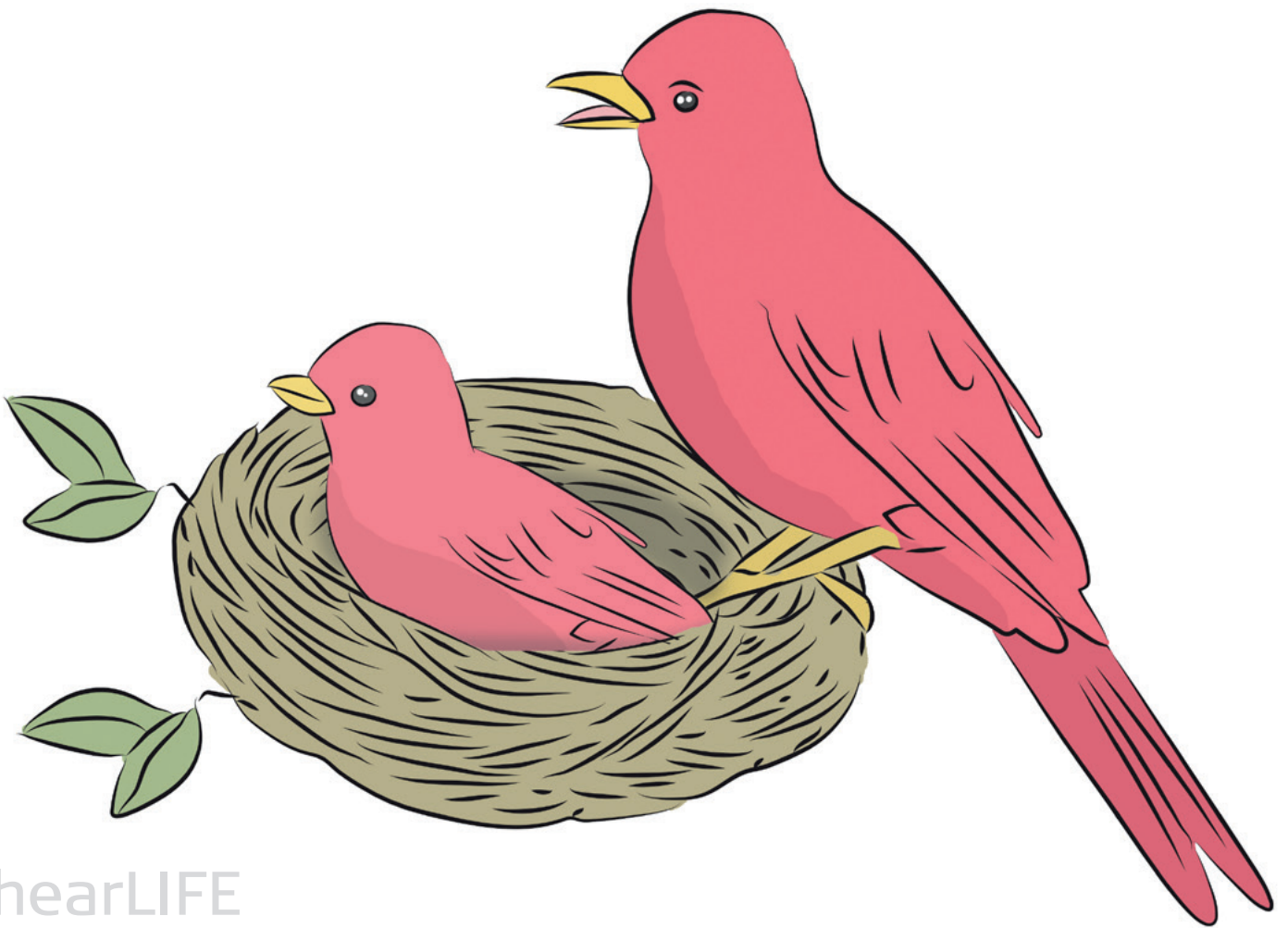


# Lesson Kits

## 13 BIRDS



hearLIFE

# Learn About the Lesson Plans

## Lesson Plan

Level 1, Level 2, Level 3

### 1. Two Little Baby Birds

Therapist Notes, Resources

### 2. Make a Bird

Therapist Notes, Resources

### 3. Hungry Bird

Therapist Notes, Resources

### 4. Listen Little Bird

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

			
<b>Level 1</b>	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.
<b>Level 2</b>	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	
<b>Level 3</b>	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<sup>o</sup>EL**

Date: .....

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

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

			
<b>BUILD A HOUSE</b> <b>RESOURCES</b> • 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
<b>WHO'S IN THE HOUSE?</b> <b>RESOURCES</b> • 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
<b>WHERE DOES IT GO?</b> <b>RESOURCES</b> • 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
<b>MY HOUSE</b> <b>RESOURCES</b> • My House L1 L2 L3 A4	• Attends to verbs: cut, fold, hold, push, count  • Attends to book	• Attempts to repeat one word from each page	• Joins in conversation about own house

The theme: the level

The activity name

What you need to do before the lesson

Step by step through the activity

Goal from lesson plan: example of skill

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

## MY HOUSE: LEVEL 1 THERAPIST NOTES

MED<sup>9</sup>EL

### 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

			
<b>TWO LITTLE BABY BIRDS</b>  <b>RESOURCES</b> • Birds L1 L2 L3 A1	• Follows a simple direction in a song	• Joins in a song with one word in a line	• Enjoys listening to rhyme
<b>MAKE A BIRD</b>  <b>RESOURCES</b> • Birds L1 L2 L3 A2	• Follows simple directions during craft	• Repeats or says one word; parts of a bird • Says some verbs	• Acknowledges others with greeting (role play)
<b>HUNGRY BIRD</b>  <b>RESOURCES</b> • Birds L1 A3	• Recalls one item (insect)	• Repeats or says one item	• Understands that 'food' can change the bird's affect (from hungry to not hungry)
<b>LISTEN LITTLE BIRD</b>  <b>RESOURCES</b> • Birds L1 L2 L3 A4	• Repeats Ling sounds	• Imitates one word from a sentence	• Responds to the 'listen' cue

Date: .....

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




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

			
<b>TWO LITTLE BABY BIRDS</b>  <b>RESOURCES</b> • Birds L1 L2 L3 A1	• Follows directions in a song	• Joins in a song with two words in a line	• Joins in with rhyming activities
<b>MAKE A BIRD</b>  <b>RESOURCES</b> • Birds L1 L2 L3 A2	• Follows directions during craft	• Repeats or says word combinations: bird + body part verb + body part	• Uses social language in role play
<b>HUNGRY BIRD</b>  <b>RESOURCES</b> • Birds L2 L3 A3	• Recalls two items (number + insect)	• Repeats or says two items	• Uses some words to describe understanding that 'food' can change the bird's affect (from hungry to not hungry)
<b>LISTEN LITTLE BIRD</b>  <b>RESOURCES</b> • Birds L1 L2 L3 A4	• Repeats Ling sounds	• Repeats two pieces of information from a sentence	• Relates experiences from own life

Date: .....

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

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

			
<b>TWO LITTLE BABY BIRDS</b>  <b>RESOURCES</b> • Birds L1 L2 L3 A1	• Joins in actions to follow directions during song	• Sings whole song	• Helps think of rhyming words
<b>MAKE A BIRD</b>  <b>RESOURCES</b> • Birds L1 L2 L3 A2	• Repeats directions for others to follow during craft	• Uses grammatical markers: · pronouns: my, your, its (or her/ his) · possessive marker: bird's	• Uses state of mind verbs in pretend play
<b>HUNGRY BIRD</b>  <b>RESOURCES</b> • Birds L2 L3 A3	• Recalls three items (insects)	• Uses complex verbs phrase: wants to eat	• Uses words to describe understanding that 'food' can change the bird's affect (from hungry to comfortable)
<b>LISTEN LITTLE BIRD</b>  <b>RESOURCES</b> • Birds L1 L2 L3 A4	• Repeats Ling sounds	• Repeats three pieces of information from a sentence	• Relates experiences from own life



## ACTIVITY

# 1. Two Little Baby Birds

## PREPARATION

Print resource onto lightweight card.

Cut along black lines around each bird (each participant in the lesson needs one red and one blue bird).

## RESOURCES

- Birds L1 L2 L3 A1
- Scissors and sticky tape

You are going to make finger puppets and sing a song.

1. Wrap the panel under each bird around the child's pointer fingers and tape in place to make the finger puppets. Repeat for each participant.
2. Demonstrate how to hold your arms out and fingers up and then sing the song below, performing the action described on the right for each line.

*Two little baby birds sitting on a wall*

*One named Penny*

*One named Paul*

*Fly away Penny*

*Fly away Paul*

*Come back Penny*

*Come back Paul*

bounce fingers up and down

wiggle left finger

wiggle right finger

left hand 'flies' away behind back

right hand 'flies' away behind back

left hand 'flies' back to the front

right hand 'flies' back to the front



## EXPECTED OUTCOMES

- Follows a simple direction in a song; e.g. put your arms out. Fly away.

## KEY STRATEGY

**AUDITORY SANDWICH (AND LISTENING FIRST):** The strategy of auditory sandwich helps the child attach meaning to the words they have heard by saying the words then adding a clue from another sense for example, a gesture, a touch, pointing. Follow the clue up with a repetition of the words to complete the sandwich to help consolidate the child's auditory comprehension skills. This strategy requires that the child use LISTENING FIRST so give each line of the song through listening alone and then demonstrate what to do, repeat the words again and then encourage the child to follow.



