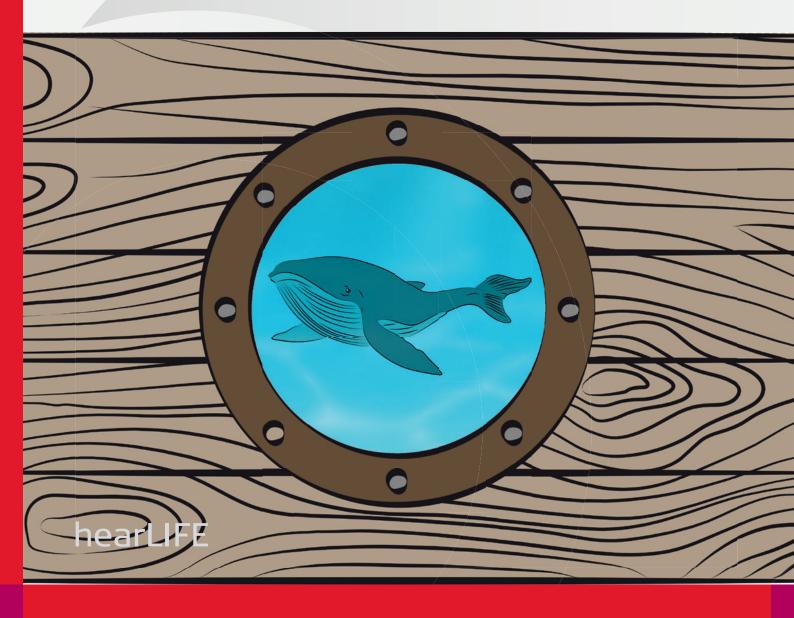
Lesson Kits 17 Sharks & Whales





Learn About the Lesson Plans

Lesson Plan

Level 1, Level 2, Level 3

1. Shark Bingo

Therapist Notes, Resources

2. Is That a Shark?

Therapist Notes, Resources

3. Whale Go Fish

Therapist Notes, Resources

4. Make a Whale

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



3

indicates spoken language goals



indicates cognition and theory of mind goals

How to choose a level

	3	\bigcirc	
Level 1	The child is learning to listen and attend to 1 unit 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
Level 2	The child is learning to listen and attend to 2 units 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	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
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.	themselves. Conversely a younger child working at level 3 may not be developmentally ready to think through some of the ToM goals.

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 them

lesson Level 1 and Level 2 activity 2

MY HOUSE: LEVEL 1 LESSON PLAN

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		ACTIVITY 6 sounds:	GOA								
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25	•••••	BUILD A HOUSI	E		ies 1 item ts of a ho		• Labels h				tands that people erent things from
		• My House L1 L	.2 L3 A1	Unders	stands so sitions: fro	me	• USES VEI	• Uses verbs: cut/stick/fold			nt angles
need to onic, save				• • • • • • • • • • • • • • • • • • •							
by file		WHO'S IN THE HOUSE? RESOURCES • My House L1 L2 L3 A2		Attends to 1 item: person place verb verb		Repeats or labels 1 word; person place verb		• Understands same and not the same			
als theme ity 2				· · · · · · · · · · · · · · · · · · ·							
		WHERE DOES I RESOURCES • My House L1 L		• Identif • obje • plac		1	• Consolid within ca in a hou house	ategories	; things	associa	tands the tion between an and a place
		MY HOUSE RESOURCES • My House L1 L	2 L3 A4	fold, h	ls to verbs old, push, ls to book	, count	• Attempt: word fro				conversation wm house
		© Copyright by MED-EL	2017				•			-	

The theme: the level The activity name	••••••	MY HOUSE: LEVEL 1 THERAPIST NOTES	MED®EL
		1. Build a House	
What you need to do before the lesson	•••••	PREPARATION Print all resources on to lightweight card.	• A cardboard box
Step by step through the activity	•••••	 You are going make a house using the cardboard box. Cut the windows, curtains, doors and chimney out. (Encourage the child to help where possible.) Look at the cardboard box and decide which side will be the front. Decide whether the yellow door or blue door will be on the front and stick it on. Stick the other door on the back. Use the craft knife to cut around 3 sides of the doors so they open. Stick one window on each side. Use the craft knife to cut down the middle of each window and along the top and bottom so they open out. Stick the curtains inside the box at the top of the window opening. Assemble chimney by following folds in order, 1, 2, 3 and glue base together. Stick the chimney to the top of the box. 	 My house L1 L2 L3 A1 Glue and scissors Craft knife
Goal from lesson plan: example of skill	•••••	EXPECTED OUTCOMES · Identifies 1 item: parts of a house: <u>door, window, curtain, chimney.</u> · Understands some prepositions: <u>front/back.</u> KEY STRATEGIES	
Key Listening Strategy or technique to use to help child to achieve the goal.	•••••	TALK TALK: TALK: Talk about the parts of the house as you cut them out together and again to do first and then again as you stick them on and finally once more when you are admirin ACOUSTIC HIGHLIGHTING: While you are talking make one unit of information stand ou the unit a little bit louder, or pause just before talking. <i>Hmm We could put this blue do</i> box around) <i>Or maybe we could put the blue door on the back</i> .	g your finished house. t for the level 1 child. Say
		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 ar verbs, where possible placing the verb in the sentence final position to give the level 1 ch to attend to it and try and repeat it back. Just here on this line, you need to cut. Use the	ild the best possible chance
		USE CHOICES: Using the house parts vocabulary in choice questions provides the child vocabulary just before they try and say it. This is easier than trying to recall unfamiliar v window or a door?	
		• 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 parent/caregiver to comment that he can't see it. This helps the child learn that not eve same information. Oh, I can't see the window. I want to see the window. Can you show box so I can see.	rybody has access to the

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SHARKS & WHALES: LEVEL 1 LESSON PLANS

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				Date:		
				Age:	H.A: .	
GOALS						
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right	ah	00	ee	sh	S	m
	3		\bigcirc			
	GOALS left	GOALS left ah right ah	GOALS left ah oo right ah oo	left ah oo ee right ah oo ee	GOALS left ah oo ee sh right ah oo ee sh	GOALS left ah oo ee sh s right ah oo ee sh s

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SHARK BINGO RESOURCES • Sharks & Whales L1 L2 L3 A1 • Sharks & Whales L1 L2 L3 A1 sharks	• Identifies 1 noun	• Labels a picture	• Understands category names
IS THAT A SHARK? RESOURCES • Sharks & Whales L1 L2 L3 A2	• Understands yes/no questions	• Uses words that are part of a whole	 Begins to understand that different people can think different things Tries to identify a picture from a part image
 WHALE GO FISH RESOURCES Sharks & Whales L1 A3 Sharks & Whales L1 L2 L3 A3 back 	• Follows rules of a game	• Labels sea animal pictures	• Plays a turn taking game
MAKE A WHALE RESOURCES • Sharks & Whales L1 L2 L3 A4	• Understands simple verbs	• Uses some verbs	• Engages in pretend play

SHARKS & WHALES: LEVEL 2 LESSON PLANS

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					Date:		
Name:					Age:	H.A: .	
ACTIVITY	GOALS						
6 sounds:	left	ah	00	ee	sh	S	m
	right	ah	00	ee	sh	S	m
		()		\bigcirc		(con	2

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SHARK BINGO RESOURCES • Sharks & Whales L1 L2 L3 A1 • Sharks & Whales L1 L2 L3 A1 sharks	 Identifies a noun from a description of category and function 	 Formulates a description including category and/ or function 	• Understands humour
IS THAT A SHARK? RESOURCES • Sharks & Whales L1 L2 L3 A2	 Enjoys rhyme Understands about things not part of everyday life 	 Repeats question structure Completes sentences with a rhyming word 	• Makes predictions
WHALE GO FISH RESOURCES • Sharks & Whales L2 A3 • Sharks & Whales L1 L2 L3 A3 back	 Follows rules of a game Recalls 2 nouns 	• Makes a request which includes 2 objects	 Understands that knowledge access in this game requires seeing or hearing
MAKE A WHALE RESOURCES • Sharks & Whales L1 L2 L3 A4	• Follows simple directions	• Uses some verbs in repeating instructions	• Uses language whilst engaging in pretend play

SHARKS & WHALES: LEVEL 3 LESSON PLANS

MED®EL

					Date:		
Name:					Age:	H.A: .	
ACTIVITY	GOALS						
6 sounds:	left	ah	00	ee	sh	S	m
	right	ah	00	ee	sh	s	m

	3	\bigcirc	
SHARK BINGO RESOURCES • Sharks & Whales L1 L2 L3 A1 • Sharks & Whales L1 L2 L3 A1 sharks	 Identifies a noun from a description of the material it is made of, category and function 	 Formulates a description including material it is made of, category and/ or function 	• Understands humour
IS THAT A SHARK? RESOURCES • Sharks & Whales L1 L2 L3 A2	 Identifies rhyme Understands about real and not real things not in their everyday environment 	 Uses grammatically correct questions and answers 	 Makes predictions and discusses reasons
WHALE GO FISH RESOURCES • Sharks & Whales L3 A3 • Sharks & Whales L1 L2 L3 A3 back	 Follows rules of a game Recalls 3 nouns 	• Make a request that includes 3 nouns	 Understands that knowledge access in this game requires seeing or hearing
MAKE A WHALE RESOURCES • Sharks & Whales L1 L2 L3 A4	• Follows complex directions	• Uses adverbs when giving directions	 Uses language innovatively whilst engaging in pretend play

1. Shark Bingo

PREPARATION

Print resources on to lightweight card.

You are going to play "What the shark ate" bingo.

- 1. Cut the picture card into 3 columns of the same category. Talk about the category name i.e clothing, tools, furniture.
- 2. Encourage the child to cut up each column into single cards. Talk about each picture.
- 3. Shuffle the cards and place them face down in a pile.
- 4. Give everyone a shark card. If you have a spare shark, leave it to one side, or position a toy teddy to be that player.
- 5. Explain that the sharks have eaten all these things and talk about your pictures.
- 6. Place the plain paper over each shark (to help the child focus on listening).
- 7. Pick up a card and, without showing the picture, say what it is. Remove the covering paper. The person who has that picture in their shark says "snap", takes the card and puts it on top of the matching picture.
- 8. Replace the paper and take it in turns to pick up a card and talk about it.
- 9. The winner is the person who fills up their shark first.



EXPECTED OUTCOMES

· Identifies 1 noun e.g. shirt, hammer, table.

KEY STRATEGIES

LISTENING FIRST & WAIT WAIT SOME MORE: Children need to hear words many times to remember them. You will be able to provide some repetition of the vocabulary as you cut up the cards and again as you talk about what is in your shark. Check if the child is able to understand those words through listening alone by hiding the picture as you say it and wait to see if the child can find who has that one in their shark.

