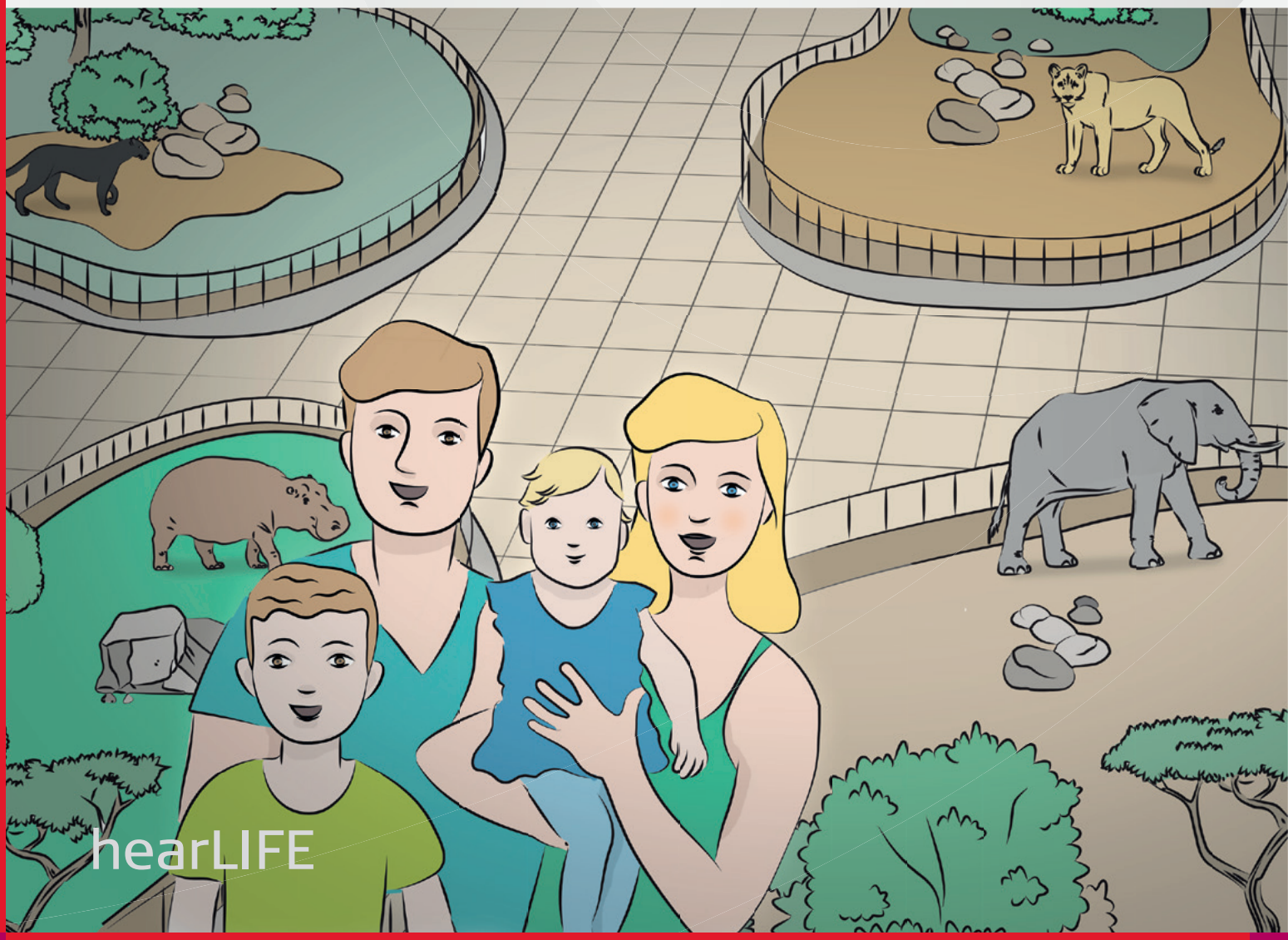
MED EL

Lesson Kits

11 THE ZOO



hearLIFE

Learn About the Lesson Plans

Lesson Plan

Level 1, Level 2, Level 3

1. Zoo Map

Therapist Notes, Resources

2. We're Going To The Zoo

Therapist Notes, Resources

3. Find The Zoo Animals & Fierce Animal Game Board

Therapist Notes, Resources

4. Zoo Card Game & Zoo Clues Bingo

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.

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Learn About The Lesson Plans

indicates listening goals

indicates spoken language goals

indicates cognition and theory of mind goals

How to choose a level

Level 1	The child is learning to listen and attend to *1 unit* 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 *single words*, 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 *(ToM)* refers to the thinking skills we develop over time to explain and predict our own and others' behaviour. Some cognition and ToM skills are developmental; they develop as the child grows older, however the relationship between many cognitive, ToM and language skills is complex, with each contributing to the other in varying degrees over the child's early years. An older child working at level 1 may already have more advanced cognitive and ToM skills and needs stronger language skills to express themselves. Conversely a younger child working at level 3 may not be developmentally ready to think through some of the ToM goals.
Level 2	The child is learning to listen and attend to *2 units* of information. Spoken language is presented in longer sentences and acoustic highlighting techniques are utilised to encourage the child to attend to all the information in the sentence.	The child is producing *2 to 3 word combinations*, has a vocabulary of 200 to 2000 words and is beginning to use some grammatical markers	
Level 3	The child is a proficient listener learning to attend to *3 units* of information. Spoken language is presented in a variety of complex sentences and acoustic highlighting techniques are utilised to encourage the child to attend to grammatical elements in the sentence.	The child is producing *4 to 5 word sentences* 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 EL

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

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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

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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.*

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THE ZOO: LEVEL 1 LESSON PLAN

MED-EL

Date: .....

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

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

ZOO MAP RESOURCES • The Zoo L1 A1	• 1 Item listening · Nouns: animal names, shapes · Adjectives: big/little, colours	• Imitates or labels animals names • Uses big/little • Preposition: here	• Begins to understand the idea of a favourite
WE'RE GOING TO THE ZOO RESOURCES • The Zoo L1 L2 L3 A2	• Recognises melody	• Joins in repeated words	• Recognises emotions; happy/angry/scared
FIND THE ZOO ANIMALS RESOURCES • The Zoo L1 A3	• Concepts: other/same/ matching • Locates zoo animals on request.	• Labels animals • Uses preposition: here/ top/ bottom	• Follows line of sight to see what someone is looking at
ZOO CARD GAME RESOURCES • The Zoo L1 A4	• Follows simple directions with context clues • Imitates zoo animal names	• Uses numbers: one/two (ext: three/four) • Begins to label colours	• Recalls position of hidden pictures

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THE ZOO: LEVEL 2 LESSON PLAN

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Date: .....

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

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

ZOO MAP **RESOURCES** • The Zoo L2 A1	• Concepts: together, next to, closer • 2 Item listening · Noun and a noun · Adjective/noun · Preposition/noun	• Labels zoo animals • Describing words • Location words: near/far/ next to	• Can identify own and other's favourite and begin to explain reasoning.
WE'RE GOING TO THE ZOO **RESOURCES** • The Zoo L1 L2 L3 A2	• Recognises melody • Understands descriptions of animals in the song	• Joins in chorus and repeated lines in verses	• Understands emotions; happy/angry/scared
ZOO ANIMALS GAME BOARD **RESOURCES** • The Zoo L2 A3. • The Zoo L2 A3 Dice • The Zoo L2 L3 A3 tickets	• Understands and follows rules of game • Listens to description of animals	• Pronoun: I/you • Verb tense: regular past • Prepositional phrase	• Can take turns in a board game • Understands the emotions triggered by winning and not winning
ZOO CLUES BINGO **RESOURCES** • The Zoo L2 L3 A4 • The Zoo L2 L3 A4 tickets	• Concepts: some/row/top/ bottom/down/across • Identifies animals from descriptions incorporating a verb	• Pronoun: it • Modal verb+base verb: can+verb • Uses specific verbs	• Understands the emotions triggered by equal and inequitable sharing

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THE ZOO: LEVEL 3 LESSON PLAN

MED-EL

Date: .....

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

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

ZOO MAP **RESOURCES** • The Zoo L3 A1	• Concepts: either/or, separated, neither/nor, • 3+item listening	• Uses accurate grammatical markers • Discusses and plans placement of animals • Explains reasoning for decisions	• Imagines what an animal might be feeling
WE'RE GOING TO THE ZOO **RESOURCES** • The Zoo L1 L2 L3 A2	• Understands and recalls descriptions of animals in the song	• Joins in whole song • Contracted auxiliary verb • Prepositional phrase	• Understands and explains triggers for emotions; happy/angry/scared
ZOO LADDERS AND SLIDES GAME **RESOURCES** • The Zoo L3 A3 • The Zoo L3 dice	• Understands and follows rules of game • Listens and recalls facts about animals • Understands superlatives	• Verb tense: regular past • Prepositional phrase • Adjectives	• Understands and accepts the emotions triggered by winning and not winning
ZOO CLUES BINGO **RESOURCES** • The Zoo L2 L3 A4 • The Zoo L2 L3 A4 tickets	• Concepts: some/row/column/top/bottom/down/across/right/left • Identifies animals from descriptions incorporating a verb	• Pronoun: it • Specific third person verbs • Adverbs	• Understands the emotions triggered by equal and inequitable sharing and generates a solution

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ACTIVITY

1. Zoo Map

PREPARATION

Print zoo animals on light weight card and have paper, crayons and glue ready.

You are going to make a zoo map together.

1. Together with the child cut the animal pictures into cards.
2. Take turns taking a card, have a peek and keeping the picture hidden talk about the animal.
3. Using a crayon draw a coloured shape that will represent a cage for an animal at a zoo.
4. Decide which animal or animals will go in that 'cage'.
5. Build your map by drawing more shapes and choosing more animals.
6. Draw a path around your zoo animals and remember to draw a gate to get in.

RESOURCES

- The Zoo L1 A1
- Large piece of paper , scissors , crayons and glue

EXPECTED OUTCOMES

- 1 item listening
  - Nouns: animal names, shapes; e.g. bear, circle.
  - Adjectives: big/little, colours.

KEY STRATEGIES

LISTENING FIRST: Keep the picture cards hidden from the child while you talk about them and just use words (no gestures) to label the animals and choose your crayon and describe the shape you are going to draw. *I got a **bear**. I am going to pick pink. I'll make this cage a **star**.*

COME CLOSE TO ME: Imagine you are all huddling over a map together. Your heads will be snuggled close to each other so you can all see the map. Being this close gives the child access to the best possible acoustic signal for learning.

EXPECTED OUTCOMES

- Imitates or labels animals names.
- Uses big/little.
- Preposition: here.

KEY STRATEGIES

THE SAME THINKING PLACE: Try and think about what the child is thinking about to provide a model of the language they would like to say. *Oh, you have the **elephant.** Elephants are **big**. You will need to draw a **big** cage.*

USE CHOICES: Provide the child with a model of the language you want them to say using a choice question. *Do you want a **blue** or **yellow**? Shall I make the circle **little** or **big**? We could put it **there.... or here**?*

EXPECTED OUTCOMES

- Begins to understand the idea of a favourite.

KEY STRATEGY

TALK TALK TALK: Discuss everybody's favourite animal. This will help the child learn that everybody likes different things. Add additional information about the reason something is a favourite to help the child begin to understand why people make decisions different than their own. *My favourite is the lion because I like his big fluffy mane.*

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ACTIVITY

1. Zoo Map

RESOURCES

- The Zoo L2 A1
- Large piece of paper, scissors, crayons and glue

PREPARATION

Print zoo animals on light weight card and have paper, crayons and glue ready.

You are going to make a zoo map together.

1. Together with the child cut the picture cards into twos and make a pile face down.
2. Take turns taking a card, have a peek and keeping the pictures hidden talk about the animals.
3. The child can then cut them in half.
4. Using crayons draw a coloured shape that will represent a cage for an animal at a zoo.
5. Decide which animal or animals will go in that 'cage'.
6. Build your map by drawing more shapes and choosing more animals.
7. Draw a path around your zoo animals and remember to draw a gate to get in.

EXPECTED OUTCOMES

- 2 item listening: child can identify 2 items of information.
  - Noun and a noun: e.g.: "I've got the alligator and the bear."
  - Adjective/noun: e.g.: "Shall we draw a green circle."
  - Preposition/noun e.g.: Let's put this one in the circle.
- Understanding concepts: together, next to, closer.

KEY STRATEGIES

LISTENING FIRST: Keep the picture cards hidden from the child while you talk about them and just use words (no gestures) to describe the colour and shape you are going to draw.

THE SAME THINKING PLACE: As you place the animals in the cages talk about the decisions you and the child are making. *Shall we put these two together?*

EXPECTED OUTCOMES

- Labels zoo animals: repeats 2 animal names; e.g. alligator and a bear.
- Uses describing words; e.g. Cheeky monkey.
- Uses locations words; e.g. near/far/next to describe the animal's positions.

KEY STRATEGIES

BUILD AUDITORY MEMORY: Encourage the child to say 2 items. If they repeat back only one, model the same 2 items again, acoustic highlighting the one missed or emphasise the joining word 'and'.

USE CHOICES: Provide the child with a model of the language you want them to say using a choice question containing the concept in a 2 item sentence. *Shall we put this one **next to the tiger** or **next to the camel**?*

EXPECTED OUTCOMES

- Identifies own and other's favourites and can explain a reason.

KEY STRATEGY

TALK TALK TALK: Talk about the reason something is a favourite to help the child begin understand why people make decisions different than their own. *My favourite is the lion because I like his big fluffy mane.*

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ACTIVITY

1. Zoo Map

PREPARATION

Print zoo animals on light weight card and have paper, crayons and glue ready.

You are going to make a zoo map together.

1. Together with the child cut up the animal cards and place them in a pile face down.
2. Pick up 3 cards. Have a peek at them then turn them over and put them face down in a row on the table. See if you can remember all three. Turn the cards face up.
3. Take turns taking 3 cards, peeking then remembering the animals until all the cards are face up.
4. Using crayons draw a coloured shape that will represent a cage for an animal (or more than one animal) at a zoo.
5. Decide which animal or animals will go in that 'cage'.
6. Build your map by drawing more shapes and choosing more animals.
7. Draw a path around your zoo animals and remember to draw a gate to get in.

RESOURCES

- The zoo L3 A1
- Large piece of paper, scissors , crayons and glue

EXPECTED OUTCOMES

- 3+ item listening; e.g. the bear, the tiger and the otter.
- Concepts: either/or, separated, neither/nor.

KEY STRATEGIES

AUDITORY SANDWICH: Encourage the child to listen and repeat the three animals you remember as you list them before you turn them over. If the child (or you) gets one wrong, quickly turn them back, say them again and encourage the child to have another go.

THE SAME THINKING PLACE: As you place the animals in the cages talk about the decisions you and the child are making. *I think we can fit **either** the lion **or** the tiger in this cage **but not** both. **Neither** the lion **nor** the tiger should go in this cage because they will eat the peacock.*

EXPECTED OUTCOMES

- Uses accurate grammatical markers.
- Discusses and plans placement of animals.
- Explains reasoning for decisions.

KEY STRATEGIES

EXPANSION & EXTENSION: Expand the child's utterance to include grammatical markers they have missed or extend their utterance to include a new piece of information to model the next step for their language. *So you think the lion and tiger should go together because they eat the same food. They are both **carnivores**.*

USE CHOICES: Provide the child with new concepts in context through natural choice questions. *Do you think we can put the panda and the polar bear **together** or should they be **separated?***

EXPECTED OUTCOMES

- Imagines what an animal might be feeling.