## EXPECTED OUTCOMES

- Joins in a song with one word in a line.

## KEY STRATEGY

**THE SAME THINKING PLACE & AUDITORY CLOSURE:** Bouncing and wiggling the fingers helps call the child's attention to the finger/fingers you are singing about. This is an example of how you pull the child into your 'thinking place'. Provide the language models, then the visual prompt, then say the beginning of the line again with the start of the wiggle and then wait for the child to attempt to complete the line. *One named Penny ... This one is Penny (wiggle) watch... One named Penny (wiggle), ok, your turn... One named...*



## EXPECTED OUTCOMES

- Enjoys listening to rhyme.

## KEY STRATEGY

**TALK TALK TALK:** History has references of nursery rhymes being sung by parents to children for centuries and songs are part of parenting practices in all cultures. Studies into the benefits of engaging children in learning nursery rhymes in early childhood give us rationale for including songs and rhymes in our therapy. Research has identified that children who had more practise at detecting rhyme experienced faster success in learning to read. In addition, songs with finger plays and actions supported the acquisition of phonological skills. Model how to highlight rhyming words through acoustic highlighting and also help parents/caregivers understand why we use songs so they will be more likely to repeat this activity at home. Work with the parent/caregiver to find names that are culturally appropriate. You could change where the birds are sitting e.g. *Carlos and Kate sitting on a gate* or *Henry and Bee sitting in a tree*.

## ACTIVITY

## 1. Two Little Baby Birds

## PREPARATION

Print resource onto lightweight card.

Cut along black lines around each bird (each participant in the lesson needs one red and one blue bird).

## RESOURCES

- Birds L1 L2 L3 A1
- Scissors and sticky tape

You are going to make finger puppets and sing a song.

1. Wrap the panel under each bird around the child's pointer fingers and tape in place to make the finger puppets. Repeat for each participant.
2. Demonstrate how to hold your arms out and fingers up and then sing the song below, performing the action described on the right for each line.

*Two little baby birds sitting on a wall*

*One named Penny*

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*Fly away Penny*

*Fly away Paul*

*Come back Penny*

*Come back Paul*

bounce fingers up and down

wiggle left finger

wiggle right finger

left hand 'flies' away behind back

right hand 'flies' away behind back

left hand 'flies' back to the front

right hand 'flies' back to the front



## EXPECTED OUTCOMES

- Follows directions in a song e.g. put both your arms out.

## KEY STRATEGIES

**ACOUSTIC HIGHLIGHTING:** Try to include a new concept or new vocabulary when you are giving each direction. Use acoustic highlighting to call attention to the word and help the child attach meaning to it by using the auditory sandwich strategy.

**AUDITORY SANDWICH:** The strategy of auditory sandwich helps the child attach meaning to the words they have heard by saying the words then adding a clue from another sense for example; a gesture, a touch, pointing. Follow the clue up with a repetition of the words to complete the sandwich to help consolidate the child's auditory comprehension skills. *Ready, put out both arms... See... both my arms. ... Put both your arms out.*



## EXPECTED OUTCOMES

- Joins in a song with two words in a line.

## KEY STRATEGIES

**THE SAME THINKING PLACE & AUDITORY CLOSURE:** Bouncing and wiggling the fingers helps call the child's attention to the finger/fingers you are singing about. This is an example of how you pull the child into your 'thinking place'. Provide the language models, then the visual prompt, then say the beginning of the line again with the start of the wiggle and then wait for the child to attempt to complete the line. *One named Penny ... This one is Penny (wiggle) watch... One named Penny (wiggle), ok, your turn... One ...*



## EXPECTED OUTCOMES

- Joins in with rhyming activity.

## KEY STRATEGY

**TALK TALK TALK:** History has references of nursery rhymes being sung by parents to children for centuries and songs are part of parenting practices in all cultures. Studies into the benefits of engaging children in learning nursery rhymes in early childhood give us the rationale for including songs and rhymes in our therapy. Research has identified that children who had more practise at detecting rhyme experienced faster success in learning to read. In addition, songs with finger plays and actions supported the acquisition of phonological skills. Model how to highlight rhyming words through acoustic highlighting and also help parents/caregivers understand why we use songs so they will be more likely to repeat this activity at home. Work with the parent/caregiver to find names that are culturally appropriate. You could change where the birds are sitting e.g. *Carlos and Kate sitting on a gate* or *Henry and Bee sitting in a tree*.

## ACTIVITY

# 1. Two Little Baby Birds

## PREPARATION

Print resource onto lightweight card.

Cut along black lines around each bird (each participant in the lesson needs one red and one blue bird).

## RESOURCES

- Birds L1 L2 L3 A1
- Scissors and sticky tape

You are going to make finger puppets and sing a song.

1. Wrap the panel under each bird around the child's pointer fingers and tape in place to make the finger puppets. Repeat for each participant.
2. Demonstrate how to hold your arms out and fingers up and then sing the song below, performing the action described on the right for each line.

*Two little baby birds sitting on a wall*

*One named Penny*

*One named Paul*

*Fly away Penny*

*Fly away Paul*

*Come back Penny*

*Come back Paul*

bounce fingers up and down

wiggle left finger

wiggle right finger

left hand 'flies' away behind back

right hand 'flies' away behind back

left hand 'flies' back to the front

right hand 'flies' back to the front



## EXPECTED OUTCOMES

- Joins in actions to follow directions during song.

## KEY STRATEGIES

**ACOUSTIC HIGHLIGHTING:** Try to include a new concept or new vocabulary when you are giving each direction. Use acoustic highlighting to call attention to the word and help the child attach meaning to it by using the auditory sandwich strategy.

**AUDITORY SANDWICH:** The strategy of auditory sandwich helps the child attach meaning to the words they have heard by saying the words then adding a clue from another sense for example; a gesture, a touch, pointing. Follow the clue up with a repetition of the words to complete the sandwich to help consolidate the child's auditory comprehension skills. *The bird on our left hand is named Penny. See, here's Penny (wiggle left hand) Ready to make your left hand fly away behind your back. Watch, fly away Penny (demonstrate). Your turn. Fly away Penny...*



## EXPECTED OUTCOMES

- Joins in a song whole song.

## KEY STRATEGIES

**THE SAME THINKING PLACE & AUDITORY CLOSURE:** Bouncing and wiggling the fingers helps call the child's attention to the finger/fingers you are singing about. This is an example of how you pull the child into your 'thinking place'. The actions can also act as a memory prompt for the child. Once you have sung this simple song a few times, see if the child can sing it by themselves. You might need to remind the child of the first word of the line and they can finish it off, or the level 3 listening child may even be able to complete the line with from the starting sound of the first word. The ability to guess a word from its initial sound is an important phonological awareness skill and this contributes to the acquisition of literacy skills.









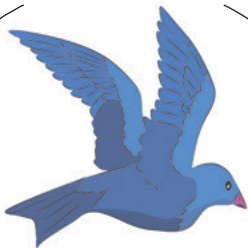









## EXPECTED OUTCOMES

- Joins in with rhyming activities.

## KEY STRATEGY

**TALK TALK TALK:** Research has identified that children who had more practise at detecting rhyme experienced faster success in learning to read. Model how to highlight rhyming words through acoustic highlighting and also help parents/caregivers understand why we use songs so they will be more likely to repeat this activity at home. Work with the parent/caregiver to find names that are culturally appropriate and swap the names (and position) in new versions of the song e.g. *Carlos and Kate sitting on a gate* or *Henry and Bee sitting in a tree*.

# 1. Two Little Baby Birds

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## ACTIVITY

## 2. Make a Bird

## PREPARATION

Print 4 copies of the resource onto lightweight card.  
Cut out the pieces.

## RESOURCES

- Birds L1 L2 L3 A2
- Stapler, glue, pens

With support the child will make a bird and then teach their parent/ caregiver to make one.

1. Give the child 2 of each shape and encourage them to pass 2 of each shape to their parent/caregiver. Talk about the shapes as you do.
2. For each of the steps below instruct the child and then encourage them to repeat the instructions for the parent/caregiver to follow.
3. Start with the feet and fold on the dotted line. Put glue on the inside of the little red squares and stick the legs together at the top.
4. Put glue on the outside of each leg on one of the little red squares and stick the upper leg to the inside of the bird's body, lining up the little red squares.
5. Line up the other half of the bird's body so the top of the legs are inside and staple in place along the short black lines.
6. Glue the head pieces together and on to the body by lining up the heart shapes.
7. Glue the tail pieces together and on to the body by lining up the star shapes.
8. Draw on eyes and wings.



## EXPECTED OUTCOMES

- Follows simple directions during craft e.g. put them together.

## KEY STRATEGIES

**LISTENING FIRST:** Use words before you point out the shapes or demonstrate what to do. *See the little squares... (point) we need to put them together (demonstrate). How about we use glue (show). Put glue in the middle (point).*

**COME CLOSE TO ME:** Sitting so the child is shoulder to shoulder between you and the parent/caregiver will help provide the best auditory signal. This also means that when it is the child's turn to give the instructions you can whisper the words for the child to repeat.



## EXPECTED OUTCOMES

- Repeats or says one word: parts of a bird e.g. body, tail, head, beak.
- Says some verbs e.g. turn, stick, push.

