

Lesson Kits

15 BUGS



hearLIFE

Learn About the Lesson Plans

Lesson Plan

Level 1, Level 2, Level 3

1. Bug Bingo

Therapist Notes, Resources

2. Bug Match Up

Therapist Notes, Resources

3. Incy Wincy Spider

Therapist Notes, Resources

4. Bugs, Boxes and Baskets

Therapist Notes, Resources

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

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

Learn About The Lesson Plans



indicates listening goals






indicates spoken language goals



indicates cognition and theory of mind goals

How to choose a level

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

The theme: the level

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

Document the child's detection or imitation response

Each lesson plan has 4 activities

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

Resources are easily identified by file name:

Theme Level (L)Activity (A)

Eg: Animals L1 L2 A2

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




MY HOUSE: LEVEL 1 LESSON PLAN

MED^{EL}

Date:

Name: Age: H.A:

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

			
BUILD A HOUSE RESOURCES • My House L1 L2 L3 A1	• Identifies 1 item: • parts of a house • Understands some prepositions: front/back	• Labels house parts • Uses verbs: cut/stick/fold	• Understands that people see different things from different angles
WHO'S IN THE HOUSE? RESOURCES • My House L1 L2 L3 A2	• Attends to 1 item: • person • place • verb	• Repeats or labels 1 word: • person • place • verb	• Understands same and not the same
WHERE DOES IT GO? RESOURCES • My House L1 L2 L3 A3	• Identifies 1 item • object • place	• Consolidates vocabulary within categories; things in a house/places in the house	• Understands the association between an object and a place
MY HOUSE RESOURCES • My House L1 L2 L3 A4	• Attends to verbs: cut, fold, hold, push, count • Attends to book	• Attempts to repeat one word from each page	• Joins in conversation about own house

The theme: the level
The activity name
What you need to do before the lesson
Step by step through the activity
Goal from lesson plan: example of skill
Key Listening Strategy or technique to use to help child to achieve the goal.

MY HOUSE: LEVEL 1 THERAPIST NOTES

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ACTIVITY

1. Build a House

PREPARATION

Print all resources on to lightweight card.

You are going make a house using the cardboard box.

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

RESOURCES

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



EXPECTED OUTCOMES

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

KEY STRATEGIES

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

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



EXPECTED OUTCOMES

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

KEY STRATEGIES

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

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



EXPECTED OUTCOMES

- Understands that people see different things from different angles.




KEY STRATEGY

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

Date:

Name: Age: H.A:




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

			
BUG BINGO RESOURCES <ul style="list-style-type: none"> • Bugs L1 A1 • Bugs L1 L2 L3 A1 Bug Cards 	<ul style="list-style-type: none"> • Identifies 1 noun 	<ul style="list-style-type: none"> • Uses specific nouns • Says some verbs 	<ul style="list-style-type: none"> • Understands "don't touch" for dangerous bugs
BUG MATCH UP RESOURCES <ul style="list-style-type: none"> • Bugs L1 L2 L3 A2 	<ul style="list-style-type: none"> • Understands body parts (bugs) 	<ul style="list-style-type: none"> • Says body parts (bugs) 	<ul style="list-style-type: none"> • Recognises a picture from a part
INCY WINCY SPIDER RESOURCES <ul style="list-style-type: none"> • Bugs L1 L2 L3 A3 	<ul style="list-style-type: none"> • Does actions when hears song 	<ul style="list-style-type: none"> • Says one word from each page 	<ul style="list-style-type: none"> • Imitates sounds that express emotion
BUGS, BOXES AND BASKETS RESOURCES <ul style="list-style-type: none"> • Bugs L1 L2 L3 A4 	<ul style="list-style-type: none"> • Begins to understand prepositions 	<ul style="list-style-type: none"> • Uses some prepositions 	<ul style="list-style-type: none"> • Understands same and not the same (different)

Date:

Name: Age: H.A:




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

			
BUG BINGO RESOURCES <ul style="list-style-type: none"> • Bugs L2 A1 • Bugs L1 L2 L3 A1 Bug Cards 	<ul style="list-style-type: none"> • Identifies 2 items: adjective + noun 	<ul style="list-style-type: none"> • Combines adjective nouns • Combines noun + verb 	<ul style="list-style-type: none"> • Understands dangerous and don't touch
BUG MATCH UP RESOURCES <ul style="list-style-type: none"> • Bugs L1 L2 L3 A2 	<ul style="list-style-type: none"> • Understands part of a whole e.g. body of a bee 	<ul style="list-style-type: none"> • Combines (body part) of a (bug) 	<ul style="list-style-type: none"> • Recognises a picture from a part
INCY WINCY SPIDER RESOURCES <ul style="list-style-type: none"> • Bugs L1 L2 L3 A3 	<ul style="list-style-type: none"> • Copies actions of song to move with each syllable 	<ul style="list-style-type: none"> • Says two to three words from each page 	<ul style="list-style-type: none"> • Uses words to express emotions
BUGS, BOXES AND BASKETS RESOURCES <ul style="list-style-type: none"> • Bugs L1 L2 L3 A4 	<ul style="list-style-type: none"> • Attends to 2 items: preposition + object 	<ul style="list-style-type: none"> • Combines preposition + object 	<ul style="list-style-type: none"> • Understands that talking helps people understand things they can't see

Date:

Name: Age: H.A:

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

			
BUG BINGO RESOURCES <ul style="list-style-type: none"> • Bugs L3 A1 • Bugs L1 L2 L3 A1 Bug Cards 	<ul style="list-style-type: none"> • Identifies 3 items: number + adjective + noun 	<ul style="list-style-type: none"> • Combines number + adjective nouns • Uses third person verbs 	<ul style="list-style-type: none"> • Explains to others that something is dangerous and don't touch
BUG MATCH UP RESOURCES <ul style="list-style-type: none"> • Bugs L1 L2 L3 A2 	<ul style="list-style-type: none"> • Identifies a picture from its description 	<ul style="list-style-type: none"> • Formulates a description • Uses possessive marker 	<ul style="list-style-type: none"> • Uses state of mind verbs: think, guess
INCY WINCY SPIDER RESOURCES <ul style="list-style-type: none"> • Bugs L1 L2 L3 A3 	<ul style="list-style-type: none"> • Copies actions of song to move with each syllable • Answers questions about the song 	<ul style="list-style-type: none"> • Sings all words to song 	<ul style="list-style-type: none"> • Uses words to express emotions
BUGS, BOXES AND BASKETS RESOURCES <ul style="list-style-type: none"> • Bugs L1 L2 L3 A4 	<ul style="list-style-type: none"> • Attends to 3 items: Subject + preposition and object 	<ul style="list-style-type: none"> • Asks questions containing subject + preposition + object 	<ul style="list-style-type: none"> • Follows rules of a game

ACTIVITY

1. Bug Bingo

PREPARATION

Print resources on to lightweight card.

Cut up bug cards.

RESOURCES

- Bugs L1 A1
- Bugs L1 L2 L3 A1 Bug Cards
- Scissors

You are going to play Bingo.

1. Together with the child cut up the Bug bingo draw sheet cards, talking about the bugs as you do. Shuffle the draw sheet cards and put them in a pile face down.
2. Ask the child to take one Bug Bingo game card, then give one to their parent/ caregiver and one to you.
3. Share out the bug cards (you might need to print 2 copies if you have 4 players).
4. Take a card from the pile of Bug Bingo draw sheet cards and without showing the picture talk about what it is.
5. Everybody who has that bug puts a bug card on top of the picture on their game card.
6. Take turns picking up a draw sheet card and talking about it.
7. First person to cover 3 pictures in a row wins the game and shouts "Bingo".



EXPECTED OUTCOMES

- Identifies 1 noun e.g. a fly.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: Present new vocabulary at the end of a short sentence to take advantage of the natural acoustic highlighting that occurs at the end of a phrase. *This one is a ladybug.*

LISTENING FIRST & AUDITORY SANDWICH: Hiding the picture on 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 the bug you might like to make the task harder by shifting the noun to the middle of the sentence. *Who has the ladybug on their card.* If they can't find it, help by offering a quick peek at the picture and then repeat the name of the bug to focus on listening again.



EXPECTED OUTCOMES

- Uses specific nouns e.g. a spider, a butterfly.
- Says some verbs e.g. bite, crawl, sting.

KEY STRATEGIES

TALK TALK TALK: Add more information about each bug so the child begins to build associations between words. This makes it easier to store and remember new vocabulary. *This one can bite. Ouch, It makes us itch. We can hit it. It is a mosquito.*

EXPANSION & EXTENSION: Extend the child's utterance by adding another piece of information following the child's utterance. This will model the next level up in language and also give them more information about the bug to help store the new words.



EXPECTED OUTCOMES

- Understands "don't touch" for dangerous bugs.

KEY STRATEGY

AUDITORY HOOKS: Use attention grabbing auditory hooks, like *Oh Dear!, Uh Oh, Oh no!, Look out! Don't touch! Stop!* to cue the child to listen in this activity and also train them to pay attention to important directions at home.

ACTIVITY

1. Bug Bingo

PREPARATION

Print resources on to lightweight card.

Cut up bug cards.

RESOURCES

- Bugs L2 A1
- Bugs L1 L2 L3 A1 Bug Cards
- Scissors

You are going to play Bingo.

1. Together with the child cut up the Bug bingo draw sheet cards, talking about the bugs as you do. Point out the similar bugs, e.g. green grasshopper and brown grasshopper.
2. Shuffle the draw sheet cards and put them in a pile face down.
3. Ask the child to take one Bug Bingo game card, then give one to their parent/ caregiver and one to you.
4. Share out the bug cards (you might need to print 2 copies if you have 4 players).
5. Take a card from the pile of Bug Bingo draw sheet cards and without showing the picture talk about what it is.
6. Everybody who has that bug puts a bug card on top of the picture on their game card.
7. Take turns picking up a draw sheet card and talking about it.
8. First person to cover 3 pictures in a row wins the game and shouts "Bingo".



EXPECTED OUTCOMES

- Identifies 2 items: adjective + noun e.g. orange butterfly.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: The bug, being at the end of the phrase is in the naturally acoustic highlighted position. You might need to add emphasis to the colour to help the child attend to the other critical element. *I have a **green** beetle.*

LISTENING FIRST & AUDITORY SANDWICH: Hiding the picture on 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 the bug you might like to make the task harder by shifting the adjective + noun to the middle of the sentence. *Who has the **red ant** on their card.* If they can't find it, help by offering a quick peek at the picture and then repeat the name of the bug to focus on listening again.



EXPECTED OUTCOMES

- Combines adjective noun e.g. a black beetle.
- Combines noun + verb: A spider bites.

KEY STRATEGIES

TALK TALK TALK: Add more information about each bug so the child begins to build associations between words. This makes it easier to store and remember new vocabulary. *I've got a **black spider**. A **spider** bites. Oh, I don't like spiders.*

EXPANSION & EXTENSION & USE CHOICE: If the child only says the name of the bug when it is their turn, extend the utterance by adding the other piece of information in a choice question. Do you have the **black beetle** or the **green beetle**?



EXPECTED OUTCOMES

- Understands "don't touch" for dangerous bugs.

KEY STRATEGY

AUDITORY HOOKS: Use attention grabbing auditory hooks, like *Oh Dear!, Uh Oh, Oh no!, Look out! Don't touch! Stop!* to cue the child to listen in this activity and also train them to pay attention to important directions at home.

ACTIVITY

1. Bug Bingo

PREPARATION

Print resources on to lightweight card.

Cut up bug cards.

RESOURCES

- Bugs L3 A1
- Bugs L1 L2 L3 A1 Bug Cards
- Scissors

You are going to play Bingo.

1. Together with the child cut up the Bug bingo draw sheet cards, talking about the bugs as you do. Point out the similar bugs, e.g. green grasshopper and brown grasshopper and the fact that some cards have one bug and some have two bugs.
2. Shuffle the draw sheet cards and put them in a pile face down.
3. Ask the child to take one Bug Bingo game card, then give one to their parent/ caregiver and one to you.
4. Share out the bug cards (you might need to print 2 copies if you have 4 players).
5. Take a card from the pile of Bug Bingo draw sheet cards and without showing the picture talk about what it is.
6. Everybody who has that picture puts a bug card on top of it on their game card.
7. Take turns picking up a draw sheet card and talking about it.
8. First person to cover 3 pictures in a row wins the game and shouts "Bingo".



EXPECTED OUTCOMES

Identifies 3 items: number + adjective + noun e.g. two orange butterflies.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: The bug, being at the end of the phrase is in the naturally acoustic highlighted position. You might need to add emphasis to the number or colour to help the child attend to the other critical elements. *I have **one green** beetle.*

LISTENING FIRST & AUDITORY SANDWICH: Hiding the picture on 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 the picture you might like to make the task harder by shifting the number + adjective + noun to the middle of the sentence. *Who has the **two brown scorpions** on their card.* If they can't find it, help by offering a quick peek at the picture and then repeat the name of the bug/s to focus on listening again.



EXPECTED OUTCOMES

- Combines number + adjective noun e.g. one green caterpillar.
- Uses third person verbs e.g. a caterpillar crawls.

KEY STRATEGIES

TALK TALK TALK: Add more information about each bug so the child begins to build associations between words. This makes it easier to store and remember new vocabulary. *I've got **one red scorpion**. A scorpion stings. Oh, I don't like scorpions.*

EXPANSION & EXTENSION & USE CHOICE: If the child misses a piece of information when it's their turn to talk, ask for clarification using in a choice question. Do you have the **one yellow beetle** or **two yellow beetles**?



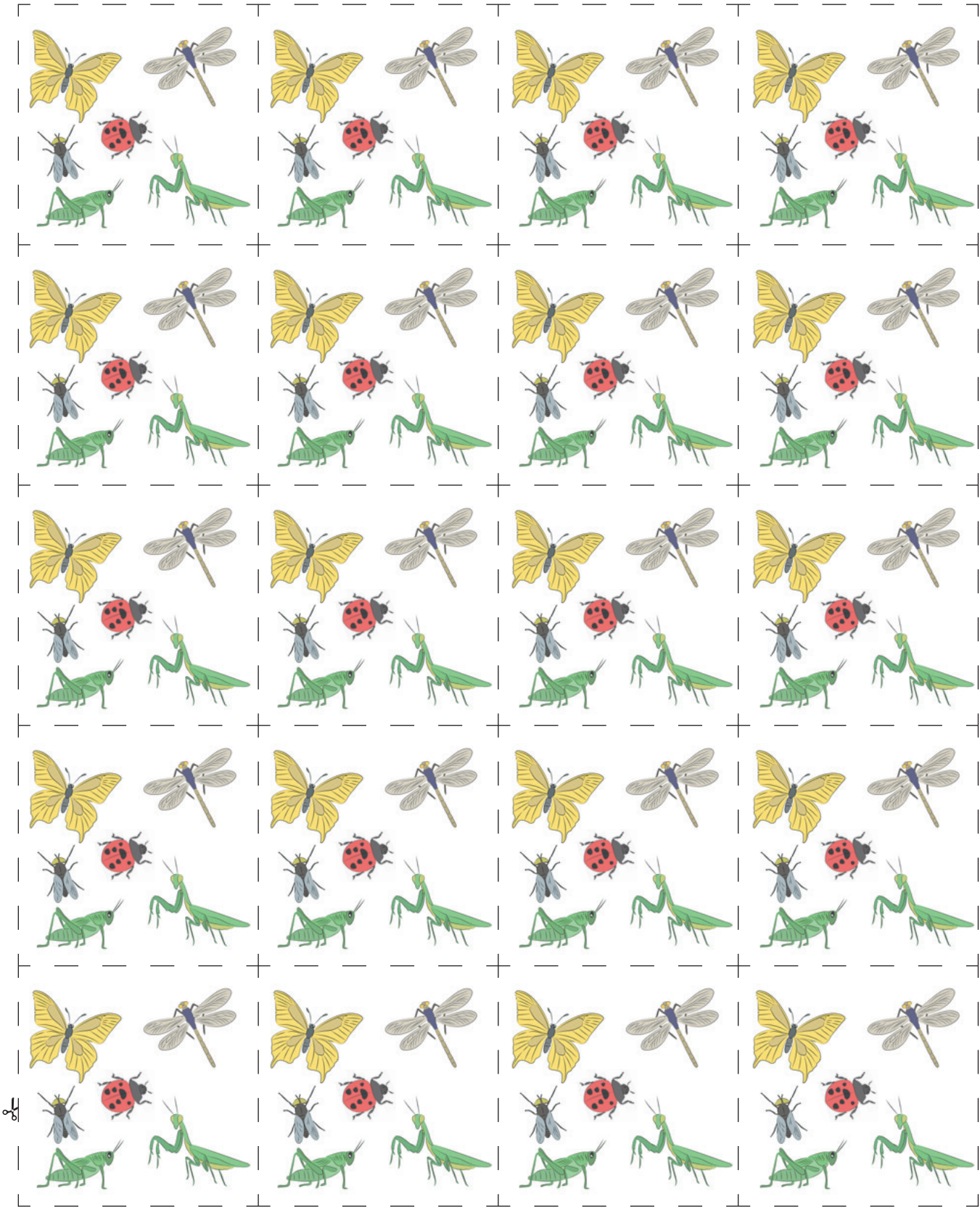
EXPECTED OUTCOMES

- Explains to others that something is dangerous and don't touch.