KEY STRATEGY

TALK TALK TALK: Imaging what an animal is feeling is a tricky skill because we can't ever ask them to find out if we are right, however talking about this in an imaginative way helps develop a child's use of State of Mind words which contributes to Theory of Mind development. *I think the peacock would be very worried if it had to share with the lion.*

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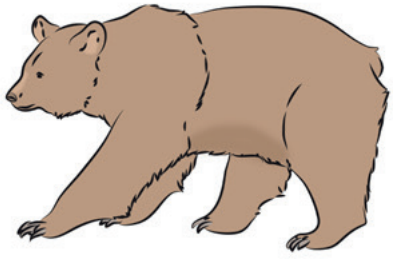
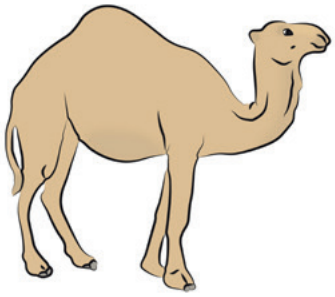
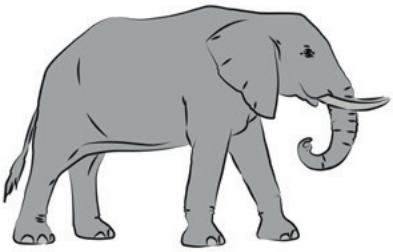
1. Zoo Map



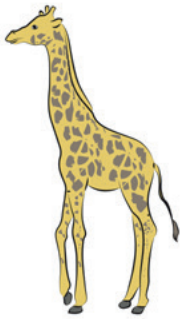
bear



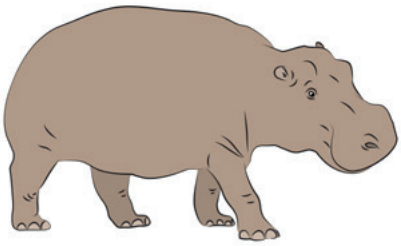
camel



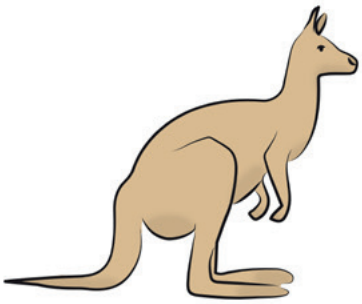
elephant



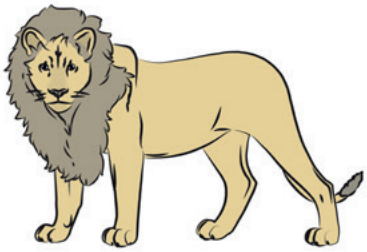
giraffe



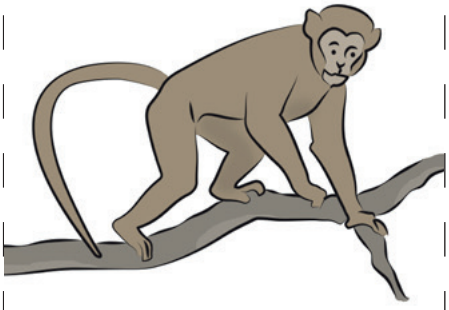
hippopotamus



kangaroo

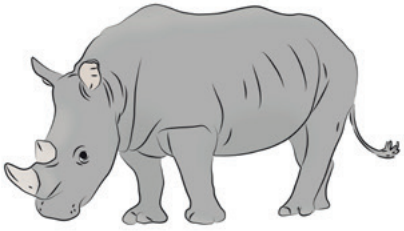


lion



monkey

panda

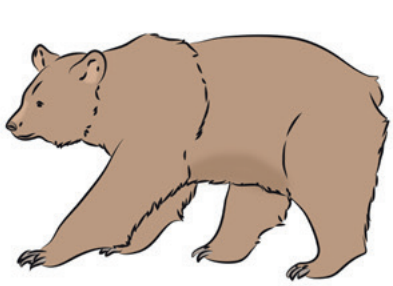


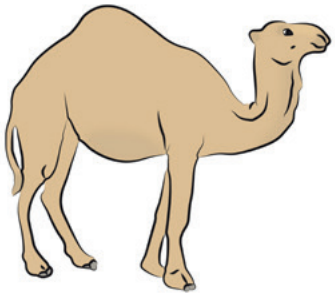
rhinoceros

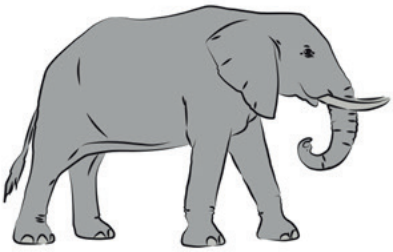
seal

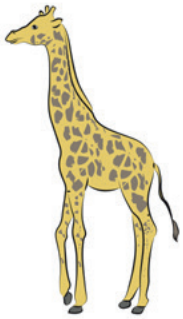
tiger

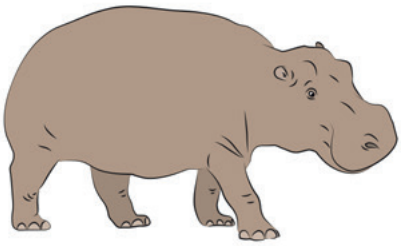
1. Zoo Map

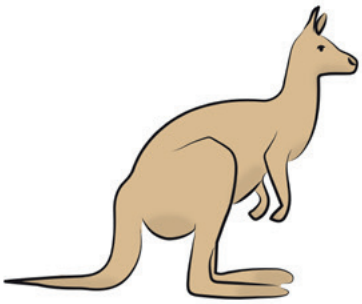


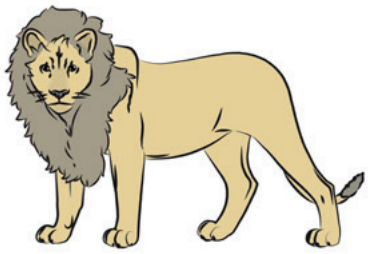


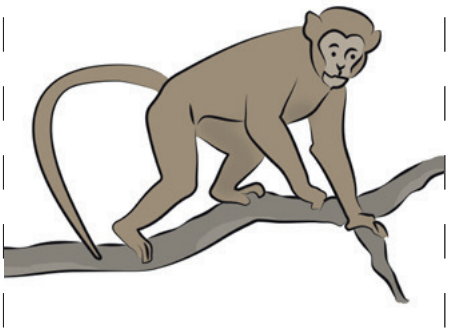


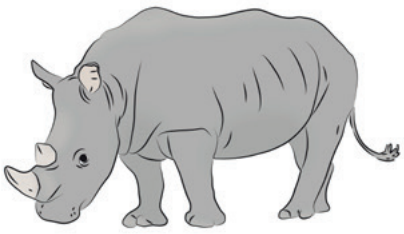




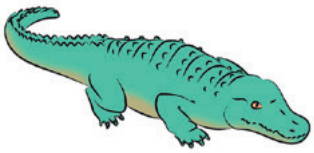




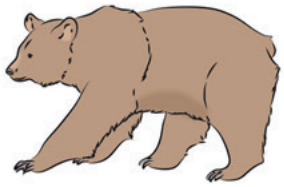




1. Zoo Map



alligator



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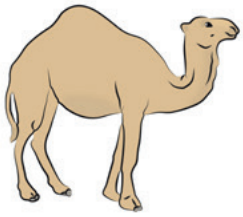
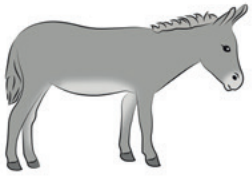


camel



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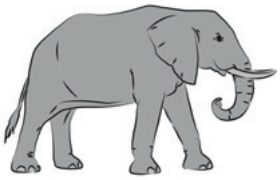
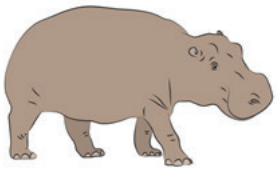


elephant

flamingo

giraffe



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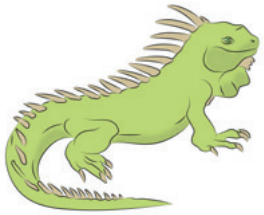
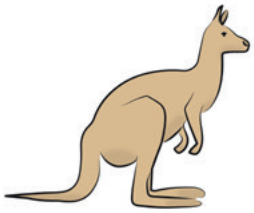


iguana

jaguar



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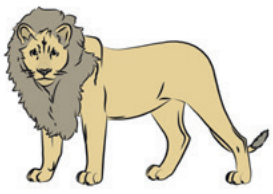

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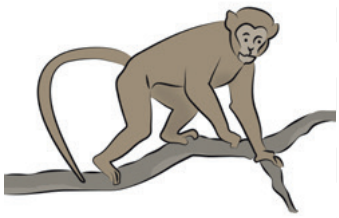
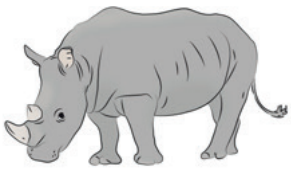


monkey

otter

panda



rhinoceros

seal

tiger

wombat

zebra

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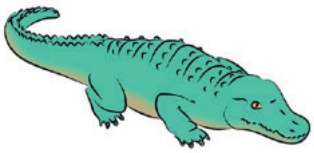
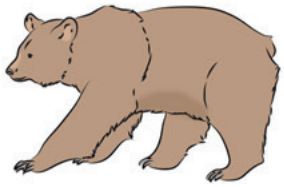
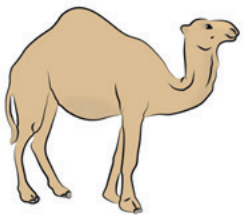
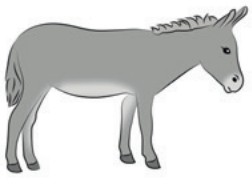
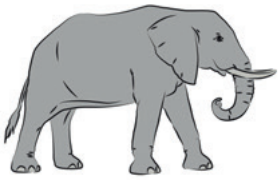
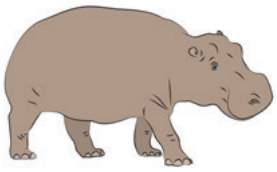
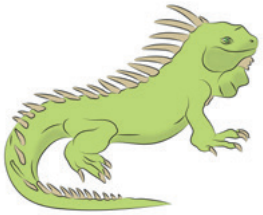
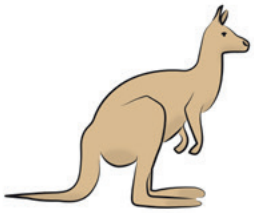
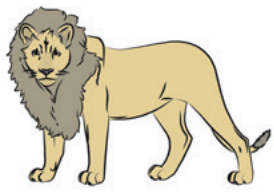
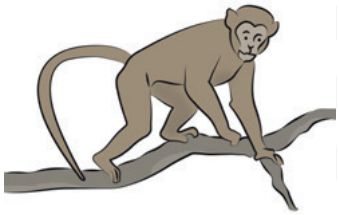
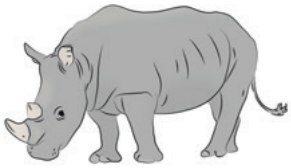
1. Zoo Map



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Recommended paper: A4, 250g

1. Zoo Map

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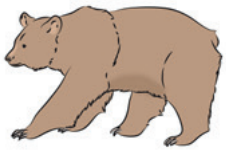
alligator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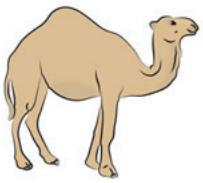
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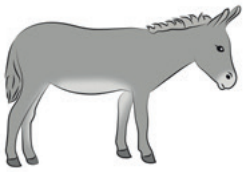
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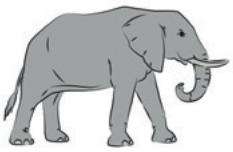
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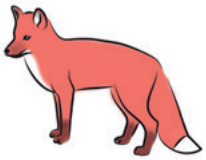
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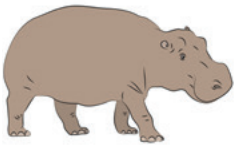
gazelle

giraffe

gorilla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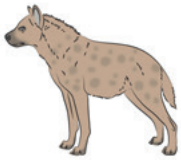
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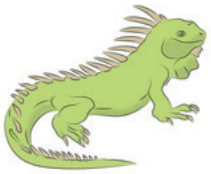
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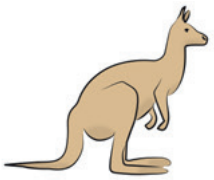
jaguar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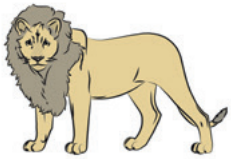
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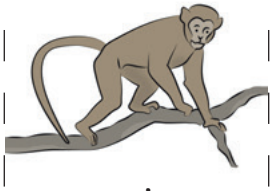
monkey

newt

ostrich

otter

owl

panda

panther

peacock

penguin

polar bear

rhinoceros

seal

snake

tiger

vulture

wolf

wombat

yak

zebra

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THE ZOO L3 A1

1. Zoo Map

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Recommended paper: A4, 250g

ACTIVITY

2. We're Going To The Zoo

PREPARATION

Print resources onto paper. (choose 4 page on one to make smaller)
Cut and staple to make a booklet.

RESOURCES

- The zoo L1 L2 L3 A2
- Scissors and stapler

You are going to sing a song together

1. Watch www.youtube.com/watch?v=jRXjiKsJAQo if you don't know the melody
2. Sing the words on each page pausing at the end of each verse.
3. After a moment of silence, instruct the child to turn to page
4. Add actions to the words eg: swing the trunk

EXPECTED OUTCOMES

- Recognises melody

KEY STRATEGIES

MUSIC MUSIC MUSIC: Music grabs and holds the child's attention and stimulates the brain in many areas. The rhythm and intonation changes make it easier for the child to recognise the song and help the child remember more words.

EXPANSION & EXTENSION: Highlight the verbs the animals do in the song by adding an action. This will expand what the child knows about each animal and help the child recall the sequence of the song.

EXPECTED OUTCOMES

- Joins in repeated words; e.g. zoo, zoo, zoo.

KEY STRATEGY

AUDITORY CLOSURE: Auditory closure refers to the ability a listener has to fill in missing information from a message. After a couple of examples the child may 'fill in' the final repeated words in the line. *We're going to the .....*

EXPECTED OUTCOMES

- Recognises emotions; happy/angry/scared

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING of suprasegmentals: The suprasegmentals (pitch, tone, word stress, intonation), body language and facial expression will assist the child understand the emotions. Exaggerate suprasegmentals so the child will learn that information about emotions is carried on more than words.

TALK TALK TALK: Add information about how the children and parents might feel if they see an angry rhino and discuss what they might do if the rhino got out of its cage. This will help the child develop the Theory of Mind ability to think about what other people are feeling, thinking and thinking of doing.

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ACTIVITY

2. We're Going To The Zoo

PREPARATION

Print resources onto paper. (choose 4 page on one to make smaller)
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1. Watch www.youtube.com/watch?v=jRXjiKsJAQo if you don't know the melody
2. Sing the words on each page pausing at the end of each verse.
3. After a moment of silence, instruct the child to turn to page
4. Add actions to the words eg: swing the trunk

EXPECTED OUTCOMES

- Recognises melody.
- Understands descriptions of animals; e.g. elephants' trunks are swinging.

KEY STRATEGIES

MUSIC MUSIC MUSIC: Music grabs and holds the child's attention and stimulates the brain in many areas. The rhythm and intonation changes make it easier for the child to recognise the song and help the child remember more words.

EXPANSION & EXTENSION: Highlight the verbs the animals do in the song by adding an action. This will expand what the child knows about each animal and help the child recall the sequence of the song.

EXPECTED OUTCOMES

- Joins in the chorus and repeated lines: The child will say the last word or two of the repeated lines.

KEY STRATEGY

AUDITORY CLOSURE: Auditory closure refers to the ability a listener has to fill in missing information from a message. After a couple of examples the child may 'fill in' the final couple of words in the line. *We're going to the .....*

EXPECTED OUTCOMES

- Understands emotions: The children are happy. Rhino is angry. That might make the children scared.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING of suprasegmentals: The suprasegmentals (pitch, tone, word stress, intonation), body language and facial expression will assist the child understand the emotions. Exaggerate suprasegmentals so the child will learn that information about emotions is carried on more than words.

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ACTIVITY

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You are going to sing a song together

1. Watch www.youtube.com/watch?v=jRXjiKsJAQo if you don't know the melody.
2. Sing the words on each page pausing at the end of each verse.
3. Instruct the child to turn to page in after a moment of silence.
4. Add actions to the words eg: swing the trunk.

EXPECTED OUTCOMES

- Understands and recalls descriptions of animals in the song.

KEY STRATEGIES

MUSIC MUSIC MUSIC: Music grabs and holds the child's attention and stimulates the brain in many areas. The rhythm and intonation changes make it easier for the child to recognise the song and help the child remember more words.

EXPANSION & EXTENSION: Highlight the verbs the animals do in the song by adding an action. This will expand what the child knows about each animal and help the child recall the sequence and words that are used in each verse to describe the animal.

EXPECTED OUTCOMES

- Joins in whole song.
- Uses contracted auxiliary verb; We're.
- Prepositional phrase; to the zoo.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: Depending on your accent it may be difficult for the child to hear the contracted auxiliary verb "*We're*". You may need to use Acoustic Highlighting to call attention to the '*re*' or even uncontract the verb and practise "*We are*" a few times before singing "*We're*".

AUDITORY CLOSURE: Auditory closure refers to the ability a listener has to fill in missing information from a message. After a couple of examples the child may 'fill in' the rest of the words in a line. *We're going .....*

EXPECTED OUTCOMES

- Understands and explains triggers for emotions; happy/angry/scared.

KEY STRATEGIES

TALK TALK TALK: Add information about how the children and parents might feel if they see an angry rhino and discuss what they might do if the rhino got out of its cage. This will help the child develop the Theory of Mind ability to think about what other people are feeling, thinking and thinking of doing.