## KEY STRATEGIES

**TALK TALK TALK:** At every step talk about the pieces, what shape they are and what part of the bird's body they will be. You can talk about the small shapes used at the connecting guides and talk about how you can join the pieces together.

**WAIT WAIT & WAIT SOME MORE & SABOTAGE:** Be sure to leave WAIT TIME after you have provided the language models and encourage the parent/ caregiver to wait to hear a word (or approximation) from the child before they follow the instructions.



## EXPECTED OUTCOMES

- Acknowledges others with greeting (role play).

## KEY STRATEGY

**SAME THINKING PLACE:** When both birds are complete encourage the parent/caregiver to engage in role play using the birds. Encourage them to imagine what birds might say to each other when they meet and then explain how to follow the child's lead during play and provide the language that matches their thinking.

## ACTIVITY

## 2. Make a Bird

## PREPARATION

Print 4 copies of the resource onto lightweight card.  
Cut out the pieces.

## RESOURCES

- Birds L1 L2 L3 A2
- Stapler, glue, pens

With support the child will make a bird and then teach their parent/caregiver to make one.

1. Give the child 2 of each shape and encourage them to pass 2 of each shape to their parent/caregiver. Talk about the shapes as you do.
2. For each of the steps below instruct the child and then encourage them to repeat the instructions for the parent/caregiver to follow.
3. Start with the feet and fold on the dotted line. Put glue on the inside of the little red squares and stick the legs together at the top.
4. Put glue on the outside of each leg on one of the little red squares and stick the upper leg to the inside of the bird's body, lining up the little red squares.
5. Line up the other half of the bird's body so the top of the legs are inside and staple in place along the short black lines.
6. Glue the head pieces together and on to the body by lining up the heart shapes.
7. Glue the tail pieces together and on to the body by lining up the star shapes.
8. Draw on eyes and wings.



## EXPECTED OUTCOMES

- Follows directions during craft e.g. turn the circle over/ Put glue on the triangle.

## KEY STRATEGIES

**LISTENING FIRST:** Use words before you point out the shapes or demonstrate what to do. *See the little red squares... (point) we need to glue them together. Put glue on the inside (point). Now press them together (demonstrate).*

**COME CLOSE TO ME:** Sitting so the child is shoulder to shoulder between you and the parent/caregiver will help provide the best auditory signal. This also means that when it is the child's turn to give the instructions you can whisper the words for the child to repeat.



## EXPECTED OUTCOMES

- Repeats or says word combinations:
  - bird + body part e.g. bird's head
  - verb + body part e.g. stick the legs

## KEY STRATEGIES

**TALK TALK TALK:** At every step talk about the pieces, what shape they are and what part of the bird's body they will be. You can talk about the small shapes used at the connecting guides and talk about how you can join the pieces together.

**WAIT WAIT & WAIT SOME MORE & EXPANSION & EXTENSION:** Be sure to leave WAIT TIME after you have provided the language models and encourage the parent/caregiver to wait to hear the words from the child before they follow the instructions. Model how to expand and extend what the child says to repeat back a more complete or complex direction.



## EXPECTED OUTCOMES

- Uses social language in role play.

## KEY STRATEGY

**SAME THINKING PLACE:** When both birds are complete encourage the parent/caregiver to engage in role play using the birds. Maybe the parent/caregiver can name their bird after one of the child's friends and model how to greet and chat with their friend.

## ACTIVITY

## 2. Make a Bird

## PREPARATION

Print 4 copies of the resource onto lightweight card.  
Cut out the pieces.

## RESOURCES

- Birds L1 L2 L3 A2
- Stapler, glue, pens

With support the child will make a bird and then teach their parent/caregiver to make one.

1. Give the child 2 of each shape and encourage them to pass 2 of each shape to their parent/caregiver. Talk about the shapes as you do.
2. For each of the steps below instruct the child and then encourage them to repeat the instructions for the parent/caregiver to follow.
3. Start with the feet and fold on the dotted line. Put glue on the inside of the little red squares and stick the legs together at the top.
4. Put glue on the outside of each leg on one of the little red squares and stick the upper leg to the inside of the bird's body, lining up the little red squares.
5. Line up the other half of the bird's body so the top of the legs are inside and staple in place along the short black lines.
6. Glue the head pieces together and on to the body by lining up the heart shapes.
7. Glue the tail pieces together and on to the body by lining up the star shapes.
8. Draw on eyes and wings.



## EXPECTED OUTCOMES

- Repeats directions for others to follow during craft.

## KEY STRATEGY

**BUILD AUDITORY MEMORY & COME CLOSE TO ME:** Being able to remember directions of increasing length is an important skill for starting school. Sit so the child is shoulder to shoulder between you and the parent/ caregiver to provide the best auditory signal. Start the activity by saying a simple directions to practise the skill of 'tracking' or repeating back verbatim and as the child becomes more confident challenge them to repeat longer and more complex directions.



## EXPECTED OUTCOMES

- Uses grammatical markers:
  - pronouns: my, your, its (or her/his)
  - possessive marker: bird's

## KEY STRATEGIES

**TALK TALK TALK:** At every step talk about the pieces, what shape they are and what part of the bird's body they will be. You can talk about the small shapes used at the connecting guides and talk about how you can join the pieces together.

**EXPANSION & EXTENSION & ACOUSTIC HIGHLIGHTING:** Be sure to leave WAIT TIME after you have provided the language models and encourage the parent/ caregiver to wait to hear the words from the child before they follow the instructions. Repeat the child's utterance adding acoustic highlighting on any grammatical markers the child missed and wait again to encourage them to have another go.



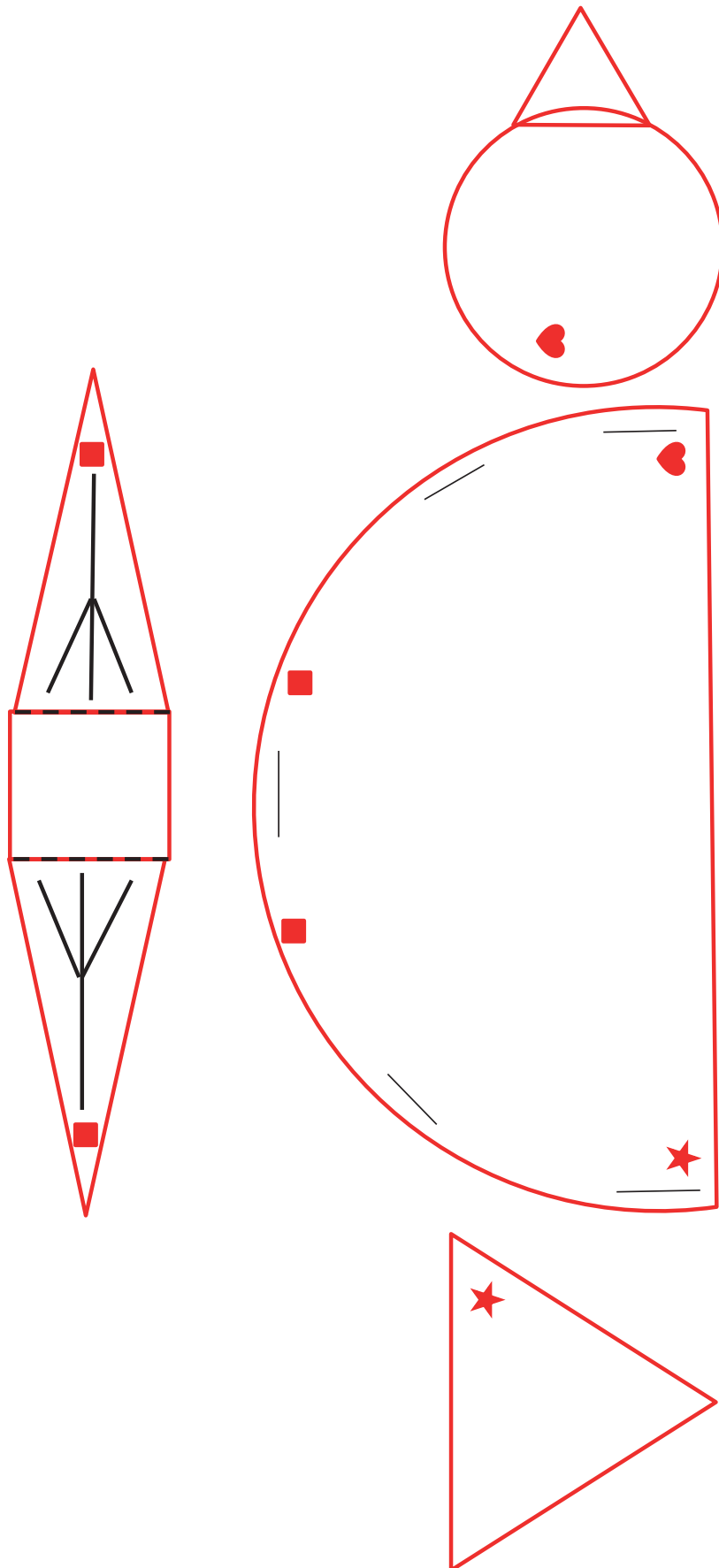
## EXPECTED OUTCOMES

- Uses state of mind verbs in pretend play.

## KEY STRATEGY

**SAME THINKING PLACE:** When both birds are complete encourage the parent/caregiver to engage in role play using the birds using state of mind verbs. These verbs, such as think, feel, guess, help the child develop their understanding of how other people think and feel. *I feel hungry. I think I will look for food. Guess what my favourite is?*

## 2. Make a Bird





## ACTIVITY

# 3. Hungry Bird

## PREPARATION

Print Birds L1 A3 onto lightweight card.