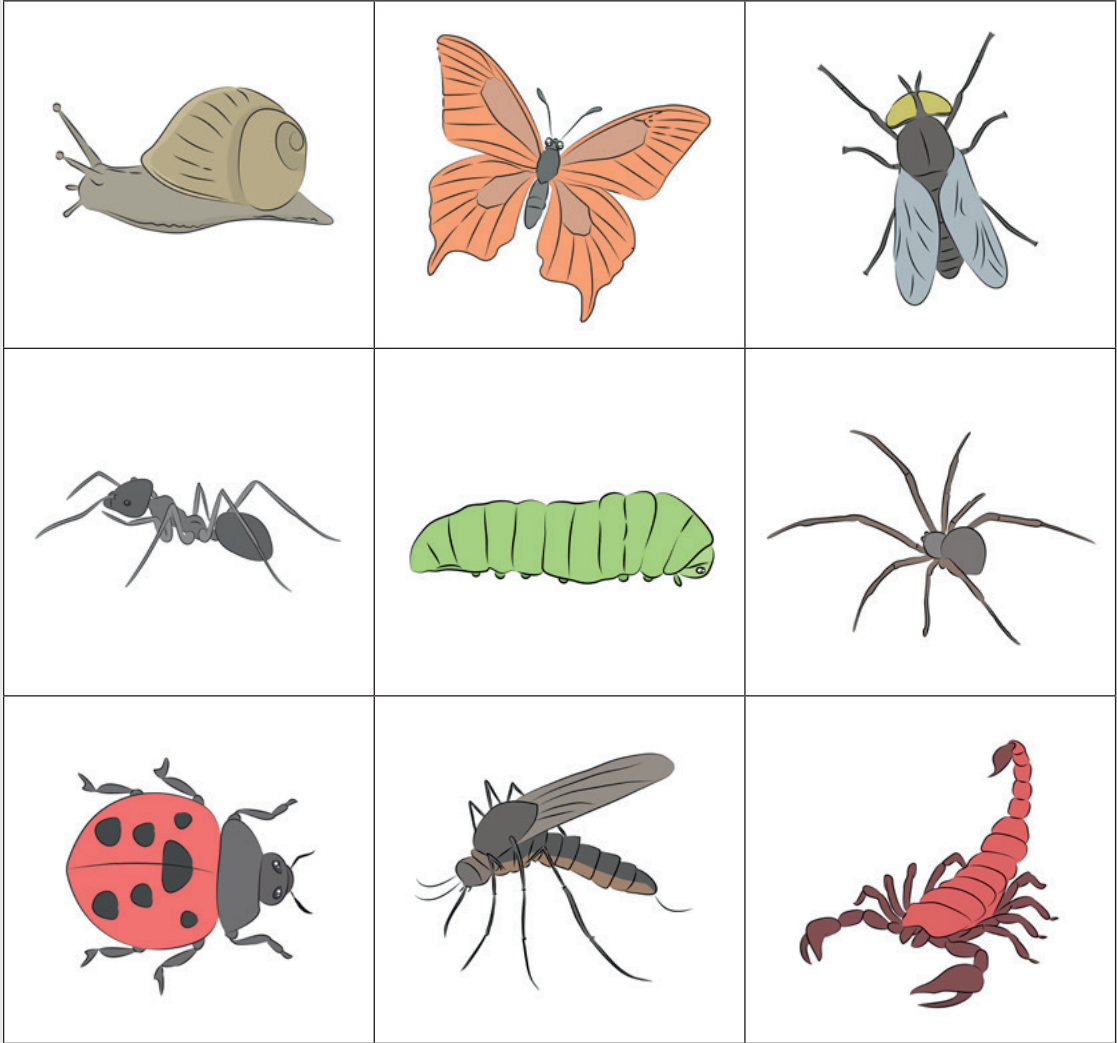
KEY STRATEGY

AUDITORY HOOKS: Use attention grabbing auditory hooks, like ***Don't touch! Stop!*** to cue the child to listen in this activity and also train them to pay attention to important directions at home. *You have better tell mum; **don't touch the scorpion. It's dangerous.***

