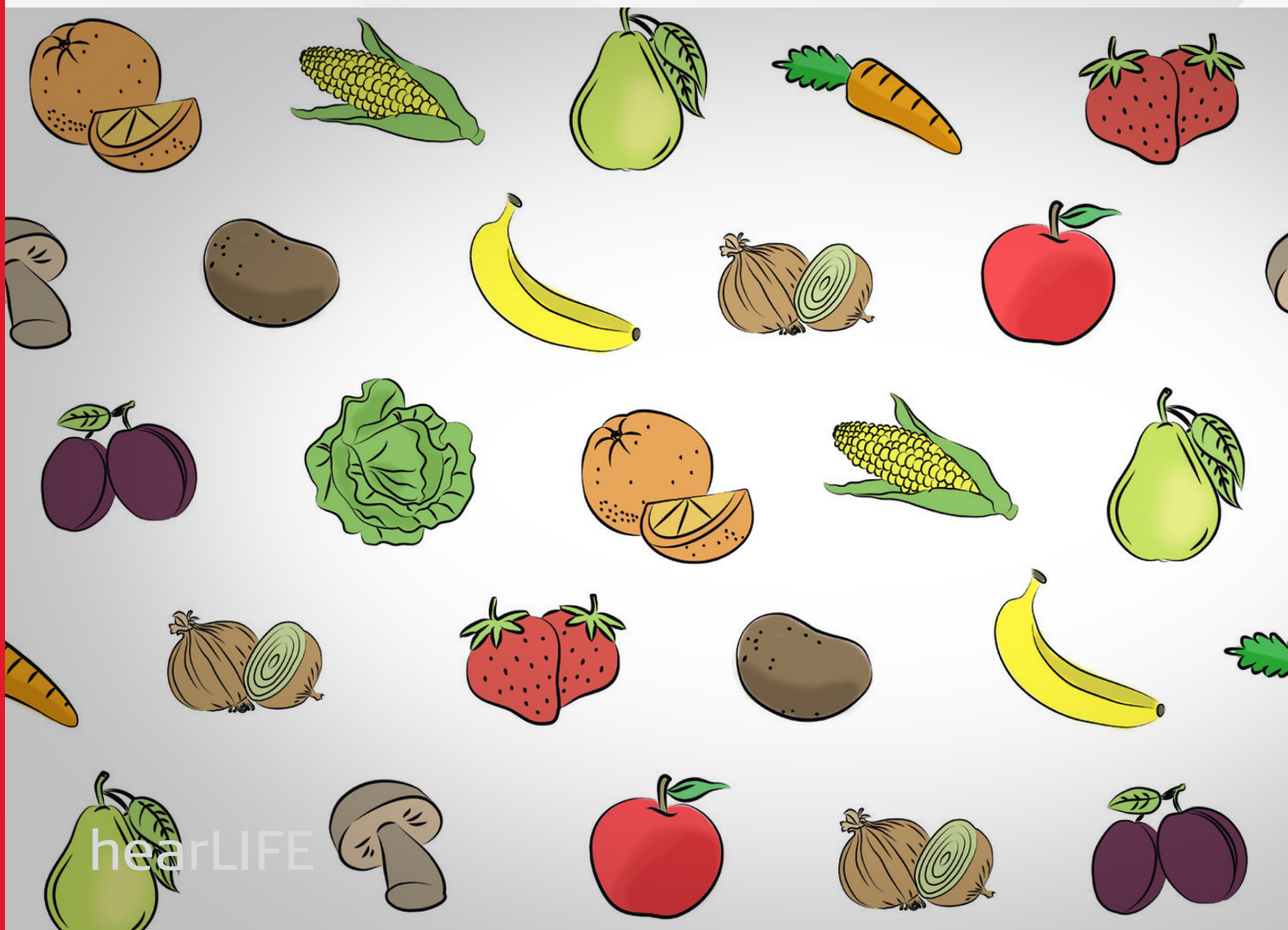


10 FRUITS AND VEGETABLES



Learn About the Lesson Plans

Lesson Plan

Level 1, Level 2, Level 3

1. The Harvest

Therapist Notes, Resources

2. Vegetable Soup

Therapist Notes, Resources

3. I Went Shopping

Therapist Notes, Resources

4. The Fruit Bowl

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	• Identifies 1 item: • parts of a house • Understands some prepositions: front/back	• Labels house parts • Uses verbs: cut/stick/fold	• Understands that people see different things from different angles
WHO'S IN THE HOUSE? RESOURCES • My House L1 L2 L3 A2	• Attends to 1 item: • person • place • verb	• Repeats or labels 1 word: • person • place • verb	• Understands same and not the same
WHERE DOES IT GO? RESOURCES • My House L1 L2 L3 A3	• Identifies 1 item • object • place	• Consolidates vocabulary within categories; things in a house/places in the house	• Understands the association between an object and a place
MY HOUSE RESOURCES • My House L1 L2 L3 A4	• Attends to verbs: cut, fold, hold, push, count • Attends to book	• Attempts to repeat one word from each page	• Joins in conversation about own house

The theme: the level

The activity name

What you need to do before the lesson

Step by step through the activity

Goal from lesson plan: example of skill

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

MY HOUSE: LEVEL 1 THERAPIST NOTES

MED^oEL

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

			
THE HARVEST RESOURCES <ul style="list-style-type: none"> • Fruit and Vegetables L1 L2 L3 A1 fruit cards • Fruit and Vegetables L1 L2 L3 A1 fruit graph • Fruit and Vegetables L1 L2 L3 A1 vegetable cards • Fruit and Vegetables L1 L2 L3 A1 vegetable graph • Fruit and Vegetables L1 L2 L3 sorting mat 	<ul style="list-style-type: none"> • Identifies 1 item: <ul style="list-style-type: none"> • Fruit and vegetables 	<ul style="list-style-type: none"> • Labels foods • Sorts fruit and vegetables with help 	<ul style="list-style-type: none"> • Identifies things that are the same • Begins to count with help
VEGETABLE SOUP RESOURCES <ul style="list-style-type: none"> • Fruit and Vegetables L1 L2 L3 A2 	<ul style="list-style-type: none"> • Attends to a song with support of a picture book 	<ul style="list-style-type: none"> • Uses : in/ out 	<ul style="list-style-type: none"> • Recalls the sequence of actions in the song.
I WENT SHOPPING RESOURCES <ul style="list-style-type: none"> • Fruit and Vegetables L1 L2 L3 A3 • Fruit and Vegetables L1 L2 L3 A3 shopping basket 	<ul style="list-style-type: none"> • Identifies 1 item: <ul style="list-style-type: none"> • Fruit or vegetables (at the end of a short phrase) • Understands my, your 	<ul style="list-style-type: none"> • Says one word to label fruit / vegetable • Begins to attend to the partitive eg: a bunch. 	<ul style="list-style-type: none"> • Remembers 1 item
THE FRUIT BOWL RESOURCES <ul style="list-style-type: none"> • Fruit and Vegetables L1 L2 L3 A4 • Fruit and Vegetables L1 L2 L3 A4 bowl 	<ul style="list-style-type: none"> • Identifies 1 item <ul style="list-style-type: none"> • Fruit • Colours 	<ul style="list-style-type: none"> • Attempts to say names of fruit • Attempts to say colours 	<ul style="list-style-type: none"> • Takes turns colouring. • Joins in conversation about likes and dislikes.

Date:

Name: Age: H.A:

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

			
THE HARVEST RESOURCES <ul style="list-style-type: none"> • Fruit and Vegetables L1 L2 L3 A1 fruit cards • Fruit and Vegetables L1 L2 L3 A1 fruit graph • Fruit and Vegetables L1 L2 L3 A1 vegetable cards • Fruit and Vegetables L1 L2 L3 A1 vegetable graph • Fruit and Vegetables L1 L2 L3 sorting mat 	<ul style="list-style-type: none"> • Identifies 2 item: <ul style="list-style-type: none"> • Fruit and vegetable 	<ul style="list-style-type: none"> • Uses conjunction: and • Uses a verb + object • Uses number qualifier + fruit or vegetable 	<ul style="list-style-type: none"> • Identifies things that match • Counts
VEGETABLE SOUP RESOURCES <ul style="list-style-type: none"> • Fruit and Vegetables L1 L2 L3 A2 	<ul style="list-style-type: none"> • Follows along with song supported by the picture book 	<ul style="list-style-type: none"> • Joins in 2 to 3 words per page of the song 	<ul style="list-style-type: none"> • Recalls the sequence of actions in the song.
I WENT SHOPPING RESOURCES <ul style="list-style-type: none"> • Fruit and Vegetables L1 L2 L3 A3 • Fruit and Vegetables L1 L2 L3 A3 shopping basket 	<ul style="list-style-type: none"> • Identifies 2 items <ul style="list-style-type: none"> • Partitive + object 	<ul style="list-style-type: none"> • Uses partitive + fruit/vegetable e.a. a bunch of bananas 	<ul style="list-style-type: none"> • Remembers 2 items
THE FRUIT BOWL RESOURCES <ul style="list-style-type: none"> • Fruit and Vegetables L1 L2 L3 A4 • Fruit and Vegetables L1 L2 L3 A4 bowl 	<ul style="list-style-type: none"> • Identifies 2 items <ul style="list-style-type: none"> • Adjective + noun 	<ul style="list-style-type: none"> • Says colour + fruit • Uses verb: colour 	<ul style="list-style-type: none"> • Takes turns colouring. • Joins in conversation about likes and dislikes.

Date:

Name: Age: H.A:

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

			
THE HARVEST RESOURCES <ul style="list-style-type: none"> • Fruit and Vegetables L1 L2 L3 A1 fruit cards • Fruit and Vegetables L1 L2 L3 A1 fruit graph • Fruit and Vegetables L1 L2 L3 A1 vegetable cards • Fruit and Vegetables L1 L2 L3 A1 vegetable graph • Fruit and Vegetables L1 L2 L3 sorting mat 	<ul style="list-style-type: none"> • Identifies 3 items: <ul style="list-style-type: none"> • 3 Nouns: fruit / vegetables 	<ul style="list-style-type: none"> • Uses specific verbs • Uses plurals 	<ul style="list-style-type: none"> • Understands how fruit and vegetables grow.
VEGETABLE SOUP RESOURCES <ul style="list-style-type: none"> • Fruit and Vegetables L1 L2 L3 A2 	<ul style="list-style-type: none"> • Follows along with song supported by the picture book 	<ul style="list-style-type: none"> • Joins words of the song • Uses past tense verbs 	<ul style="list-style-type: none"> • Recalls the sequence of actions in the song
I WENT SHOPPING RESOURCES <ul style="list-style-type: none"> • Fruit and Vegetables L1 L2 L3 A3 • Fruit and Vegetables L1 L2 L3 A3 shopping basket 	<ul style="list-style-type: none"> • Identifies 3 items: <ul style="list-style-type: none"> • Fruit or vegetables 	<ul style="list-style-type: none"> • Uses partitive + fruit/vegetable e.g. a bunch of bananas • Uses past tense verbs 	<ul style="list-style-type: none"> • Remembers 3 items
THE FRUIT BOWL RESOURCES <ul style="list-style-type: none"> • Fruit and Vegetables L1 L2 L3 A4 • Fruit and Vegetables L1 L2 L3 A4 bowl 	<ul style="list-style-type: none"> • Identifies fruit / vegetables from a description 	<ul style="list-style-type: none"> • Uses future tense verb: will colour 	<ul style="list-style-type: none"> • Uses state of mind verb: think • Joins in conversation about likes and dislikes

ACTIVITY

1. The Harvest

PREPARATION

Print all resources on to lightweight card.

