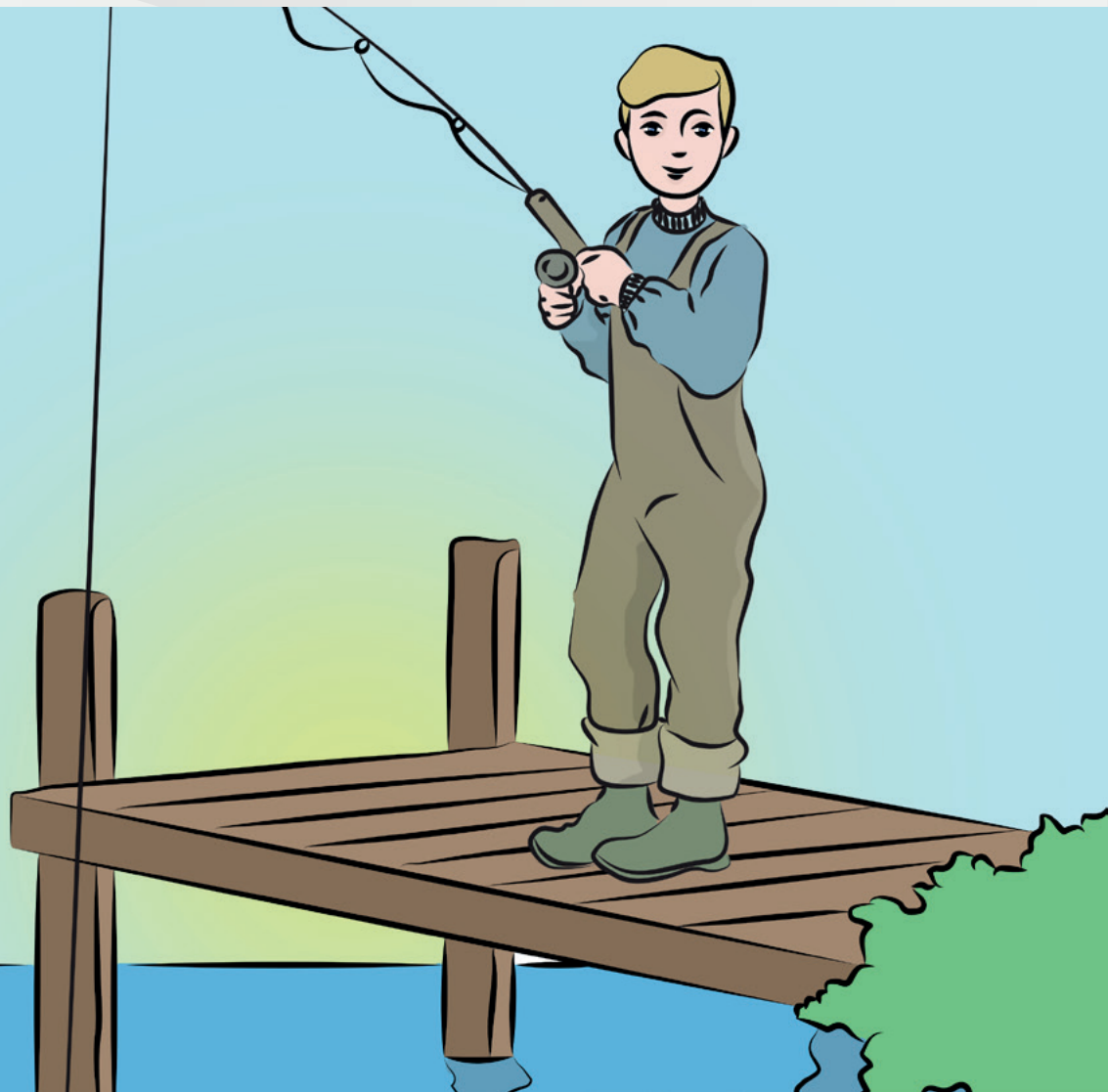


Lesson Kits

16 THE OCEAN



hearLIFE

Learn About the Lesson Plans

Lesson Plan

Level 1, Level 2, Level 3

1. Ocean Collage

Therapist Notes, Resources

2. Smallest to Biggest

Therapist Notes, Resources

3. Fishing for Opposites

Therapist Notes, Resources

4. Once I Caught a Fish Alive

Therapist Notes, Resources

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

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

Learn About The Lesson Plans



indicates listening goals






indicates spoken language goals



indicates cognition and theory of mind goals

How to choose a level

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

The theme: the level

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

Document the child's detection or imitation response

Each lesson plan has 4 activities

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

Resources are easily identified by file name:

Theme Level (L)Activity (A)

Eg: Animals L1 L2 A2

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




MY HOUSE: LEVEL 1 LESSON PLAN

MED^oEL

Date:

Name: Age: H.A:

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

			
BUILD A HOUSE RESOURCES • My House L1 L2 L3 A1	• 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

MED⁹EL

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

			
OCEAN COLLAGE RESOURCES • The Ocean L1 A1	• Identifies 1 item: ocean life • Understands position words: up/ down	• Repeats or says ocean life vocabulary • Uses verbs: cut/ stick	• Understands people like/ don't like different things
SMALLEST TO BIGGEST RESOURCES • The Ocean L1 L2 L3 A2	• Understands adjective small (little) versus big	• Repeats adjectives: small (little) / big	• Understands the idea of comparing by size
FISHING FOR OPPOSITES RESOURCES • The Ocean L1 L2 L3 A3 (i) • The Ocean L1 L2 L3 A3 (ii) • The Ocean L1 L2 L3 A3 fish (i) • The Ocean L1 L2 L3 A3 fish (ii)	• Understands some describing words	• Repeats or uses some describing words	• Matches objects that are related
ONCE I CAUGHT A FISH ALIVE RESOURCES • The Ocean L1 L2 L3 A4	• Enjoys the rhythm of the song	• Joins in one word of each page	• Expresses compassion for others

Date:

Name: Age: H.A:

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

			
OCEAN COLLAGE RESOURCES • The Ocean L2 L3 A1	• Identifies 2 items: ocean life • Understands position words: top/middle/bottom	• Combines words using and (ocean life vocabulary) • Uses words that are part of a whole	• Talks about favourites
SMALLEST TO BIGGEST RESOURCES • The Ocean L1 L2 L3 A2	• Understands comparatives smaller versus bigger	• Repeats or says comparatives: smaller/bigger	• Understands the idea of comparing by size
FISHING FOR OPPOSITES RESOURCES • The Ocean L1 L2 L3 A3 (i) • The Ocean L1 L2 L3 A3 (ii) • The Ocean L1 L2 L3 A3 fish (i) • The Ocean L1 L2 L3 A3 fish (ii)	• Identifies by describing words	• Repeats or uses describing words that are opposites	• Matches pictures that are opposites
ONCE I CAUGHT A FISH ALIVE RESOURCES • The Ocean L1 L2 L3 A4	• Completes each line in the song	• Adds number to a sequence • Uses verbs: caught/go	• Expresses compassion for others

Date:

Name: Age: H.A:

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

			
OCEAN COLLAGE RESOURCES • The Ocean L2 L3 A1	<ul style="list-style-type: none"> Identifies items from description of one feature Understands position words: below/above/ beside 	<ul style="list-style-type: none"> Joins ideas using 'and' or 'so' Adds story elements to a picture 	<ul style="list-style-type: none"> Talks about favourites and gives a reason
SMALLEST TO BIGGEST RESOURCES • The Ocean L1 L2 L3 A2	<ul style="list-style-type: none"> Understands comparative smaller/ bigger Understands superlatives smallest/biggest 	<ul style="list-style-type: none"> Repeats or says comparatives and superlatives 	<ul style="list-style-type: none"> Talks about and compares objects not present
FISHING FOR OPPOSITES RESOURCES • The Ocean L1 L2 L3 A3 (i) • The Ocean L1 L2 L3 A3 (ii) • The Ocean L1 L2 L3 A3 fish (i) • The Ocean L1 L2 L3 A3 fish (ii)	<ul style="list-style-type: none"> Identifies 2 described pictures 	<ul style="list-style-type: none"> Uses sentences to describe pictures that are opposites 	<ul style="list-style-type: none"> Generates an opposite
ONCE I CAUGHT A FISH ALIVE RESOURCES • The Ocean L1 L2 L3 A4	<ul style="list-style-type: none"> Sings most words in the song 	<ul style="list-style-type: none"> Uses question words: why/which 	<ul style="list-style-type: none"> Uses words to express compassion for others

ACTIVITY

1. Ocean Collage

PREPARATION

Print resource on to lightweight card.