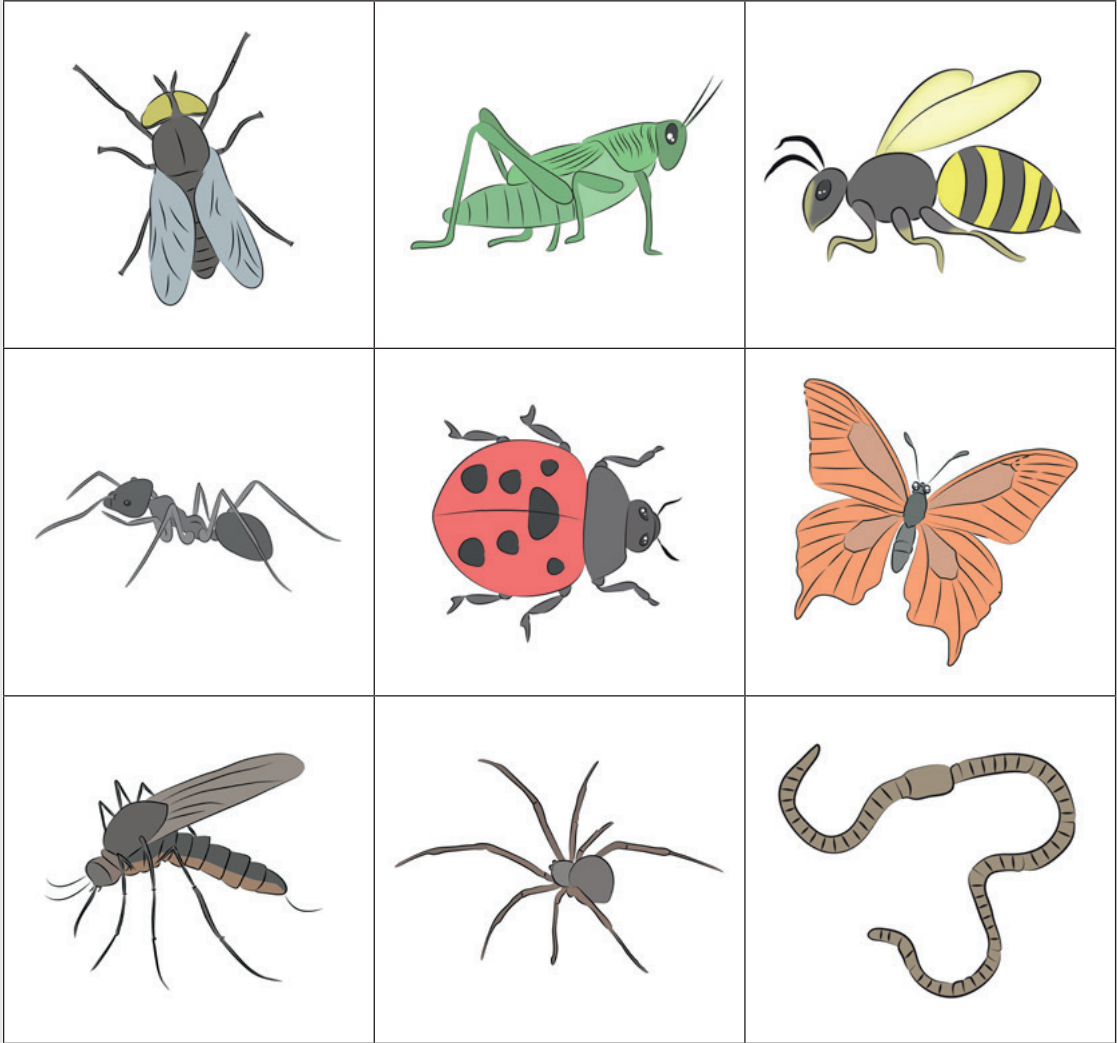
1. Bug Bingo



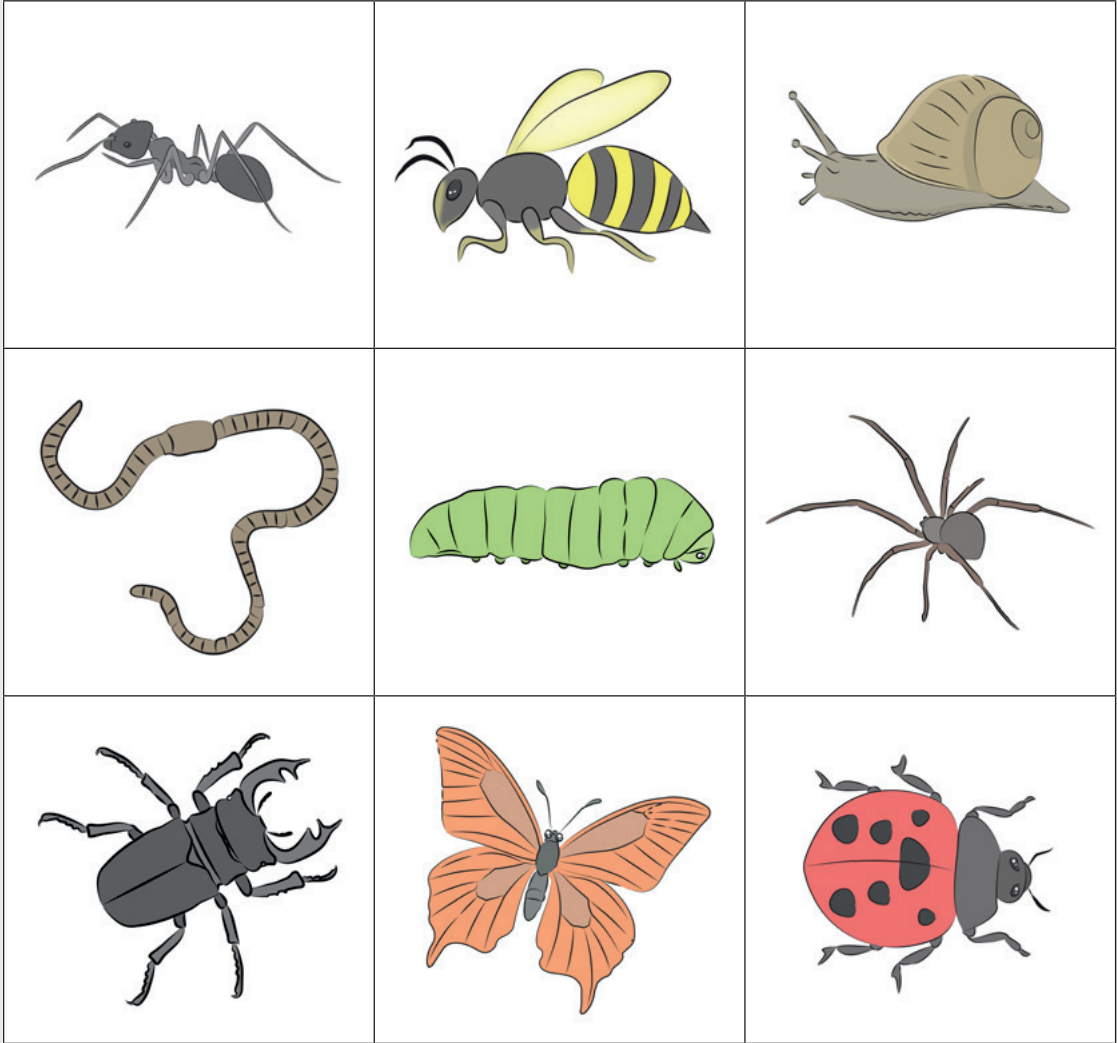
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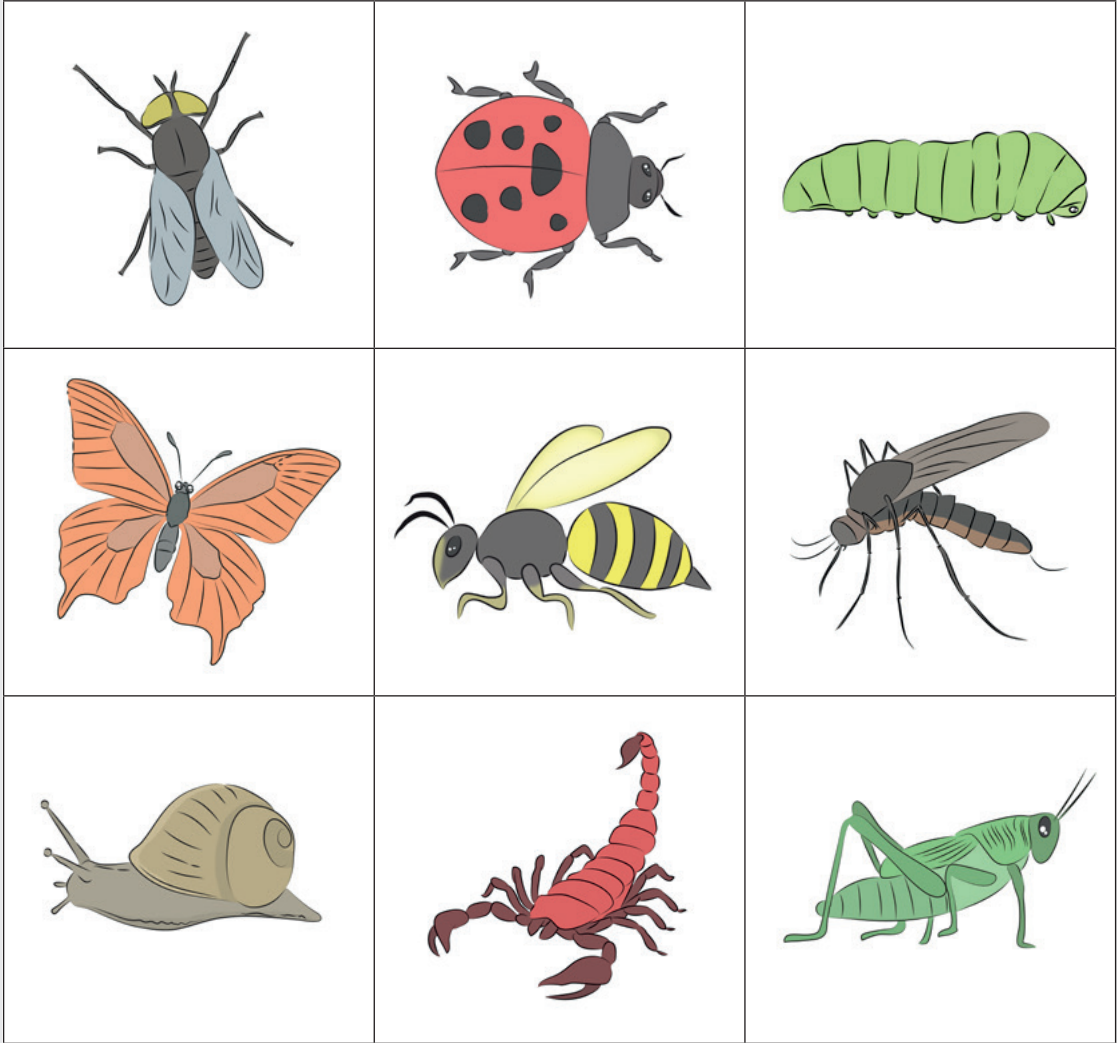
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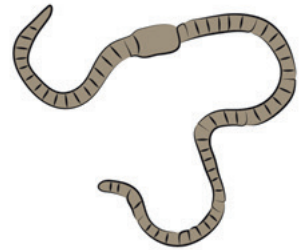
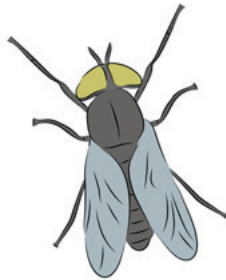
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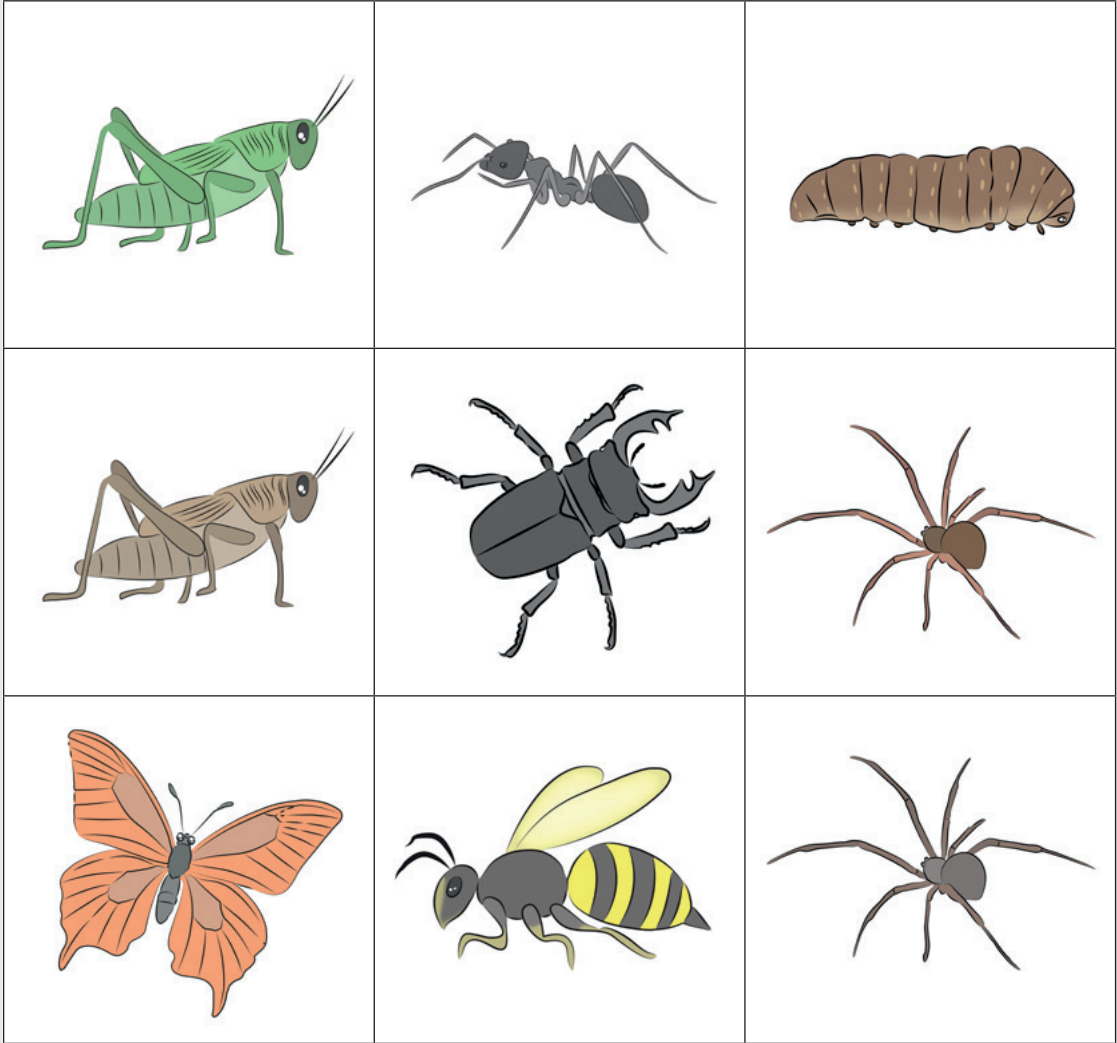
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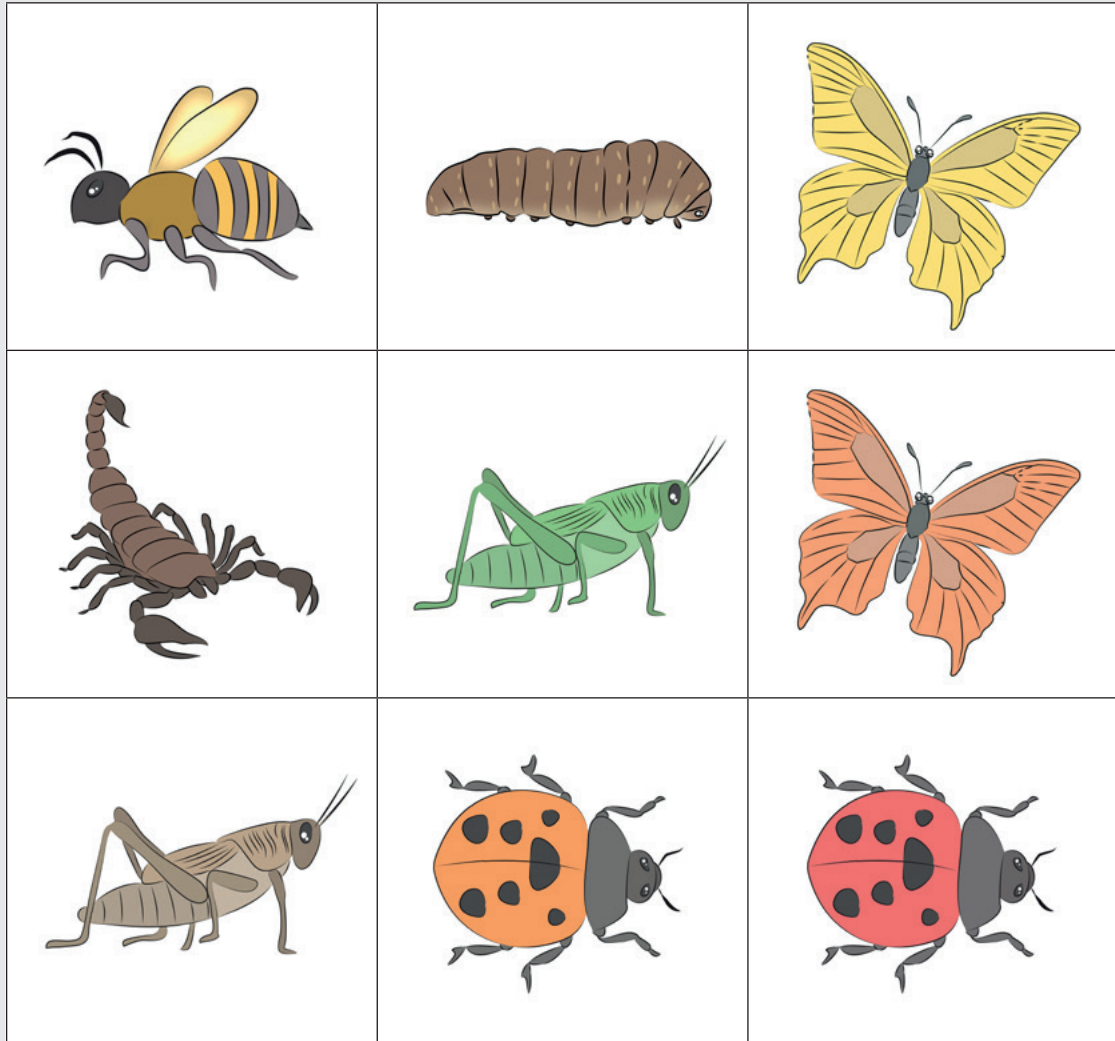
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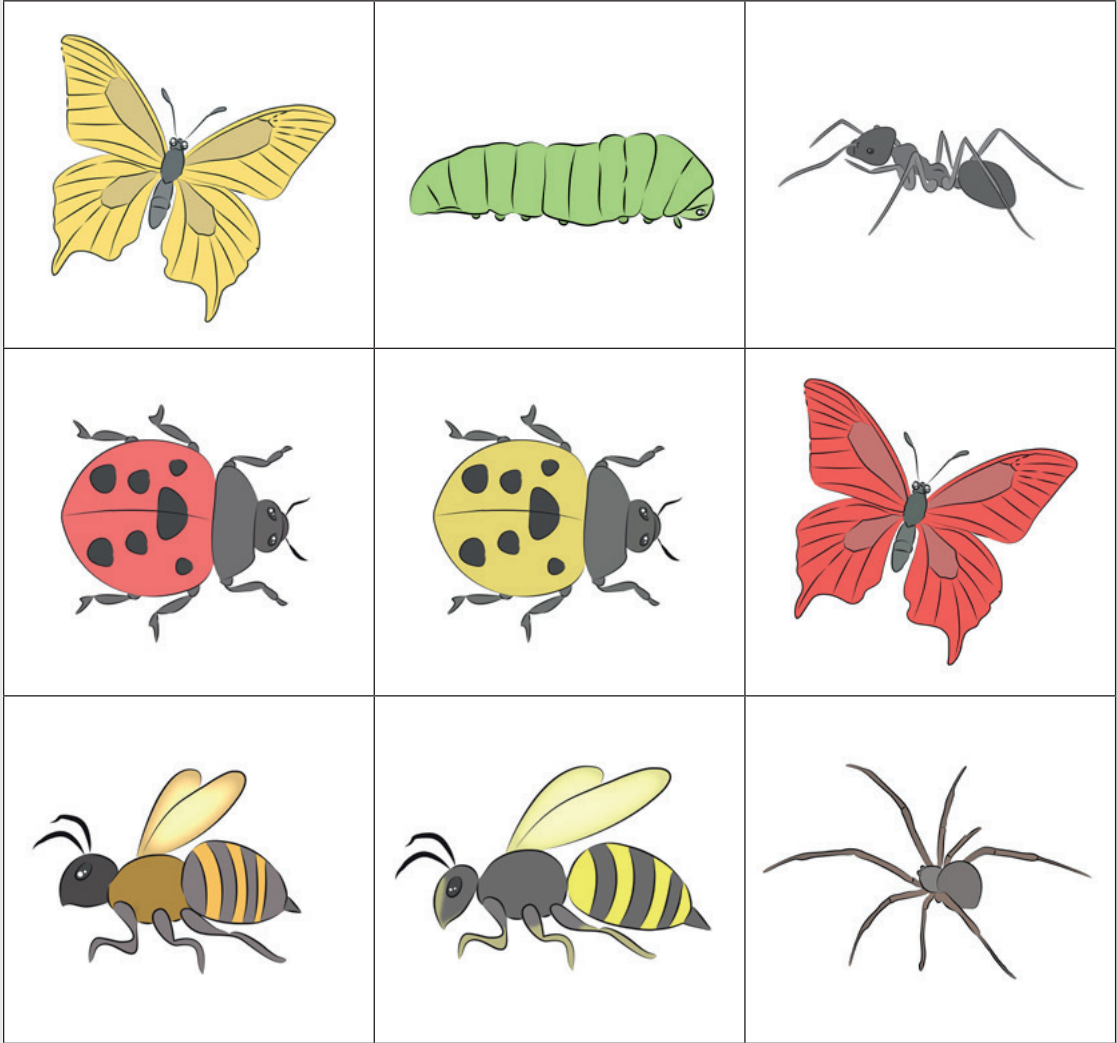
1. Bug Bingo



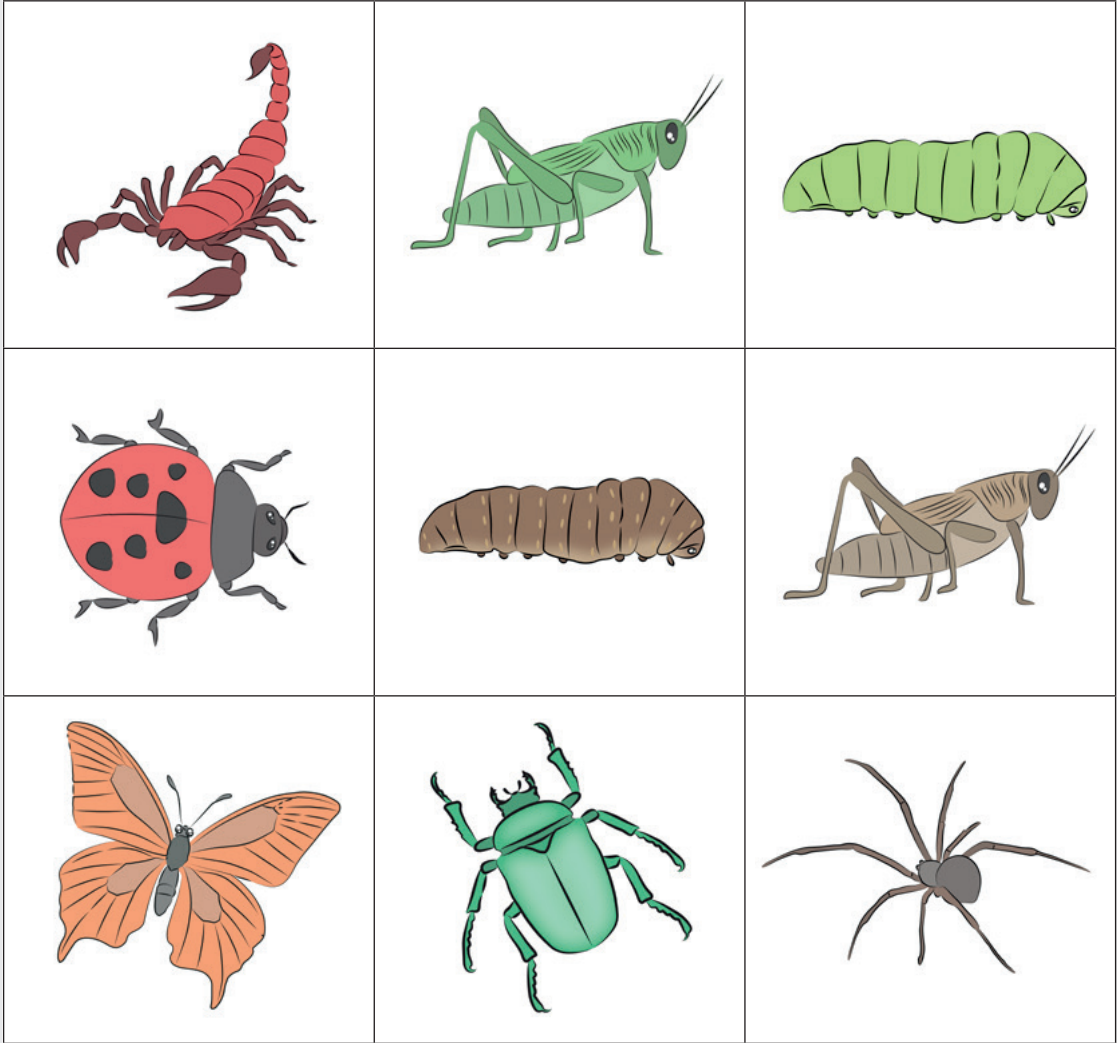
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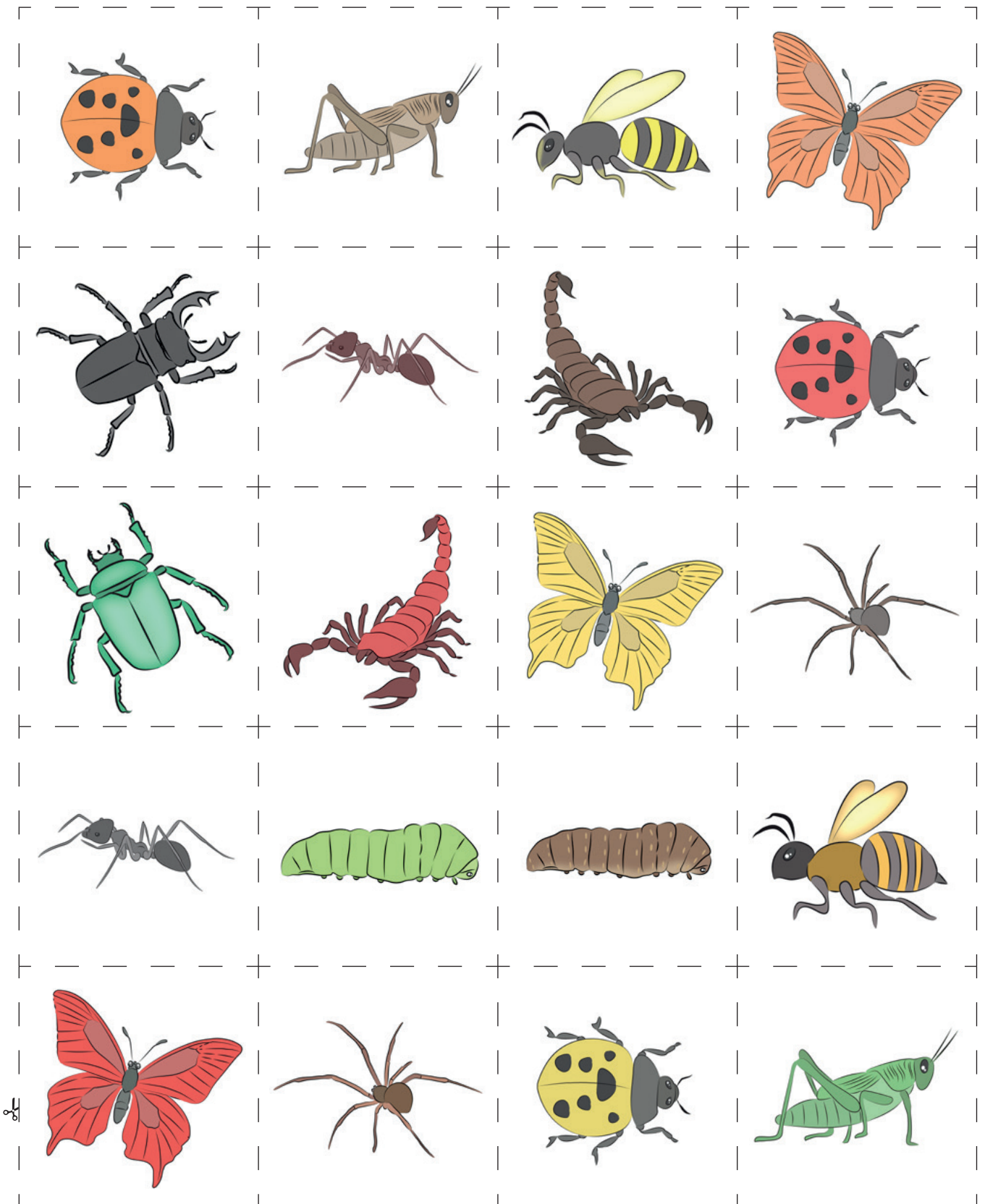
1. Bug Bingo