AUDITORY SANDWICH: If the child is unable to find the picture, try adding acoustic highlighting or a learning to listen sound. If necessary, give the child a quick peek at the card and then say the word again to finish off the 'sandwich' with listening alone.



EXPECTED OUTCOMES

• Labels a picture.

KEY STRATEGIES

AUDITORY HOOKS: The plain paper covering the sharks encourages the child to listen. However, when it is their turn to talk they might be tempted to peek under their paper to check for the picture. Remind them to talk first by grabbing their attention with auditory hooks: *Wait! No Peeking! Talk first.*

AUDITORY FEEDBACK LOOP: You might need to model the vocabulary for the child to repeat. This allows them to compare how their word sounds with yours. *So, tell mum we need to find the chair.*



EXPECTED OUTCOMES

• Understands category names.

KEY STRATEGY

TALK TALK: You will talk about the category names at the beginning before you cut the cards up. Talk about the categories again when you look at your sharks and again at the end. *Look, that's silly, my shark ate a table. Oh, sharks don't eat furniture.*

RESOURCES

- Sharks & Whales
- L1 L2 L3 A1
- Sharks & Whales
- L1 L2 L3 A1 Sharks
- 4 pieces of plain paper
- Scissors

1. Shark Bingo

PREPARATION

Print resources on to lightweight card.

You are going to play "What the shark ate" bingo.

- 1. Cut the picture card into 3 columns of the same category. Talk about the category name i.e clothing, tools, furniture.
- 2. Encourage the child to cut up each column into single cards. Talk about each picture and discuss their function.
- 3. Shuffle the cards and place them face down in a pile.
- 4. Give everyone a shark card. If you have a spare shark, leave it to one side, or position a toy teddy to be that player.
- 5. Explain that the sharks have eaten all these strange things and talk about your pictures.
- 6. Place the plain paper over each shark (to help the child focus on listening).
- 7. Pick up a card and, without showing the picture, say what category it is in and what function it serves.
- 8. Remove the covering paper. The person who has that picture in their shark says "snap", takes the card and puts it on top of the matching picture.
- 9. Replace the paper and take it in turns to pick up a card and talk about it.
- 10. The winner is the person who fills up their shark first.



EXPECTED OUTCOMES

• Identifies a noun from a description of category and function e.g. It is furniture. You can sit on it.

KEY STRATEGIES

TALK MORE & LISTENING FIRST: You will be able to provide some repetition of the vocabulary, category names and description of functions as you cut up the cards and again as you talk about what is in your shark. Check if the child is able to understand those words through listening alone by hiding the picture as you talk about it and wait to see if the child can find who has that one in their shark.

AUDITORY SANDWICH: If the child is unable to find the picture, try adding acoustic highlighting to each defining characteristic (category and function). You could add a gesture to suggest the function or give the child a quick peek at the card and then say the word again to finish off the 'sandwich' with listening alone.



EXPECTED OUTCOMES

• Formulates a description including category and/or function.

KEY STRATEGIES

AUDITORY HOOKS & USE CHOICES: The plain paper covering the sharks encourages the child to listen. However, when it is their turn to talk they might be tempted to peek under their paper to check for the picture. Remind them to talk first by grabbing their attention with auditory hooks. *Wait! No Peeking! Tell us first:* clothing or a tool or furniture?

AUDITORY FEEDBACK LOOP: It might be challenging for the child to describe the function so model the language for the child to repeat. This allows them to compare how their word sounds with yours. *So, tell mum we need to find the one we put books in.*



EXPECTED OUTCOMES

• Understands humour.

KEY STRATEGY

TALK TALK TALK: Consolidate the child's understanding of categories and also develop an appreciation of the absurd by talking about the silly pictures. *Look, that's funny, my shark ate a table. Oh, sharks don't eat furniture.*

RESOURCES

- Sharks & Whales L1 L2 L3 A1
- Sharks & Whales
- L1 L2 L3 A1 Sharks
- 4 pieces of plain paper
- Scissors

1. Shark Bingo

PREPARATION

Print resources on to lightweight card.

You are going to play "What the shark ate" bingo.

- Cut the picture card into 3 columns of the same category. Talk about what they are made of and the category name: cloth (clothing), metal (tools) and wood (furniture).
- 2. Encourage the child to cut up each column into single cards. Talk about each picture and discuss their function.
- 3. Shuffle the cards and place them face down in a pile.
- 4. Give everyone a shark card. If you have a spare shark, leave it to one side, or position a toy teddy to be that player.
- 5. Explain that the sharks have eaten all these strange things and talk about your pictures.
- 6. Place the plain paper over each shark (to help the child focus on listening).
- 7. Pick up a picture card and, without showing the picture, say what it is made of, its category and what function it serves.
- 8. Remove the covering paper. The person who has that picture in their shark says "snap", takes the card and puts it on top of the matching picture.
- 9. Replace the paper and take it in turns to pick up a card and talk about it.
- 10. The winner is the person who fills up their shark first.



EXPECTED OUTCOMES

• Identifies a noun from a description of the material it is made of, category and function.

KEY STRATEGIES

TALK MORE & LISTENING FIRST: Provide repetition of the vocabulary required to talk about materials, category names and description of functions as you cut up the cards and again as you talk about what is in your shark. Check if the child is able to understand definitions containing those words by hiding the picture as you talk about it and wait to see if the child can find who has that one in their shark.

AUDITORY SANDWICH: If the child is unable to find the picture you could add a gesture to suggest the function and then say the clues again to finish off the 'sandwich' with listening alone.



EXPECTED OUTCOMES

• Formulates a description including material it is made of, category and/or function.

KEY STRATEGIES

AUDITORY HOOKS & USE CHOICES: The plain paper covering the sharks encourages the child to listen. However, when it is their turn to talk they might be tempted to peek under their paper to check for the picture. Remind them to talk first by grabbing their attention with auditory hooks. *Wait. No Peeking! Tell us first; Is it made of cloth, metal or wood?*

AUDITORY FEEDBACK LOOP: The child might find it challenging to remember the vocabulary to talk about materials. Model the language for the child to repeat allowing them to compare how their new word sounds with yours. *So remember the clothing is made of cloth. The tools are made of metal and the furniture is made of wood.*



EXPECTED OUTCOMES

Understands humour.

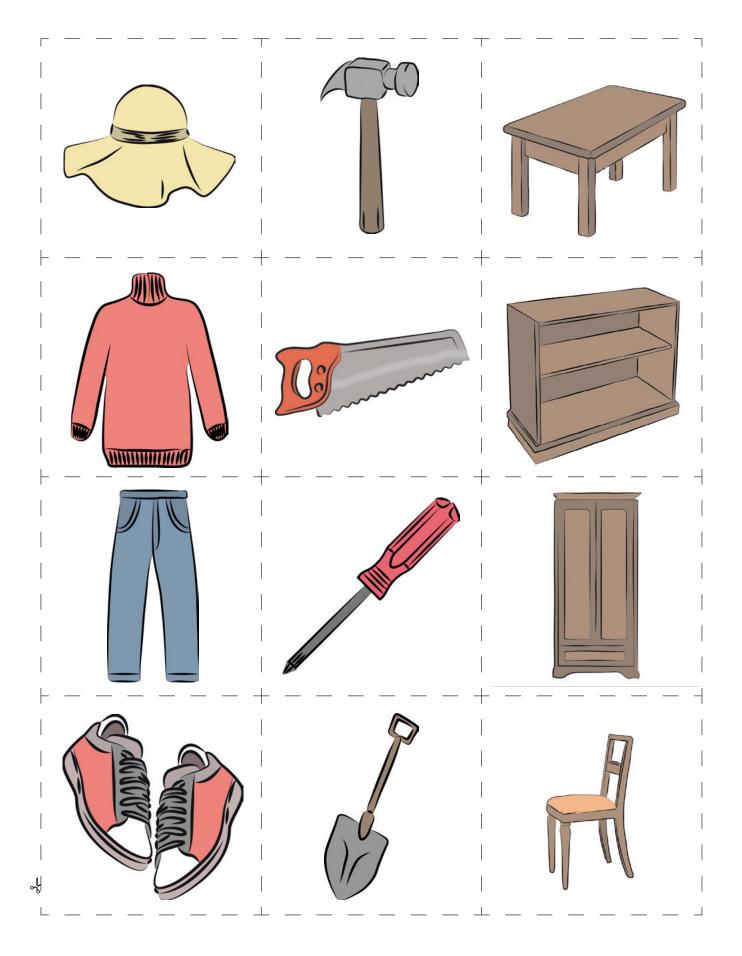
KEY STRATEGY

TALK TALK: Consolidate the child's understanding of materials and also develop an appreciation of the absurd by talking about the silly pictures. *Look, that's funny, my shark ate a table. Oh, sharks don't eat wood.* (although; Why did the shark eat the shovel?Because he wanted to be a shovelnose ray.)