You are going to make an underwater picture.

1. Talk about the pictures while you cut up the cards with the child.
2. Arrange the cards in a pile face down and position the large piece of paper in front of the child.
3. Pick up a card, talk about what the picture is and then show it to the child.
4. Talk about where it could go on the paper and using the glue, stick it on.
5. Take turns picking up a card and talking about it then sticking it on.
6. When all the pictures are on the paper paint over the top with a large brush and water colour or cover the page with blue cello wrap so it looks like water.

RESOURCES

- The Ocean L1 A1
- Large piece of paper
- Glue and scissors
- Blue water colour paint or blue cello wrap



EXPECTED OUTCOMES

- Identifies 1 item: ocean life e.g. fish, crab, dolphin.
- Understands position words: up/down.

KEY STRATEGIES

LISTENING FIRST: Many of these words will be new for the level 1 child. Give them the opportunity of focusing on what the word sounds like through listening as you say the name first, before they see the picture.

THE SAME THINKING PLACE: As you take it in turns to decide where to put your pictures add words to match your thinking or the child's thinking to help them attach meaning to position words. *I think this one will swim up up up. Oh, the whale is going down.*



EXPECTED OUTCOMES

- Repeats or says ocean life vocabulary.
- Uses verbs: cut/stick.

KEY STRATEGIES

WAIT WAIT & WAIT SOME MORE: Encourage the child to have a go at repeating the name of the sea animals by saying its name and waiting, looking at the child with your eyebrows raised and a smile to show you are expecting a response before you share the picture.

SABOTAGE: Create a little problem so that the child has a need to communicate. You could do some of the cutting and then 'lose' the scissors or push the glue out of reach when it is the child's turn to stick. If the child can't spontaneously use words to solve the problem model the language and wait.



EXPECTED OUTCOMES

- Understands people like/don't like different things.

KEY STRATEGY

TALK TALK TALK: As you create your collage talk about which animals you like and don't like. Encourage the parent and child to do the same. *Oh mum said she likes sharks but I don't. No I don't like sharks.*

ACTIVITY

1. Ocean Collage

PREPARATION

Print resource on to lightweight card.

You are going to make an underwater picture.

1. Talk about the pictures while you cut up the cards with the child.
2. Arrange the cards in a pile face down and position the large piece of paper in front of the child.
3. Pick up 2 cards, talk about what they are and then show the pictures to the child.
4. Talk about where they could go on the paper and using the glue, stick them on.
5. Take turns picking up 2 cards and talking about them then sticking it on.
6. When all the pictures are on the paper paint over the top with a large brush and water colour or cover the page with blue cello wrap so it looks like water.

RESOURCES

- The Ocean L2 L3 A1
- Large piece of paper
- Glue and scissors
- Blue water colour paint or blue cello wrap



EXPECTED OUTCOMES

- Identifies 2 item: ocean life e.g. a fish and a clam.
- Understands position words: top/middle/bottom.

KEY STRATEGIES

LISTENING FIRST & ACOUSTIC HIGHLIGHTING: Talking about the pictures before you show them encourages the child to focus on the auditory information. Some of the vocabulary might be unfamiliar. Say the most unusual sea animal second to give the child the best chance at attending to and remembering new words.

THE SAME THINKING PLACE: As you take it in turns to decide where to put your pictures add words to match your thinking or the child's thinking, highlighting 2 pieces of information. *I think the jellyfish can go at the top. Oh I see you are sticking the shark at the bottom.*



EXPECTED OUTCOMES

- Combines words using 'and' (ocean life vocabulary) e.g. a shark and a lobster.
- Uses words that are part of a whole e.g. fin, shell.

KEY STRATEGIES

WAIT WAIT & WAIT SOME MORE: Encourage the child to have a go at saying the two sea animal names by avoiding looking at their pictures until you hear an attempt at 2 words. You might need to model the words first and then wait again for the child to try and repeat them before you hand over the glue.

TALK TALK TALK: Add information about parts of the sea animals to expand the child's vocabulary while you are all sticking the pictures on to the collage. *You need some more glue here under the tentacles.*



EXPECTED OUTCOMES

- Talks about favourites.

KEY STRATEGY

TALK TALK TALK: As you create your collage talk about which animal is your favourite and encourage the parent and child to do the same. *Oh mum said her favourite is the shark. Not me. My favourite is the turtle. Which is your favourite?*

ACTIVITY

1. Ocean Collage

PREPARATION

Print resource on to lightweight card.

You are going to make an underwater picture.

1. Talk about the pictures while you cut up the cards with the child.
2. Arrange the cards in a pile face down and position the large piece of paper in front of the child.
3. Pick up a card, describe 1 or 2 features of the sea creature and wait to see if the child can guess it before you show the picture.
4. Talk about where it could go on the paper and using the glue, stick it on.
5. Take turns picking up a card and describing it for others to guess.
6. When all the pictures are on the paper, paint over the top with a large brush and water colour or cover the page with blue cello wrap so it looks like water.

RESOURCES

- The Ocean L2 L3 A1
- Large piece of paper
- Glue and scissors
- Blue water colour paint or blue cello wrap



EXPECTED OUTCOMES

- Identifies items from description of one or two features e.g. flippers and a shell.
- Understands position words: below/above/beside.

KEY STRATEGIES

LISTENING FIRST & ACOUSTIC HIGHLIGHTING: Talking about the pictures before you show them encourages the child to focus on the auditory information. Some of the vocabulary might be unfamiliar. Make new words easier to attend to and remember by pausing just before it and saying it a little bit louder. This animal has... **tentacles**.

THE SAME THINKING PLACE: As you take it in turns to decide where to put your pictures add words to match your thinking or the child's thinking, highlighting 3 pieces of information. *I think the jellyfish can go above the stingray.*



EXPECTED OUTCOMES

- Joins ideas using 'and' or 'so'.
- Adds story elements to a picture.

KEY STRATEGIES

TALK TALK TALK: As you add more pictures, model how to add some drama by creating a story to go with your collage. *The shark can go behind the fish so it can chase it and eat it.*

USE CHOICES: Encourage the child to have a go at adding a story element by asking; What's happening there? If the child has trouble thinking of a story, model some ideas as suggestions. *Maybe the Jellyfish has stung the seahorse or maybe the seahorse will bite the jellyfish?*