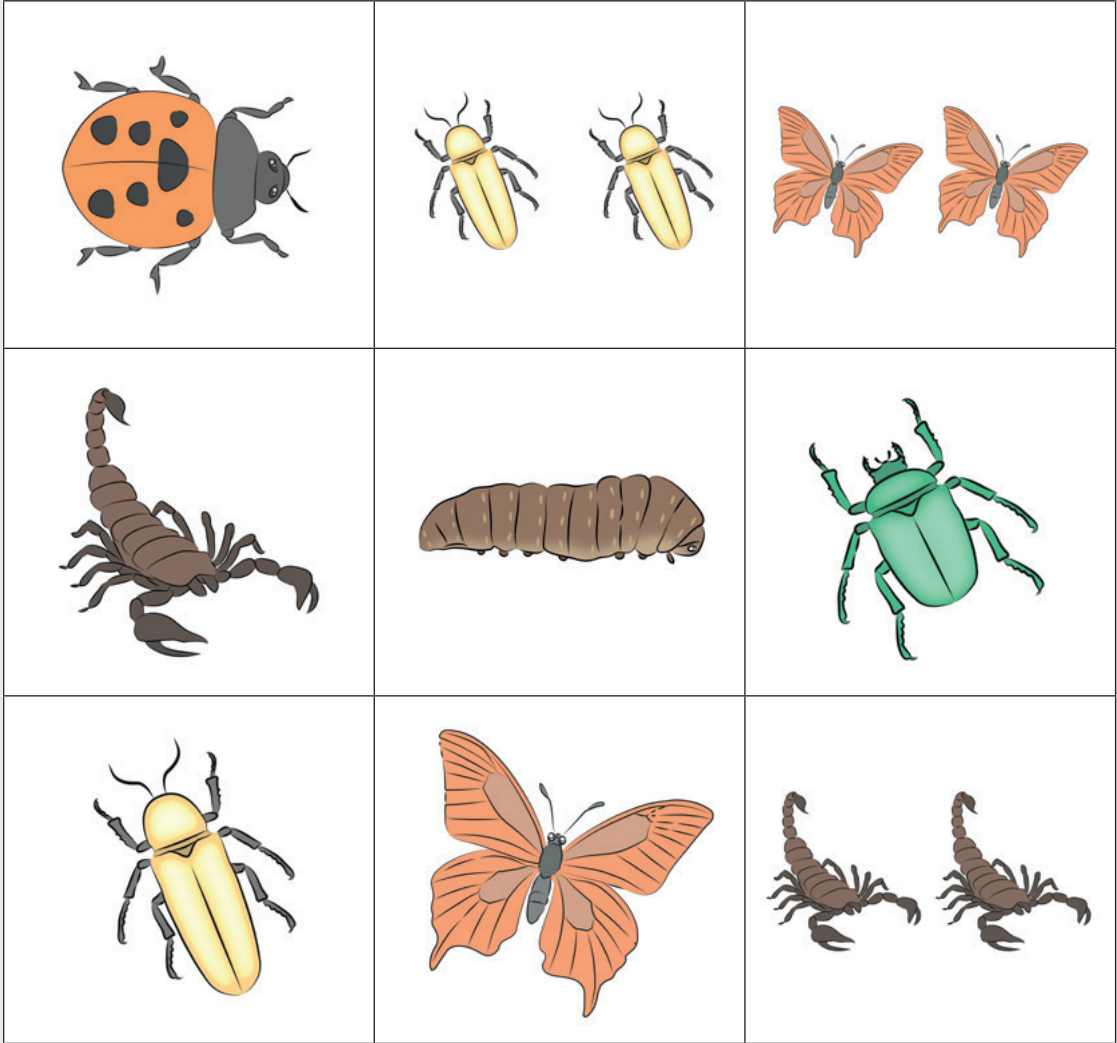
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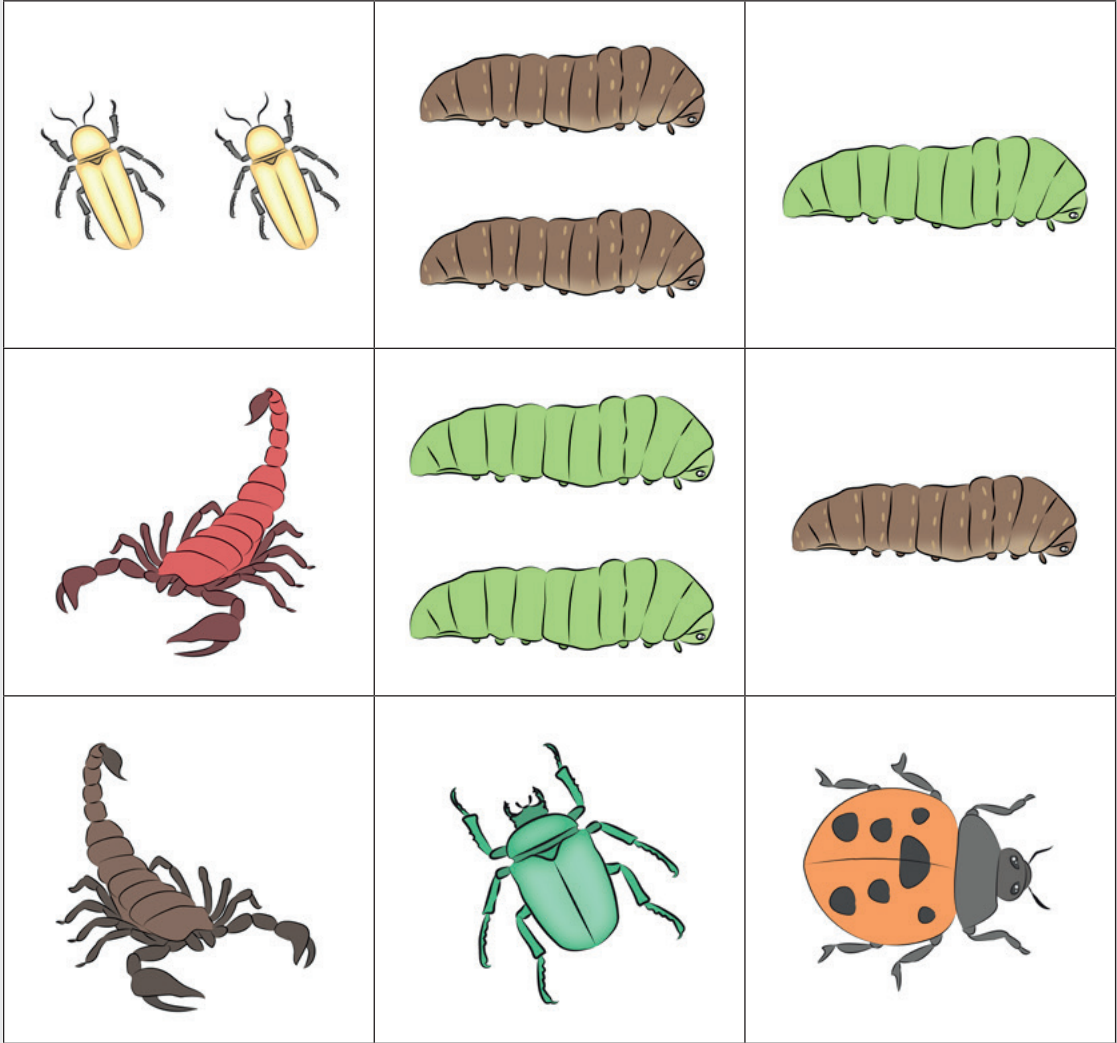
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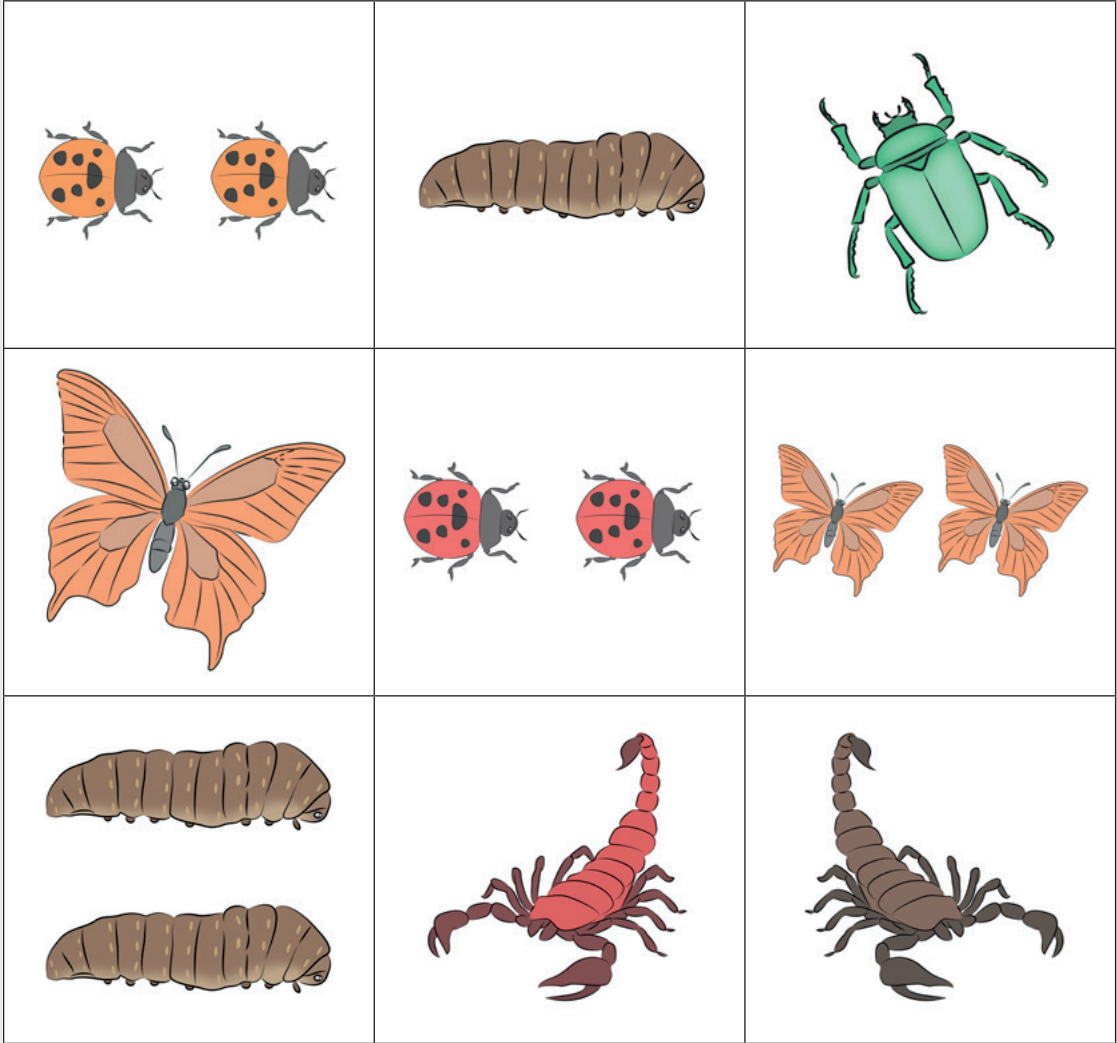
1. Bug Bingo



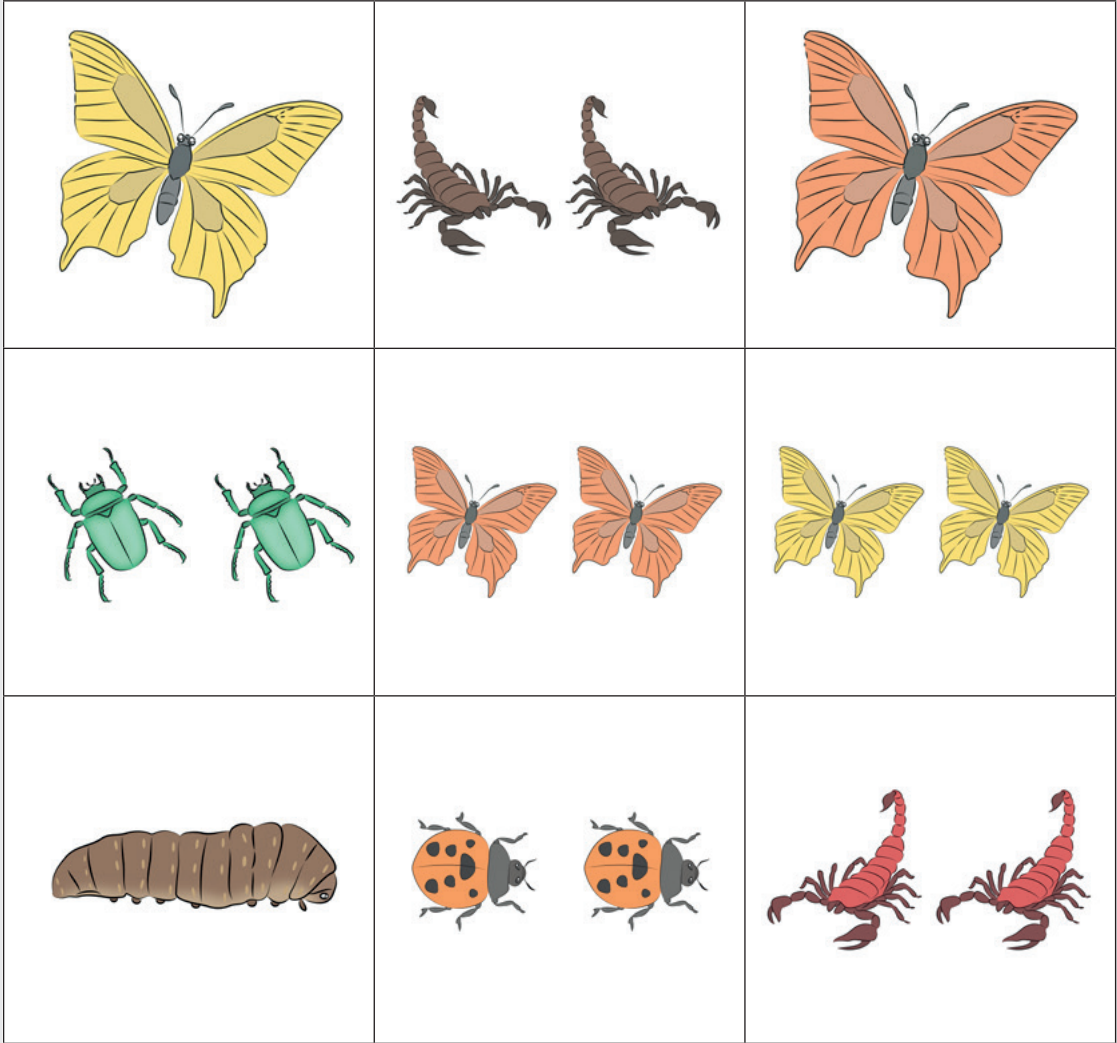
1. Bug Bingo



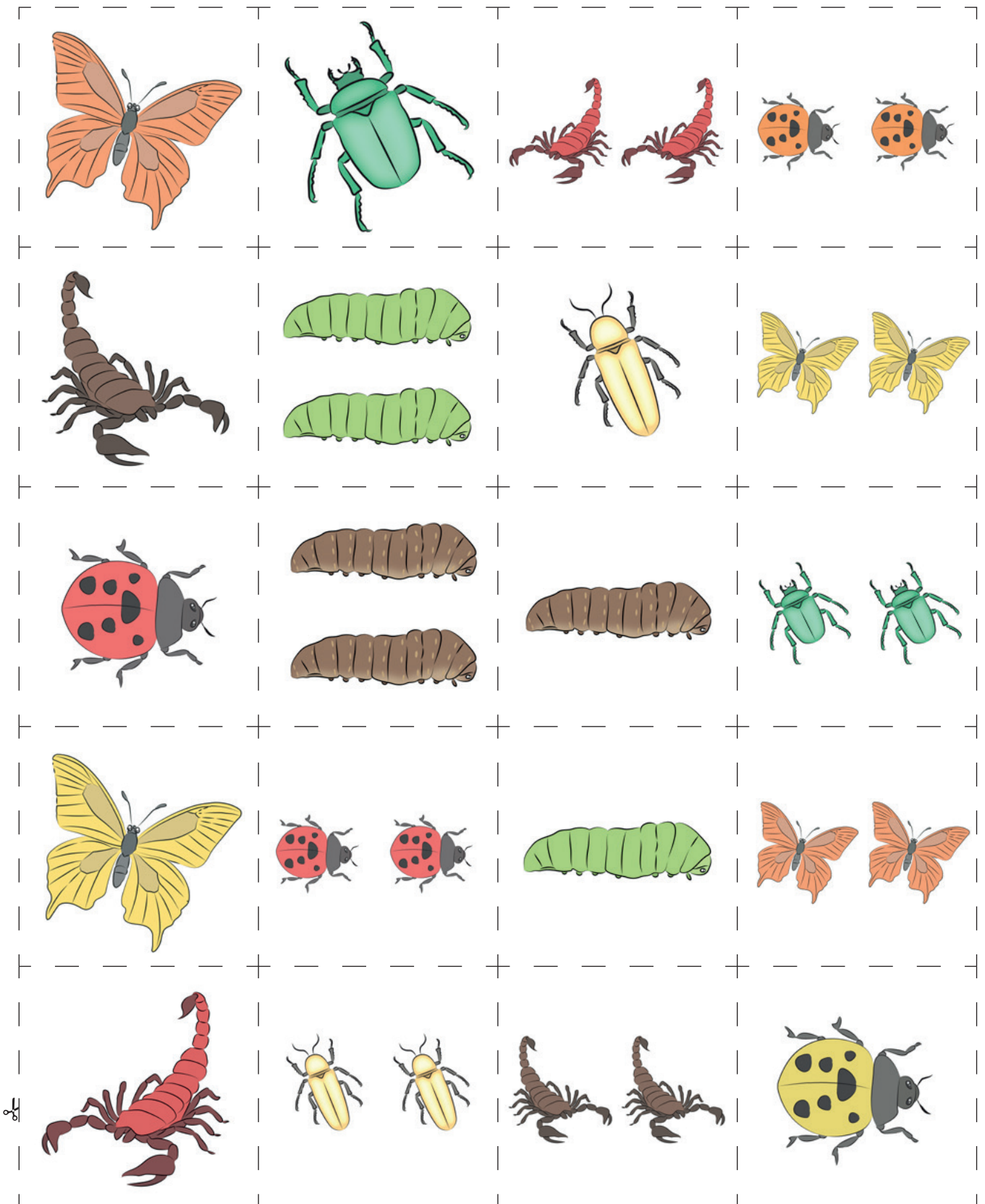
1. Bug Bingo



1. Bug Bingo



1. Bug Bingo



ACTIVITY

2. Bug Match up

PREPARATION

Print the resource onto paper.