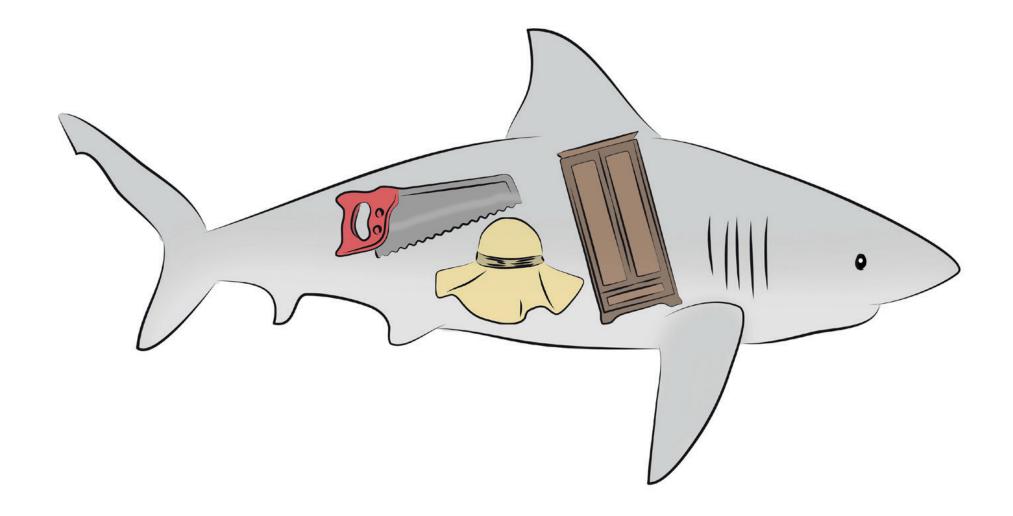
RESOURCES

• Sharks & Whales L1 L2 L3 A1

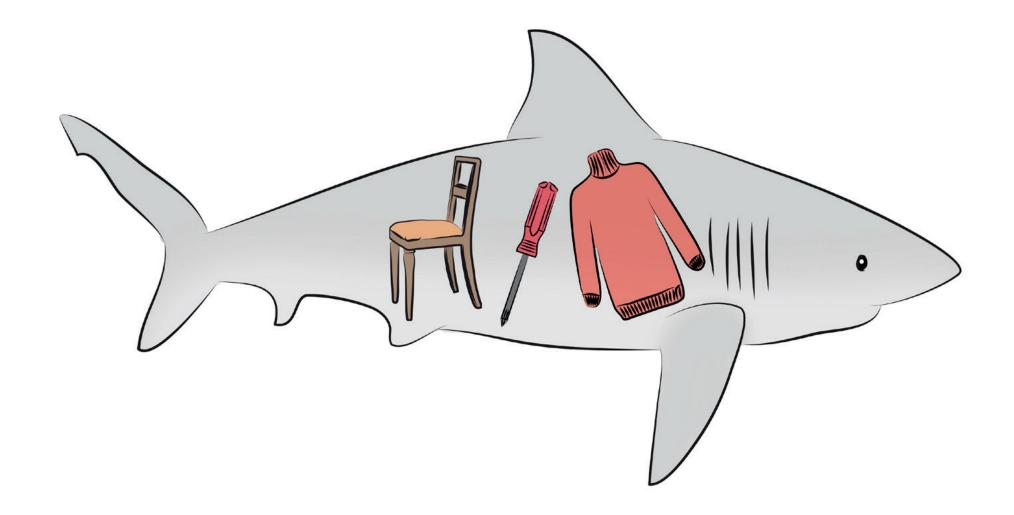
- Sharks & Whales
- L1 L2 L3 A1 Sharks
- 4 pieces of plain paper
- Scissors



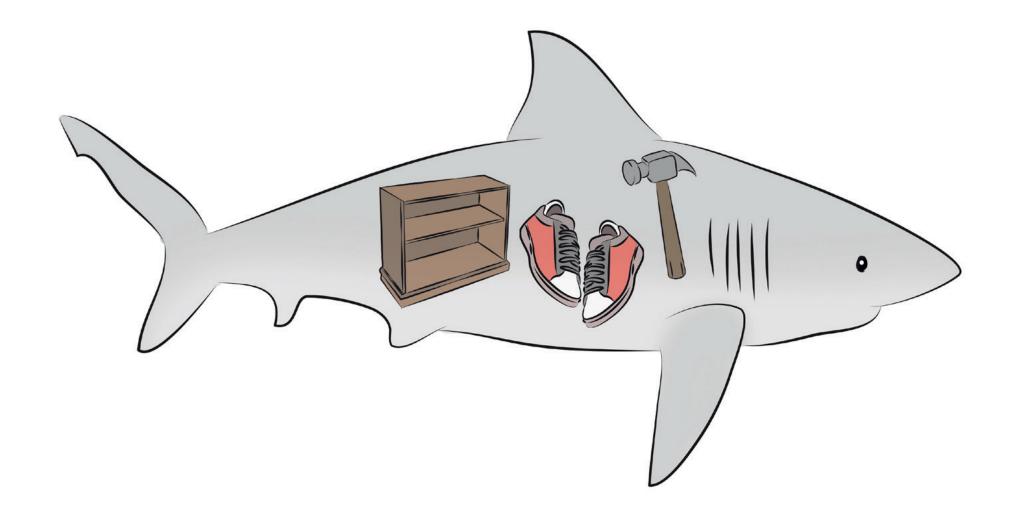
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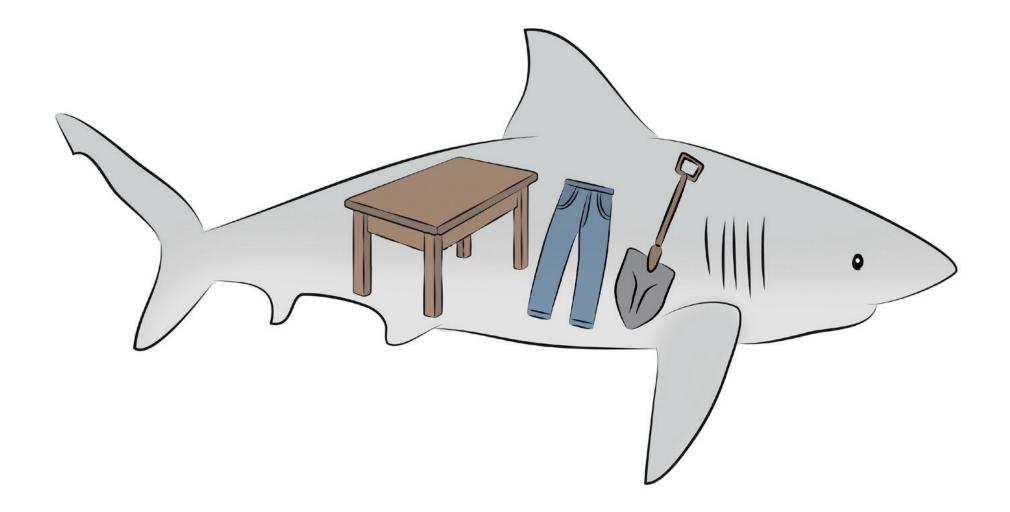
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ACTIVITY

2. Is That a Shark?

PREPARATION

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

You are going to make and read a book together.

- 1. Spread the pages out on the table and point out the page numbers in the bottom corner.
- 2. Work with the child to arrange the book in order and then staple together.
- 3. Read the book. On each question page talk about what the animal could be.
- 4. On each answer page flip back to the question to check what part of the animal can been seen in the porthole.



EXPECTED OUTCOMES

• Understands yes/no questions.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: Questions sound different from statements. Questions have specific suprasegmental clues in their intonation and word stresses that help the listener understand that a response is required. Exaggerate these features on each question page.

COME CLOSE TO ME: Huddle around to look at the book with the child and parent/caregiver. This gives the child the best possible auditory signal and you the opportunity to use the parent/caregiver as a model. *What do you think mum.* Is that a shark?



EXPECTED OUTCOMES

• Uses words that are part of a whole e.g. fin, shell.

KEY STRATEGIES

TALK TALK: Take your time reading the book and flip back to the question page to talk about what part of the animal was showing in the porthole. *Let's go back and see. Oh yes. It was a whale. See that's the whale's eye.*

USE CHOICES: Maybe you are not sure what part of the animal it is, or maybe you'd just like to show the child that people can think different things. This helps in the development of Theory of Mind. I'm not sure if this is the tail or the fin. What do you think, is this the tail.... or the fin.



EXPECTED OUTCOMES

- Begins to understand that different people can think different things.
- Tries to identify a picture from a part image.

KEY STRATEGY

MY VOICE MATTERS: Encourage everyone to respond to the question before you turn the page. Demonstrate that it is OK for people to think different things by responding a different way to the child or parent/caregiver. If you decide the answer to the question is 'no' then encourage everyone to take a guess what animal it could be. *So mum thinks no. That is not a rock. It could be a shell.....What do you think it is*?

RESOURCES

Sharks & Whales L1 L2 L3 A2
Scissors/stapler

ACTIVITY

2. Is That a Shark?

PREPARATION

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

You are going to make and read a book together.

- 1. Spread the pages out on the table and point out the page numbers in the bottom corner.
- 2. Work with the child to arrange the book in order and then staple together.
- 3. Read the book. On each question page talk about what the animal could be.
- 4. On each answer page flip back to the question to check what part of the animal can been seen in the porthole.



EXPECTED OUTCOMES

• Enjoys rhyme.

• Understands about things not part of everyday life.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: Questions sound different from statements. Questions have specific suprasegmental clues in their intonation and word stresses that help the listener understand that a response is required. Exaggerate these features on each question page and emphasise the last word in each line to call the child's attention to the segmental features of the rhyming couplet. *Is that a shark? asked Mark.*

BOOKS BOOKS: Reading exposes children to vocabulary and ideas they may not discover as part of their everyday life. For many children their only exposure to sea creatures will be through books. Talking about these animals so children understand they are real is important.



EXPECTED OUTCOMES

• Repeats question structure.

• Completes sentences with a rhyming word.

KEY STRATEGIES

COME CLOSE TO ME: Huddle around to look at the book with the child and parent/caregiver. This gives the child the best possible auditory signal and you the opportunity to whisper to the child. *Find out what mum thinks, ask her: Is that a shark?*

USE CHOICES: After you have read a few pages and the child has established the rhyming pattern in the book, contrast a non-rhyming couplet with a rhyming couplet using choice to see if the child can recognise rhyme. Put your hand or a piece of card over the picture in the porthole to encourage listening and read the words adding an incorrect option first and then the correct animal. *No, said Murtle... What animal do you think Murtle will say? No, Said Murtle....It's an octopus... No, said Murtle or it's a turtle.*



• Makes predictions.

KEY STRATEGY

TALK TALK: Books like this one illustrate to the child that people can believe something that is not true. Encourage everyone to respond to the question before you turn the page. Demonstrate that it is OK for people to think different things by responding a different way to the child or parent/caregiver. If you decide the answer to the question is 'no' then encourage everyone to take a guess what animal it could be. *So mum thinks no. That is not a rock. It could be a shell.....What do you think it is*?

RESOURCES

Sharks & whales L1 L2 L3 A2
Scissors/stapler

ACTIVITY

2. Is That a Shark?

PREPARATION

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

You are going to make and read a book together.

- 1. Spread the pages out on the table and point out the page numbers in the bottom corner.
- 2. Work with the child to arrange the book in order and then staple together.
- 3. Read the book. On each question page talk about what the animal could be.
- 4. On each answer page flip back to the question to check what part of the animal can been seen in the porthole.



EXPECTED OUTCOMES

Identifies rhyme.

• Understands about real and not real things not in their everyday environment.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: Questions sound different from statements. Questions have specific suprasegmental clues in their intonation and word stresses that help the listener understand that a response is required. Exaggerate these features on each question page and emphasise the last word in each line to call the child's attention to the segmental features of the rhyming couplet. *Is that a shark? asked Mark.*

BOOKS BOOKS: Reading exposes children to vocabulary and ideas they may not discover as part of their everyday life. For many children their only exposure to sea creatures will be through books. Talk about these real animals and contrast these with animals like a sea monster that is not real.