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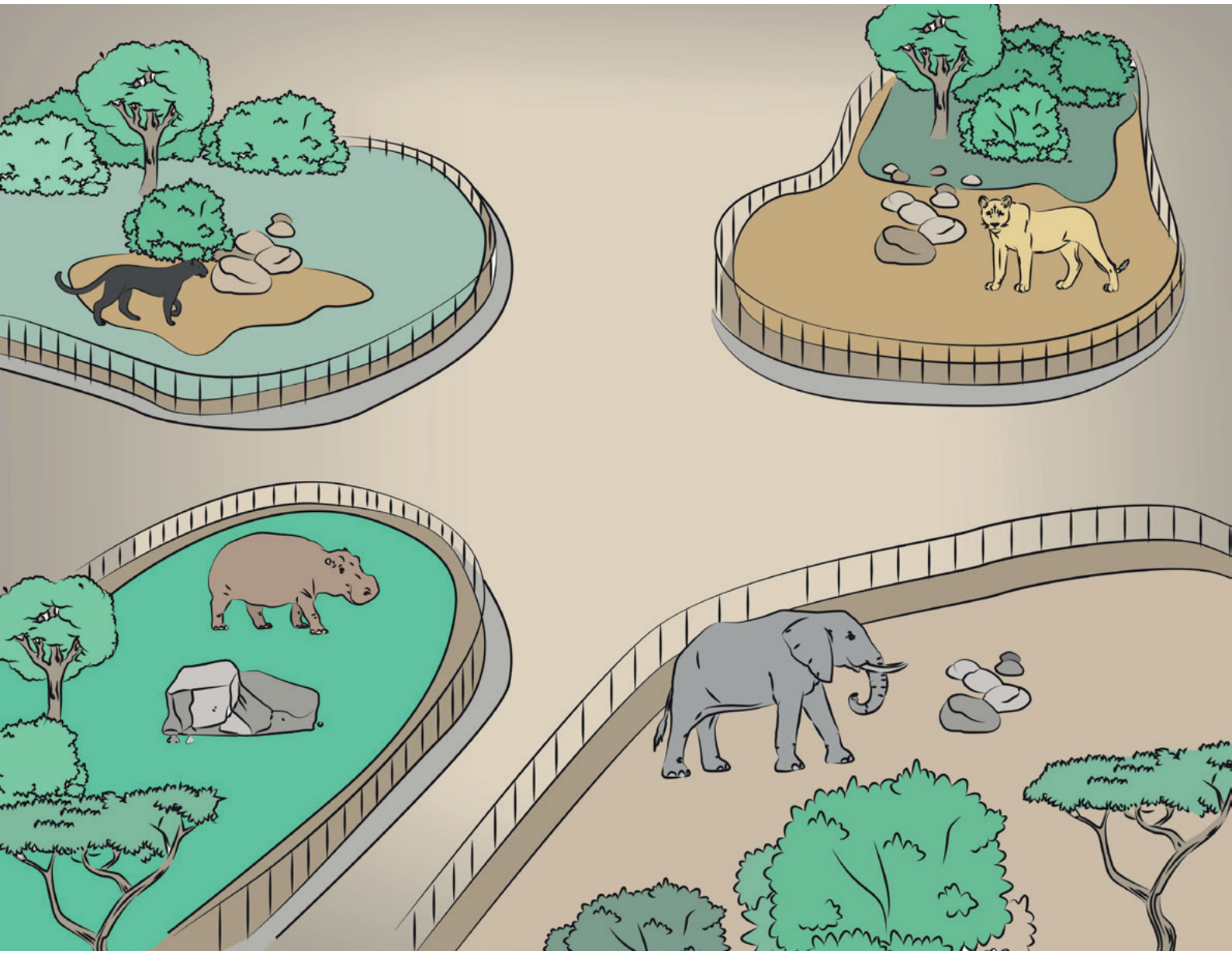
2. We're Going to the Zoo

MED-EL

We're going to the zoo.



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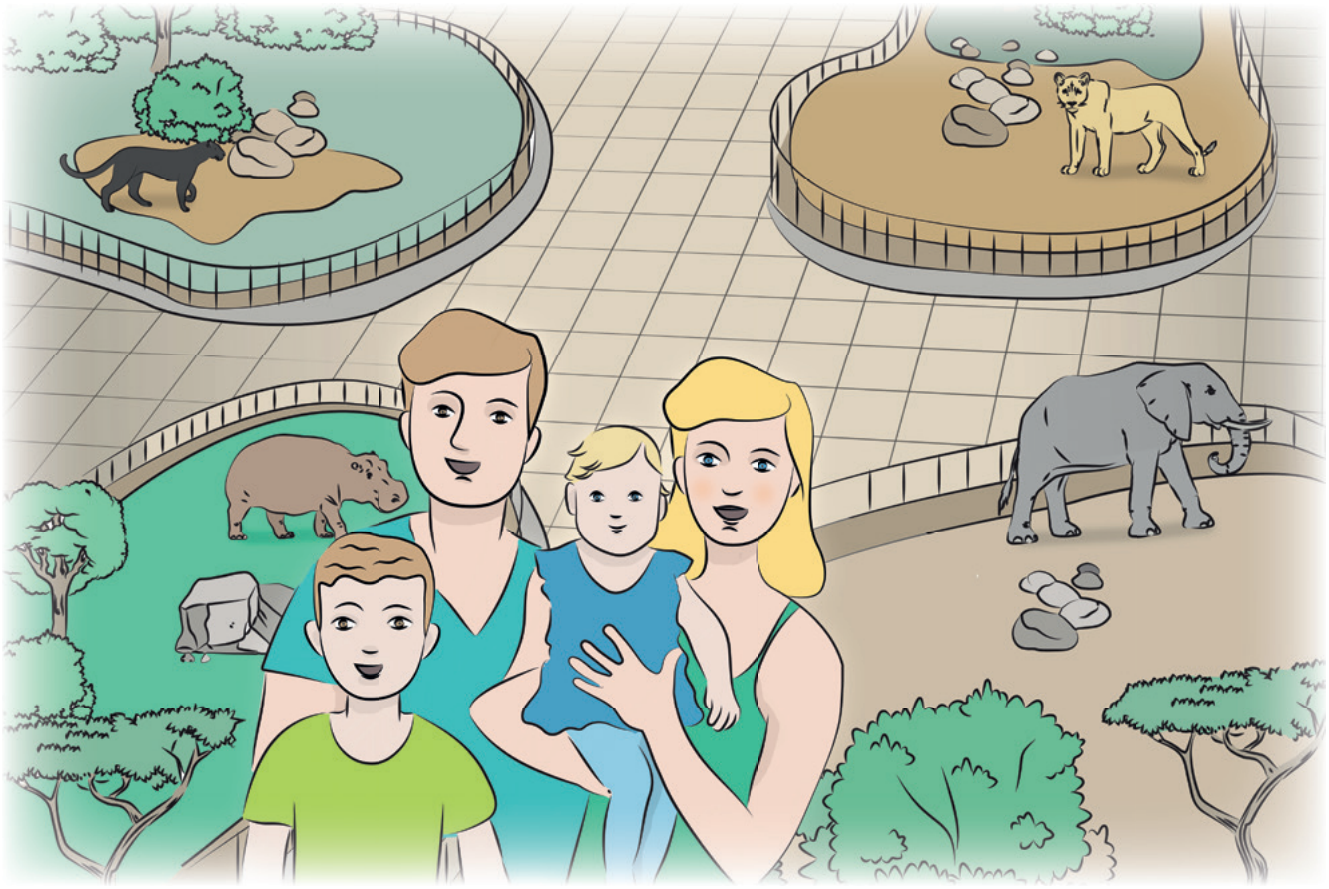

We're going to the zoo, zoo, zoo.
How about you, you, you.
You can come too, too, too.
We're going to the zoo, zoo, zoo.

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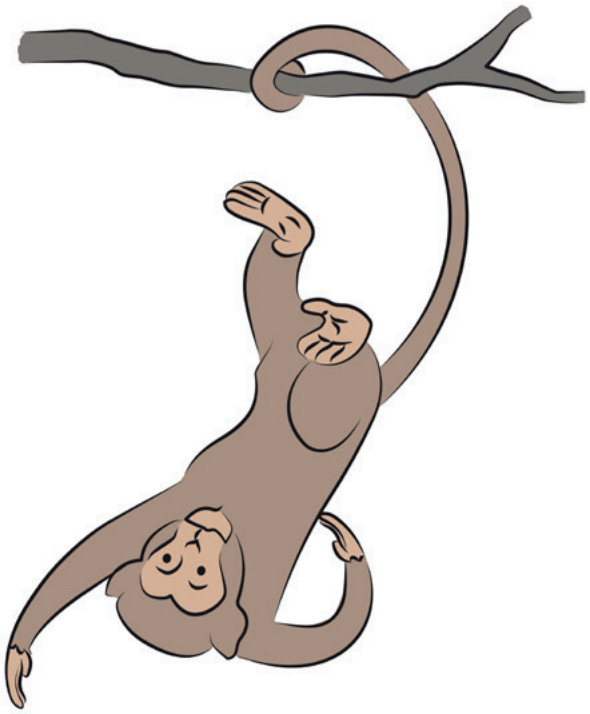

See all the monkeys
scritch scritch scratching.
Hanging by their tails and
scritch scritch scratching.
Jumping all around and
scritch scritch scratching.
We can stay all day.

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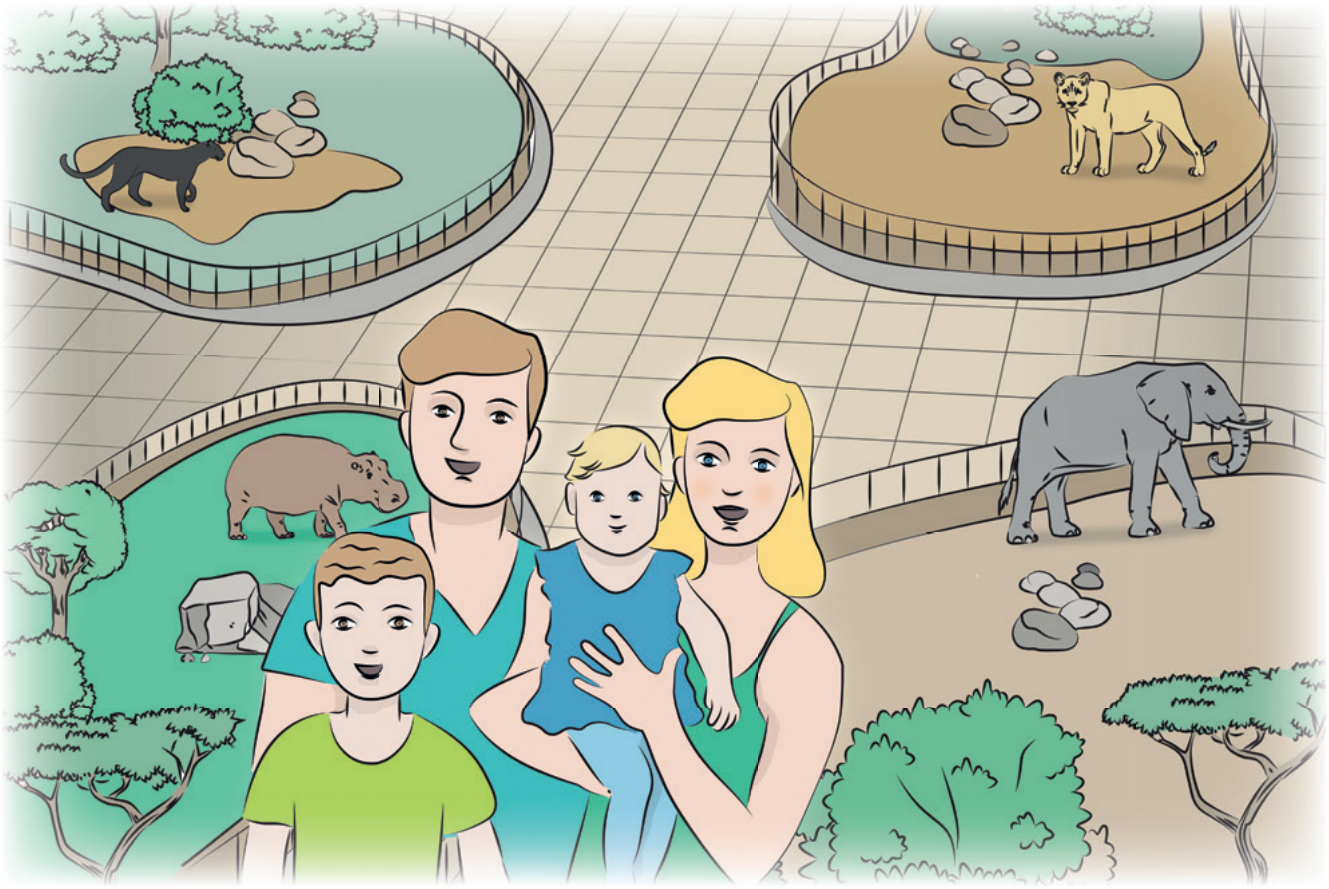

We're going to the zoo, zoo, zoo.
How about you, you, you.
You can come too, too, too.
We're going to the zoo, zoo, zoo.

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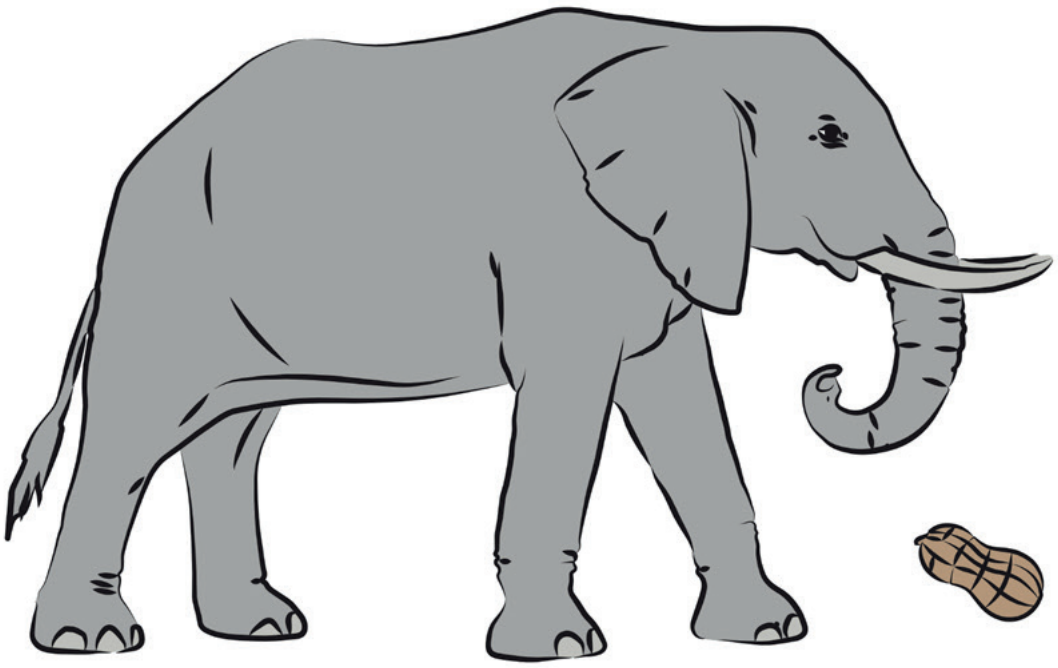

See all elephants with
long trunks swinging.
Great big ears and
long trunks swinging.
Snapping up peanuts with
long trunks swinging.
We can stay all day.

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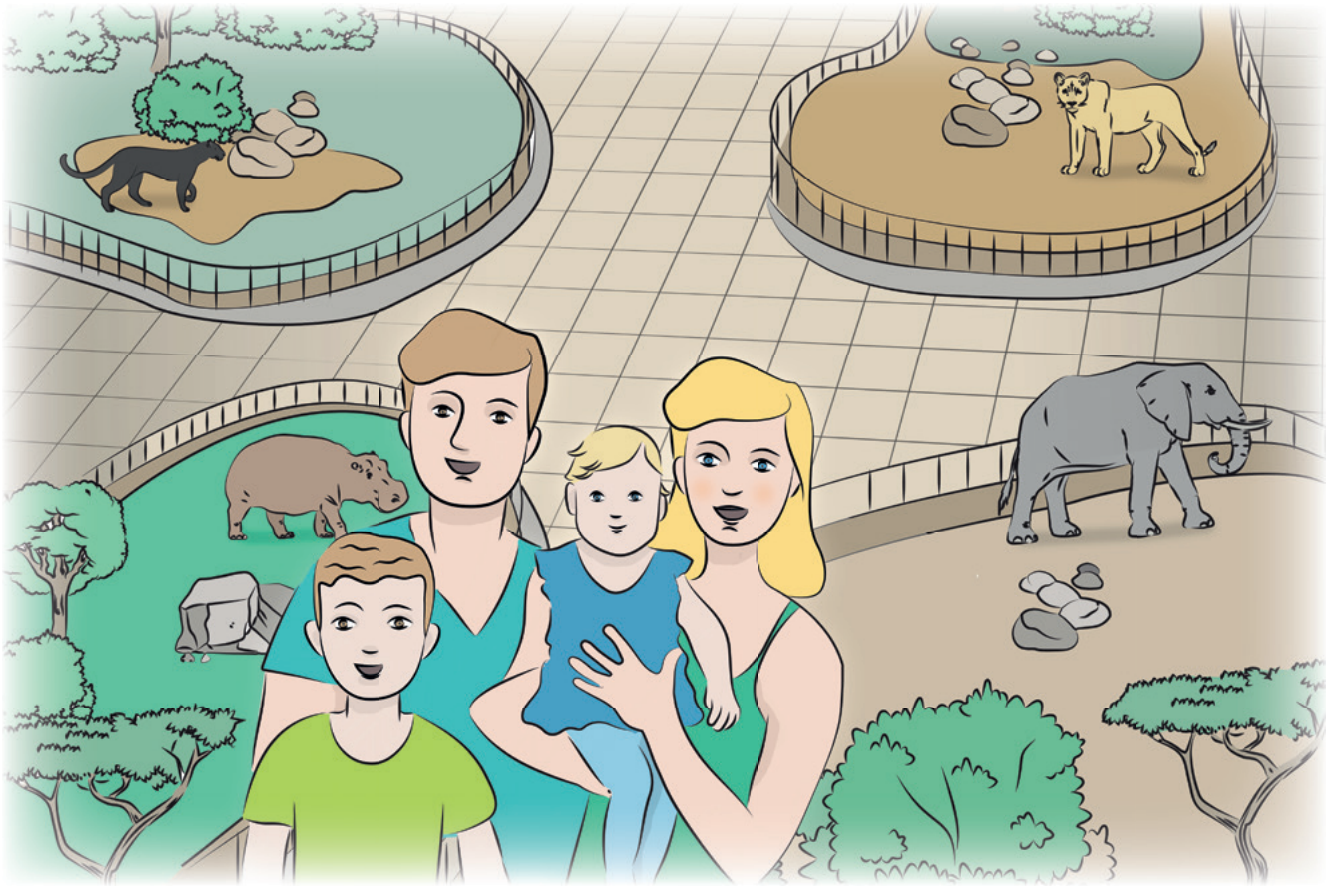

We're going to the zoo, zoo, zoo.
How about you, you, you.
You can come too, too, too.
We're going to the zoo, zoo, zoo.

