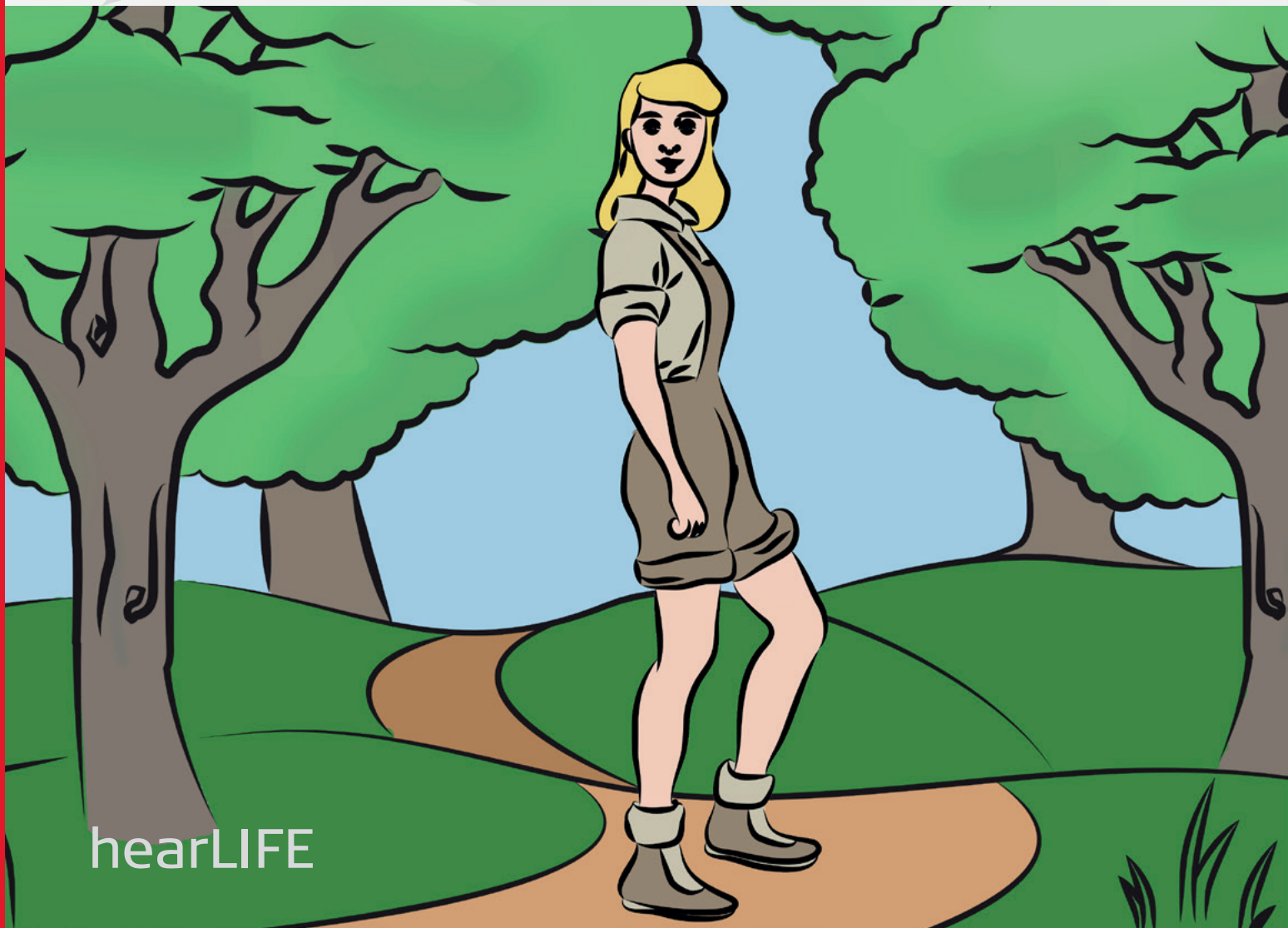


# Lesson Kits

14 NATURE



hearLIFE

# Learn About the Lesson Plans

## Lesson Plan

Level 1, Level 2, Level 3

### 1. I Have... Who Has...?

Therapist Notes, Resources

### 2. The Great Outdoors

Therapist Notes, Resources

### 3. 5 Senses in Nature

Therapist Notes, Resources

### 4. My Nature Collection

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>I HAVE... WHO HAS...?</b>  <b>RESOURCES</b> • Nature L1 A1	• Identifies 1 noun	• Uses specific nouns	• Understands that different people may use different words for some things
<b>THE GREAT OUTDOORS</b>  <b>RESOURCES</b> • Nature L1 L2 L3 A2	• Uses position words: here/ there • Understands some movement verbs	• Uses movement verbs	• Recognises and imitates different emotions during play
<b>5 SENSES IN NATURE</b>  <b>RESOURCES</b> • Nature L1 L2 L3 A3	• Understands 5 senses verbs	• Uses 5 senses verbs • Repeats or says object (of verb)	• Makes predictions
<b>MY NATURE COLLECTION</b>  <b>RESOURCES</b> • Nature L1 L2 L3 A4	• Repeats one word from each page	• Begins to count • Says nouns • Attends to adjectives	• Decides on a favourite

Date: .....

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




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

			
<b>I HAVE... WHO HAS...?</b>  <b>RESOURCES</b> • Nature L2 A1	• Identifies 2 items: number + noun	• Uses number + noun • Uses plurals	• Understands that different people may use different words for some things
<b>THE GREAT OUTDOORS</b>  <b>RESOURCES</b> • Nature L1 L2 L3 A2	• Repeats 2 nouns • Uses position words: · At the front/back/side	• Combines verb + object	• Talks about different emotions during play
<b>5 SENSES IN NATURE</b>  <b>RESOURCES</b> • Nature L1 L2 L3 A3	• Identifies 2 items: 5 senses verb + object	• Combines verb + object	• Can generate alternate responses to a question
<b>MY NATURE COLLECTION</b>  <b>RESOURCES</b> • Nature L1 L2 L3 A4	• Repeats adjective + noun	• Combines number + adjective + noun	• Talks about a favourite

Date: .....

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

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

			
<b>I HAVE... WHO HAS...?</b>  <b>RESOURCES</b> • Nature L3 A1	<ul style="list-style-type: none"> <li>Attends to the difference between singular and plural nouns</li> </ul>	<ul style="list-style-type: none"> <li>Uses singular and plural nouns correctly</li> <li>Uses statement and question combination</li> </ul>	<ul style="list-style-type: none"> <li>Understands that different people may use different words for some things</li> </ul>
<b>THE GREAT OUTDOORS</b>  <b>RESOURCES</b> • Nature L1 L2 L3 A2	<ul style="list-style-type: none"> <li>Understands and uses position words:               <ul style="list-style-type: none"> <li>In front of/behind/ between/beside</li> </ul> </li> <li>Identifies 3 pieces of information in a sentence</li> </ul>	<ul style="list-style-type: none"> <li>Combines verb + adverb + location</li> </ul>	<ul style="list-style-type: none"> <li>Asks about emotions during play</li> </ul>
<b>5 SENSES IN NATURE</b>  <b>RESOURCES</b> • Nature L1 L2 L3 A3	<ul style="list-style-type: none"> <li>Understands negatives: can/can not</li> </ul>	<ul style="list-style-type: none"> <li>Uses modal verb 'can' in sentences to describe sensory experiences</li> </ul>	<ul style="list-style-type: none"> <li>Uses state of mind verbs: think/guess</li> </ul>
<b>MY NATURE COLLECTION</b>  <b>RESOURCES</b> • Nature L1 L2 L3 A4	<ul style="list-style-type: none"> <li>Repeats 3 (to 4) items</li> </ul>	<ul style="list-style-type: none"> <li>Combines number + adjective (or partitive) + adjective + noun</li> </ul>	<ul style="list-style-type: none"> <li>Asks about a favourite</li> </ul>



## ACTIVITY

## 1. I Have... Who Has...?

## PREPARATION

Print resource on to lightweight card.

Cut along the solid black line.

## RESOURCES

- Nature L1 A1
- Scissors

You are going to play I have.... Who has...?

1. Help the child fold each card along the dotted line. Talk about the pictures as you do. Leave the cards so the "I have..." side faces up.
2. Combine the folded cards into a loose pile and deal them out. Leave the last card in the middle as the start card.
3. Pick up the start card and put it on your hand so the picture on the other side is hidden.
4. Read out the statement: "I have a ..." then turn the card over without showing the picture and read out the question: "Who has a ...?"
5. Whoever has that card picks it up and starts by saying: "I have a..." and then turns their card over to ask: "Who has a..."
6. The game finishes when all the cards are on the pile. Look at the card at the bottom of the pile (the start card) to find the answer to the last question.



## EXPECTED OUTCOMES

- Identifies 1 noun e.g. a tree.

## KEY STRATEGIES

**ACOUSTIC HIGHLIGHTING:** The targeted nouns are presented at the end of the statement and question. This means they are in the position of maximum acoustic highlighting. Pause after the noun in the statement before turning over the card and say the final noun in the question a little bit louder and slower. *Who has the **flower**?*

**LISTENING FIRST & AUDITORY SANDWICH:** Hiding the picture on the question side of the card encourages the child to attend to the information presented only through audition and allows you to perform ongoing diagnostic assessment. If the child can easily find who has the item then they are ready to try level 2. If they can't find it, help by offering a quick peek at the picture and then repeat the question to focus on listening again.



## EXPECTED OUTCOMES

- Uses specific nouns.

## KEY STRATEGIES

**MY VOICE MATTERS:** The level 1 child will not be able to produce the whole statement or question. They might be able to spontaneously repeat the noun from the statement and then the question or you might need to help by providing a model for them to copy. Understanding the expectation that they need to use their words to join in this game is important so praise the child's attempt.

**TALK TALK TALK:** Even though the level 1 child will not be able to produce complete statements and questions it remains important to model them. The child will be able to pick out the important information from the acoustic highlighting and the complete statements and questions provide context and a model of the next level of language.



## EXPECTED OUTCOMES

- Understands that different people may use different words for some things.

## KEY STRATEGY

**USE CHOICE:** Ask the child's parent/caregiver what they call specific items in a choice question. This helps the child learn vocabulary used more often in their family and introduces the child to the concept that things can be known by more than one label. *So mum, do you call this one a **stone** or a **pebble**?*

## ACTIVITY

## 1. I Have... Who Has...?

## PREPARATION

Print resource on to lightweight card.

Cut along the solid black line.

## RESOURCES

- Nature L2 A1
- Scissors

You are going to play I have.... Who has...?

1. Help the child fold each card along the dotted line. Talk about the pictures as you do. Leave the cards so the "I have...." side faces up.
2. Combine the folded cards into a loose pile and deal them out. Leave the last card in the middle as the start card.
3. Pick up the start card and put it on your hand so the picture on the other side is hidden.
4. Read out the statement: "I have ..." then turn the card over without showing the picture and read out the question "Who has ...?"
5. Whoever has that card picks it up and starts by saying: "I have ..." and then turns their card over to ask: "Who has ..."
6. The game finishes when all the cards are on the pile. Look at the card at the bottom of the pile (the start card) to find the answer to the last question.



## EXPECTED OUTCOMES

- Identifies 2 items: number + noun e.g. 2 trees.

## KEY STRATEGIES

**ACOUSTIC HIGHLIGHTING:** The noun is presented at the end of the statement and question. This means that it is in the position of natural maximum acoustic highlighting. Call attention to the number by saying it a little bit louder and slower than the final word. *Who has **three** rocks?*

**LISTENING FIRST & AUDITORY SANDWICH:** Hiding the picture on the question side of the card encourages the child to attend to the information presented only through audition and allows you to perform ongoing diagnostic assessment. If the child can easily find who has the item then they are ready to try level 3. If they can't find it, help by offering a quick peek at the picture and then repeat the question to focus on listening again.



## EXPECTED OUTCOMES

- Uses number + noun.
- Uses plurals.

## KEY STRATEGIES

**USE CHOICES:** We want to avoid repetitively asking the child questions that we already know the answer to because the child feels like they are living in a test zone, however we can use choice questions (to pretend) to seek clarification and model the language the child can use to check on what they have heard. *Did you say **two** trees or **three** trees?*

**COME CLOSE TO ME:** All the nouns in this level of this activity are plural, so the child will have many chances to hear this grammatical marker in context. Lean in to speak nice and close to the child's audio processors to give the best possible acoustic signal.



## EXPECTED OUTCOMES

- Understands that different people may use different words for some things.

## KEY STRATEGY

**USE CHOICE:** Ask the child's parent what they call specific items in a choice question. This helps the child learn vocabulary used more often in their family and introduces the child to the concept that things can be known by more than one label. *So mum, do you call this one a **stone** or a **pebble**?*

## ACTIVITY

## 1. I Have... Who Has...?

## PREPARATION

Print resource on to lightweight card.