You are going to feed your birds.

1. Together with the child cut out the bugs on Birds L1 A3.
2. Shuffle the bug cards and place them face down on the table.
3. Open up the pocket formed by the 2 half circles of the body of the bird from activity 2. You will put the bugs in here as the bird 'eats' them.
4. Encourage the parent/caregiver to go first. Take a card, talk about it, then show it, then talk about it again as they feed it to their bird.
5. Then encourage the child to take a card, talk about it and then feed it to their bird.
6. Repeat until all cards are 'eaten'.

## RESOURCES

- Birds L1 A3
- The bird you made in activity 2
- Scissors



## EXPECTED OUTCOMES

- Recalls one item (insect).

## KEY STRATEGIES

**TALK TALK TALK:** Children need to hear words many times before new words become part of their spontaneous expressive vocabulary. Encourage parents to repeat vocabulary (many times) in meaningful contexts to help the child build the associations that will assist in helping the child store new words.

**AUDITORY MEMORY:** The ability to repeat, or recall one item is the beginning of the development of the child's auditory memory. This skill, while it does not demonstrate comprehension, contributes to the child's overall ability to attend to and remember language. If you want to check the child's AUDITORY COMPREHENSION, play the game a different way; play out all the bug cards on the table and ask the parent/caregiver to say which bug their bird wants to eat and encourage the child to find it.



## EXPECTED OUTCOMES

- Repeats or says one item: e.g. ladybug, butterfly.

## KEY STRATEGY

**ACOUSTIC HIGHLIGHTING & WAIT WAIT & WAIT SOME MORE:** Encourage the parent/caregiver to talk about their card, using a short sentence with acoustic highlighting on the name of the bug and then wait before showing the card. Parents and caregivers need practise to develop their 'waiting with expectation' look. Coach them on how to achieve this by whispering suggestions. *Great acoustic highlighting on worm, now lean in, smile and nod to show how you are expecting the word repeated, then show the card.*



## EXPECTED OUTCOMES

- Understands that 'food' can change the bird's affect (from hungry to not hungry).

## KEY STRATEGY

**AUDITORY HOOKS:** Imagine the sound a hungry young bird makes. Can you make that sound? That sound is an auditory hook. You can use it to grab a child's auditory attention and it has the added benefit of exaggerated suprasegmentals that carry information about emotions. "Squawk" like a hungry bird and then "tweet" like a content bird after you feed the bird to help the child understand the affect changes and cause and effect.

## ACTIVITY

# 3. Hungry Bird

## PREPARATION

Print Birds L2 L3 A3 onto lightweight card.

You are going to feed your birds.

1. Together with the child cut out the bugs on Birds L2 L3 A3.
2. Shuffle the bug cards and place them face down on the table.
3. Open up the pocket formed by the 2 half circles of the body of the bird from activity 2. You will put the bugs in here as the bird 'eats' them.
4. Encourage the parent/caregiver to go first. Take a card, talk about it (say number and insect), then show it and talk about it again as they feed it to their bird.
5. Then encourage the child to take a card, talk about it and then feed it to their bird.
6. Repeat until all cards are 'eaten'.
7. See how many of the insects in your bird you can remember without looking at the cards.

## RESOURCES

- Birds L2 L3 A3
- The bird you made in activity 2
- Scissors



## EXPECTED OUTCOMES

- Recalls two items (number + insect) e.g. 5 grasshoppers.

## KEY STRATEGIES

**TALK TALK TALK:** Children need to hear words many times before new words become part of their spontaneous expressive vocabulary. Encourage parents to repeat the vocabulary on their card and then WAIT to encourage the child to repeat it before showing the card.

**AUDITORY MEMORY:** The ability to repeat, or recall two pieces of information contributes to the development of the child's auditory memory. Auditory memory is a significant contributor to the child's overall ability to attend to and remember language. At the end of the activity, when you are trying to recall all the insects inside your bird, model the technique of verbal rehearsal (saying the list over and over to aid retention.)



## EXPECTED OUTCOMES

- Repeats or says two items e.g. three caterpillars.

## KEY STRATEGY

**EXPANSION & EXTENSION & ACOUSTIC HIGHLIGHTING:** When it is the child's turn to talk about the card, listen carefully to what they say and think about how you can model a more complete sentence or how you can add another sentence element. For example if the child says "four fly" you could highlight the plural marker: *four flies*. Or add a verb: *Your bird is going to eat four flies*.



## EXPECTED OUTCOMES

- Uses some words to describe understanding that 'food' can change the bird's affect (from hungry to not hungry).

## KEY STRATEGY

**AUDITORY HOOKS:** Imagine the sound a hungry young bird makes. Use this sound as an auditory hook to grab a child's attention and then introduce language to talk about emotions. "Squawk", that bird sounds angry because it is hungry... tweet tweet... Now it's happy and cheerful because it is full.

## ACTIVITY

# 3. Hungry Bird

## PREPARATION

Print Birds L2 L3 A3 onto lightweight card.

You are going to feed your birds.

1. Together with the child cut out the bugs on Birds L2 L3 A3. As you cut them out talk about the insects, how many there are and add an adjective to describe each one.
2. Shuffle the bug cards and place them face down on the table.
3. Open up the pocket formed by the 2 half circles of the body of the bird from activity 2. You will put the bugs in here as the bird 'eats' them.
4. Encourage the parent/caregiver to go first. Take a card, talk about what the bird wants to eat (say number, the adjective and insect), then show it, and talk about it again as they feed it to their bird.
5. Then encourage the child to take a card, talk about what their bird wants to eat and then feed it to their bird.
6. Repeat until all cards are 'eaten'.
7. See how many of the insects in your bird you can remember without looking at the cards.

## RESOURCES

- Birds L2 L3 A3
- The bird you made in activity 2
- Scissors



## EXPECTED OUTCOMES

- Recalls three items ( number + adjective + insect) e.g. 5 jumpy grasshoppers.

## KEY STRATEGIES

**TALK TALK TALK:** Children need to hear words many times before they become part of their spontaneous expressive vocabulary. Encourage parents/caregivers to use new and more sophisticated adjectives to describe each insect, repeat the vocabulary in different sentences and then WAIT to encourage the child to repeat it before showing the card. *My bird wants to eat four annoying flies. Flies are so annoying when they buzz on our food. It's a good thing the bird is going to eat these four annoying flies.*

**AUDITORY MEMORY:** Auditory memory is a significant contributor to the child's overall ability to attend to and remember language. At the end of the activity, when you are trying to recall all the insects inside your bird, model the technique of verbal rehearsal (saying the list over, either out loud or 'under your breath', to aid retention.)



## EXPECTED OUTCOMES

- Uses complex verbs phrase: wants to eat.

## KEY STRATEGY

**EXPANSION & EXTENSION & ACOUSTIC HIGHLIGHTING:** The Level 3 listening child will be combining words into sentences. Encourage parents/caregivers to listen carefully to what their child says and repeat back what they say using acoustic highlighting on any grammatical markers that the child missed or adding a more advanced syntactic element. Child: *My bird want to eat 8 spiders.* Parent/caregiver: *Oh, your bird wants to eat 8 scary spiders.*



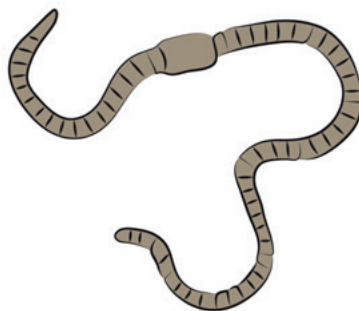
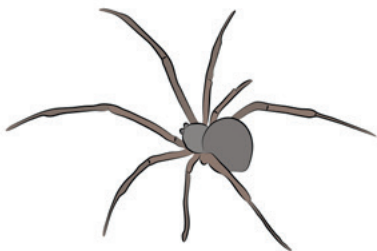
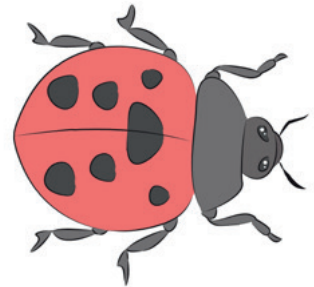
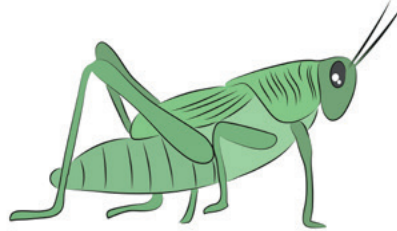
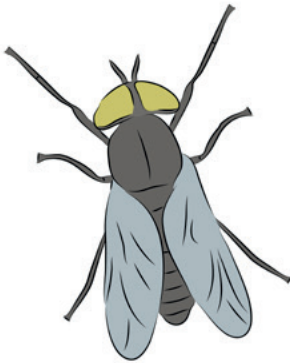
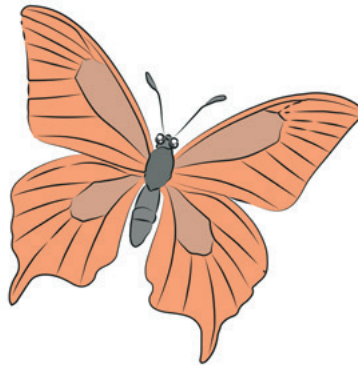
## EXPECTED OUTCOMES

- Uses words to describe understanding that 'food' can change the bird's affect.