EXPECTED OUTCOMES

- Uses grammatically correct questions and answers.
- Completes a rhyme.

KEY STRATEGIES

COME CLOSE TO ME: Huddle around to look at the book with the child and parent/caregiver. This gives the child the best possible auditory signal and you the opportunity to whisper to the child. *Find out what mum thinks, ask her Is that a shark?*

AUDITORY CLOSURE: After you have read a few pages and the child has established the rhyming pattern in the book encourage them to have a guess at the last word (a name on the question page and a sea creature on the answer page). *Ok, this time maybe you can guess what the name of the person is, ready? Is that a rock, asked...*



EXPECTED OUTCOMES

• Makes predictions and discusses reasons.

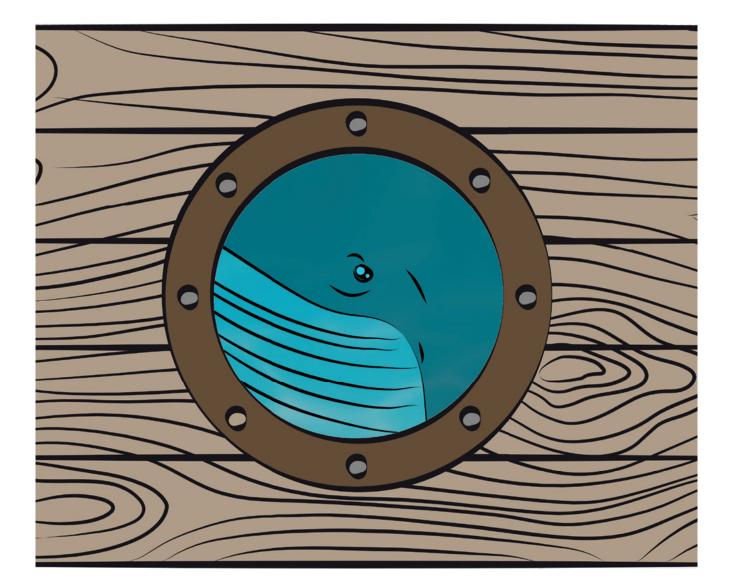
KEY STRATEGY

TALK TALK: Books like this one illustrate to the child that people can believe something that is not true. Encourage everyone to respond to the question before you turn the page. Demonstrate that it is OK for people to think different things by responding a different way to the child or parent/caregiver and model the sentence structure required to give a reason. If you decide the answer to the question is 'no' then encourage everyone to take a guess what animal it could be. *So mum thinks that is not a rock. She thinks could be a shell because of the pattern.....What do you think it is*?

RESOURCES • Sharks & whales L1 L2 L3 A2

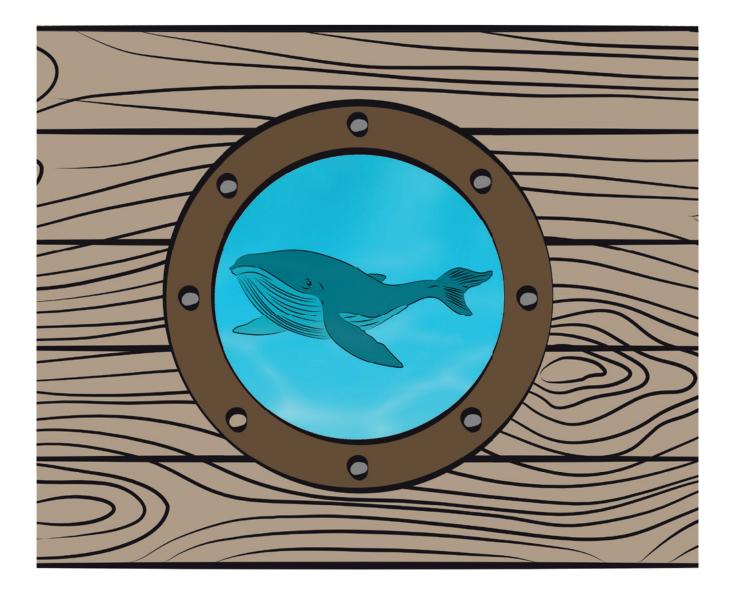
Scissors/stapler





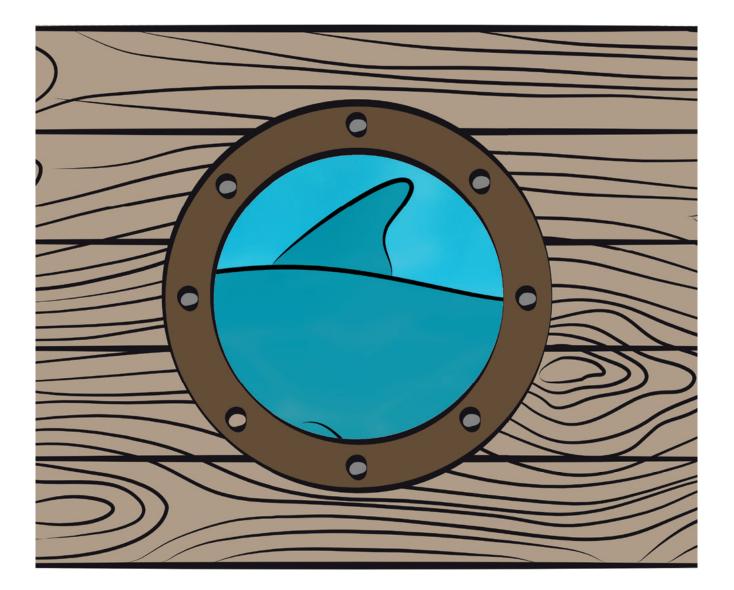
"Is that a shark?" asked Mark.





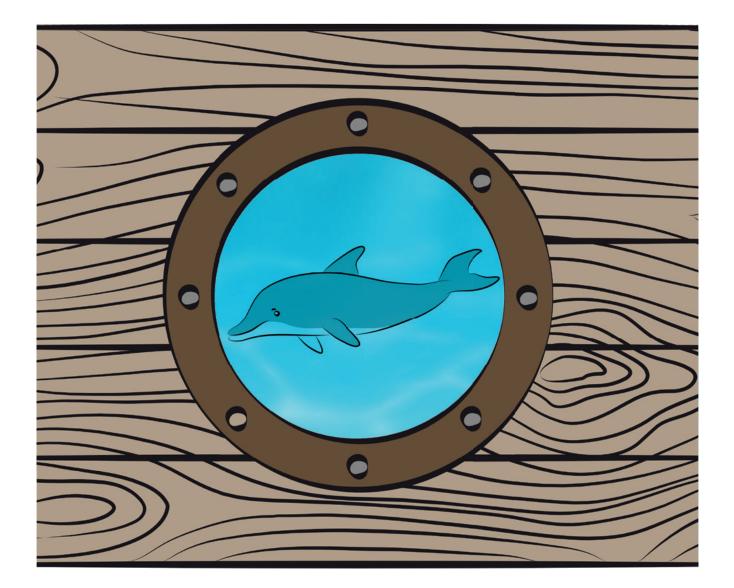
"No," said Dale. "It's a whale."





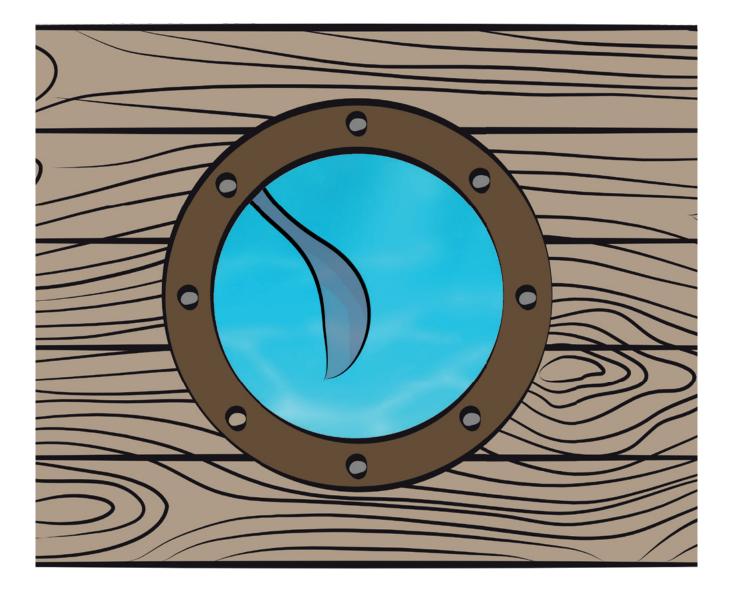
"Is that a fish?" asked Hamish.





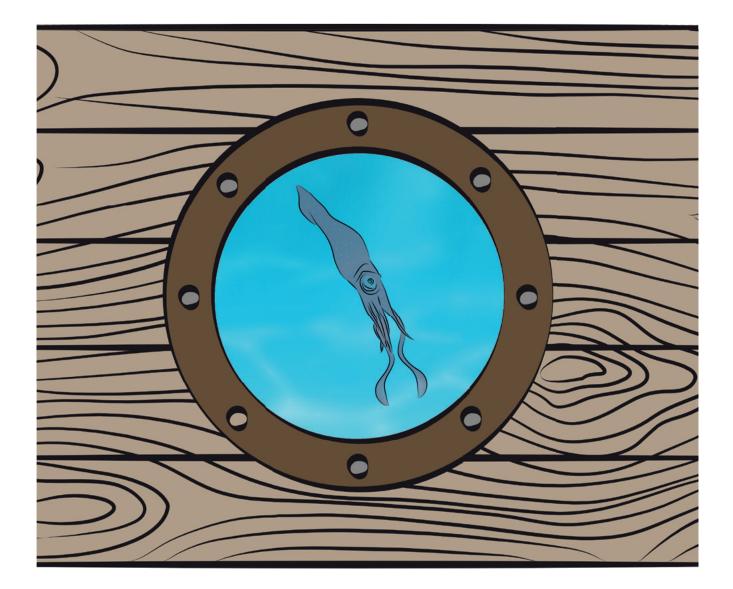
"No," said Flynn. "It's a dolphin."