Cut along the solid black line.

## RESOURCES

- Nature L3 A1
- Scissors

You are going to play I have.... Who has...?

1. Help the child fold each card along the dotted line. Talk about the pictures as you do. Call the child's attention to the fact that some picture show one object (singular noun) and some pictures show 2 objects (plural noun).
2. Leave the cards so the "I have...." side faces up.
3. Combine the folded cards into a loose pile and deal them out. Leave the last card in the middle as the start card.
4. Pick up the start card and put it on your hand so the picture on the other side is hidden.
5. Read out the statement: "I have ..." then turn the card over without showing the picture and read out the question: "Who has ...?"
6. Whoever has that card picks it up and starts by saying: "I have ..." and then turns their card over to ask: "Who has ..."
7. The game finishes when all the cards are on the pile. Look at the card at the bottom of the pile (the start card) to find the answer to the last question.



## EXPECTED OUTCOMES

- Attends to the difference between singular and plural nouns e.g. the tree versus the trees.

## KEY STRATEGIES

**ACOUSTIC HIGHLIGHTING:** Listening to and comprehending the difference between singular and plural nouns is a tricky audition skill and typically develops after the child begins to use plurals in their expressive speech. To help the child pay attention to this grammatical marker be sure to keep the determiner 'the' in all sentences and questions. This way the difference is only in the plural marker or absence of it. Add acoustic highlighting to the plural marker by saying it a little bit louder and longer than normal.

**LISTENING FIRST & AUDITORY SANDWICH:** Hiding the picture on the question side of the card encourages the child to attend to the information presented only through audition and allows you to perform ongoing diagnostic assessment. If the child can easily find who has the item, demonstrating they are attending to the plural marker, reduce the acoustic highlighting to make the task more challenging.



## EXPECTED OUTCOMES

- Uses singular and plural nouns correctly.
- Uses statement and question combination.

## KEY STRATEGIES

**USE CHOICES:** Use choice questions (to pretend) to seek clarification and model the language the child can use to check on what they have heard. *Did you say who has **the tree** or who has **the trees**?*

**EXPANSION & EXTENSION:** The goal here is for the level 3 child to produce first the sentence and then turn the card over to produce the question. After you have modelled this procedure a few times encourage the child to turn the card over and facilitate their spontaneous extension using the question with an encouraging nod.



## EXPECTED OUTCOMES

- Understands that different people may use different words for some things.

## KEY STRATEGY

**USE CHOICE:** Ask the child's parent what they call specific items in a choice question. This introduces the child to the concept that things can be known by more than one label. *So mum, do you call this one a **stone** or a **pebble**?*

## 1. I Have... Who Has...?

I have  . Who has  ?

a tree a leaf

I have  . Who has  ?

a leaf a stick

I have  . Who has  ?

a stick a river

I have  . Who has  ?

a river a flower

I have  . Who has  ?

a flower dirt

I have  . Who has  ?

dirt grass

## 1. I Have... Who Has...?

I have



grass

.

Who has



?

I have



a rock

.

Who has



?

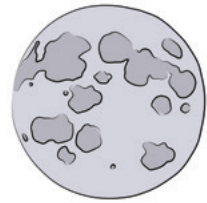
I have



the sun

.

Who has



?

I have



the moon

.

Who has



?

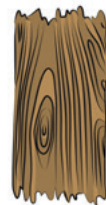
I have



seeds

.

Who has



?

I have



bark

.

Who has



?

a tree

## 1. I Have... Who Has...?


I have  . Who has  ?

I have  . Who has  ?



I have  . Who has  ?

I have  . Who has  ?



I have  . Who has  ?

I have  . Who has  ?

## 1. I Have... Who Has...?



I have  . Who has  ?

I have  . Who has  ?

I have  . Who has  ?






I have  . Who has  ?

I have  . Who has  ?

I have  . Who has  ?








## 1. I Have... Who Has...?

I have  . Who has   ?







2 trees 3 flowers

I have   . Who has  ?







3 flowers 2 flowers

I have  . Who has   ?






2 flowers 3 mushrooms

I have   . Who has   ?

3 mushrooms 3 leaves

I have   . Who has   ?

3 leaves 3 rocks

I have   . Who has  ?

3 rocks 2 leaves



## 1. I Have... Who Has...?

I have   . Who has   ?

2 leaves

2 rocks

I have   . Who has   ?

2 rocks

2 seeds

I have   . Who has   ?

2 flowers

2 sticks

I have   . Who has    ?

2 sticks

3 trees

I have    . Who has  ?

3 leaves

3 rivers

I have  . Who has  ?

3 rivers

2 rivers

## 1. I Have... Who Has...?

I have



2 rivers

Who has



2 pine cones

I have



2 pine cones

Who has



3 seeds

I have



3 seeds

Who has



2 mushrooms

I have



2 mushrooms

Who has



3 sticks

I have



3 sticks

Who has



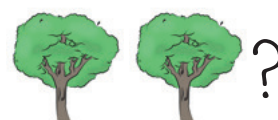
3 pine cones

I have



3 pine cones

Who has



2 trees

## 1. I Have... Who Has...?

I have  . Who has   ?

I have   . Who has  ?

I have  . Who has   ?

I have   . Who has   ?

I have   . Who has   ?

I have   . Who has  ?

## 1. I Have... Who Has...?

I have   . Who has   ?

I have   . Who has   ?

I have   . Who has   ?

I have   . Who has    ?

I have    . Who has  ?

I have  . Who has  ?

## 1. I Have... Who Has...?

I have



Who has



?

I have



Who has



?

I have



Who has



?

I have



Who has



?

I have



Who has



?

I have



Who has



?

## 1. I Have... Who Has...?

I have



the river

. Who has



?

the trees

I have



the trees

. Who has



?

the flowers

I have



the flowers

. Who has



?

the leaf

I have



the leaf

. Who has



?

the flower

I have



the flower

. Who has



?

the leaves

I have



the leaves

. Who has



?

the rocks

## 1. I Have... Who Has...?

I have . Who has  ?

the rocks

the stick

I have . Who has  ?

the stick

the sticks

I have . Who has  ?

the sticks

the seeds

I have . Who has  ?

the seeds

the rivers

I have . Who has  ?

the rivers


the rock

I have . Who has  ?

the rock

the mushrooms



## 1. I Have... Who Has...?

I have  . Who has  ?

the mushrooms the tree

I have  . Who has  ?



the tree the seed

I have  . Who has  ?

the seed the weeds

I have  . Who has  ?

the weeds the weed

I have  . Who has  ?

the weed the mushroom

I have  . Who has  ?

the mushroom the river



## 1. I Have... Who Has...?

I have



.

Who has



?

I have



.

Who has



?

I have



.

Who has



?

I have



.

Who has



?

I have



.

Who has



?

I have



.

Who has



?

## 1. I Have... Who Has...?

I have . Who has  ?

I have . Who has  ?

I have . Who has  ?



I have . Who has  ?


I have . Who has  ?


I have . Who has  ?

## 1. I Have... Who Has...?

I have  . Who has  ?

I have  . Who has  ?

I have  . Who has  ?

I have  . Who has  ?

I have  . Who has  ?

I have  . Who has  ?

## ACTIVITY

## 2. The Great Outdoors

## PREPARATION

Print the resource onto lightweight card, print 4 pages on one to make them smaller. Cut the pictures up.

You are going to make a nature diorama and then play in it with your small dolls.

1. Fold each picture so the white at the bottom of each image is tucked under.
2. Cut the folded under white section in the middle, from the bottom up to the fold to create 2 tabs.
3. Fold one tab forward and one backwards so you can tape these flat onto the box.
4. Choose a picture to start with. Talk about what it is and decide where to put it.
5. Tape it in position. Repeat with all remaining (or desired) pictures.
6. Choose a small doll each. Take turns talking about where your doll will go and what it will do.

## RESOURCES

- Nature L1 L2 L3 A2
- Scissors, sticky tape
- A large box
- A small doll for each person in the activity



## EXPECTED OUTCOMES

- Uses position words: here/ there.
- Understands some movement verbs: e.g. hop, run.

## KEY STRATEGIES

**USE CHOICES:** Provide models of position words in choice questions as you build your diorama to help the child attach meaning to new words or to consolidate the nature vocabulary. *Do you want to put this **there**, or **here**? We could put this near the **tree** or near the **river**?*

**LISTENING FIRST:** When you take turns with your small dolls talk about how your doll will move first, before you move it. *My doll is going to the cave. Watch her **run**.*



## EXPECTED OUTCOMES

- Uses movement verbs: e.g. run, hop, walk, skip, crawl, slide, roll.

## KEY STRATEGIES

**TALK TALK TALK:** Talk about all the different ways the dolls can move and demonstrate them. Think of as many as you can, using LISTENING FIRST before you demonstrate. Use lots of repetition to help the child store the words in their memory.

**SABOTAGE:** When it is the child's turn to move their doll, position the doll just out of reach or gently hold on to the doll with the child until they have used a word to describe how the doll will move. You might need to model a suggestion for them to repeat. *Do you think your doll might **walk**?*



## EXPECTED OUTCOMES

- Recognises and imitates different emotions during play.

## KEY STRATEGY

**AUDITORY HOOKS:** Use some exclamations to add some drama to your pretend play with the small dolls. Exclamations or auditory hooks contain exaggerated suprasegmentals which help the child understand the emotional content of a message. *Weeee, look at me slide. Huff Huff Huff, I'm so tired. Uh Oh, I'm lost!*

## ACTIVITY

## 2. The Great Outdoors

## PREPARATION

Print the resource onto lightweight card, print 4 pages on one to make them smaller. Cut the pictures up.

You are going to make a nature diorama and then play in it with your small dolls.

1. Fold each picture so the white at the bottom of each image is tucked under.
2. Cut the folded under white section in the middle, from the bottom up to the fold to create 2 tabs.
3. Fold one tab forward and one backwards so you can tape these flat onto the box.
4. Choose 2 pictures to start with and encourage the child to find them for you. Talk about what they are and decide where to put them.
5. Tape them in position. Repeat with all remaining pictures, two at a time.
6. Choose a small doll each. Take turns talking about where your doll will go and what it will do.

## RESOURCES

- Nature L1 L2 L3 A2
- Scissors, sticky tape
- A large box
- A small doll for each person in the activity



## EXPECTED OUTCOMES

- Repeats 2 nouns: e.g. a rock and a river.
- Uses position words: e.g. front/ back/ side.

## KEY STRATEGIES

**BUILD AUDITORY MEMORY:** When you make your choice, use two hands to show the child you need them to find two pictures for you. Perhaps the child can find only one... place the one back on the table and say both nouns again with acoustic highlighting on the one missed.

**USE CHOICES:** Provide models of position words in choice questions as you build your diorama to help the child attach meaning to new words or to consolidate the nature vocabulary. *Do you want to put this in front of the tree or at the back of the tree?*



## EXPECTED OUTCOMES

- Combines verb + object (location).

## KEY STRATEGIES

**TALK TALK TALK:** Talk about all the different ways the dolls can move and demonstrate them. Think of as many as you can, using LISTENING FIRST before you demonstrate. Highlight the verb and object that will be the location of the action and use lots of repetition to help the child store the words in their memory. *Watch my doll. She is going to hop to the tree. Watch now while she hops to tree. Did you see her hop to the tree?*

**SABOTAGE & EXPANSION /EXTENSION:** When it is the child's turn to move their doll, position the doll just out of reach or gently hold on to the doll with the child until they have used a words to describe how the doll will move and where it will go. You might need to model an extension to encourage them to repeat 2 pieces of information. *So your doll is going to run. Maybe run to the river?*



## EXPECTED OUTCOMES

- Talks about different emotions during play.

## KEY STRATEGY

**AUDITORY HOOKS:** Use some exclamations to add some drama to your pretend play with the small dolls. Exclamations or auditory hooks contain exaggerated suprasegmentals which help the child understand the emotional content of a message. *Huff Huff Huff, my doll is so tired. She ran all the way to the mountain. Mum's doll skipped to the tree. She seems happy.*

## ACTIVITY

## 2. The Great Outdoors

## PREPARATION

Print the resource onto lightweight card, print 4 pages on one to make them smaller. Cut the pictures up.

You are going to make a nature diorama and then play in it with your small dolls.

1. Fold each picture so the white at the bottom of each image is tucked under.
2. Cut the folded under white section in the middle, from the bottom up to the fold to create 2 tabs.
3. Fold one tab forward and one backwards so you can tape these flat onto the box.
4. Choose a picture and together decide where to put it. Tape it in position.
5. Take turns choosing a picture and taping in down.
6. Choose a small doll each. Take turns talking about where your doll will go and what it will do.