RESOURCES

- Bugs L1 L2 L3 A2
- Pencil

You are going to match the body part to the bug.

1. Point to and talk about the picture at the top of the left column. Describe what it looks like and what bug you think it comes from e.g. *See the stripes; black and yellow. I think it is from the bee.*
2. Explain that you have to find the matching bug on the right hand side. Look down the column and point out the matching colours. Talk about what part of the bug you think it is. *Maybe it's the bee's tummy.*
3. Encourage the child to draw a line from the body part to the bug.
4. Look at the next bug part, or take turns choosing which bug part to talk about next.



EXPECTED OUTCOMES

- Understands body parts (bugs) e.g. tummy, wing, tail.

KEY STRATEGIES

COME CLOSE TO ME: Put the paper resource in front of the child. As you all gather around looking at the pictures together you will be in the perfect position to provide the optimal listening experience for the child. Your mouth will be positioned very close to the child's audio processor. Point this out to the child's parent so they can think about this positioning at home.

SAME THINKING PLACE: Add the words to go with the child's thinking. Maybe the child can see the first picture matches the bee. *Oh, you think that one is part of the bee. Me too. I think it is the bee. Maybe the bee's tummy.*



EXPECTED OUTCOMES

- Says body parts (bugs); e.g. tummy, wing, tail.

KEY STRATEGIES

USE CHOICES & ACOUSTIC HIGHLIGHTING: When you are deciding on what body part it is present alternatives in the form of a choice question placing the preferred one last, in the most acoustically highlighted position. *Shall we say the caterpillar's face, or the caterpillar's head?*

SABOTAGE & AUDITORY HOOKS: Create a problem for the child to notice and spontaneously communicate about by suggesting one of the parts goes with the wrong bug. If the child does not spontaneously notice, whisper to encourage the parent to step in and stop you. *Stop! That is not part of the snail!*



EXPECTED OUTCOMES

- Recognises a picture from a part.

KEY STRATEGY

WAIT WAIT & WAIT SOME MORE: Waiting for the child to find the matching bug by themselves helps to build their independent problem solving skills and, when they are successful in finding it, their sense of achievement. Add language along the way to match the child's thinking. *Hmm no, I agree, it's not part of the beetle. Yes... you found it. It is from the grasshopper.*

ACTIVITY

2. Bug Match up

PREPARATION

Print the resource onto paper.

RESOURCES

- Bugs L1 L2 L3 A2
- Pencil

You are going to match the body part to the bug.

1. Point to and talk about the picture at the top of the left column. Describe what it looks like and what bug you think it comes from e.g. *See the stripes; black and yellow. I think it is from the bee.*
2. Explain that you have to find the matching bug on the right hand side. Look down the column and point out the matching colours. Talk about what part of the bug you think it is. *Maybe it's the bee's tummy.*
3. Encourage the child to draw a line from the body part to the bug.
4. Look at the next bug part, or take turns choosing which bug part to talk about next.



EXPECTED OUTCOMES

- Understands part of a whole e.g. body of a bee.

KEY STRATEGIES

COME CLOSE TO ME: Put the paper resource in front of the child. As you all gather around looking at the pictures together you will be in the perfect position to provide the optimal listening experience for the child. Your mouth will be positioned very close to the child's audio processor. Point this out to the child's parent so they can think about this positioning at home.

SAME THINKING PLACE: Add the words to go with the child's thinking. Maybe the child can see the first picture matches the bee. *Oh, you think that one is part of the **bee**. Me too. I think it is the **part** of the **bee**. Maybe the **body** of the **bee**.*



EXPECTED OUTCOMES

- Combines (body part) of a (bug).

KEY STRATEGIES

USE CHOICES & ACOUSTIC HIGHLIGHTING; When you are deciding on what body part it is present alternatives in the form of a choice question. Place acoustic highlighting on the body parts to make those words easier for the child to attend to and remember. *Will we say the **face** of the **caterpillar** or the **head** of the **caterpillar**?*

SABOTAGE & AUDITORY HOOKS: Create a problem for the child to notice and spontaneously communicate about by suggesting one of the parts goes with the wrong bug. If the child does not spontaneously notice whisper to encourage the parent to step in and stop you. ***Stop!** that is **not** part of the **snail!***



EXPECTED OUTCOMES

- Recognises a picture from a part.

KEY STRATEGY

WAIT WAIT & WAIT SOME MORE: Waiting for the child to find the matching bug by themselves helps to build their independent problem solving skills and, when they are successful in finding it, their sense of achievement. Add language along the way to match the child's thinking. *Hmm no, I agree, it's **not** part of the **beetle**. Yes... you found it is from the **antennae** of the **grasshopper**.*

ACTIVITY

2. Bug Match up

PREPARATION

Print the resource onto paper.

RESOURCES

- Bugs L1 L2 L3 A2
- Pencil

You are going to match the body part to the bug.

1. Point to and talk about the picture at the top of the left column. Describe what it looks like and what bug you think it comes from e.g. *See the black and yellow stripes; I think it is part of the bee.*
2. Explain that you have to find the matching bug on the right hand side. Look down the column and point out the matching colours. Talk about what part of the bug you think it is. *I think maybe it's the bee's tummy.*
3. Encourage the child to draw a line from the body part to the bug.
4. Fold the paper in half so you can only see the bug parts and encourage the parent to choose which bug part you will talk about next. Ask them to describe what it looks like but not point at it. See if the child can find it from the description then take turns guessing what bug it could be from then open the page to find the match.
5. Fold the paper again and take turns choosing and describing the next bug part to talk.



EXPECTED OUTCOMES

- Identifies a picture from its description e.g. I choose the one that is green with a face.

KEY STRATEGIES

COME CLOSE TO ME: Put the paper resource in front of the child. As you all gather around looking at the pictures together you will be in the perfect position to provide the optimal listening experience for the child. Your mouth will be positioned very close to the child's audio processor. Point this out to the child's parent so they can think about this positioning at home.

LISTENING FIRST: Listening first is our strategy to develop the auditory area of the brain but we can also make it into a fun guessing game. *OK Dad, don't point. Just tell us a clue, which one you want to do. Say one clue and if we think we know we'll shout "I've got it!"*



EXPECTED OUTCOMES

- Formulates a description e.g. It is long and skinny and black.
- Uses possessive marker e.g. beetle's leg.

KEY STRATEGIES

TALK TALK TALK & EXPANSION & EXTENTION: Help the child formulate a description by reminding them to just use their words so you can have a turn at guessing. Encourage them to explain what colour and shape the bug part is. Expand their vocabulary by repeating their clue and introduce some synonyms for words they used. *So it's long, skinny and black. Got it! This one is long thin and black.*

USE CHOICES & ACOUSTIC HIGHLIGHTING: When you are deciding on what body part it is present alternatives in the form of a choice question. Place acoustic highlighting on the possessive marker to call, the child's attention to this tricky grammatical marker. *Will we say the caterpillar's face or the caterpillar's head?*



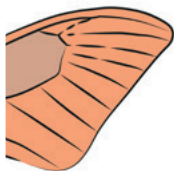
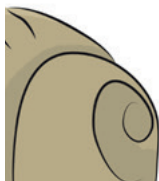
EXPECTED OUTCOMES

- Uses state of mind verbs: think, guess.

KEY STRATEGY

TALK TALK TALK: Using words like think and guess helps develop the child's Theory of Mind skills. *Ok, are you ready to guess? Tell me which one you think it is...*

2. Bug Match Up

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

ACTIVITY

3. Incy Wincy Spider

PREPARATION

Print Bugs L1 L2 L3 A3 onto paper.

Cut out the parts of the spider on the last page.

RESOURCES

- Bugs L1 L2 L3 A3
- Scissors, glue, stapler

You are going to build a spider and then sing Incy Wincy Spider song.

1. Talk about the parts of the spider as you stick them on the web on the front page of the booklet.
2. Staple the pages of the booklet together.
3. Sing the song as you turn each page.
4. Then sing the song adding an action for each page (if you don't know the actions search online).



EXPECTED OUTCOMES

- Does actions when hears song.

KEY STRATEGIES

MUSIC MUSIC MUSIC: The suprasegmental information like intonations changes in the melody and strong rhythm capture and hold a child's attention. For the level 1 child these are typically the first auditory stimuli the child begins to recognise and attach meaning to. Repeat the song with its actions many times to help the child learn to recognise the tune.

LISTENING FIRST: When you think the child is familiar with the tune try beginning the song without using the actions and see if the child can join in with the actions by themselves. This shows the parent/caregiver that the child is beginning to attach meaning to the information they are receiving through their cochlear implants.



EXPECTED OUTCOMES

- Says one word from each page.

KEY STRATEGIES

AUDITORY CLOSURE: When the child is familiar with the song they may be able to sing one word per page. Explain the strategy of auditory closure to the parent/caregiver and agree on the word that you will stop on, then start singing the first line. *Incy wincy...* If the child is not able to complete the line use the parent as a model for the child to imitate.

AUDITORY FEEDBACK LOOP: The advantage of using the parent/caregiver as a model of how to complete auditory closure is that the child will hear a very clear model of the required word for them to try and repeat. They will then be able to compare how they sound with their parent's example. This process contributes to the development of the child's auditory feedback loop through which the child monitors and adjusts their own speech production so that it better matches the adult word.



EXPECTED OUTCOMES

- Imitates sounds that express emotion.

KEY STRATEGY

AUDITORY HOOKS: *Oh dear! Poor spider. It got washed out... Yeah! it climbed up again. Hooray!* Simple emotive auditory hooks help develop the child's understanding of feelings as the suprasegmentals carry some information about emotions.

ACTIVITY

3. Incy Wincy Spider

PREPARATION

Print Bugs L1 L2 L3 A3 onto paper.

Cut out the parts of the spider on the last page.

RESOURCES

- Bugs L1 L2 L3 A3
- Scissors, glue, stapler

You are going to build a spider and then sing Incy Wincy Spider song.

1. Talk about the parts of the spider as you stick them on the web on the front page of the booklet.
2. Staple the pages of the booklet together.
3. Sing the song as you turn each page.
4. Then sing the song adding an action for each page (if you don't know the actions search online).



EXPECTED OUTCOMES

- Copies actions of song to move with each syllable.

KEY STRATEGIES

MUSIC MUSIC MUSIC: The strong suprasegmental information in songs makes it easier for the child to remember words and also helps to develop skills the child will use to learn to read and write. Emphasise the rhythm and add an action to each stressed syllable to help the child understand that words can be broken up into syllables (beats). This is an early step in understanding the sound structure of words.

LISTENING FIRST: When you think the child is familiar with the tune try beginning the song without using the actions and see if the child can join in with the actions by themselves. Contrast it with another action song you have practised with the child (e.g. head, shoulders, knees and toes) to see if they can recognise and switch from one song to the other.



EXPECTED OUTCOMES

- Says two to three words from each page.

KEY STRATEGIES

AUDITORY CLOSURE: When the child is familiar with the song encourage them to join in with each page. Explain the strategy of auditory closure to the parent/caregiver and agree on the word that you will stop on, then start singing the first line. *Incy...* If the child is not able to complete the line use the parent as a model for the child to imitate.

AUDITORY FEEDBACK LOOP: The advantage of using the parent/caregiver as a model of how to complete auditory closure is that the child will hear a very clear model of the required words for them to try and repeat. They will then be able to compare how they sound with their parent's example. This process contributes to the development of the child's auditory feedback loop through which the child monitors and adjusts their own speech production so that it better matches the adult word.



EXPECTED OUTCOMES

- Uses words to express emotions.

KEY STRATEGY

AUDITORY HOOKS: *Oh dear! Poor spider. It got washed out... Yeah! it climbed up again. Hooray!* Simple emotive auditory hooks help develop the child's understanding of feelings as the suprasegmentals carry some information about emotions.

ACTIVITY

3. Incy Wincy Spider

PREPARATION

Print Bugs L1 L2 L3 A3 onto paper.

Cut out the parts of the spider on the last page.

RESOURCES

- Bugs L1 L2 L3 A3
- Scissors, glue, stapler

You are going to build a spider and then sing Incy Wincy Spider song.

1. Talk about the parts of the spider and decide what order you are going to stick them on the web on the front page of the booklet.
2. Staple the pages of the booklet together.
3. Sing the song as you turn each page.
4. Then sing the song adding an action for each page (if you don't know the actions search online).



EXPECTED OUTCOMES

- Copies actions of song to move with each syllable.
- Answers questions about the song.

KEY STRATEGIES

MUSIC MUSIC MUSIC: The strong suprasegmental information in songs makes it easier for the child to remember words and also helps to develop skills the child will use to learn to read and write. Emphasise the rhythm and add an action to each stressed syllable to help the child understand that words can be broken up into syllables (beats). This is an early step in understanding the sound structure of words.

TALK TALK TALK: Discuss what happens in the song and check the child's comprehension. Does the child know what a garden spout is? Maybe there is another word the family would use for this? Ask questions about the sequence in the song. *What happens after the rain comes down? What happens when the sun comes out?*



EXPECTED OUTCOMES

- Sings all words to song.

KEY STRATEGIES

AUDITORY CLOSURE: When the child is familiar with the song encourage them to join in with each page. Explain the strategy of auditory closure to the parent/caregiver. Together sing the first word and then stop and see if the child can complete the line by themselves. If the child is not able to complete the line use the parent as a model for the child to imitate.

AUDITORY FEEDBACK LOOP: The advantage of using the parent/caregiver as a model of how to complete auditory closure is that the child will hear a very clear model of the required words for them to try and repeat. They will then be able to compare how they sound with their parent's example. This process contributes to the development of the child's auditory feedback loop through which the child monitors and adjusts their own speech production so that it better matches the adult word.