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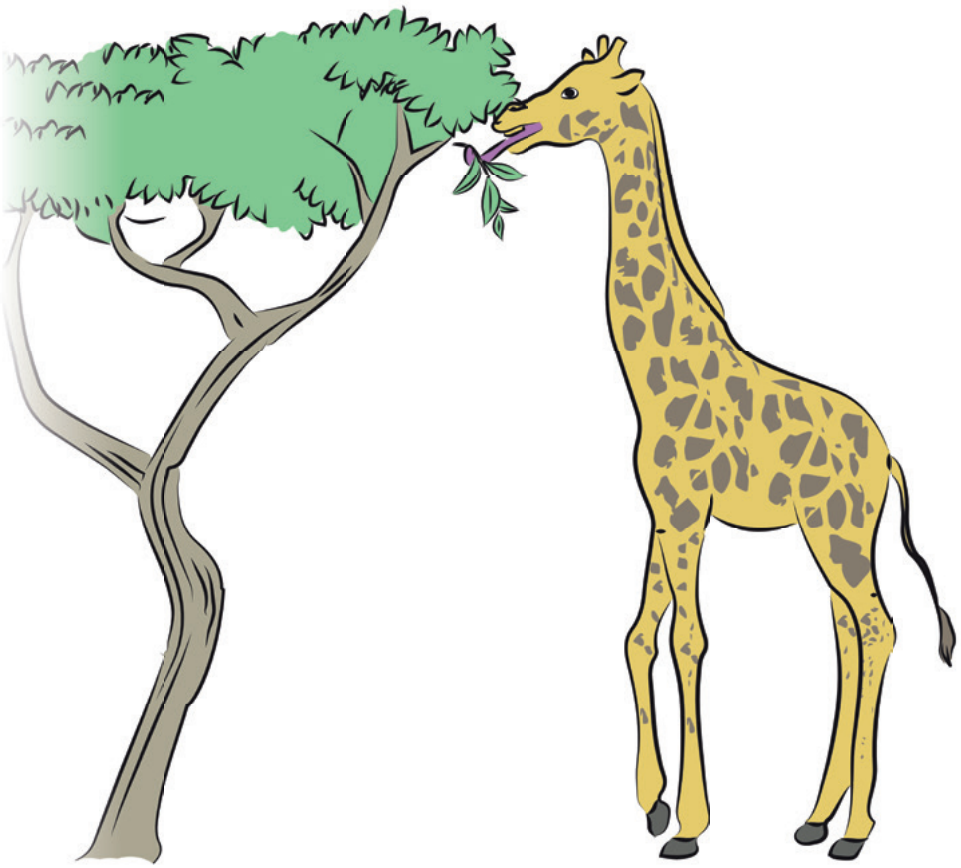

See the tall giraffes with
long necks stretching.
Poking out their tongues with
long necks stretching.
Munching on leaves with
long necks stretching.
We can stay all day.

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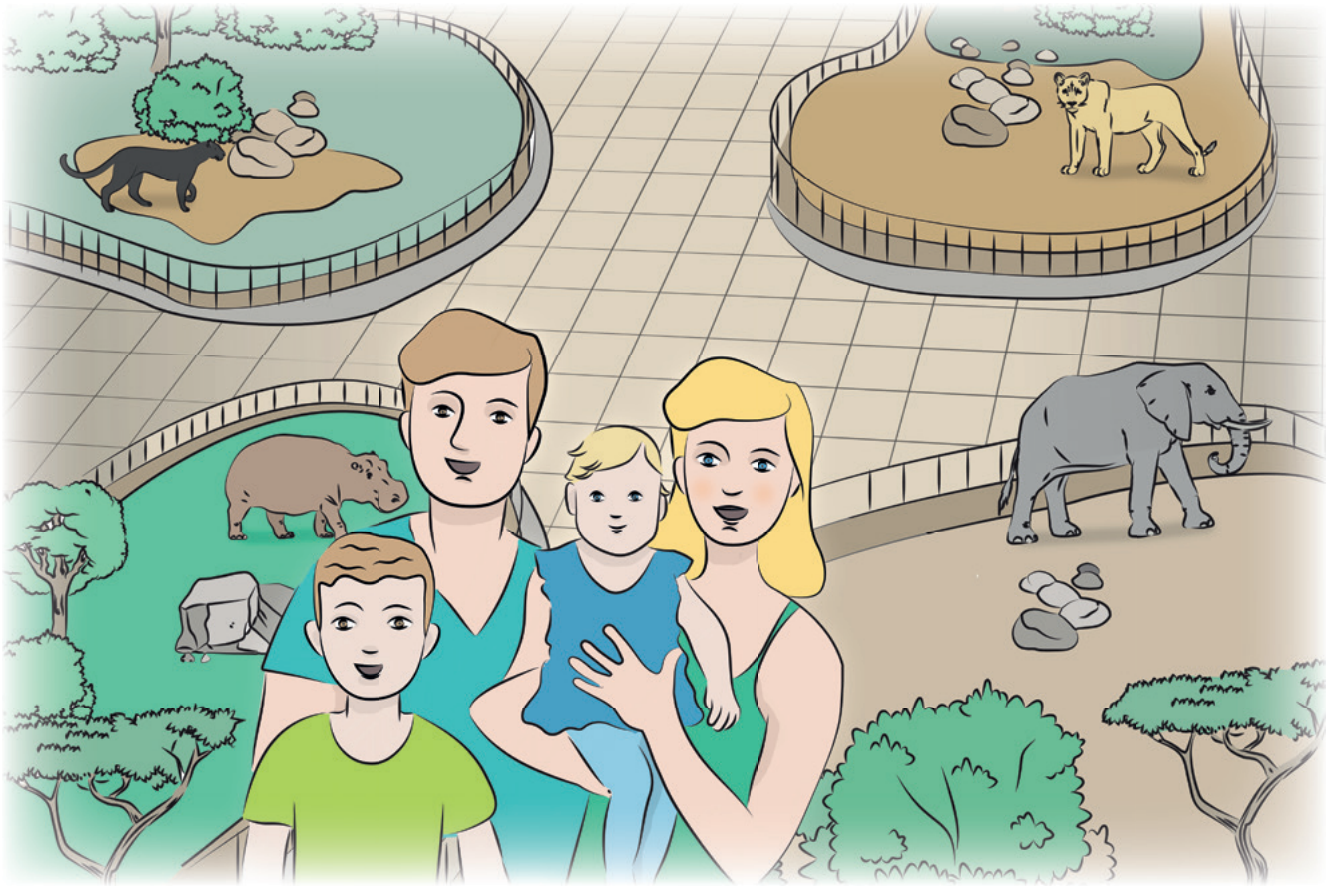

We're going to the zoo, zoo, zoo.
How about you, you, you.
You can come too, too, too.
We're going to the zoo, zoo, zoo.

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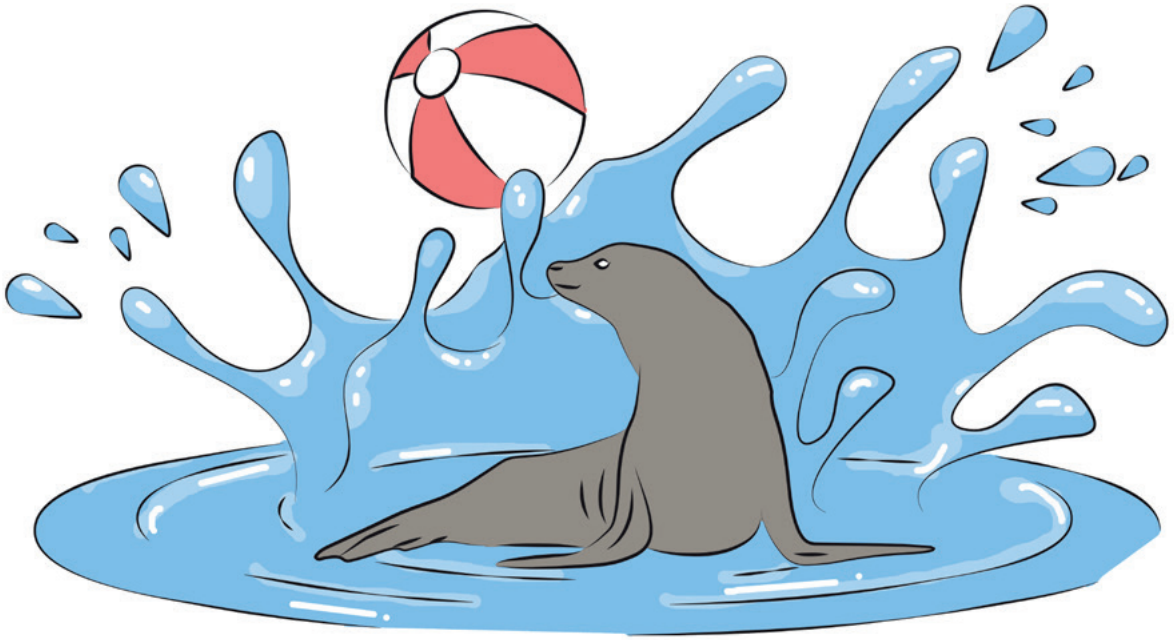

See the slippery seals
splish splash splashing.
Diving in the water
splish splash splashing.
Doing funny trick and
splish splash splashing.
We can stay all day.

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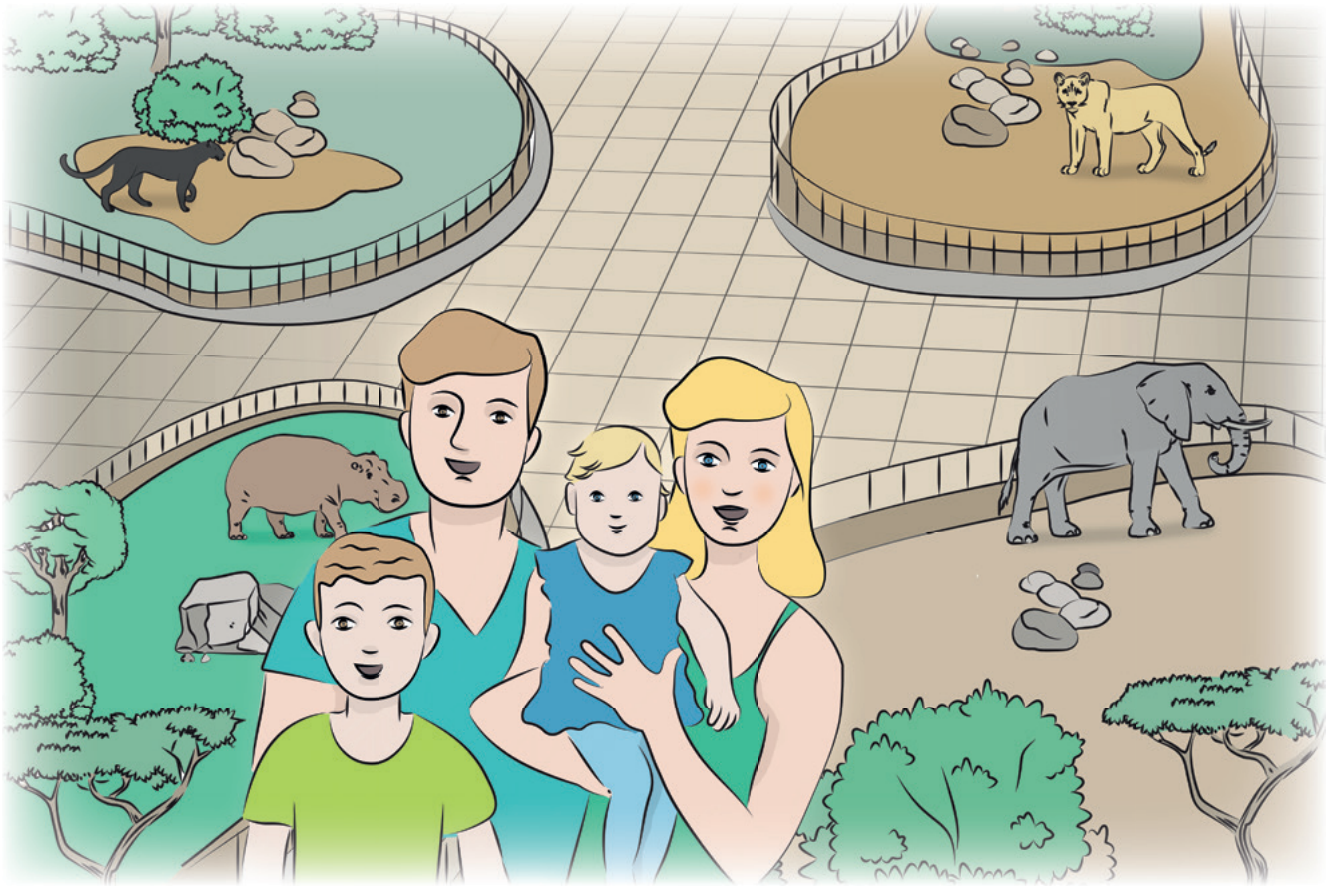

We're going to the zoo, zoo, zoo.
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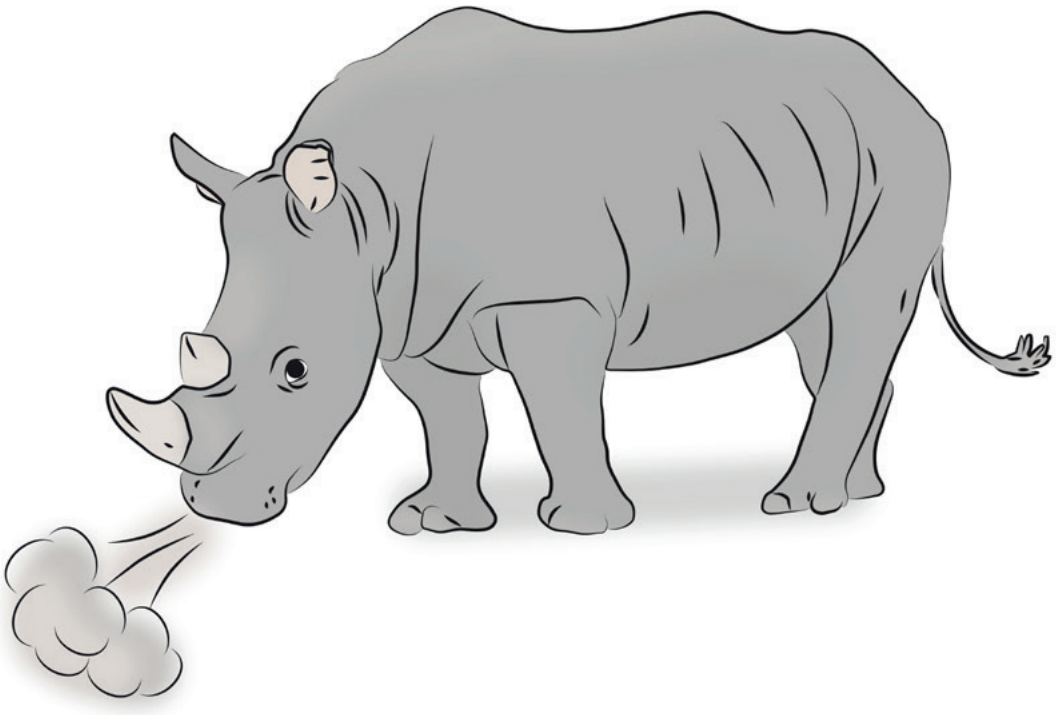

Great big rhino,
he's huff, huff, huffing.
Horns too heavy,
he's huff, huff, huffing.
Don't get near...
He's huff, huff, huffing
or you won't stay all day.

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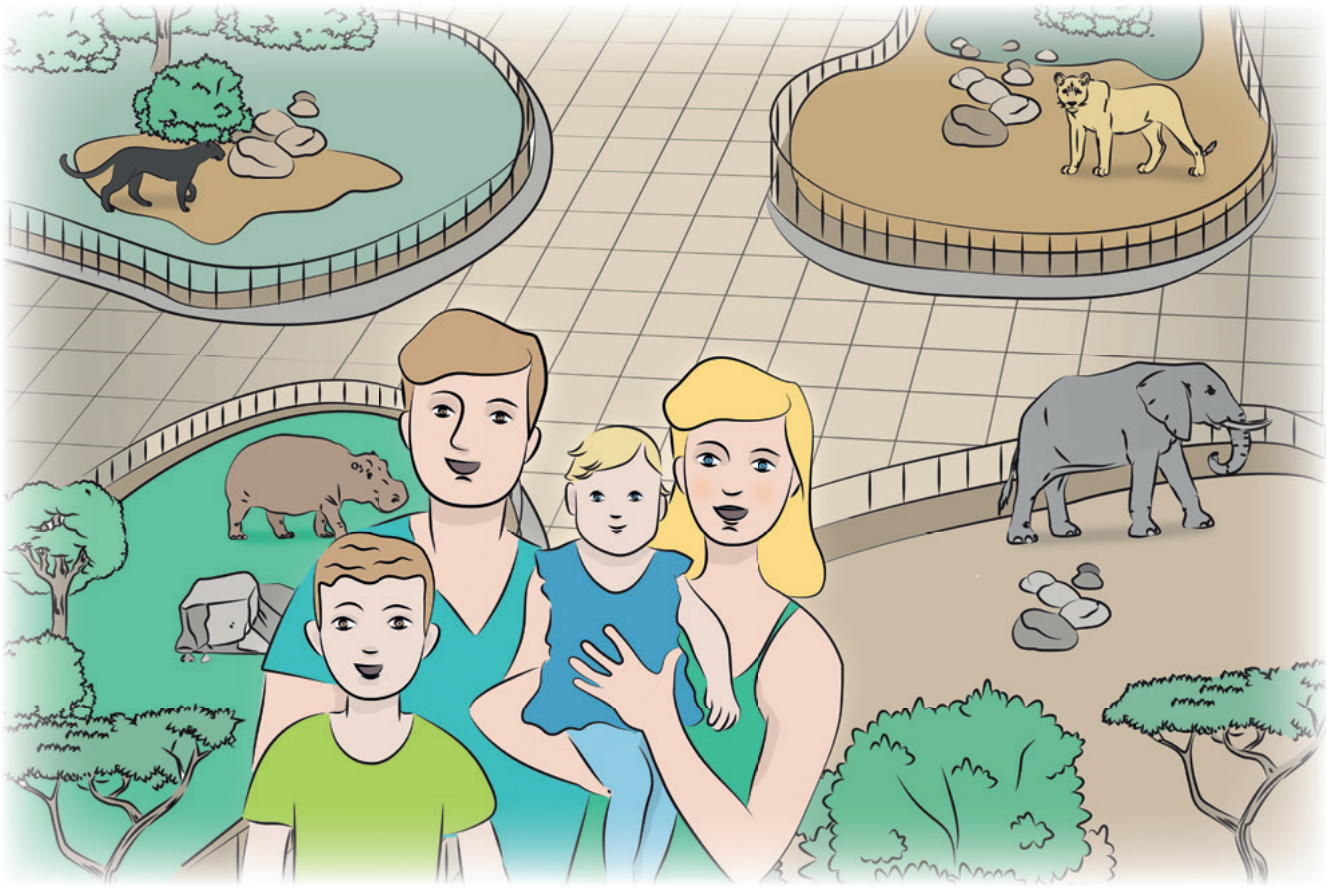

We're going to the zoo, zoo, zoo.
How about you, you, you.
You can come too, too, too.
We're going to the zoo, zoo, zoo.

