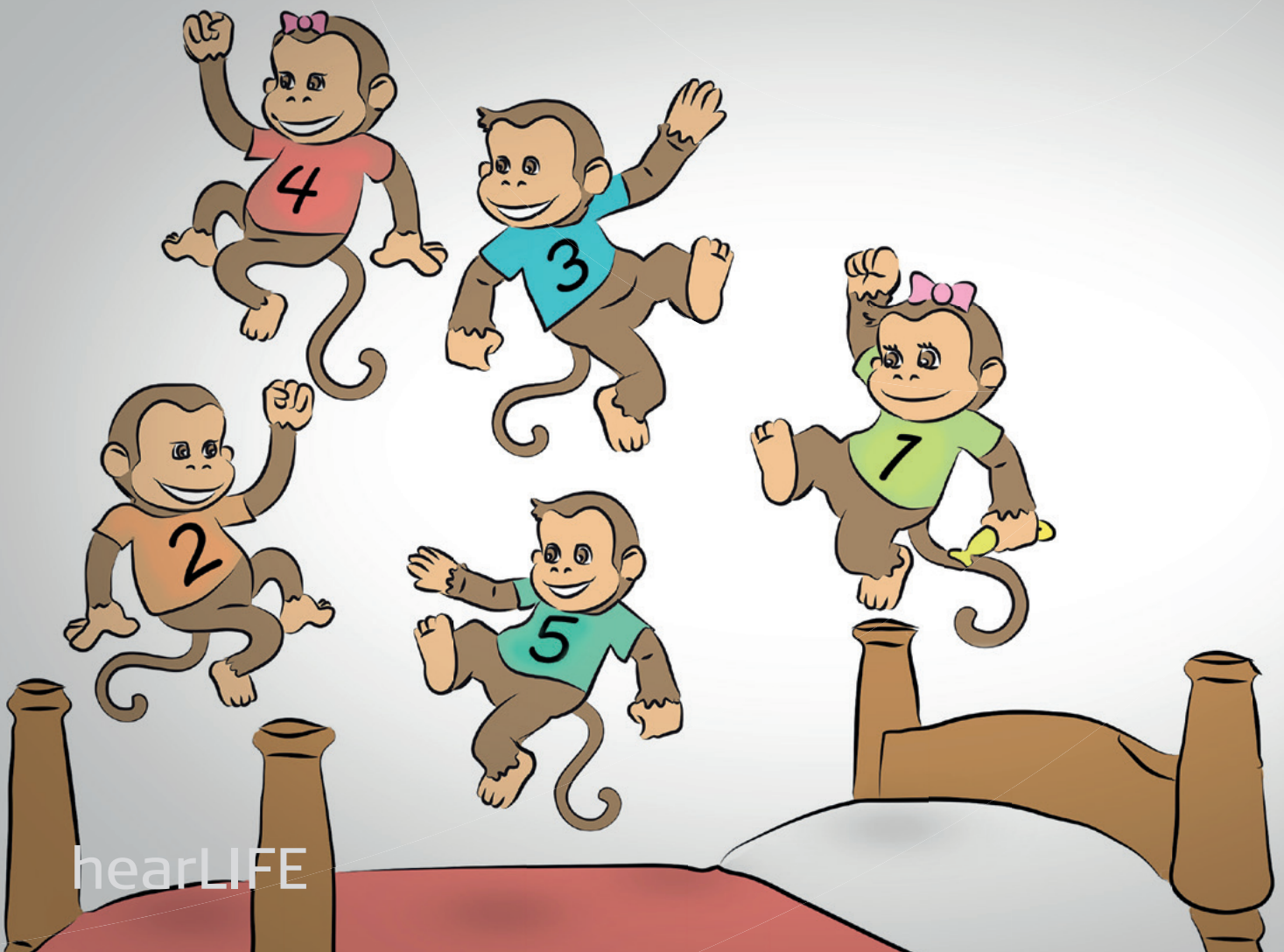


Lesson Kits

12 MONKEYS



hearLIFE

Learn About the Lesson Plans

Lesson Plan

Level 1, Level 2, Level 3

1. Make a Monkey

Therapist Notes, Resources

2. Monkey Match Up & Monkey Bingo

Therapist Notes, Resources

3. 5 Little Monkeys

Therapist Notes, Resources

4. Where's the monkey hiding? & What are those animals doing on our furniture?

Therapist Notes, Resources

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

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

Learn About The Lesson Plans



indicates listening goals






indicates spoken language goals



indicates cognition and theory of mind goals

How to choose a level

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

The theme: the level

Themes are presented as a macro theme (broad general topic eg: Animals) followed by a related micro theme (narrow related sub-topic) to help the child build associations between words which makes remembering vocabulary easier.

Document the child's detection or imitation response

Each lesson plan has 4 activities

Each activity has resources you need to download and print, or if electronic, save to computer or tablet.

Resources are easily identified by file name:

Theme Level (L)Activity (A)

Eg: Animals L1 L2 A2

= resources you need for Animals theme lesson Level 1 and Level 2 activity 2




MY HOUSE: LEVEL 1 LESSON PLAN

MED^oEL

Date:

Name: Age: H.A:

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

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

The theme: the level

The activity name

What you need to do before the lesson

Step by step through the activity

Goal from lesson plan: example of skill

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

ACTIVITY

1. Build a House

PREPARATION

Print all resources on to lightweight card.

You are going make a house using the cardboard box.

1. Cut the windows, curtains, doors and chimney out. (Encourage the child to help where possible.)
2. Look at the cardboard box and decide which side will be the front.
3. Decide whether the yellow door or blue door will be on the front and stick it on.
4. Stick the other door on the back.
5. Use the craft knife to cut around 3 sides of the doors so they open.
6. Stick one window on each side.
7. Use the craft knife to cut down the middle of each window and along the top and bottom so they open out.
8. Stick the curtains inside the box at the top of the window opening.
9. Assemble chimney by following folds in order, 1, 2, 3 and glue base together.
10. Stick the chimney to the top of the box.

RESOURCES

- A cardboard box
- My house L1 L2 L3 A1
- Glue and scissors
- Craft knife



EXPECTED OUTCOMES

- Identifies 1 item: parts of a house: door, window, curtain, chimney.
- Understands some prepositions: front/back.

KEY STRATEGIES

TALK TALK TALK: Talk about the parts of the house as you cut them out together and again as you decide which piece to do first and then again as you stick them on and finally once more when you are admiring your finished house.

ACOUSTIC HIGHLIGHTING: While you are talking make one unit of information stand out for the level 1 child. Say the unit a little bit louder, or pause just before talking. *Hmm... We could put this blue door on ...the front.* (turn the box around) *Or maybe we could put the blue door on ... the back.*



EXPECTED OUTCOMES

- Uses verbs: cut/stick/fold.
- Labels house parts; e.g. door, window, curtain, chimney.

KEY STRATEGIES

The SAME THINKING PLACE: As you encourage the child to join in the construction add acoustic highlighting to the verbs, where possible placing the verb in the sentence final position to give the level 1 child the best possible chance to attend to it and try and repeat it back. *Just here on this line, you need to cut. Use the glue to make it stick.*

USE CHOICES: Using the house parts vocabulary in choice questions provides the child with a model of the vocabulary just before they try and say it. This is easier than trying to recall unfamiliar vocabulary. *Shall we do a window or a door?*



EXPECTED OUTCOMES

- Understands that people see different things from different angles.


KEY STRATEGY

SABOTAGE: Angle the box so the child's parent/caregiver can not see the piece you just stuck on. Encourage parent/caregiver to comment that he can't see it. This helps the child learn that not everybody has access to the same information. *Oh, I can't see the window. I want to see the window. Can you show me the window? Turn the box so I can see.*

Date:

Name: Age: H.A:

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

			
MAKE A MONKEY RESOURCES • Monkeys L1 L2 L3 A1	<ul style="list-style-type: none"> • 1 item listening • Animal body parts • Strong base verbs 	<ul style="list-style-type: none"> • Imitates or labels body parts • Uses base verbs 	<ul style="list-style-type: none"> • Joins in a group activity • Responds to request for joint attention
MONKEY MATCH UP RESOURCES • Monkeys L1 A2 • Monkeys L1 A2 Experience book	<ul style="list-style-type: none"> • Identifies verb at the end of a short sentence 	<ul style="list-style-type: none"> • Repeats verb (+/-) ing 	<ul style="list-style-type: none"> • Engages in pretend play • Imitates pretend emotions
5 LITTLE MONKEYS RESOURCES • Monkeys L1 L2 L3 A3 • Monkeys L1 L2 L3 A3 Puppets	<ul style="list-style-type: none"> • Responds to rhythm and melody of a song 	<ul style="list-style-type: none"> • Joins in song by completing final word in line 	<ul style="list-style-type: none"> • Understands the emotions of others and offers comfort
WHERE'S THE MONKEY HIDING? RESOURCES • Monkeys L1 L2 A4	<ul style="list-style-type: none"> • 1 item listening • furniture • Begins to understand preposition: under 	<ul style="list-style-type: none"> • Imitates furniture vocabulary 	<ul style="list-style-type: none"> • Begins to withhold information for effect

Date:

Name: Age: H.A:

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

			
MAKE A MONKEY RESOURCES • Monkeys L1 L2 L3 A1	<ul style="list-style-type: none"> 1-2 item listening <ul style="list-style-type: none"> Monkey + body part Adjective + body part 	<ul style="list-style-type: none"> Word combinations <ul style="list-style-type: none"> Monkey + body part Adjective + body part Verb: present progressive (ing) 	<ul style="list-style-type: none"> Predicts the physical state of others from context
RESOURCES • Monkeys L2 A2 • Monkeys L2 L3 A2 Bananas	<ul style="list-style-type: none"> 1-2 item listening <ul style="list-style-type: none"> Verb followed by an object 	<ul style="list-style-type: none"> Word combinations <ul style="list-style-type: none"> Monkey + verb Verb + object Monkey + verb + object Auxiliary verb: is 	<ul style="list-style-type: none"> Talks about real and not real
5 LITTLE MONKEYS RESOURCES • Monkeys L1 L2 L3 A3 • Monkeys L1 L2 L3 A3 puppets	<ul style="list-style-type: none"> Recognises melody Completes actions described in song 	<ul style="list-style-type: none"> Joins in 2 to 3 words on a line Uses preposition: on 	<ul style="list-style-type: none"> Talks about happy and sad feelings in others
WHERE'S THE MONKEY HIDING? RESOURCES • Monkeys L1 L2 A4	<ul style="list-style-type: none"> Listens for preposition+noun: under Versus behind+furniture Begins to understand word category names; furniture 	<ul style="list-style-type: none"> Uses furniture vocabulary Uses preposition: under Uses determiner: the 	<ul style="list-style-type: none"> Begins to withhold information for effect

Date:

Name: Age: H.A:

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

<p>RESOURCES</p> <ul style="list-style-type: none"> • Monkeys L1 L2 L3 A1 • Monkeys L3 A1 numbers 	<ul style="list-style-type: none"> • 2 item listening: body part + ordinal number • Concepts <ul style="list-style-type: none"> · before/after · first/last/next · Both/either/or 	<ul style="list-style-type: none"> • Possessive marker • Ordinal numbers • Modal verbs • Plurals 	<ul style="list-style-type: none"> • Predicts and talks about emotional states.
<p>RESOURCES</p> <ul style="list-style-type: none"> • Monkeys L3 A2 • Monkeys L2 L3 A2 Bananas 	<ul style="list-style-type: none"> • Listens for singular Versus plural noun+verb phrase • Follows and explains rules of game 	<ul style="list-style-type: none"> • Auxiliary verbs: is/are • Plurals • Subject verb agreement 	<ul style="list-style-type: none"> • Talks about things remembered
<p>RESOURCES</p> <ul style="list-style-type: none"> • Monkeys L1 L2 L3 A3 • Monkeys L1 L2 L3 A3 Puppets • Monkeys L3 A3 Sequence 	<ul style="list-style-type: none"> • Follows song and completes actions described in song • Develops an awareness of rhyme • Tracks : repeat 4 to 5 words 	<ul style="list-style-type: none"> • Pronouns: her/his, she/ he • Verb tense: present progressive V past • Negative: no more 	<ul style="list-style-type: none"> • Talks about happy, sad and angry feelings in others and the triggers for those feelings
<p>WHAT ARE THOSE ANIMALS DOING ON OUR FURNITURE?</p> <p>RESOURCES</p> <ul style="list-style-type: none"> • Monkeys L3 A4 • Monkeys L3 A4 animals 	<ul style="list-style-type: none"> • Up to 5 element listening <ul style="list-style-type: none"> · Number · Animal · Verb · Preposition · Furniture 	<ul style="list-style-type: none"> • Vocabulary within category; furniture • Specific verbs • Prepositions • Plurals 	<ul style="list-style-type: none"> • Predicts how others will feel in response to a situation

ACTIVITY

1. Make a Monkey

PREPARATION

Print resource on to lightweight card.

You are going to make a monkey.

1. Together with the child cut out the pieces of the monkey.
2. Talk about each part while you are cutting.
3. Decide how you will put the pieces together; with tape, glue or split pins
4. Take turns colouring in parts of the monkey
5. Role play some actions with the monkey.

RESOURCES

- Monkeys L1 L2 L3 A1
- Scissors, tape, split pins, glue, crayons



EXPECTED OUTCOMES

- 1 item listening
 - Animal body parts; e.g. tail, head, body.
 - Strong base verbs; e.g. cut, pull, stick, push, jump, eat.

KEY STRATEGIES

TALK TALK TALK: Children need to hear words many times to remember them. Talk about the monkey body parts before you cut them out, while you are cutting them out and then again when you are looking at them deciding how to put them together.

ACOUSTIC HIGHLIGHTING: Verbs in English are typically in the middle of the sentence which makes them harder for the Level 1 child to hear and attend to. Try to re-arrange the word order so the base verbs are at the end. Would you like to cut?, Let's cut. Watch me cut.



EXPECTED OUTCOMES

- Imitates or labels body parts e.g. tail, head, body.
- Uses base verbs e.g. cut, pull, stick, push, jump, eat.

KEY STRATEGIES

USE CHOICES: Providing a choice for the child gives them an immediate language model to copy so it is easier for the level 1 child to have a go at saying the word. *Do you want to cut the body or the tail?*

SABOTAGE: Sabotage means to create a little problem so the child is required to use words to help solve it. Try 'helping' the child with the scissors and apply gentle resistance to prevent the scissors from closing while modelling. *We need to cut*. Wait and repeat until the child vocalises an attempt at the word *cut*, then release the scissors.



EXPECTED OUTCOMES

- Joins in a group activity.
- Responds to request for joint attention.

KEY STRATEGY

AUDITORY HOOKS: Maintaining joint attention (this is when everybody is looking at and talking about the same thing) is important for communication skill development. When you have finished making your monkey play with it by pretending it is doing some actions. Add language that will grab and hold the child's attention. *Yummm. Look the monkey is eating. Mmmm, he loves that banana. Look at him eat.*

ACTIVITY

1. Make a Monkey

PREPARATION

Print resource on to lightweight card.

You are going to make a monkey.

1. Together with the child cut out the pieces of the monkey.
2. Talk about each part while you are cutting.
3. Decide how you will put the pieces together; with tape or split pins.
4. Take turns colouring in parts of the monkey.
5. Role play some actions with the monkey.

RESOURCES

- Monkeys L1 L2 L3 A1
- Scissors, tape, split pins, crayons



EXPECTED OUTCOMES

- 1-2 item listening.
 - Monkey+body part; e.g. monkey's tail/the tail of the monkey.
 - Adjective+body part; e.g. long tail, short legs.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: When encouraging a child to attend to more than one item of information use acoustic highlighting to call attention to words in the middle of the sentence to make them stand out. *This must be the leg of the monkey.*

TALK TALK TALK: Add an adjective to each body part to expand vocabulary. Try and think of a different adjective for each part. Encourage parents to think up describing words so they can practise modelling new vocabulary. *Hmm Dad, what can we say about the Monkey's arms?*



EXPECTED OUTCOMES

- Word combinations; e.g. Monkey's arm/round face.
- Verb ending: ing; e.g. jumping.

KEY STRATEGIES

USE CHOICES: Providing a choice for the child gives them an immediate language model to copy so it is easier for the child to have a go at saying the word combinations. *Do you want to cut the Monkey's body or the Monkey's tail?*

SABOTAGE: Sabotage means to create a little problem so the child is required to use words to help solve it. Try 'helping' the child with the scissors and apply gentle resistance to prevent the scissors from closing while modelling. *We need to cut the tail.* Wait and repeat until the child vocalises an attempt at the word combination *cut the tail*, then release the scissors.



EXPECTED OUTCOMES

- Predicts the physical state of others from context.

KEY STRATEGY

AUDITORY HOOKS: Use auditory hooks to grab and hold the child's attention when you use the monkey to role play some actions. Auditory hooks add suprasegmental information which can provide additional clues about feelings. *Wow! Look at the monkey jumping and jumping. Phew. He must be getting tired.*

ACTIVITY

1. Make a Monkey

PREPARATION

Print L1 L2 L3 A1 resource on to lightweight card.

Print L3 A1 numbers onto paper. Print 4 pages on 1 to make the numbers smaller.

You are going to make a number line and a monkey.

1. Together with the child cut the numbers into squares and arrange them in order from left to right.
2. Cut out the pieces of the monkey.
3. Decide what order you will put the monkey pieces together and place the pieces on top of the number line.
4. Decide how you will attach the pieces together; with tape, glue or split pins
5. Take turns colouring in parts of the monkey
6. Role play some actions with the monkey.

RESOURCES

- Monkeys L1 L2 L3 A1
- Monkeys L3 A1 numbers
- Scissors, tape, glue, split pins, crayons



EXPECTED OUTCOMES

- 2 item listening: body part+ordinal number; e.g. The head first. The tummy second.
- Concepts; e.g. before/after, first/last/next, both/either/or.

KEY STRATEGY

TALK TALK TALK: Using the number line helps the child develop the important skill of orienting from left to right and it also assists in consolidating the meaning of words that refer to a time sequence by pairing them with the other meaning of position in the sequence. *Here's the monkey's tail. It's on number 3 so we will do it third. Before the tail we need to do the head and the tummy. They are on numbers 1 and 2. The arms are after the tail. Last is the monkey's banana. It's at the end of the number line.*



EXPECTED OUTCOMES

- Possessive marker; e.g. Monkey's.
- Ordinal numbers; e.g. first, second, third.
- Modal verbs; e.g. can jump.
- Plurals; e.g. arms, legs, eyes.