Cut up the fruit and vegetable cards. Keep them separate if you only want to do one.

You are going to work together to sort the fruit and vegetables on to the graphs and then count how many of each you have. For the Level 1 child you might like to put the vegetables and vegetable graph to one side and do these separately.

1. Shuffle the cards up and place them face down in a pile.
2. Take the first card and without showing the picture say what it is.
3. Place it above the matching picture on the graph.
4. The child then has a turn picking up a card, labelling it and placing it on the graph.
5. Continue around all the players until all cards are finished.

RESOURCES

- Fruit and Vegetables
L1 L2 L3 A1 fruit cards
- Fruit and Vegetables
L1 L2 L3 A1 fruit graph
- Fruit and Vegetables
L1 L2 L3 A1
vegetable cards
- Fruit and Vegetables
L1 L2 L3 A1 vegetable
graph
- Scissors



EXPECTED OUTCOMES

- Identifies 1 item: food; e.g. plum, corn.

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.

TALK TALK TALK: Add more information. Talk about whether you have a piece of fruit or a vegetable. Talk about who likes this one and whether you have this one at home. For the Level 1 child use short sentences and ACOUSTIC HIGHLIGHT the key information. *This one is a fruit. It's a strawberry. I love strawberries. I bought strawberries at the shop. I keep them in the fridge.*



EXPECTED OUTCOMES

- Labels foods e.g. plum, corn.
- Sorts fruit and vegetables with help.

KEY STRATEGIES

AUDITORY FEEDBACK LOOP: The Level 1 child may not be able to spontaneously label the fruit or vegetable 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: Help the child understand associations between words by building links with in categories of words, for example the categories of fruit and vegetables. Explain the two graphs, identifying the categories. *This page is for the fruit. This page is for vegetables. Now look. I have the corn. Does it go with the fruit or the vegetables.*



EXPECTED OUTCOMES

- Identifies things that are the same.
- Begins to count with help.

KEY STRATEGY

THE SAME THINKING PLACE: Add language as you match the picture cards to the picture on the graph. This will help the child learn new vocabulary. *See, here is the corn. It's a vegetable. We need to put these together. They are the same. See, they match.*

When you have finished the cards (or done enough) take turns counting each fruit and each vegetable.

ACTIVITY

1. The Harvest

PREPARATION

Print all resources on to lightweight card.

Cut up the fruit and vegetable cards.

You are going to work together to sort the fruit and vegetables on to the graphs and then count how many of each you have.

1. Shuffle the cards up and place them face down in a pile.
2. Take the top two cards and without showing the pictures say what they are.
3. Place them above the matching pictures on the graph.
4. The child then has a turn picking up 2 cards, labelling them and placing them on the graph.
5. Continue around all the players until all cards are finished.
6. Count the total in each bar of the graph

RESOURCES

- Fruit and Vegetables
L1 L2 L3 A1 fruit cards
- Fruit and Vegetables
L1 L2 L3 A1 fruit graph
- Fruit and Vegetables
L1 L2 L3 A1
vegetable cards
- Fruit and Vegetables
L1 L2 L3 A1
vegetable graph
- Scissors



EXPECTED OUTCOMES

- Identifies 2 items: fruit and/or vegetable e.g. apple and corn.

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 SANDWICH: If the child is unable to repeat the 2 items, say them again through listening alone adding Acoustic Highlighting to the one they missed. If they are still having trouble show the cards, then hide them and say the words again.



EXPECTED OUTCOMES

- Uses conjunction: and.
- Uses a verb + object e.g. slash the bananas/cut the grapes/dig up the potatoes.
- Uses number qualifier + fruit or vegetable e.g. three cauliflower.

KEY STRATEGIES

USE CHOICES: Help the child understand associations between words by building links with in categories of words, for example the categories of fruit and vegetables. Explain the two graphs, identifying the categories. *This page is for the fruit. This page is for vegetables. Now look. I have the corn. Does it go with the fruit or the vegetables.*

TALK TALK TALK: Add more information about how the farmer will harvest the fruit or vegetables. This means you will build the child's vocabulary of verbs. Try to use as many different verbs as possible. *The farmer must dig up the potatoes. Dig them up and then shake the dirt off.*



EXPECTED OUTCOMES

- Identifies things that match.
- Counts

KEY STRATEGY

THE SAME THINKING PLACE: Add language as you match the picture cards to the picture on the graph. This will help the child learn new vocabulary. *See, I have 2 cobs of corn. Corn is a vegetable. We need to put these together on the graph. They are the same. See, they match.*

When you have finished the cards (or done enough) take turns counting each fruit and each vegetable.

ACTIVITY

1. The Harvest

PREPARATION

Print all resources on to lightweight card.

Cut up the fruit and vegetable cards.

You are going to work together to sort the fruit and vegetables on to the graphs and then count how many of each you have.

1. Shuffle the cards up and place them face down in a pile.
2. Take the top three cards and without showing the pictures say what they are.
3. Place them above the matching pictures on the graph.
4. The child then has a turn picking up 3 cards, labelling them and placing them on the graph.
5. Continue around all the players until all cards are finished.
6. Count the total in each bar of the graph

RESOURCES

- Fruit and Vegetables
L1 L2 L3 A1 fruit cards
- Fruit and Vegetables
L1 L2 L3 A1 fruit graph
- Fruit and Vegetables
L1 L2 L3 A1
vegetable cards
- Fruit and Vegetables
L1 L2 L3 A1
vegetable graph
- Scissors



EXPECTED OUTCOMES

- Identifies 3 items: fruit and/or vegetable e.g.: apple, corn and potato

KEY STRATEGIES

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

AUDITORY SANDWICH: If the child is unable to repeat the 3 items, say them again through listening alone adding acoustic highlighting to the one they missed. If they are still having trouble show the cards, then hide them and say the words again.



EXPECTED OUTCOMES

- Uses specific verbs; e.g. slash the bananas/cut the grapes/dig up the potatoes.
- Uses plurals; e.g. bananas, grapes, peas.

KEY STRATEGIES

TALK TALK TALK: Add more information about how the farmer will harvest the fruit or vegetables. This means you will build the child's vocabulary of verbs. Try to use as many different verbs as possible. *The farmer must **dig up the potatoes**. Dig them up and then **shake the dirt off**.*

ACOUSTIC HIGHLIGHTING: When you count up the total number of each fruit and vegetable at the end help the child attend to the plural markers by making the /s/ a little bit longer. Understand that some plurals are harder to produce than others. If the fruit or vegetable ends in a vowel sound, it should be easier for the child to say the plural. *We have **three bananas***. This is much easier than 3 cobs of corn where the plural marker is in the middle and requires the child to produce a consonant blend at the end of the word.



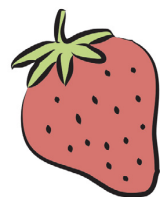
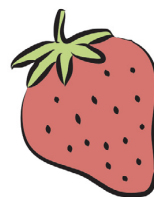
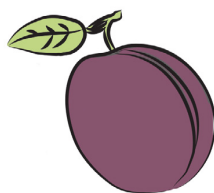
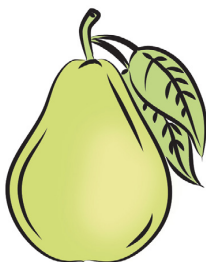
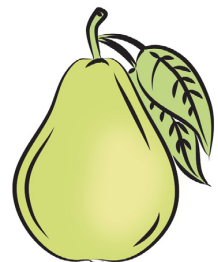
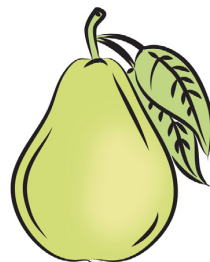
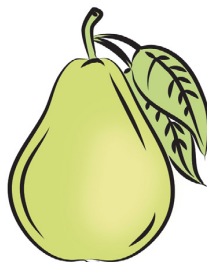
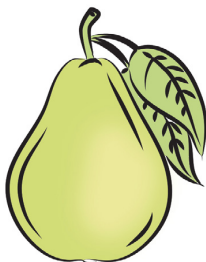
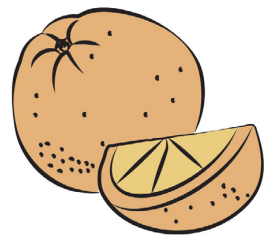
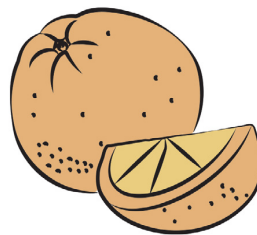
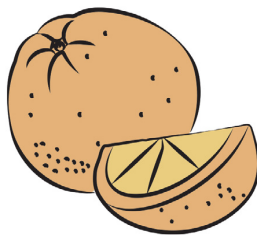
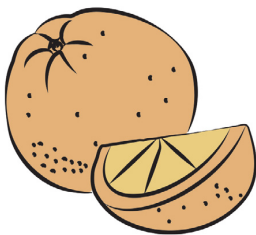
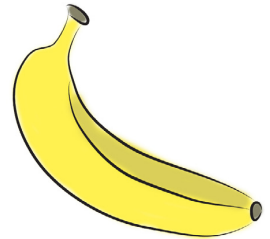
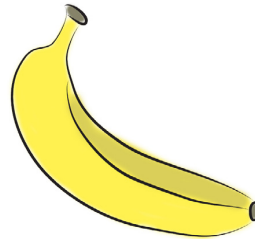
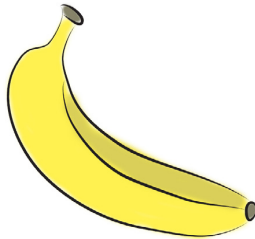
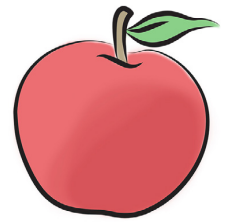
EXPECTED OUTCOMES

- Understands how fruit and vegetables grow.


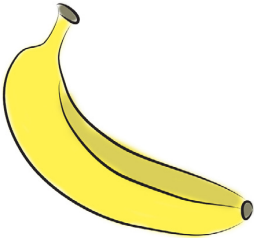
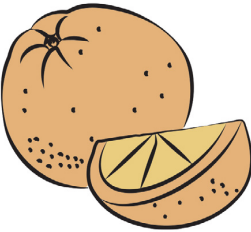
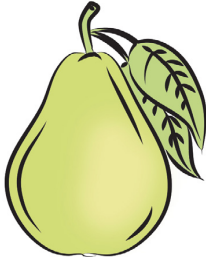
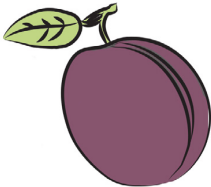
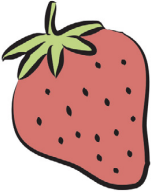
KEY STRATEGY

SAME THINKING PLACE: Add more information about how each fruit and vegetable grow. You might like to prepare some images from internet search, or do the search with the child so they can be involved in their own learning process.