## RESOURCES

- Nature L1 L2 L3 A2
- Scissors, sticky tape
- A large box
- A small doll for each person in the activity



## EXPECTED OUTCOMES

- Understands and uses position words: e.g. behind/ between/beside.
- Identifies 3 pieces of information in a sentence: a verb, a preposition and a noun e.g. run beside the river.

## KEY STRATEGIES

**USE CHOICES:** Provide models of position words in choice questions as you build your diorama to help the child attach meaning to new words or to consolidate the nature vocabulary. *Do you want to put this **behind** the tree or **between** the tree and the pond?*

**BUILD AUDITORY MEMORY:** When you are taking turns talking about where your doll will play, use Listening First to give the information through audition and encourage the child to repeat it back before you act it out. *Watch my doll; She is going to roll **behind** the rock.* If the child can repeat this level, try extending their auditory memory by adding an adverb. *Yes, She is going to roll **quickly** behind the rock.*



## EXPECTED OUTCOMES

- Combines verb + adverb + location e.g. skip quietly on the grass.

## KEY STRATEGIES

**TALK TALK TALK:** Talk about all the different ways the dolls can move and demonstrate them. Think of as many as you can, using LISTENING FIRST before you demonstrate and suggest more advanced prepositions through choice questions. *Do you want your doll to just walk **to** the tree or walk **all the way** around the tree?*

**EXPANSION /EXTENSION:** Extend the child's utterance by modelling their sentence back with an addition of an adverb to add more information about how the doll can move. *He could walk **slowly** around the tree or maybe walk **quickly** around the tree?*



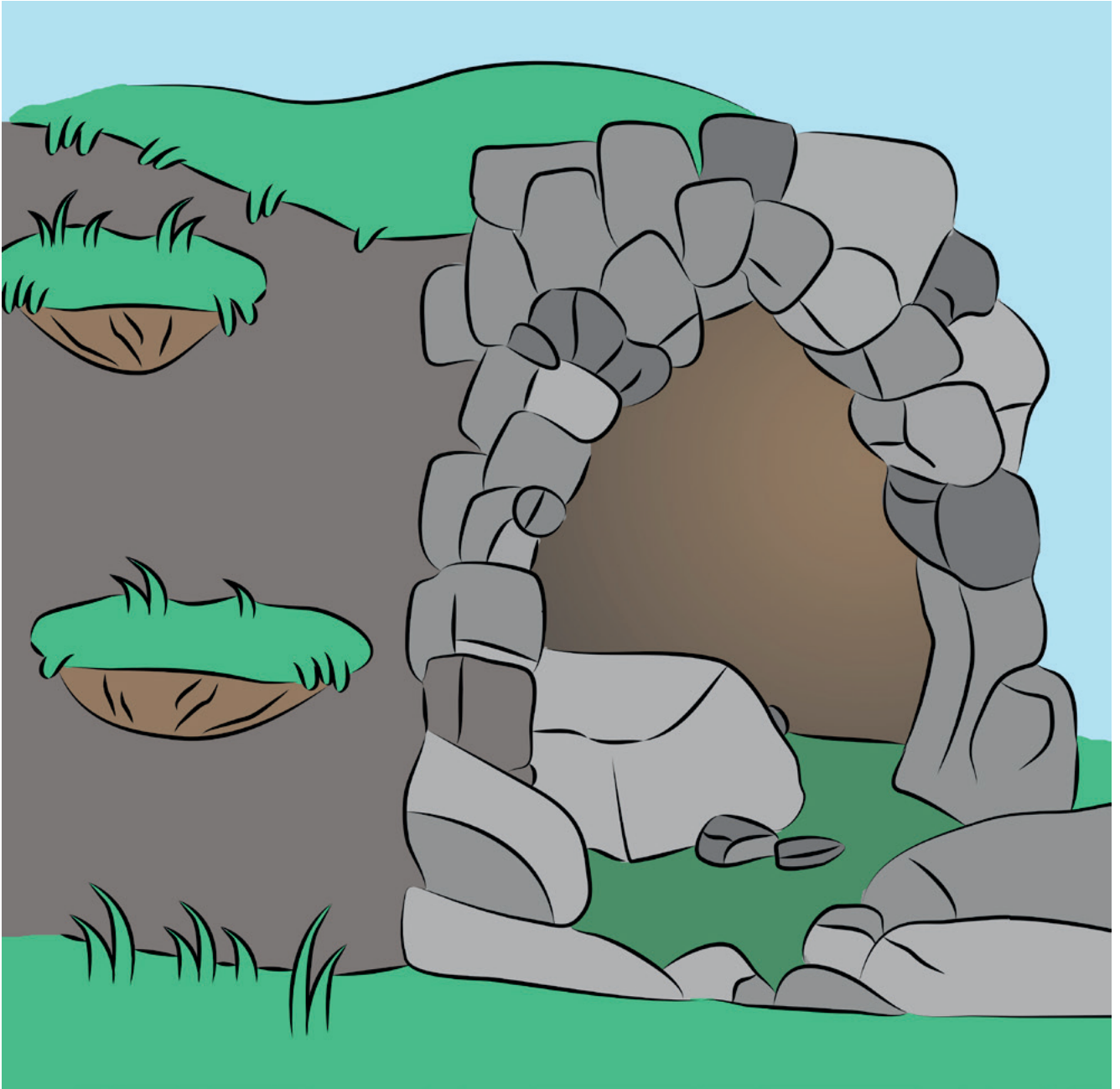
## EXPECTED OUTCOMES

- Asks about emotions during play.

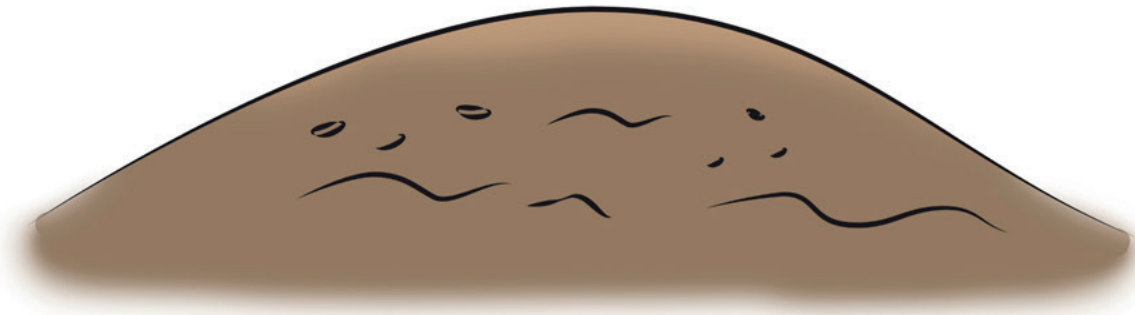
## KEY STRATEGY

**AUDITORY HOOKS:** Encourage everyone to role play a speaking part for their doll. Imagine what the friends would talk about while they are playing in the great outdoors. Model how to talk about your own feelings and ask about how others are feeling. *\*sigh\* I'm so tired from running. How about you?*