KEY STRATEGIES

USE CHOICES & ACOUSTIC HIGHLIGHTING: The possessive marker in the middle of a sentence is a short and soft acoustic signal so can be difficult for the child to hear. Place acoustic highlighting on this grammatical element by saying it a little bit louder and longer in a choice question so the child will hear it twice in your language models. *Do you want to do the monkey's..tail next or the monkey's.. arms next?*

BUILD AUDITORY MEMORY: Once you have completed the monkey take turns role playing some actions using the modal verb. Try and work up to 3 verbs, encouraging the child to repeat what they hear before you act it out. *The monkey can jump and roll and dance.*



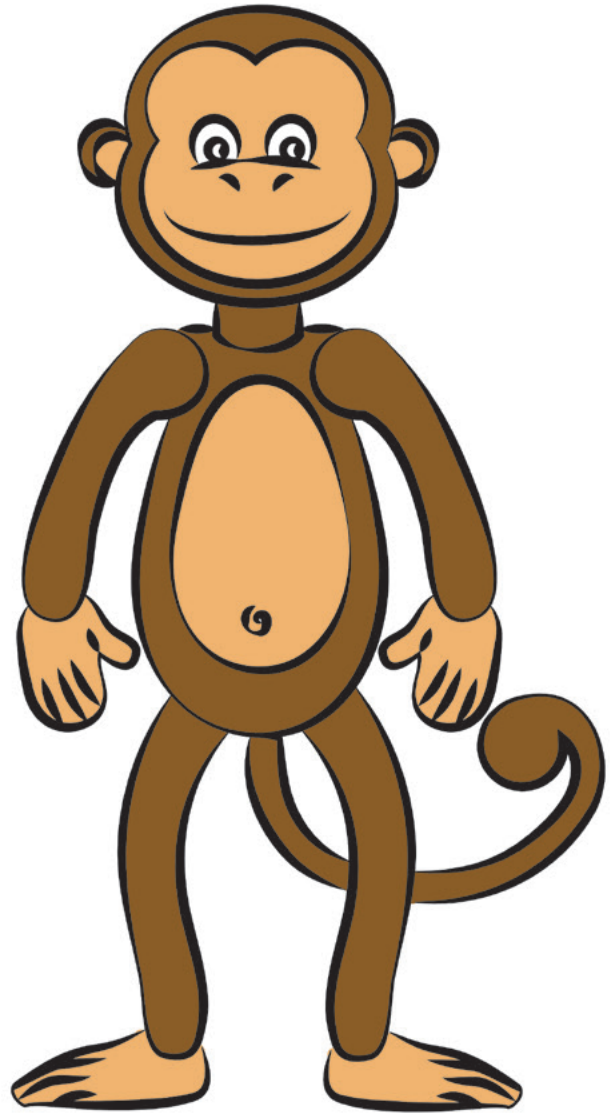
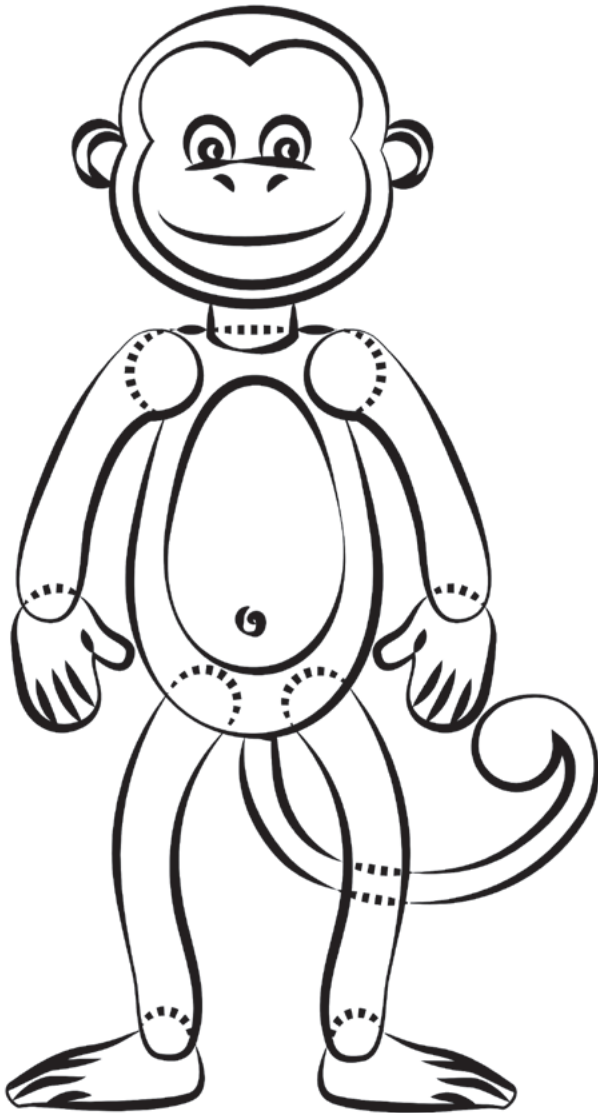
EXPECTED OUTCOMES

- Predicts and talks about emotional states.

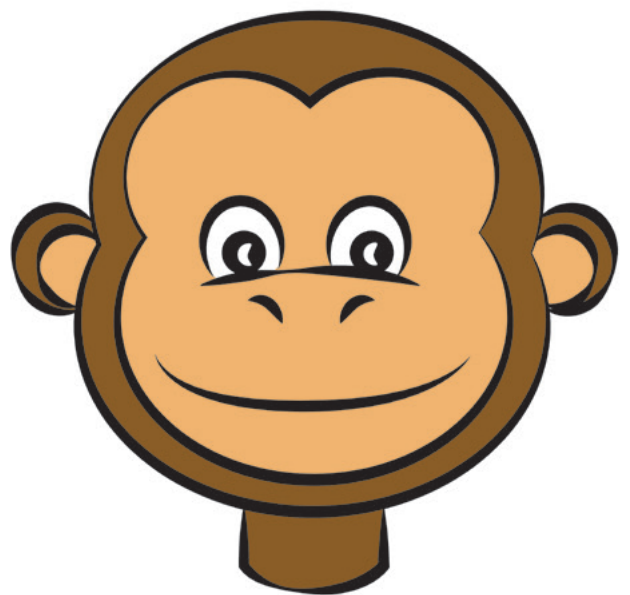
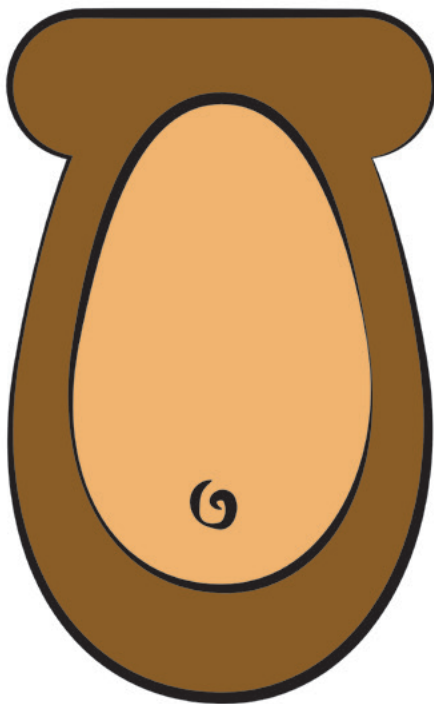
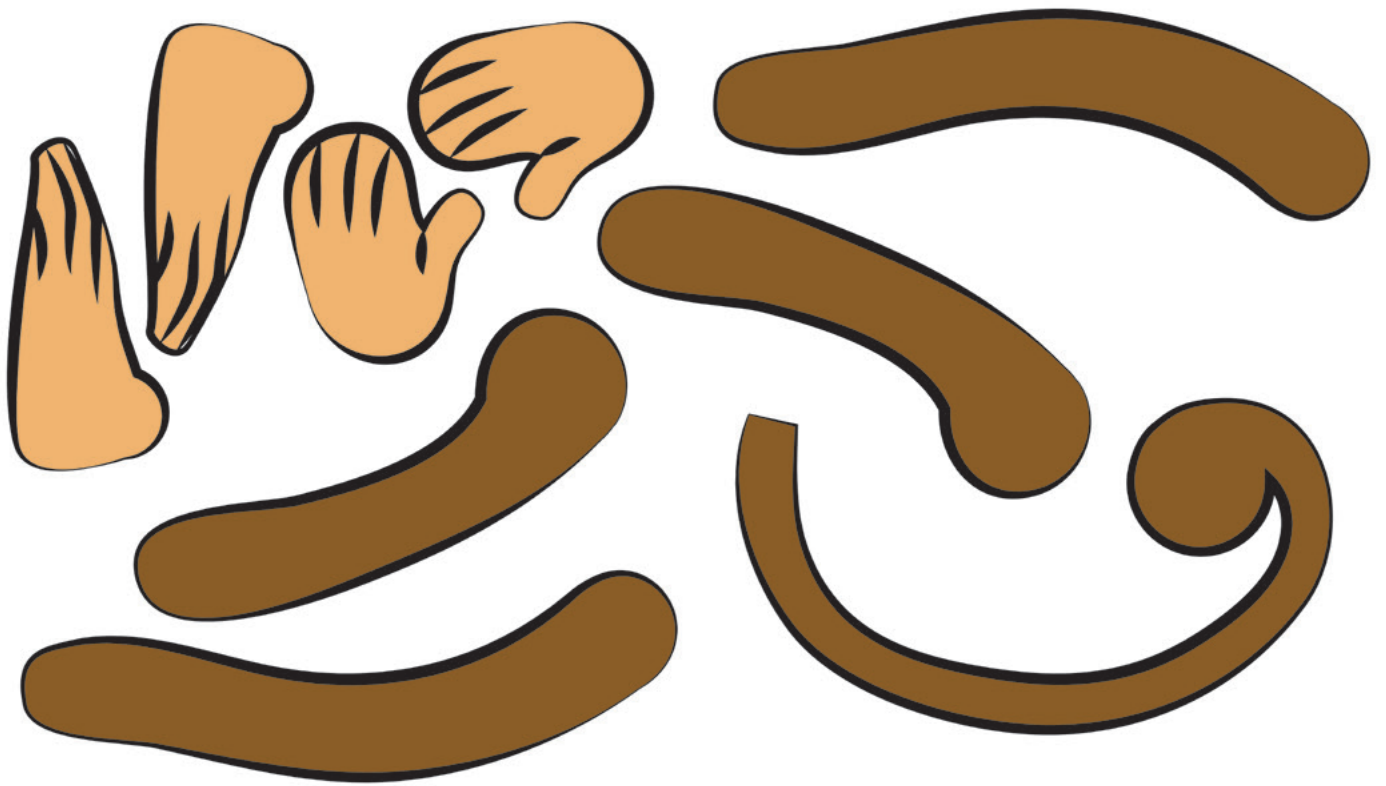
KEY STRATEGY

AUDITORY HOOKS: Use auditory hooks to grab and hold the child's attention when you use the monkey to role play some actions. Auditory hooks add suprasegmental information which can provide additional clues about feelings. *Wow! Look at the monkey jumping and jumping. Phew. How do you think the monkey is feeling now?*

1. Make a Monkey



1. Make a Monkey



1. Make a Monkey

1st



1. Make a Monkey

2nd

2

1. Make a Monkey

3rd

3

1. Make a Monkey

4th

4

1. Make a Monkey

5th

5

1. Make a Monkey

6th



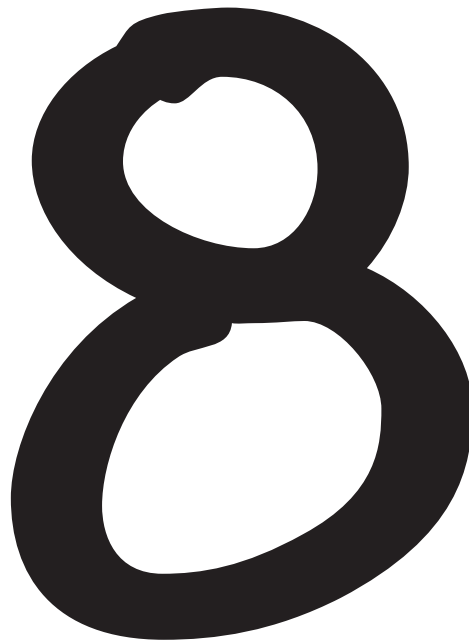
1. Make a Monkey

7th



1. Make a Monkey

8th



1. Make a Monkey

9th



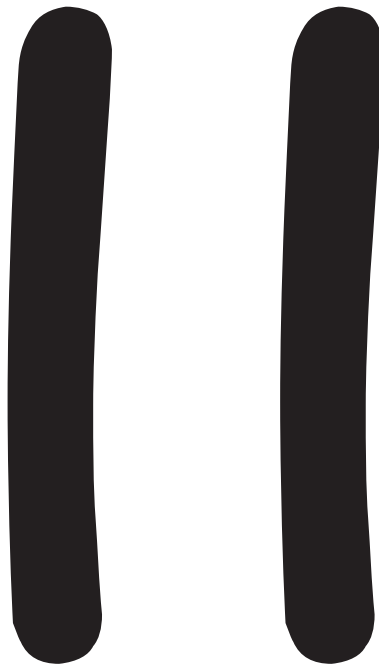
1. Make a Monkey

10th

10

1. Make a Monkey

11th



ACTIVITY

2. Monkey Match Up

PREPARATION

Print Monkeys L1 A2 Experience book onto paper.
Select 2 pages on one if you want the book smaller.
Staple together into a book.

RESOURCES

- Monkeys L1 A2
- Monkeys L1 A2 Experience Book
- Scissors/stapler

You are going to look at the Monkey Experience book and find the matching card for each page together.

1. Talk about what the monkey is doing in each picture while you cut up the cards.
2. Spread the cards out on the table.
3. Angle the experience book so the child cannot see the picture and talk about what the monkey is doing.
4. See if the child can find the same monkey on the picture cards.
5. If not, let the child have a quick peek at the book, say what the monkey is doing again and encourage the child to find it.
6. Take turns turning the pages of the book and talking about what the monkey is doing.
7. Alternatively ; make a pile of the cards and place them face down.
8. Pick up a card and keep it hidden while you talk about that the monkey is doing.
9. Encourage the child to flip through the book to find the correct picture.



EXPECTED OUTCOMES

- Identifies verb at the end of a short sentence; e.g. The monkey is eating.

KEY STRATEGIES

LISTENING FIRST & AUDITORY HOOKS: Position the Experience book so that the speaker can see the picture but the listeners can not. This allows you to give the child information through listening first. To help the beginning listener find the matching picture you could add auditory hooks that call attention to the verb. *cut cut cut. The monkey is cutting...cut cut cut*

AUDITORY SANDWICH: If the child is having trouble finding the matching picture through listening alone offer a quick peek at the book, then repeat the sentence before encouraging the child to find it.



EXPECTED OUTCOMES

- Repeats verb (+/-) ing; e.g. sit/sitting, eat/eating.

KEY STRATEGY

ACOUSTIC HIGHLIGHTING & USE CHOICES: Call attention to the base verb (e.g. sit) by making that syllable a bit louder and slower than the other parts of the sentence. If the child is able to repeat the base verb, highlight the whole word (e.g. sitting). When it is the child's turn to be the speaker have a quick peek and provide a choice model for the child to copy. *I'm not sure, do you have The monkey is **reading** or the monkey is **sitting**?*

EXPANSION & EXTENSION: If the child produces the base verb; *sit* , repeat it back in the expanded form to highlight the grammatical marker (present progressive verb form). *Yes the monkey is **sitting**.*



EXPECTED OUTCOMES

- Engages in pretend play.
- Imitates pretend emotions.

KEY STRATEGIES

TALK TALK TALK: Another way you could use these resources is to play a charades game. The 'actor' takes a card and acts out the action and the other players have to guess what the actor is doing. Add emotion words to help develop the child's Theory of Mind. *Oh, you look **tired**. I think you are going to **sleep**. Yes! Are you **sleeping**?*

ACTIVITY

2. Monkey Bingo

PREPARATION

Print bananas and the 'draw sheet' (page 5) and one of the Monkeys L2 A2 bingo pages for each player onto lightweight card.
Cut up the banana cards.

RESOURCES

- Monkeys L2 A2
- Monkeys L2 L3 A2
- Bananas

Together you are going to play bingo.

1. Together with the child cut up the 'draw sheet' into cards. Talk about what the monkey is doing in each picture.
2. Put the draw cards face down in a pile.
3. Give all players a bingo page. (the 4 pages are different)
4. Share out the banana cards.
5. Take a card from the pile and without showing it talk about what the monkey is doing.
6. Whoever has that monkey on their bingo page puts a banana card on top of it.
7. Take turns picking up a draw card and talking about what the monkey is doing.
8. First player to get 3 bananas in a row, column or diagonal wins.



EXPECTED OUTCOMES

- Identifies verb at the middle of a sentence; e.g. The monkey is cutting a sandwich.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: Attending to the object at the end of the sentence should now be easy for the Level 2 child so he might identify and repeat back the last word. *Sandwich*. Make the verb stand out by saying it a little bit louder and slower, and pause just after the word for a moment. *Yes, the monkey is cutting.. a sandwich.*

AUDITORY SANDWICH: If the child is having trouble finding the matching picture through listening alone offer a quick peek at the draw card, then repeat the sentence before encouraging the child to find it. Alternately you could look at the child's bingo page and fix your gaze on the right picture and repeat the sentence. This is using the auditory sandwich in a different way. *Oh, I can see it. You have the monkey is cutting a sandwich.*



EXPECTED OUTCOMES

- Word combinations
 - Monkey+verb; e.g. The monkey is reading.
 - Verb+object; e.g. reading a book.
 - Monkey+verb+object; e.g. The monkey is reading a book.
- Auxiliary verb: is.

KEY STRATEGY

USE CHOICES: When it is the child's turn to pick up a draw a card to be the speaker provide a language model for them in a choice question form. *Hmmm. Looks like the monkey is drinking. I'm not sure. Are you going to say The monkey is drinking water or drinking milk?*

EXPANSION & EXTENSION: Whatever the child says expand the utterance to highlight the grammatical markers *The monkey is drinking* , or extend the utterance to highlight the additional information the child can try and include next time. *Yes, I think, the monkey is drinking milk.*



EXPECTED OUTCOMES

- Talks about real and not real.

KEY STRATEGIES

TALK TALK TALK: Enjoy these funny monkey pictures with the child and expand their knowledge about monkeys by talking about what real monkeys do. *This is a funny one. The monkey is sleeping in a bed. Real monkeys sleep but **not** in a bed.*

ACTIVITY

2. Monkey Bingo

PREPARATION

Print bananas and the 'draw sheet' (page 5) and one of the Monkeys L3 A2 bingo pages for each player onto lightweight card.
Cut up the banana cards.

RESOURCES

- Monkeys L3 A2
- Monkeys L2 L3 A2
- Bananas

Together you are going to play bingo.

1. Together with the child cut up the 'draw sheet' into cards. Talk about what the monkey is or monkeys are doing in each picture.
2. Put the draw cards face down in a pile.
3. Give all players a bingo page. (the 4 pages are different)
4. Share out the banana cards.
5. Take a card from the pile and without showing it talk about the picture.
6. Whoever has that monkey (or monkeys) on their bingo page puts a banana card on top.
7. Take turns picking up a draw card and talking about the picture.
8. First player to get 3 bananas in a row, column or diagonal wins.