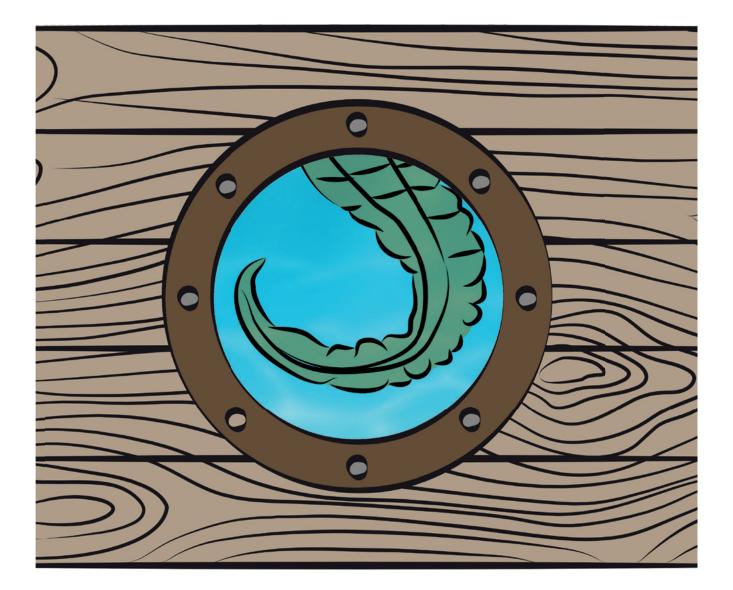
"Is that a stingray?" asked Mia May.





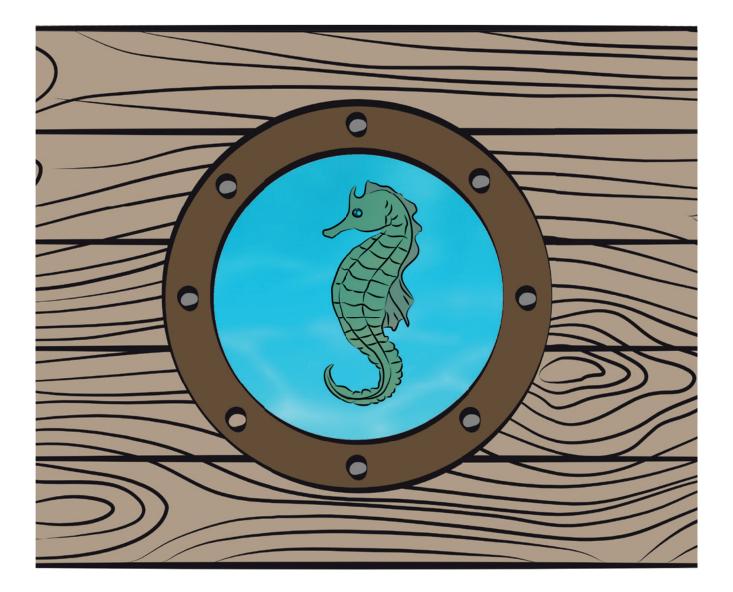
"No," said Enid. "It's a squid."





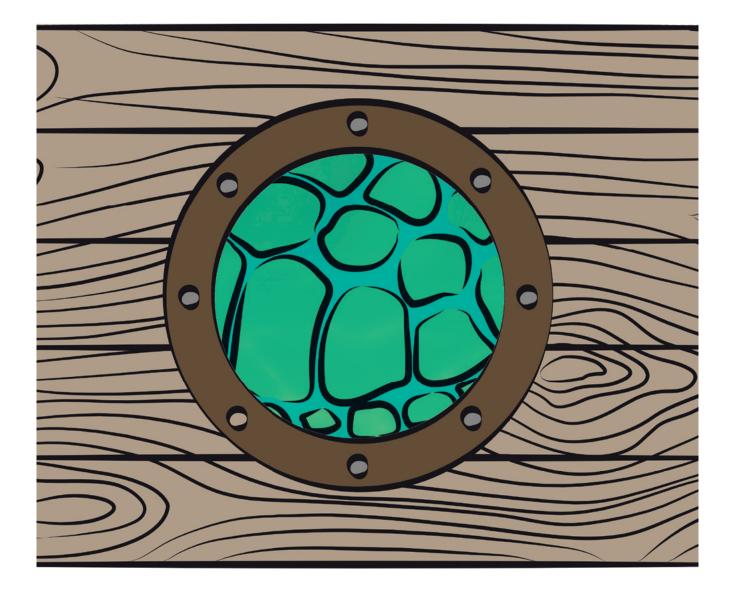
"Is that a shell?" asked Belle.





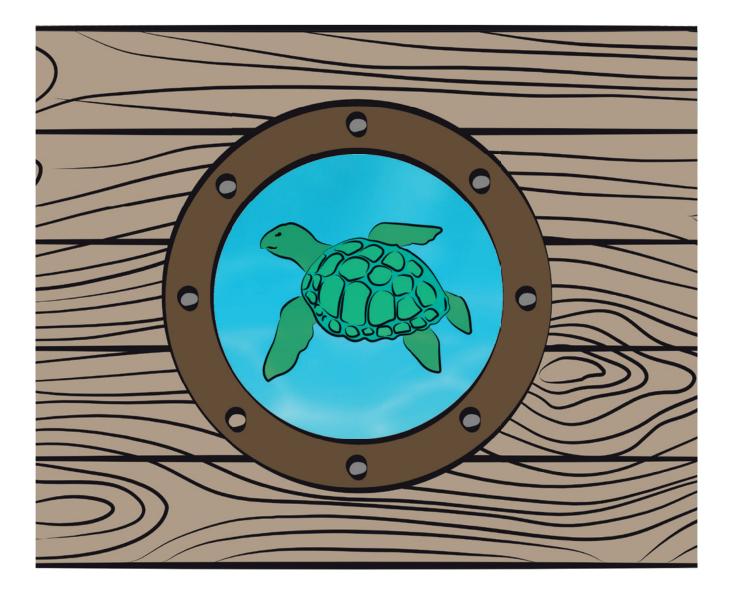
"No," said Captain Morse. "It's a seahorse."





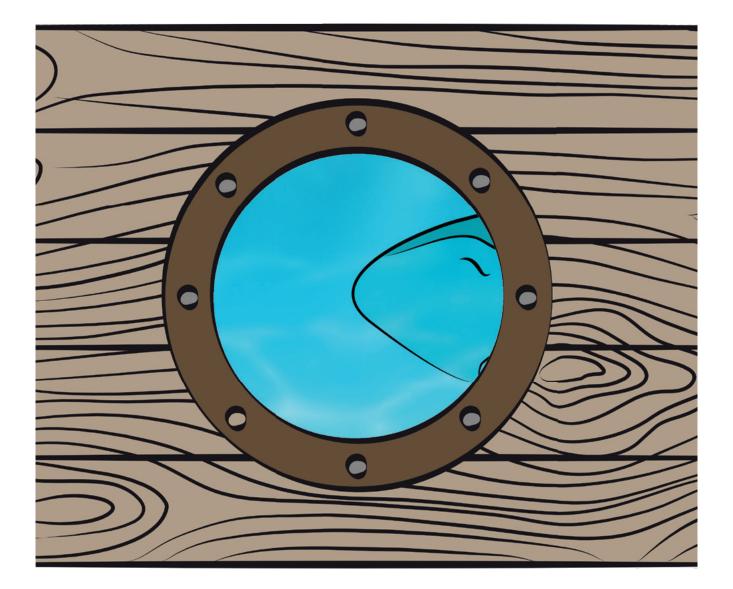
"Is that a rock?" asked Lach.





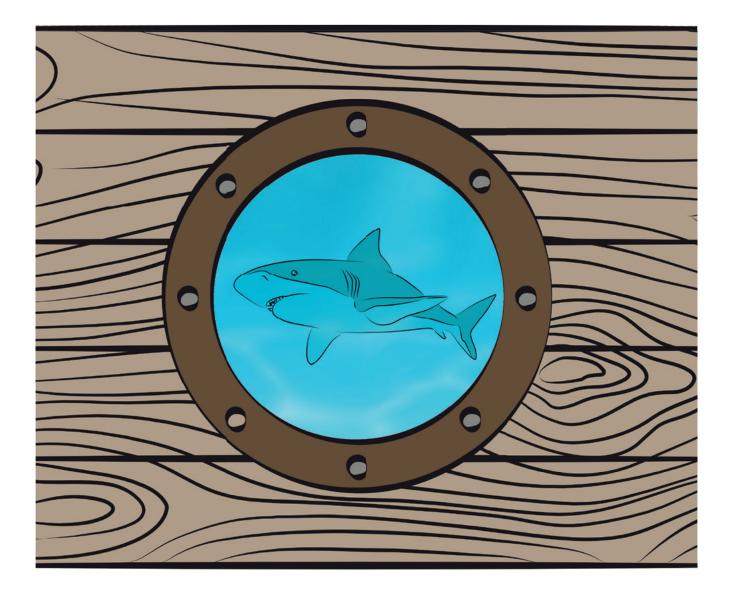
"No," said Murtle. "It's a turtle."





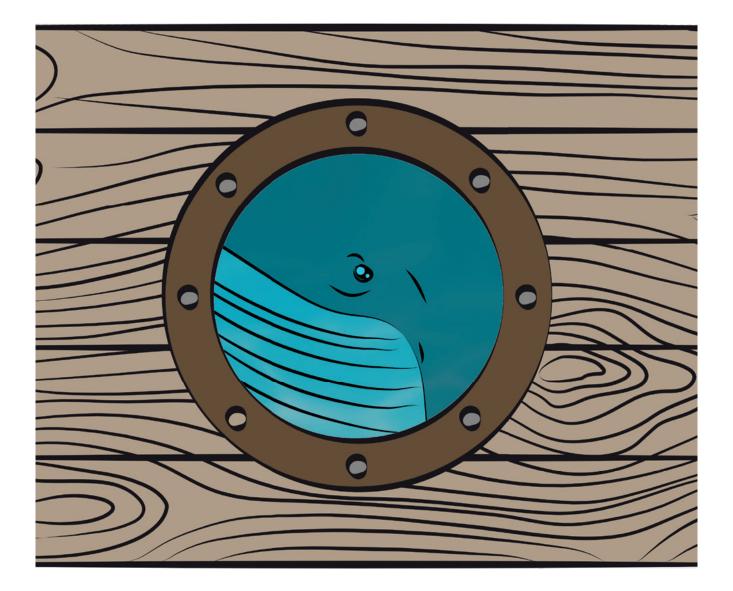
"Is that a seal?" asked Neil.