## 2. The Great Outdoors

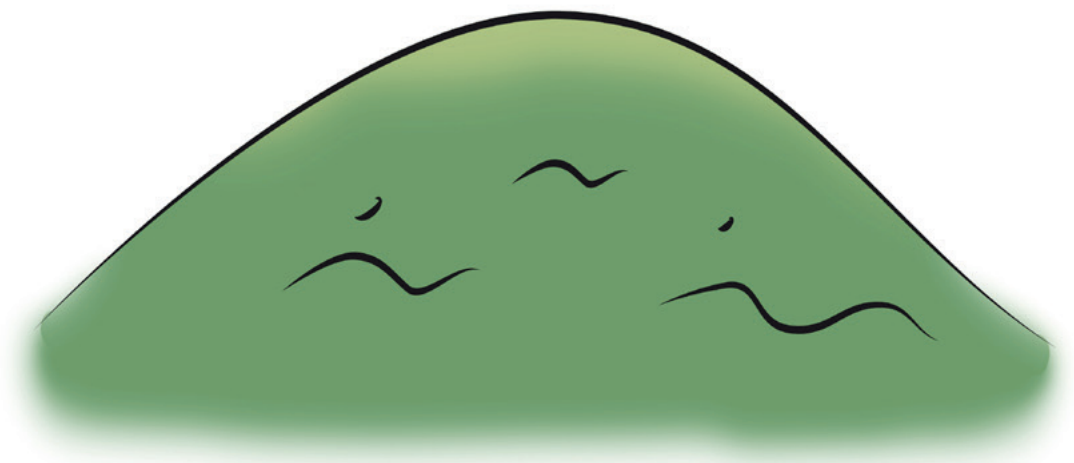


## 2. The Great Outdoors

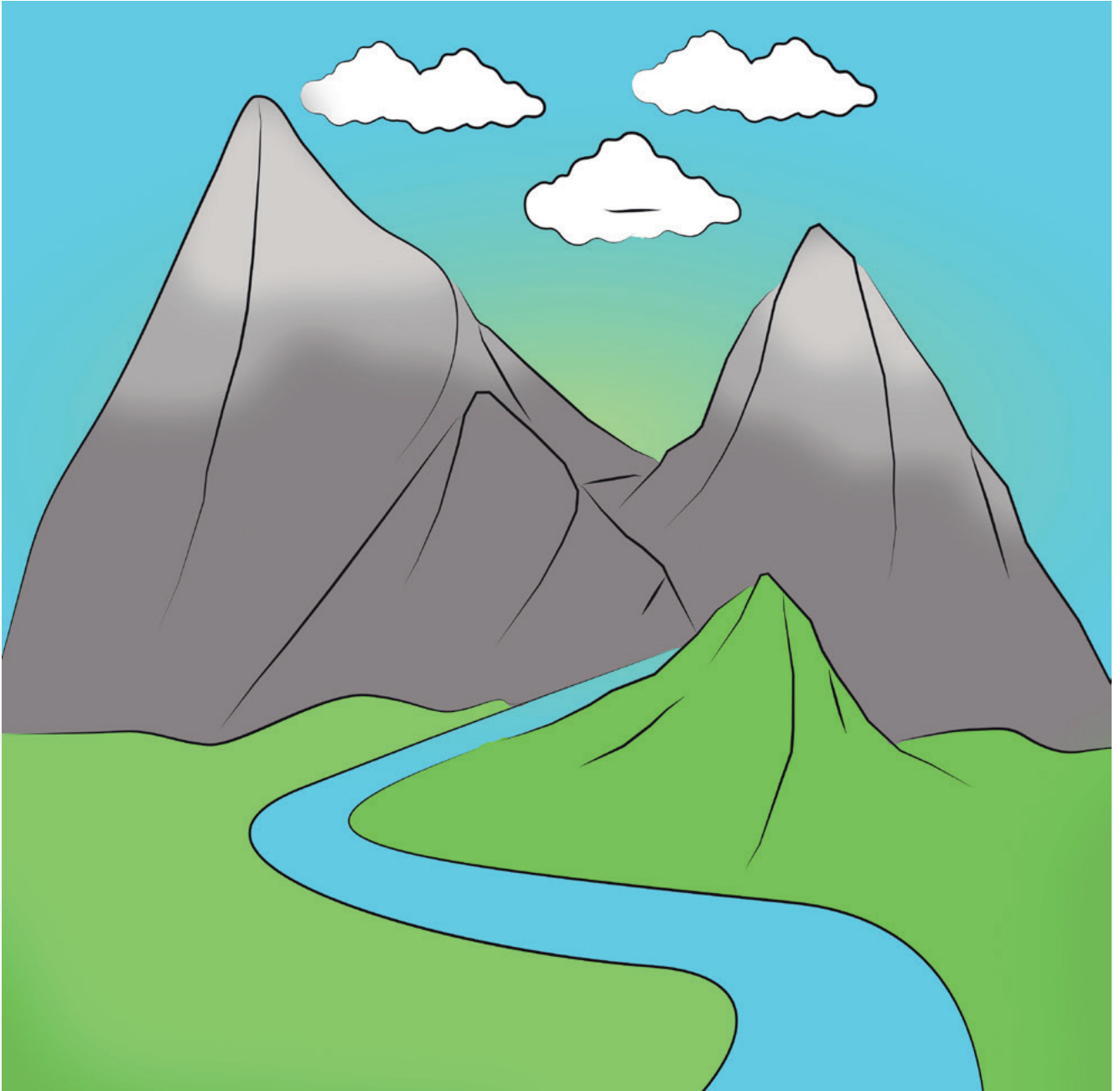




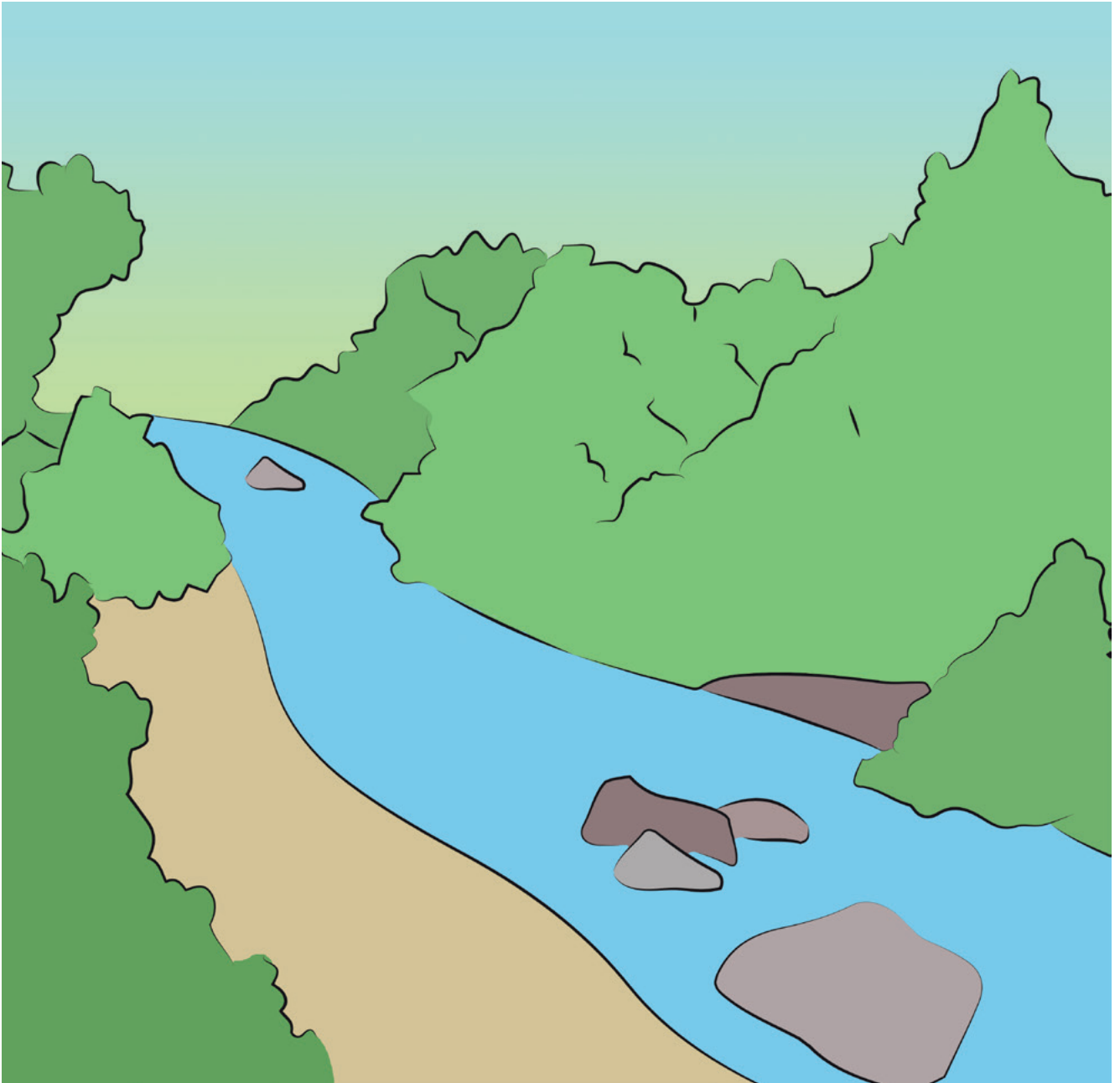
## 2. The Great Outdoors



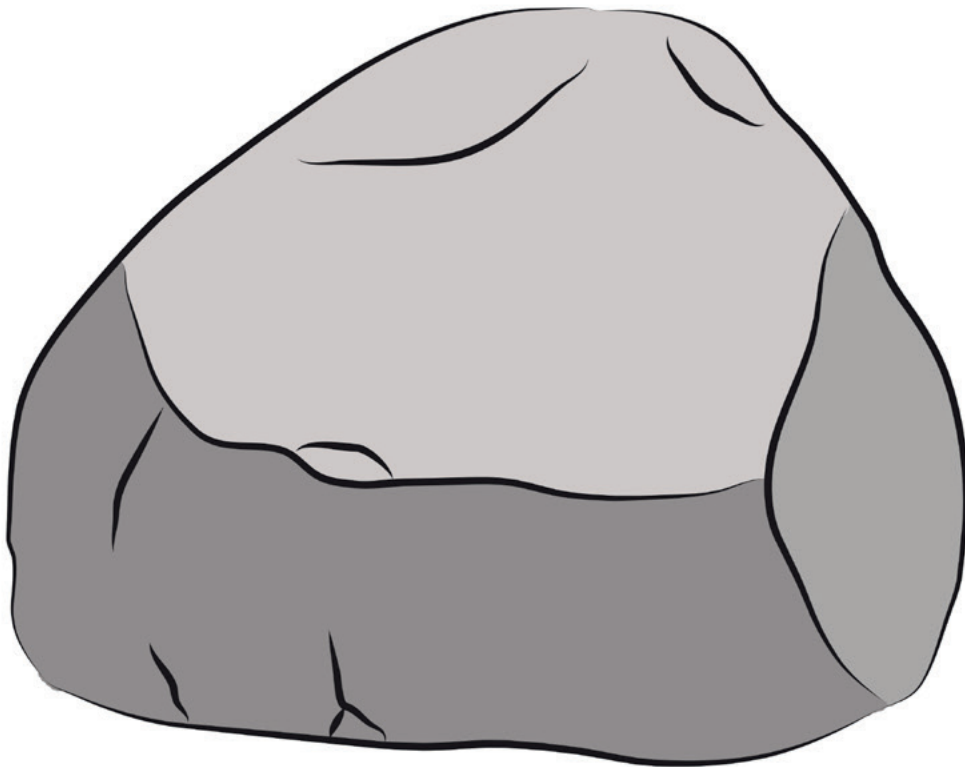
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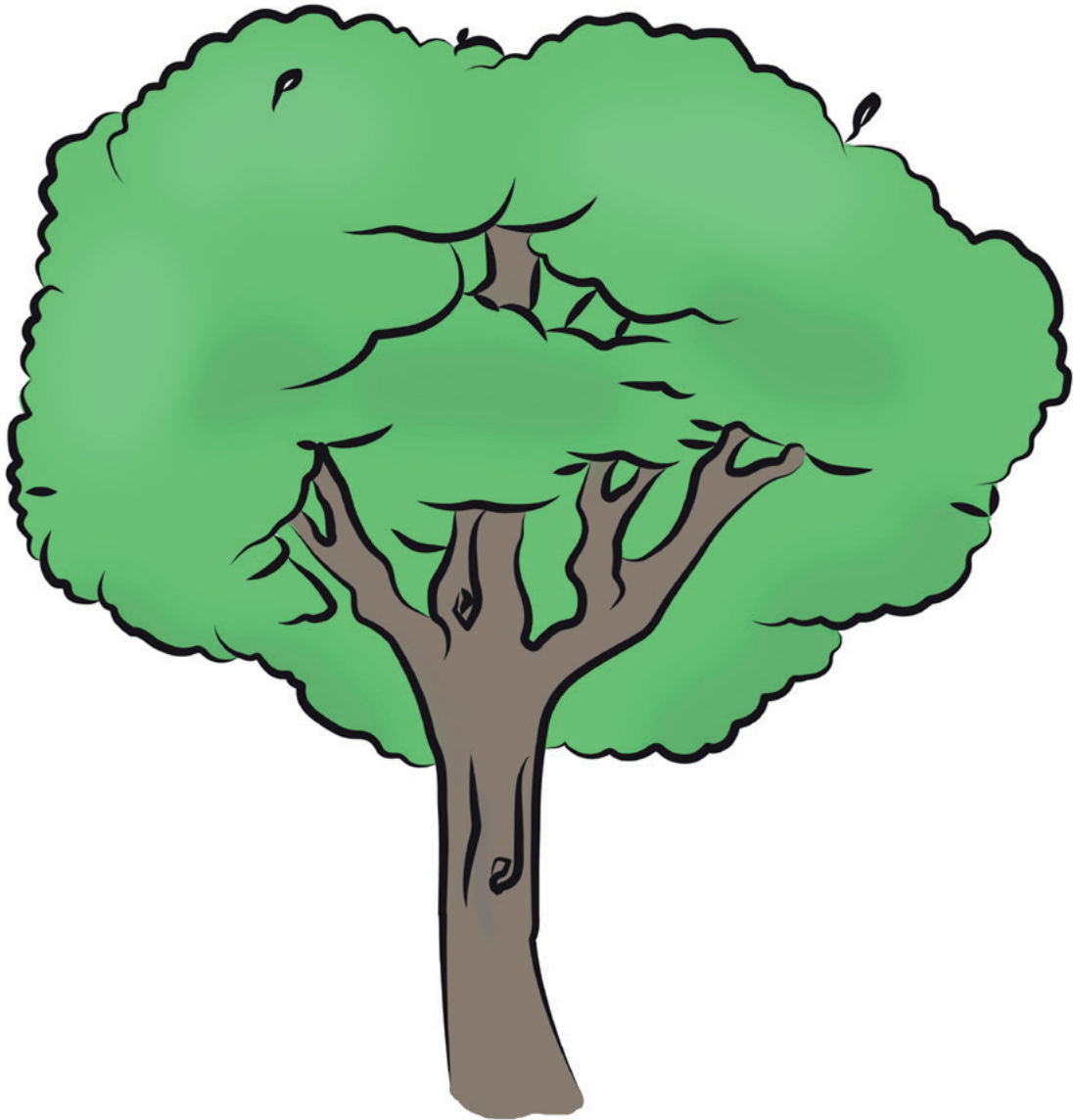
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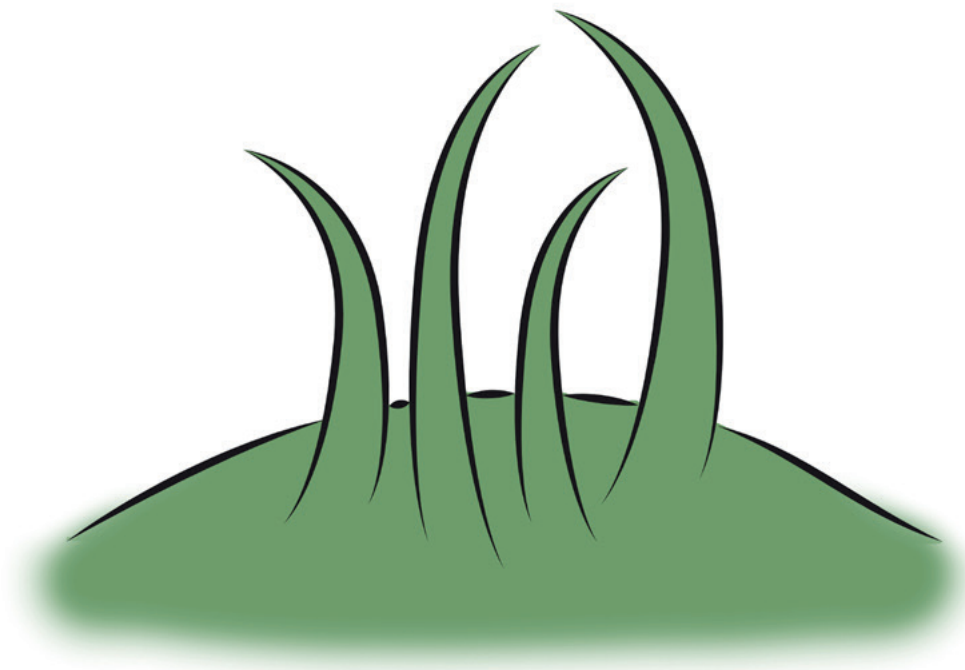
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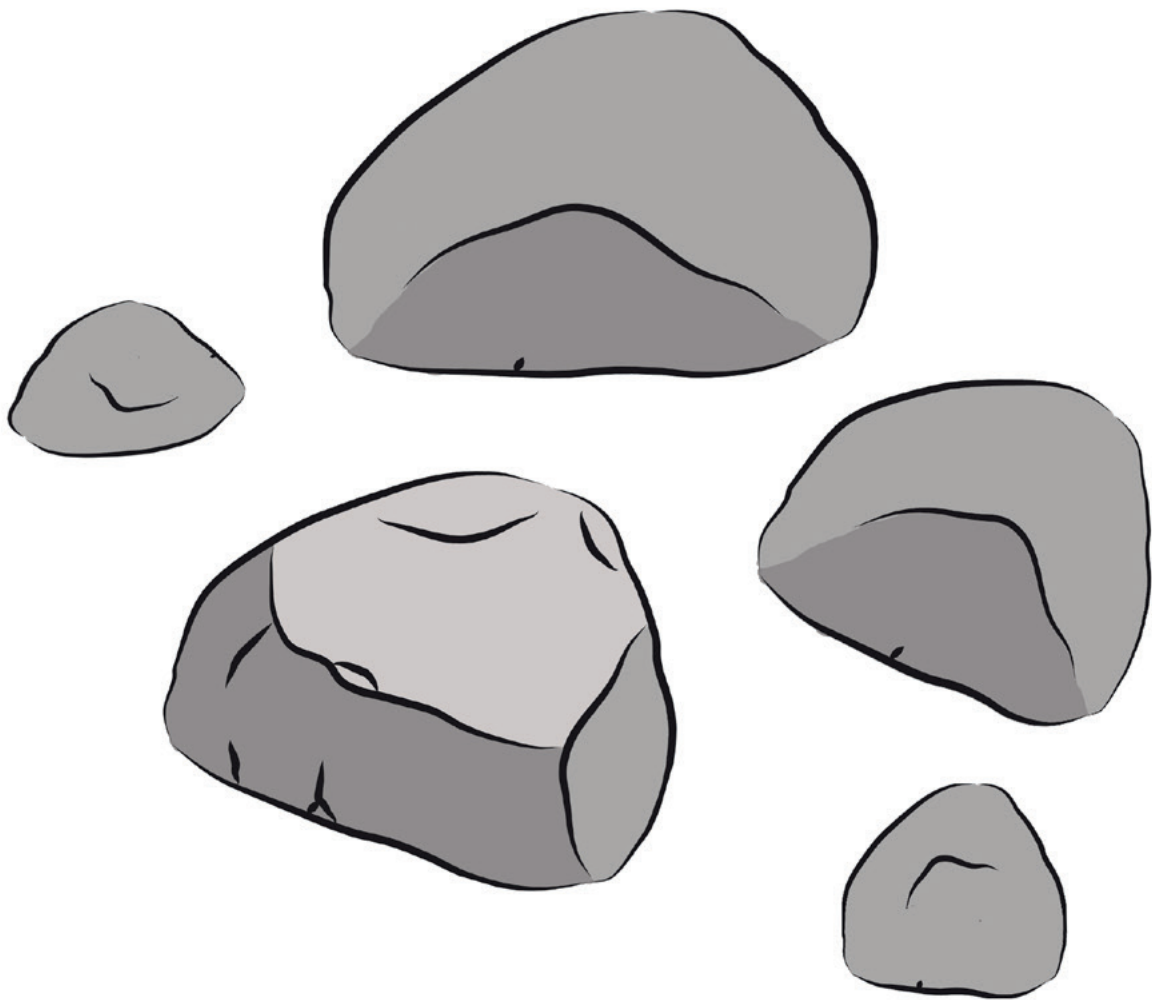
## 2. The Great Outdoors