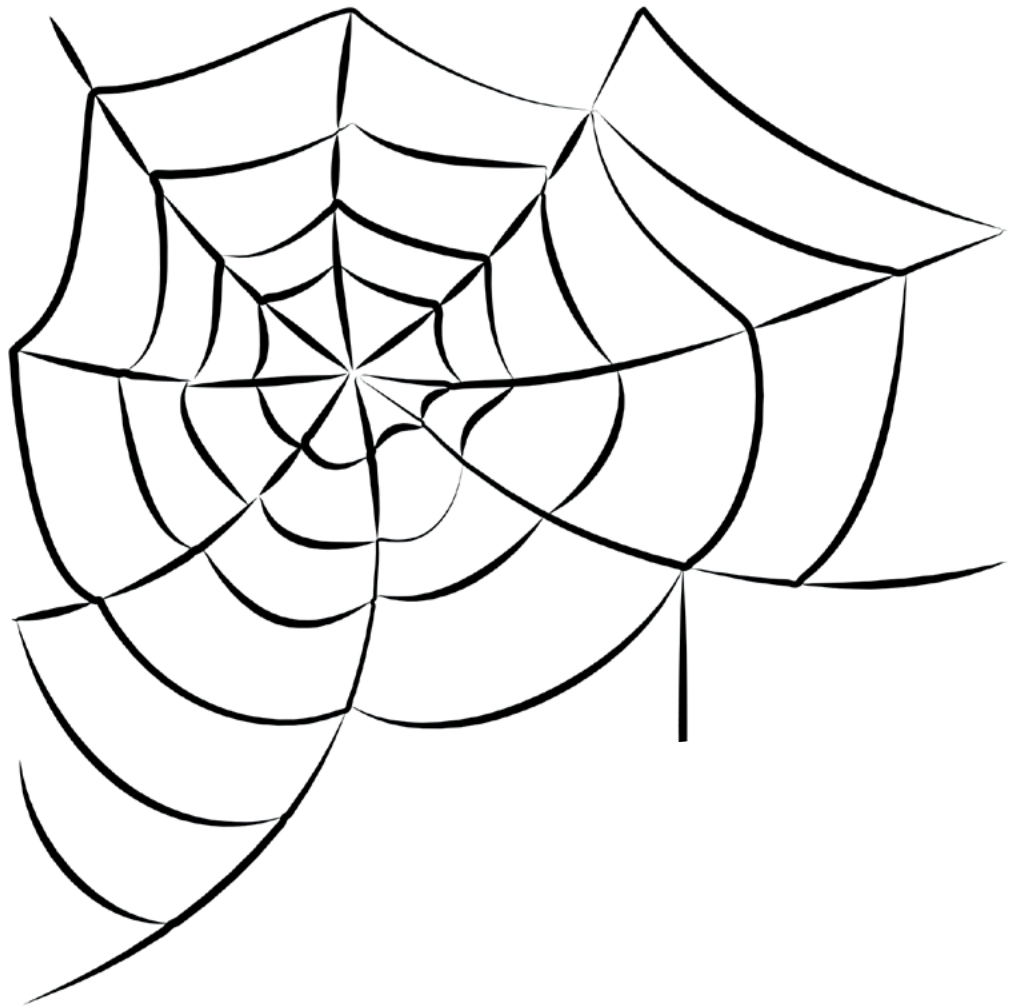
EXPECTED OUTCOMES

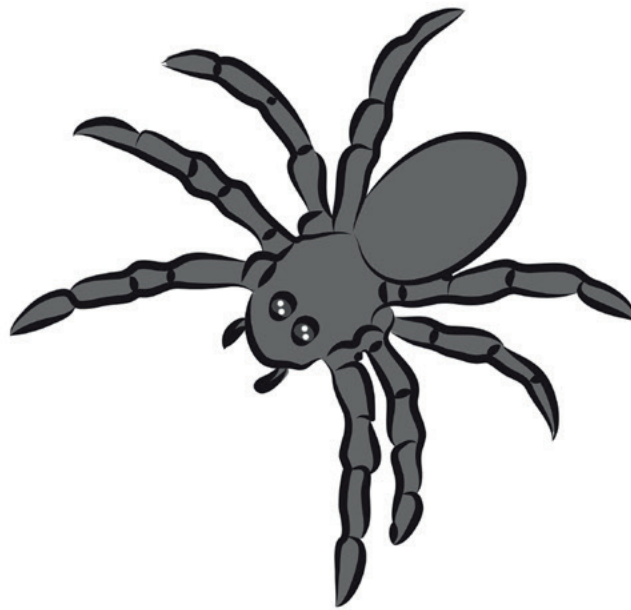
- Uses words to express emotions.

KEY STRATEGY

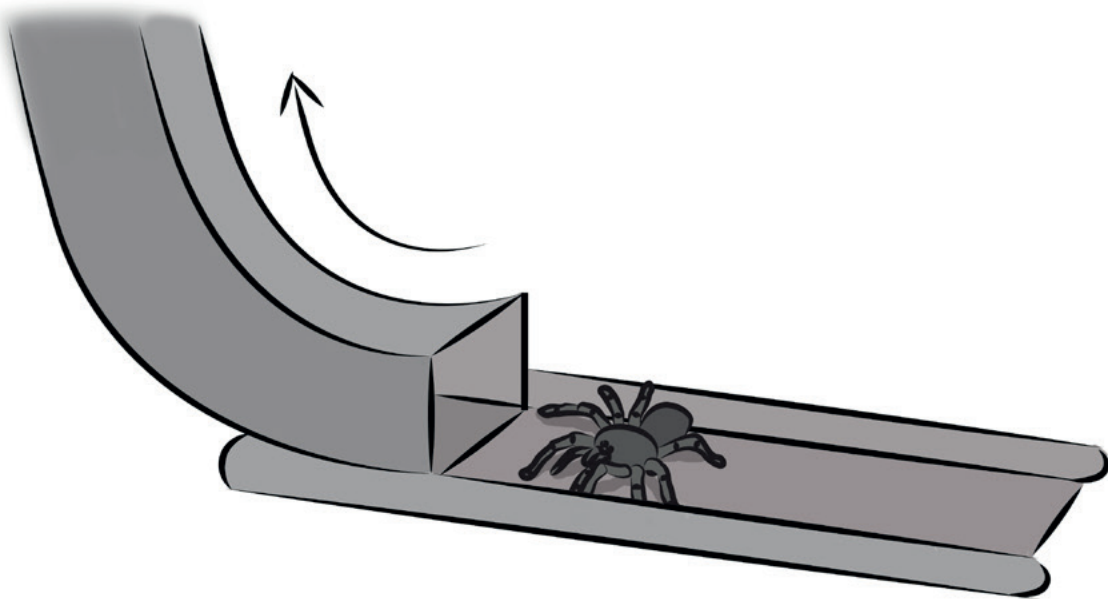
AUDITORY HOOKS: *Oh dear! Poor spider. It got washed out... Yeah! it climbed up again. Hooray!* Simple emotive auditory hooks help develop the child's understanding of feelings as the suprasegmentals carry some information about emotions.

Incy Wincy Spider

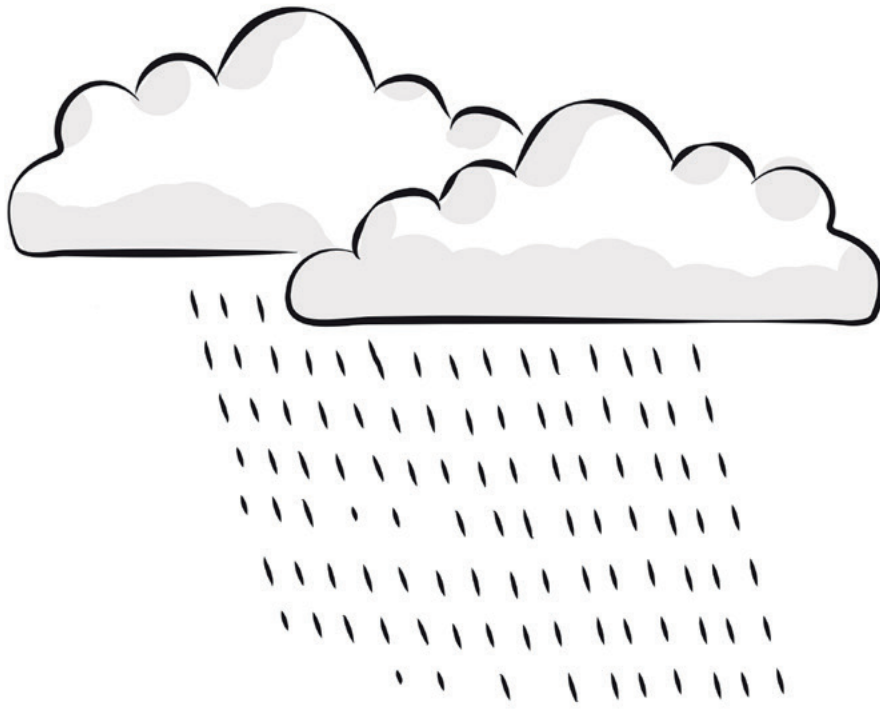




Incy wincy spider



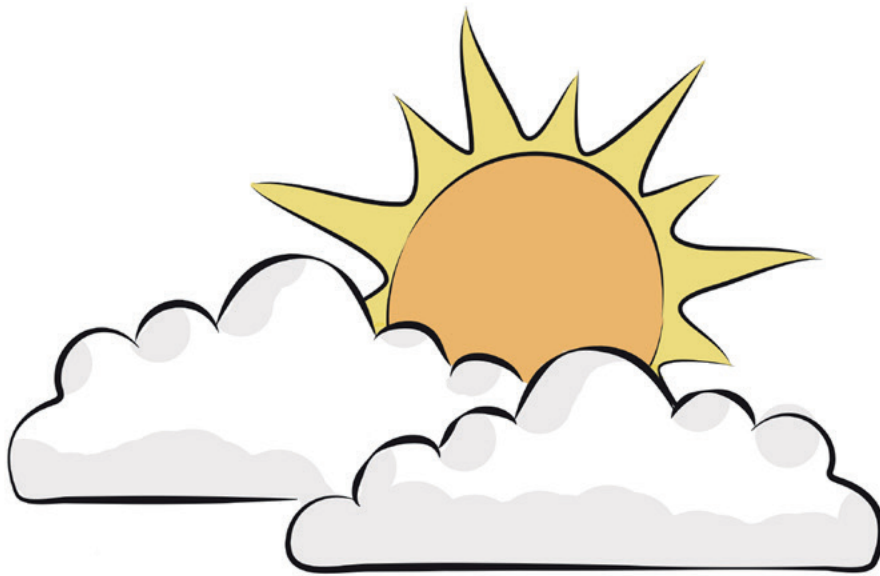
climbed up
the garden spout.



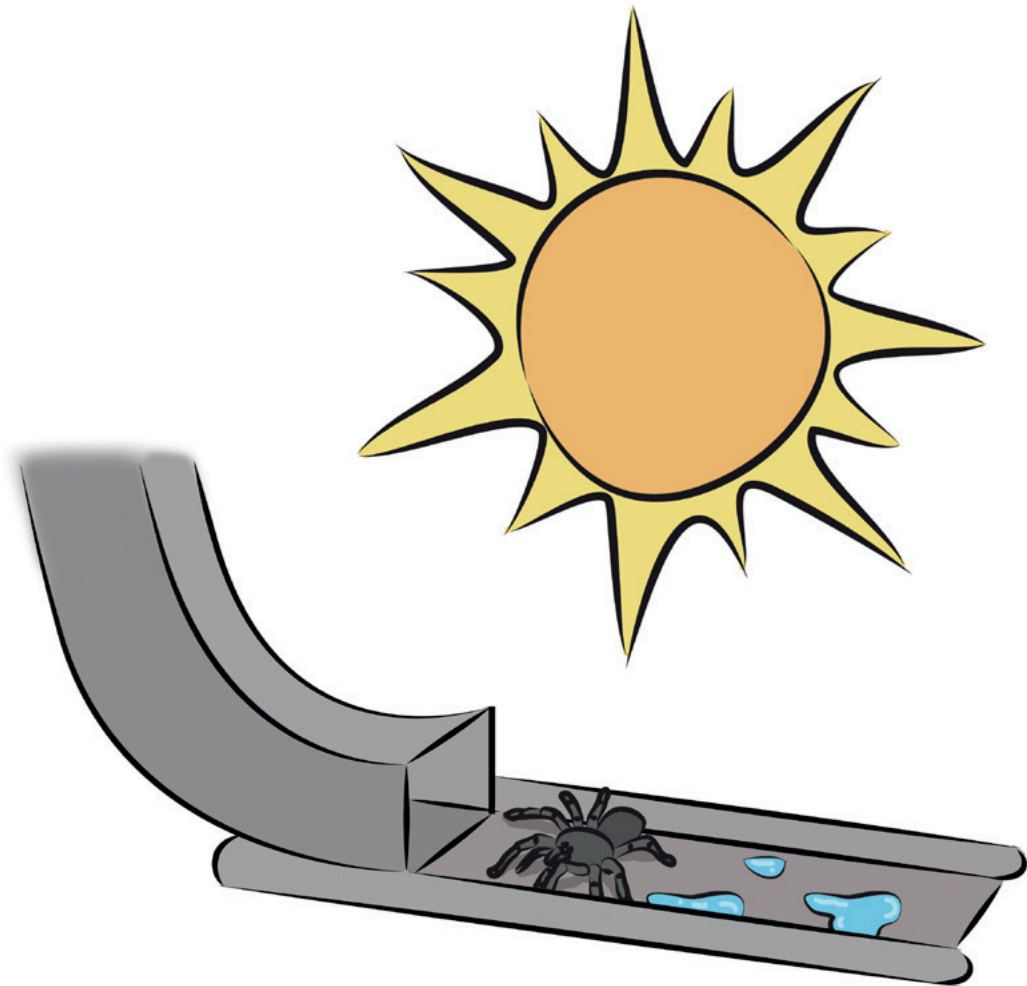
Down came the rain



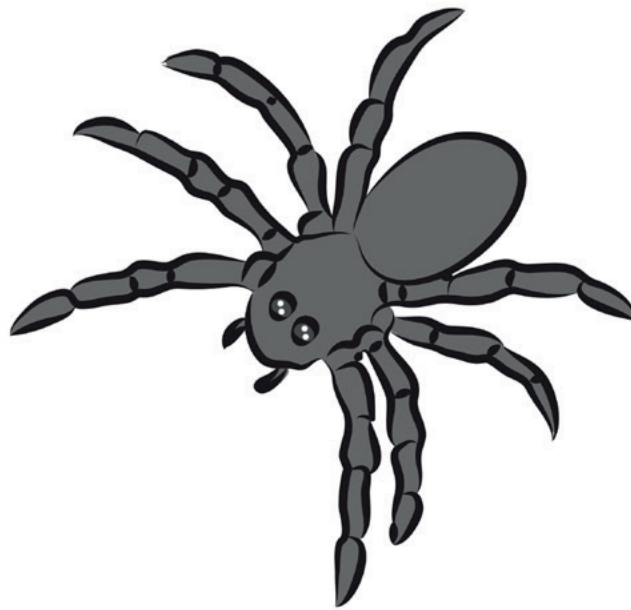
and washed
the spider out.



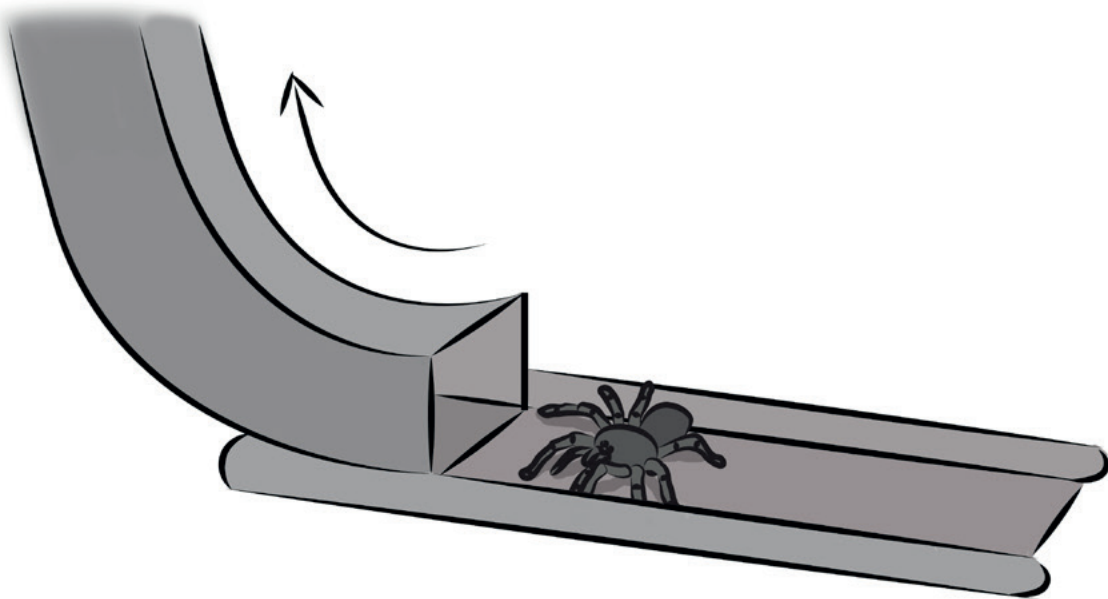
Out came the sun



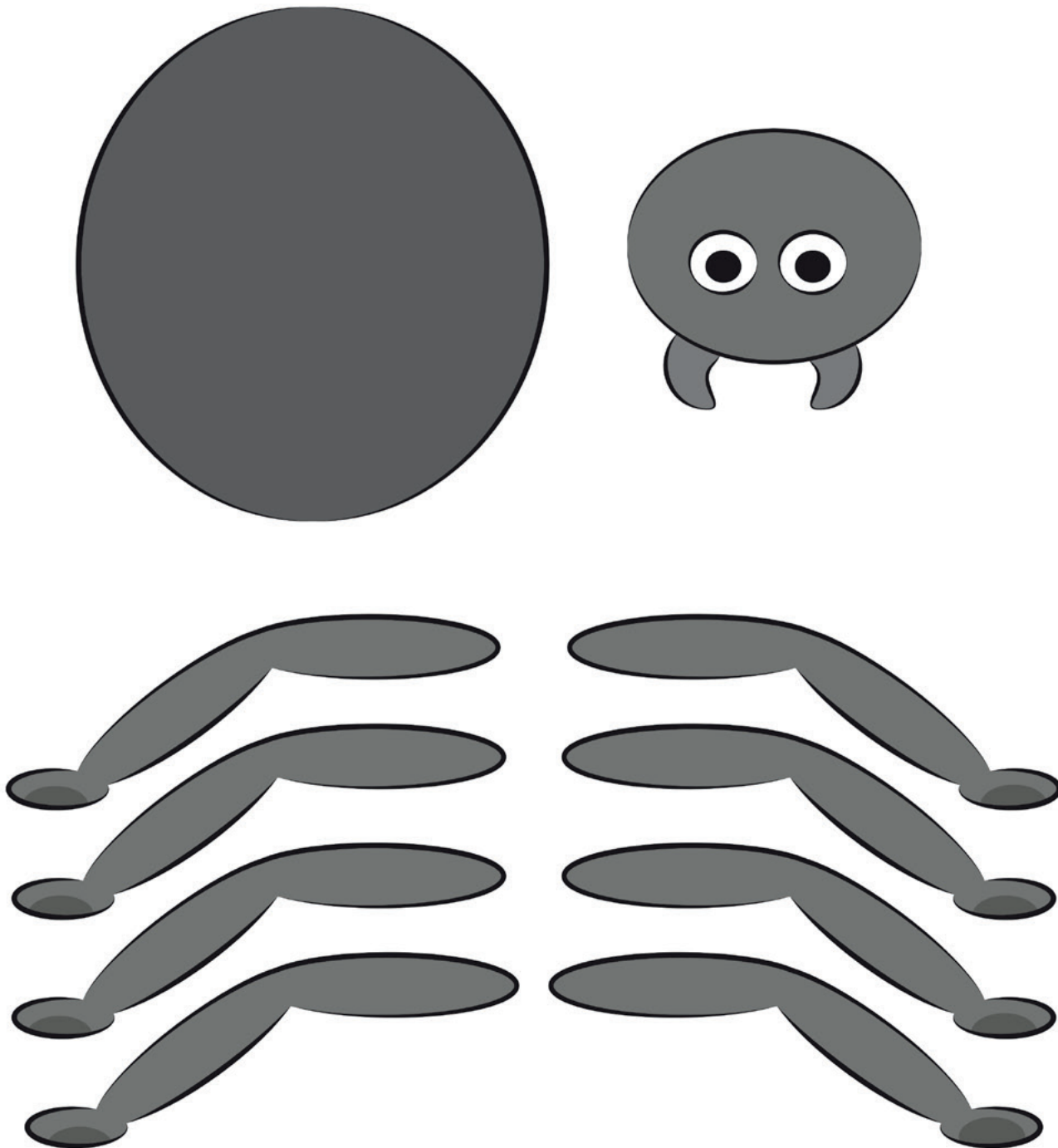
and dried up
all the rain.