1. The Harvest


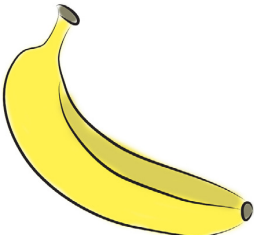
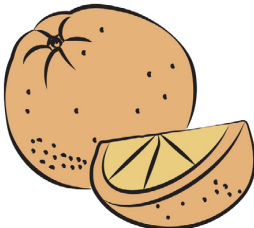
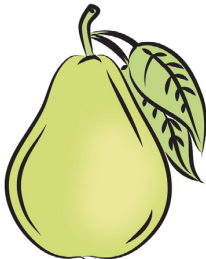

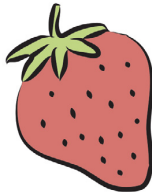


1. The Harvest

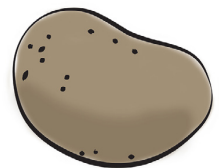
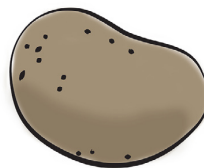
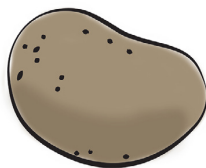
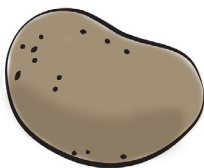
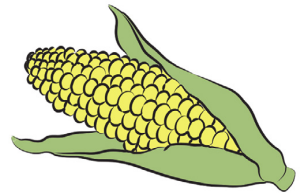
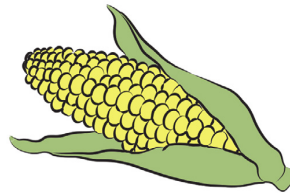
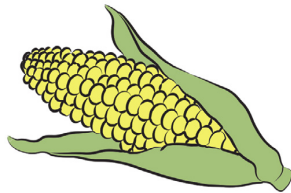
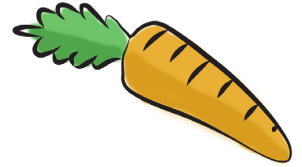
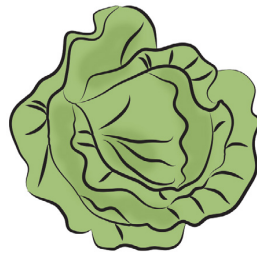
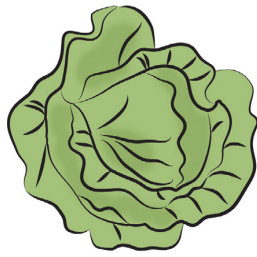
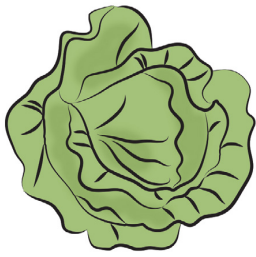
					

1. The Harvest

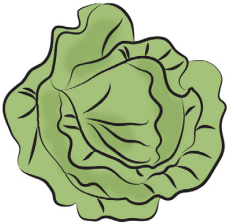

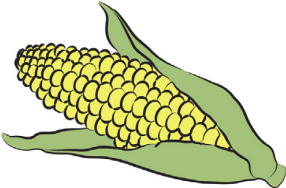


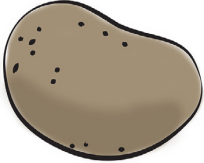
Fruit

					
apple	banana	orange	pear	plum	strawberry

1. The Harvest

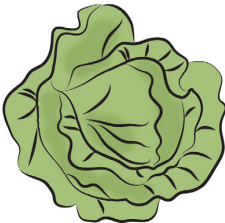

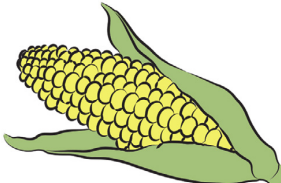


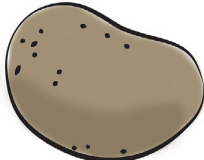


1. The Harvest

1. The Harvest

Vegetables

 <p>cabbage</p>	 <p>carrot</p>	 <p>corn</p>	 <p>mushroom</p>	 <p>onion</p>	 <p>potato</p>

ACTIVITY

2. Vegetable Soup

PREPARATION

Print the resource on to paper; print 4 pages on 1 to make them smaller.
Cut each page into 4.

RESOURCES

- Fruit and Vegetables
L1 L2 L3 A2
- Scissors and stapler

Together you are going to make the book "Vegetable soup" and then read the book, then sing it as a song.

1. Spread the pages out across the table.
2. Pick up the title page.
3. Together with the child find page 1 and put it under the title page.
4. Repeat with all pages then staple book together.
5. Take turns with the child's parent/caregiver to read a page each of the book.
6. When you have finished the book, go back to the beginning and sing each page (to the tune of Hokey Pokey.)
7. Add some actions to each page e.g.: miming putting something in/taking something out/stirring all about/shaking salt and pepper/rubbing tummy at the end of the verse.



EXPECTED OUTCOMES

- Attends to a song with support of a picture book.

KEY STRATEGIES

BOOKS BOOKS BOOKS: Making the book together will contribute to the development of the child's literacy skills. Add language to call the child's attention to features of the book. *This big picture is the cover. See the title: Vegetable soup. This book must be about soup. We need to find page 1. See the number at the bottom. Turn the page around so the number is at the bottom. Great. Now we can read the words. See the words.*

COME CLOSE TO ME: Encourage the child's parent/caregiver to takes turns reading a page of the book. Passing the book between you on the table will encourage everybody to stay in nice and close to the child's audio processors and give them the best possible auditory signal.



EXPECTED OUTCOMES

- Uses: in/out.

KEY STRATEGIES

MUSIC MUSIC MUSIC: Singing what you say helps grab and hold the child's attention for longer. The repetition in the song makes it easier for the child to remember words and you can help the child consolidate their comprehension of the concepts "in/ out" by pairing these words with actions.

AUDITORY CLOSURE: When the child is a little familiar with the song and actions you can try and use the technique of auditory closure to encourage the child to say the last word in a line. Start singing the line and then stop before the last word, add your "in" mime and look expectantly at the child. *Mum put an onion...*



EXPECTED OUTCOMES

- Recalls the sequence of actions in the song.

KEY STRATEGY

ACOUSTIC HIGHLIGHTING: Learning the actions for the song will help the child develop general memory skills. Singing is a natural acoustic highlighting technique. In addition, add a little emphasis on one word in the each line to help the child attach a key word to each of the action in the sequence.

ACTIVITY

2. Vegetable Soup

PREPARATION

Print the resource on to paper; print 4 pages on 1 to make them smaller.
Cut each page into 4.

RESOURCES

- Fruit and Vegetables
L1 L2 L3 A2
- Scissors and stapler

Together you are going to make the book "Vegetable soup" and then read the book, then sing it as a song.

1. Spread the pages out across the table.
2. Pick up the title page.
3. Together with the child find page 1 and put it under the title page.
4. Repeat with all pages then staple book together.
5. Take turns with the child's parent/caregiver to read a page each of the book.
6. When you have finished the book, go back to the beginning and sing each page (to the tune of Hokey Pokey.)
7. Add some actions to each page e.g.: miming putting something in/taking something out/stirring all about/shaking salt and pepper/rubbing tummy at the end of the verse.



EXPECTED OUTCOMES

- Follows along with song supported by the picture book.

KEY STRATEGIES

BOOKS BOOKS BOOKS: Making the book together will contribute to the development of the child's literacy skills. Add language to call the child's attention to features of the book. *This big picture is the cover. See the title: Vegetable soup. This book must be about Vegetable soup. We need to find page 1. See the number at the bottom. Turn the page around so the number is at the bottom. Great. Now we can read the words.*

COME CLOSE TO ME: Encourage the child's parent/caregiver to takes turns reading a page of the book. Passing the book between you on the table will encourage everybody to stay in nice and close to the child's audio processors and give them the best possible auditory signal.



EXPECTED OUTCOMES

- Joins in 2 to 3 words per page of the song.

KEY STRATEGIES

MUSIC MUSIC MUSIC: Singing what you say helps grab and hold the child's attention for longer. The repetition in the song makes it easier for the child to remember words and you can help the child consolidate their comprehension of the concepts *in/ out* and new verbs *stirred/ added* by pairing these words with actions.

AUDITORY CLOSURE: When the child is a little familiar with the song and actions you can try and use the technique of auditory closure to encourage the child to say the last two or three word in a line. Start singing the line and then stop, and look expectantly at the child. *She added salt and pepper to ...*



EXPECTED OUTCOMES

- Recalls the sequence of actions in the song.

KEY STRATEGY

ACOUSTIC HIGHLIGHTING: Learning the actions for the song will help the child develop general memory skills. Singing is a natural acoustic highlighting technique. In addition, add a little emphasis on one or two words in the each line to help the child attach a key word to each of the actions in the sequence.

ACTIVITY

2. Vegetable Soup

PREPARATION

Print the resource on to paper; print 4 pages on 1 to make them smaller.
Cut each page into 4.

RESOURCES

- Fruit and Vegetables
L1 L2 L3 A2
- Scissors and stapler

Together you are going to make the book "Vegetable soup" and then read the book, then sing it as a song.

1. Spread the pages out across the table.
2. Pick up the title page.
3. Together with the child find page 1 and put under the title page.
4. Repeat with all pages then staple book together.
5. Take turns with the child's parent/caregiver to read a page each of the book.
6. When you have finished the book, go back to the beginning and sing each page (to the tune of Hokey Pokey.)
7. Add some actions to each page e.g.: miming putting something in/taking something out/stirring all about/shaking salt and pepper/rubbing tummy at the end of the verse.



EXPECTED OUTCOMES

- Follows along with song supported by the picture book.

KEY STRATEGIES

BOOKS BOOKS BOOKS: Making the book together will contribute to the development of the child's literacy skills. Add language to call the child's attention to features of the book. *This big picture is the cover. See the title: Vegetable soup. This book must be about Vegetable soup. We need to find page 1. See the number at the bottom. Turn the page around so the number is at the bottom. Great. Now we can read the words.*

COME CLOSE TO ME: Encourage the child's parent/caregiver to takes turns reading a page of the book. Passing the book between you on the table will encourage everybody to stay in nice and close to the child's audio processors and give them the best possible auditory signal.



EXPECTED OUTCOMES

- Joins words of the song.
- Uses past tense verbs: e.g. took, stirred, added.

KEY STRATEGIES

MUSIC MUSIC MUSIC: Singing what you say helps grab and hold the child's attention for longer. The repetition in the song makes it easier for the child to remember words. Highlight the past tense verbs along the way to help the child develop these grammatical markers.

AUDITORY CLOSURE: When the child is a little familiar with the song and actions you can try and use the technique of auditory closure to encourage the child to sing the rest of the words in a line. Start singing the line and then stop, and look expectantly at the child. *She added...*



EXPECTED OUTCOMES

- Recalls the sequence of actions in the song.

KEY STRATEGY

ACOUSTIC HIGHLIGHTING: Learning the actions for the song will help the child develop general memory skills. Singing is a natural acoustic highlighting technique. In addition, add a little emphasis on one or two words in the each line to help the child attach a key word to each of the actions in the sequence.

2. Vegetable Soup

Vegetable soup





Mum put a carrot in.



Tim took a carrot out.



Mum put a carrot in



and stirred it all about.



She added salt and
pepper to make it right.



We're having veggie soup
tonight.



Mum put an onion in.



Tim took the onion out.