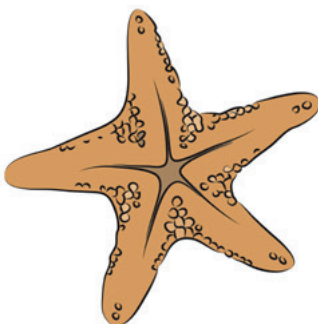
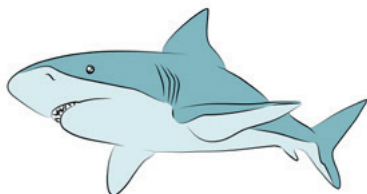
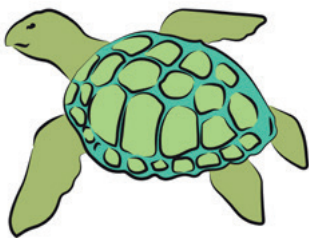
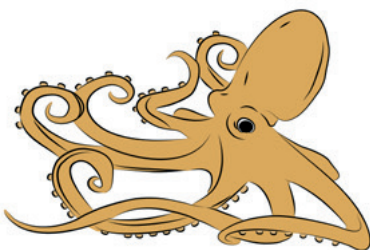
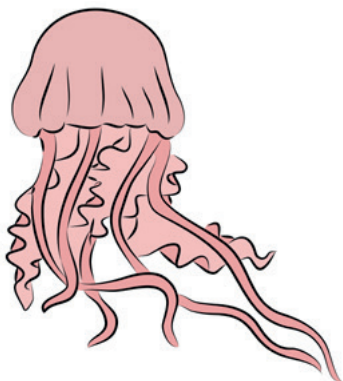
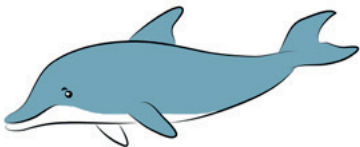
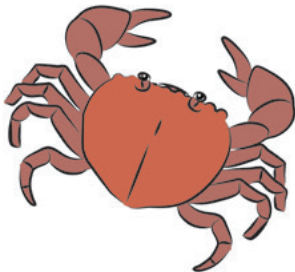
EXPECTED OUTCOMES

- Talks about favourites and gives a reason.

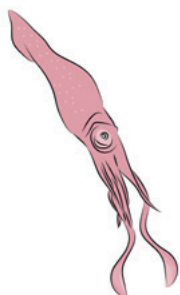
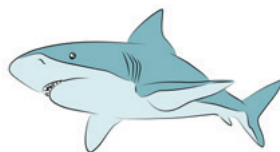
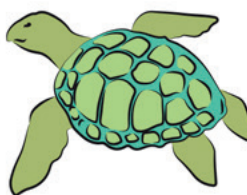
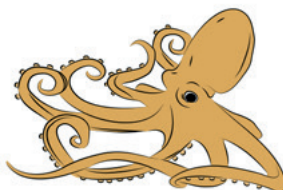
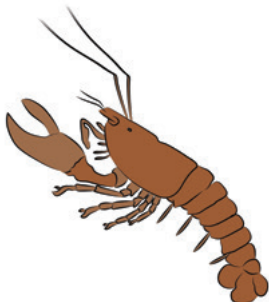
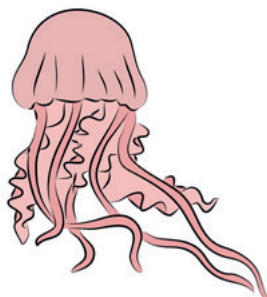
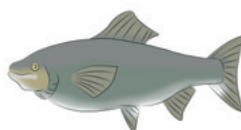
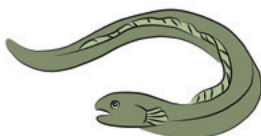
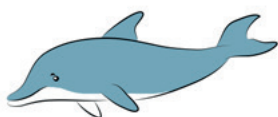
KEY STRATEGY

TALK TALK TALK: As you create your collage talk about which animal is your favourite and why and encourage the parent and child to do the same. *My favourite is the whale because even though it's big, it's still gentle.*

1. Ocean Collage



1. Ocean Collage



ACTIVITY

2. Smallest to Biggest

PREPARATION

Print the resource onto lightweight card.

Cut the number line in half and join together so you have

1	2	3	4	5	6
---	---	---	---	---	---

RESOURCES

- The Ocean L1 L2 L3 A2
- Scissors

You are going to arrange the sea animals from smallest to biggest.

1. Look at the page of sea animals with the child and talk about how some are small and some are big. Call the top row animals small, bottom row big.
2. Cut along the lines to make 6 sea animal cards.
3. Shuffle the cards and place them face down.
4. Pick up a card, say what it is and talk about whether it is small or big.
5. If it is small put it on number 1. Put big on number 6.
6. Take turns picking up a card and placing it on the number line. If it is quite small but bigger than the picture on 1 comment that it is small, but the fish is smaller, or it is big, but the whale is bigger and position the card on the number next to it.
7. Repeat until all the sea animals are positioned and check you have them in order.



EXPECTED OUTCOMES

- Understands adjective small (little) versus big.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: Put the word small or big at the end of a short sentence to help the child to attend to words and concepts you want them to attach meaning to. *I've got the turtle. It looks quite **small**. Yes, let's say it's **small**. Here you are, put it on number 1.*

EXPANSION & EXTENSION: You can use the word little for this activity however you might want to provide more language when you are comparing your sea animals to find their position on the line. To do this you will need to use the words bigger and smaller, so using the base adjective *small* will make this vocabulary easier for the child to understand.



EXPECTED OUTCOMES

- Repeats adjectives: small (little)/big.

KEY STRATEGIES

THE SAME THINKING PLACE: Provide the words to go with the child's thinking as they decide whether the sea animal is big or small. *Hold it **here** with the shark. Oh no, the shark is so **big**. Let's try here with the fish. The fish is **small**. Yes, that looks good. That turtle is only **small**.*

USE CHOICES: Model the words for the child to repeat in a choice question. To start with put the correct response second. As the child becomes more confident mix the choices around so the correct one is first sometimes. *Do you think that one is big or **small**?*



EXPECTED OUTCOMES

- Understands the idea of comparing by size.

KEY STRATEGY

AUDITORY SANDWICH: The visual support of moving the cards onto the sequence line will help the child understand the task of comparing size and ordering. Add language as you look, move and compare the animals. *Let's see if it goes here. No too big. Let's move it along. Ok that looks the right size.*

ACTIVITY

2. Smallest to Biggest

PREPARATION

Print the resource onto lightweight card.

Cut the number line in half and join together so you have

1	2	3	4	5	6
---	---	---	---	---	---

RESOURCES

- The Ocean L1 L2 L3 A2
- Scissors

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4. Pick up a card, say what it is and talk about whether it is small or big.
5. If it is small put it on number 1. Put big on number 6.
6. Take turns picking up a card and placing it on the number line. If it is quite small but bigger than the picture on 1 comment that it is small, but the fish is smaller, or it is big, but the whale is bigger and position the card on the number next to it.
7. Repeat until all the sea animals are positioned and check you have them in order.



EXPECTED OUTCOMES

- Understands comparatives smaller versus bigger.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: Put the word smaller or bigger at the end of the sentence to help the child to attend to and attach meaning to these concepts. *I've got the turtle. It looks quite **small**. Yes, let's look at it next to the octopus. Yes, the turtle is **smaller**.*

EXPANSION & EXTENSION: Once the child demonstrates comprehension of smaller and bigger change your sentence structure to put the words in the middle to compare 2 sea animals. *Yes, See, the **turtle** is **smaller** than the **octopus**.*



EXPECTED OUTCOMES

- Repeats or says comparatives: smaller/bigger.

KEY STRATEGIES

THE SAME THINKING PLACE: Provide the words to go with the child's thinking as they decide whether the sea animal is bigger or smaller than the ones already on the number line. *Hold the turtle here next to the shark. The **turtle** is **smaller**.*

USE CHOICES: Model the words for the child to repeat in a choice question. To start with put the correct response second. As the child becomes more confident mix the choices around so the correct one is first sometimes. *Have a look at the whale next to the shark. Do you think the whale is bigger or smaller?*



EXPECTED OUTCOMES

- Understands the idea of comparing by size.

KEY STRATEGY

AUDITORY SANDWICH: The visual support of moving the cards onto the sequence line will help the child understand the task of comparing size and ordering. Add language as you look, move and compare the animals. *Let's see if it goes here next to the dolphin. This shark looks bigger. We need to put it this side of the dolphin because the shark is bigger.*

ACTIVITY

2. Smallest to Biggest

PREPARATION

Print the resource onto lightweight card.