## 2. The Great Outdoors



## 2. The Great Outdoors

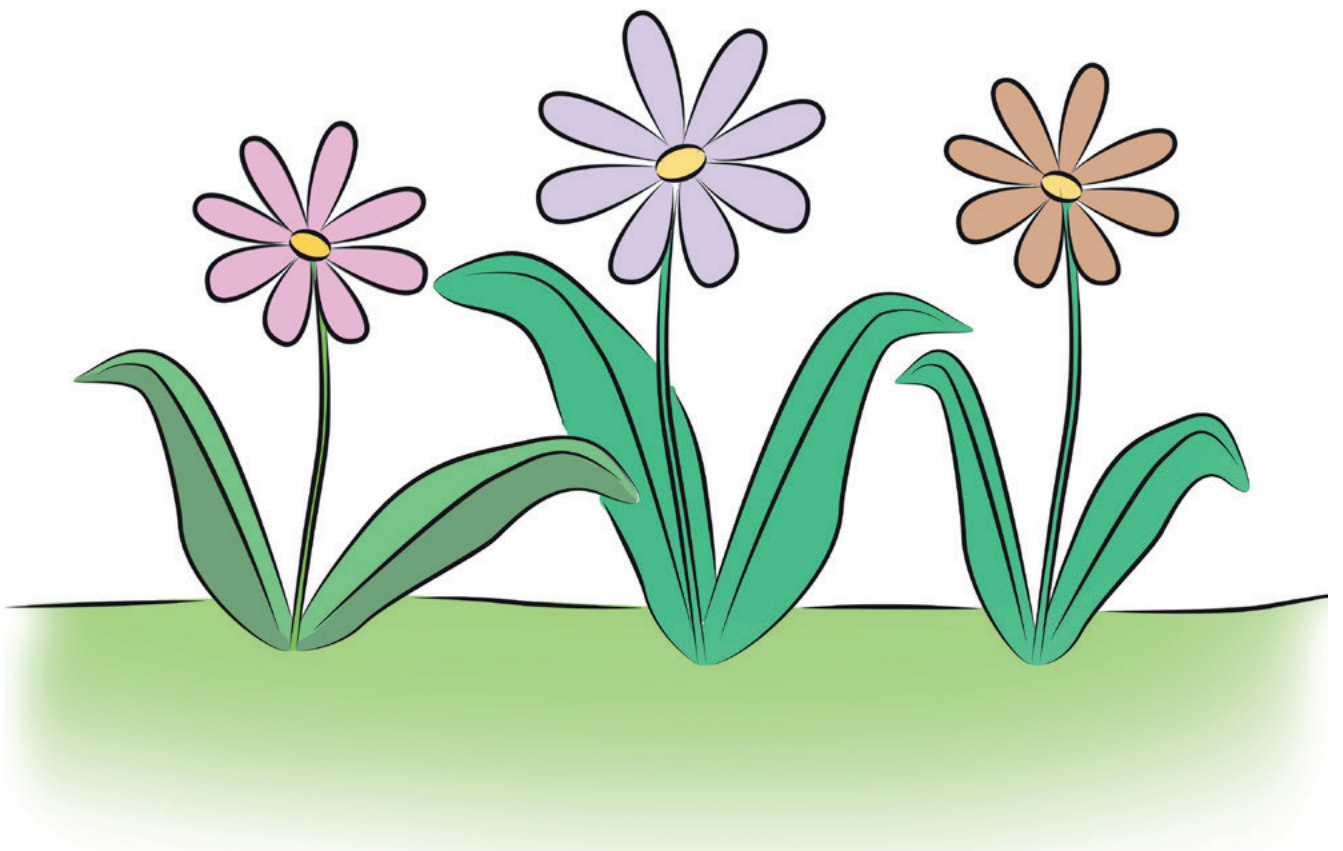


## 2. The Great Outdoors

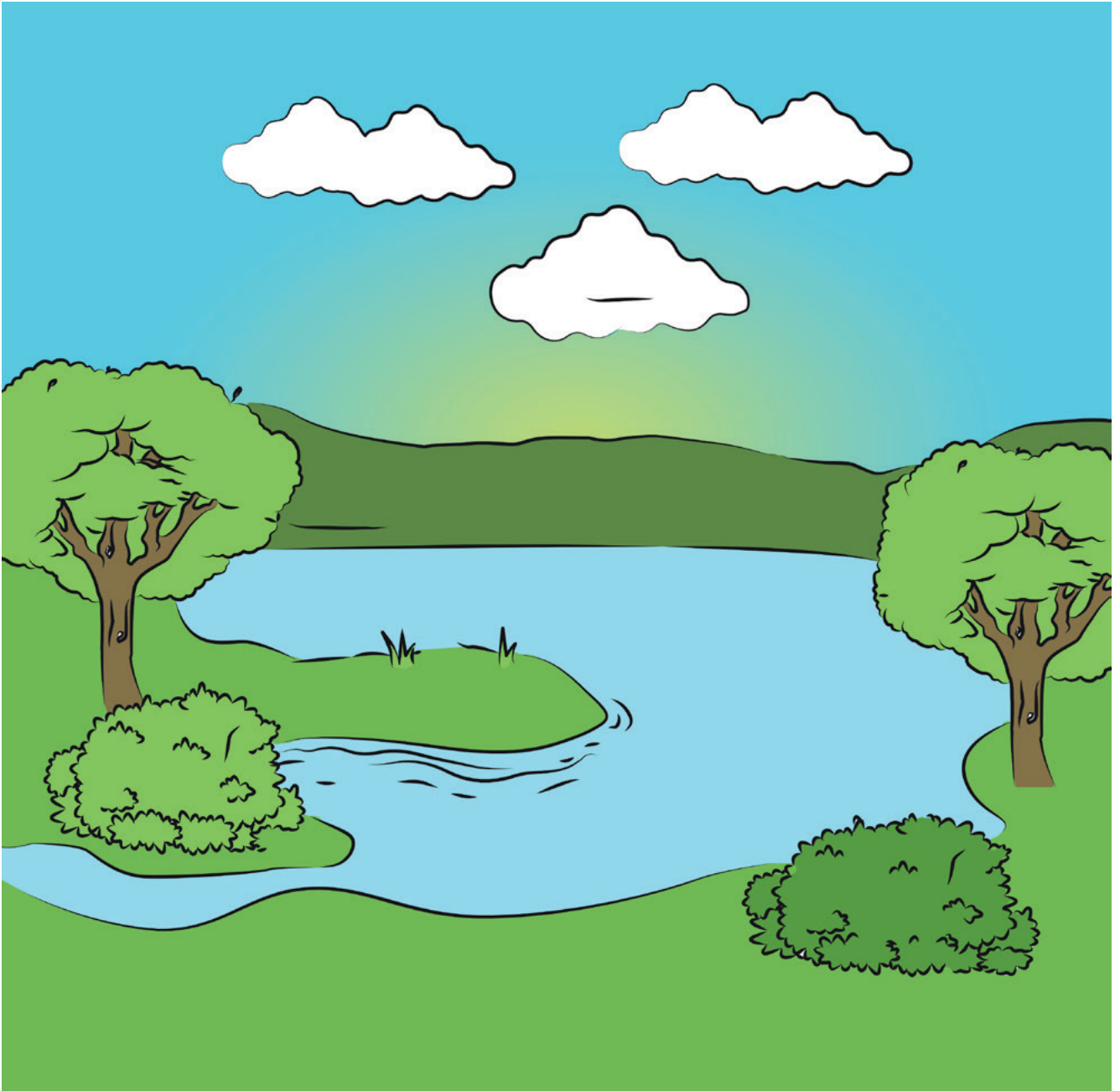




## 2. The Great Outdoors



## 2. The Great Outdoors



## ACTIVITY

# 3. 5 Senses in Nature

## PREPARATION

Print Nature L1 L2 L3 A3 onto lightweight card, print 2 pages on 1 to make puzzle cards smaller.

Cut up the puzzle cards. Keep the left hand side (the verb) of the cards separate from the right hand side (the object).

## RESOURCES

- Nature L1 L2 L3 A3
- Scissors

Collect all the verb cards talking about what the pictures are and what 5 senses verb is associated with that e.g. *Here are hands. We use them to touch.*

1. Shuffle them and put them in a pile in the middle.
2. Spread the object cards out on the table and talk about the pictures.
3. Pick up a verb card and without showing it, talk about what the picture is and the associated 5 senses verb.
4. Try and find an object that goes with that sense. You may need to try a couple before you find one that fits together. Talk about the relationship.
5. Take turns picking up a 5 senses verb card and finding a matching object.



## EXPECTED OUTCOMES

- Understands 5 senses verbs: see, hear, touch, smell, taste.

## KEY STRATEGIES

**LISTENING FIRST:** Talk about the 5 senses verb before you show the card. Wait to see if the child repeats the verb or indicates with a gesture that they have understood. Perhaps they could even help you find an object that matches that verb. *I've got a **nose**. We use it to **smell**. Hmmm which one can we **smell**.*

**TALK TALK TALK & SAME THINKING PLACE:** You have multiple copies of each 5 senses verb so there will be more than one object that could suit and of course we can learn about objects using more than one sense so you may try your verb card out on an object and the puzzle pieces do not match. Acknowledge this adding language to explain your thinking or to commentate on the child's thinking. *Hmmm. Yes, I agree. You can **see** a **rock**. But these eyes **don't fit**. Try again.*



## EXPECTED OUTCOMES

- Uses 5 senses verbs: see, hear, touch, smell, taste.
- Repeats object (of verb): e.g. mountains, bark, flowers.

## KEY STRATEGIES

**AUDITORY FEEDBACK LOOP:** We typically label pictures with nouns not verbs so when it is the child's turn to pick up a verb card you might need to model the verb for them to repeat it after you. *Yes, you have **eyes**. Tell dad we use them to **see**.*

**USE CHOICES:** We know there could be more than one correct response to the question: *What can we see?* Model alternatives using choice questions: *Well we could **see trees**... or we could **see mountains**?*



## EXPECTED OUTCOMES

- Makes predictions.