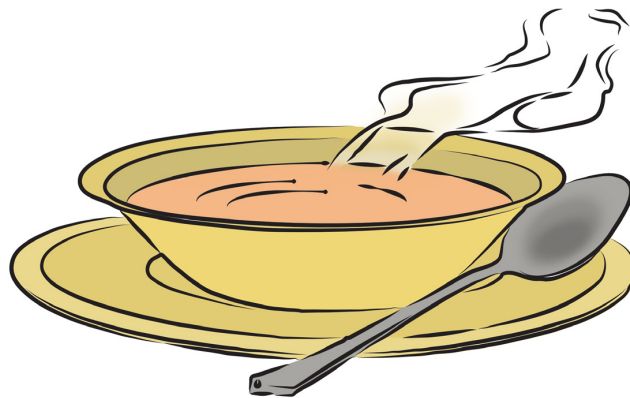
Mum put the onion in



and stirred it all about.



She added salt and
pepper to make it right.



We're having veggie soup
tonight.



Mum put some peas in.



Tim took the peas out.



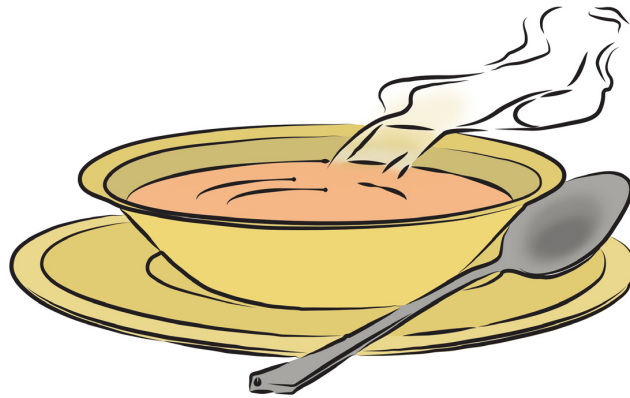
Mum put more peas in.



and stirred it all about.



She added salt and
pepper to make it right.



We're having veggie soup
tonight.

ACTIVITY

3. I Went Shopping

PREPARATION

Print resources onto light weight card. Print 3 baskets so everyone can have one.
Cut out the food cards.

RESOURCES

- Fruit and Vegetables L1 L2 L3 A3
- Fruit and Vegetables L1 L2 L3 A3 shopping basket
- Scissors and stapler

You are going role play going shopping and choosing what you want to take home.

1. Together make your baskets by cutting along the lines as directed and folding sides up and in. Staple in position. Fold handle and staple in position.
2. Spread the food cards out on the table.
3. Role play going shopping and talk about what you think you want to choose.
4. Pick up the card and put it FACE DOWN in your basket.
5. Encourage the child to talk about what he wants to choose. He can then pick up the card and place it FACE DOWN in his basket.
6. The child's parent/caregiver can then choose and put their card FACE DOWN in the basket.
7. Then try and remember what everyone has in their basket before you turn the card over to check.
8. Take those cards out and repeat with new cards.



EXPECTED OUTCOMES

- Identifies 1 item.
 - fruit or vegetables (at the end of a short phrase) e.g. a bunch of bananas.
- Understands my, your.

KEY STRATEGIES

LISTENING FIRST: Talk about what you think you will choose before you reach for the card. This will help the child focus on the auditory information first. Try and repeat the vocabulary in different short phrases a few times before picking up the card. *I think I will pick the cob of corn. I like corn. See the cob of corn. This one is the cob of corn.*

TALK TALK TALK: Commentate as you each choose your food items to help the child attend to the pronouns my and your. *I have something in my basket. Now you choose something for your basket.*



EXPECTED OUTCOMES

- Says one word to label fruit/vegetable.
- Begins to attend to the partitive e.g. a bunch.

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 bunch of bananas or the slice of watermelon?*

AUDITORY MEMORY: As the level 1 child becomes better at listening they will be able to attend to more than just the last word. Use ACOUSTIC HIGHLIGHTING to emphasise the partitive and help the child remember more of what they hear. *Yes, It's a whole bunch of bananas.*



EXPECTED OUTCOMES

- Remembers 1 item.

KEY STRATEGY

TALK TALK TALK: When you each have a card face down in your basket model the language you use when you are trying to remember what it is. *I think I remember. I think mine is a slice of watermelon. Can you remember? What is yours? What do you think?* "Think" and "remember" are state of mind verbs and help the child develop Theory of Mind skills.

ACTIVITY

3. I Went Shopping

PREPARATION

Print resources onto light weight card. Print 3 baskets so everyone can have one.
Cut out the food cards.

RESOURCES

- Fruit and Vegetables
L1 L2 L3 A3
- Fruit and Vegetables
L1 L2 L3 A3
shopping basket
- Scissors and stapler

You are going role play going shopping and choosing what you want to take home.

1. Together make your baskets by cutting along the lines as directed and folding sides up and in. Staple in position. Fold handle and staple in position.
2. Spread the food cards out on the table.
3. Role play going shopping and talk about what you think you want to choose.
4. Pick up the card and put it FACE DOWN in your basket.
5. Encourage the child to talk about what they want to choose and then pick up the card and put it in their basket FACE DOWN.
6. The child's parent/caregiver can then choose and put their card FACE DOWN in the basket.
7. Then try and remember what everyone has in their basket before you turn the cards over to check.
8. Take those cards out and repeat with new cards.



EXPECTED OUTCOMES

- Identifies 2 items:
· partitive + object e.g. a bunch of bananas

KEY STRATEGIES

AUDITORY HOOKS: Auditory hooks grab the child's attention so they are ready to listen. Using the auditory hook will help the child be ready to listen to the information that follows. *Hmmm, Yes. I'll have the pod of peas.*

LISTENING FIRST: Talk about what you think you will choose before you reach for the card. This will help the child focus on the auditory information first. Try and repeat the vocabulary in different short phrases a few times before picking up the card. *I think I will pick the cob of corn. I like corn. See the cob of corn. This one is the cob of corn.*



EXPECTED OUTCOMES

- Uses partitive + fruit/vegetable e.g. a bunch of bananas.

KEY STRATEGIES

SABOTAGE and USE CHOICES: If the child is a little bit familiar with some of the partitives you could try offering a choice contrasting an incorrect partitive with the correct one. *Shall we say pod of bananas to bunch of banana?*

EXPANSION AND EXTENSION: If the child says just the fruit or vegetable use ACOUSTIC HIGHLIGHTING to emphasise the partitive and help the child remember more of what he hears. *Yes, it's a whole bunch of bananas.*



EXPECTED OUTCOMES

- Remembers 2 items.

KEY STRATEGY

TALK TALK TALK: When you each have two cards face down in your basket model the language you use when you are trying to remember what they are. *I think I remember. I think I have slice of watermelon and a pod of peas. Can you remember? What are yours? What do you think?* "Think" and "remember" are state of mind verbs and help the child develop Theory of Mind skills.

ACTIVITY

3. I Went Shopping

PREPARATION

Print resources onto light weight card. Print 3 baskets so everyone can have one.
Cut out the food cards.

RESOURCES

- Fruit and Vegetables L1 L2 L3 A3
- Fruit and Vegetables L1 L2 L3 A3 shopping basket
- Scissors and stapler

You are going role play going shopping and choosing what you want to take home.

1. Together make your baskets by cutting along the lines as directed and folding sides up and in. Staple in position. Fold handle and staple in position.
2. Spread the food cards out on the table.
3. Role play going shopping and talk about what you think you want to choose, for Level 3 each person chooses 3 items.
4. Pick up the cards and put them FACE DOWN in your basket.
5. Encourage the child to talk about what 3 items they want to choose and then pick them up and put them in their basket FACE DOWN.
6. The child's parent/caregiver can then choose and put their cards FACE DOWN in the basket.
7. Then try and remember what everyone has in their basket before you turn the cards over to check.



EXPECTED OUTCOMES

- Identifies 3 items: apples, celery and bananas.

KEY STRATEGIES

AUDITORY HOOKS: Auditory hooks grab the child's attention so they are ready to listen. Using the auditory hook will help the child be ready to listen to the information that follows. *Hmmm, yes. I'll have the peas, the oranges and the watermelon.*

AUDITORY MEMORY: For the task of recalling 3 items avoid using the partitive (a bunch of, a pod of) as this will turn the task into a 6 item memory task. Target the partitives separately as an expressive language goal.



EXPECTED OUTCOMES

- Uses partitive + fruit/vegetable e.g. a bunch of bananas.
- Uses past tense verbs: e.g. went, bought.

KEY STRATEGIES

EXPANSION AND EXTENSION: When you are recalling the items in your basket extend the required sentence structure by modelling: *I went shopping and I bought apples, celery and bananas.*

SABOTAGE and USE CHOICES: If the child is a little bit familiar with some of the partitives you could try offering a choice contrasting an incorrect partitive with the correct one. Shall we say pod of bananas to bunch of banana?



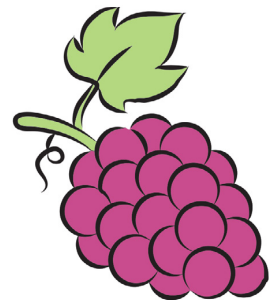
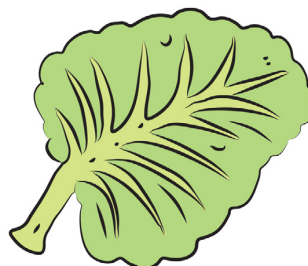
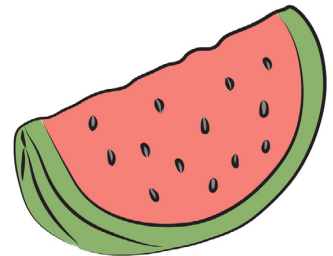
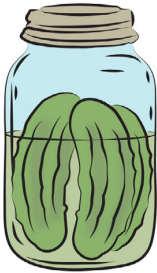
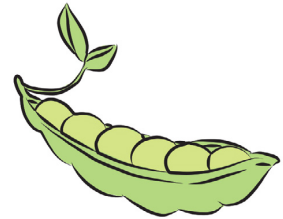
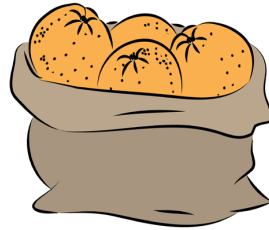
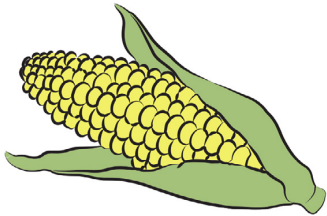
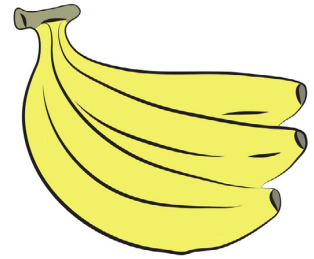
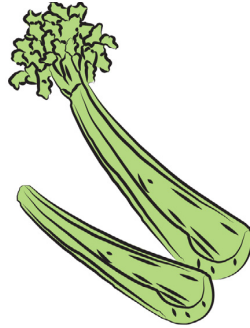
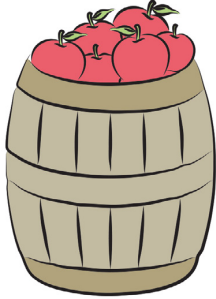
EXPECTED OUTCOMES

- Remembers 3 items.

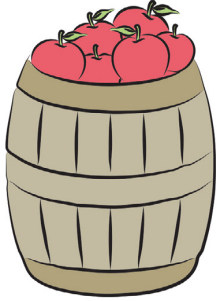
KEY STRATEGY

TALK TALK TALK: When you each have three cards face down in your basket model the language you use when you are trying to remember what they are. *I think I remember. I think I have watermelon, peas and celery. Can you remember? What are yours? What do you think?* "Think" and "remember" are state of mind verbs and help the child develop Theory of Mind skills.