## KEY STRATEGY

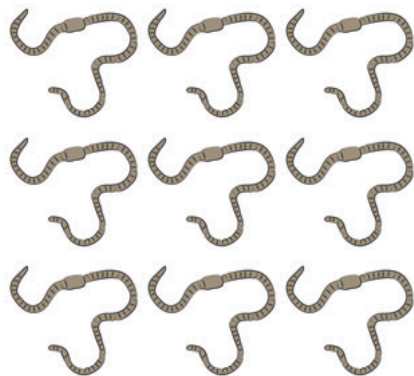
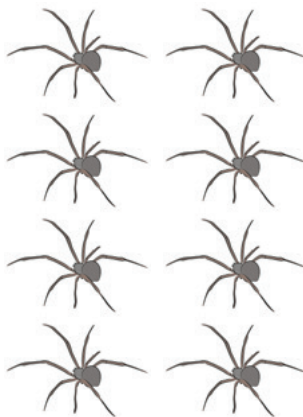
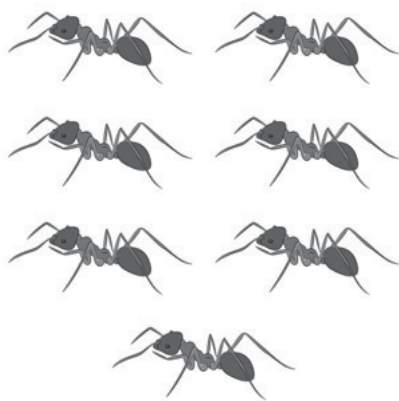
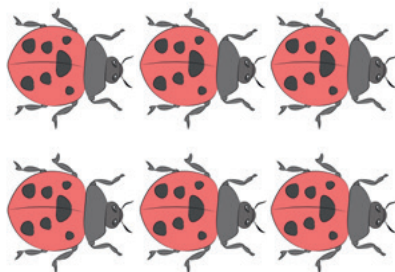
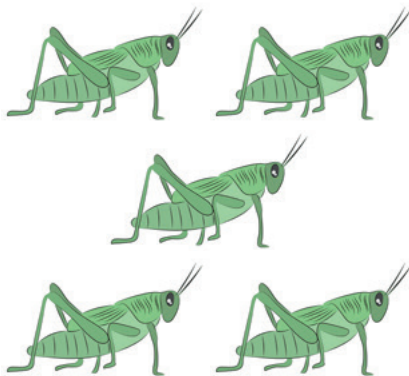
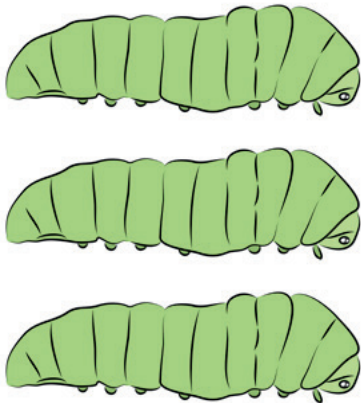
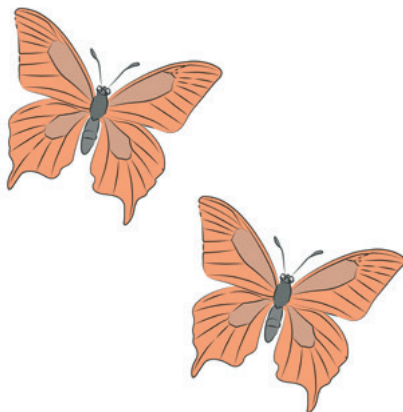
**AUDITORY HOOKS:** Imagine the sound a hungry young bird makes. Use this sound as an auditory hook to grab a child's attention and then introduce language to talk about emotions. "Squawk", that bird sounds angry because it is hungry.... tweet tweet... Now it's happy and cheerful because it is full.

### 3. Hungry Bird



Scissors

3. Hungry Bird



✂

## ACTIVITY

## 4. Listen Little Bird

## PREPARATION

Print the resources on to paper, choose 4 pages on one to make them smaller.  
Cut pages up and assemble book, staple together.

## RESOURCES

- Birds L1 L2 L3 A4
- Scissors and stapler

You are going to read a book together.

1. Introduce the book and talk about the title.
2. Turn to the first page and read "Listen little bird", pause then say the sound in the bubble.
3. Pause before you add "Tell me what you heard" and encourage the parent/caregiver to provide a model for imitating the Ling sound in the bubble and then wait for the child to repeat.
4. Peek at the next page and without showing the picture to the child read the words. Encourage the child to imitate one of the words.
5. Hand the book over to the parent/caregiver for them to take the lead on the remaining pages.



## EXPECTED OUTCOMES

- Repeats Ling sounds.

## KEY STRATEGY

**LISTENING FIRST & COME CLOSE TO ME:** The Ling Six Sound Test is a simple way to check if the child can hear the speech sounds that they need to build their listening and speaking skills. We do this as part of every lesson and parents/caregivers are encouraged to do the test every day at home. Children begin by being reinforced for showing a detection response to all the sounds and as soon as possible they are encouraged to imitate the sounds. It is important that the child learn to repeat these sounds through listening alone so when reading this book avoid lip reading clues while you are saying the sound by leaning very close to the child's audio processor. Do the first sound and pass the book over to the parent/caregiver so they can practise saying the Ling sounds. The Ling sounds should be presented at a normal conversation loudness.



## EXPECTED OUTCOMES

- Imitates one word from a sentence e.g. plane.

## KEY STRATEGIES

**ACOUSTIC HIGHLIGHTING:** Each explanation page (the page that describes what the bird heard) contains 3 pieces of information. This is too hard for the level 1 listener so when you say the sentence demonstrate to the parent how to use acoustic highlighting on just one piece of information. *It's a **plane** flying in the sky* (hold plane).

**WAIT WAIT WAIT & My VOICE MATTERS:** Indicate to child you are waiting for their vocal attempt before you show the picture on the page. Value their contribution by acknowledging their attempt, even if it was not a perfect match for your language models. *'ay'..... Yes, great talking... it is a **plane**.*



## EXPECTED OUTCOMES

- Responds to the 'listen' cue.

## KEY STRATEGY

**AUDITORY HOOK:** Hearing and listening are different. We can provide a child with technology to improve their hearing but listening is a skill that needs to be developed. In this book, the little bird is reminded to "listen" at the beginning of each Ling sound page. The word "listen" is an effective auditory hook because it can be used to grab auditory attention and also describes the required behaviour. Encourage parents/caregivers to use this hook to alert their child through words rather than tapping to get attention.

## ACTIVITY

# 4. Listen Little Bird

## PREPARATION

Print the resources on to paper, choose 4 pages on one to make them smaller.  
Cut pages up and assemble book, staple together.

## RESOURCES

- Birds L1 L2 L3 A4
- Scissors and stapler

You are going to read a book together.

1. Introduce the book and talk about the title.
2. Turn to the first page and read "Listen little bird", pause then say the sound in the bubble.
3. Pause again before you add "Tell me what you heard" and the child to imitate the Ling sound.
4. Peek at the next page and without showing the picture to the child read the words. Encourage the child to imitate some of the words then show the picture.
5. Hand the book over to the parent/caregiver for them to take the lead on the remaining pages.



## EXPECTED OUTCOMES

- Repeats Ling sounds.

## KEY STRATEGY

**LISTENING FIRST & COME CLOSE TO ME:** The Ling Six Sound Test is a simple way to check if the child can hear the speech sounds that they need to build their listening and speaking skills. We do this as part of every lesson and parents/caregivers are encouraged to do the test every day at home. Children begin by being reinforced for showing a detection response to all the sounds and as soon as possible they are encouraged to imitate the sounds. It is important that the child learn to repeat these sounds through listening alone so when reading this book avoid lip reading clues while you are saying the sound by leaning very close to the child's audio processor. As the child becomes more confident you can try saying the sounds from further away. Do the first sound and pass the book over to the parent/caregiver so they can practise saying the Ling sounds. The Ling sounds should be presented at a normal conversation loudness whether the speaker is close or far away.



## EXPECTED OUTCOMES

- Repeats two pieces of information from a sentence.

## KEY STRATEGIES

**ACOUSTIC HIGHLIGHTING:** Each explanation page (the page that describes what the bird heard) contains 3 pieces of information. For the level 2 listener when you say the sentence demonstrate to the parent/caregiver how to use acoustic highlighting on just two pieces of information. *It's a plane flying in the sky* (hold plane).

**EXPANSION & EXTENSION:** Whatever the child says in response, encourage the parent/caregiver to add acoustic highlighting on another part of the modelled sentence and wait again to give the child a chance at saying a more complex sentence. *Yes, it's a plane flying in the sky.*



## EXPECTED OUTCOMES

- Responds to the 'listen' cue.

## KEY STRATEGY

**AUDITORY HOOK:** Hearing and listening are different. We can provide a child with technology to improve their hearing but listening is a skill that needs to be developed. In this book, the little bird is reminded to "listen" at the beginning of each Ling sound page. The word "listen" is an effective auditory hook because it can be used to grab auditory attention and also describes the required behaviour. Encourage parents/caregivers to use this hook to alert their child through words rather than tapping to get attention.



## ACTIVITY

# 4. Listen Little Bird

## PREPARATION

Print the resources on to paper, choose 4 pages on one to make them smaller.  
Cut pages up and assemble book, staple together.