Cut the number line in half and join together so you have

1	2	3	4	5	6
---	---	---	---	---	---

RESOURCES

- The Ocean L1 L2 L3 A2
- Scissors

You are going to arrange the sea animals from smallest to biggest.

1. Look at the page of sea animals with the child and talk about how some are small and some are big. Call the top row animals small, bottom row big.
2. Cut along the lines to make 6 sea animal cards.
3. Shuffle the cards and place them face down.
4. Pick up a card, say what it is and talk about whether it is small or big.
5. If it is small put it on number 1. Put big on number 6.
6. Take turns picking up a card and placing it on the number line. If it is quite small but bigger than the picture on 1 comment that it is small, but the fish is the smallest. Or it is big, but the whale is the biggest and position the card on the number next to it.
7. Repeat until all the sea animals are positioned and check you have them in order.



EXPECTED OUTCOMES

- Understands comparatives smaller/bigger.
- Understands superlatives smallest/biggest.

KEY STRATEGIES

TALK TALK TALK & ACOUSTIC HIGHLIGHTING: Emphasise the comparatives and superlatives as you make your decision about where to put the picture. *I've got the turtle. I remember there was a shark. The turtle must be smaller than the shark. I can't remember if the turtle was the smallest.*

LISTENING FIRST: You might like to play a variation of the game where you say what animal your card is smaller than (or bigger than) and the other players have to guess what it is. *My animal is smaller than a dolphin.*



EXPECTED OUTCOMES

- Repeats or says comparatives and superlatives.

KEY STRATEGIES

THE SAME THINKING PLACE: Provide the words to go with the child's thinking as they decide whether the sea animal is bigger or smaller than the ones already on the number line. *Hold the turtle here beside the shark. The turtle is smaller than the shark. So far the turtle is the smallest.*

USE CHOICES: If you are playing the guessing game model the language for the child in a choice question. Tell me whether your animal is **bigger** or **smaller** than the shark.



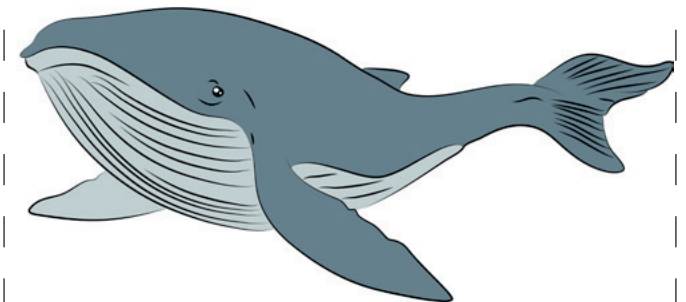
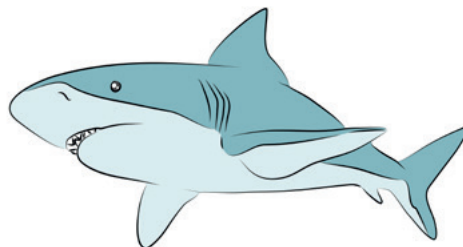
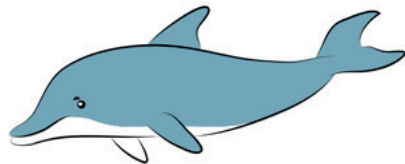
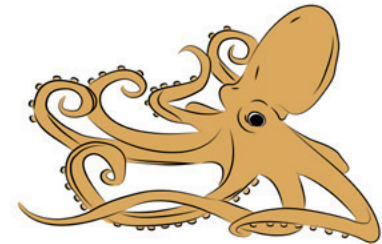
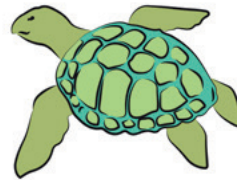
EXPECTED OUTCOMES

- Talks about and compare objects not present.

KEY STRATEGY

TALK TALK TALK: If you are playing the guessing game it is possible that players might guess animals that are not on the cards. Talk about these and other animals and how their size compares to the ones you have pictures of. *A Seahorse is a good guess. I think some seahorses are very small, smaller than turtles. They might even be smaller than the fish, which would make them the smallest.*

2. Smallest to Biggest



2. Smallest to Biggest

1

2

3

4

5

6



ACTIVITY

3. Fishing for Opposites

PREPARATION

Print The ocean L1 L2 L3 A3 (i) and (ii) onto lightweight card.

Check which way the pages came out, turn the page over and put them back into the paper tray of your printer and print The ocean L1 L2 L3 A3 fish (i) and (ii) on the back. Check you have printed correctly; the opposites should have matching fish on the back. Cut up the L1 L2 L3 A3 (i) and attach a paperclip to each card. Save the other page for later if desired.

Assemble the fishing rod by tying the magnet to the string and string to the pencil. (If you don't have a magnet, roll up a ball of blu tac and stick it on the end of the pencil; you will be spear fishing).

1. Spread the cards FISH SIDE DOWN out on the table.
2. Explain you have to find two cards that go together; they have the same fish on the back.
3. Demonstrate how to use the fishing rod to catch two fish that you think go together (because they are opposites).
4. Turn them over and check the same fish are on the back. If so, keep the cards, if not put them back.
5. Pass the fishing rod to the next player.

RESOURCES

- The ocean L1 L2 L3 A3 (I)
- The ocean L1 L2 L3 A3 (II)
- The ocean L1 L2 L3 A3 fish (I)
- The ocean L1 L2 L3 A3 fish (II)
- Scissors and paper clips
- A pencil, short piece of string and a small magnet or blu tac



EXPECTED OUTCOMES

- Understands some describing words.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: Call attention to the describing word by re-arranging your sentence so the important word comes at the end. *Here's a bear. This is its front. Here's the same bear, this is its back. I think these go together; front and back.*

AUDITORY SANDWICH: The visual check of the back of the card is a type of auditory sandwich. The matching fish are a way to check your 'guess'. Say your guess, check your guess (look at the back) and comment on whether your guess was correct as a way of repeating the language model and finishing off the auditory sandwich.



EXPECTED OUTCOMES

- Repeats or uses some describing words.

KEY STRATEGIES

AUDITORY FEEDBACK LOOP: The vocabulary will most likely be new for the Level 1 child but they might be able to identify two pictures that go together. Model the words to match the child's selection and give them a chance to repeat it after you to try and match what they say to what they heard. *Oh, you want the ladders; the top..and bottom.*

EXPANSION & EXTENSION: Whatever the child says repeat it back with the correct articulation (if required) and add one to two more words to show the child the next steps in their language.



EXPECTED OUTCOMES

- Matches objects that are related.

KEY STRATEGY

AUDITORY HOOKS: Understanding the concept of opposites will be difficult for the level 1 child but you can use Auditory hooks to help the build the child's understanding of relationships between words. *Wow! You found two that go together! Yeah!*

ACTIVITY

3. Fishing for Opposites

PREPARATION

Print The ocean L1 L2 L3 A3 (i) and (ii) onto lightweight card.

Check which way the pages came out, turn the page over and put them back into the paper tray of your printer and print The ocean L1 L2 L3 A3 fish (i) and (ii) on the back. Check you have printed correctly; the opposites should have matching fish on the back. Cut up the L1 L2 L3 A3 (i) and attach a paperclip to each card. Save the other page for later if desired.

Assemble the fishing rod by tying the magnet to the string and string to the pencil. (If you don't have a magnet, roll up a ball of blu tac and stick it on the end of the pencil; you will be spear fishing).