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ACTIVITY

3. Find The Zoo Animals

PREPARATION

Choose either colour or black and white and print the resource onto lightweight card.

You are going to play a "Find the zoo animal"

1. Put the tokens or coins in pile that everybody can reach.
2. Everybody takes a token. The goal is to find the named animal and put your token on it first.
3. Choose an animal from the panel on the right and say "Find the (animal name)".
4. All players search for the animal. First to put their token on it wins the chance to choose the next animal to look for.
5. Continue until all the animals have been found.

RESOURCES

- The zoo L1 A3
- 10 small coins or tokens

EXPECTED OUTCOMES

- Concepts: other/same/match.
- Locates zoo animals on request.

KEY STRATEGIES

TALK TALK TALK: Cover the page and leave only the panel of animals on the right showing. Talk about each animal then explain that you need to find another one that is hiding. *Ok, see the bear. We have to find one the same. Ready. Go.*

WAIT WAIT WAIT SOME MORE & AUDITORY SANDWICH: After you say the name of the animal give the child time to find it on their own. If they need help use exaggerated eye gaze to 'point' to the animal on the panel they need to find, then say the name of the animals again. Remember to put the word into a short phrase. *Let's find the **bear.***

EXPECTED OUTCOMES

- Labels animals.
- Uses preposition: here/ top/ bottom.

KEY STRATEGIES

USE CHOICES: When it is the child's turn to choose an animal, if they are not able to spontaneously label the animal, give them choices. *Do you want us to find the **bear** or the **seal**?*

AUDITORY HOOKS: Use exclamations to help maintain the child's attention to the activity and to call attention to prepositions. ***Here!** Look.... up the **top**.*

EXPECTED OUTCOMES

- Follows line to sight to see what someone is looking at.

KEY STRATEGY

THE SAME THINKING PLACE: Following a person's line of sight is a valuable skill. It establishes joint attention which is required for communication to be meaningful and helps the child learn about what other people might be thinking about. Add language to the process to encourage the child to continue to develop this skill. *Yes, You got it. I'm looking at the elephant. We need to find the other one. Find the elephant.*

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ACTIVITY

3. Find The Zoo Animals

PREPARATION

Print the resources onto lightweight card
Cut out the dice.

You are going to play a board game about animals you see at the zoo.

1. Make the dice together with the child.
2. All players choose a marker they will move around the board.
3. Choose who will go first, next and last
4. First player rolls the dice and moves their piece counting the places.
5. Talk about the animal you land on.
6. Take it in turns until someone reaches the finish line and wins.

RESOURCES

- The Zoo L2 A3.
- The Zoo L2 A3 Dice
- Markers to move around the board

EXPECTED OUTCOMES

- Understands and follows 2 part directions: e.g. pull the tape, fold the tab.
- Understands descriptions of animals: e.g. Oh, the alligator... it has sharp teeth.

KEY STRATEGIES

LISTENING FIRST + BUILD AUDITORY MEMORY: While you are making the dice and during the game give instructions first before you demonstrate or gesture the actions to allow the child to focus on the two items. *We start on the **green square**. **roll the dice**, **count the dots**, **move 2**.*

EXPANSIONS & EXTENSION: Add some information after you label the animal to expand the child's knowledge and provide the language models for the next step. *I landed on the camel. See the **hump on his back**.*

EXPECTED OUTCOMES

- Pronouns: my, your, I, you.
- Prepositional phrases: e.g. on the elephant.

KEY STRATEGIES

THE SAME THINKING PLACE: Use pronouns appropriately while you are talking about where you and the child are in the game to help the child identify the rules of using these words. *It's **my** turn, then **your** turn. I landed on the elephant. **You** landed on the bear. **I'll** move **my** marker. **You** move **your** marker.*

SABOTAGE + USE CHOICES: Try saying the wrong animal to see if the child will correct you. If not spontaneously then try a choice question. *Wait a minute, I said **elephant** but are you on the **elephant** or on the **giraffe**?*

EXPECTED OUTCOMES

- Can take turns in a game.
- Understands the emotions in winning and losing.

KEY STRATEGY

TALK, TALK, TALK: Talking about whose turn it is and who is next will help the child understand not just the language of turn taking but the social importance. Provide language models to explain the typical emotions experienced by game players to help the child develop an emotional vocabulary to express themselves appropriately. *Oh dear. Poor mum. She keeps getting a one. I don't think she will win this game. Come on mum. I hope you get a three.*

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ACTIVITY

3. Fierce Animal Game Board

PREPARATION

Print the resources onto lightweight card
Cut out the dice.

RESOURCES

- The zoo L3 A3.
- The zoo L3 A3 Dice
- Markers to move around the board

You are going to play a board game about animals you see at the zoo.

1. Make the dice together with the child.
2. All players choose a marker they will move around the board.
3. Choose who will go first, next and last
4. First player rolls the dice and moves their piece counting the places.
5. If a player lands at the bottom of a ladder they can go up
6. If a player lands on the top of a snake (on a fierce animal) they slide down.
7. Talk about the animal you land on.
8. Take it in turns until someone reaches the finish line and wins.

EXPECTED OUTCOMES

- Understands and follows rules of game.
- Listens and recalls facts about animals.
- Understands superlatives.

KEY STRATEGIES

BUILD AUDITORY MEMORY: Explain the rules of the game (steps 5 to 7) and encourage the child to repeat as much as they can to explain the rules to their parent.

EXPANSIONS & EXTENSION: Add some information after you label the animal to expand the child's knowledge. You may like to have the internet handy to learn new facts together. Find out which animal is the deadliest.

EXPECTED OUTCOMES

- Verb tense: regular past ; landed, jogged, skipped.
- Prepositional phrase: past the .....
- Adjectives; fierce, magnificent, cunning.

KEY STRATEGY

ACOUSTIC HIGHLIGHTING: Regular past tense verb endings are tricky because they sound different depending on the base verb. Try and use different verbs each time you move to expose the child to the different pronunciations. I **landed** on the giraffe. *Mum **jogged** quickly past that lion. Lucky you **skipped** past the rhinoceros.*

EXPECTED OUTCOMES

- Understands and accepts the emotions triggered by winning and not winning.

KEY STRATEGY

TALK, TALK, TALK: Using language appropriately when you win a game or when you lose a game is a difficult skill to master. Work with the child's parent to establish how they would like their child to behave and model that language during play. *Mum said in your house it's best for the winner to try and remember to thank the other players and watch while they finish. So I'll have my go now.*

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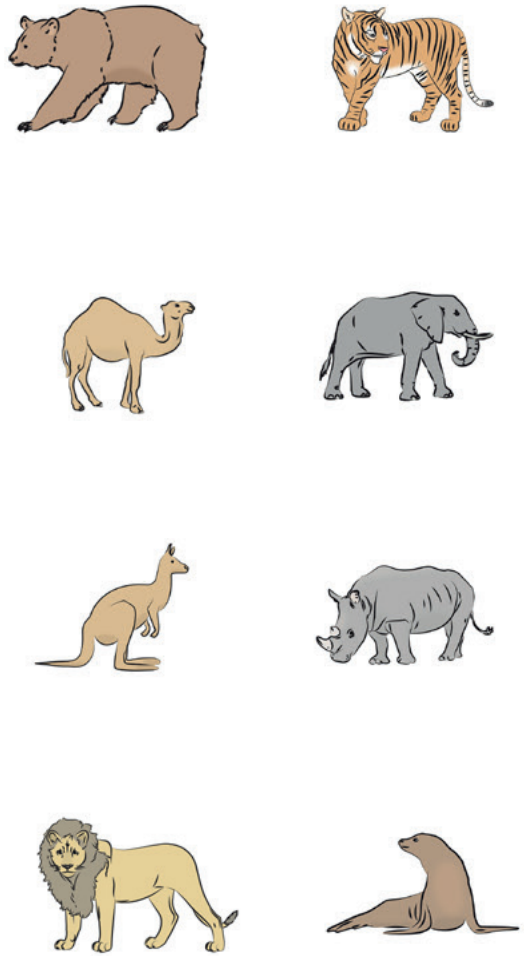
THE ZOO L1 A3

3. Find the Zoo Animals



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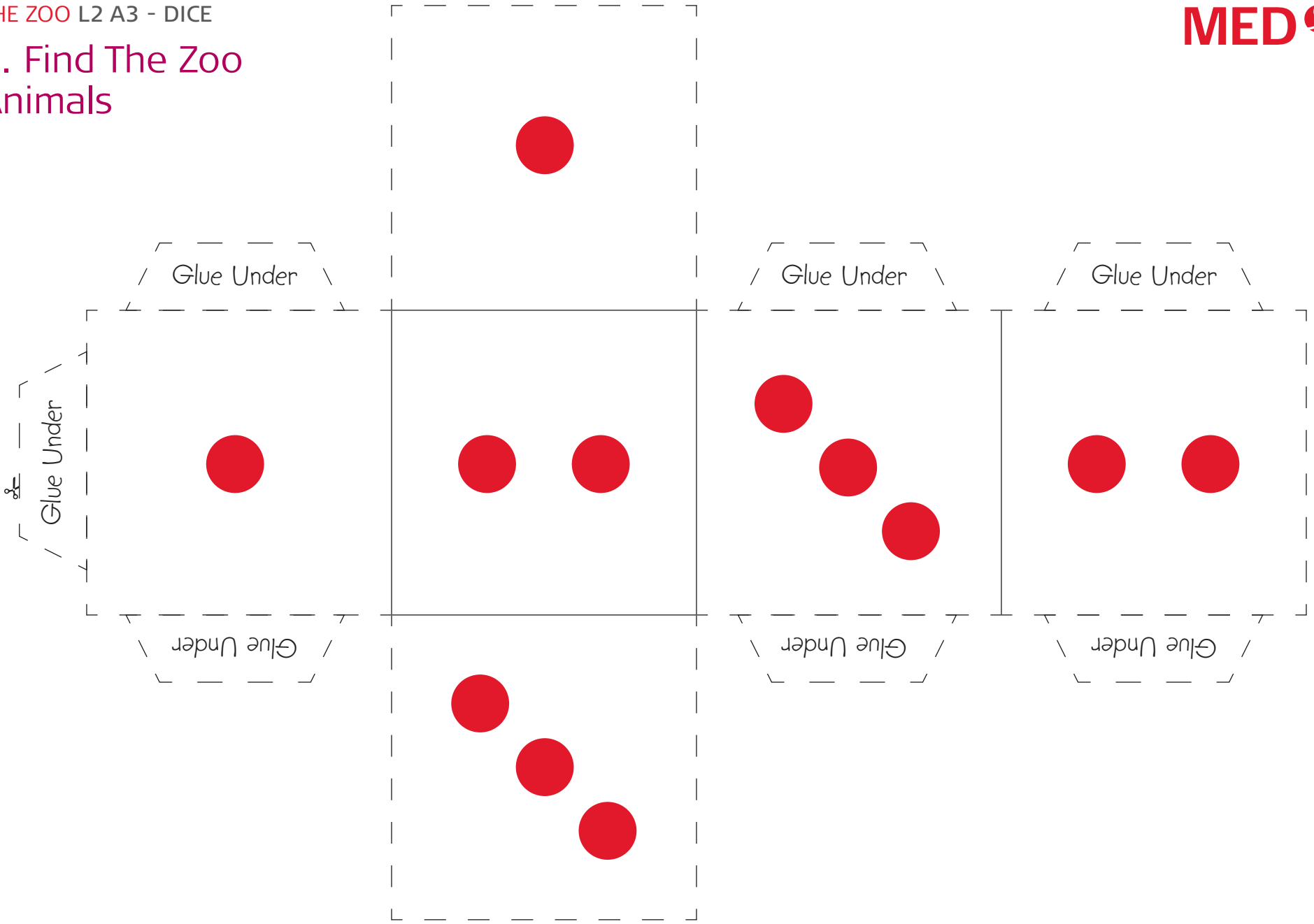
THE ZOO L2 A3 - DICE

3. Find The Zoo Animals



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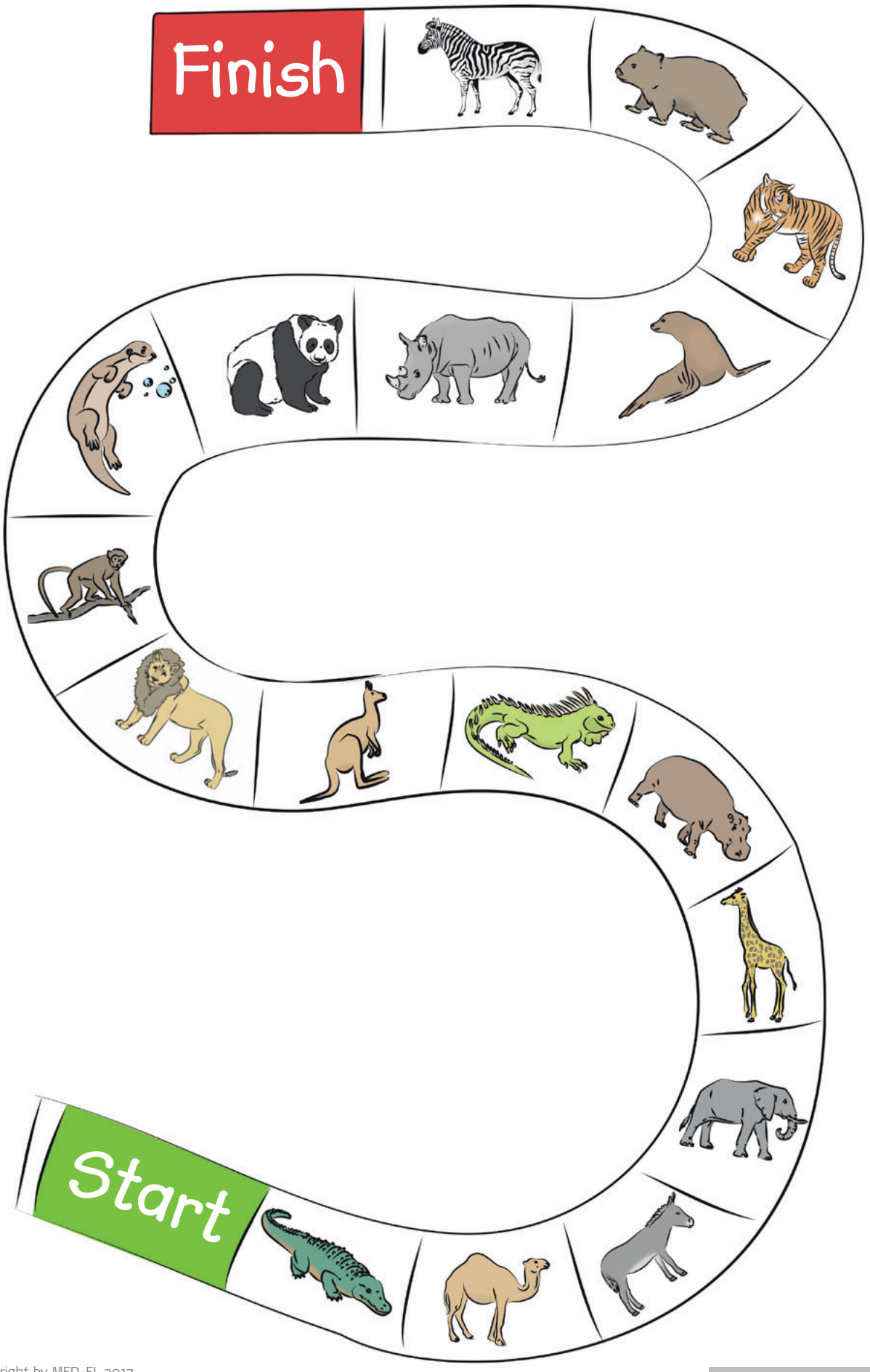
Recommended paper: A4, 250g