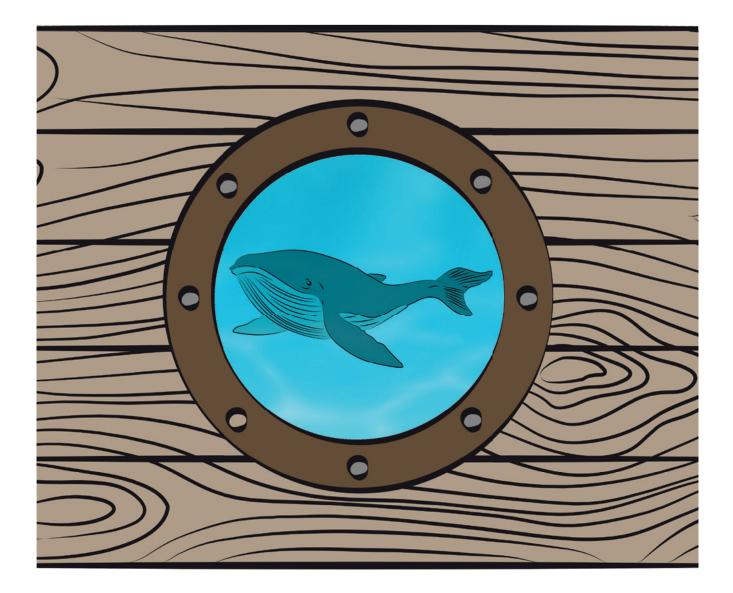


"No," shouted Mark. "That's a shark!"