RESOURCES

- The ocean L1 L2 L3 A3 (I)
- The ocean L1 L2 L3 A3 (II)
- The ocean L1 L2 L3 A3 fish (I)
- The ocean L1 L2 L3 A3 fish (II)
- Scissors and paper clips
- A pencil, short piece of string and a small magnet or blu tac

1. Spread the cards FISH SIDE DOWN out on the table.
2. Explain you have to find two cards that go together; they have the same fish on the back.
3. Demonstrate how to use the fishing rod (or 'spear fishing rod') to catch two fish that you think go together (because they are opposites).
4. Turn them over and check the same fish are on the back. If so, keep the cards, if not put them back.
5. Pass the fishing rod to the next player.



EXPECTED OUTCOMES

- Identifies by describing words.

KEY STRATEGIES

LISTENING FIRST: With the picture cards spread out on the table 'opposites' face up, talk about which one you are going to catch before you move the fishing rod into position. Try to describe the card highlighting 2 key pieces of information. *I'm going to catch the bear's front. And now the bear's back.*

AUDITORY SANDWICH: The visual check of the back of the card is a type of auditory sandwich. The matching fish are a way to check your 'guess'. Say your guess, check your guess (look at the back) and comment on whether your guess was correct. *Yes, I was right, they go together; the bear's front and back.*



EXPECTED OUTCOMES

- Repeats or uses describing words that are opposites.

KEY STRATEGIES

AUDITORY FEEDBACK LOOP: The child might label the noun, rather than words that describe the difference between the opposites. Model the words to match the child's selection and give them a chance to repeat it after you, to try and match what they say to what they heard. *He's at the top of the ladder; and... the bottom of the ladder.*

EXPANSION & EXTENSION: Whatever the child says repeat it back with the correct articulation (if required) and add one to two more words to show the child the next steps in their language.



EXPECTED OUTCOMES

- Matches objects that are opposites.

KEY STRATEGY

AUDITORY HOOKS: Add Auditory hooks to grab the child's attention so you can explain the relationship between the words. *Terrific! You found the opposites!*

ACTIVITY

3. Fishing for Opposites

PREPARATION

Print The ocean L1 L2 L3 A3 (i) and (ii) onto lightweight card.

Check which way the pages came out, turn the page over and put them back into the paper tray of your printer and print The ocean L1 L2 L3 A3 fish (i) and (ii) on the back. Check you have printed correctly; the opposites should have matching fish on the back. Cut up the L1 L2 L3 A3 (i) and attach a paperclip to each card. Save the other page for later if desired.

Assemble the fishing rod by tying the magnet to the string and string to the pencil. (If you don't have a magnet, roll up a ball of blu tac and stick it on the end of the pencil; you will be spear fishing).

RESOURCES

- The ocean L1 L2 L3 A3 (I)
- The ocean L1 L2 L3 A3 (II)
- The ocean L1 L2 L3 A3 fish (I)
- The ocean L1 L2 L3 A3 fish (II)
- Scissors and paper clips
- A pencil, short piece of string and a small magnet or blu tac

1. Spread the cards FISH SIDE DOWN out on the table.
2. Explain you have to find two cards that are opposites; The opposites have the same fish on the back.
3. Describe two pictures you think are opposites.
4. Demonstrate how to use the fishing rod (or 'spear fishing rod') to catch the two fish.
5. Turn them over and check the same fish are on the back. If so, keep the cards, if not put them back.
6. Pass the fishing rod to the next player.



EXPECTED OUTCOMES

- Identifies 2 described pictures e.g. The boy at the top of the ladder and the boy at the bottom of the ladder.

KEY STRATEGIES

LISTENING FIRST: With the picture cards spread out on the table 'opposites' face up, talk about which ones you are going to catch before you move the fishing rod into position. *I'm going to catch the bear's front and the bear's back.*

AUDITORY SANDWICH: The visual check of the back of the card is a type of auditory sandwich. The matching fish are a way to check your 'guess'. Say your guess, check your guess (look at the back) and comment on whether your guess was correct. *Yes, I was right, they go together; front and back are opposites.*



EXPECTED OUTCOMES

- Uses sentences to describe pictures that are opposites.

KEY STRATEGIES

EXPANSION & EXTENSION: Whatever the child says repeat it back with the correct articulation (if required) and add one to two more words to make their sentence more complete.

AUDITORY FEEDBACK LOOP: Encourage the child to have another attempt after they hear your expanded or extended model. This will allow them to compare how they sound against your words and further develop their mechanism through which they judge and adjust their own spoken language.



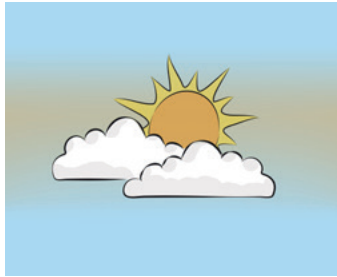
EXPECTED OUTCOMES

- Generates an opposite.

KEY STRATEGY

AUDITORY CLOSURE: Help the child understand generating opposites by using Auditory Closure. *Here the girl is awake and here the girl is...*