## KEY STRATEGY

**TALK TALK TALK:** Use the state of mind verb 'think' when you are making your prediction about which object will go with your verb card. Exposing the child to state of mind verbs helps them develop the Theory of Mind skill of understanding how other people think and how that might be different to their own thinking. *I think we can **hear** wind.*

## ACTIVITY

# 3. 5 Senses in Nature

## PREPARATION

Print Nature L1 L2 L3 A3 onto lightweight card, print 2 pages on 1 to make puzzle cards smaller.

Cut up the puzzle cards. Keep the left hand side (the verb) of the cards separate from the right hand side (the object).

## RESOURCES

- Nature L1 L2 L3 A3
- Scissors

Collect all the verb cards talking about what the pictures are and what 5 senses verb is associated with that: e.g. Here are hands. We use them to touch.

1. Shuffle them and put them in a pile in the middle.
2. Spread the object cards out on the table and talk about the pictures.
3. Pick up a verb card and without showing it, talk about what the picture is and the associated 5 senses verb.
4. Try and find an object that goes with that sense. You may need to try a couple before you find one that fits together. Talk about the relationship.
5. Take turns picking up a 5 senses verb card and finding a matching object.



## EXPECTED OUTCOMES

- Identifies 2 items: 5 senses verb + object e.g. see some trees./touch a rock.

## KEY STRATEGIES

**LISTENING FIRST:** Talk about the 5 senses verb before you show the card and identify an object that you think goes with it. Wait to see if the child repeats the verb and object word combination. *I have to find something I can **smell**. I think **smell** the fire.*

**TALK TALK TALK & SAME THINKING PLACE:** You have multiple copies of each 5 senses verb so there will be more than one object that could suit and of course we can learn about objects using more than one sense so you may try your verb card out on an object and the puzzle pieces do not match. Acknowledge this adding language to explain your thinking or to commentate on the child's thinking. *Hmmm. Yes, I agree. You can **see** a rock. But these eyes don't fit. Try again. Find another one we can see.*



## EXPECTED OUTCOMES

- Combines verb + object e.g. touch the moss/ hear the wind.

## KEY STRATEGIES

**AUDITORY FEEDBACK LOOP:** We typically label pictures with nouns not verbs so when it is the child's turn to pick up a verb card you might need to model the verb for them to repeat it after you. *Yes, you **picked up** a mouth. That means you have to find something we can **taste**.*

**USE CHOICES:** We know there could be more than one correct response to the question: *What can we taste?* Model alternatives using choice questions. *I can see 2 things we could taste. We could **taste** the coconut or **taste** the mint.*



## EXPECTED OUTCOMES

- Can generate alternate responses to a question.

## KEY STRATEGY

**TALK TALK TALK:** Use the state of mind verb 'think' when you are making your prediction about which object will go with your verb card. This demonstrates to the child that there may be more than one correct answer. *I think we can see the mountains. Mum, What do you think?*

## ACTIVITY

## 3. 5 Senses in Nature

## PREPARATION

Print Nature L1 L2 L3 A3 onto lightweight card, print 2 pages on 1 to make puzzle cards smaller.

Cut up the puzzle cards. Keep the left hand side (the verb) of the cards separate from the right hand side (the object).

## RESOURCES

- Nature L1 L2 L3 A3
- Scissors

1. Collect all the object cards and put them in a pile face down in the middle of the table.
2. Spread out the verb cards: face up on the table. Talk about the pictures and the 5 senses verb that is associated with each: e.g. Here are hands. We use them to touch.
3. Pick up an object card and without showing it, talk about what the picture is decide what 5 senses verbs can and cannot be used with that object e.g. *I can smell fire. I can see fire, I cannot touch fire.*
4. Find the verb card that fits the object puzzle piece and talk about the relationship.
5. Take turns picking up an object card and finding a matching verb.



## EXPECTED OUTCOMES

- Understands negatives: can/cannot e.g. We can feel wind and we can hear wind but we cannot taste wind.

## KEY STRATEGIES

**LISTENING FIRST:** Talk about the object and identify all possible verbs that can and can not go with that object before you show the card.

**TALK TALK TALK & SAME THINKING PLACE:** You have multiple copies of each 5 senses verb so there will be more than one object that could suit and of course we can learn about objects using more than one sense so you may try your object out on a verb card and the puzzle pieces do not match. Acknowledge this adding language to explain your thinking or to commentate on the child's thinking. *Yes, I agree. You can see a rock. But these eyes don't fit. So let's try a different sense. Maybe touch. We can touch a rock.*



## EXPECTED OUTCOMES

- Uses modal verbs 'can'/'cannot' in sentences to describe sensory experiences.

## KEY STRATEGIES

**USE CHOICES:** We know there could be more than one correct verb for each object so model the idea of multiple possible answers by presenting alternatives. *We can see flowers and we can touch flowers and we can smell flowers but we cannot hear flowers.*

**EXPANSION & EXTENSION:** When it is the child's turn to pick up a card and talk about it, encourage them to create a more complete response by extending their response to include any verbs they missed out. *And what about tasting flowers? We can taste some flowers but most flowers we cannot taste.*



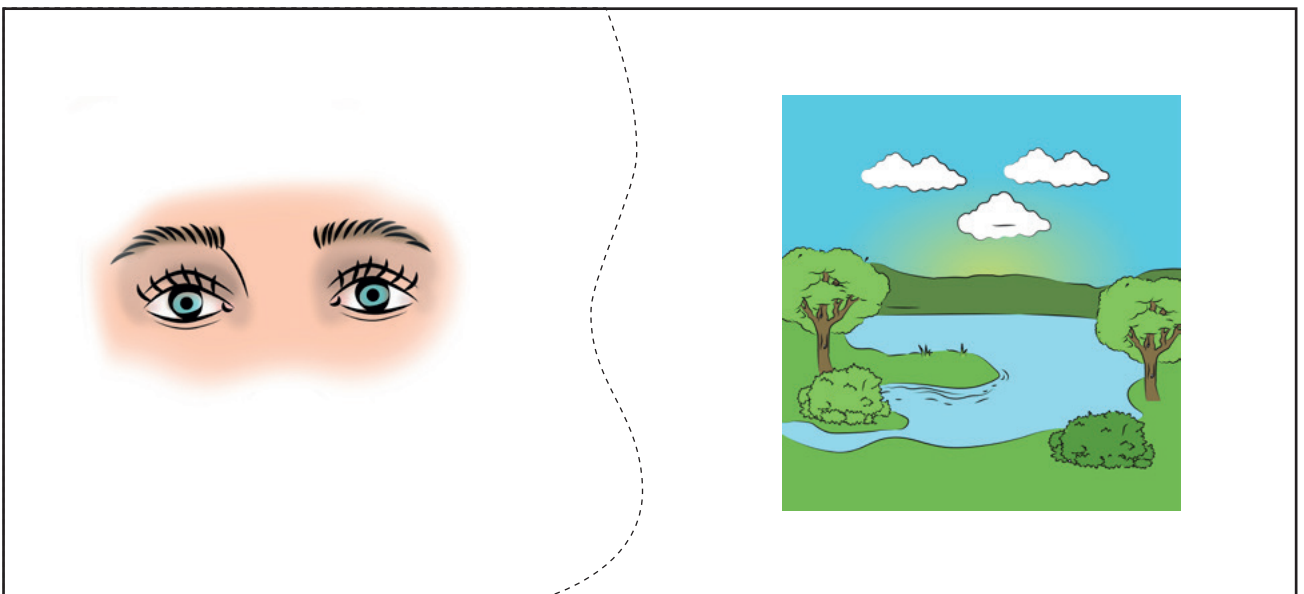
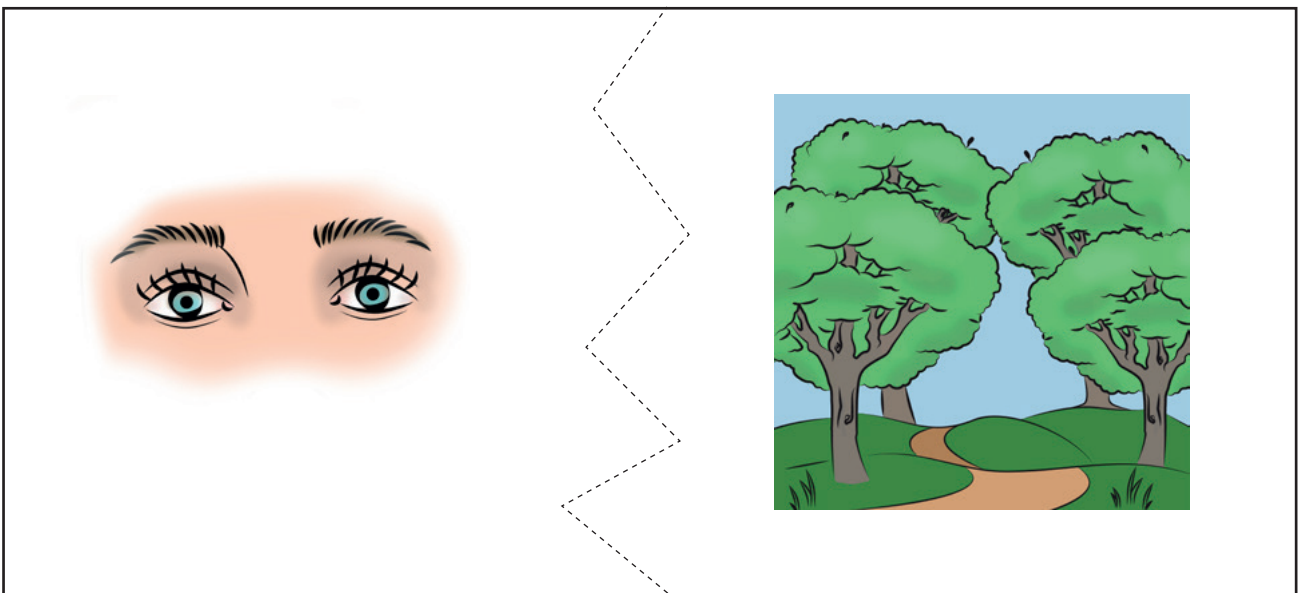
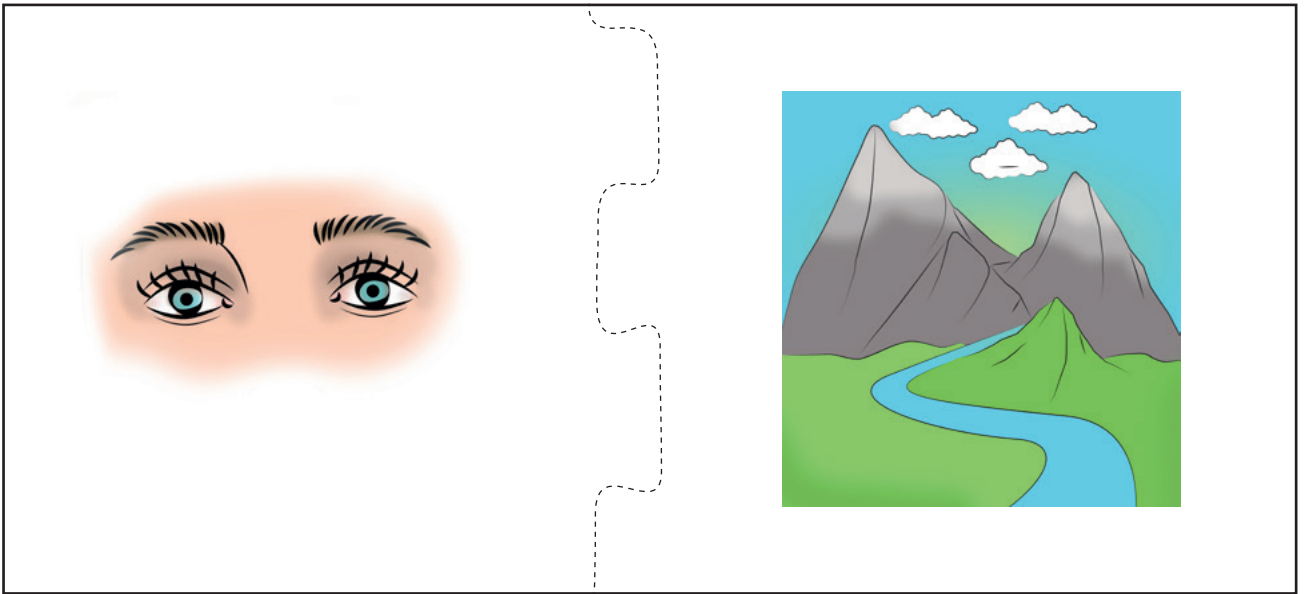
## EXPECTED OUTCOMES

- Uses state of mind verbs: think/guess.