EXPECTED OUTCOMES

- Follows and explains rules of the game.
- Listens for singular versus plural noun+verb phrase; e.g. The monkey is cutting a sandwich Versus The monkeys are cutting sandwiches.

KEY STRATEGIES

BUILDING AUDITORY MEMORY: Understanding how to play a game requires the child to listen to and remember a lot of information. A good way of checking that they have done this is to ask them to explain how to play to someone else. *I am going to teach you how to play and then you are going to teach mum how to play so are you ready to listen?*

ACOUSTIC HIGHLIGHTING: Attending to plurals is a tricky skill however in this game the additional clues of the helping verbs; *is/ are*, cue the child into whether the picture is about 1 monkey or 2 monkeys. Add a short pause after *The monkey* or *The Monkeys* to help call attention to whether there is a plural marker or not and then say the *is* or *are* a little bit louder to help the child match the subject to the correct verb form.



EXPECTED OUTCOMES

- Auxiliary verbs: *is/are*.
- Plurals; monkeys, sandwiches, bananas.
- Subject verb agreement; e.g. The monkey is Versus The monkeys are.

KEY STRATEGY

USE CHOICES: When it is the child's turn to pick up a draw card to be the speaker provide a language model for him in a choice question form. *Hmmm. The monkey is drinking. I'm not sure. Are you going to say The monkey is drinking water or The monkey is drinking milk?*

SABOTAGE: Perhaps the child will make an error and not use the plural marker or the correct auxiliary verb form. Put your banana card on the picture that best matches what he said. If it is not the correct picture then the child will be aware that something was wrong in what he said. Wait to see if he can spontaneously correct it. If not provide a prompt. *Wait, you said the Monkey is cutting a sandwich. But your picture has 2 monkeys...*



EXPECTED OUTCOMES

- Talks about things remembered.

KEY STRATEGIES

TALK TALK TALK: Enjoy these funny monkey pictures with the child and expand their knowledge about monkeys by talking about what real monkeys do. *This is a funny one. The monkey is sleeping in a bed. Have you seen a monkey? I remember I saw monkeys at the zoo sleeping in the branch of a tree.*