3. Find The Zoo Animals



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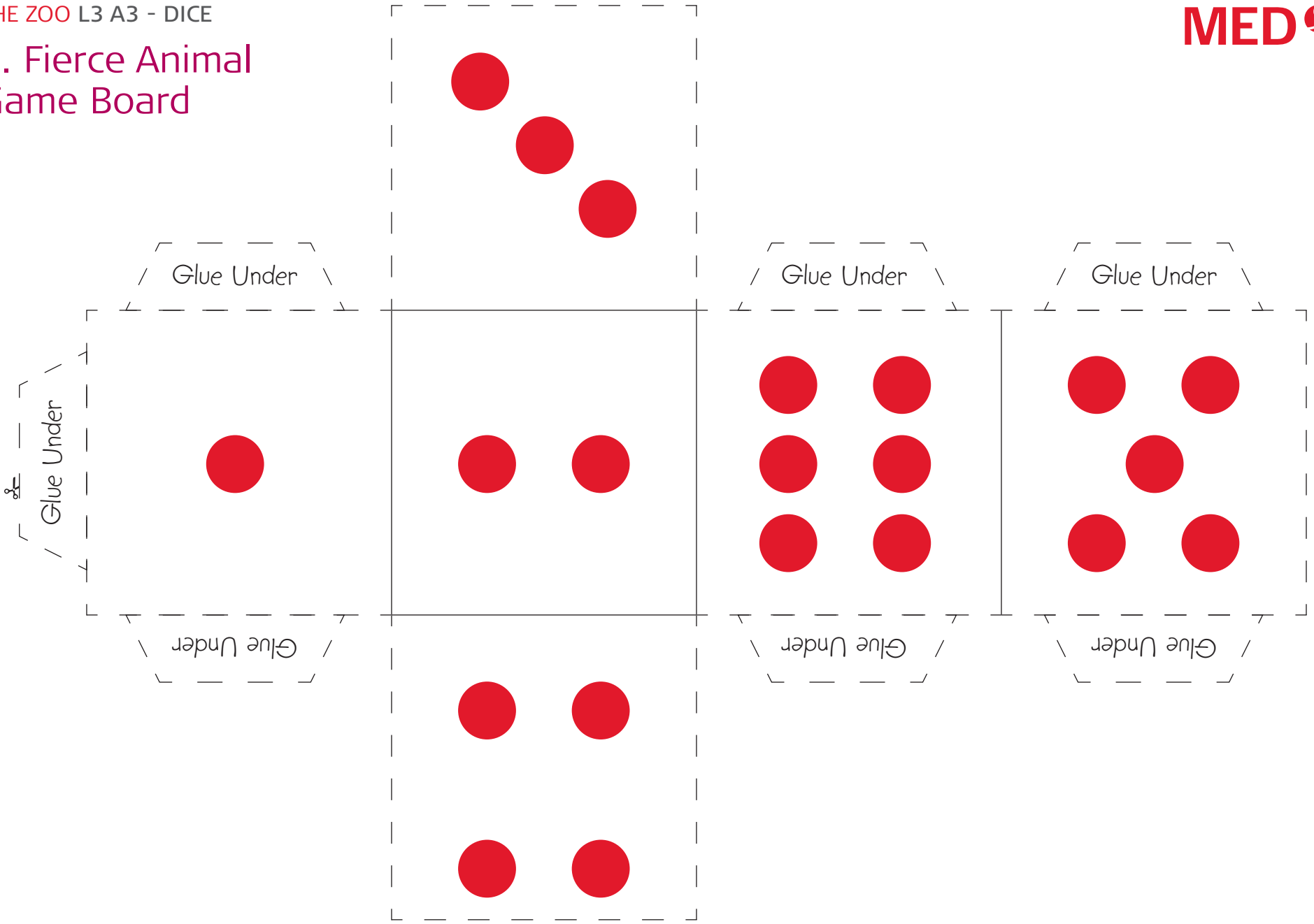
THE ZOO L3 A3 - DICE

3. Fierce Animal Game Board



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Recommended paper: A4, 250g

THE ZOO L3 A3

3. Fierce Animal Game Board

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Recommended paper: A3, 100g

ACTIVITY

4. Zoo Card Game

PREPARATION

Decide if you want to play with 2 or 4 colours. (4 makes the game harder & longer) Print the pages of the resource you want on to lightweight card. Print 2 pages on one if you want the cards smaller.

RESOURCES

- The Zoo L1 A4
- scissors

You are going to play a Zoo memory card game.

1. Talk about the animals on each page.
2. Talk about how each page has the same animals but different colour around the outside.
3. Cut up the cards keeping same colours together.
4. Choose one colour to start (or two colours if using all 4) and turn all of these over so the pictures are face down. Arrange the cards into rows.
5. Shuffle all remaining cards and place in a pile face down.
6. Pick up a card from the pile, say what animal it is and then turn a card over from the ones arranged on the table to see if you can find the matching animal.
7. If you find a match pick it up and put it together with its pair and the next person takes a card from the pile.
8. If not a match pass the card to the next person and they can try and find the match.
9. Continue until all cards are matched.

EXPECTED OUTCOMES

- Follows simple directions with context clues.
- Imitates zoo animal names.

KEY STRATEGIES

TALK TALK TALK: Add simple language to every step of the activity. Children learn to listen and speak by hearing words in context rather than just hearing one word at a time. *We need to **cut** these out. Here are the **scissors**. You can **cut**. Great **cutting**.*

AUDITORY SANDWICH: Pick up the card, look at it and say the animal (in a short sentence) before sharing the picture with the child. Say the animal again so the child can consolidate the sound of the animal name through listening alone. *I got the **monkey**. I hope I find the **monkey**. See the **monkey**. I wonder which card is the **monkey**.*

EXPECTED OUTCOMES

- Uses numbers: one/two (extension: three/four).
- Begins to label colours.

KEY STRATEGY

EXPANSION & EXTENSION: As the child becomes more confident labelling the animals extend their utterance by adding information about the colour of the card or how many of the same animal you have found. *See this lion card is **green** and this one is **red**. Now we have **two**.*

EXPECTED OUTCOMES

- Recalls position of hidden pictures.

KEY STRATEGY

THE SAME THINKING PLACE: Model the language behind the skill of remembering to help the child learn that there is a more to this game than just guessing where the animal is. Also, using State of Mind verbs helps develop the child's Theory of Mind. *Wait. I need to **think**. I saw the lion. Yeah; I **remember**. It's here.*

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ACTIVITY

4. Zoo Clues Bingo

PREPARATION

Print a bingo playing card for each player (pages 1 to 4 are all different)
Print and cut out the draw cards and the zoo admission tickets
Place the draw cards in a pile picture down.

RESOURCES

- The Zoo L2 L3 A4
- The Zoo L2 L3 A4 tickets

You are going to play Zoo clues bingo.

1. Each player takes a bingo playing card.
2. Talk about the animals on each person's card.
3. Share out the zoo admission tickets.
4. Decide who will give the first clue.
5. That person selects a draw card and without showing the picture, gives a clue about the animal. Clues should be about what the animal can do.
6. Whoever has that animal on their playing card puts a zoo admission ticket on it.
7. The winner is the first person to put tickets over 3 animals in a row (across, down or diagonal). They shout "Bingo".

EXPECTED OUTCOMES

- Concepts: some/row/across/down/top/bottom.
- Identifies animals from descriptions using a verb: It can hop/It can stomp.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: of concept words in context will make it easier for the child to understand and remember the meaning of these words. *Here you take **some** tickets. Ohh, I have two in the **top row**. I only need one more to have a **row across the top**.*

LISTENING FIRST & AUDITORY SANDWICH: Give the clue before you let the child see the card. You might need more than one clue to make your message clear. And you might need to let the child peek at the card after you have given a couple of clues. Repeat the clue again through listening alone.

EXPECTED OUTCOMES

- Pronoun + modal + base verb; e.g. It can jump.

KEY STRATEGIES

WAIT, WAIT AND WAIT SOME MORE: When it is the child's turn to say the clue you may need to model the clue and use your 'stage whisper' and then wait for the child to make an attempt.

EXPANSION & EXTENSION: You can then repeat the child's attempt, with acoustic highlighting on expansions to alert the child to any missing words or sounds. You could try to extend the clue with two verbs. *It can **climb and swing**.*

EXPECTED OUTCOMES

- Understands the language and emotions of sharing.

KEY STRATEGY

SABOTAGE: If you 'share' the zoo tickets so one person gets many and one person gets only a few you will create a problem that will be obvious. The child will want to talk about this. *Oh dear. Mum has too many. You need more. There, that's fair.*

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ACTIVITY

4. Zoo Clues Bingo

PREPARATION

Print a bingo playing card for each player (pages 1 to 4 are all different)
Print and cut out the draw cards and the zoo admission tickets
Place the draw cards in a pile picture down.

RESOURCES

- The Zoo L2 L3 A4
- The Zoo L2 L3 A4 tickets

You are going to play Zoo clues bingo.

1. Each player takes a bingo playing card.
2. Talk about the animals on each person's card.
3. Share out the zoo admission tickets. (Share unfairly to begin with)
4. Decide who will give the first clue.
5. That person selects a draw card and without showing the picture, gives a clue about the animal. Clues should be about how the animal moves, or what is says or eats.
6. Whoever has that animal on their playing card puts a zoo admission ticket on it.
7. The winner is the first person to put tickets over 3 animals in a row (across, down or diagonal). They shout "Bingo".

EXPECTED OUTCOMES

- Concepts: some/ row/ column/ top/ bottom/down/ across/ right/ left
- Identifies animals from descriptions incorporating a verb; e.g. It stomps angrily.

KEY STRATEGY

LISTENING FIRST & AUDITORY SANDWICH: Give the clue before you let the child see the card. You might need more than one clue to make your message clear. You can add information about the location of the animal and you might need to let the child peek at the card after you have given a couple of clues. Repeat the clues again through listening alone.

EXPECTED OUTCOMES

- Specific third person verbs; e.g. eats, runs, digs, gallops.
- Adverbs; e.g. angrily, quietly, noisily, gently.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: The third person verb marker 's' at the end of verbs is a tricky grammatical marker to hear because it is quick and it is nearly always in the middle of a sentence. When teaching this grammatical marker try and put it at the end of the phrase or sentence to call the child's attention to it, then repeat the sentence with typical word order. *Tell me what it **eats**? Hmm, Leaves are what it **eats**. Tell mum. It **eats** leaves.*

EXPANSION & EXTENSION: You can then repeat the child's attempt, with acoustic highlighting on expansions to alert the child to any missing words or sounds. You could try to extend the clue by talking about how the animal moves. This will allow you to talk about adverbs. *Tell me how the giraffe eats leaves? Oh, it nibbles the leaves quietly.*

EXPECTED OUTCOMES

- Understands the emotions triggered by equal and inequitable sharing and uses language to resolve the problem.

KEY STRATEGY

SABOTAGE: Unfair sharing upsets everyone but by creating this problem you can help the child learn to use language appropriately in this situation to express their feelings and negotiate a solution. *Oh wow, You are right. You don't have many tickets. What should we do?*

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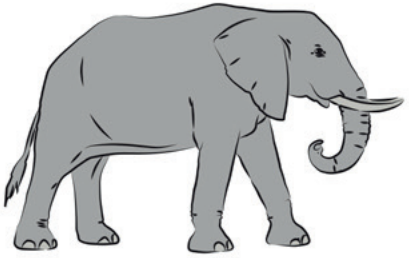
4. Zoo Card Game

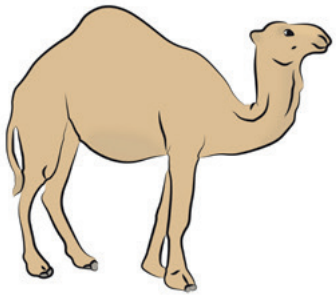
MED-EL

Say & Play



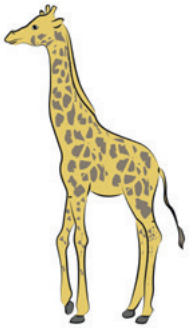
elephant

Say & Play



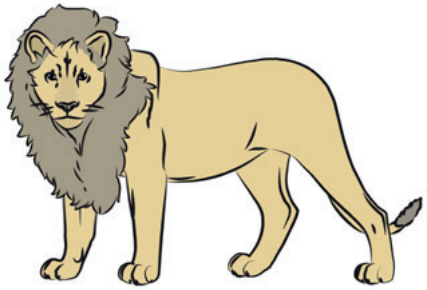
camel

Say & Play



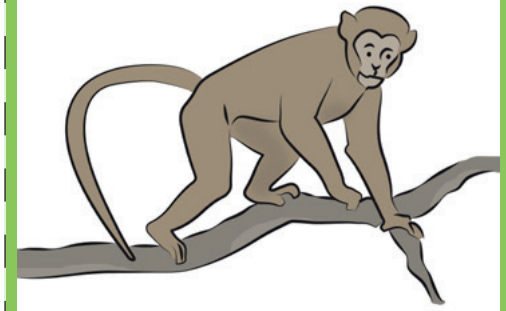
giraffe

Say & Play



lion

Say & Play



monkey

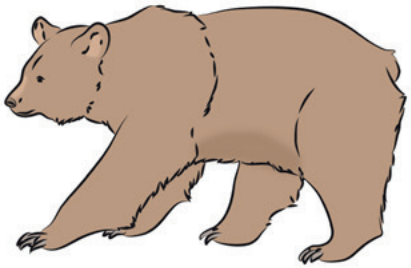
Say & Play

seal

Say & Play

tiger

Say & Play



bear

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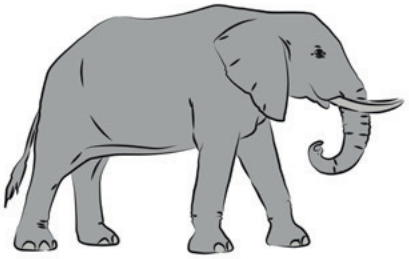
4. Zoo Card Game

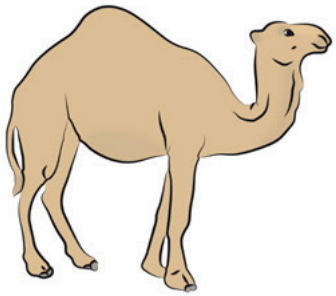
MED-EL

Say & Play



elephant

Say & Play



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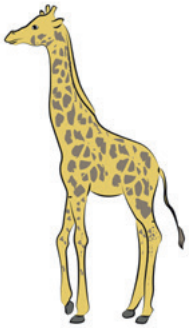
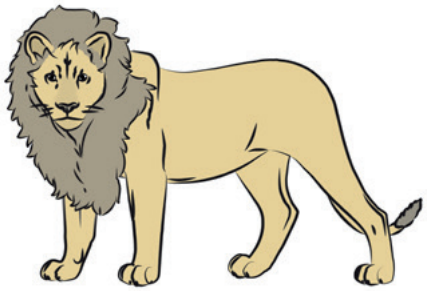
Say & Play



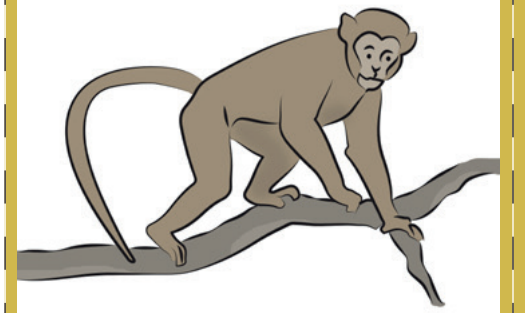
giraffe

Say & Play



lion

Say & Play



monkey

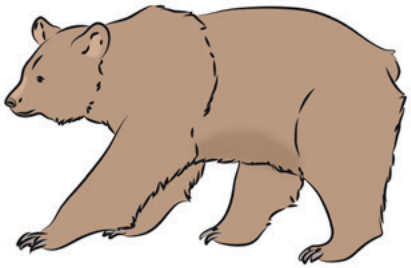
Say & Play

seal

Say & Play

tiger

Say & Play



bear

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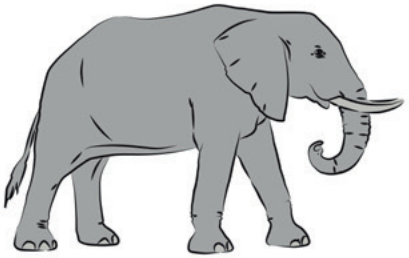
4. Zoo Card Game

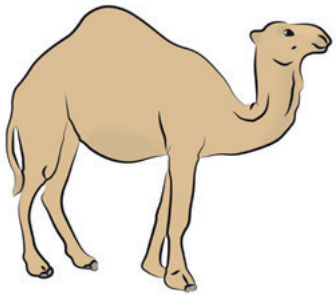
MED-EL

Say & Play



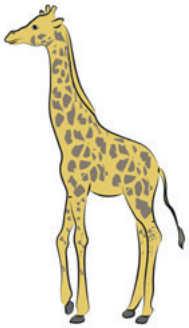
elephant

Say & Play



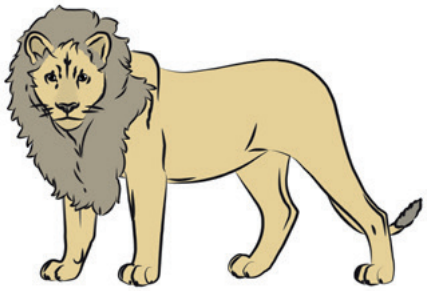
camel

Say & Play



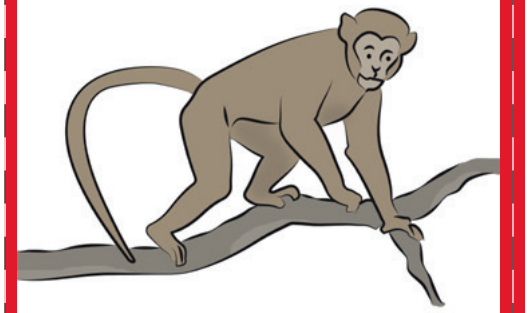
giraffe

Say & Play



lion

Say & Play



monkey

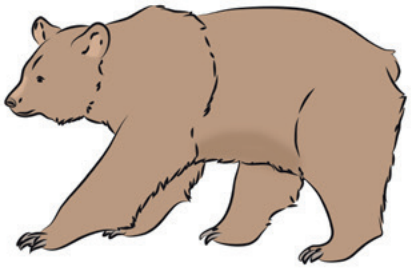
Say & Play

seal

Say & Play

tiger

Say & Play



bear

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4. Zoo Card Game

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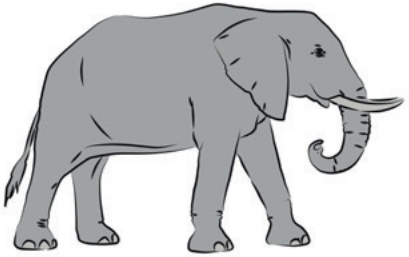
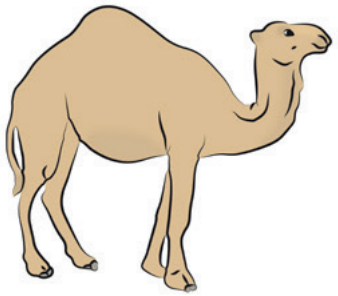
Say & Play