## RESOURCES

- Birds L1 L2 L3 A4
- Scissors and stapler

You are going to read a book together.

1. Introduce the book and talk about the title.
2. Turn to the first page and read "Listen little bird", pause then say the sound in the bubble.
3. Pause again before you add "Tell me what you heard" and the child to imitate the Ling sound.
4. Peek at the next page and without showing the picture to the child read the words. Encourage the child to imitate the words then show the picture.
5. Hand the book over to the parent/caregiver for them to take the lead on the remaining pages.



## EXPECTED OUTCOMES

- Repeats Ling sounds.

## KEY STRATEGIES

**LISTENING FIRST & COME CLOSE TO ME:** Parents/caregivers of level 3 listening child may need reminding of the importance of continuing the Ling sound test as a regular check that the child's hearing technology is still providing them with good access to all the speech sounds that they need to build their listening and speaking skills. We do the Ling sound test as part of every lesson and parents/caregivers are encouraged to do the test every day at home. It is important that the child repeat these sounds through listening alone so when reading this book avoid lip reading clues while you are saying the sound by leaning close to the child's audio processor or angling your face away from the child's line of sight. Do the first sound and pass the book over to the parent/caregiver so they can practise saying the Ling sounds. The Ling sounds should be presented at a normal conversation loudness whether the speaker is close or far away.



## EXPECTED OUTCOMES

- Repeats three pieces of information from a sentence.

## KEY STRATEGY

**ACOUSTIC HIGHLIGHTING & EXPANSION & EXTENSION:** Each explanation page (the page that describes what the bird heard) contains 3 pieces of information. Use acoustic highlighting to call attention to the information words, and wait to hear the child's imitation. Before you show the picture repeat what the child said adding stress to any grammatical elements the child might have missed. *Yes, It's a plane flying in the sky.*



## EXPECTED OUTCOMES

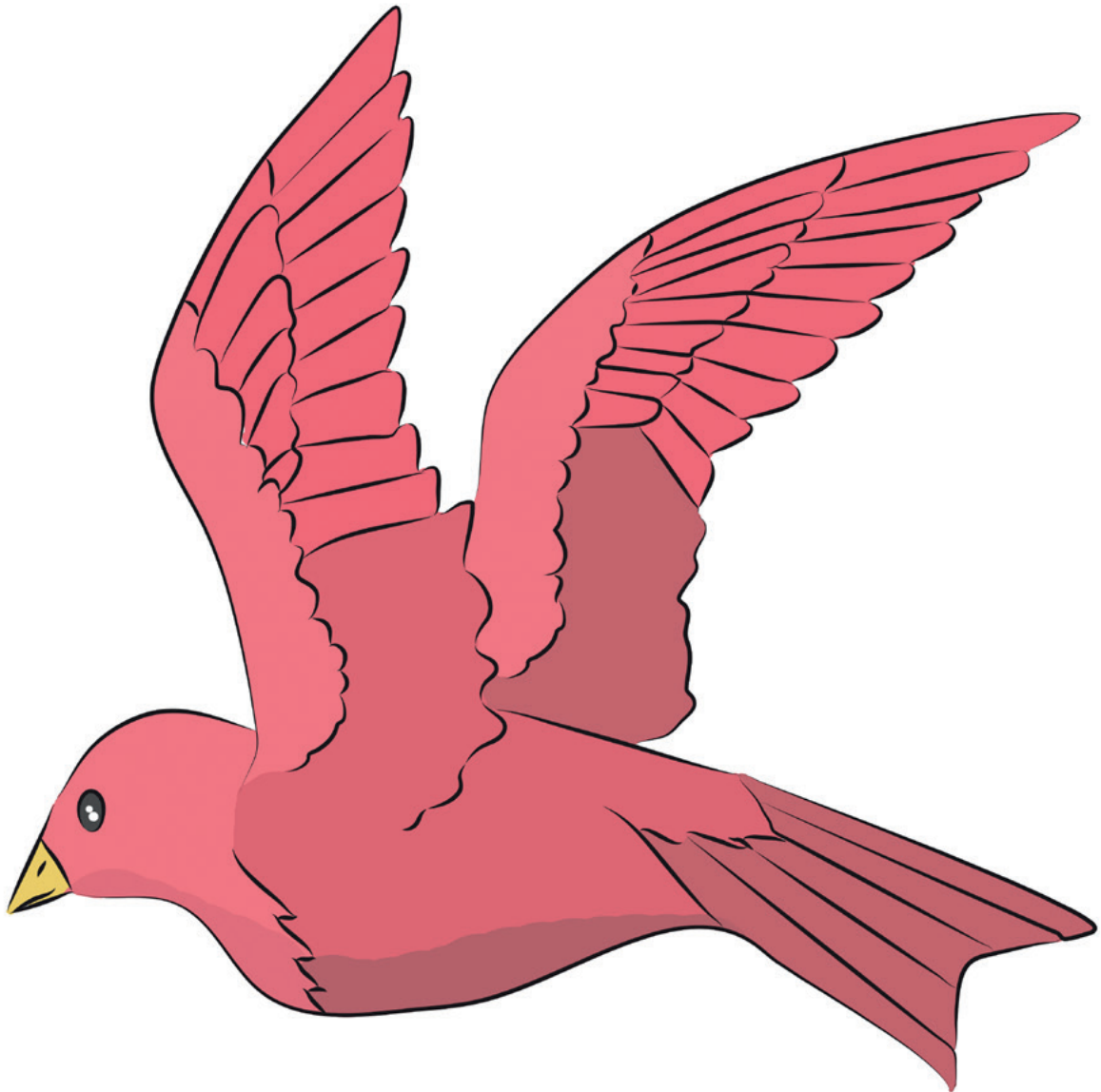
- Responds to the 'listen' cue.

## KEY STRATEGY

**AUDITORY HOOK:** Hearing and listening are different. We can provide a child with technology to improve their hearing but listening is a skill that needs to be developed. In this book, the little bird is reminded to "listen" at the beginning of each Ling sound page. The word "listen" is an effective auditory hook because it can be used to grab auditory attention and also describes the required behaviour. Encourage parents/ caregivers to use this hook to alert their child through words rather than tapping to get attention.



# Listen little bird





Listen little bird

aaah

Tell me what you heard.



It's a plane  
flying in the sky.



Listen little bird

shhh

Tell me what you heard.



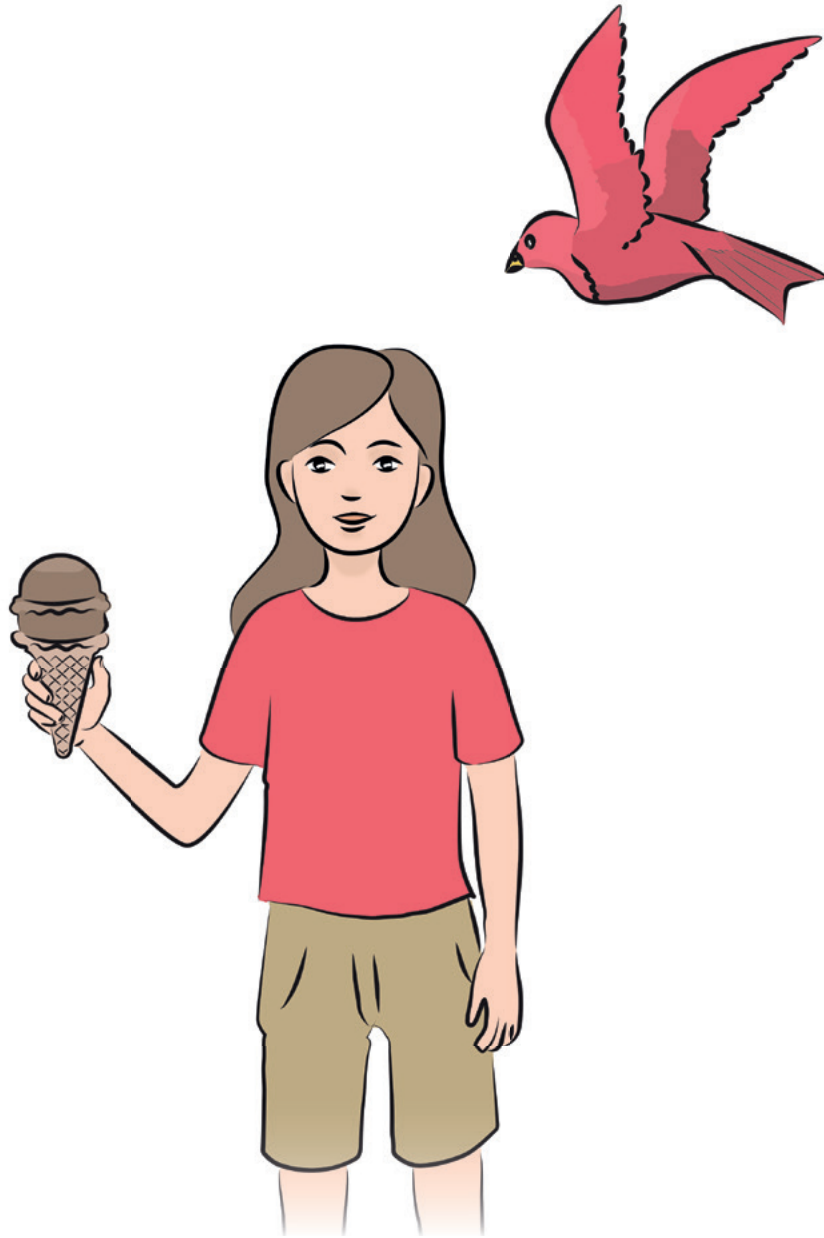
It's a fish  
splashing in the pond.