2. Monkey Match Up



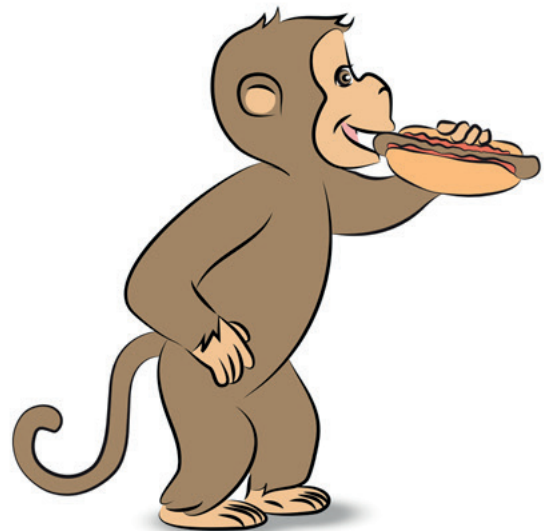
cooking



cutting



drinking

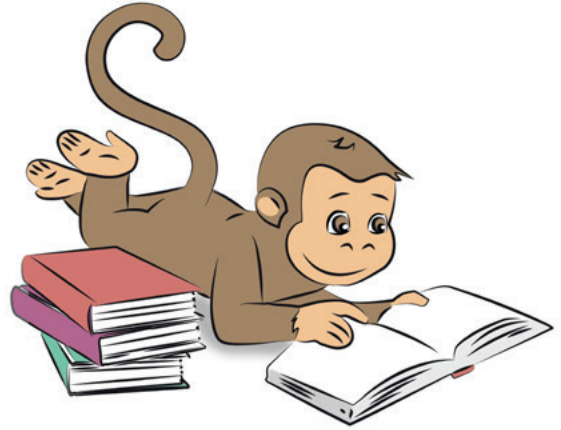


eating

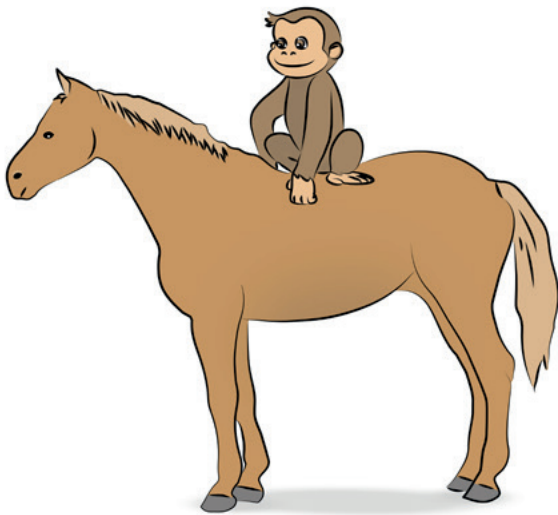
2. Monkey Match Up



hiding



reading



riding



sitting

2. Monkey Match Up



sleeping



talking



washing



working



2. Monkey Match Up



cooking

2. Monkey Match Up



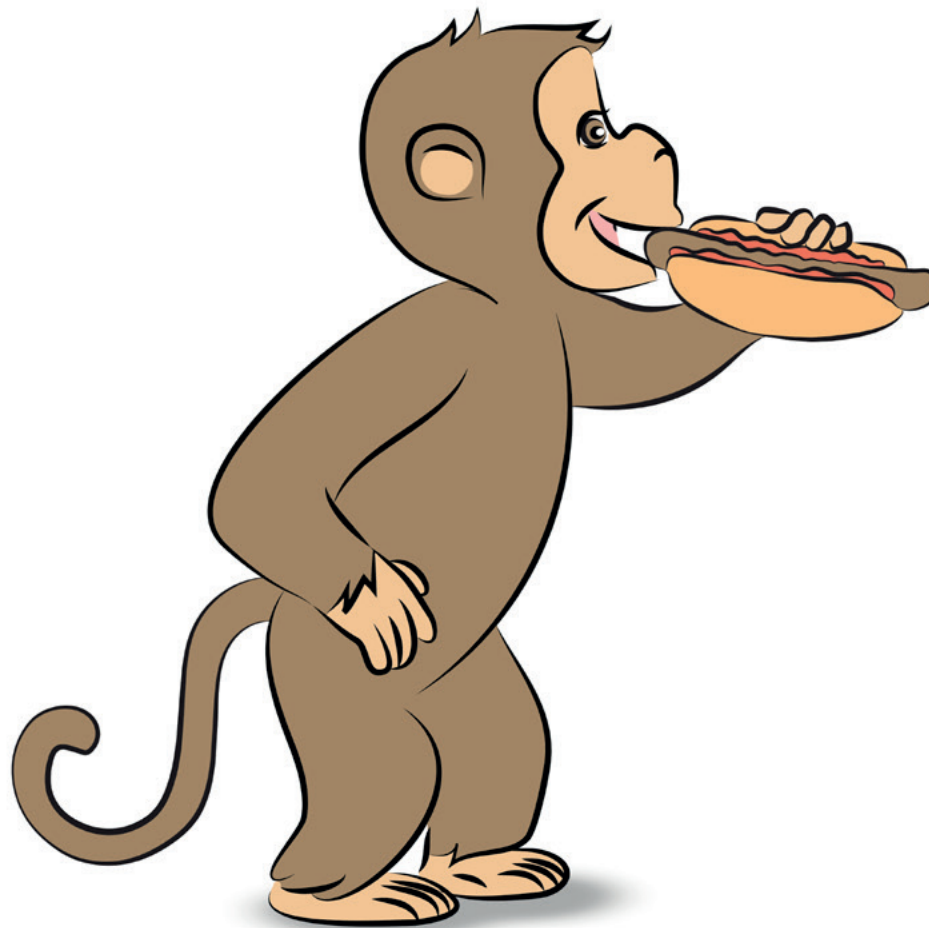
cutting

2. Monkey Match Up



drinking

2. Monkey Match Up



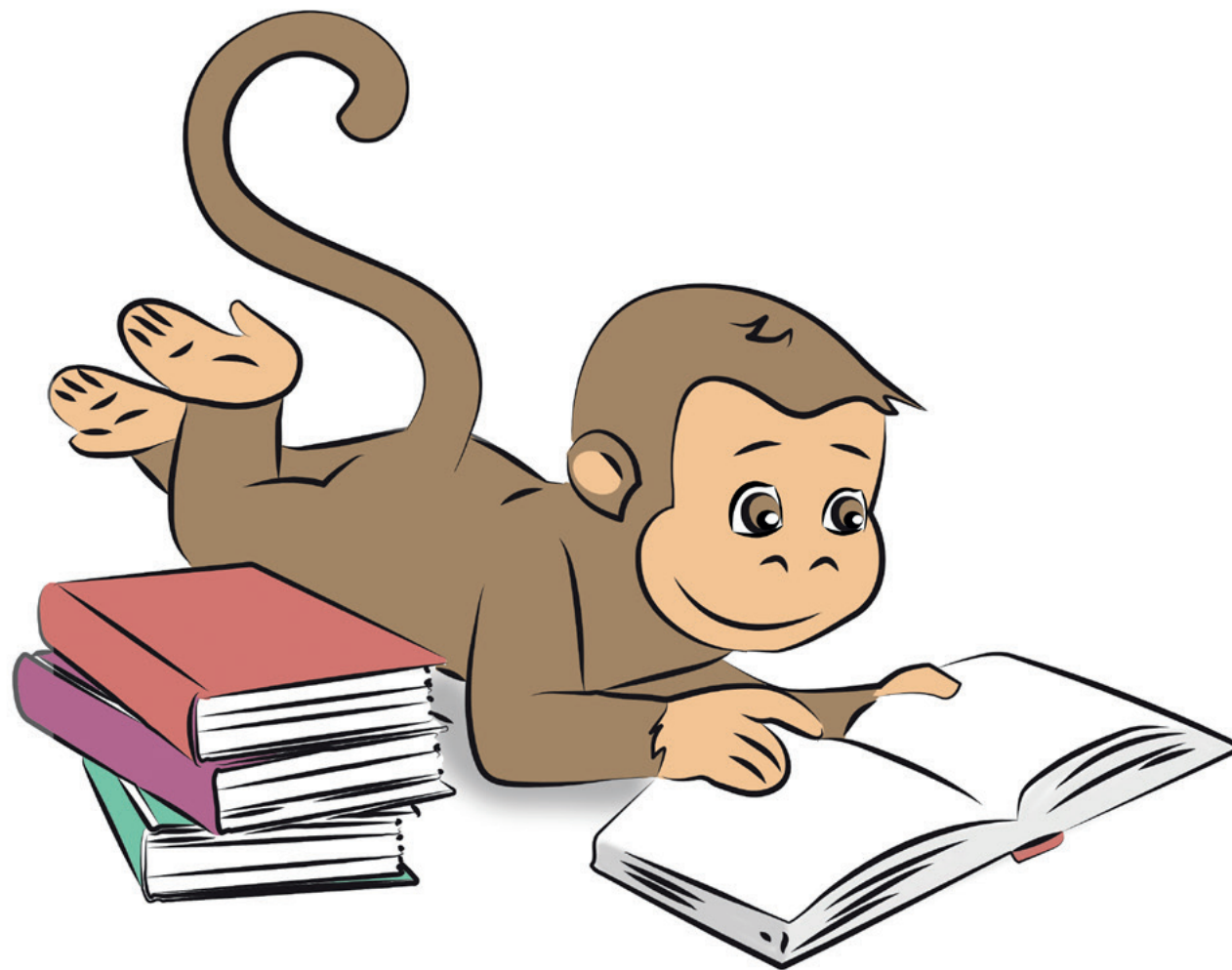
eating

2. Monkey Match Up



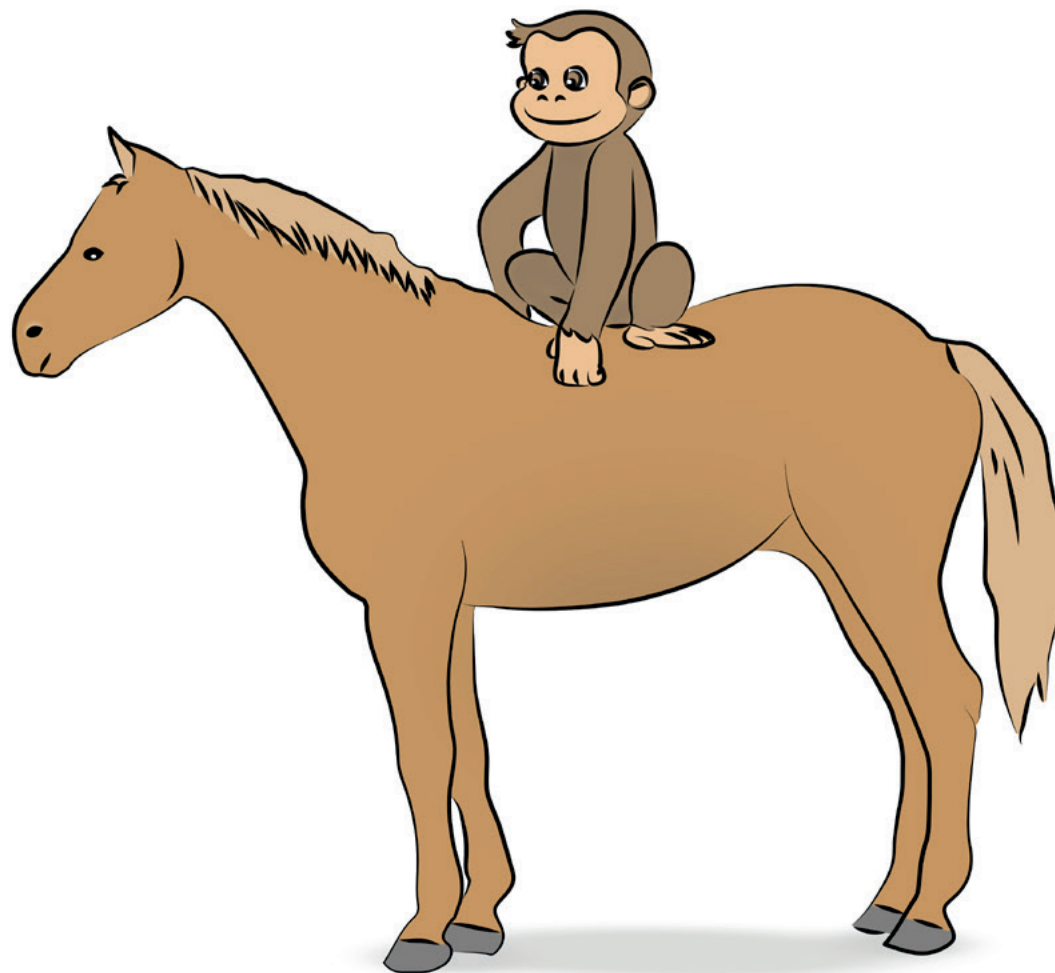
hiding

2. Monkey Match Up



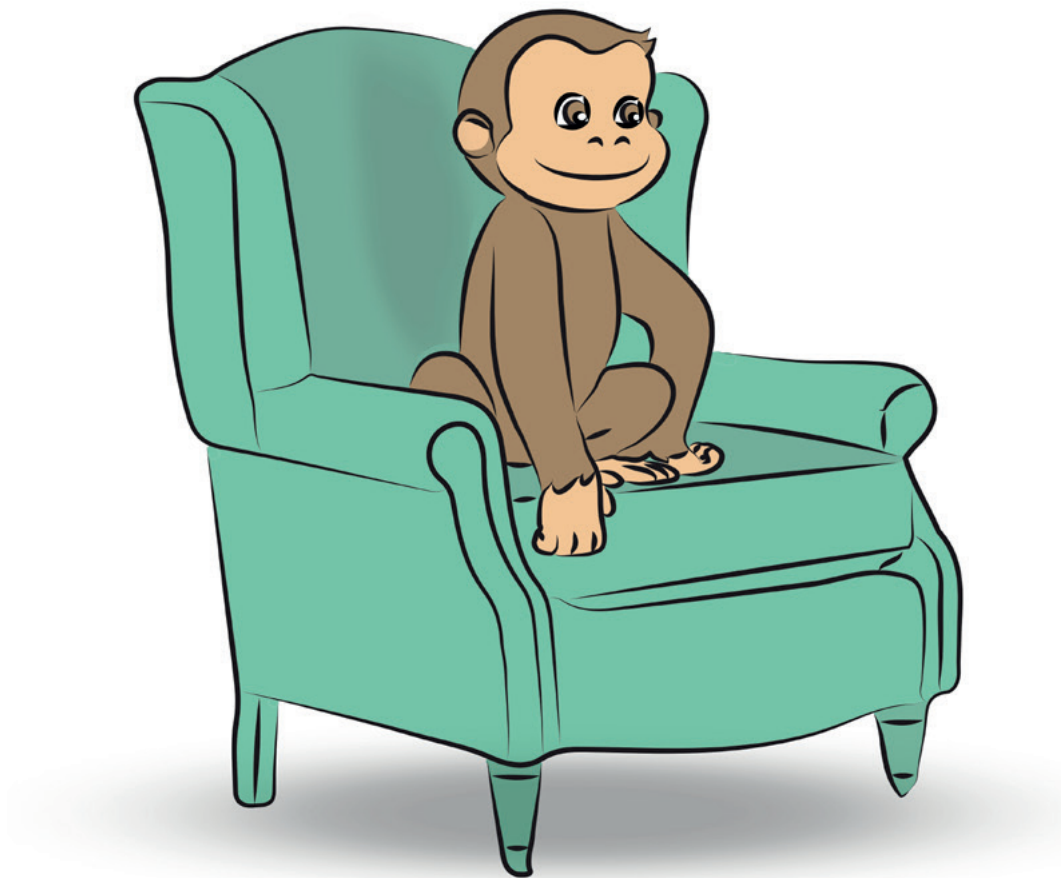
reading

2. Monkey Match Up



riding

2. Monkey Match Up



sitting

2. Monkey Match Up



sleeping

2. Monkey Match Up



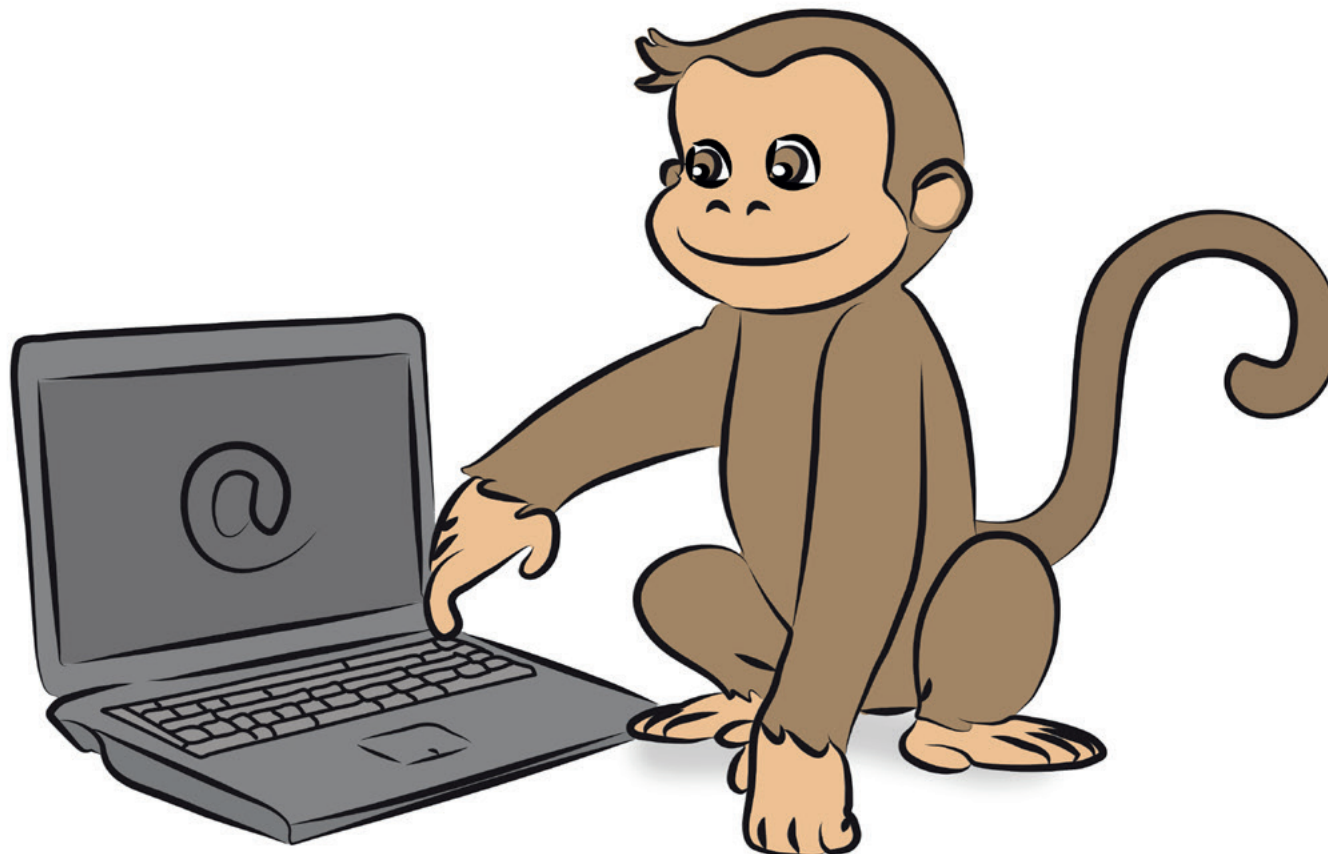
talking

2. Monkey Match Up



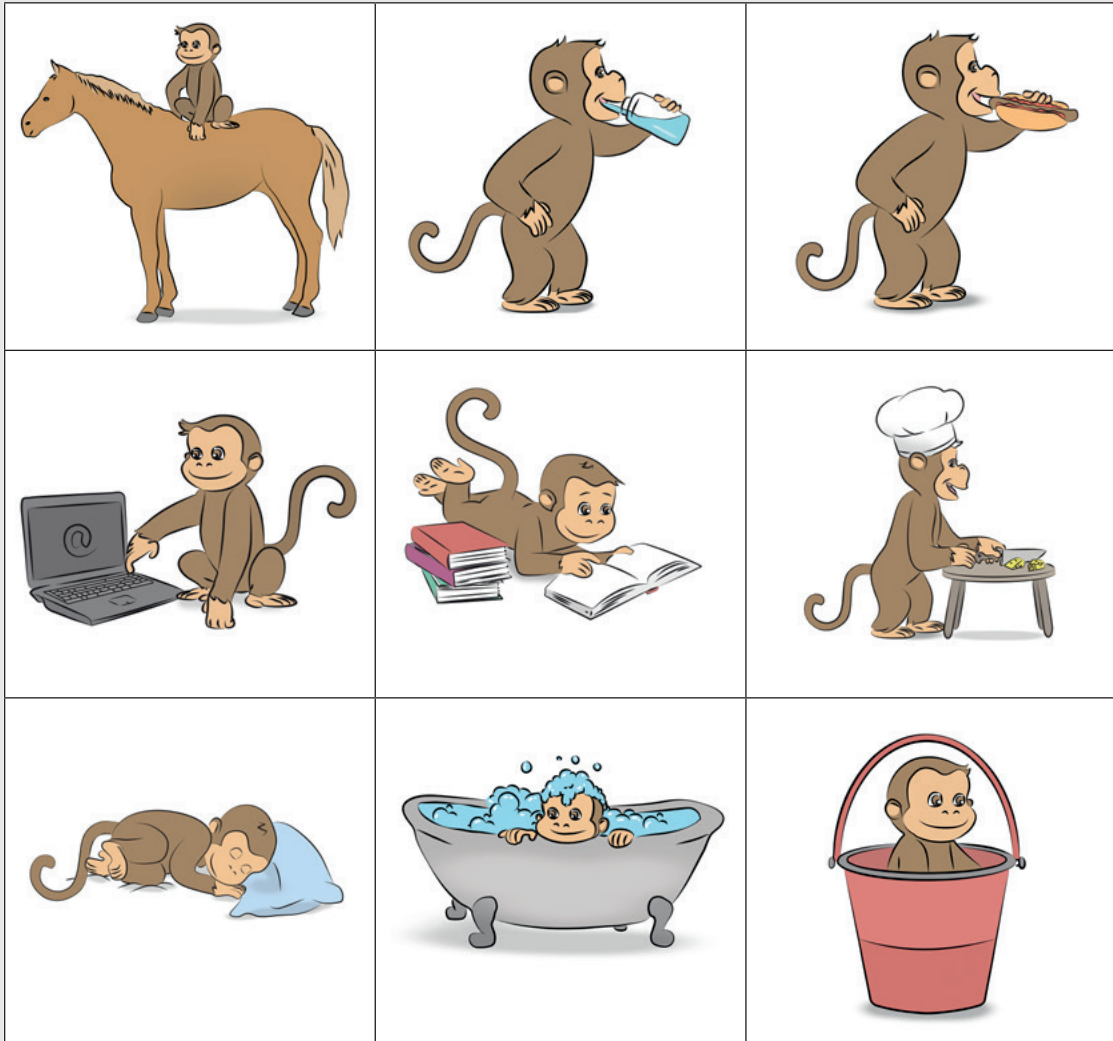
washing

2. Monkey Match Up

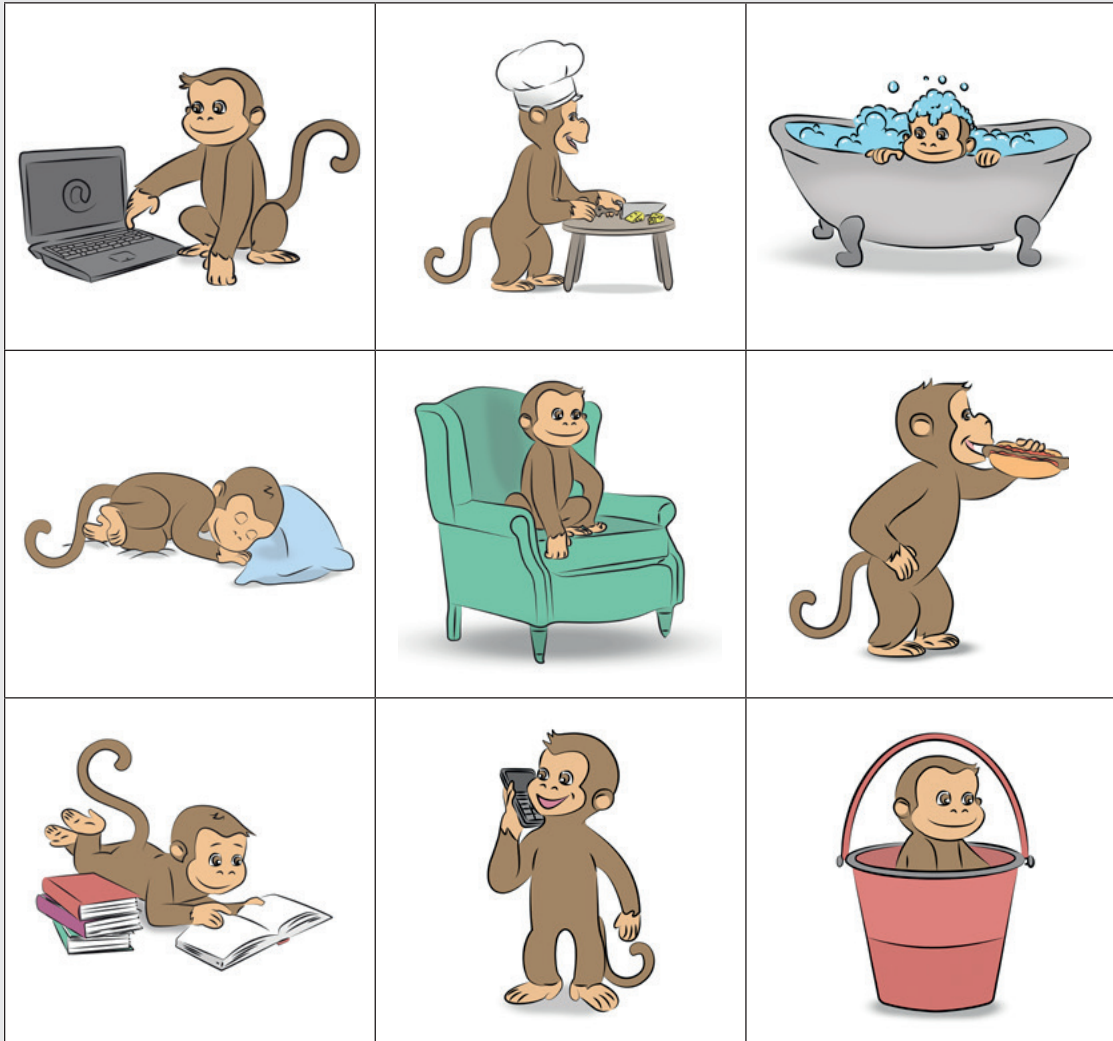


working

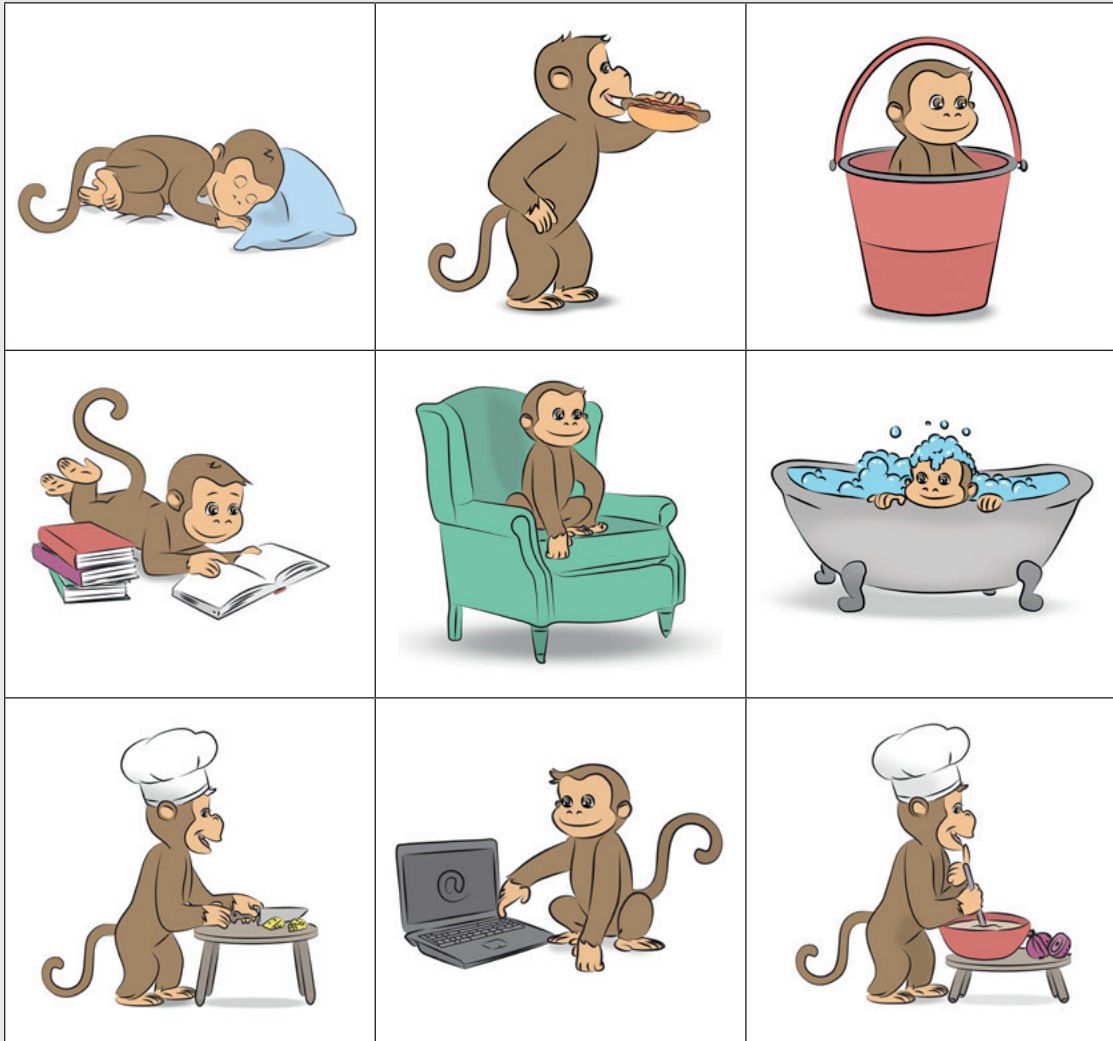
2. Monkey Bingo



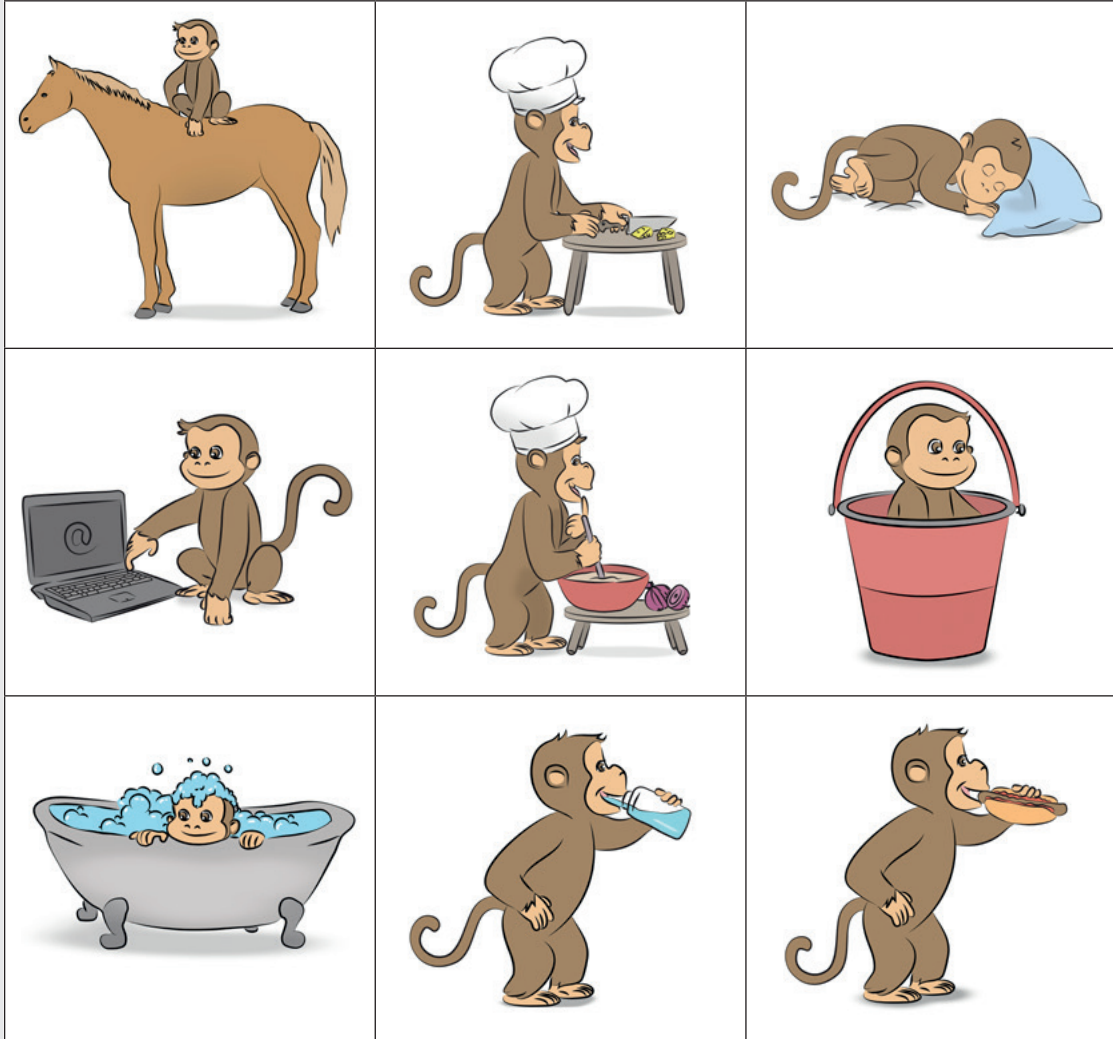
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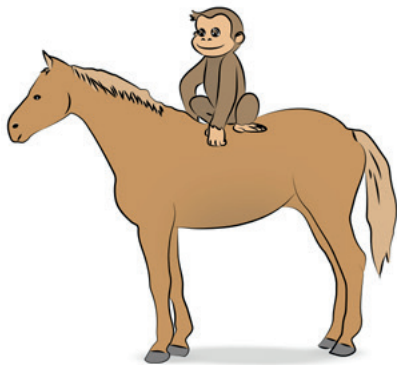
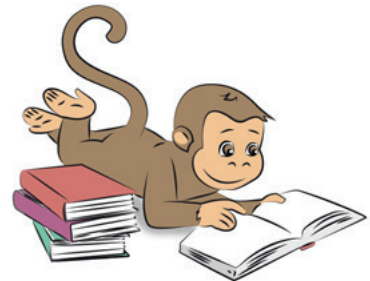
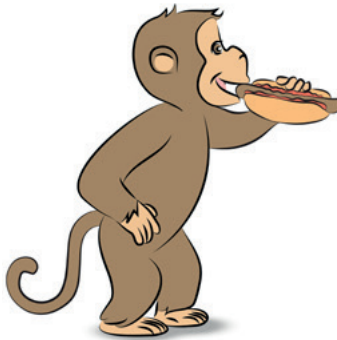
2. Monkey Bingo