## KEY STRATEGY

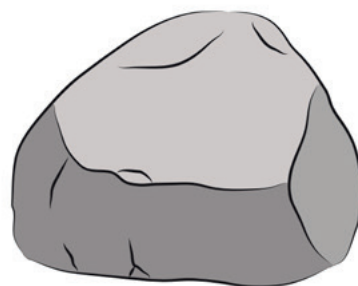
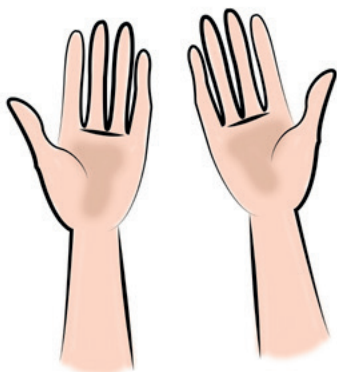
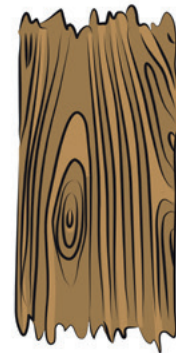
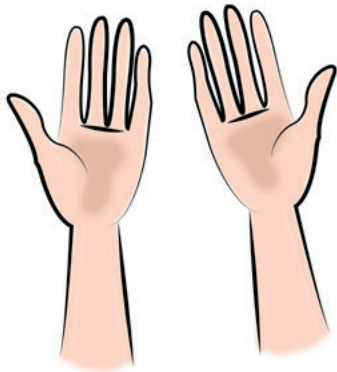
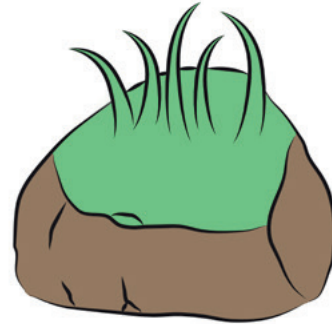
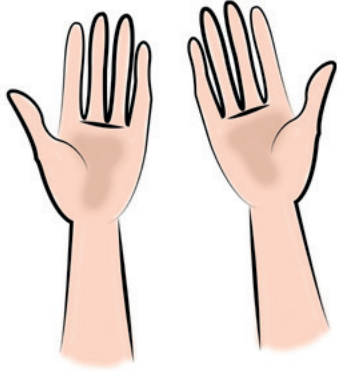
**TALK TALK TALK:** Use the state of mind verb 'think' when you are making your prediction about which verb will go with your object card. This demonstrates to the child that there may be more than one correct answer. *I think we can see mountains and we can touch mountains but I guess it will be see the mountains. What do you think?*

### 3. 5 Senses in Nature

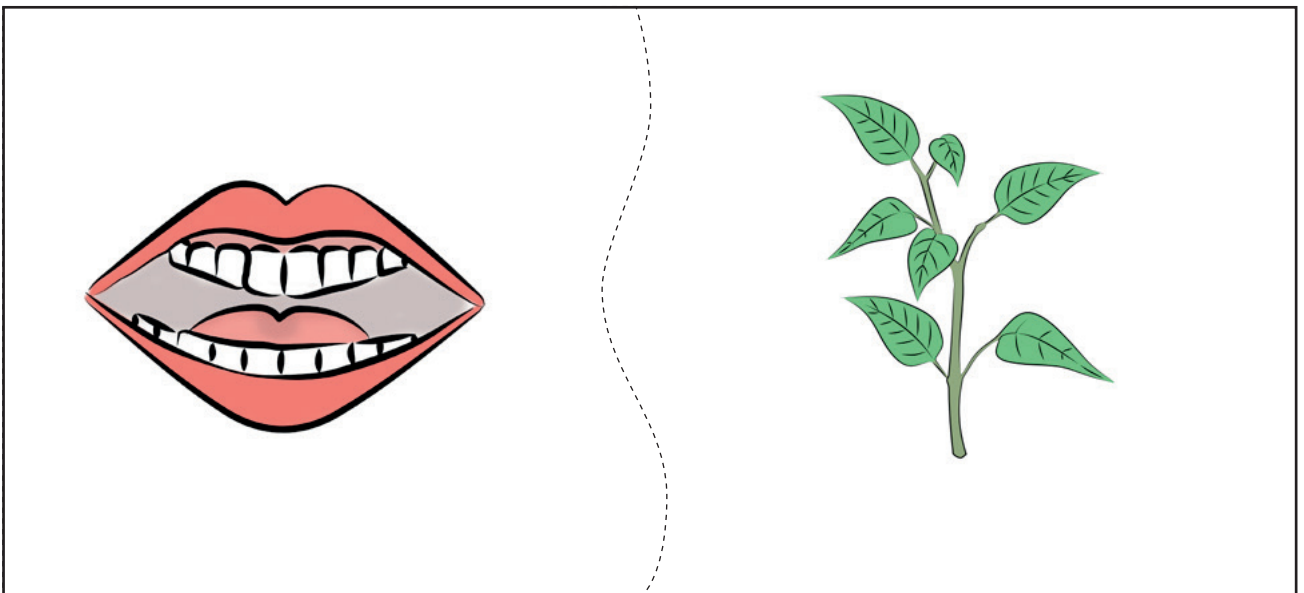
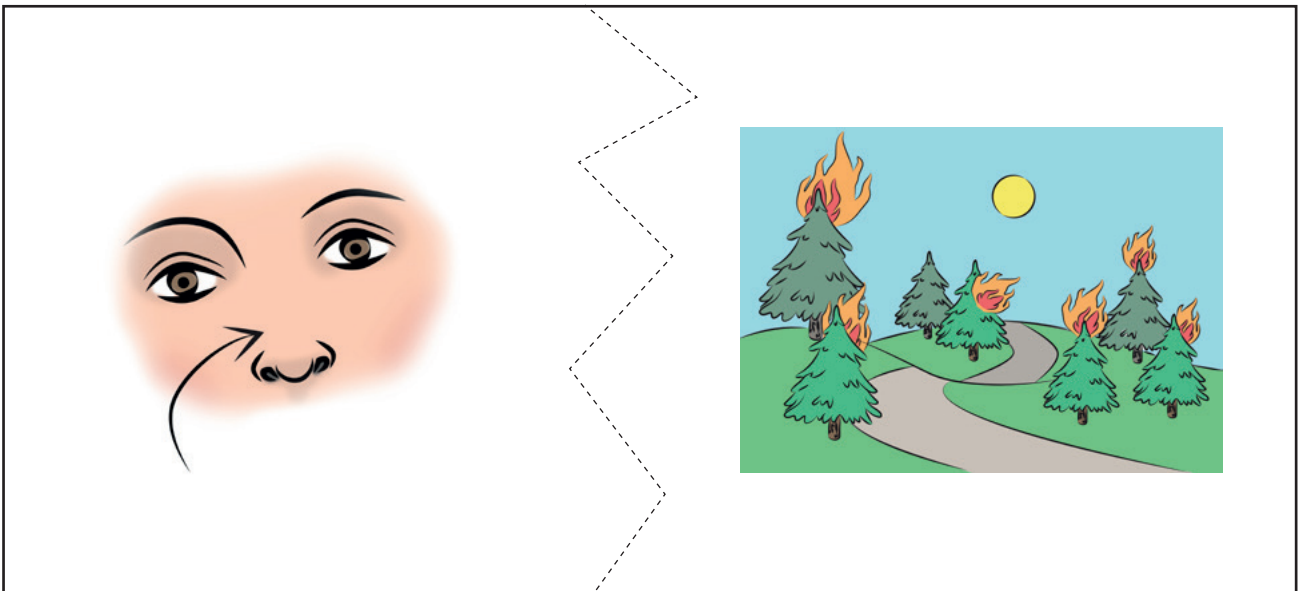
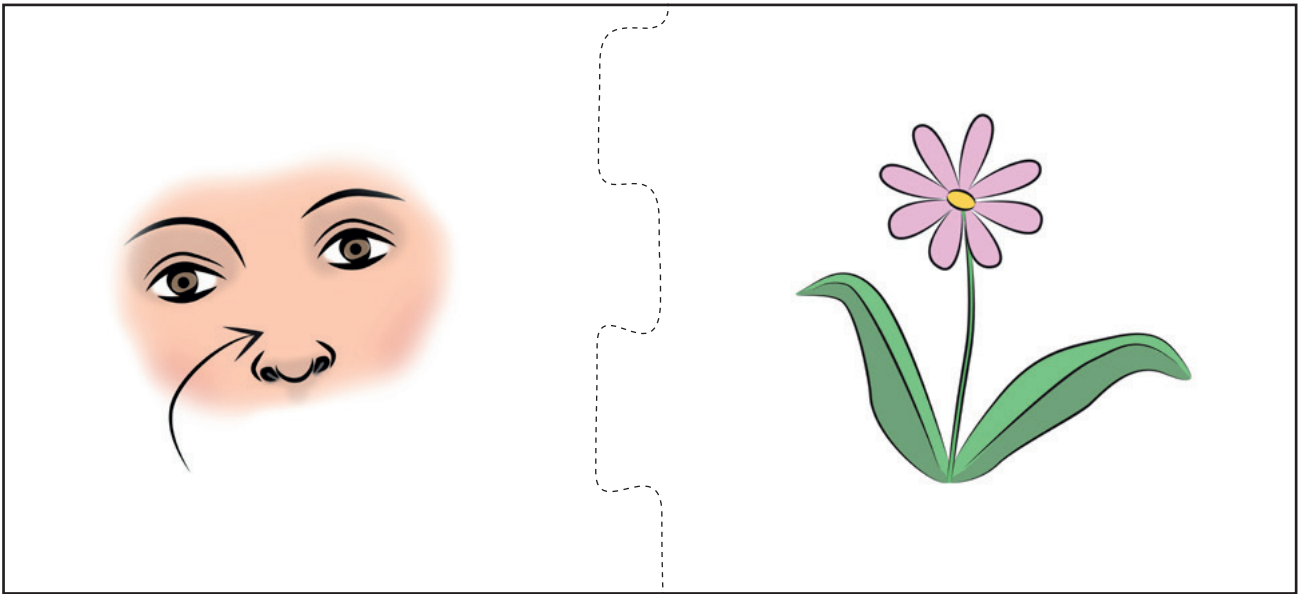




### 3. 5 Senses in Nature

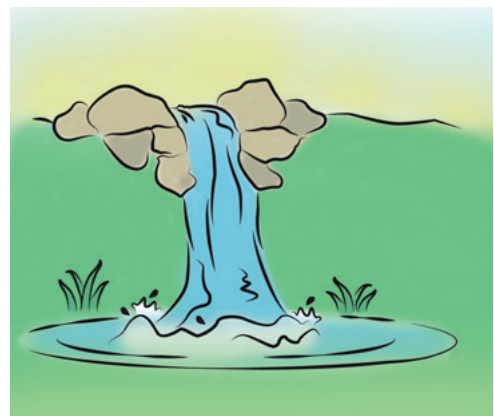
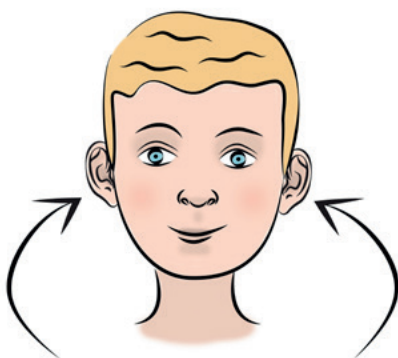
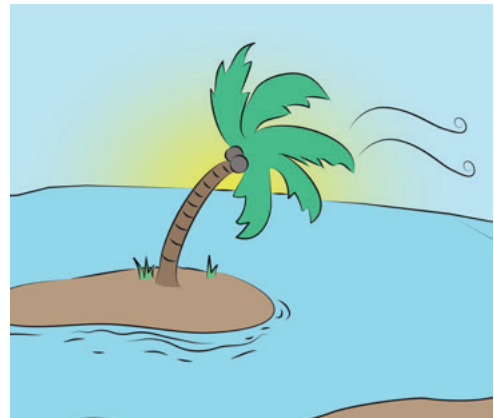
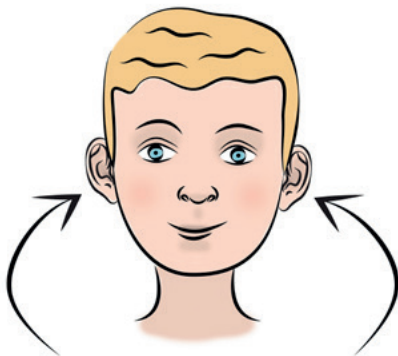


# 3. 5 Senses in Nature





# 3. 5 Senses in Nature



## ACTIVITY

# 4. My Nature Collection

## PREPARATION

Print the resource onto paper.

Cut pages and assemble book.

## RESOURCES

- Nature L1 L2 L3 A4
- Scissors, stapler

You are going to read a book together.