Listen little bird

mmm

Tell me what you heard.



It's a girl  
eating ice cream.

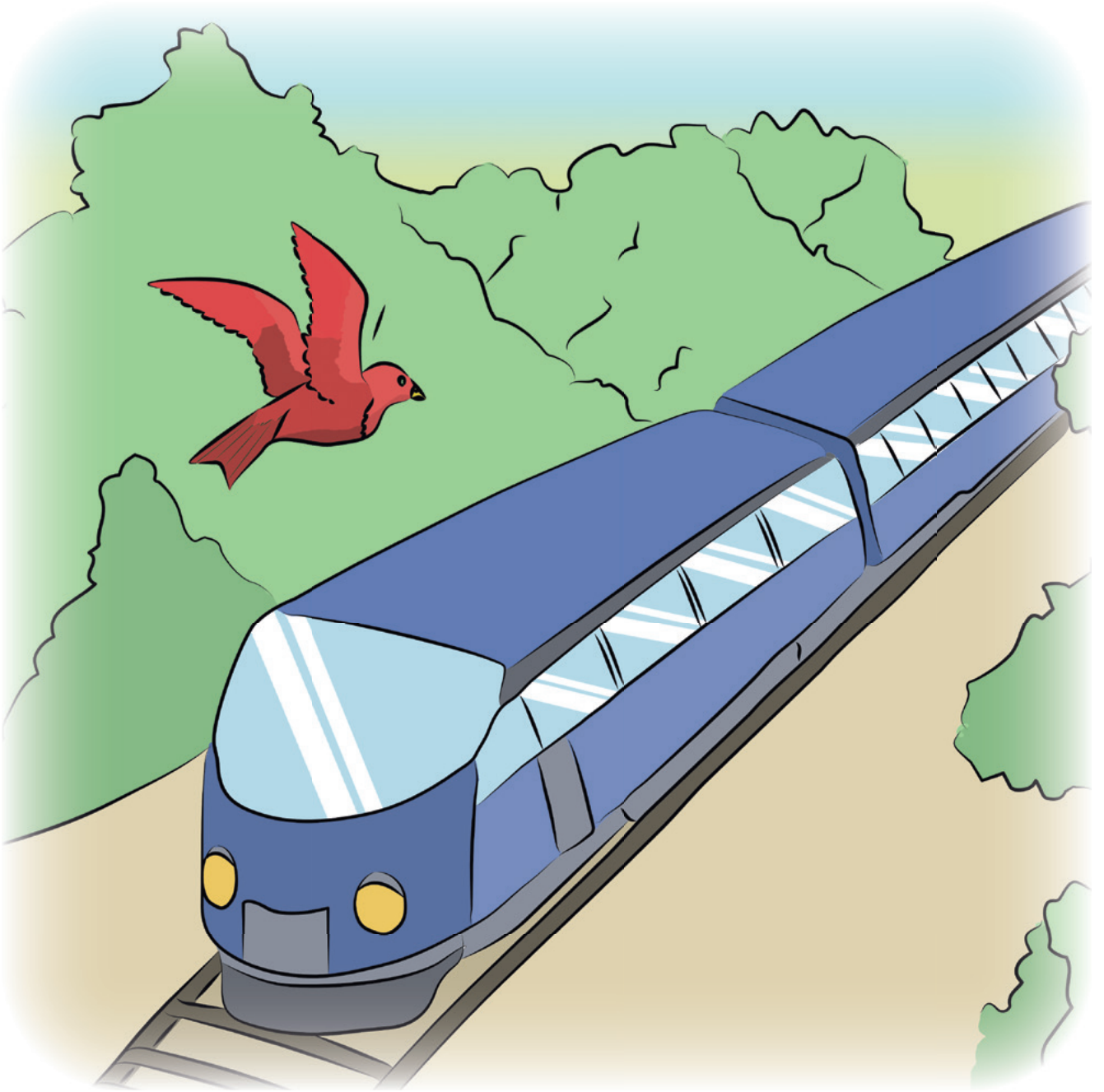


Listen little bird

ooo

Tell me what you heard.





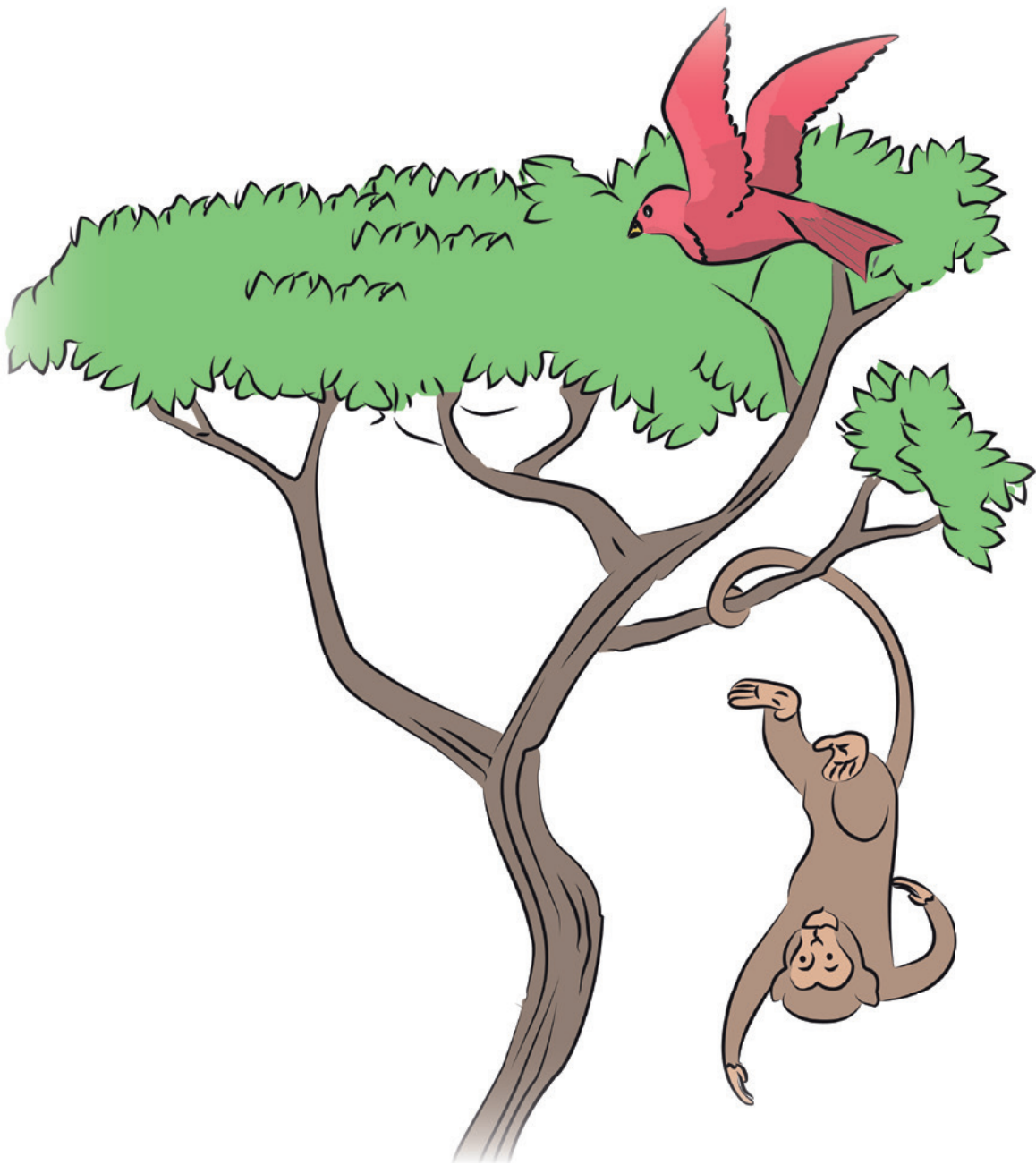
It's a train going by  
on a track.



Listen little bird

eee

Tell me what you heard.