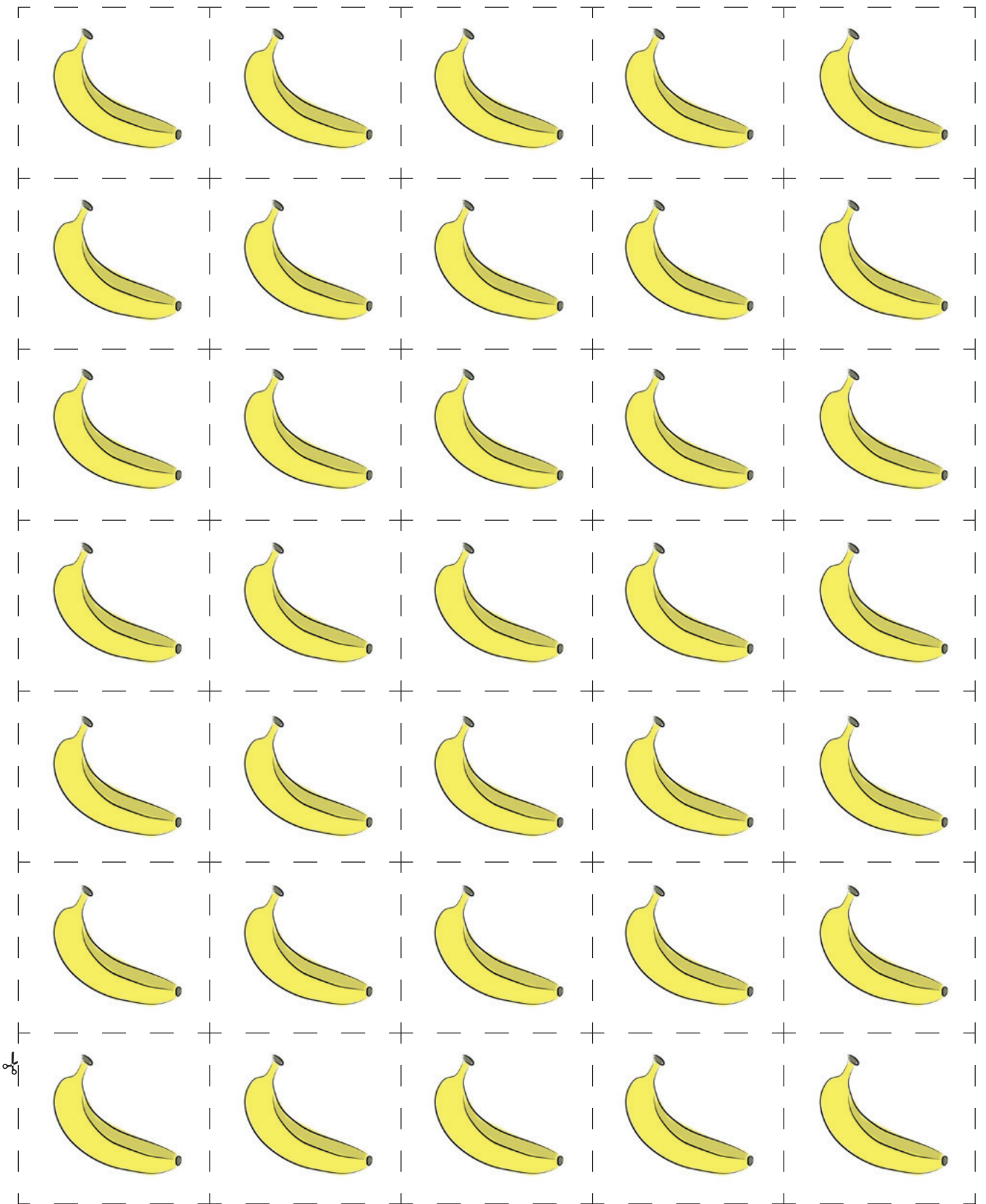
2. Monkey Bingo



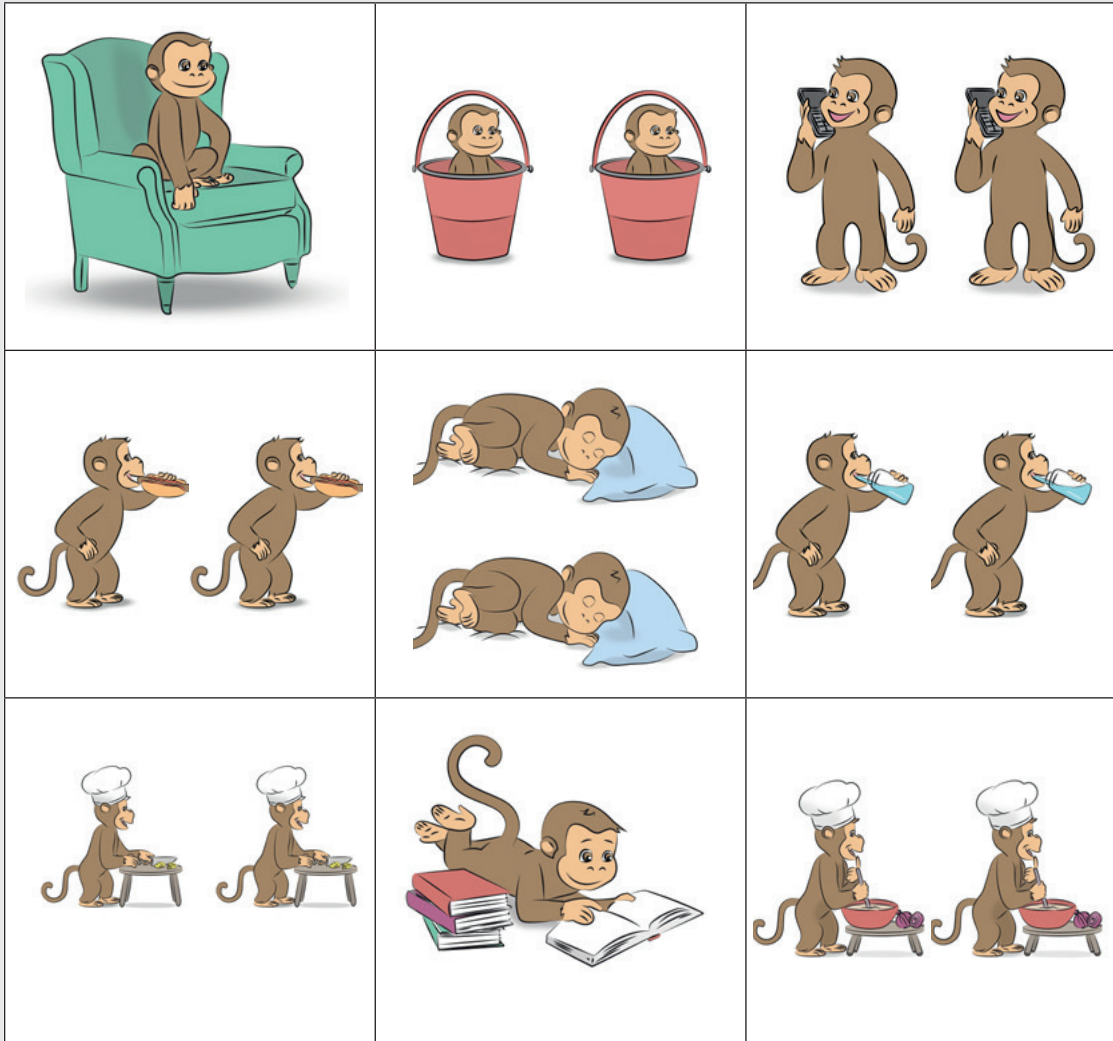
2. Monkey Bingo



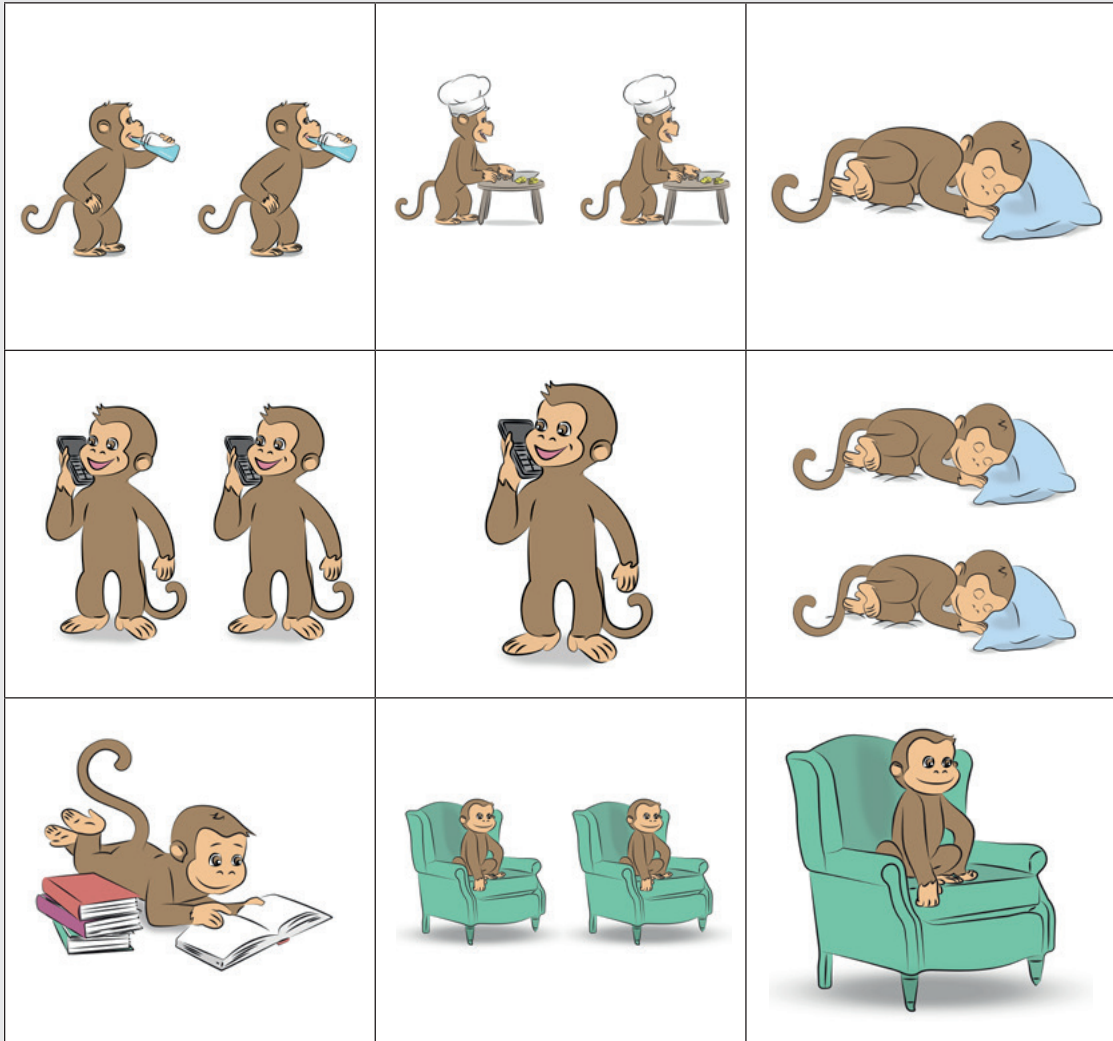
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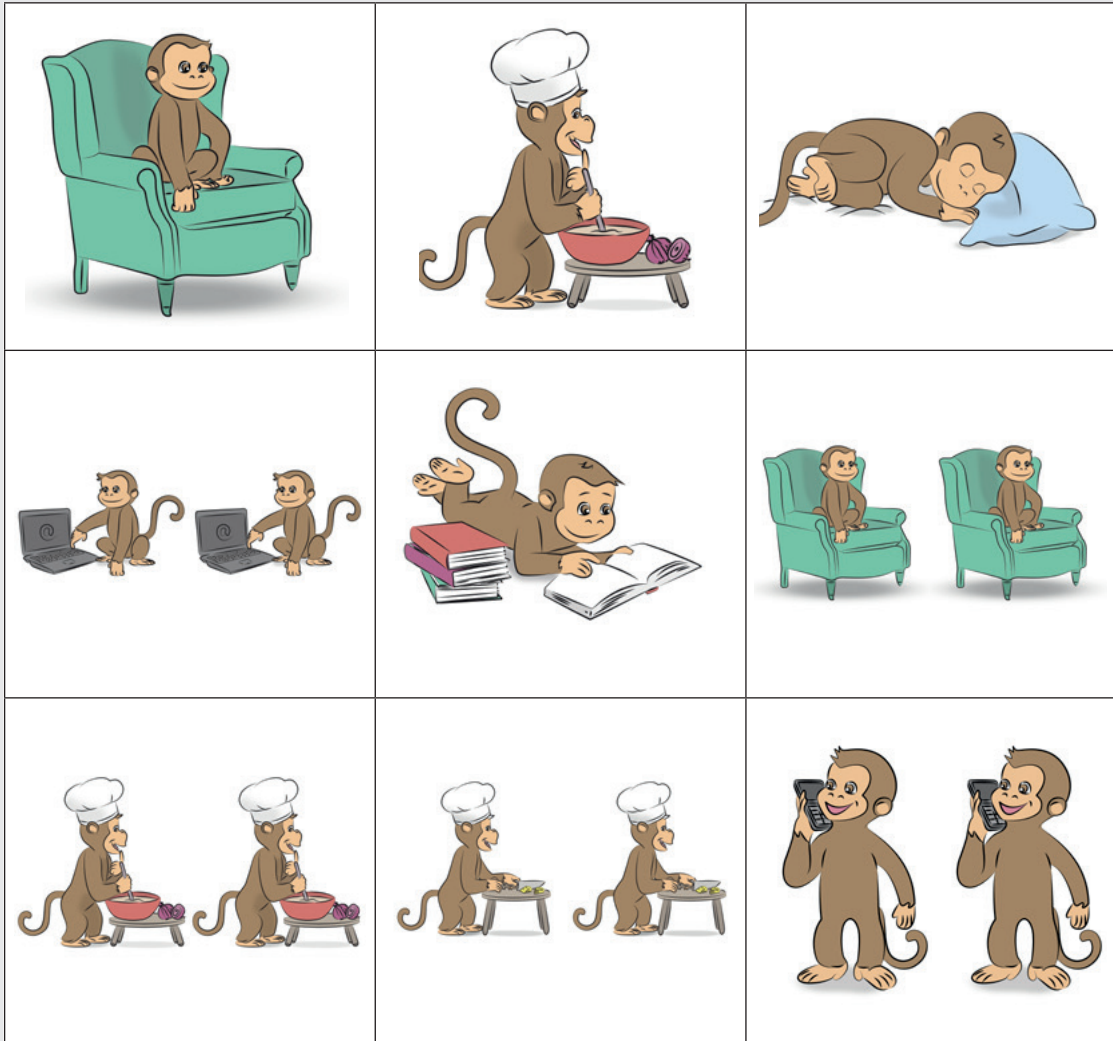
2. Monkey Bingo



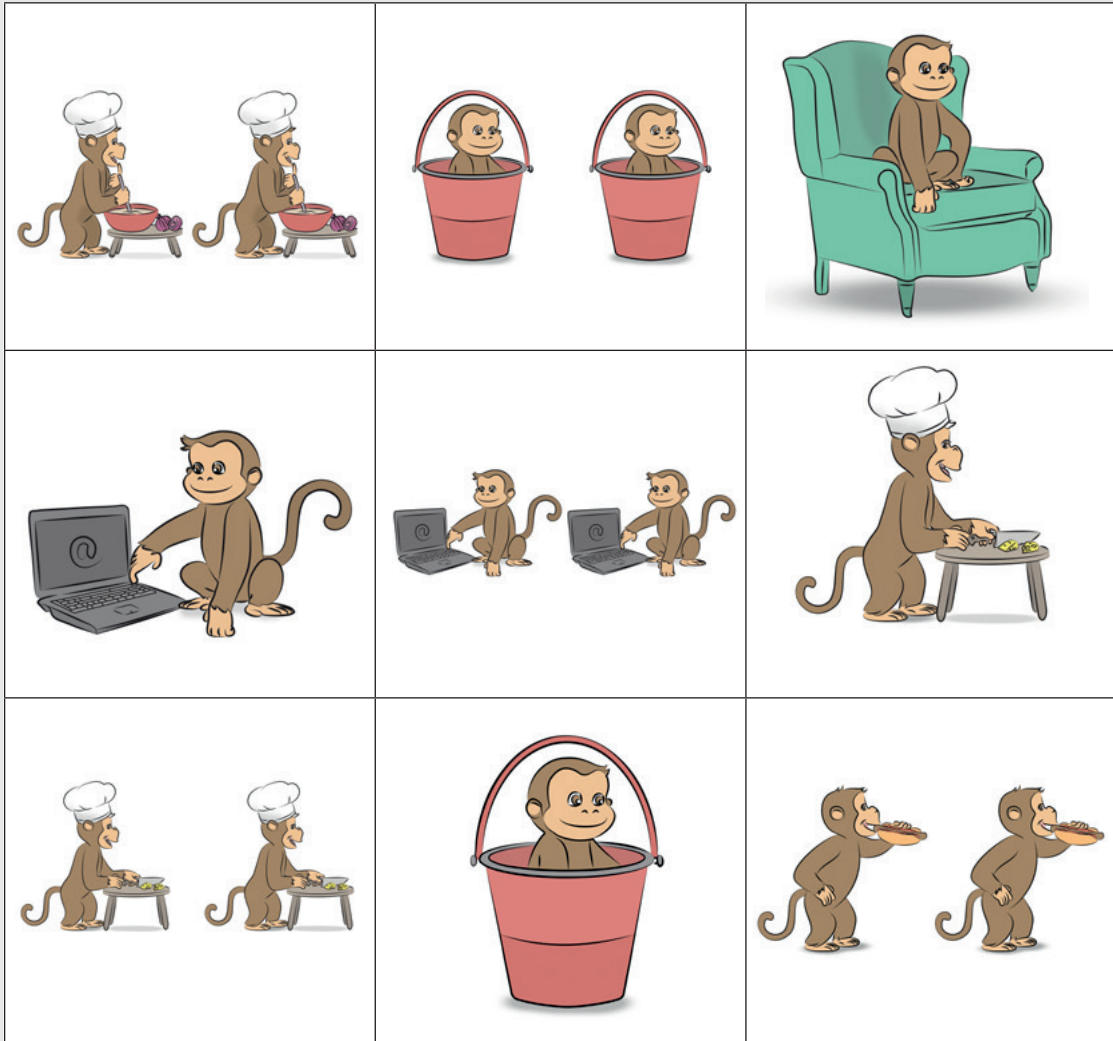
2. Monkey Bingo



2. Monkey Bingo



2. Monkey Bingo



2. Monkey Bingo



ACTIVITY

3. 5 Little Monkeys

PREPARATION

Print L1 L2 L3 A3 onto paper, cut into quarters and make the booklet.