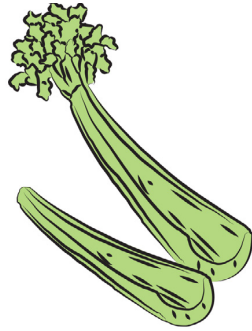
3. I Went Shopping



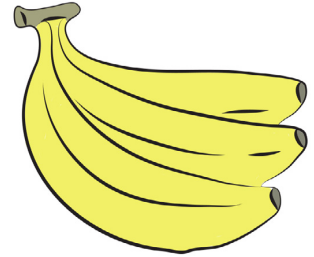
3. I Went Shopping



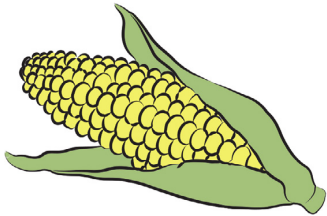
barrel of apples



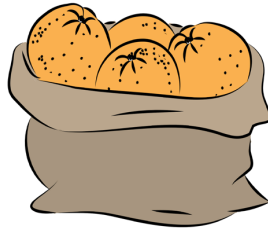
sticks of celery



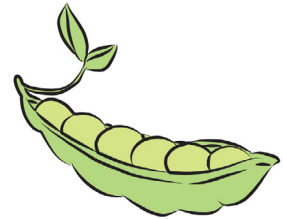
bunch of bananas



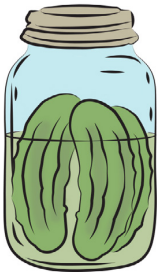
cob of corn



bag of oranges



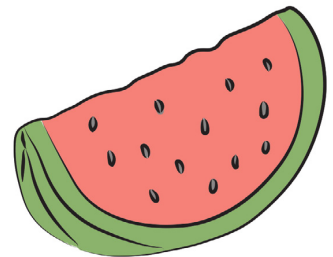
pod of peas



jar of pickles



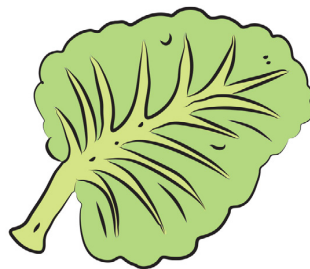
sack of potatoes



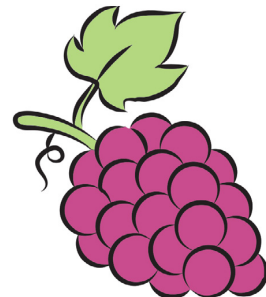
slice of watermelon



box of raisins

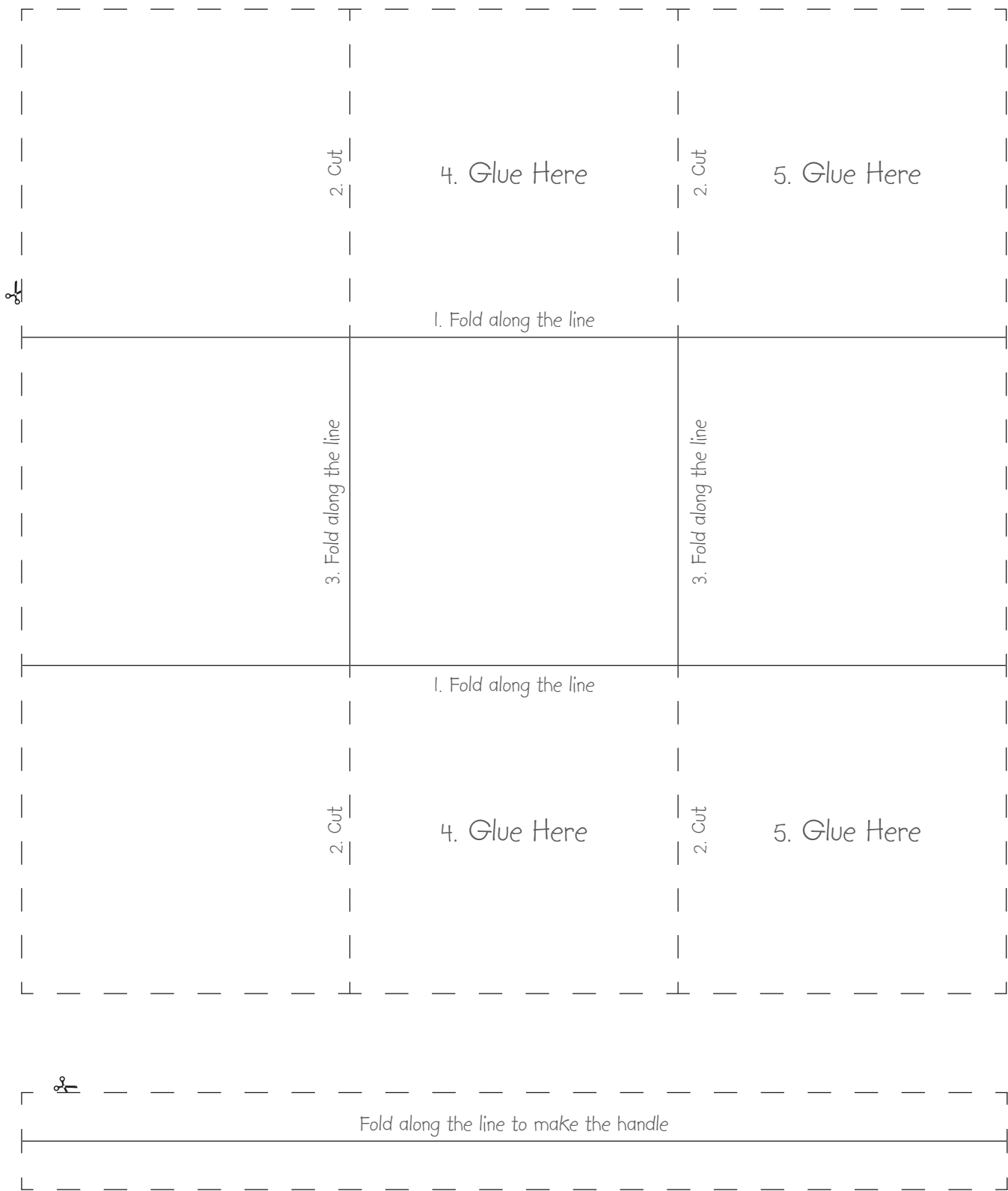


leaf of lettuce



bunch of grapes

3. I Went Shopping



ACTIVITY

4. The Fruit Bowl

PREPARATION

Print the fruit on to paper (choose 6 pages on 1 to make them smaller).
Print the bowl onto lightweight card.

You are going to make a fruit bowl together

1. Choose a piece of fruit and cut it out.
2. Talk about what colour you are going to use and colour it in.
3. Turn it over, put glue on the back and then stick it in the fruit bowl.
4. The child and then their parent/caregiver repeat the above steps.
5. Continue taking it in turns until all the fruit is in the bowl.

RESOURCES

- Fruit and Vegetables L1 L2 L3 A4
- Fruit and Vegetables L1 L2 L3 A4 bowl
- Scissors and crayons



EXPECTED OUTCOMES

- Identifies 1 item.
 - Fruit: e.g. apple, lemon.
 - Colours: e.g. red, yellow.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: The level 1 child will mostly attend to the last word on each page, the food item. Place your key words at the end of short sentences and then model more advanced language for the child to hear the next step. *I will choose the **apple**. I'll colour it **red**. There, it's a **red apple**.*

TALK TALK TALK: Add language at every step as you make your selection, cut it out, choose a crayon, colour the fruit in, turn it over, put the glue on and then stick it in the fruit bowl.



EXPECTED OUTCOMES

- Attempts to say names of fruit: e.g. apple, lemon.
- Attempts to say colours: e.g. red, yellow.

KEY STRATEGIES

THE AUDITORY FEEDBACK LOOP: Say each fruit for the child to attempt to repeat. This will help develop their auditory feedback loop by listening to your words and then comparing that to how they say it.

USE CHOICES: If the child is just beginning to learn colours offer a choice of two for them to choose from. *What colour do you want for your grapes, **green** or **purple**?*



EXPECTED OUTCOMES

- Takes turns colouring.
- Joins in conversation about likes and dislikes.

KEY STRATEGY

TALK TALK TALK: Turn taking in a colouring activity will help the child develop their social skills. Encourage parents/caregivers to have their turn too so the child has a chance to practise waiting. Model the language required to understand turn taking. *You go first. Then Dad's turn. I'll be after dad. Then your turn again. Ok, it's our turn to wait. Dad's turn to colour.*

As you each stick your fruit in the bowl talk about whether you like it or not and ask others if they like it.

ACTIVITY

4. The Fruit Bowl

PREPARATION

Print the fruit on to paper (choose 6 pages on 1 to make them smaller).
Print the bowl onto lightweight card.

You are going to make a fruit bowl together

1. Choose a piece of fruit and cut it out.
2. Talk about what colour you are going to use and colour it in.
3. Turn it over, put glue on the back and then stick it in the fruit bowl.
4. The child and then their parent/caregiver repeat the above steps.
5. Continue taking it in turns until all the fruit is in the bowl.

RESOURCES

- Fruit and Vegetables L1 L2 L3 A4
- Fruit and Vegetables L1 L2 L3 A4 bowl
- Scissors and crayons



EXPECTED OUTCOMES

- Identifies 2 items; adjective + noun e.g. A red apple.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: It is easiest for the child to recall the last item they hear. To encourage them to attend to both items of information (colour and fruit) emphasise the colour by saying it a little bit slower and louder or you can try changing the word order so sometimes the colour is at the end. *I will colour the apple red. There, it's a red apple.*

TALK TALK TALK: Add language at every step as you make your selection, cut it out, choose a crayon, colour the fruit in, turn it over, put the glue on and then stick it in the fruit bowl.



EXPECTED OUTCOMES

- Says colour + fruit e.g. a yellow banana.
- Uses verb: colour e.g. Watch me colour.

KEY STRATEGIES

USE CHOICES: Provide the language model using the verb colour in a choice question so the child hears the verbs twice. *Will you colour them green or colour them purple.*

EXPANSION AND EXTENSION: As the child begins to connect words into short sentences listen carefully so you can expand their language out to include the required grammatical markers: *A yellow banana* or extend their utterance to provide a model of language with additional information; *Oh you will colour the grapes green.*



EXPECTED OUTCOMES

- Takes turns colouring.
- Joins in conversation about likes and dislikes.

KEY STRATEGY

TALK TALK TALK: Turn taking in a colouring activity will help the child develop their social skills. Encourage parents/ caregivers to have their turn too so the child has a chance to practise waiting. Model the language required to understand turn taking. *You go first. Then Dad's turn. I'll be after dad. Then your turn again. Ok, it's our turn to wait. Dad's turn to colour.*

As you each stick your fruit in the bowl talk about whether you like it or not and ask others if they like it.

ACTIVITY

4. The Fruit Bowl

PREPARATION

Print the fruit on to paper (choose 6 pages on 1 to make them smaller).
Print the bowl onto lightweight card.

You are going to make a fruit bowl together

1. Choose a piece of fruit and cut it out.
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4. The child and then their parent/caregiver repeat the above steps.
5. Continue taking it in turns until all the fruit is in the bowl.