3. Fishing for Opposites



day



front



back



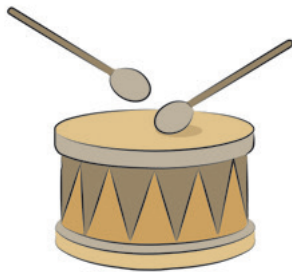
night



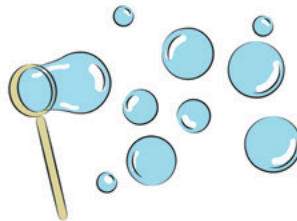
top



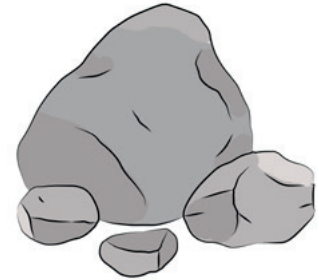
bottom



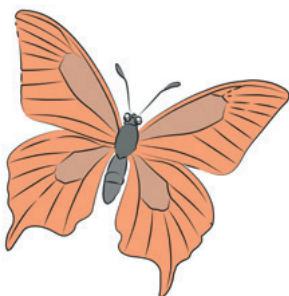
noisy



light



heavy



quiet



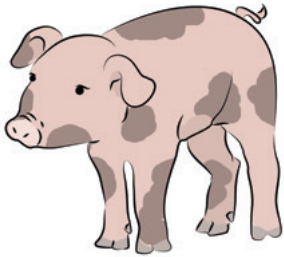
asleep



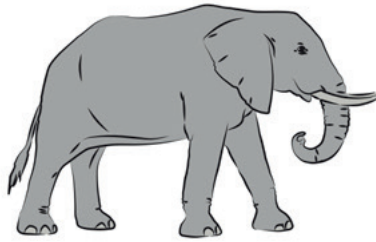
awake



3. Fishing for Opposites



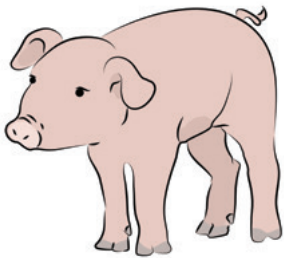
dirty



big



little



clean



fast



slow



wet



happy



sad



dry



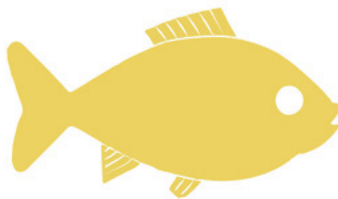
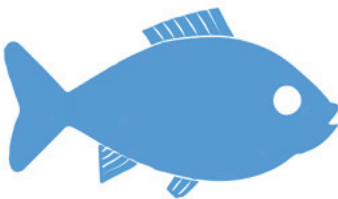
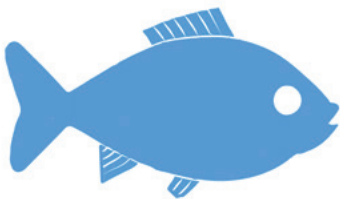
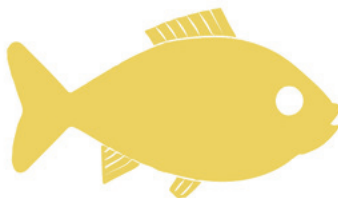
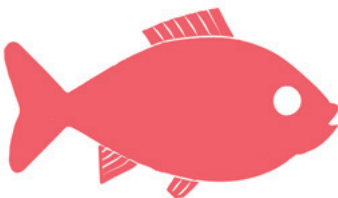
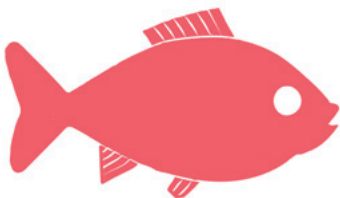
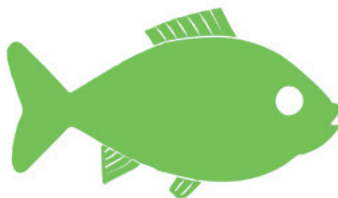
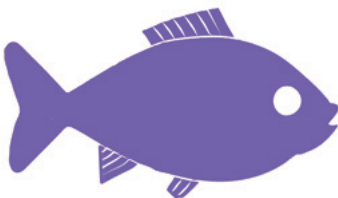
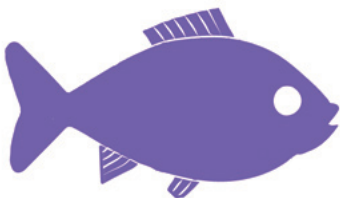
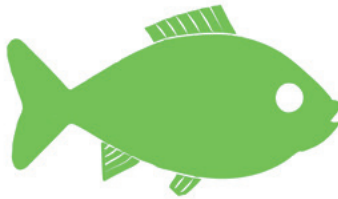
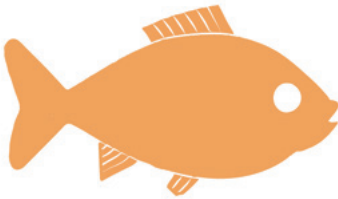
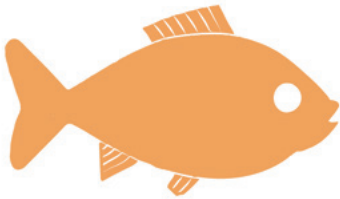
hot



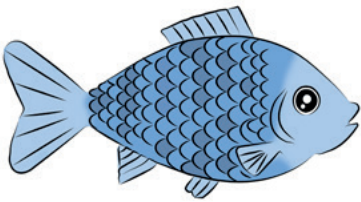
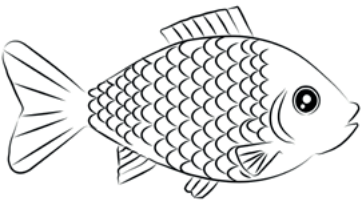
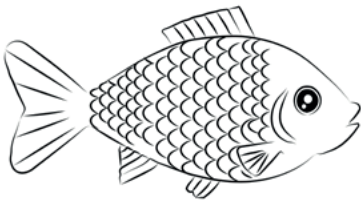
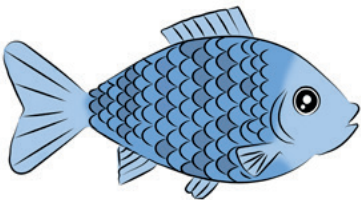
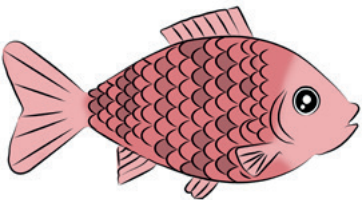
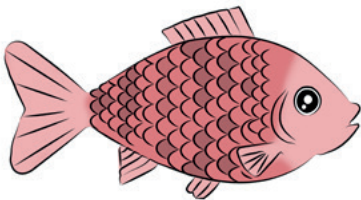
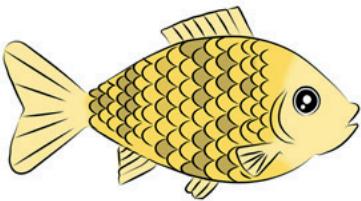
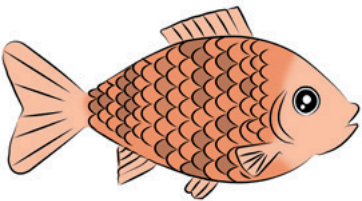
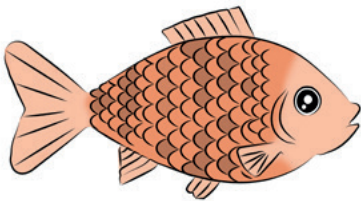
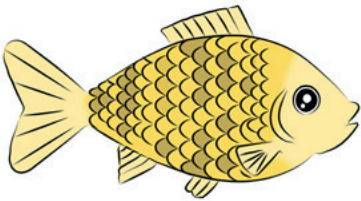
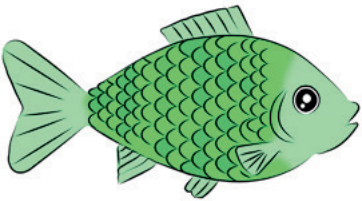
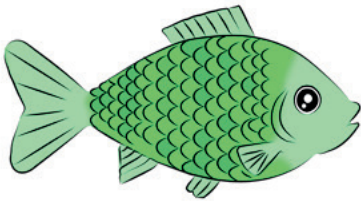
cold



3. Fishing for Opposites



3. Fishing for Opposites



ACTIVITY

4. Once I Caught a Fish Alive

PREPARATION

Print the resource on to paper.

Print 4 pages on one to make them smaller if desired.

RESOURCES

• The ocean L1 L2 L3 A4

You are going to make a song book and sing a song together.

1. Cut pages if required and assemble the book.
2. Watch https://www.youtube.com/watch?v=9ir_l7qTiZ4
3. Sing each page of the book twice. The second time pause to encourage the child to join in.
4. When you have finished the song book, sing the song all the way through once adding some actions.



EXPECTED OUTCOMES

- Enjoys the rhythm of the song.

KEY STRATEGIES

MUSIC MUSIC MUSIC: Music stimulates multiple areas of the brain at the same time. Watch the song on youtube and introduce movement sequences to match the words and rhythm as a memory aid and to consolidate the meaning of words.

ACOUSTIC HIGHLIGHTING: Using songs is a form of natural acoustic highlighting. The pitch variation and word stress in nursery rhymes makes it easier for children recognise melodies and to attend to and remember words.



EXPECTED OUTCOMES

- Joins in one word of each page.

KEY STRATEGIES

AUDITORY CLOSURE: By singing each page twice you provide a model, immediately followed by an opportunity for the child to have an attempt at saying the last word. When you sing the line the second time through stop before the last word and lean in expectantly to show the child it's their turn.

MY VOICE MATTERS: The child's turn may not be a perfect attempt at the final word but acknowledge and reinforce their attempt with praise and a smile to help show them how important it is to you that they use their voice.



EXPECTED OUTCOMES

- Expresses compassion for others.

KEY STRATEGY

AUDITORY HOOKS: Recognising distress in others and being able to respond appropriately is an important social skill and sign of developing Theory of Mind. Help the child develop some language to go with this skill at the end of the song when the boy has a sore finger. *Oh, Dear. He has an Ouch.* When you act the song out you could extend the activity into pretend play about having a sore finger. *Oh, Poor mum. Her finger is sore. There there.*

ACTIVITY

4. Once I Caught a Fish Alive

PREPARATION

Print the resource on to paper.

Print 4 pages on one to make them smaller if desired.

RESOURCES

- The ocean L1 L2 L3 A4

You are going to make a song book and sing a song together.