Print L1 L2 L3 A3 puppets onto lightweight card; print 4 (or 6) pages on 1 to make puppets finger size.

Cut out the monkey puppet pictures and stick a narrow strip of card into a ring on the back so the puppets can be slipped onto a finger.

RESOURCES

- Monkeys L1 L2 L3 A3
- Monkeys L1 L2 L3 A3 puppets

You are going to sing and act out the song "5 little monkeys".

1. Watch the song ; <https://www.youtube.com/watch?v=bONHrFNZWh0>
2. Share out the puppets between all participants in the lesson.
3. "Sing" the first line of the book and encourage all the monkeys to jump.
4. Turn the page and sing "One fell off", choose a monkey, remove it and make it fall on its head as you turn the page.
5. Turn the page and sing "Mama called up the doctor" and encourage the Mama puppet to bob up and down.
6. Turn the page and encourage the Doctor puppet to bob up and down while you sing.
7. Repeat for each verse.



EXPECTED OUTCOMES

- Responds to rhythm and melody of a song.

KEY STRATEGIES

MUSIC MUSIC MUSIC: This song, like many other songs for children, contains lots of repetition which makes it perfect for beginner listeners. Even if you don't sing this song you can chant it with a regular rhythmic beat on each syllable. Strong rhythms grab the child's attention and make it easier for them to remember new words.

COME CLOSE TO ME: Sit nice and close to each other (shoulder to shoulder) so the child can see all the puppets in action and match these to the pictures in the book. Sitting this way gives the child the best possible acoustic signal and encourages the child to attend to what they can hear rather than looking for lip-reading clues.



EXPECTED OUTCOMES

- Joins in song by completing final word in line.

KEY STRATEGIES

AUDITORY CLOSURE: Auditory closure is the process when the child is able to finish a sentence (or line of a song or rhyme). The child must be familiar with the song for this to happen so sing the first few verses before trying this technique and use the child's parent as a model of the behaviour first before expecting the child to have a go. *No more monkeys jumping on the ...*

WAIT WAIT AND WAIT SOME MORE: Use the puppets to help set the expectation that the child vocalise to complete the line of the song. Exaggerate the puppet movement to match the rhythm of the song to give the child more information about when to talk.



EXPECTED OUTCOMES

- Understands the emotions of others and offers comfort.

KEY STRATEGY

TALK TALK TALK: Add information about the feelings of the characters as you go through the song book. *Oh, poor monkey. Ouch. She hurt her head. Let me give it a kiss. There all better.*

ACTIVITY

3. 5 Little Monkeys

PREPARATION

Print L1 L2 L3 A3 onto paper, cut into quarters and make the booklet.

Print L1 L2 L3 A3 puppets onto lightweight card; print 4 (or 6) pages on 1 to make puppets finger size.

Cut out the monkey puppet pictures and stick a narrow strip of card into a ring on the back so the puppets can be slipped onto a finger.

RESOURCES

- Monkeys L1 L2 L3 A3
- Monkeys L1 L2 L3 A3 puppets

You are going to sing and act out the song "5 little monkeys".

1. Watch the song ; <https://www.youtube.com/watch?v=bONHrFNZWh0>
2. Share out the puppets between all participants in the lesson.
3. "Sing" the first line of the book and encourage all the monkeys to jump.
4. Turn the page and sing "One fell off", choose a monkey, remove it and make it fall on its head as you turn the page.
5. Turn the page and sing "Mama called up the doctor" and encourage the Mama puppet to bob up and down.
6. Turn the page and encourage the Doctor puppet to bob up and down while you sing.
7. Repeat for each verse.



EXPECTED OUTCOMES

- Recognises melody.
- Completes actions described in song.

KEY STRATEGIES

MUSIC MUSIC MUSIC: This song, like many other songs for children, contains lots of repetition which makes it perfect for beginner listeners. Even if you don't sing this song you can chant it with a regular rhythmic beat on each syllable. Strong rhythms grab the child's attention and make it easier for them to remember new words.

COME CLOSE TO ME: Sit nice and close to each other (shoulder to shoulder) so the child can see all the puppets in action and match these to the pictures in the book. Sitting this way gives the child the best possible acoustic signal and encourages the child to attend to what they can hear rather than looking for lip-reading clues.



EXPECTED OUTCOMES

- Joins in 2 to 3 words on a line.
- Uses preposition: on.

KEY STRATEGIES

AUDITORY CLOSURE: Auditory closure is the process when the child is able to finish a sentence (or line of a song or rhyme). The child must be familiar with the song for this to happen so sing the first few verses before trying this technique and use the child's parent as a model of the behaviour first before expecting the child to have a go. *No more monkeys jumping...*

WAIT WAIT AND WAIT SOME MORE: Use the puppets to help set the expectation that the child vocalise to complete the line of the song. Exaggerate the puppet movement to match the rhythm of the song to give the child more information about when to sing.



EXPECTED OUTCOMES

- Talks about happy and sad feelings in others.

KEY STRATEGY

TALK TALK TALK: Add information about the feelings of the characters as you go through the song book. *Look these monkeys look so happy. See their big smiles. Uh Oh, poor monkey. This monkey looks sad. Ouch. She is not smiling.*

ACTIVITY

3. 5 Little Monkeys

PREPARATION

Print L1 L2 L3 A3 onto paper, cut into quarters and make the booklet.

Print L1 L2 L3 A3 puppets onto lightweight card; print 4 pages on 1 to make puppets finger size.

Cut out the monkey puppet pictures and stick a narrow strip of card into a ring on the back so the puppets can be slipped onto a finger.

Print Monkeys L3 A3 sequence onto lightweight card and cut out monkey cards.

RESOURCES

- Monkeys L1 L2 L3 A3
- Monkeys L1 L2 L3 A3 Puppets
- Monkeys L3 A3 Sequence

You are going to sing and act out the song "5 little monkeys".

1. Watch the song ; <https://www.youtube.com/watch?v=b0NHrFNZWh0>
2. Share out the puppets between all participants in the lesson.
3. "Sing" the first line of the book and encourage all the monkeys to jump.
4. Turn the page and sing "One fell off", choose a monkey, remove it and make it fall on its head as you turn the page.
5. Turn the page and sing "Mama called up the doctor" and encourage the Mama puppet to bob up and down.
6. Turn the page and encourage the Doctor puppet to bob up and down while you sing.
7. Repeat for each verse.
8. At the end of the book try and recall the order that the monkeys fell off the bed. Place them in the correct sequence on the sequence card. (check the book to be sure)



EXPECTED OUTCOMES

- Follows song and completes actions described in song.
- Develops an awareness of rhyme.
- Tracks: repeat 4 to 5 words.

KEY STRATEGY

MUSIC MUSIC MUSIC: This song, like many other songs for children, contains lots of repetition which makes it easy to remember the sentence structure. Even if you don't sing this song you can chant it with a regular rhythmic beat on each syllable. Learning to identify syllables and becoming aware of rhyming words will help the child begin to develop the phonological awareness skills required to learn to read.



EXPECTED OUTCOMES

- Pronouns: her/his, she/he.
- Verb tense: present progressive V past; e.g. Jumping Versus fell.
- Negative: no more.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING & USE CHOICES: This song provides the opportunity to highlight many grammatical markers. Target a specific word structure e.g. plurals (monkeys) or pronouns (his/ her) each time you sing by singing those words a little bit louder than the other words. You could also talk about the page coming up using choice questions. *This monkey has a bow. Do you think it is a boy or a girl? Will we need to sing Fell off and bumped his head or fell off and bumped her head?*



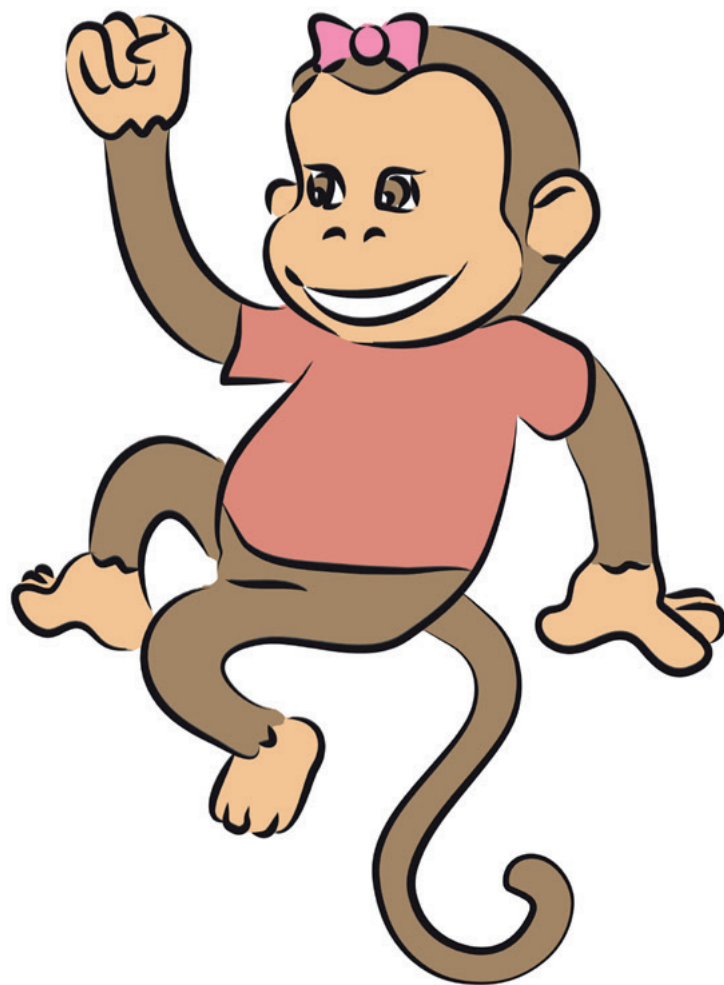
EXPECTED OUTCOMES

- Talks about happy, sad and angry feelings in others and the triggers for those feelings.

KEY STRATEGY

TALK TALK TALK: Add information about the feelings of the characters as you go through the song book. *Look these monkeys look so happy. Jumping on the bed makes them feel happy. What about this Mama monkey. She looks a bit angry. Why do you think she is angry?*

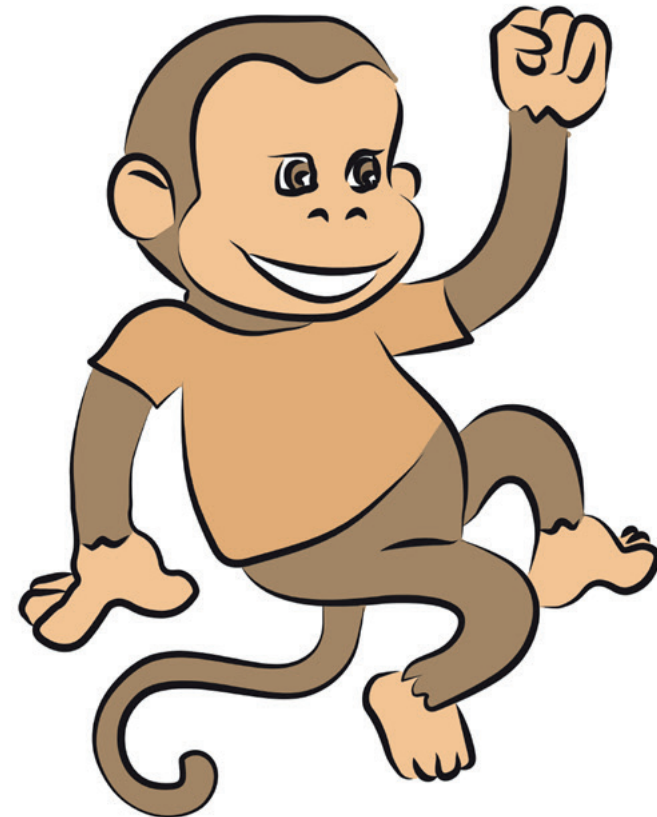
3. 5 Little Monkeys



MONKEYS L1 L2 L3 A3 - PUPPETS

3. 5 Little Monkeys

MED^oEL



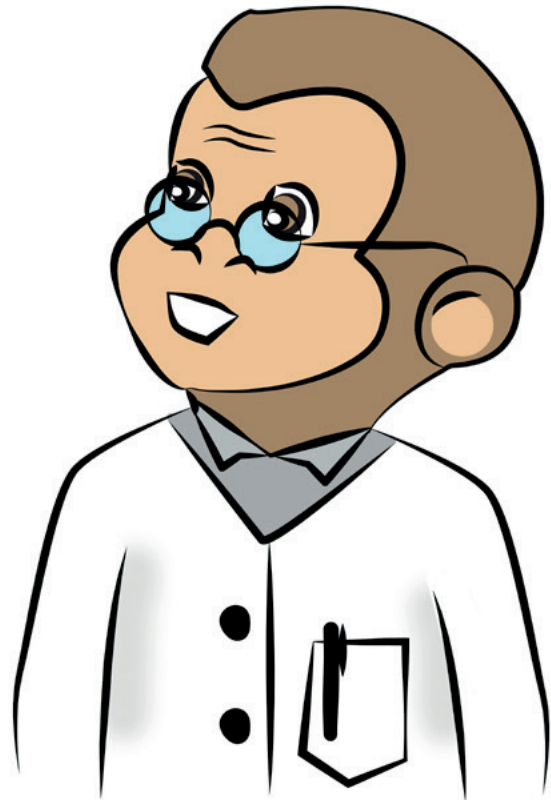
3. 5 Little Monkeys



MONKEYS L1 L2 L3 A3 - PUPPETS

3. 5 Little Monkeys

MED^oEL

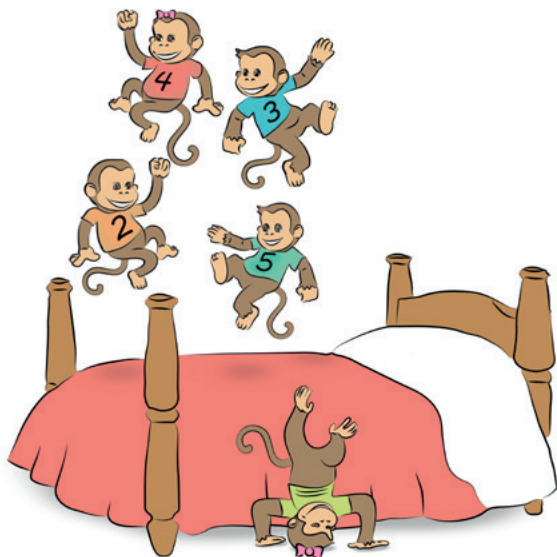


3. 5 Little Monkeys



5 little monkeys
jumping on the bed,

The End



I fell off

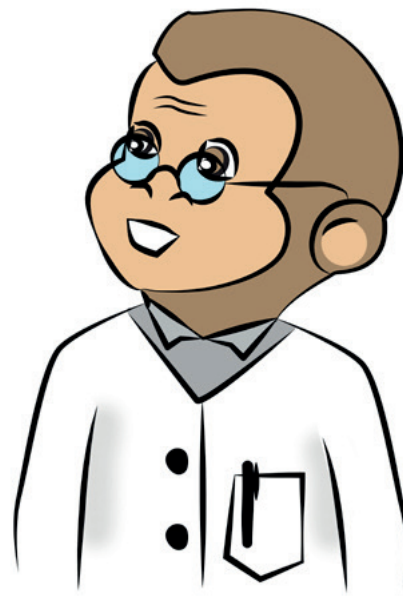


and bumped her head.

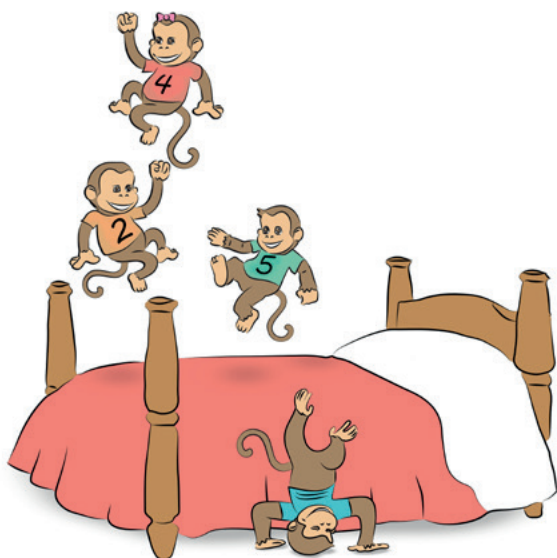
3. 5 Little Monkeys



Mama called up the Doctor



and the Doctor said, "No more monkeys jumping on the bed."



4 little monkeys jumping on the bed. I fell off

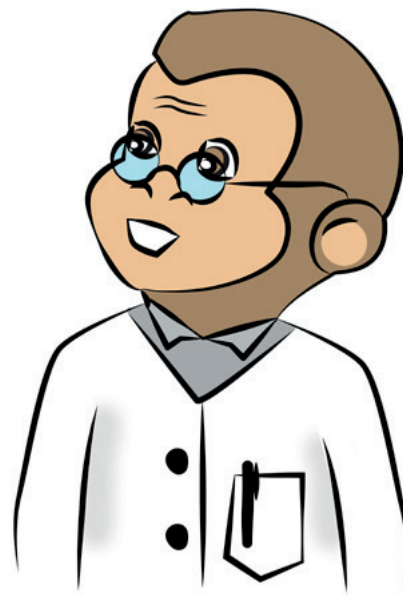


and bumped his head.

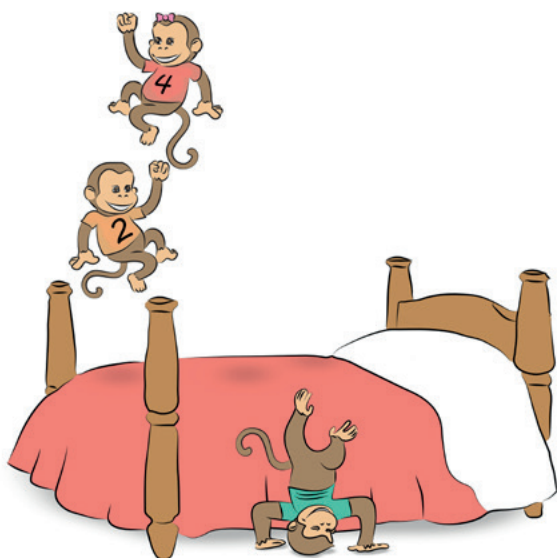
3. 5 Little Monkeys



Mama called up the Doctor



and the Doctor said, "No more monkeys jumping on the bed."