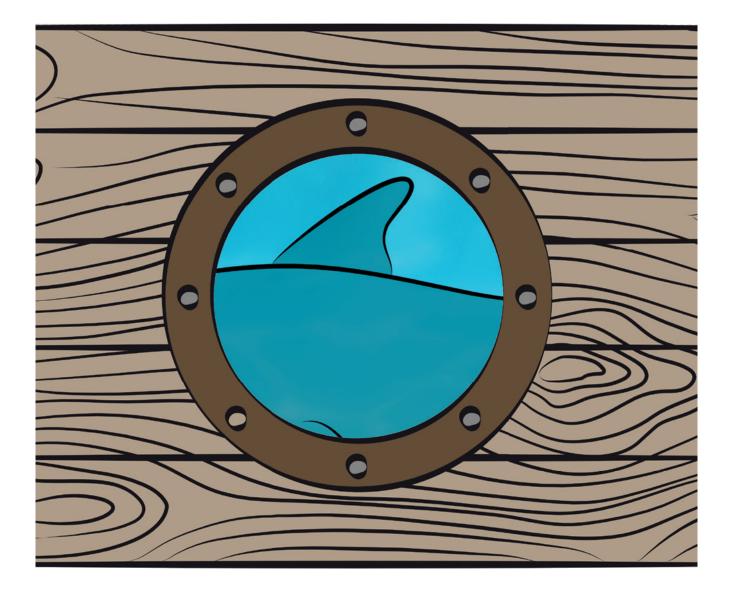




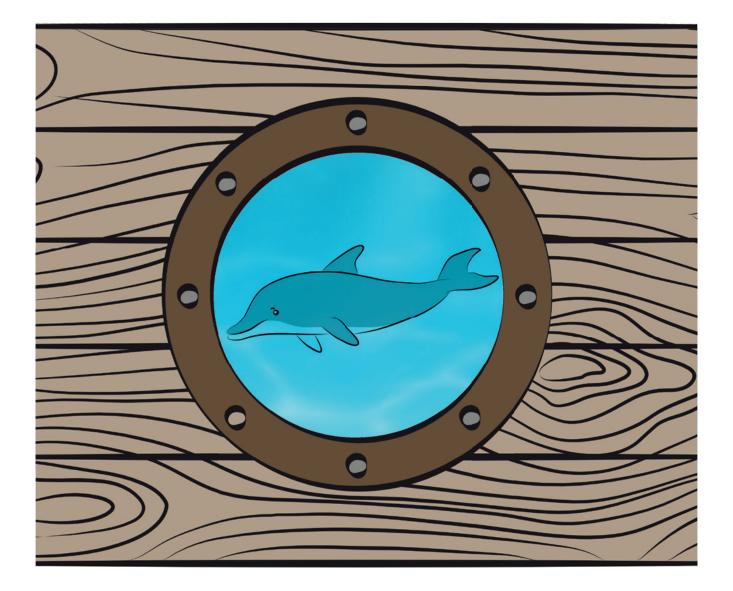




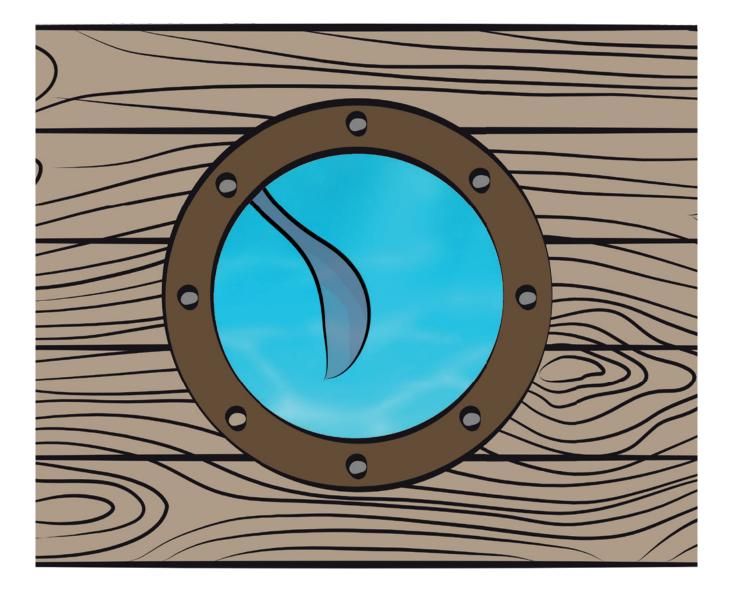




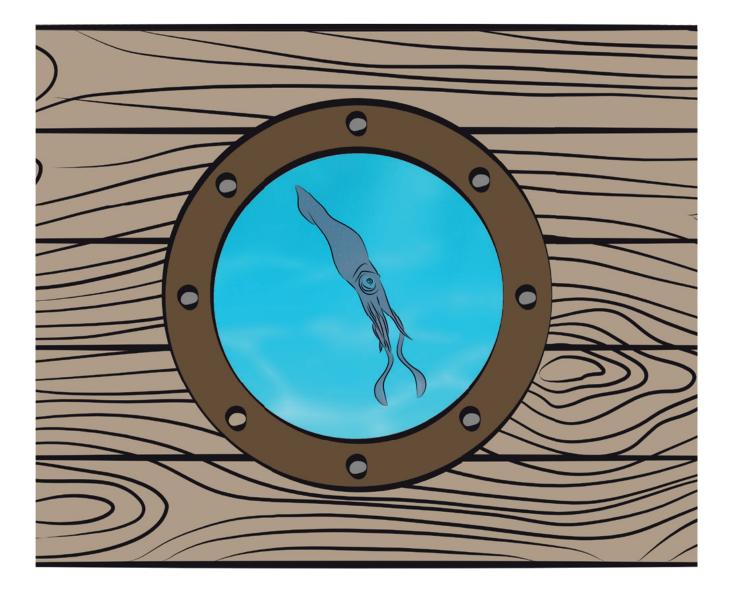




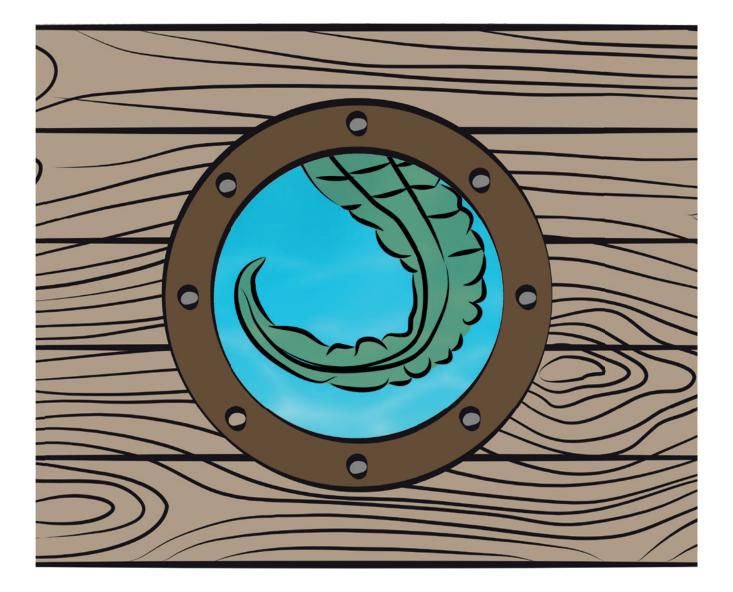




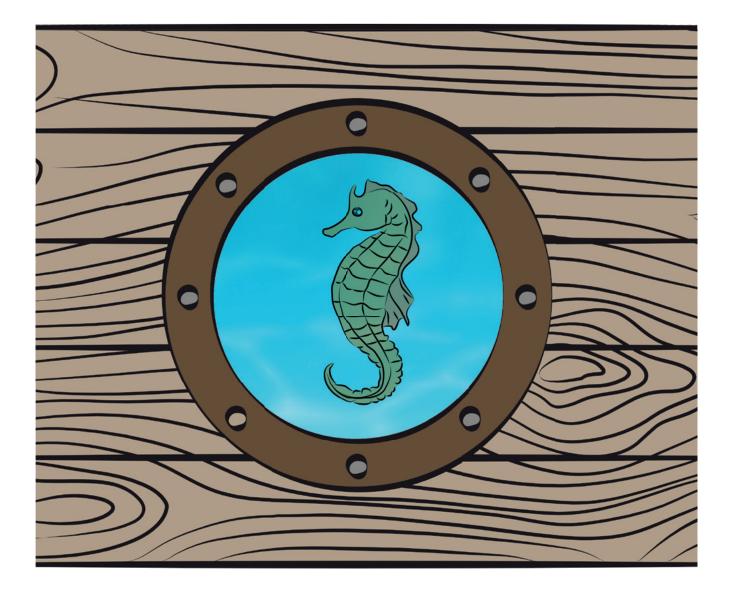




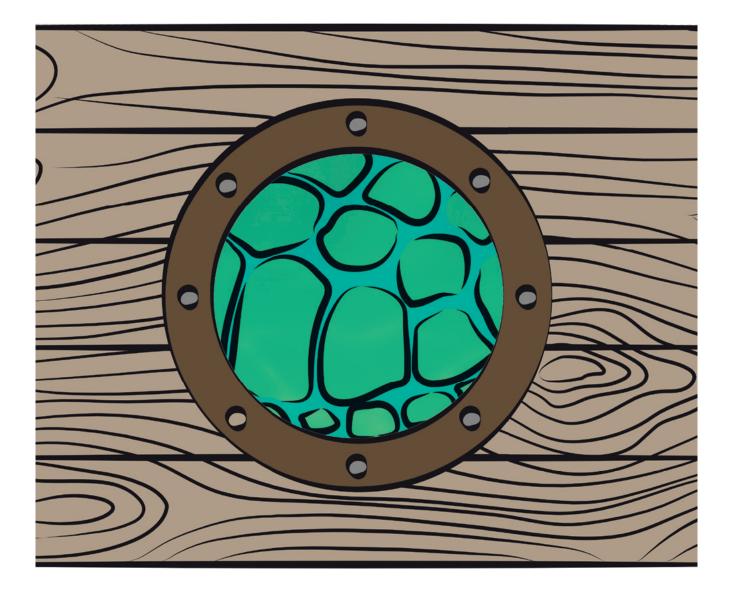




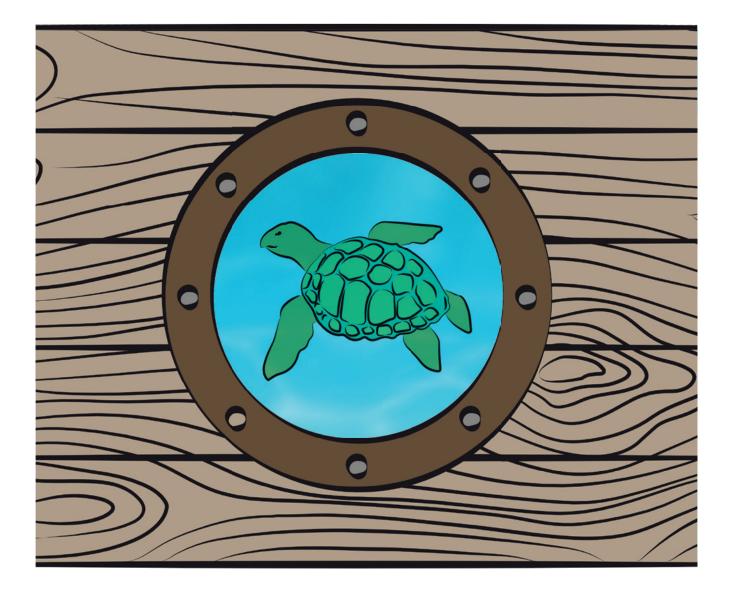




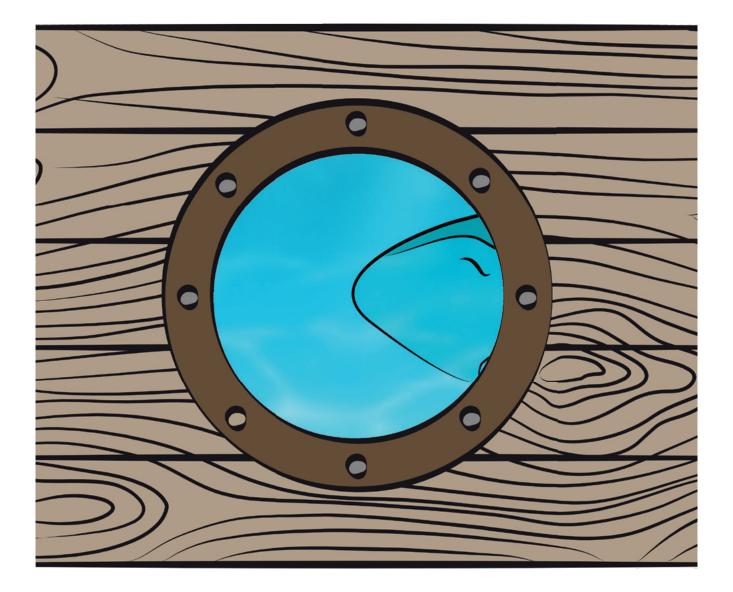




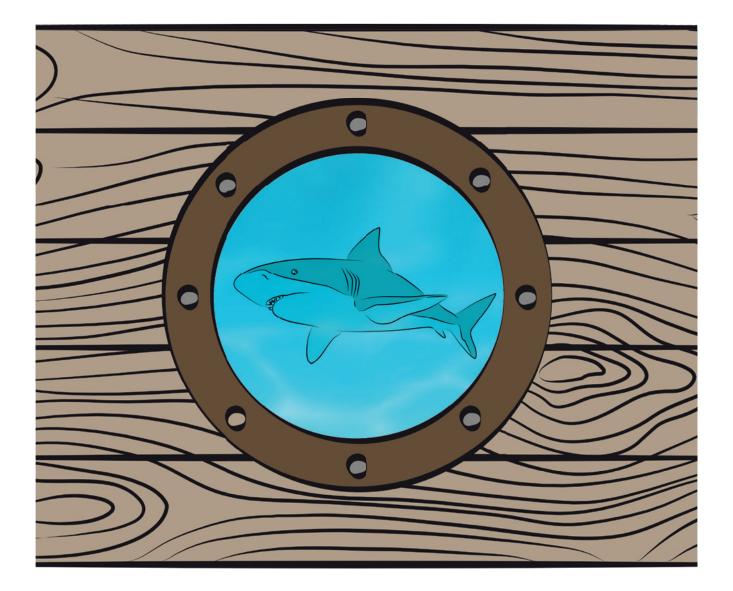












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ACTIVITY

3. Whale Go Fish

PREPARATION

Print Sharks & Whales L1 A3 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 Sharks & Whales L1 L2 L3 A3 whales on the back. Cut up one set of matching cards (one page of blue surround and one page of red surround) of L1 A3. Save the other set for later if desired. Separate the cards into 2 piles, one red and one blue with whale side up.

1. Spread the red cards whale side up out on the table. Organise the cards into 2 rows.

- 2. Explain you have to find two cards the same.
- 3. Take a card from the whale pile of blue cards. Say the name of the animal and then turn over one red card on the table to see if you found a match.
- 4. If it is a match, pick it up and put your pair together.
- 5. If it is not a match pass your card to the child and encourage them to turn over one red card to find the match. The card continues to be passed until the match is found.
- 6. After a pair is found a new card is 'fished' from the whale card pile by the player to the left of the first player.



EXPECTED OUTCOMES

• Follows rules of a game.

KEY STRATEGIES

AUDITORY SANDWICH: The use of gesture can help the child attach meaning to the words they hear when the gestures are 'sandwiched' between auditory information. Remember to make maximum use of the auditory sandwich technique by presenting the words through audition again. *Your turn. Now you have to find this turtle. Turn one card over.* (*Gesture to cards with flipping motion*). *Just one. Turn one card over.*

AUDITORY HOOKS: Following rules in games often means waiting and this is an important social skill. Use Auditory Hooks to call the child's attention to this requirement and help them understand the value you place on that. *WAIT. It's not your turn. It's mum's turn. Great WAITING. Good job.*



EXPECTED OUTCOMES

• Labels sea animal pictures.

KEY STRATEGIES

WAIT WAIT & WAIT SOME MORE: Wait with expectation. Eyes wide and encouraging, lean in and a little nod, helps the child understand that it is their turn to talk. When the child fishes their whale card from the pile remind them with your waiting posture and a little helping hand covering the cards on the table until they have used a word or word approximation.

AUDITORY FEEDBACK LOOP: Model the name of the sea animal for the child to repeat it after you so they can try and match what they say to what they heard. *Oh, you got the seahorse. Tell dad you need to find the seahorse.*



EXPECTED OUTCOMES

• Plays a turn taking game.

KEY STRATEGY

TALK TALK: Add language to every part of the game to build the child's understanding of the verb phrases required to take turns. *Mum's go. Pass this to mum. Mum you take one. Remember to talk. Now turn one over. Let's see.*

RESOURCES

Sharks & Whales L1 A3
Sharks & Whales L1 L2 L3 A3 Whales

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ACTIVITY

3. Whale Go Fish

PREPARATION

Print Sharks & whales L2 A3 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 Sharks & whales L1 L2 L3 A3 whales on the back. Cut up the cards (first time you play you might like to try only 12 pairs of cards) and shuffle the pack well.

RESOURCES

Sharks & Whales L2 A3
Sharks & Whales

L1 L2 L3 A3 Whales

- 1. Deal 4 cards to each player, whale side up.
- 2. Remaining cards go in a pile in the middle.
- 3. Players pick up their cards and hold them keeping the pictures hidden from other players. A card holder can help young players.
- 4. All players check to see if they have any pairs. Cards that have the same two pictures on them, one will be red and one will be blue. If so put them down on the table.
- 5. Explain you have to find two cards the same. One will be red, one will be blue.
- 6. Choose one of your cards and without showing the card ask the player to your left if they have the card with those two animals i.e. *Do you have the turtle and the jellyfish?*
- 7. If that player has the card, he gives it over and you place your pair on the table. If not, he says "Whale go fish." and you pick up a whale card from the pile.
- 8. Play moves on to the next person who asks the player to their left.
- 9. When there are no cards left in the pile players may ask any other player for their card.

EXPECTED OUTCOMES

• Follows rules of a game.

• Recalls 2 nouns e.g. a shark and a seal.

KEY STRATEGIES

AUDITORY MEMORY: Help the child develop the skill to listen out for and remember 2 items by using acoustic highlighting to emphasis the first sea creature. Say it a little bit louder and slower with a short pause after it before you say the second animal. *Do you have a seahorse..* and a starfish?

AUDITORY SANDWICH: If after trying acoustic highlighting the child cannot recall both animals give them a quick peek at the card and ask them to listen again.



EXPECTED OUTCOMES

• Make a request which includes 2 nouns e.g. Do you have squid and a crab?

KEY STRATEGIES

AUDITORY HOOKS: A child not familiar with this game might pick out the card they want and show it to the player to their left. Use auditory hooks to capture their attention and help them understand the rules. WAIT! Don't show Dad. He has to listen. Dad are you ready? Ready to listen.

AUDITORY FEEDBACK LOOP: Maybe the child cannot remember the names of the sea animals. Model the language for the child to repeat it after you so they can try and match what they say to what they heard. You ask dad: Do you have the squid and the seal?



EXPECTED OUTCOMES

• Understands that knowledge access in this game requires seeing or hearing.

KEY STRATEGY

TALK TALK: Developing an understanding of knowledge access is a Theory of Mind concept. Add language to help the child with this. Dad can't see your cards, so you'll have to tell him.

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ACTIVITY

3. Whale Go Fish

PREPARATION

Print Sharks & Whales L3 A3 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 Sharks & Whales L1 L2 L3 A3 whales on the back. Cut up the cards (first time you play you might like to try only 12 pairs of cards) and shuffle the pack well.