1. Introduce the topic of the book: going for a walk outside and picking things up.
2. Read each page and encourage the child to repeat the last word.
3. Talk about whether the child has seen the object outside at home.
4. Send the book home and suggest to the parent/caregiver they take a basket outside and try and collect as many items as possible from the book (or other natural objects).



## EXPECTED OUTCOMES

- Repeats one word from each page e.g. bark, dirt.

## KEY STRATEGIES

**ACOUSTIC HIGHLIGHTING:** The object (or noun) on each page is at the end of the short phrase which means it is in the naturally acoustically highlighted position. Early listeners are more likely to attend to and remember the last word they hear. Emphasise this word and leave a long pause to encourage the child to repeat it. If this is easy, move the acoustic highlighting to the adjective, or the number to advance the level 1 child towards the skills they will need in level 2.

**BOOKS BOOKS BOOKS:** Books help children learn about their world. They can also help parents practise skills that they can transfer to other less structured activities. Remind the child's parent to use acoustic highlighting when walking with their child while they make their own nature collection.



## EXPECTED OUTCOMES

- Begins to count.
- Says nouns e.g. seeds, leaves.
- Attends to adjectives e.g. shiny, green.

## KEY STRATEGIES

**WAIT, WAIT & WAIT SOME MORE/THE AUDITORY FEEDBACK LOOP:** After you read each line, wait and show the child you are expecting them to try to say some of the words by leaning toward them with an encouraging nod. As the child has a try at imitating your last word they compare how they sound with your model and make an assessment of whether it was the same, or whether they need to make changes next time. This process is the beginning of the development of their Auditory Feedback Loop.

**COME CLOSE TO ME:** Remind parents to practise the strategy of leaning down to speak nice and close to the child's audio processors. This will be particularly important when they take their nature walk at home to minimise the effects of distance and background noise.



## EXPECTED OUTCOMES

- Decides on a favourite.

## KEY STRATEGY

**TALK TALK TALK:** Start a discussion about which page you like the best or which object you would like to find for your own collection. *I like the **stones**. I like to put them in my **pocket**. What do you like mum?*

## ACTIVITY

# 4. My Nature Collection

## PREPARATION

Print the resource onto paper.

Cut pages and assemble book.

## RESOURCES

- Nature L1 L2 L3 A4
- Scissors, stapler

You are going to read a book together.

1. Introduce the topic of the book: going for a walk outside and picking things up.
2. Read each page and encourage the child to repeat as much of the line as possible.
3. Talk about whether the child has seen the object outside at home.
4. Send the book home and suggest to the parent/caregiver they take a basket outside and try and collect as many items as possible from the book (or other natural objects).



## EXPECTED OUTCOMES

- Repeats adjective + noun e.g. bumpy bark.

## KEY STRATEGIES

**ACOUSTIC HIGHLIGHTING:** The object (or noun) on each page is at the end of the short phrase which means it is in the naturally acoustically highlighted position. For level 2 listeners try using acoustic highlighting to emphasise one other elements on each page. One reading you might highlight the number concept, the next reading you might highlight one of the other adjectives. *Five pretty pink flowers./ Five pretty pink flowers.*

**BOOKS BOOKS BOOKS:** Books help children learn about their world. They can also help parents practise skills that they can transfer to other less structured activities. Encourage the child's parent to use acoustic highlighting when walking with their child while they make their own nature collection.



## EXPECTED OUTCOMES

- Combines number/ adjective + noun e.g. 6 seeds/shiny seeds.

## KEY STRATEGIES

**BUILD AUDITORY MEMORY:** By changing how you place acoustic highlighting on the words in each phrase you can help the child attend to and remember more. After practising *Five pretty pink flowers*, then *Five pretty pink flowers*, *you might be able to try Five pretty pink flowers*.

**COME CLOSE TO ME:** Remind parents to practise the strategy of leaning down to speak nice and close to the child's audio processors. This will be particularly important when they take their nature walk at home to minimise the effects of distance and background noise.



## EXPECTED OUTCOMES

- Talks about a favourite.

## KEY STRATEGY

**TALK TALK TALK:** Start a discussion about which page you like the best or which object you would like to find for your own collection. *I like the stones. I think they are my favourite. I like to put them in my pocket. Dad, which one is your favourite?*

## ACTIVITY

# 4. My Nature Collection

## PREPARATION

Print the resource onto paper.

Cut pages and assemble book.

## RESOURCES

- Nature L1 L2 L3 A4
- Scissors, stapler

You are going to read a book together.

1. Introduce the topic of the book: going for a walk outside and picking things up.
2. Read each page and encourage the child to repeat as much of the sentence as possible.
3. Talk about whether the child has seen the object outside at home.
4. Send the book home and suggest to the parent they take a basket outside and try and collect as many items as possible from the book (or other natural objects).



## EXPECTED OUTCOMES

- Repeats 3 (to 4) items: 2 handfuls of (brown) dirt.

## KEY STRATEGIES

**ACOUSTIC HIGHLIGHTING:** Each page has a phrase that contains 4 critical items of information, a number, a partitive (strip of/ handful of) and an adjective or two adjectives and then the noun. The level 3 child will be working to recall 3 items so use acoustic highlighting on the 3 of the 4 items. As well as stressing words, use melodic pitch changes to make it easier for the child to remember the word sequence.

**BOOKS BOOKS BOOKS:** Books help children learn about their world. They can also help parents practise skills that they can transfer to other less structured activities. Encourage the child's parent to use acoustic highlighting when walking with their child while they make their own nature collection.



## EXPECTED OUTCOMES

- Combines number + adjective (or partitive) + adjective + noun.

## KEY STRATEGIES

**BUILD AUDITORY MEMORY:** By changing how you place acoustic highlighting on the words in each phrase you can help the child attend to and remember more. After practising *Five pretty pink flowers*, then *Five pretty pink flowers*, you might be able to try *Five pretty pink flowers*.

**COME CLOSE TO ME:** Remind parents to practise the strategy of leaning down to speak nice and close to the child's audio processors. This will be particularly important when they take their nature walk at home to minimise the effects of distance and background noise.



## EXPECTED OUTCOMES

- Asks about a favourite.

## KEY STRATEGY

**TALK TALK TALK:** Asking someone what they like is a great way to get to know a friend and a terrific social skill. Start a discussion about which page you like the best and practise asking each other what you would like to collect if you went on a nature walk. *I like the stones. I think they are my favourite. I like to put them in my pocket. Ask dad, which is his favourite.*

## 4. My Nature Collection



My nature collection

The End

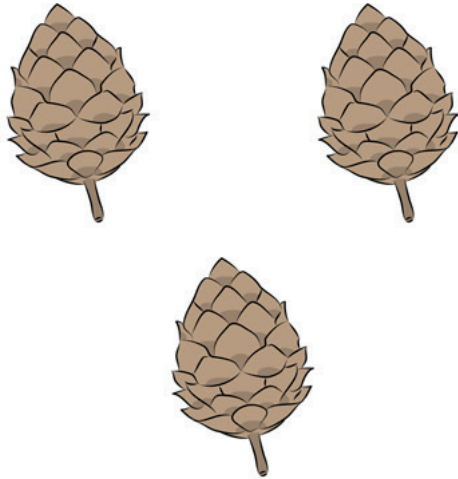


1 strip of bumpy bark.

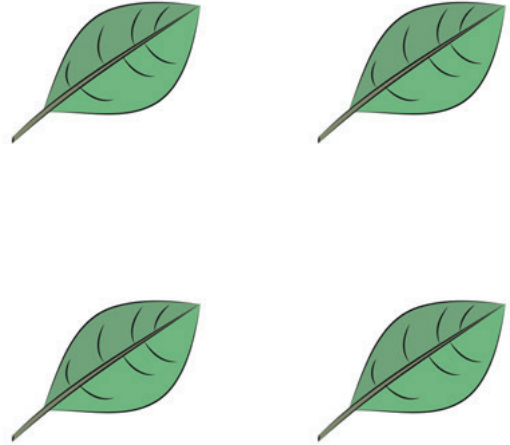


2 handfuls of brown dirt.

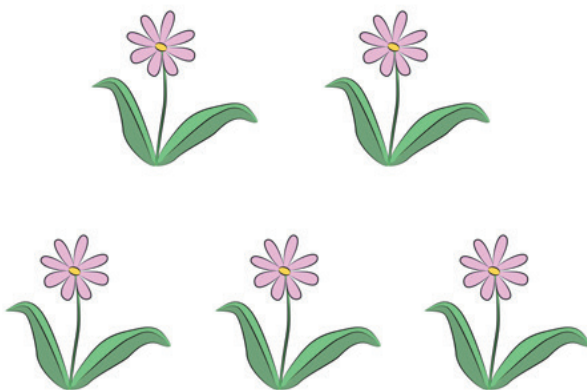
## 4. My Nature Collection



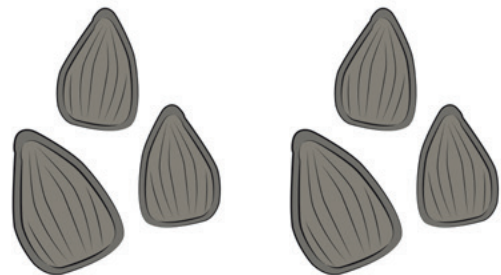
3 prickly pine cones.



4 lovely green leaves.



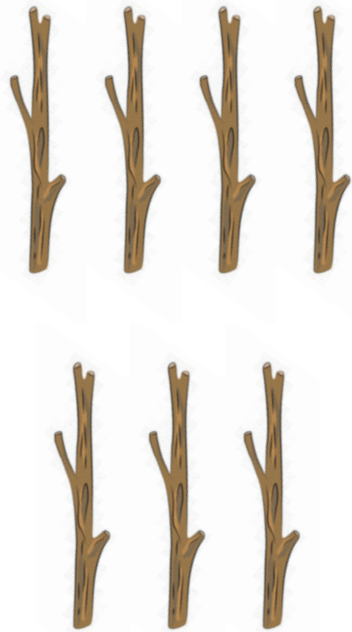
5 pretty pink flowers.



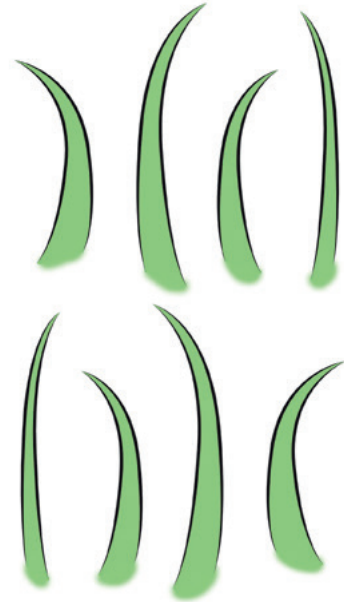
6 shiny black seeds.



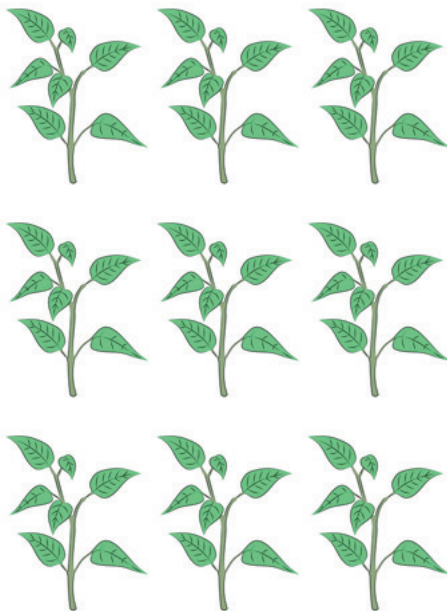
## 4. My Nature Collection



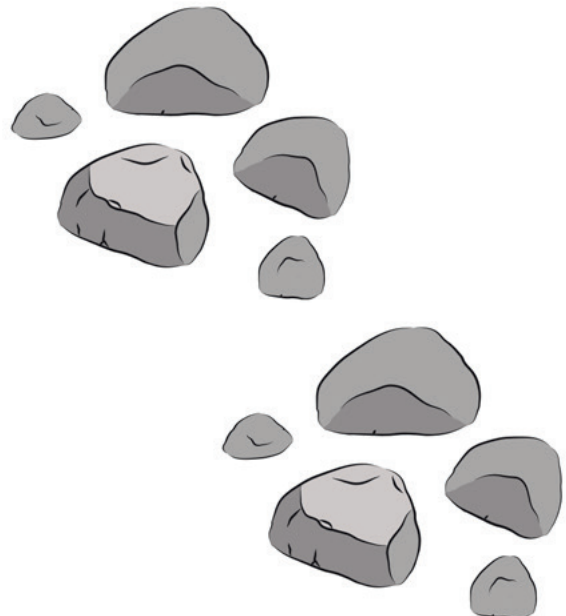
7 short straight sticks.



8 blades of long grass.



9 old wilting weeds



10 small smooth stones.



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