3 little monkeys jumping on the bed. I fell off

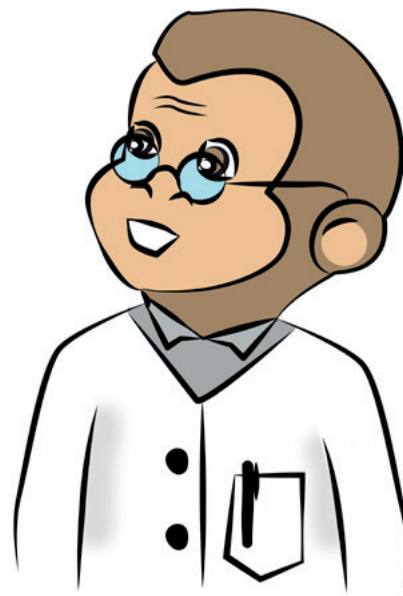


and bumped his head.

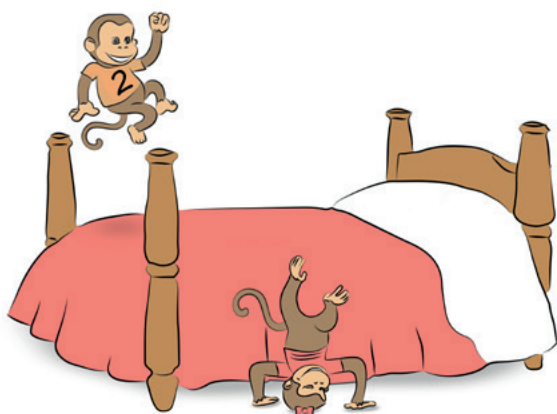
3. 5 Little Monkeys



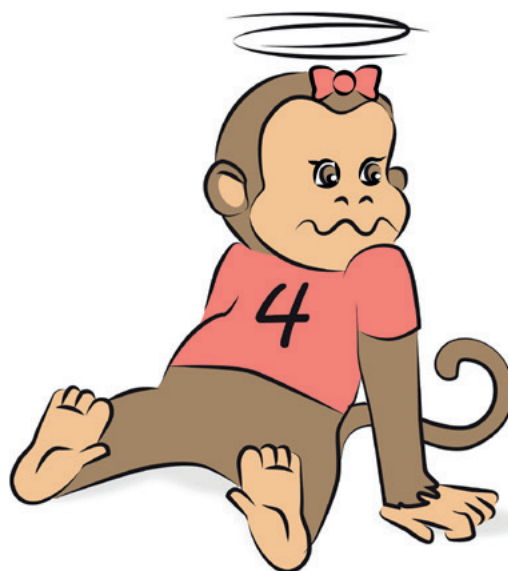
Mama called up the Doctor



and the Doctor said, "No more monkeys jumping on the bed."



2 little monkeys jumping on the bed. 1 fell off

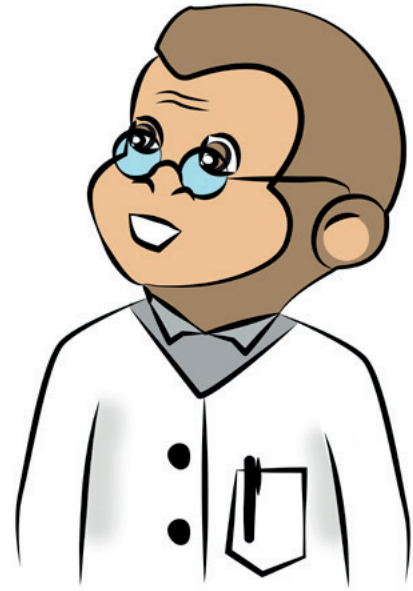


and bumped her head.

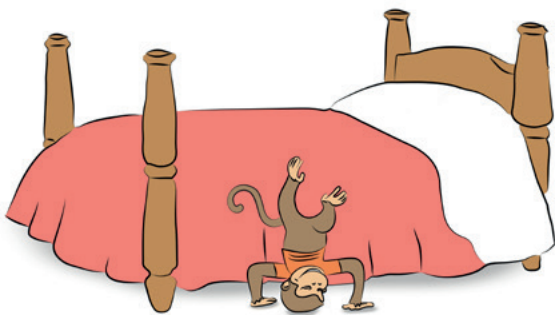
3. 5 Little Monkeys



Mama called up the Doctor



and the Doctor said, "No more monkeys jumping on the bed."



1 little monkey jumping on the bed. He fell off

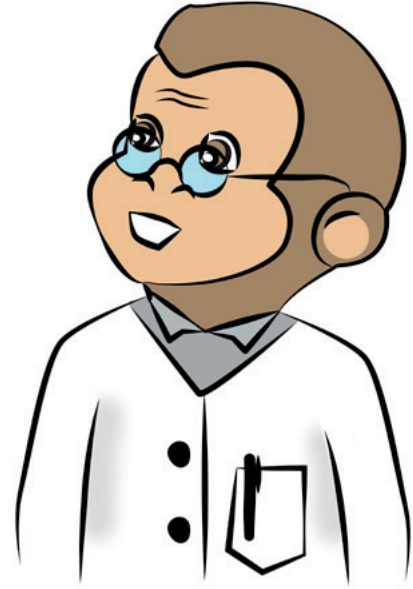


and bumped his head.

3. 5 Little Monkeys



Mama called up the Doctor



and the Doctor said, "No more monkeys jumping on the bed."



2. 5 Little Monkeys

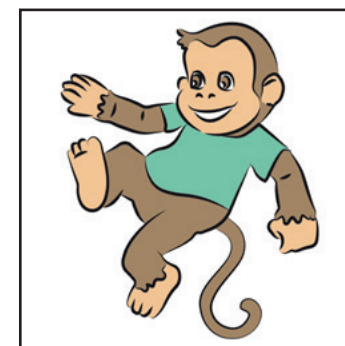
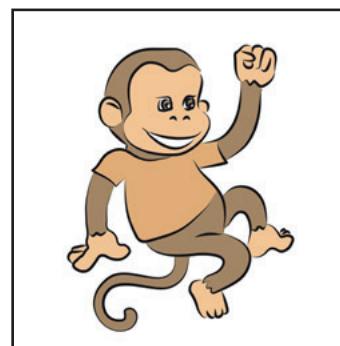
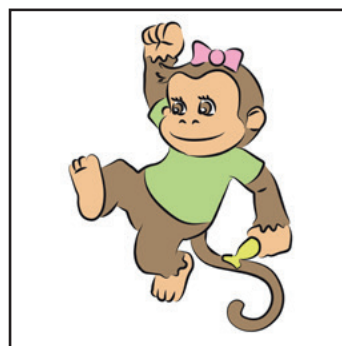
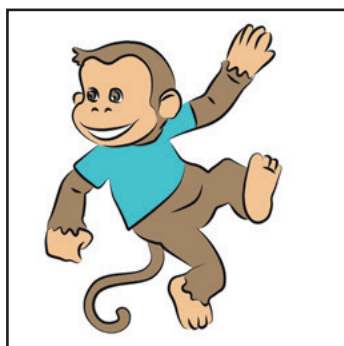
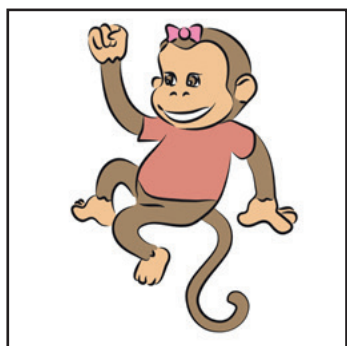
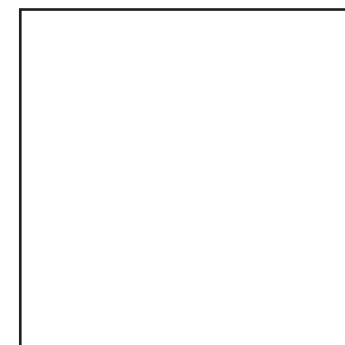
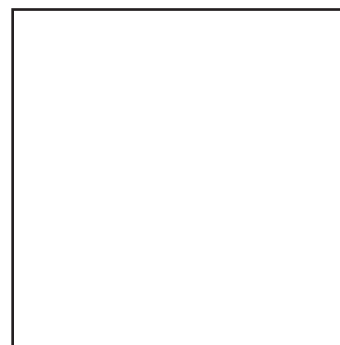
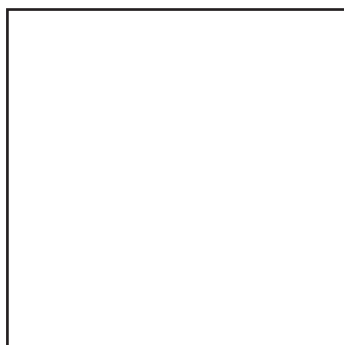
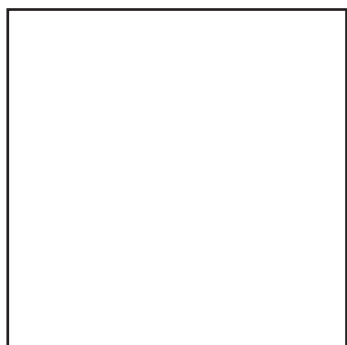
1st

2nd

3rd

4th

5th



ACTIVITY

4. Where's the monkey hiding?

PREPARATION

Print the resource on to light weight card.

You are going to play a hiding game.

1. Together with the child cut up the pictures.
2. Talk about the furniture items as you cut.
3. Stick a narrow strip of card in a ring low down on the back of 1 monkey. This should allow the monkey to 'stand up' on its own. The other monkey is a spare.
4. Choose 4 furniture pictures and using blu tac or tape stick them on the top of the upturned cups.
5. Tell the child to close their eyes.
6. Hide the monkey under one of the cups and tell the child to open their eyes.
7. Ask: Where is the monkey hiding?
8. Encourage the parent to model appropriate guesses for the child to repeat; "Under the table?"
9. Keep guessing until the monkey is found. Remove that furniture picture and replace with another one and encourage the child to hide the monkey for the parent to find.

RESOURCES

- Monkeys L1 L2 A4
- 4 (not see through) plastic cups or small bowls
- Blu tac or sticky tape



EXPECTED OUTCOMES

- 1 item listening; furniture; e.g. chair, table, bed.
- begins to understand preposition: under.

KEY STRATEGIES

TALK TALK TALK: A child is more likely to see a chair or a table or a bed every day than a cow so having words to talk about common furniture is important. Consolidate this vocabulary by pairing the pictures with objects in the child's environment and encourage the parents to do this at home. *Here's a chair, and look we are sitting on a chair. Mum too. Mum is on a chair.*

LISTENING FIRST: Use words before actions. Encourage the child to listen to the guess before they look under the cup.



EXPECTED OUTCOMES

- Imitates furniture vocabulary.

KEY STRATEGY

SAME THINKING PLACE: When it is the child's turn to guess they might try and look under the cup before making a guess. Perhaps they will reach for the cup or gaze at the one they would like to look under. Apply gentle pressure to the top of the cup to prevent peeking and provide a model of the language for the child to copy. *Oh you think it is under the lamp. Ok, Let's look under the lamp.*

WAIT WAIT AND WAIT SOME MORE: Leave your hand on top of the cup and show the child you are waiting for them to speak. Count to 5 in your head to make sure you have given enough wait time, then model the language again.



EXPECTED OUTCOMES

- Begins to withhold information for effect.

KEY STRATEGY

TALK TALK TALK: Children under the age of 3 are usually not very good at Hide and Seek. This is because they have not mastered the Theory of Mind skill of understanding knowledge access. Add language to this activity to help the child develop this understanding. *Ohh, Don't show mum. She does not know where the monkey is. Shhh. Don't tell her. Let's make her guess.*

ACTIVITY

4. Where's the monkey hiding?

PREPARATION

Print the resource on to light weight card.

You are going to play a hiding game.

1. Together with the child cut up the pictures.
2. Talk about the furniture items as you cut.
3. Stick a narrow strip of card in a ring low down on the back of 1 monkey. This should allow the monkey to 'stand up' on its own. The other monkey is a spare.
4. Choose 4 furniture pictures and using blu tac them on the top of the upturned cups.
5. Tell the child to close their eyes.
6. Hide the monkey either under or behind one of the cups and tell the child to open their eyes.
7. Ask: Where is the monkey hiding?
8. Encourage the parent to model appropriate guesses for the child to repeat; "Under the table?"
9. Keep guessing until the monkey is found. Remove that furniture picture and replace with another one and encourage the child to hide the monkey for the parent to find.

RESOURCES

- Monkeys L1 L2 A4
- 4 (not see through) plastic cups or small bowls
- Blu tac or sticky tape



EXPECTED OUTCOMES

- Listens for preposition + noun : under Versus behind+furniture.
- Begins to understand word category names; furniture.

KEY STRATEGIES

TALK TALK TALK: A child is more likely to see a chair or a table or a bed every day than a cow so having words to talk about common furniture is important. Talk about the names of each furniture item and also the category name; furniture. *Look at all the furniture. We have a bed, a chair, a book case. I have all this furniture in my house.*

LISTENING FIRST: Use words before actions. Encourage the child to listen to the guesses before they look under the cup. Contrast *under* with *behind* in this activity to introduce a new location word. *Ha, mum thought the monkey was under the bed but it was behind the chair.*



EXPECTED OUTCOMES

- Uses furniture vocabulary; e.g. bed, bookcase, chair.
- Uses prepositions: under, behind.
- Uses determiner: the.

KEY STRATEGY

SAME THINKING PLACE: When it is the child's turn to guess they might try and look under the cup before making a guess. Perhaps they will reach for the cup or gaze at the one they would like to look under. Apply gentle pressure to the top of the cup to prevent peeking and provide a model of the language for the child to copy. *Oh you think it is under the lamp. Ok, Let's look under the lamp.*

USE CHOICES: Highlight the new preposition by providing the language model in a choice question. Do you want to look under the lamp or behind the lamp?



EXPECTED OUTCOMES

- Begins to withhold information for effect.

KEY STRATEGY

TALK TALK TALK: Typically developing children between the ages of 4 and 5 learn that not everyone has access the same information and this changes a person's behaviour. Understanding knowledge access is a Theory of Mind ability. Add language to this activity to help the child develop this skill. *Ohh, Don't show mum. She does not know where the monkey is. Shhh. Don't tell her. Let's make her guess.*

ACTIVITY

4. What are those animals doing on our furniture?

PREPARATION

Print the Monkeys L3 A4 resource onto paper. Print 2 pages on 1 to make smaller.
Print Monkeys L3 A4 animals on to paper and cut into rows of the same animal.

You are going to make your own storybook based on the idea of monkeys jumping on the bed.

1. Staple the furniture pages together to make a book.
2. Decide what animal you will use on the first page. Talk about what the animal is doing and decide where you will stick it in relation to the furniture (on/ under/ beside/ behind)
3. Decide how many you will use, cut them out and glue the animal/ animals in place.
4. Write the words on the page e.g. 3 ducks are waddling beside the dresser.
5. Repeat with remaining animals and furniture pages.
6. You have 7 different animals and 8 furniture pages. On the last page you can choose to draw some animals or glue on all the spare animals.

RESOURCES

- Monkeys L3 A4
- Monkeys L3 A4 Animals
- Stapler, scissors and glue



EXPECTED OUTCOMES

- Up to 5 element listening.
 - Number, Animal, Verb, Preposition, Furniture.

KEY STRATEGY

BUILD AUDITORY MEMORY: Encourage the child to engage in the process of building auditory memory by identifying the 'building blocks' one by one in the decision making process of creating this book. *What piece of furniture will we start with? What animal do you want on this page? How many will we use? What shall we say the animal is doing? Where shall we put them? So you are saying that this page will be 4 mice nibbling cheese under the chair.*



EXPECTED OUTCOMES

- Vocabulary within category; furniture.
- Specific verbs; e.g. nibbling, stomping, waddling, leaping, slithering.
- Prepositions; e.g. below, along, beneath.
- Plurals; e.g. ducks, mice, dinosaurs.

KEY STRATEGY

EXPANSION & EXTENSION: Encourage the child to attend to as many of the 5 pieces of information as possible by highlighting any element the child misses out.

USE CHOICES: To help expand the child's vocabulary provide specific verbs in choice questions as an immediate model for the child to copy. *Well we could say the mouse is eating but it would be more interesting if we said The mouse is **chewing** or the mouse is **nibbling** cheese.*



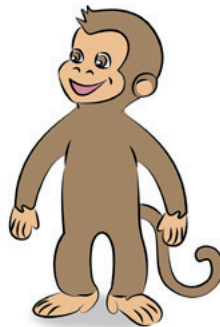
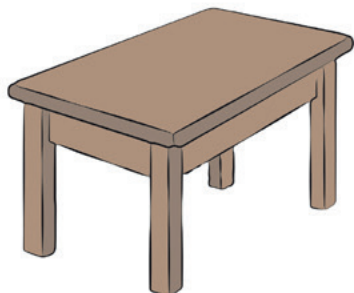
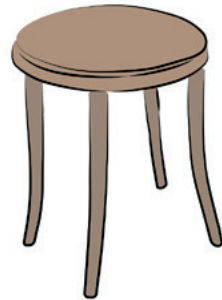
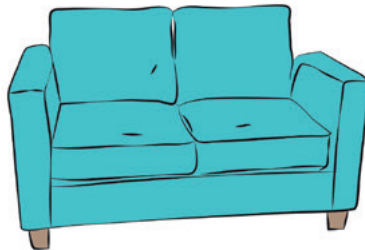
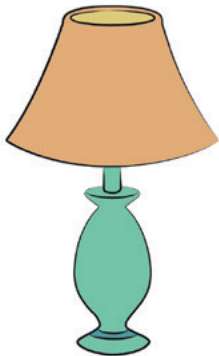
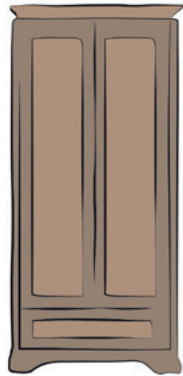
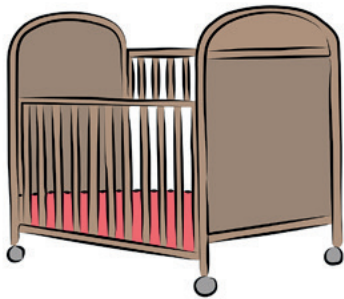
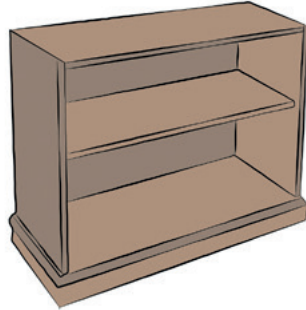
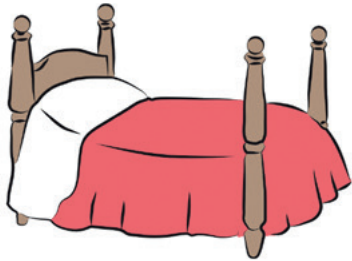
EXPECTED OUTCOMES

- Predicts how others will feel in response to a situation.