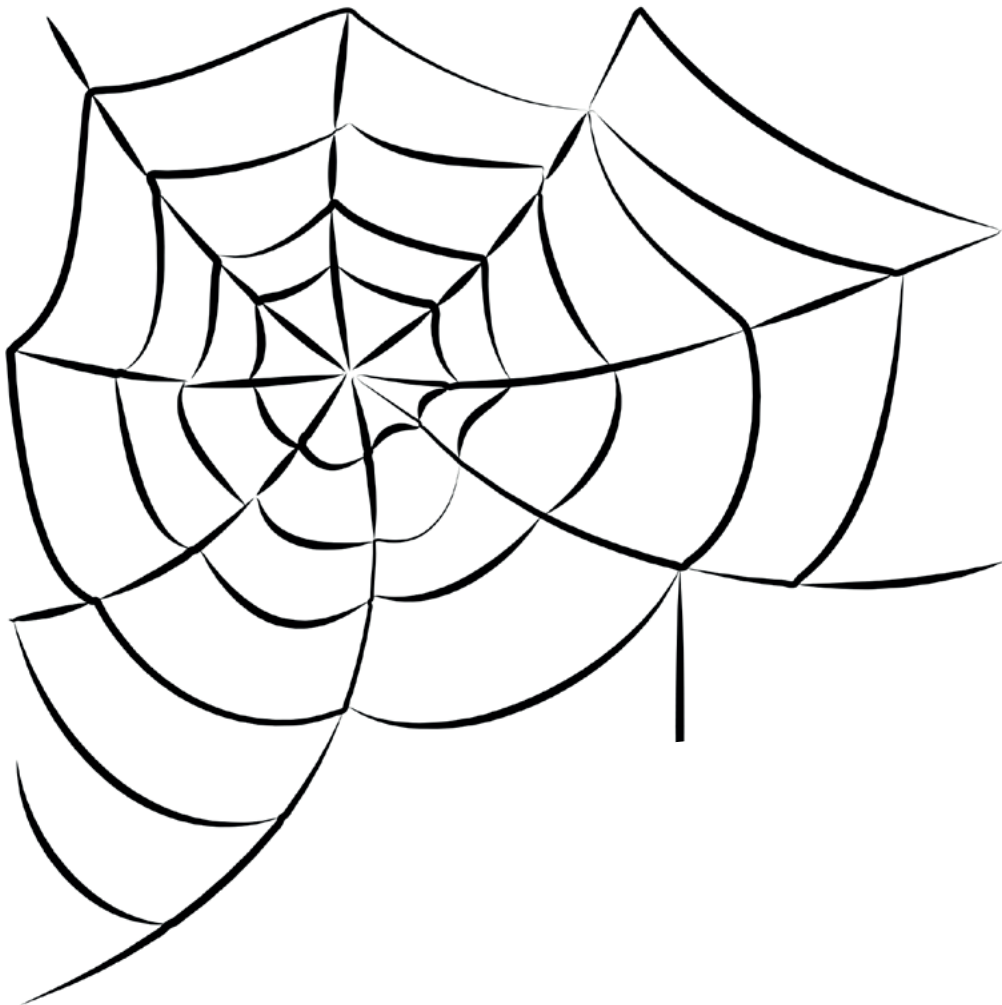


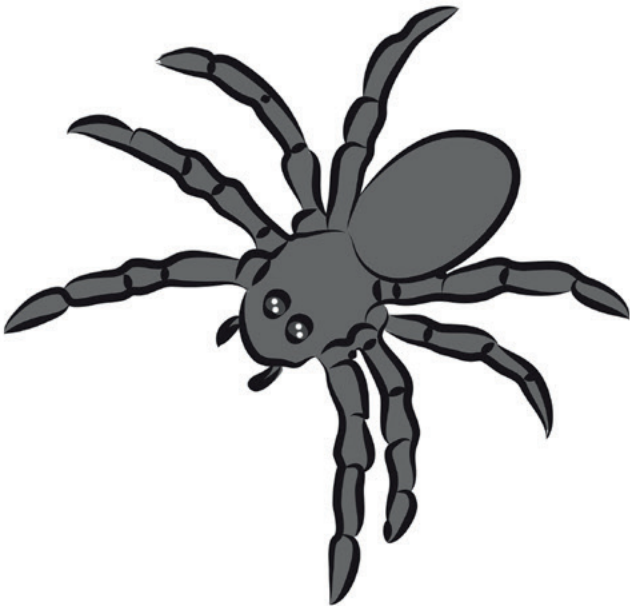
So Incy wincy spider

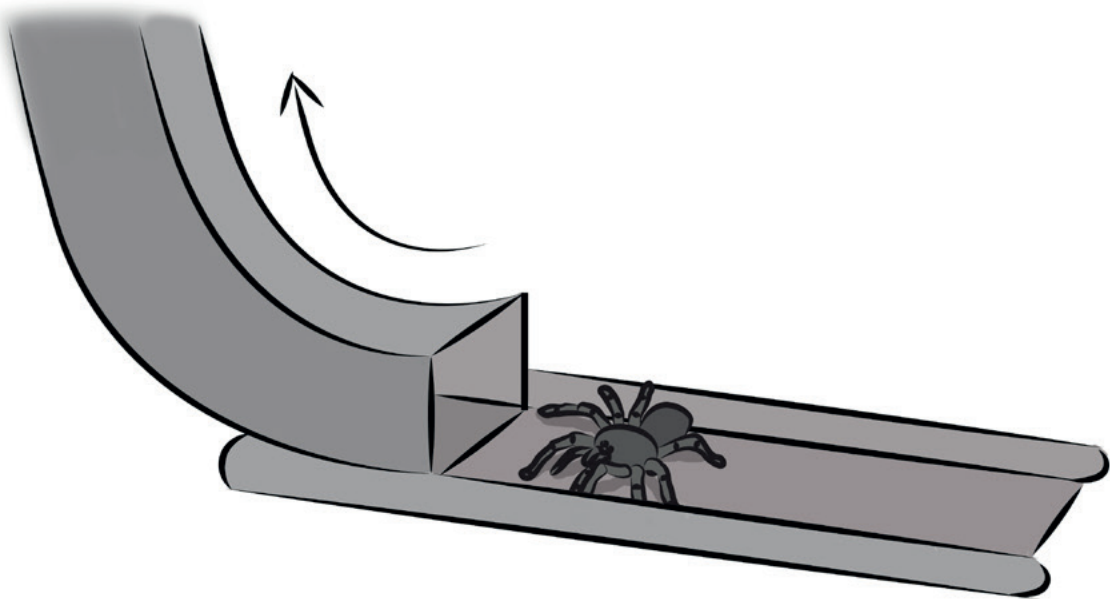


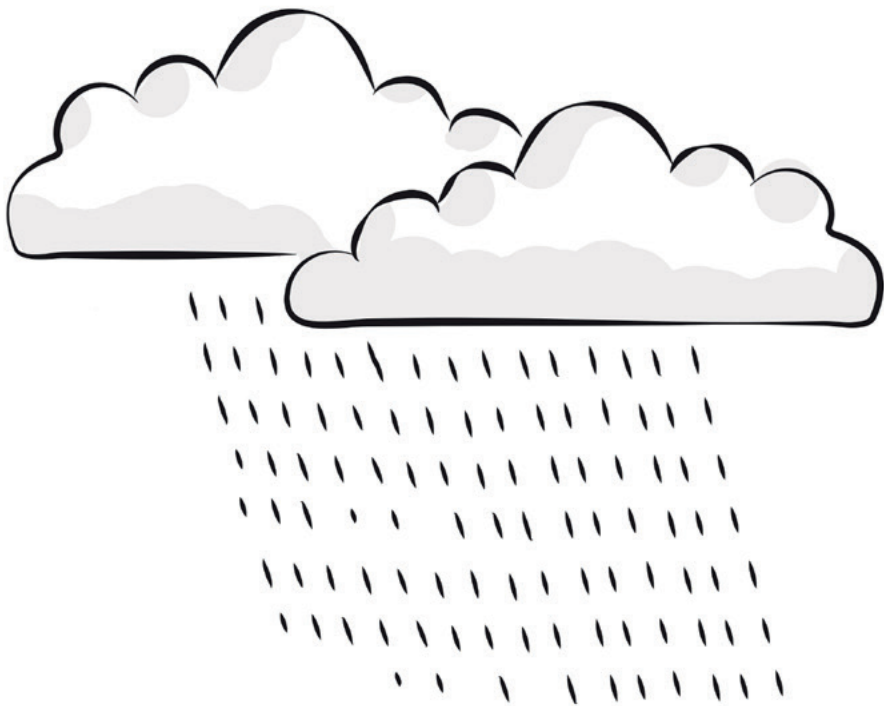
climbed up
the spout again.