RESOURCES

- Fruit and Vegetables L1 L2 L3 A4
- Fruit and Vegetables L1 L2 L3 A4 bowl
- Scissors and crayons



EXPECTED OUTCOMES

- Identifies fruit/vegetables from a description e.g. They grow in a bunch on a vine. They can be purple or green. They look like little balls.

KEY STRATEGIES

BUILDING AUDITORY MEMORY: Pause at the end of each clue to give the child time to process the information and to begin to work out which one you are talking about. If they have trouble identifying the correct fruit encourage them to say what they can remember from the clues and help them eliminate some of the items it could not be.

TALK TALK TALK: Extend the conversation about each fruit by talking about different ways you can use each one. *I have a lemon. We could juice this to make lemonade or we could squeeze it on some fish or we could grate the skin and make a cheesecake.*



EXPECTED OUTCOMES

- Uses future tense verb: will colour or going to colour.

KEY STRATEGIES

USE CHOICES: Provide the language model using the future tense verb phrase; *will colour* in a choice question so the child hears the verbs twice. *Will you colour them green or will you colour them purple.*

EXPANSION AND EXTENSION: If the child misses a grammatical marker from their sentence repeat it back correctly and encourage them to have another go saying it by using the "I don't think mum heard you" strategy. *Mum wasn't listening. Tell her again that you will colour the grapes purple.*



EXPECTED OUTCOMES

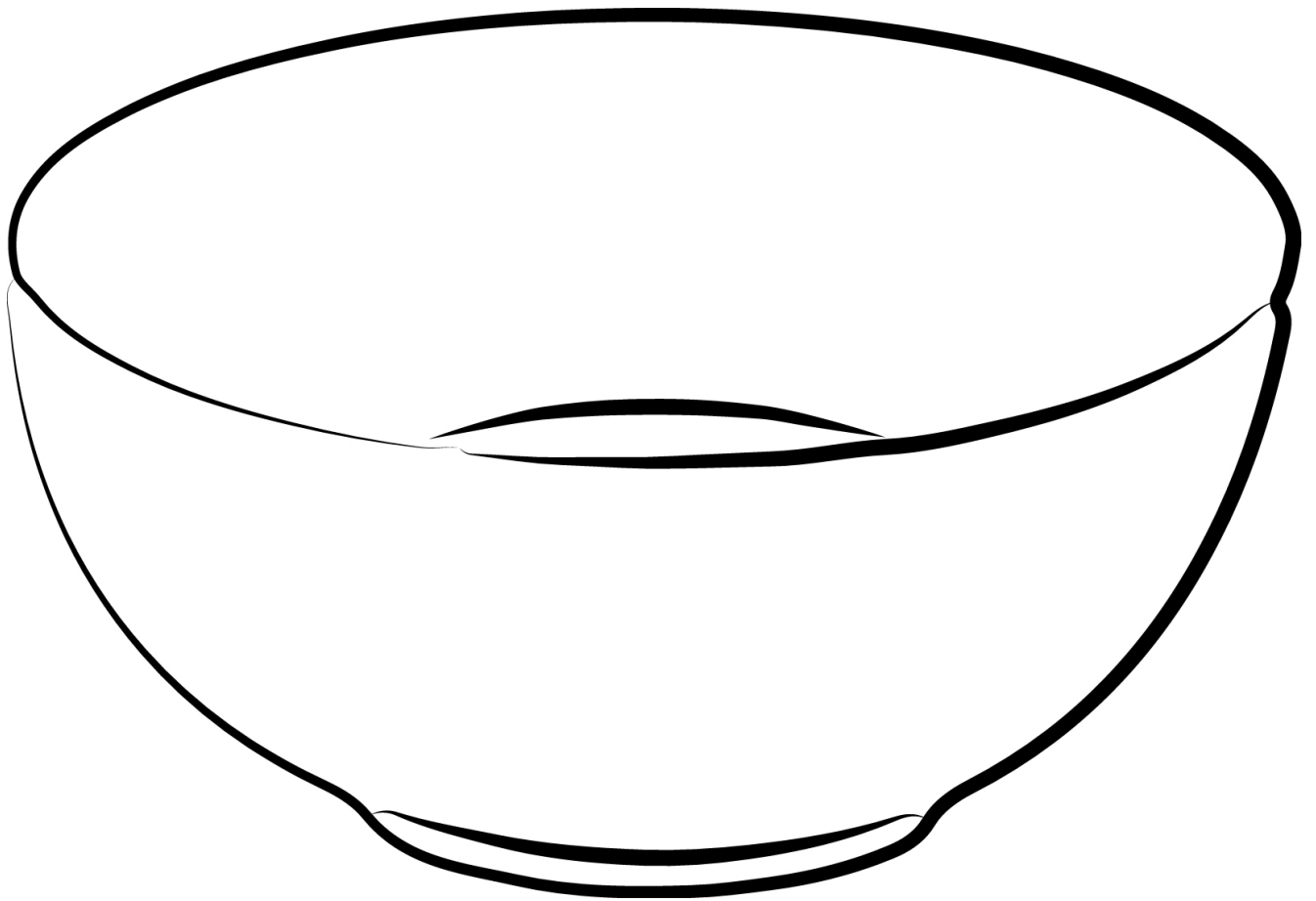
- Uses state of mind verb: think.
- Joins in conversation about likes and dislikes.

KEY STRATEGY

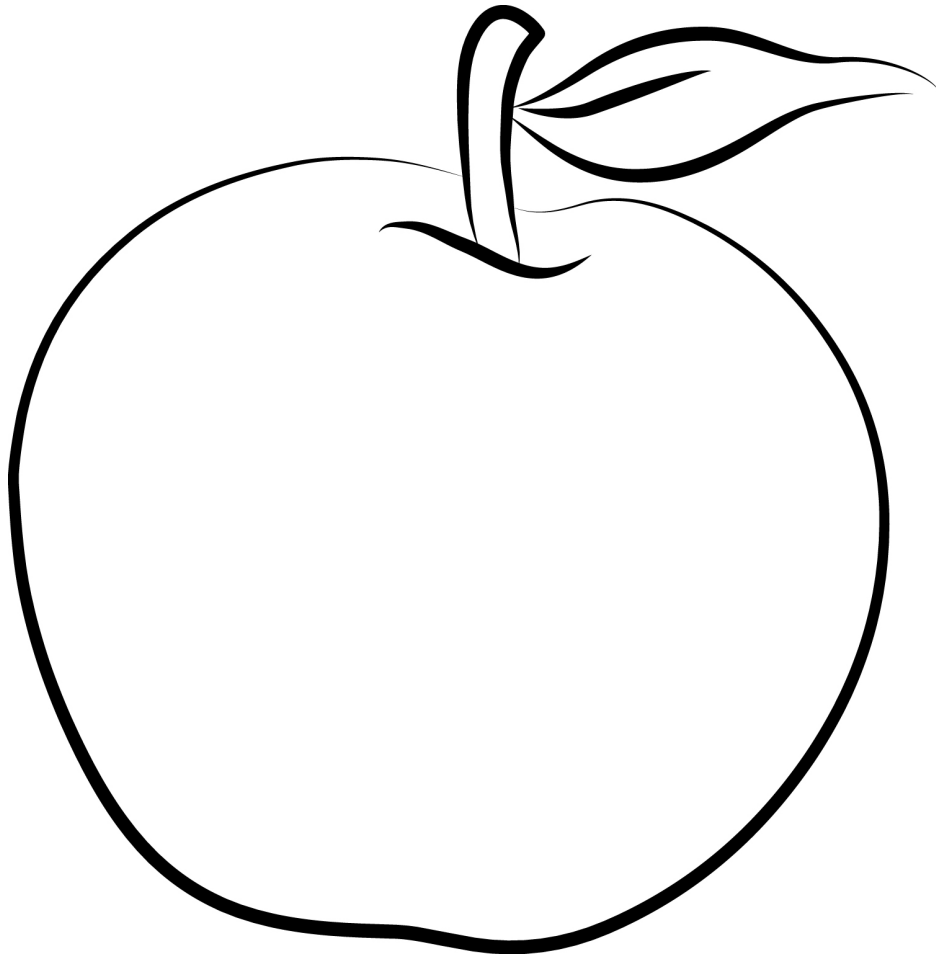
TALK TALK TALK: When you extend the conversation about different ways to use the fruit use the verb "think" to help the child develop their Theory of Mind skills. *I think we could make an apple pie. What do you think we could use this apple for?*

As you each stick your fruit in the bowl talk about whether you like it or not and ask others if they like it. Extend this to include state of mind verbs "think" and "remember". *I think dad likes guava. I remember I tried guava a long time ago. I liked it.*