1. Cut pages and assemble book.
2. Watch https://www.youtube.com/watch?v=9ir_l7qTiZ4
3. Sing each page of the book twice. The second time pause to encourage the child to join in.
4. When you have finished the song book, sing the song all the way through once adding some actions.



EXPECTED OUTCOMES

- Completes each line in the song.

KEY STRATEGIES

MUSIC MUSIC MUSIC: Music stimulates multiple areas of the brain at the same time. Watch the song on youtube and introduce movement sequences to match the words and rhythm as a memory aid and to consolidate the meaning of words.

ACOUSTIC HIGHLIGHTING: Using songs is a form of natural acoustic highlighting. The pitch variation and word stress in nursery rhymes makes it easier for children recognise melodies and to attend to and remember words.



EXPECTED OUTCOMES

- Adds number to a sequence e.g. 4, 5 (added after 1, 2, 3).
- Uses verbs: caught/go.

KEY STRATEGIES

AUDITORY CLOSURE: By singing each page twice you provide a model, immediately followed by an opportunity for the child to have an attempt at saying the few words. When you sing the line the second time through stop before the last word and lean in expectantly to show the child it's their turn. 1, 2, 3.....

ACOUSTIC HIGHLIGHTING: Emphasise the verbs by singing them a little bit louder than the other words pausing just before you sing them. Perhaps the second time through when you pause the child will add the verb. *Once I ...*



EXPECTED OUTCOMES

- Expresses compassion for others.

KEY STRATEGY

AUDITORY HOOKS: Recognising distress in others and being able to respond appropriately is an important social skill and sign of developing Theory of Mind. Discuss with the child's parents how they would like their child to respond to a friend in distress. Maybe they have a preference for using certain words. Encourage them to model this language at the end of the song when the boy has a sore finger. *Oh, Look mum. The boy has a sore finger. Ouch. What could we say to make him feel better?*

ACTIVITY

4. Once I Caught a Fish Alive

PREPARATION

Print the resource on to paper.

Print 4 pages on one to make them smaller if desired.

RESOURCES

- The ocean L1 L2 L3 A4

You are going to make a song book and sing a song together.

1. Cut pages and assemble book.
2. Watch https://www.youtube.com/watch?v=9ir_I7qTiZ4
3. Sing each page of the book twice. The second time pause to encourage the child to join in.
4. When you have finished the song book, sing the song all the way through once adding some actions.



EXPECTED OUTCOMES

- Sings most words in the song.

KEY STRATEGIES

MUSIC MUSIC MUSIC: Music stimulates multiple areas of the brain at the same time. Watch the song on youtube and introduce movement sequences to match the words and rhythm as a memory aid and to consolidate the meaning of words.

AUDITORY MEMORY: By singing each page twice you provide a model, immediately followed by an opportunity for the child to have an attempt at repeating the line. Build up the song page by page to help the child recall the whole song.



EXPECTED OUTCOMES

- Uses question words: why/which.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: Emphasise the questions words by singing them a little bit louder and slower than the other words and adding dramatic facial expression to capture the child's interest. Perhaps the second time through just using the facial expression will be enough to prompt the child to recall the question word at the beginning of the line.

AUDITORY SANDWICH: The auditory sandwich can be used in many forms to help the child repeat back what they hear. Text can be used as the middle part of the sandwich by listening to the child's attempt then singing it back pointing to the word/s they missed, then singing it again to complete the sandwich.



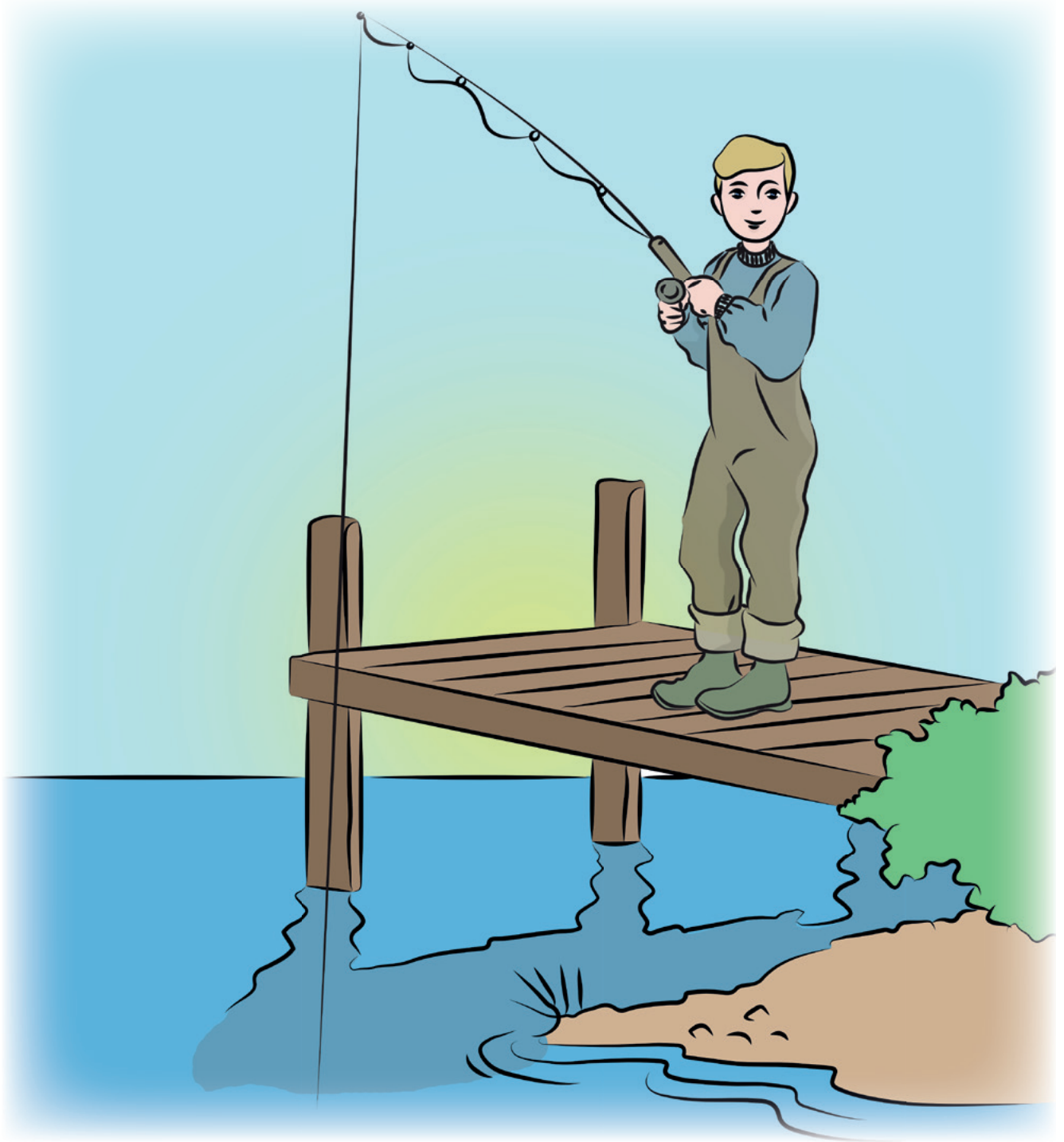
EXPECTED OUTCOMES

- Uses words to express compassion for others.