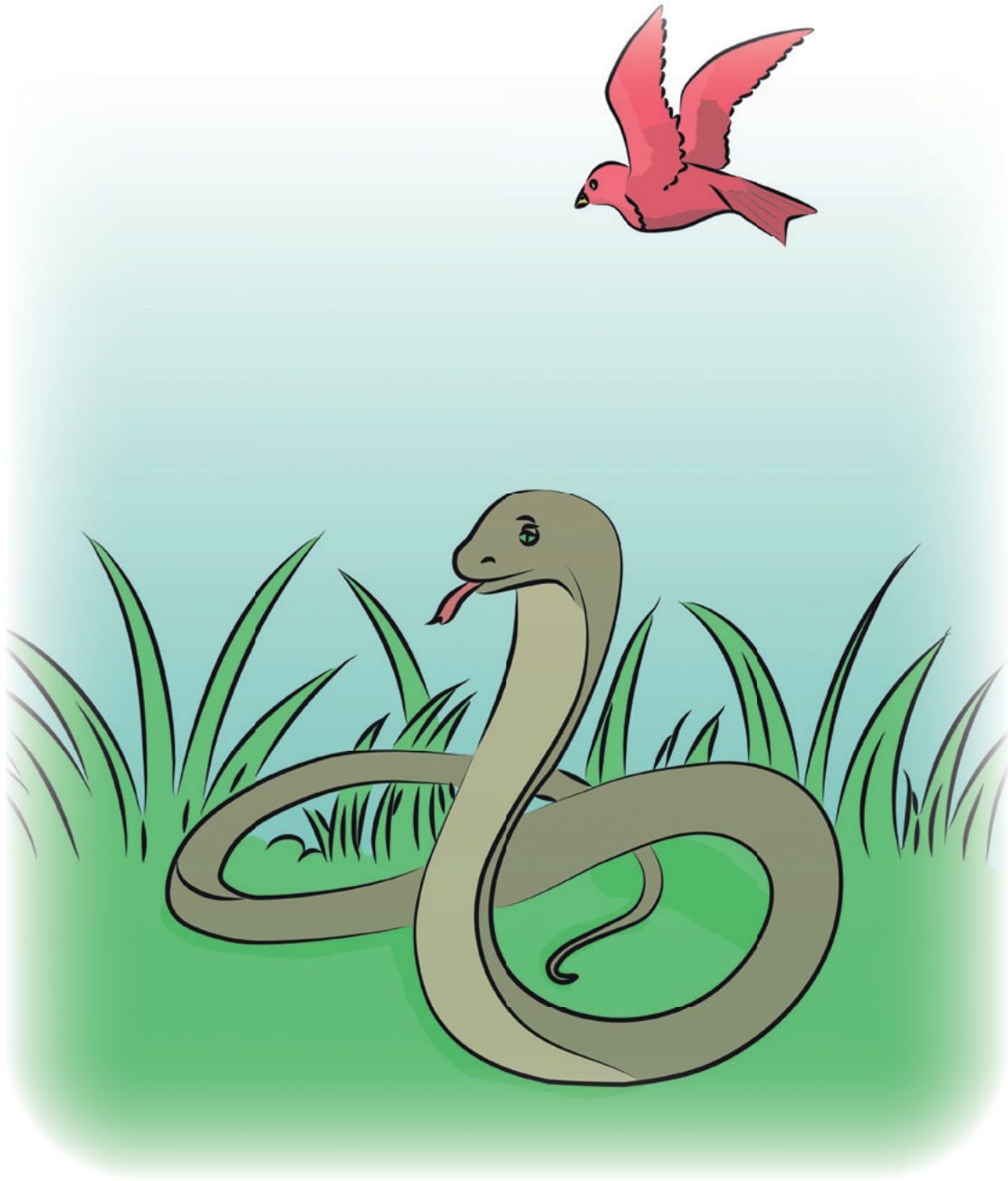
It's a monkey swinging  
in the tree.



Listen little bird

SSS

Tell me what you heard.



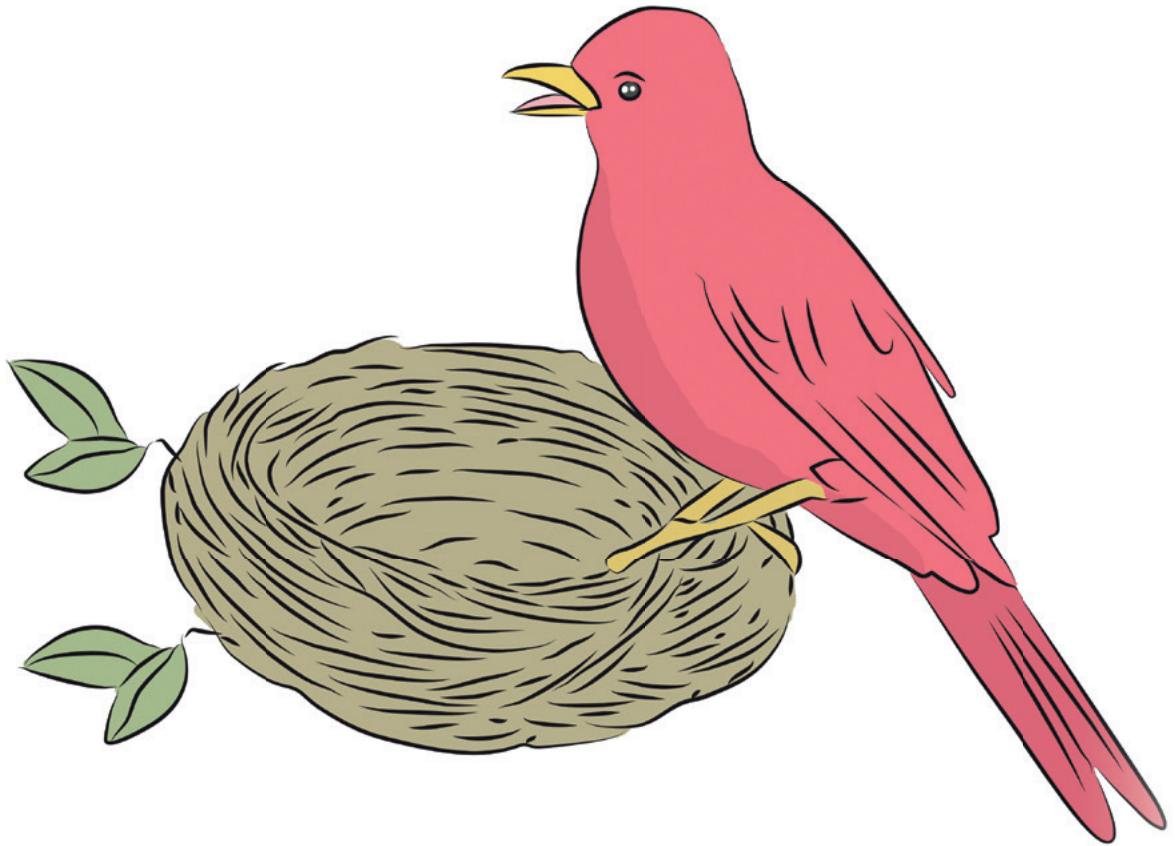
It's a snake hissing  
in the grass.



Listen little bird

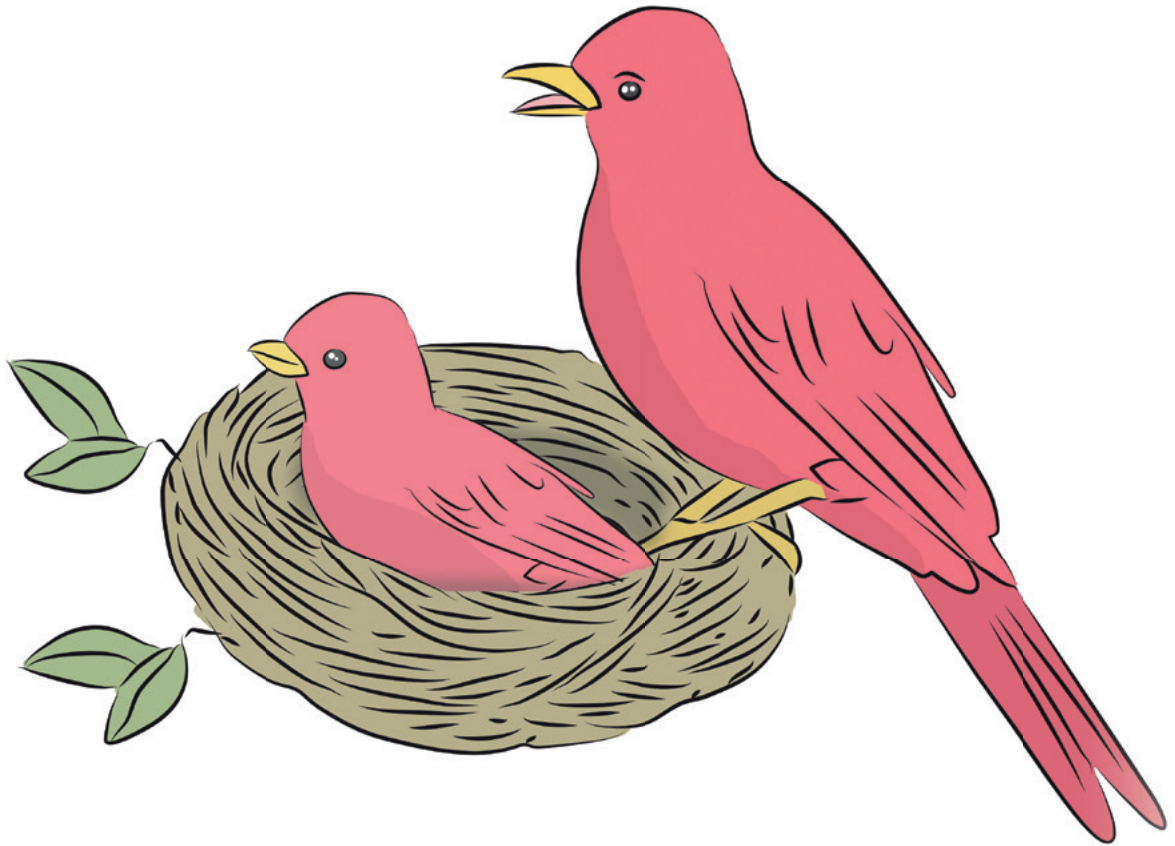
chirp  
chirp  
chirp

Tell me what you heard.



It's mama bird calling  
from the nest.





It's time to come back  
to rest.



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