4. The Fruit Bowl

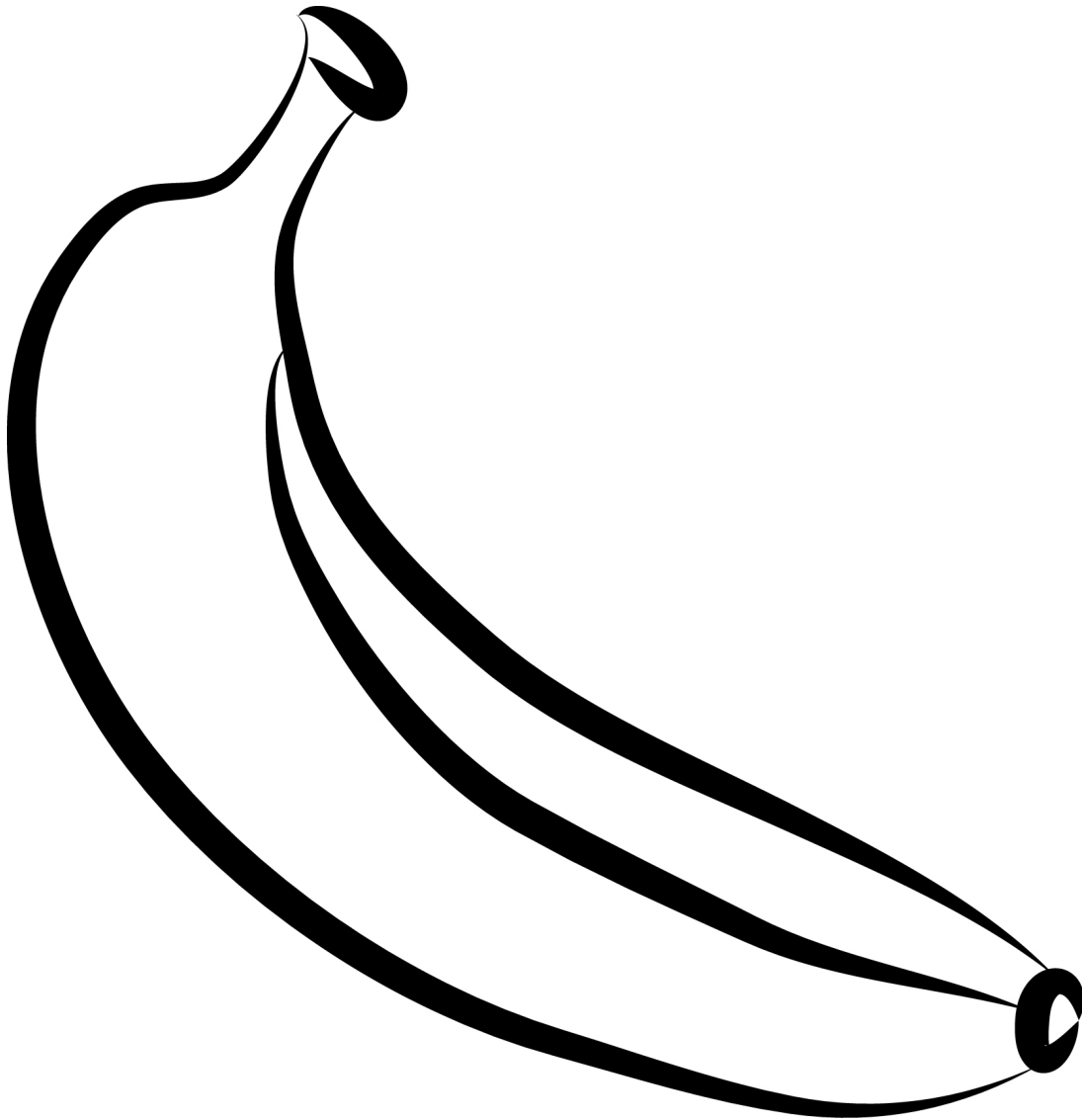


4. The Fruit Bowl



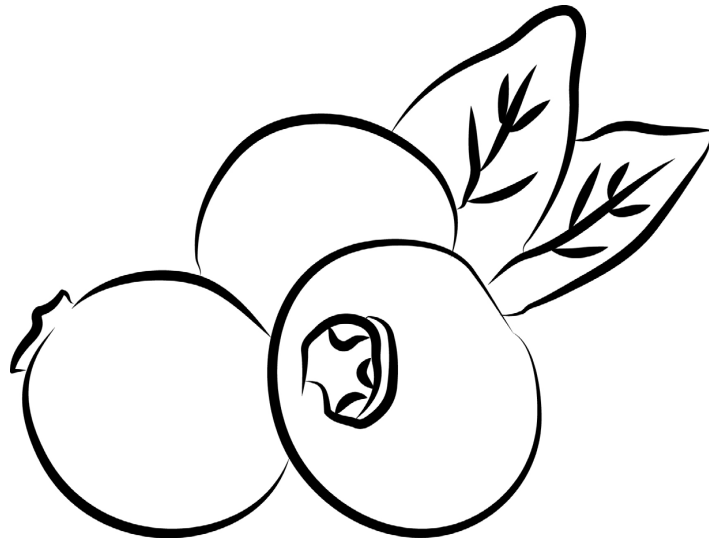
apple

4. The Fruit Bowl



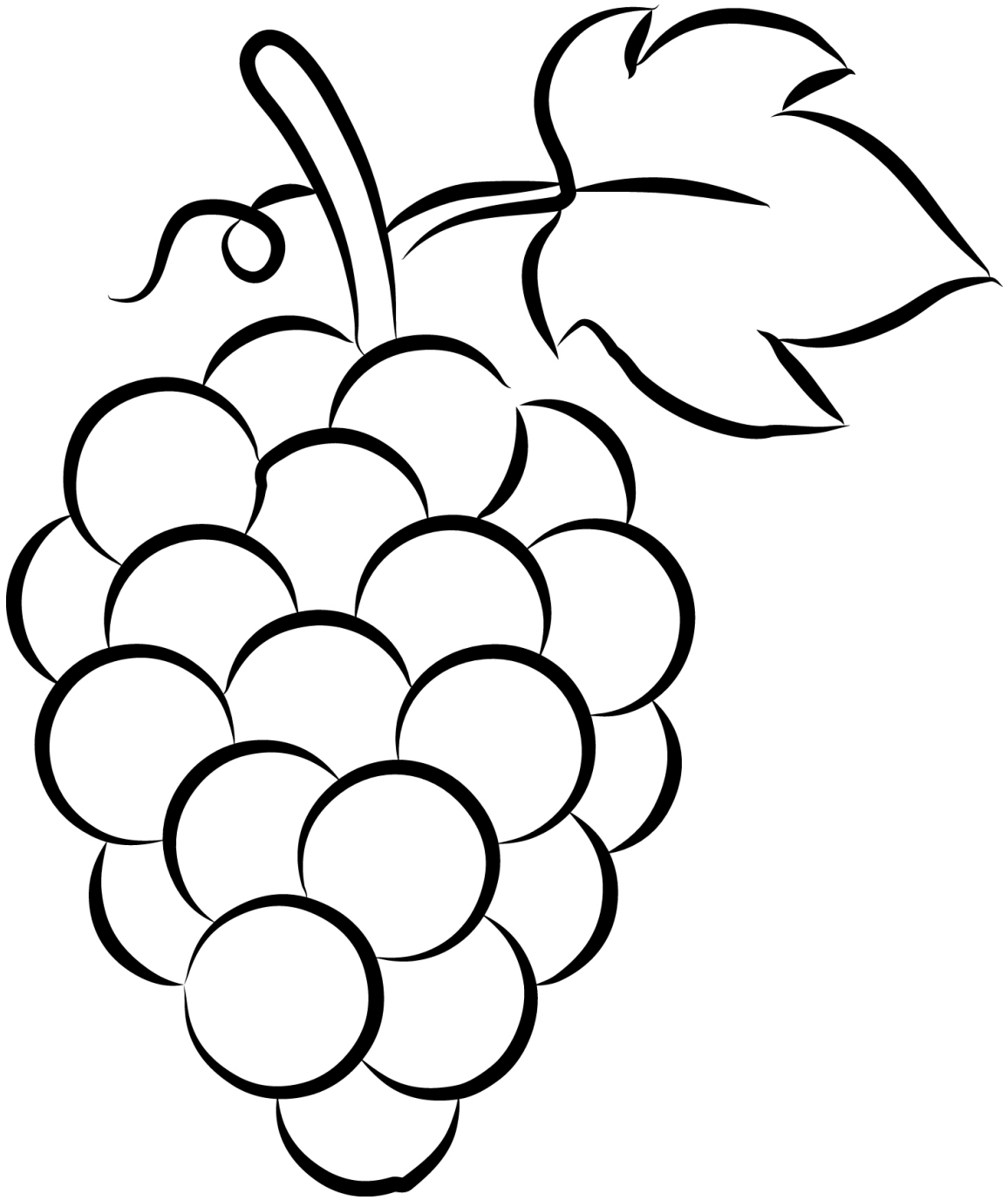
banana

4. The Fruit Bowl



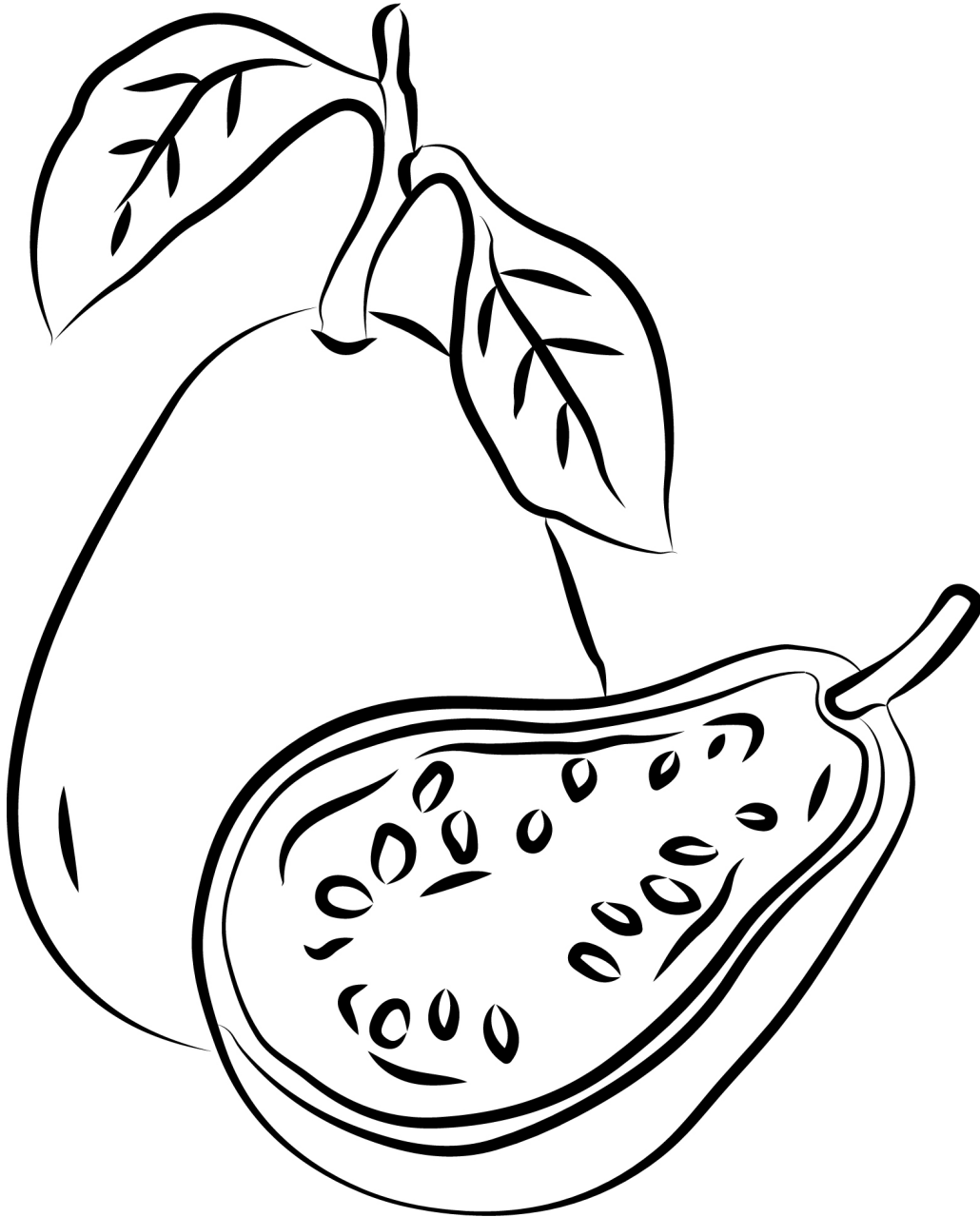
blueberries

4. The Fruit Bowl



grapes

4. The Fruit Bowl



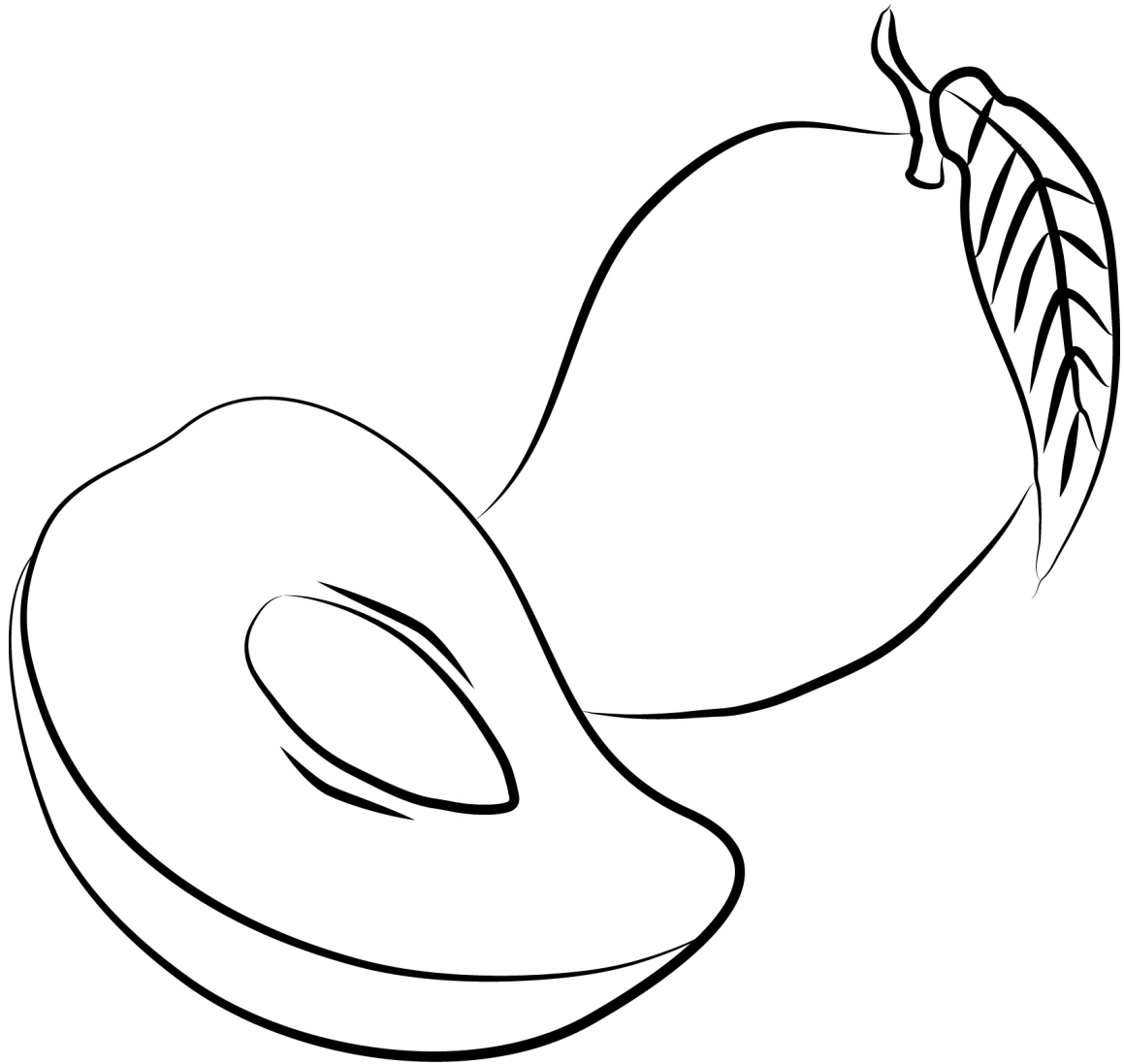
guava

4. The Fruit Bowl