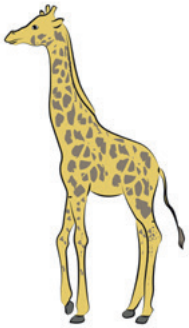
elephant

Say & Play



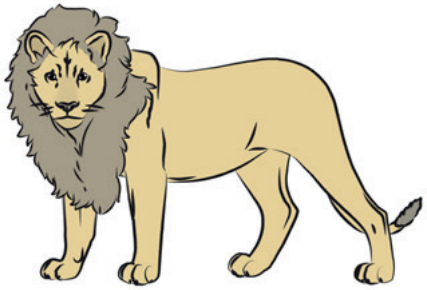
camel

Say & Play



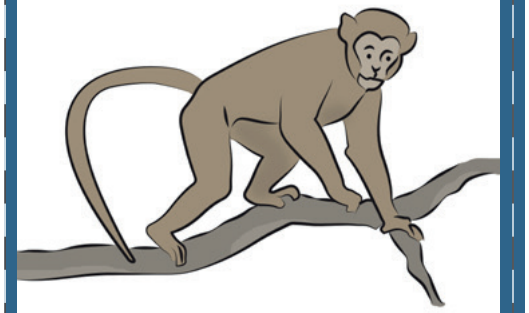
giraffe

Say & Play



lion

Say & Play



monkey

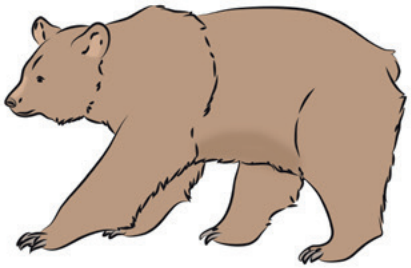
Say & Play

seal

Say & Play

tiger

Say & Play



bear

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4. Zoo Card Game

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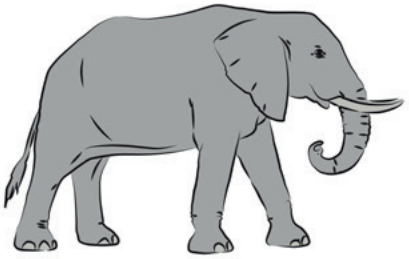
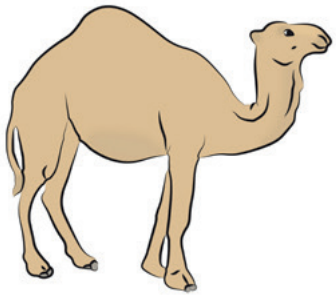
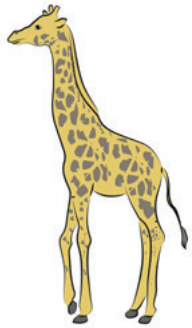
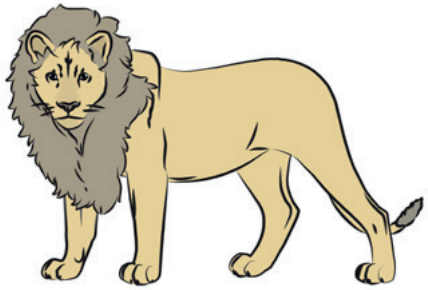
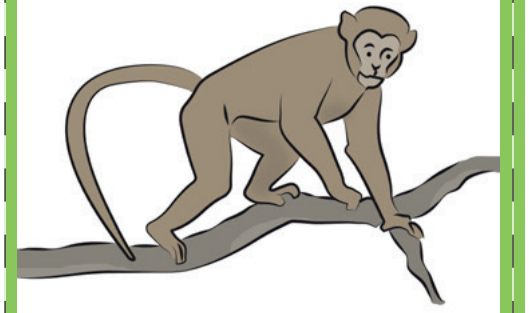
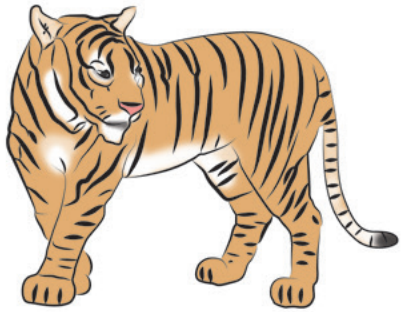
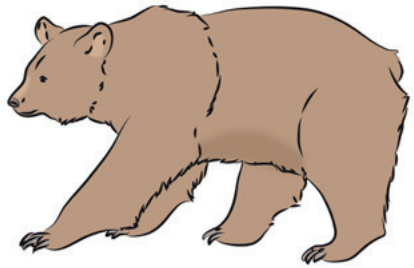
Say & Play	Say & Play	Say & Play	Say & Play
			
Say & Play	Say & Play	Say & Play	Say & Play
			

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4. Zoo Card Game

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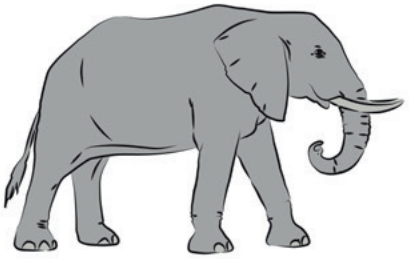
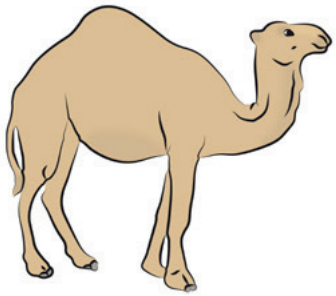
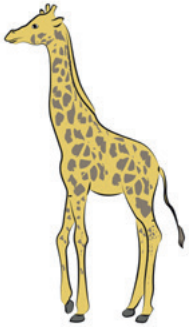
Say & Play



Say & Play



Say & Play



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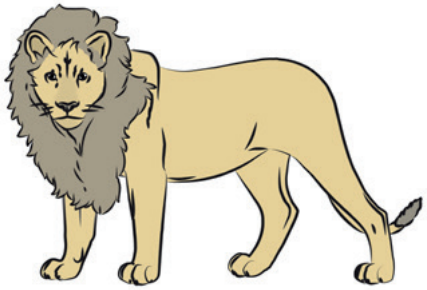

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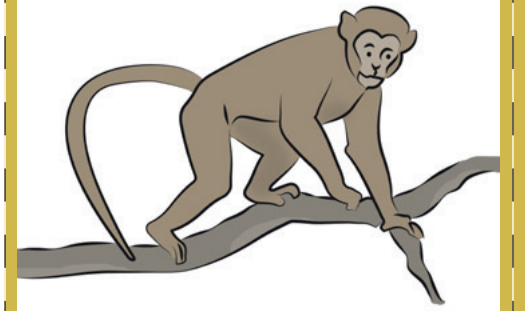
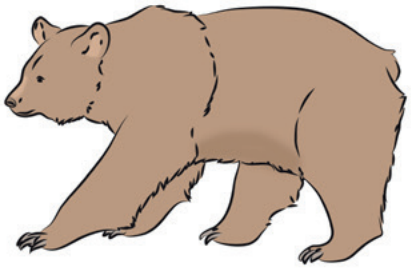


Say & Play

Say & Play

Say & Play



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4. Zoo Card Game

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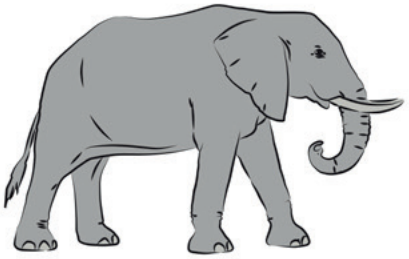
Say & Play



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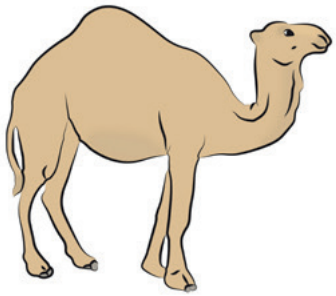

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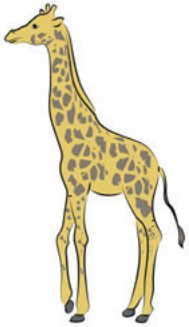

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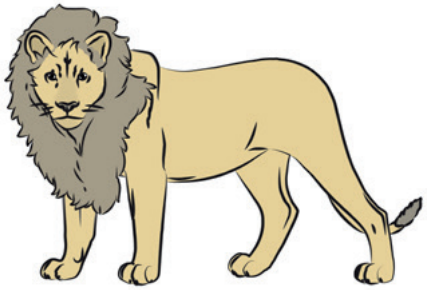

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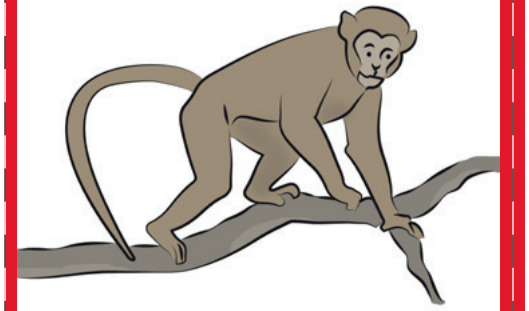
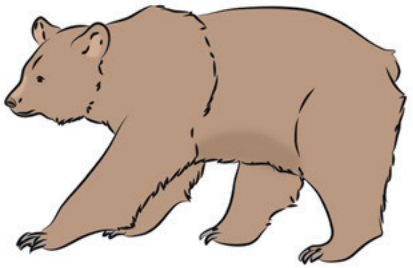


Say & Play

Say & Play

Say & Play



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4. Zoo Card Game

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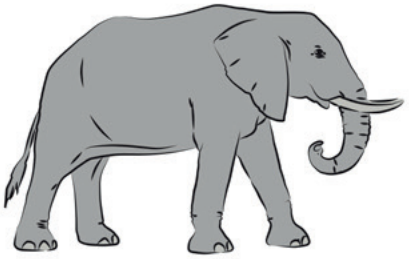
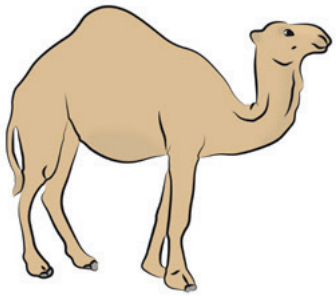
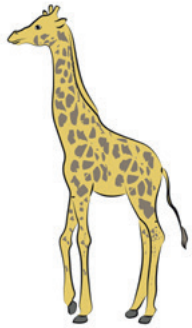
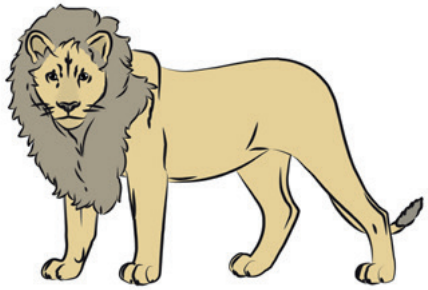
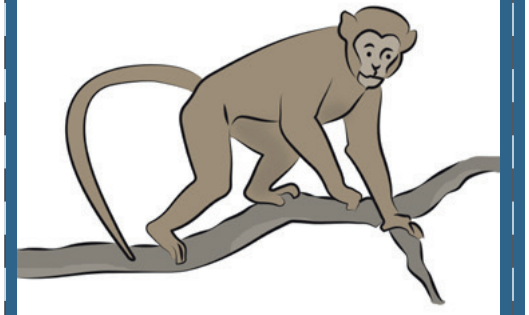
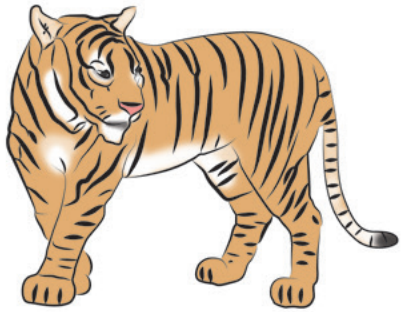
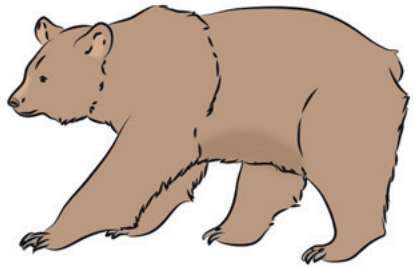
Say & Play	Say & Play	Say & Play	Say & Play
			
Say & Play	Say & Play	Say & Play	Say & Play
			

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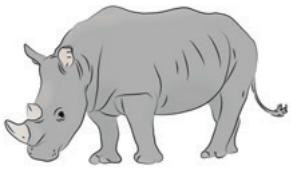
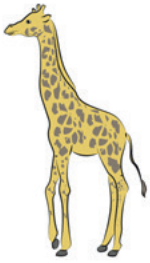
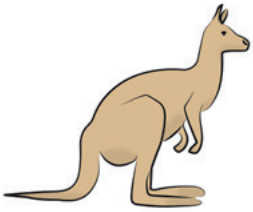
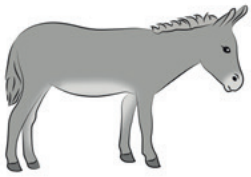
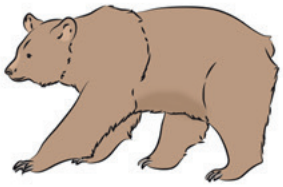
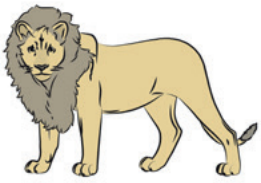
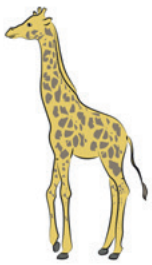
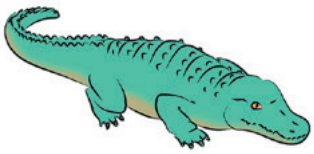
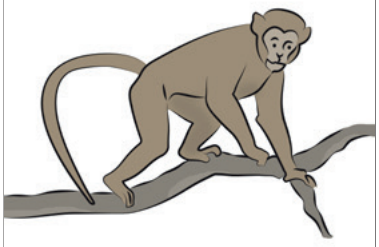
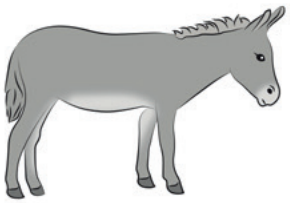
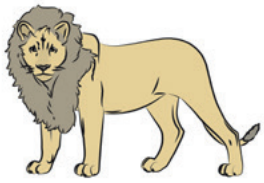
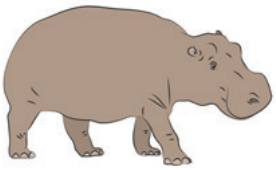
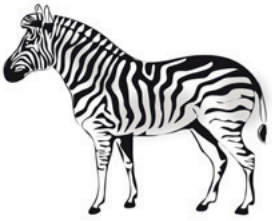
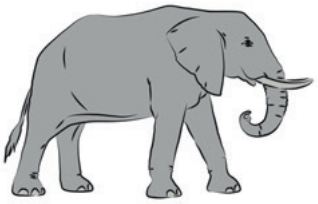
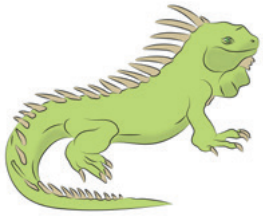
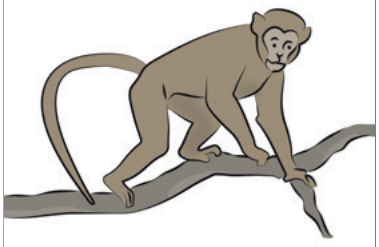
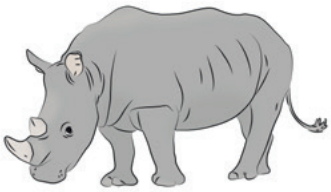
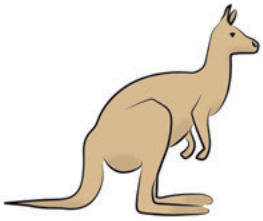
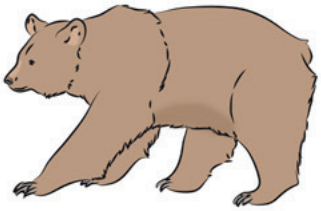
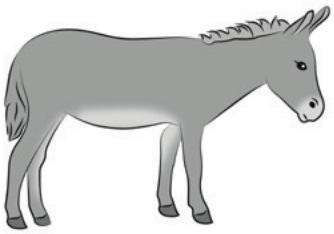
4. Zoo Clues Bingo

 rhinoceros	otter	wombat
 giraffe	 kangaroo	 donkey
zebra	 bear	 lion

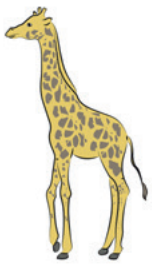
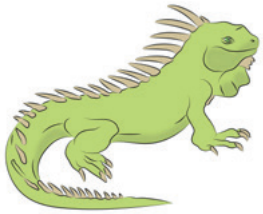
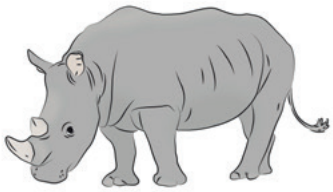
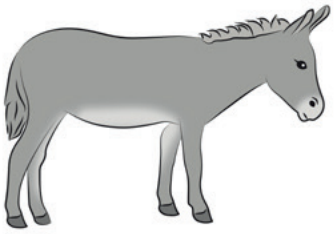
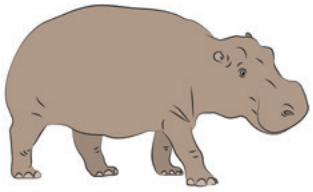
4. Zoo Clues Bingo

seal	otter	 giraffe
 alligator	 monkey	 donkey
 lion	 hippopotamus	 zebra

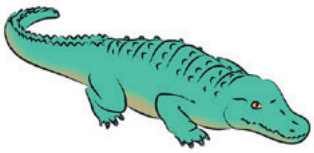
2. Monkey Bingo

 elephant	tiger	 iguana
giraffe	 monkey	 rhinoceros
 kangaroo	 bear	 donkey

2. Monkey Bingo

flamingo	zebra	 giraffe
 iguana	 rhinoceros	 donkey
 hippopotamus	seal	wombat

2. Monkey Bingo



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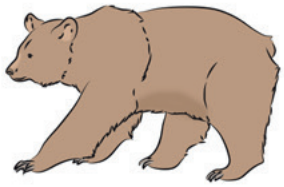