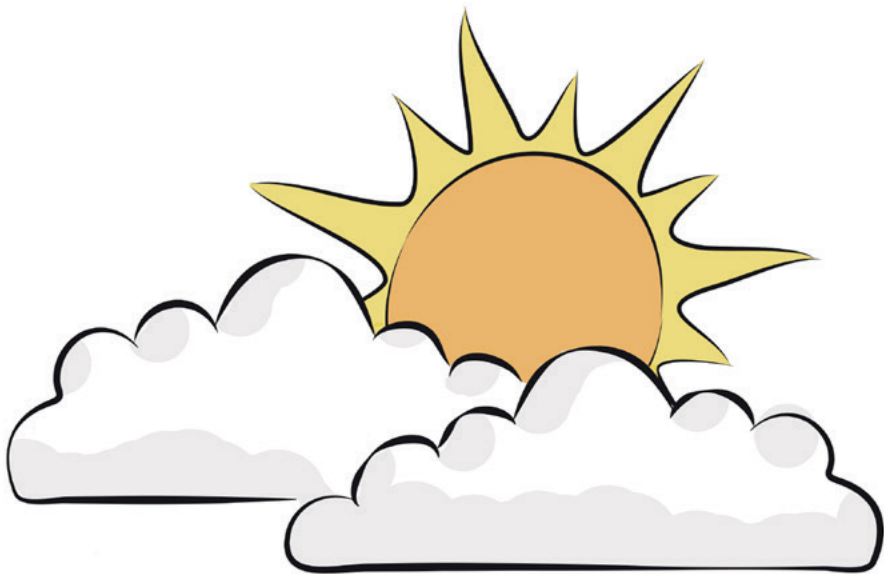


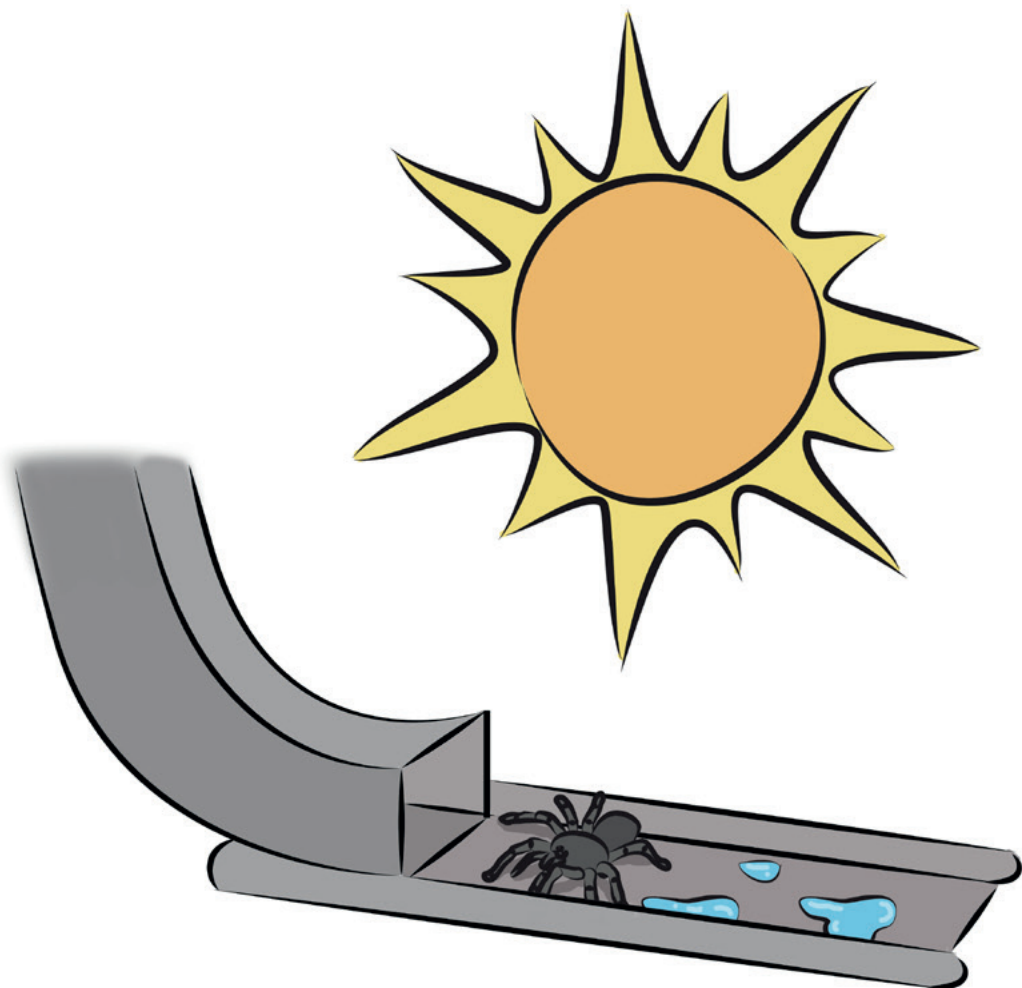


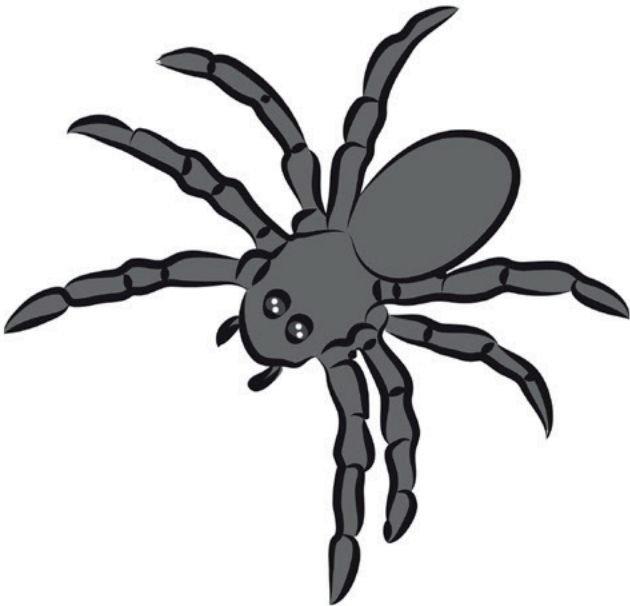


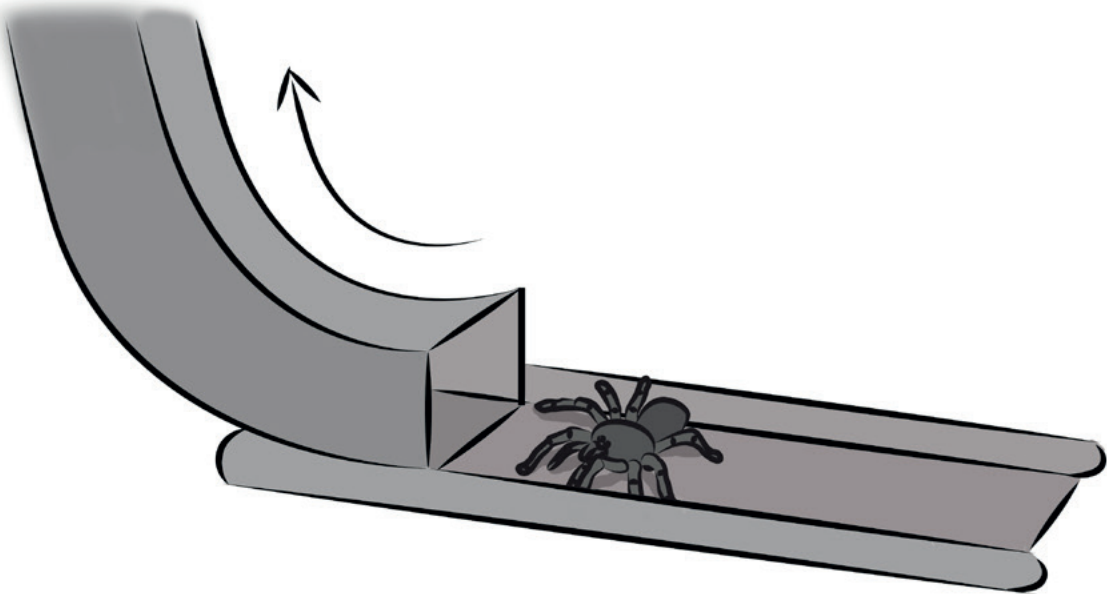


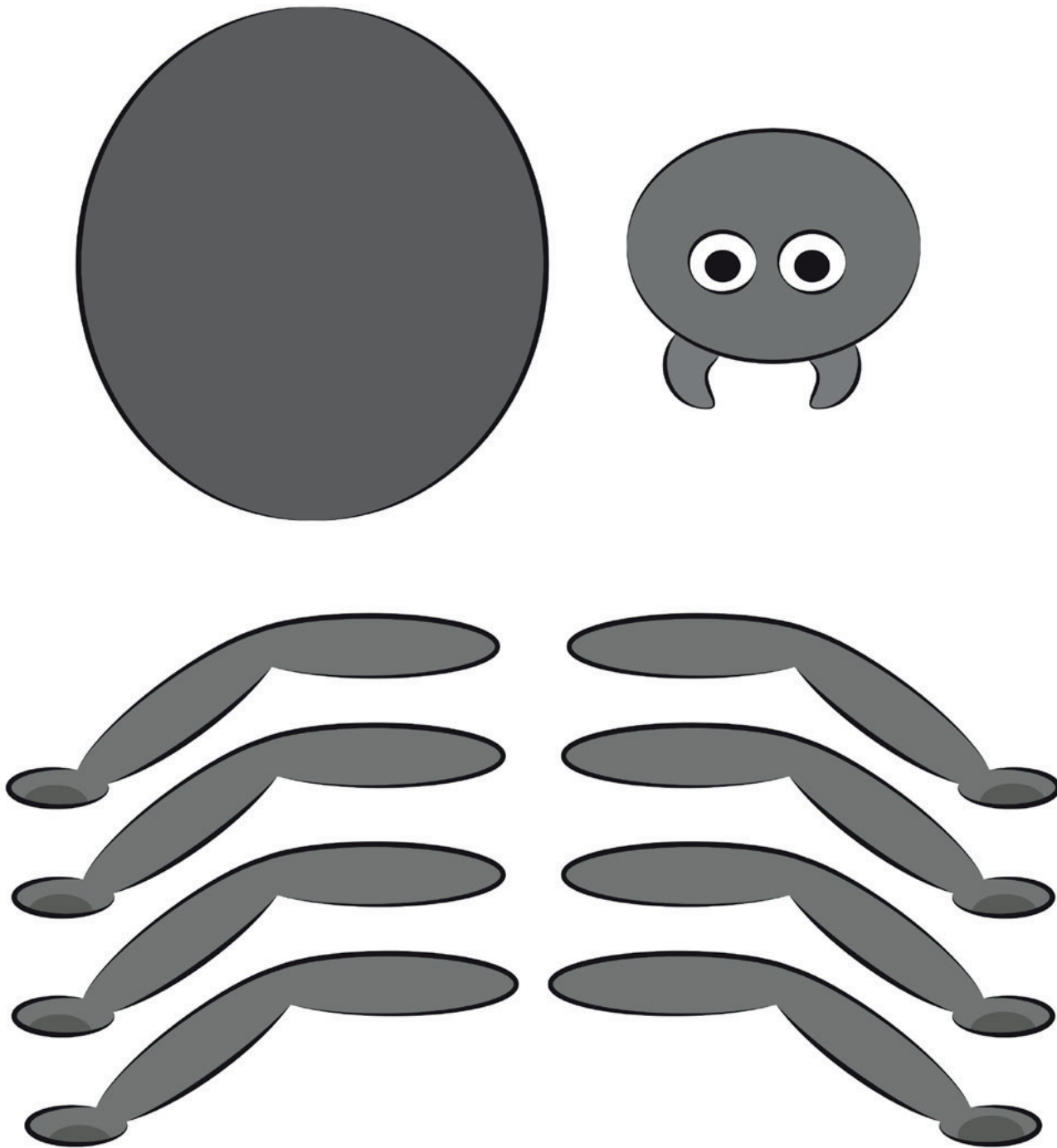












ACTIVITY

4. Bugs, Boxes and Baskets

PREPARATION

Print the resource onto lightweight card.

RESOURCES

- Bugs L1 L2 L3 A4
- Scissors

You are going to play a memory game.

1. Together with the child look at the pages of pictures and decide whether you are going to use the butterfly or the spider.
2. Then decide if you will use the box or the basket.
3. Once you have decided find both copies of the same cards and cut them up.
4. Make a pile of one colour and place face down on the table. You should only have 4 cards in the pile for the level 1 child.
5. Spread the other colour out in a line face down along the table.
6. Start the game by turning over a card from the pile. Without showing the card, talk about the picture and then show it.
7. Explain you have to find the matching card on the table and turn over one. Talk about it.
8. If it's a match pick it up and put it together with its partner. If it's not a match pass the draw card to the child and they can have a turn to try and find the same card.
9. Once the matching card is found the next player takes a new draw card from the pile.
10. Repeat the game with a different bug or different object cards.



EXPECTED OUTCOMES

- Begins to understand prepositions: in, on (the front), under, beside (or next to).

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: By limiting the choice of cards to only one bug and only one object (box or basket) you have reduced this task to a one item listening task with the critical element being the preposition (location word). The preposition is 'hiding' in the middle of the phrase so it is hard for the child to hear and attend to. Use acoustic highlighting by saying the preposition a little bit louder and slower than the other words and pause just before you say it. *The spider is... in the box.*

LISTENING FIRST: Talk about the draw card without showing the picture to help the child focus on the auditory information first before they see the card. As the child begins to demonstrate they are attending to the prepositions you could play a more advanced version of this game where you never show the cards you turn over from the table, you only talk about them and place them back on the table. All players must listen and remember.



EXPECTED OUTCOMES

- Uses some prepositions: in, on (the front), under, beside (or next to).

KEY STRATEGIES

AUDITORY SANDWICH: To develop the child's understanding of prepositions you may need to use the auditory sandwich technique. This is where you provide information through listening first, then add another clue, a gesture or show the picture, then repeat through listening alone to bring the focus back to audition.

USE CHOICES: Talk about what word you are going to use to describe the location of the bug, and provide a model for the child to listen and repeat by using choices. *We could say hmm, is the butterfly on the box or under the box.*



EXPECTED OUTCOMES

- Understands same and not the same (different).

KEY STRATEGY

SAME THINKING PLACE: Provide comments to match the child's thinking and help them develop their understanding. *No, they are not the same. They are different. Your turn. Can you find the one that's the same?*

ACTIVITY

4. Bugs, Boxes and Baskets

PREPARATION

Print the resource onto lightweight card.

RESOURCES

- Bugs L1 L2 L3 A4
- Scissors

You are going to play a memory game.

1. Together with the child look at the pages of pictures and decide whether you are going to use the butterfly or the spider cards.
2. Once you have decided find both copies of the same cards and cut them up.
3. Make a pile of one colour and place face down on the table.
4. Spread the other colour face down in 2 rows long the table.
5. Start the game by turning over a card from the pile. Without showing the card, talk about the picture and then show it.
6. Explain you have to find the matching card on the table and turn over one. Talk about it.
7. If it's a match pick it up and put it together with its partner. If it's not a match pass the draw card to the child and they can have a turn to find the same card.
8. Once the matching card is found the next player takes a new draw card from the pile.
9. Repeat the game with the other bug.



EXPECTED OUTCOMES

- Attends to 2 items: preposition and object e.g. in the basket/on the box.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: By limiting the choice of cards to only one bug you have reduced this task to a two item listening task with the critical elements being the preposition (location word) and the object (the box or basket). The preposition is 'hiding' in the middle of the sentence so it is hard for the child to hear and attend to. Use acoustic highlighting by saying the preposition a little bit louder and slower than the other words and pause just before you say it. *The spider is in the box.*

LISTENING FIRST: Talk about the draw card without showing the picture to help the child focus on the auditory information first before they see the card. As the child begins to demonstrate they are attending to both the preposition and the object you could play a more advanced version of this game where you never show other players the cards, you only talk about them and place them back on the table. All players must listen and remember.



EXPECTED OUTCOMES

- Combines preposition + object e.g. beside the box.

KEY STRATEGIES

AUDITORY SANDWICH: To develop the child's ability to attend to and understand prepositions you may need to use the auditory sandwich technique. This is where you provide information through listening first, then add another clue, a gesture or show the picture, then repeat through listening alone to bring the focus back to audition.

USE CHOICES: Talk about what word you are going to use to describe the location of the bug, and provide a model for the child to listen and repeat by using choices. *We could say on the box or on the front of the box.*



EXPECTED OUTCOMES

- Understands that talking helps people understand things they can't see.

KEY STRATEGY

TALK TALK TALK: Perhaps you play the advanced version of the game where only the talker gets to see the card and everybody else must listen and remember. Talk about how important it is that everybody is listening, or they will not know what card to look for. *Oh quick, tell mum to listen so she knows what is on the card.*

ACTIVITY

4. Bugs, boxes and baskets

PREPARATION

Print the resource onto lightweight card.

RESOURCES

- Bugs L1 L2 L3 A4
- Scissors

You are going to play Go Fish.

1. Together with the child cut out the cards, talking about the bugs and their position on the boxes and baskets.
2. Shuffle all the cards and deal out 4 to each player. Remaining cards go in a draw pile face down on the table.
3. Each player should arrange their cards so only they can see the pictures (a card holder can help those with small hands).
4. Anybody with pairs puts them down and describes the card as they do.
5. Start the game by asking the child if they have one of your cards e.g. Do you have the spider in the basket? If the child has it, they pass it to you to make a pair. If not they say "Go fish" and you pick up a card from the draw pile.
6. The child then asks their parent/caregiver if they have one of their cards. Each players ask the player on their left until no draw cards are left, then the players may ask any player.



EXPECTED OUTCOMES

- Attends to 3 items: Subject + preposition and object e.g. a butterfly beside a box.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: Each picture contains 3 critical pieces of information. Observe the child to be sure they are attending to each item and if required add acoustic highlighting to the one they miss.

AUDITORY MEMORY & AUDITORY SANDWICH: Remembering 3 pieces of information is tricky. Repeat the question to help the child develop the memorising technique of internal rehearsal and if required, show the card, then repeat the sentence again.



EXPECTED OUTCOMES

- Asks questions containing subject + preposition + object e.g. Do you have a butterfly under a box?

KEY STRATEGIES

USE CHOICES: Talk about what word you are going to use to describe the location of the bug, and provide a model for the child to listen and repeat by using choices. *You could ask dad; Do you have the butterfly on the box? or you could say: Do you have the butterfly on the front of the box?*

SABOTAGE: Create a problem that the child will need to solve by communicating. Maybe give them a different card than the one they asked for or pretend you cannot remember all the pieces of information and model how to ask for clarification. *Did you say the butterfly in the box or the spider in the box?*



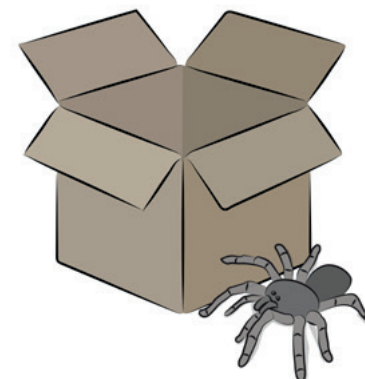
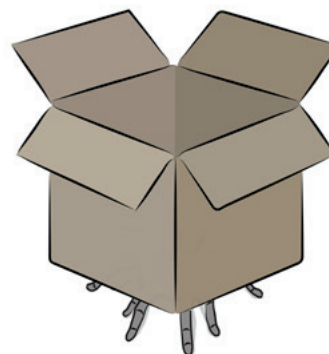
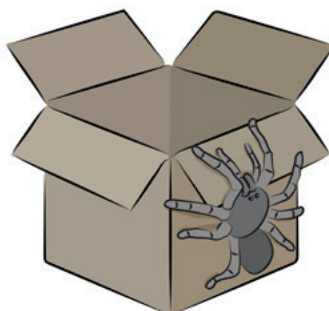
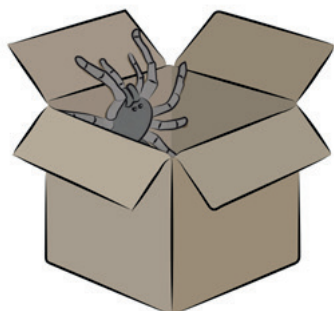
EXPECTED OUTCOMES

- Follows rules of a game.

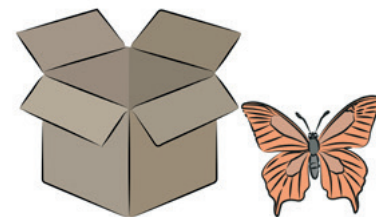
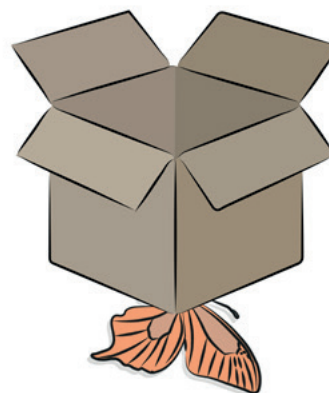
KEY STRATEGY

TALK TALK TALK: It's very tempting when learning this game to show the pictures or peek at others' cards. Remind the child to keep their cards a secret and that peeking is not allowed so they are better prepared to follow the rules in commercial games with their peers. *Oh, I can see your cards, quick, hide them. Mum, you keep your cards a secret too. Nobody is allowed to peek.*

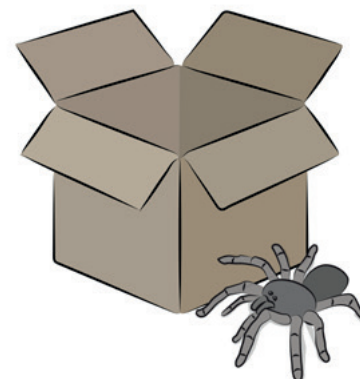
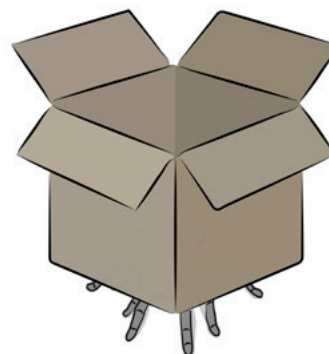
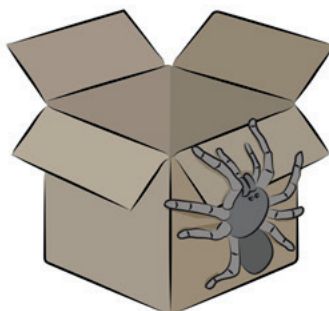
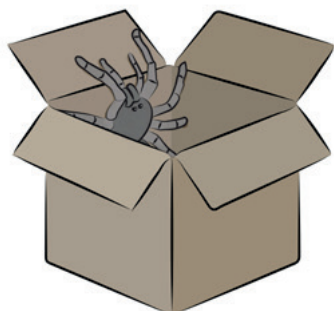
4. Bugs, boxes and baskets



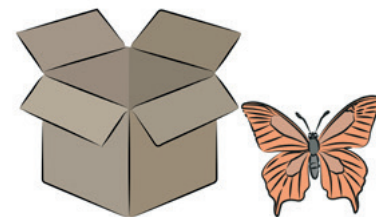
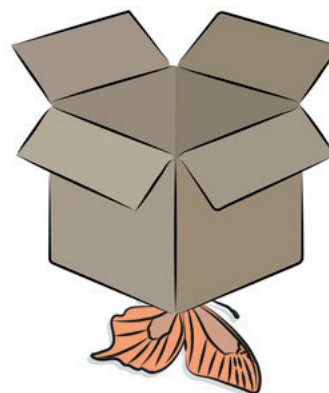
4. Bugs, boxes and baskets



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4. Bugs, boxes and baskets



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