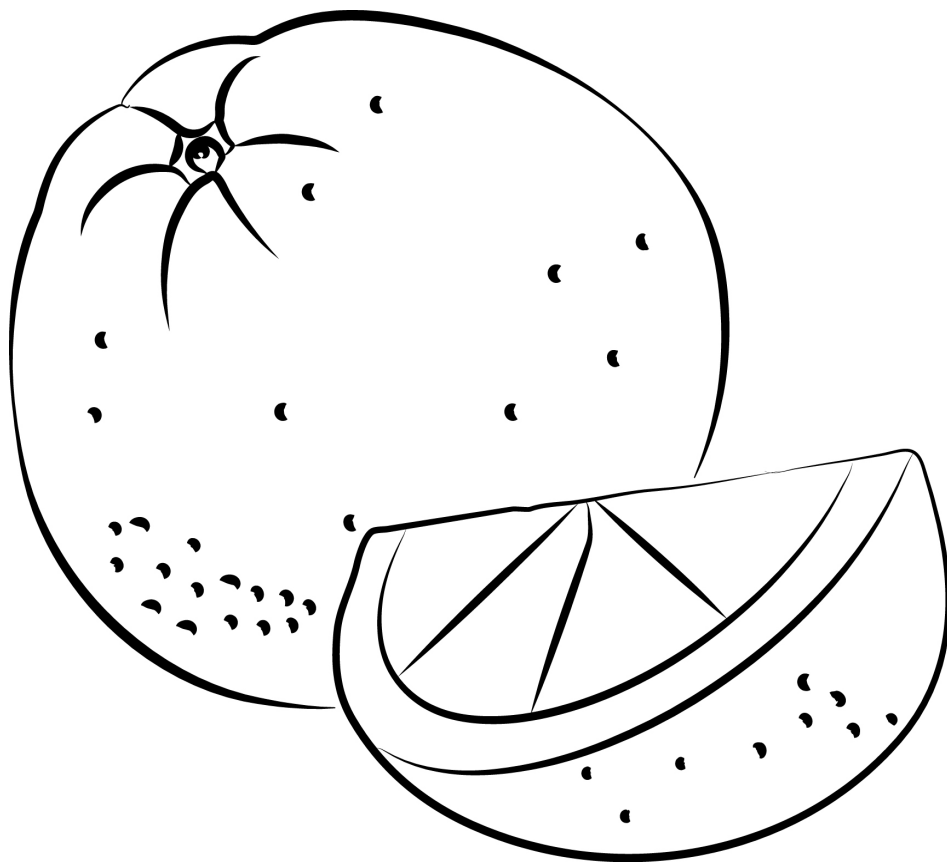
lemon

4. The Fruit Bowl



mango

4. The Fruit Bowl



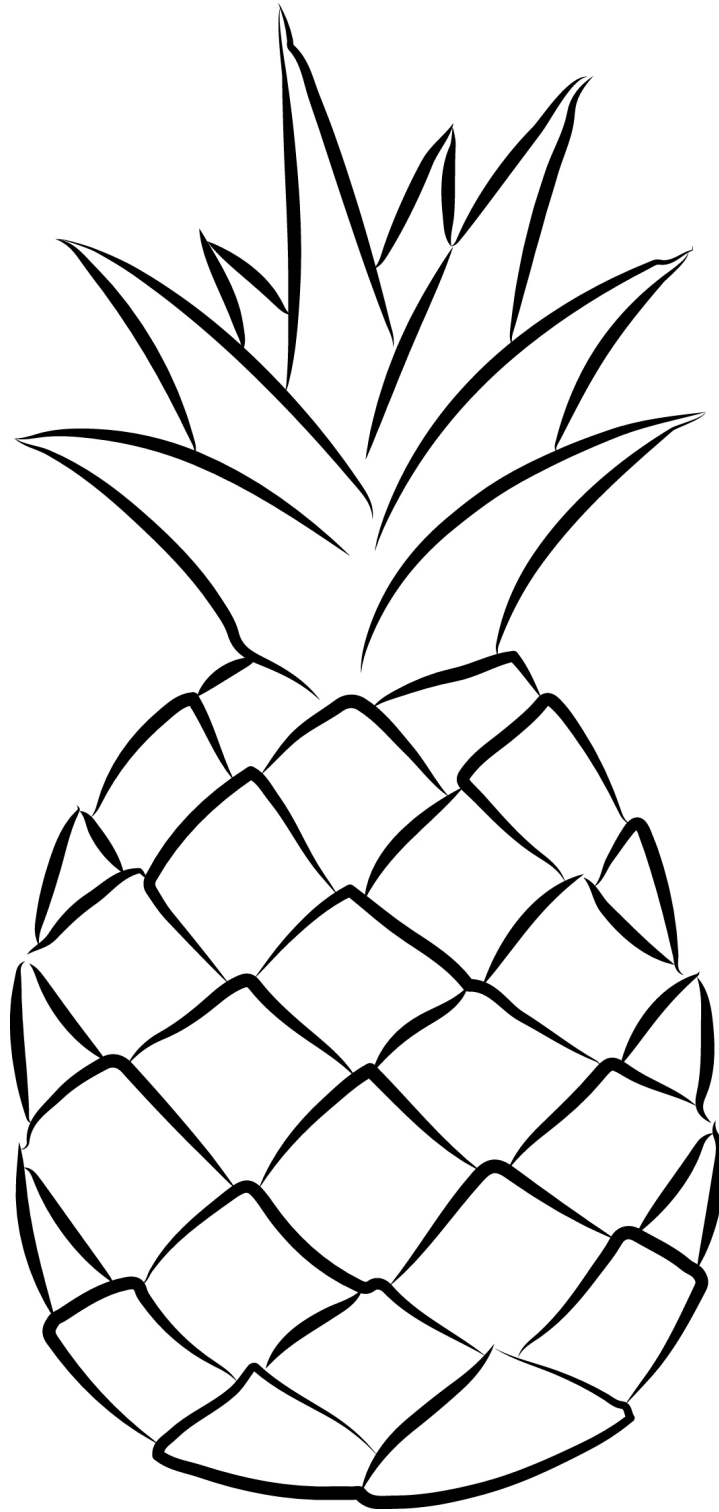
orange

4. The Fruit Bowl



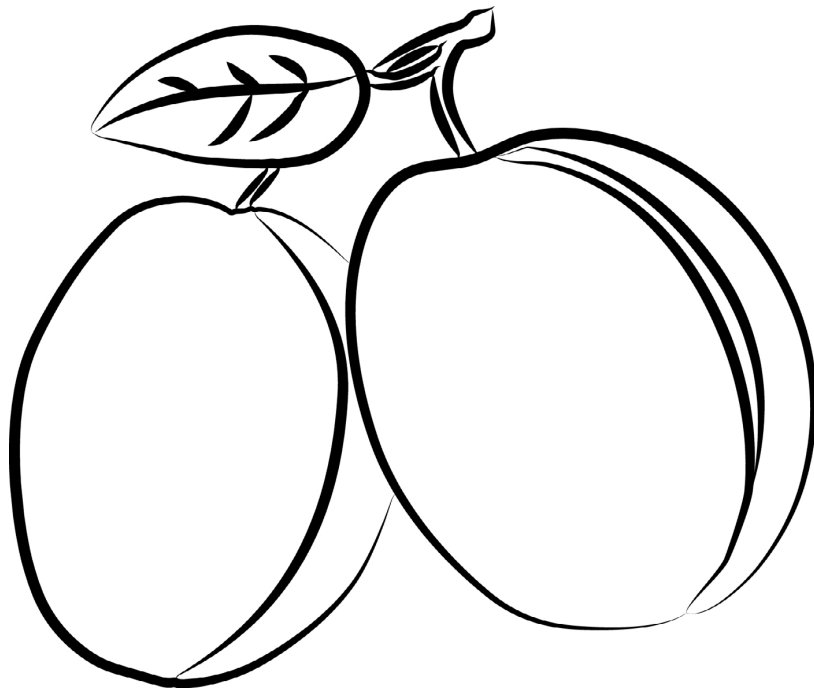
pear

4. The Fruit Bowl



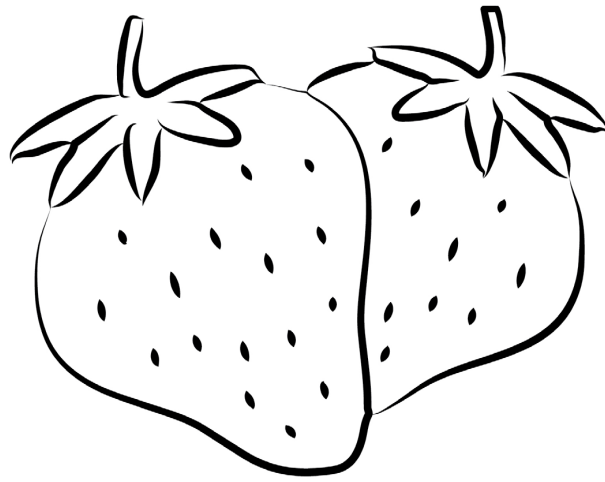
pineapple

4. The Fruit Bowl



plum

4. The Fruit Bowl



strawberry

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