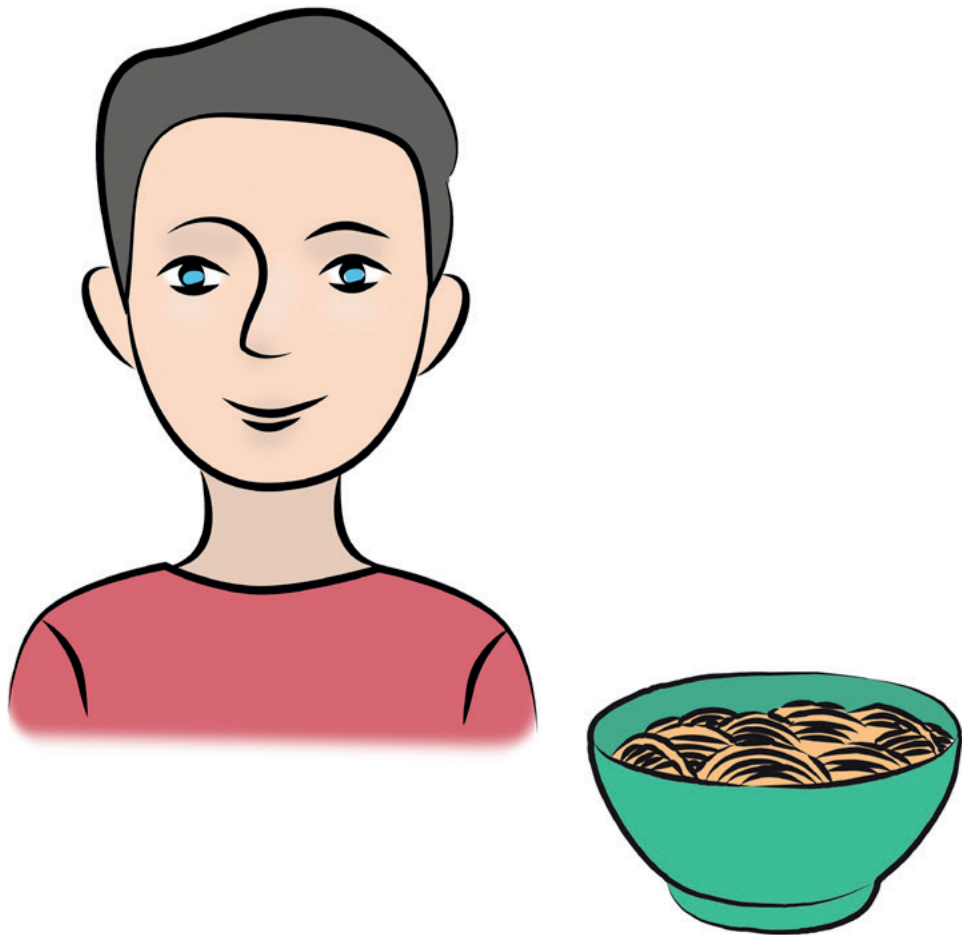
Diya nibbles naan bread.



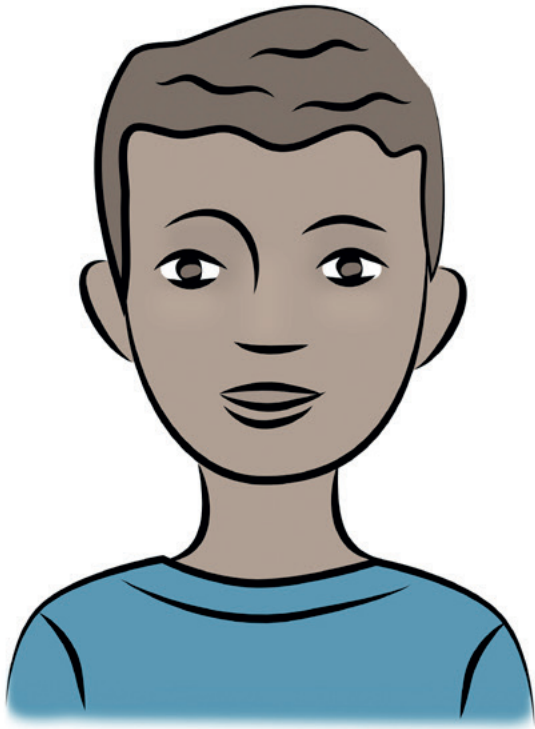
Paolo picks pizza.