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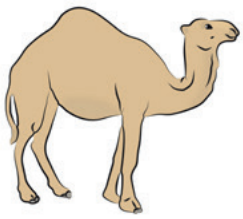

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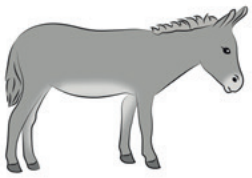
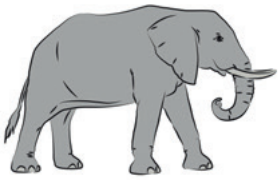
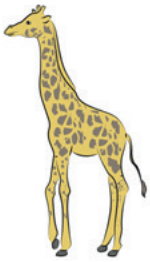


donkey



elephant

flamingo



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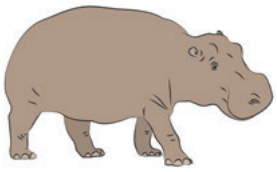

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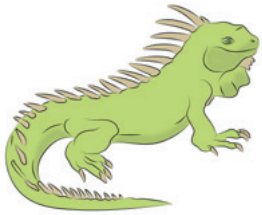

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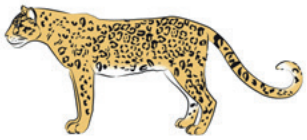

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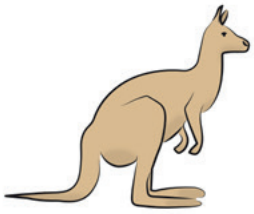
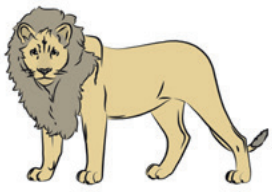


kangaroo



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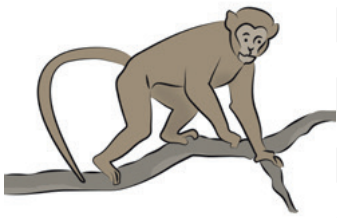
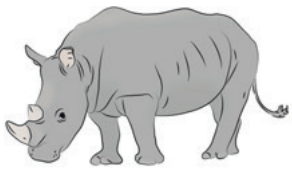


monkey

otter

panda



rhinoceros

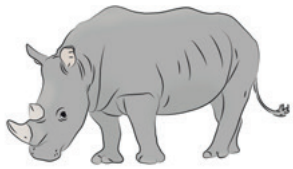
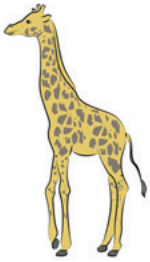
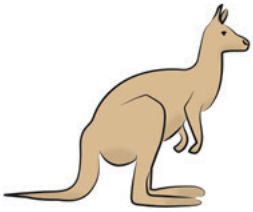
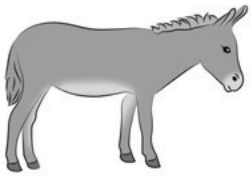
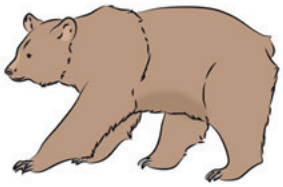
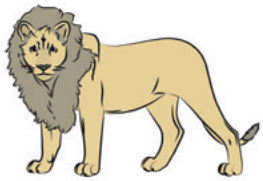
seal

tiger

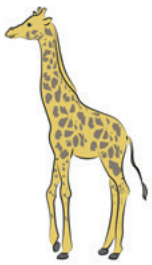
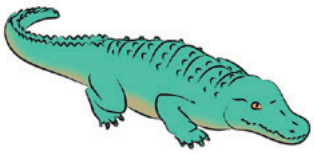
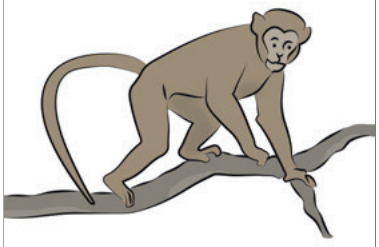
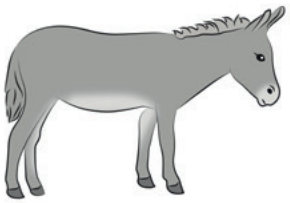
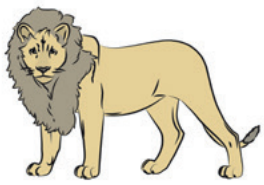
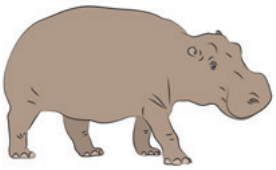
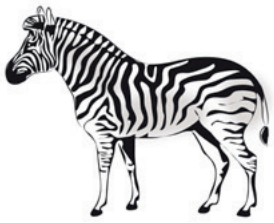
wombat

zebra

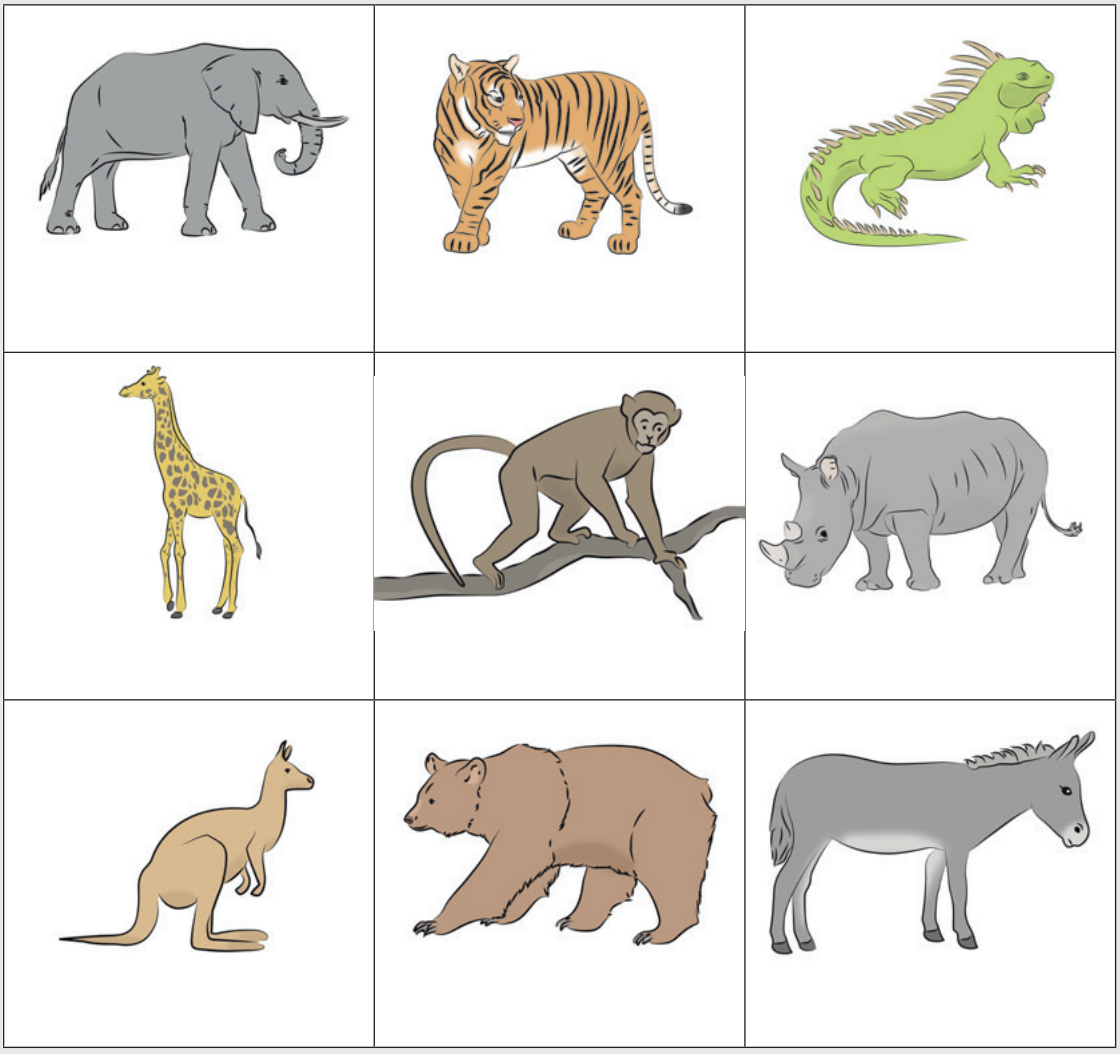
4. Zoo Clues Bingo

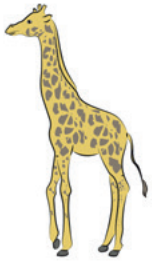
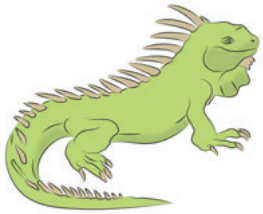
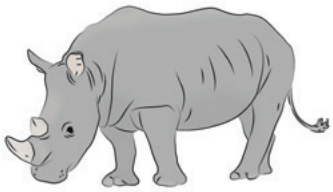
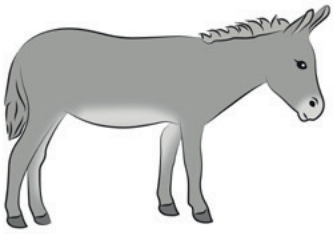
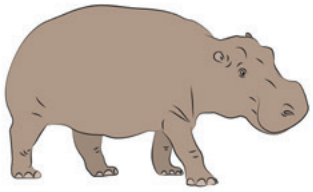
4. Zoo Clues Bingo

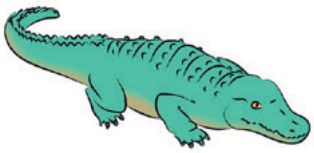
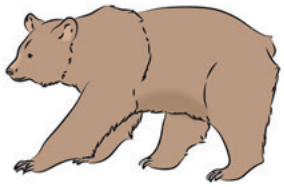
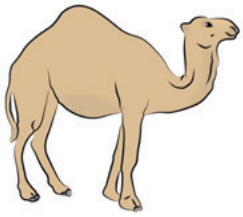
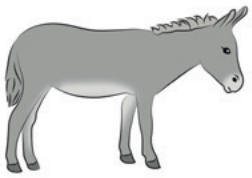
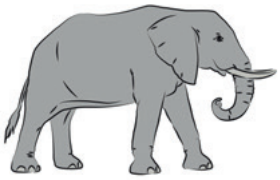
2. Monkey Bingo

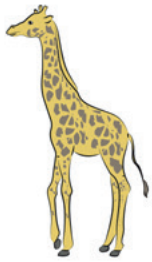
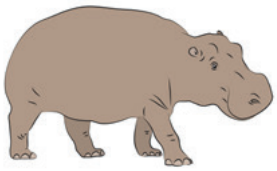
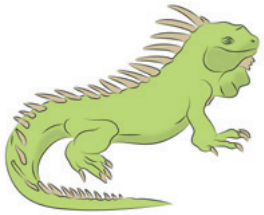
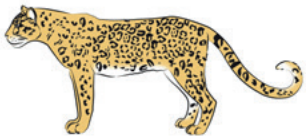
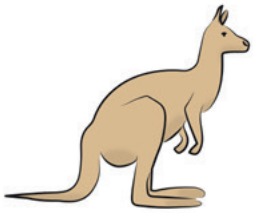
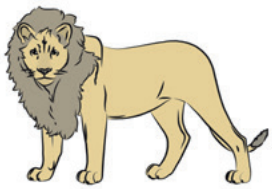
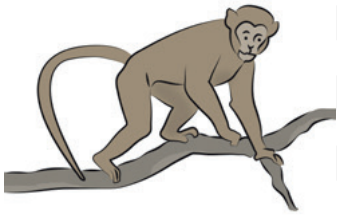


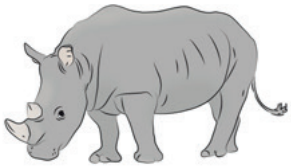
2. Monkey Bingo

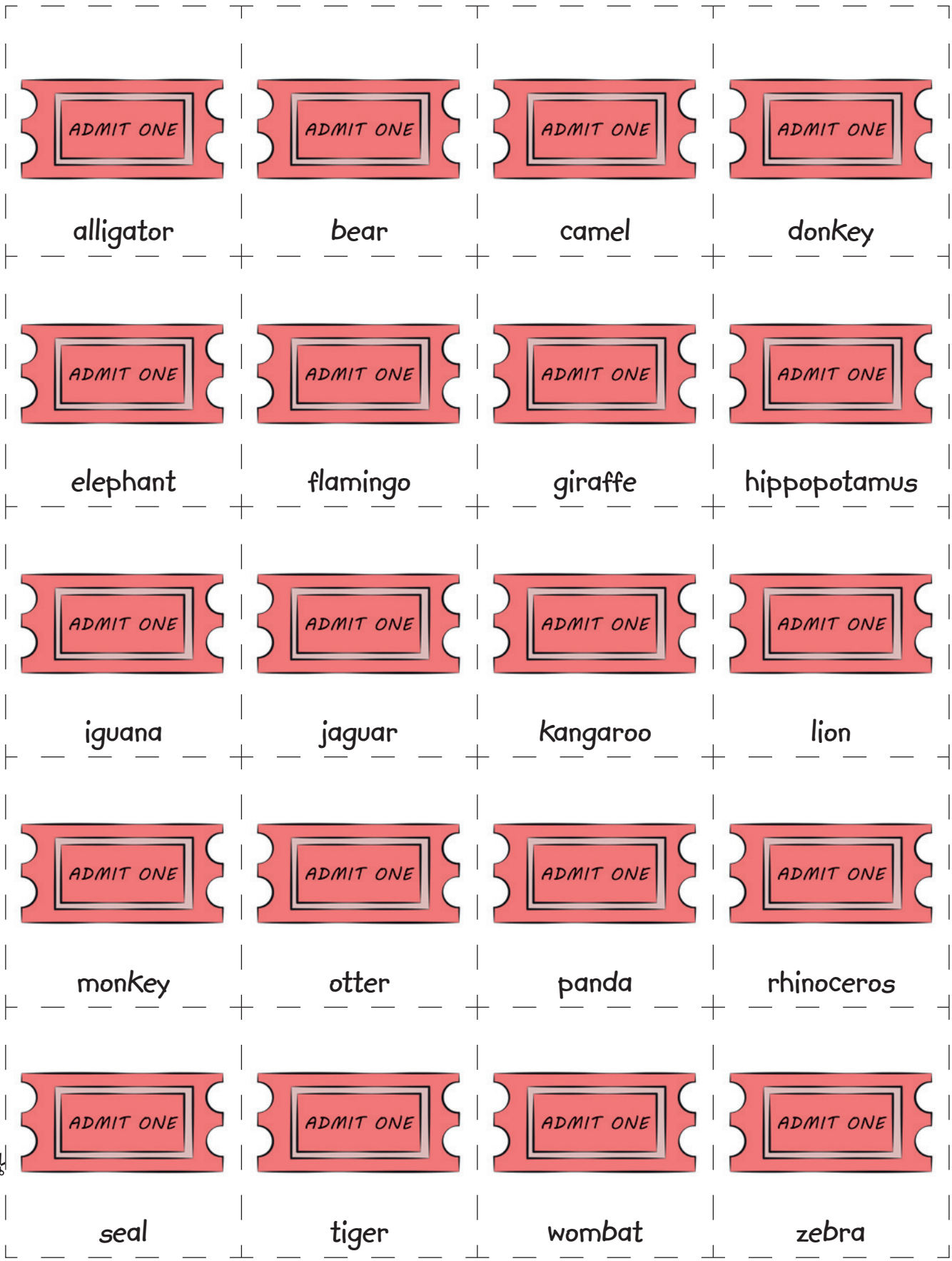
2. Monkey Bingo



4. Zoo Clues Bingo



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