KEY STRATEGY

AUDITORY HOOKS: Recognising distress in others and being able to respond appropriately is an important social skill and sign of developing Theory of Mind. Discuss with the child's parents how they would like their child to respond to a friend in distress. Maybe they have a preference for using certain words. Encourage them to model this language at the end of the song when the boy has a sore finger. *Oh, Look mum. The boy has a sore finger. Ouch. What could we say to make him feel better?*

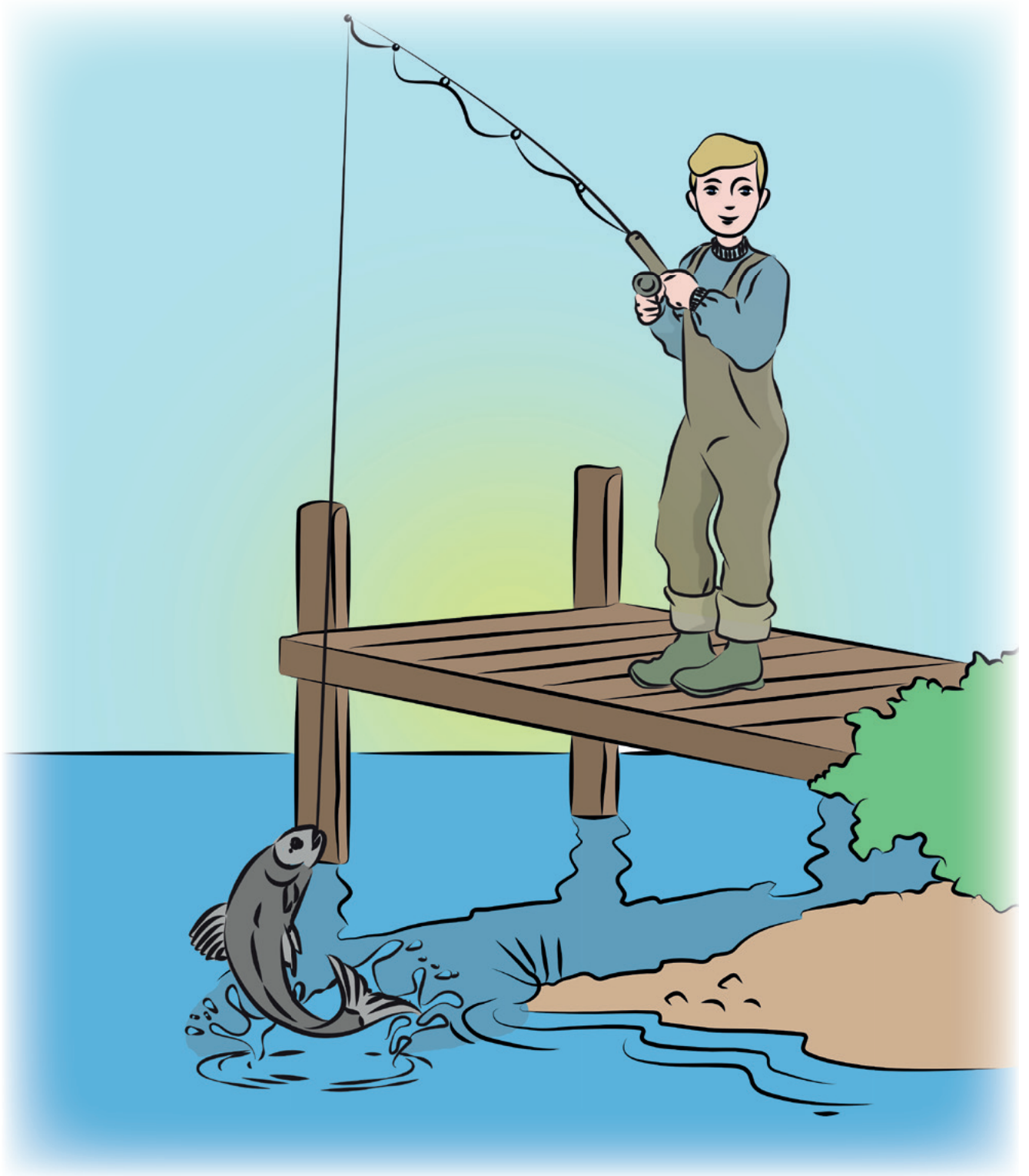
4. Once I Caught a Fish Alive



1, 2, 3, 4, 5,
Once I caught a fish alive.



1, 2, 3, 4, 5.



Once I caught a fish alive.



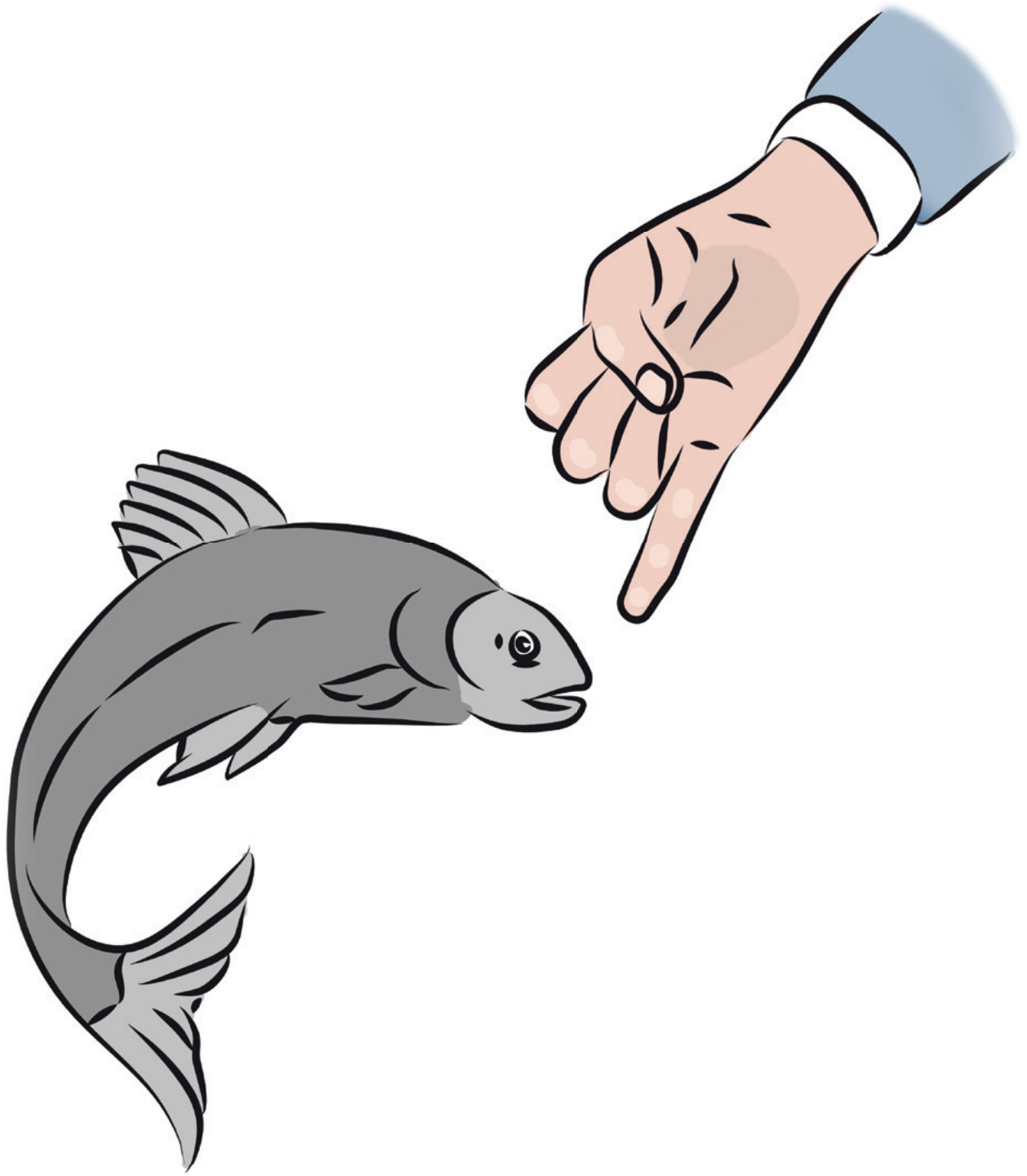
6, 7, 8, 9, 10.



Then I let it go again.



Why did you let it go?



Because it *bit* my finger so.



Which finger did it bite?



This little finger on my right.

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