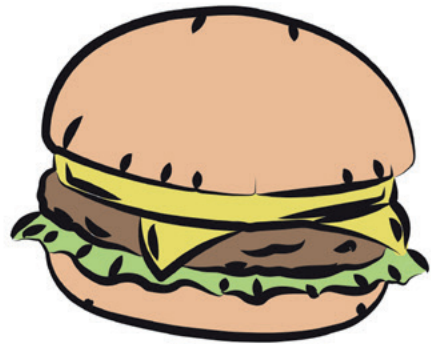
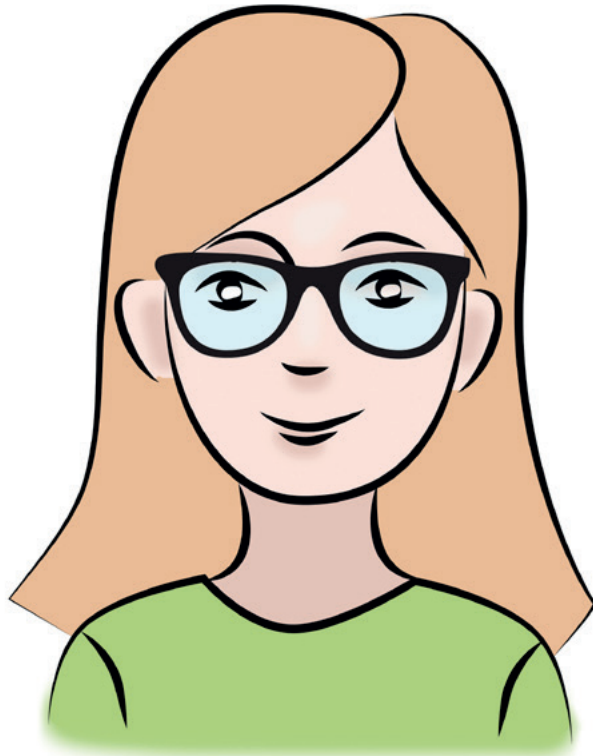
Zara really likes rice.



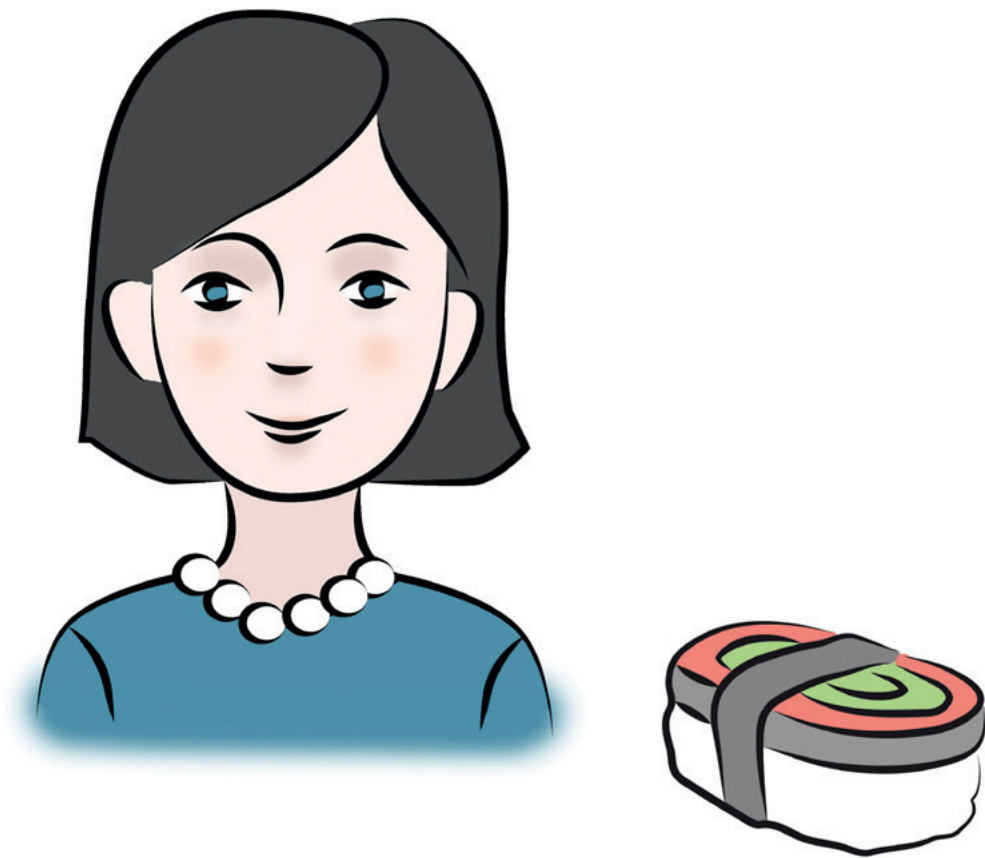
Isaac slurps noodles.



Harry chomps chips.



Emma munches burgers.



Mika snacks on sushi.

And I like



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