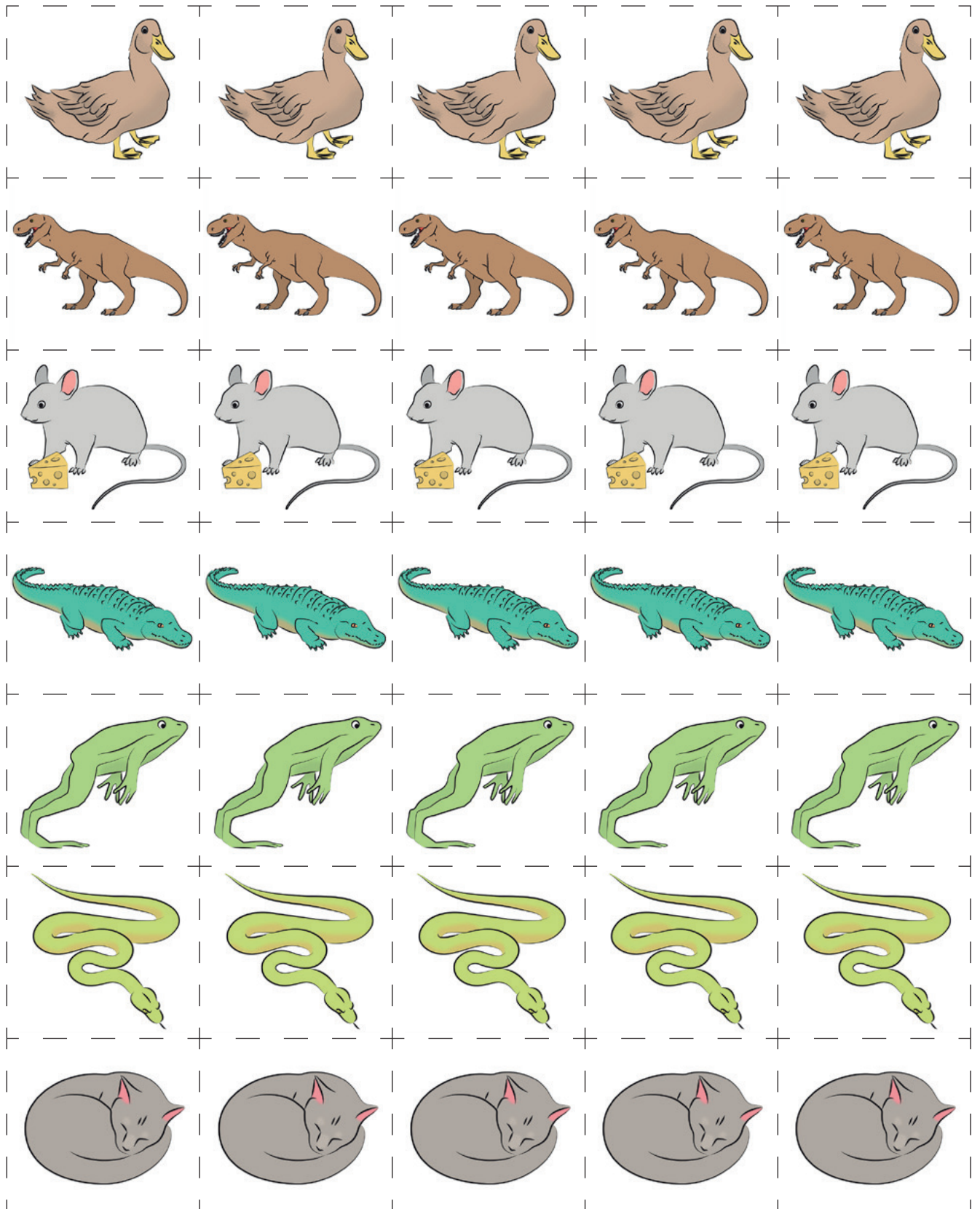
KEY STRATEGY

TALK TALK TALK: Talk about how you would feel if you found animals in your house. Include comparisons so the child begins to understand that emotion words have degrees intensity. *I would panic if I saw a mouse nibbling something under my table but it would be worse if I saw a crocodile snapping at something under my table. I think I would scream.*

4. Where Is The Monkey Hiding?



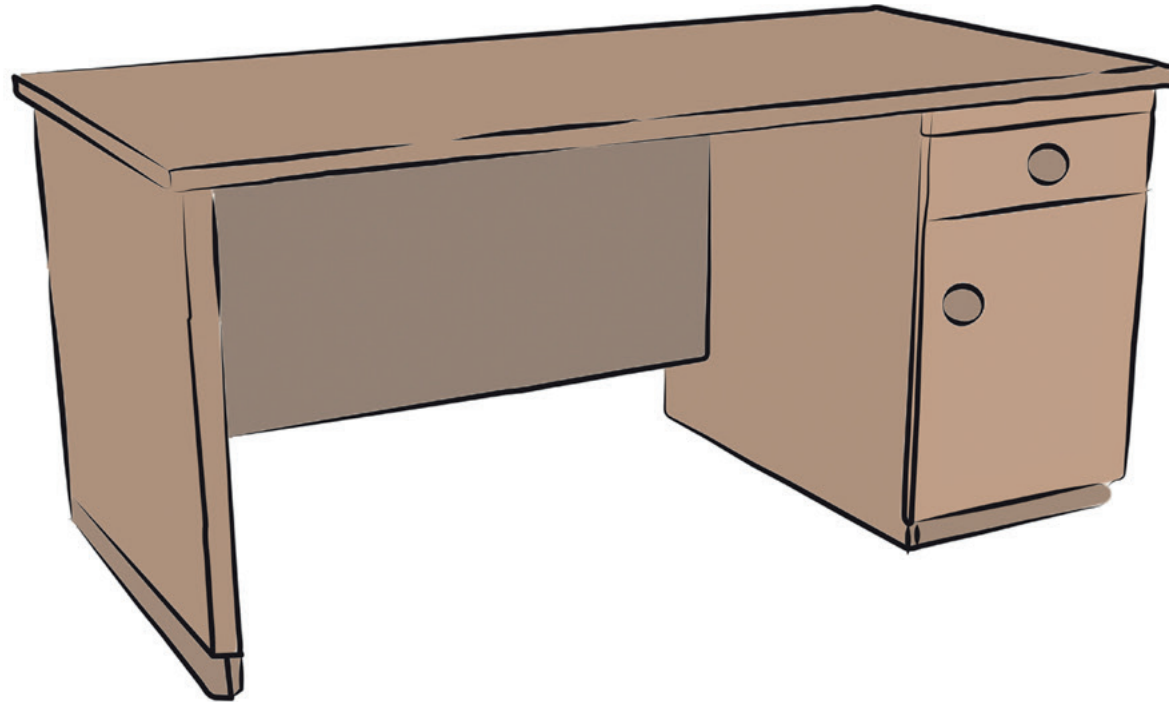
4. What Are Those Animals Doing On Our Furniture?



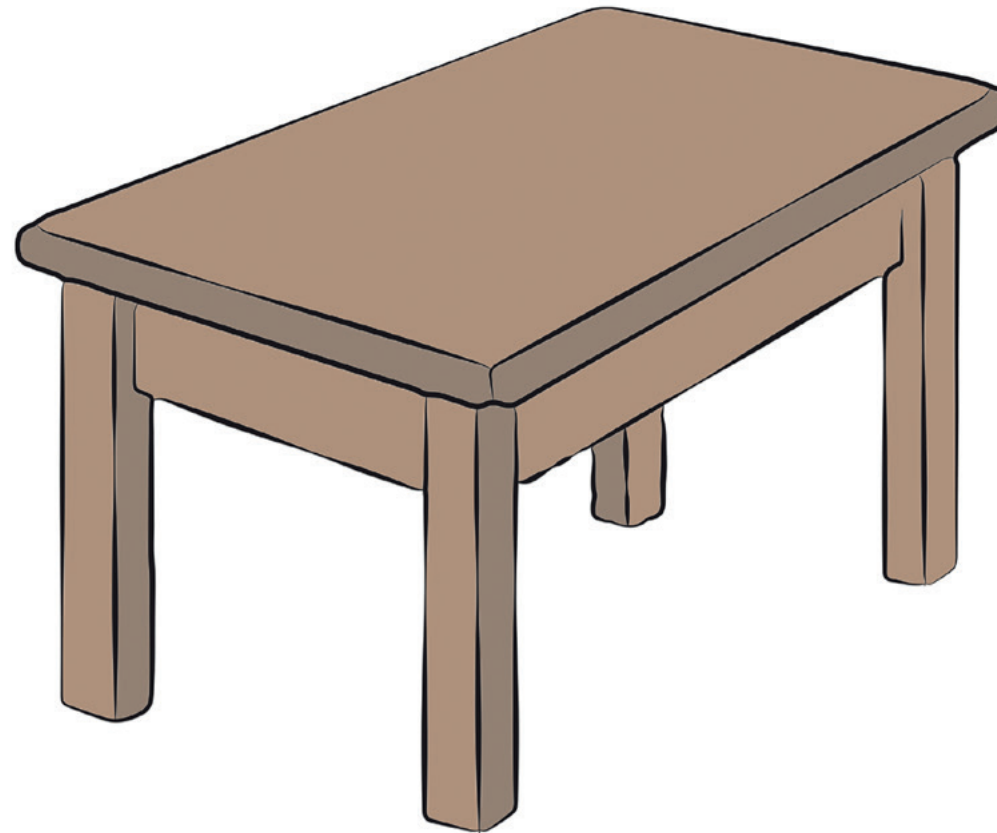
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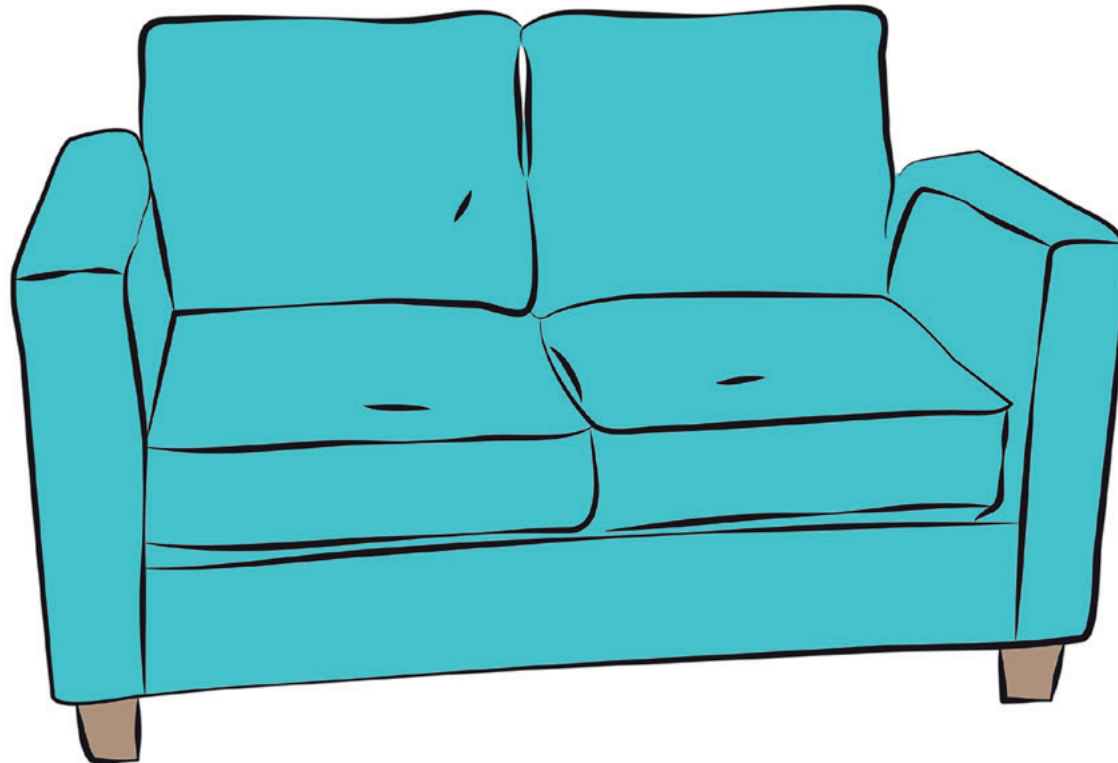
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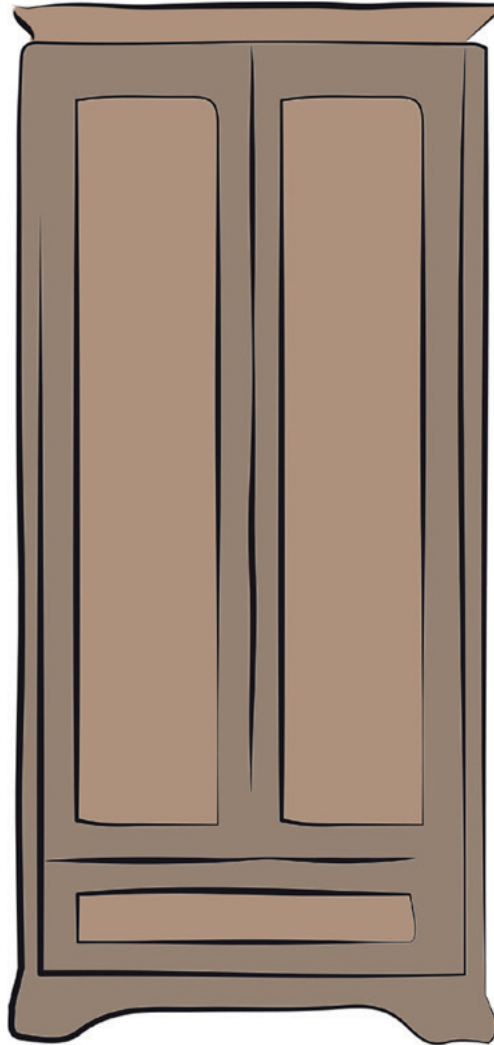
MONKEYS L3 A4

4. What Are Those Animals Doing On Our Furniture?

MED^oEL



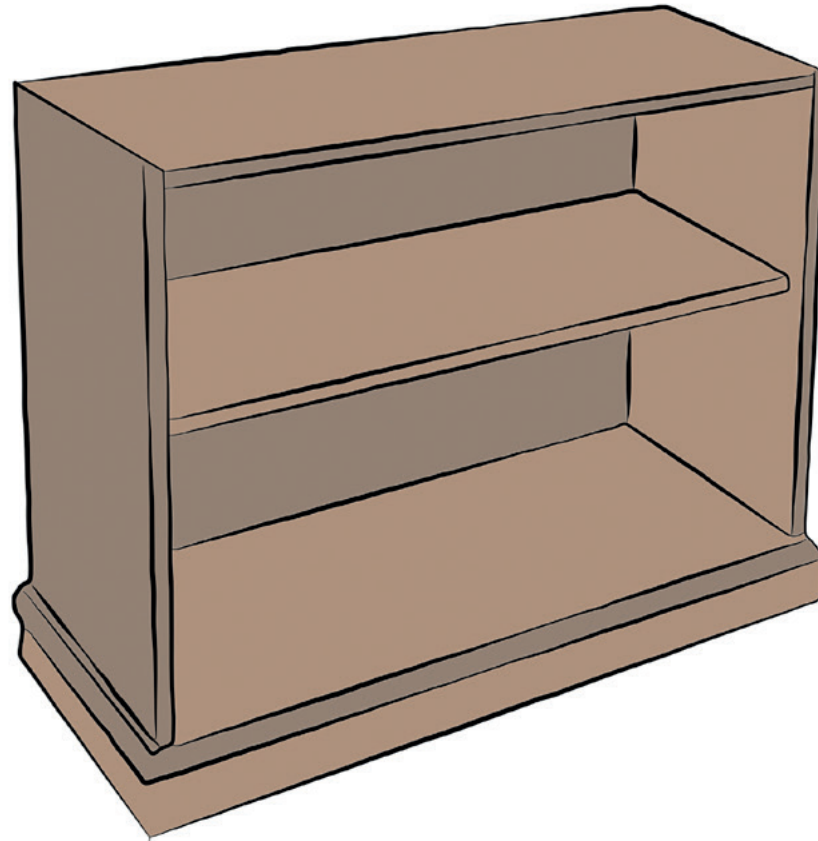
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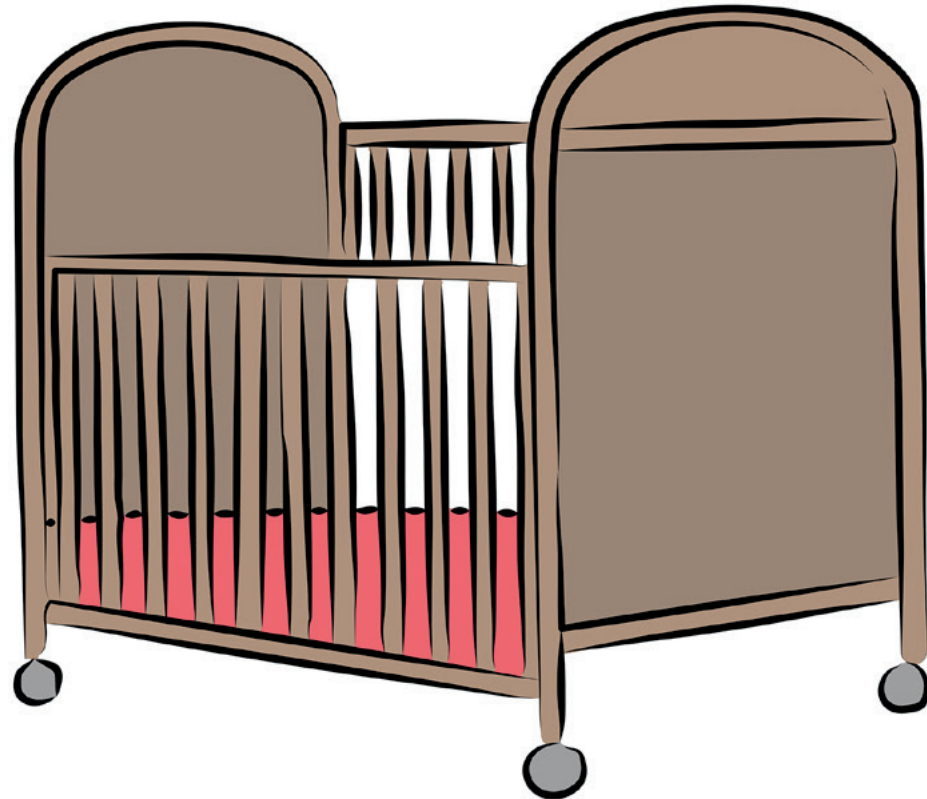
MONKEYS L3 A4

4. What Are Those Animals Doing On Our Furniture?

MED^oEL



4. What Are Those Animals Doing On Our Furniture?



4. What Are Those Animals Doing On Our Furniture?



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