RESOURCES

Sharks & Whales
L3 A3
Sharks & Whales

L1 L2 L3 A3 Whales

- 1. Deal 4 cards to each player, whale side up.
- 2. Remaining cards go in a pile in the middle.
- 3. Players pick up their cards and hold them keeping the pictures hidden from other players. A card holder can help young players.
- 4. All players check to see if they have any pairs. Cards that have the same three pictures on them, one will be red and one will be blue. If so put them down on the table.
- 5. Explain you have to find two cards the same. One will be red, one will be blue.
- 6. Choose one of your cards and without showing the card ask the player to your left if they have the card with those three animals i.e. *Do you have the turtle, the shark and the jellyfish?*
- 7. If that player has the card, he gives it over and you place your pair on the table. If not he says "Whale go fish." and you pick up a whale card from the pile.
- 8. Play moves on to the next person who asks the player to their left.
- 9. When there are no cards left in the pile players may ask any other player for their card.

EXPECTED OUTCOMES

• Follows rules of a game.

• Recalls 3 nouns e.g. a shark, a whale and a seal.

KEY STRATEGIES

AUDITORY MEMORY: Help the child develop the skill to listen out for and remember 3 items by using acoustic highlighting to emphasis the first and second sea creature. Say them a little bit louder and slower with short pauses after them before you say the last animal. *Do you have a seahorse... a shark... and a starfish?*

AUDITORY SANDWICH: If after trying acoustic highlighting the child cannot recall all the animals give them a quick peek at the card and ask them to listen again.



EXPECTED OUTCOMES

• Make a request which includes 3 nouns e.g. Do you have a squid, a shark and a crab?

KEY STRATEGIES

AUDITORY HOOKS: A child not familiar with this game might pick out the card they want and show it to the player to their left. Use auditory hooks to capture their attention and help them understand the rules. WAIT! Don't show Dad. He has to listen. Dad are you ready? Ready to listen.

AUDITORY FEEDBACK LOOP: Maybe the child cannot remember the names of the all the sea animals on their card. Model the language for the child to repeat it after you so they can try and match what they say to what they heard. You ask dad: Do you have the squid, the whale and the seal?



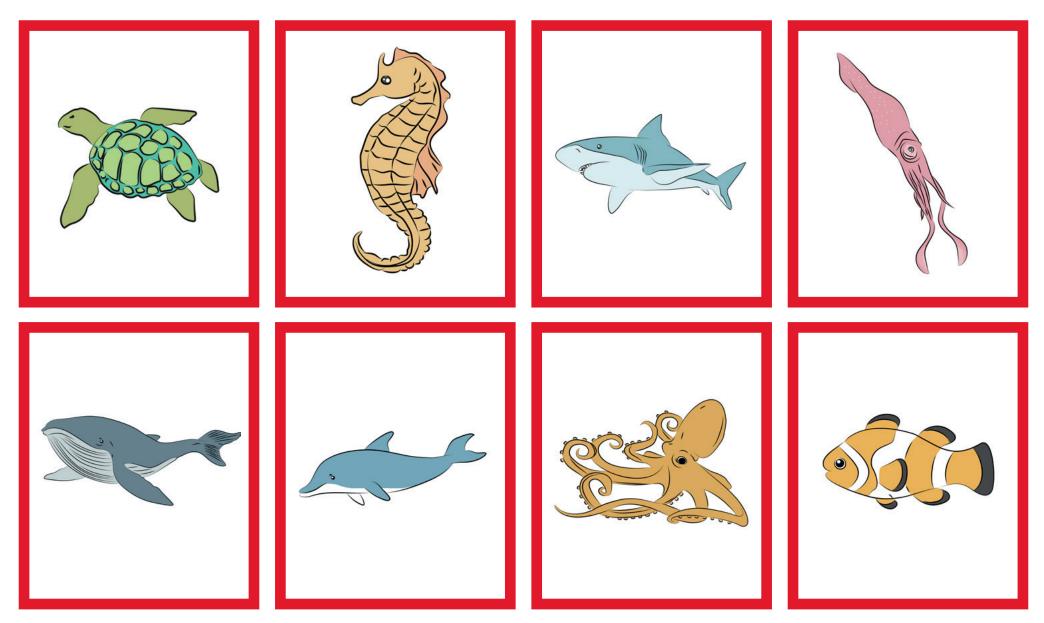
EXPECTED OUTCOMES

• Understands that knowledge access in this game requires seeing or hearing.

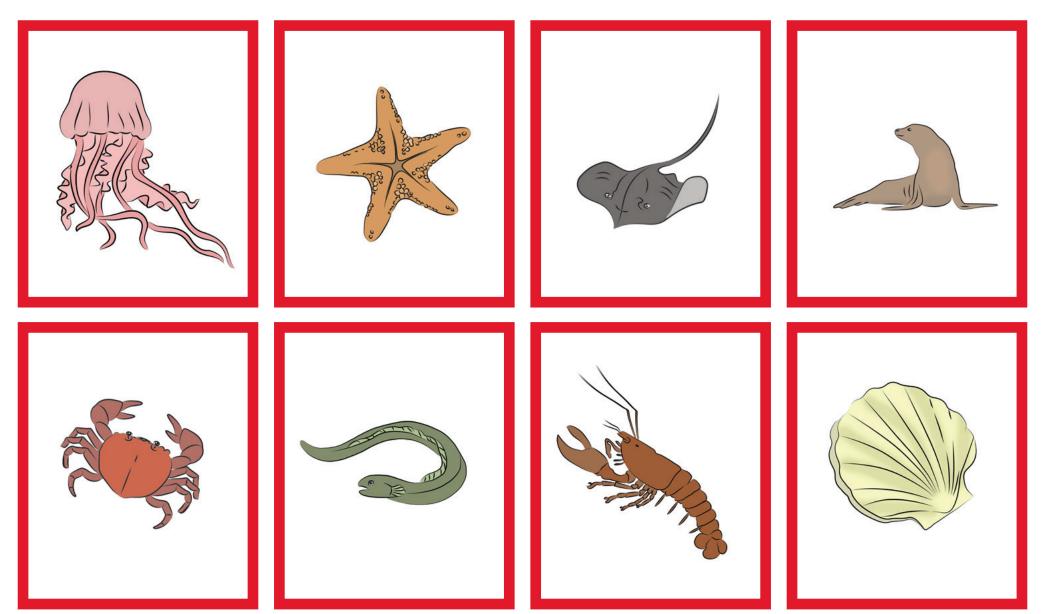
KEY STRATEGY

TALK TALK: Developing an understanding of knowledge access is a Theory of Mind concept. Add language to help the child with this. Dad can't see your cards, so you'll have to tell him. Dad can practise his listening and remembering.

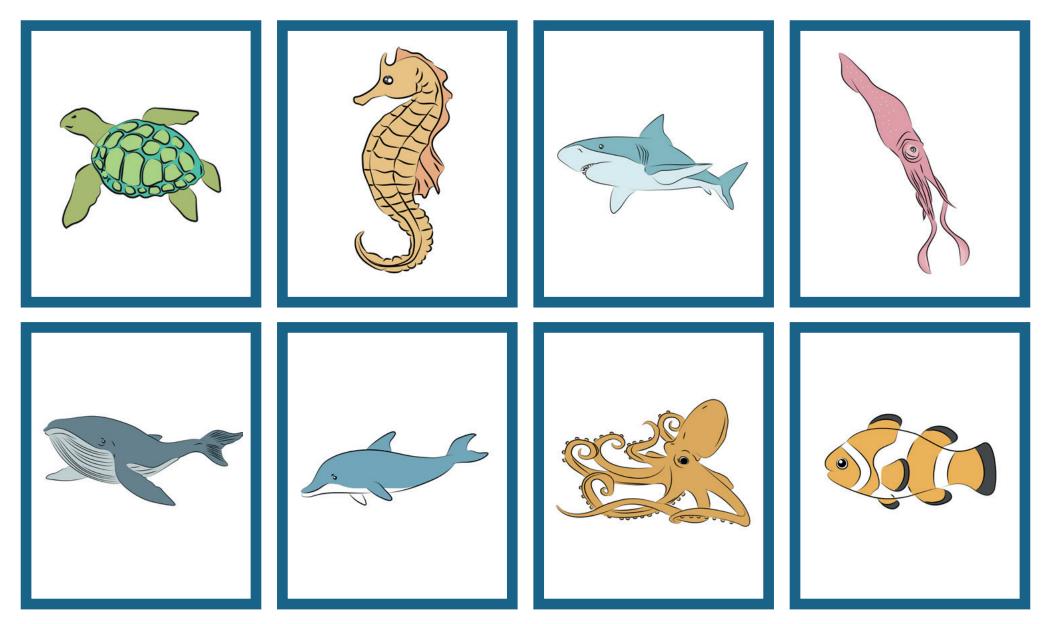




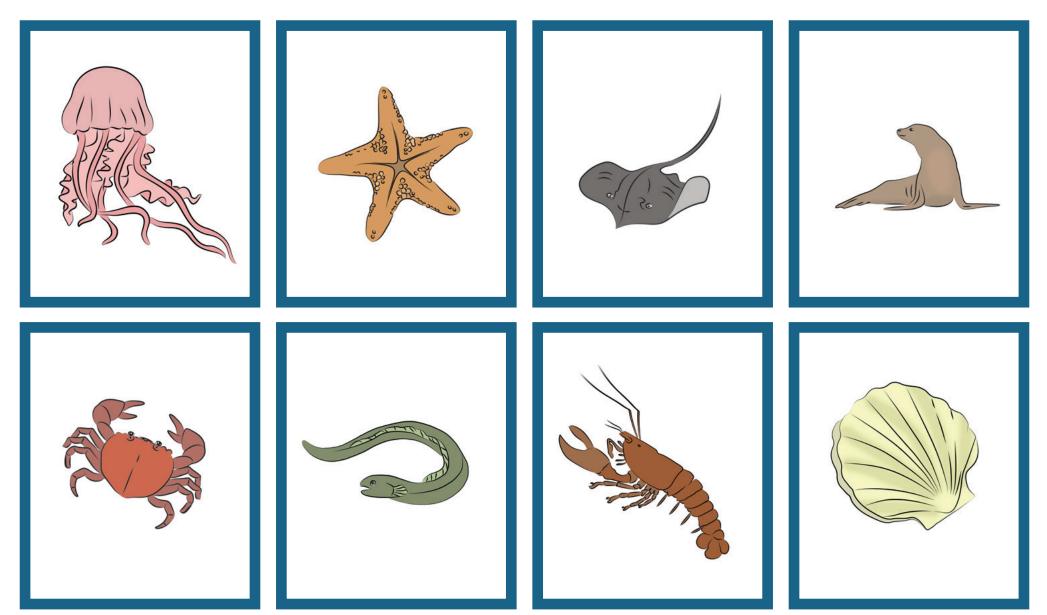




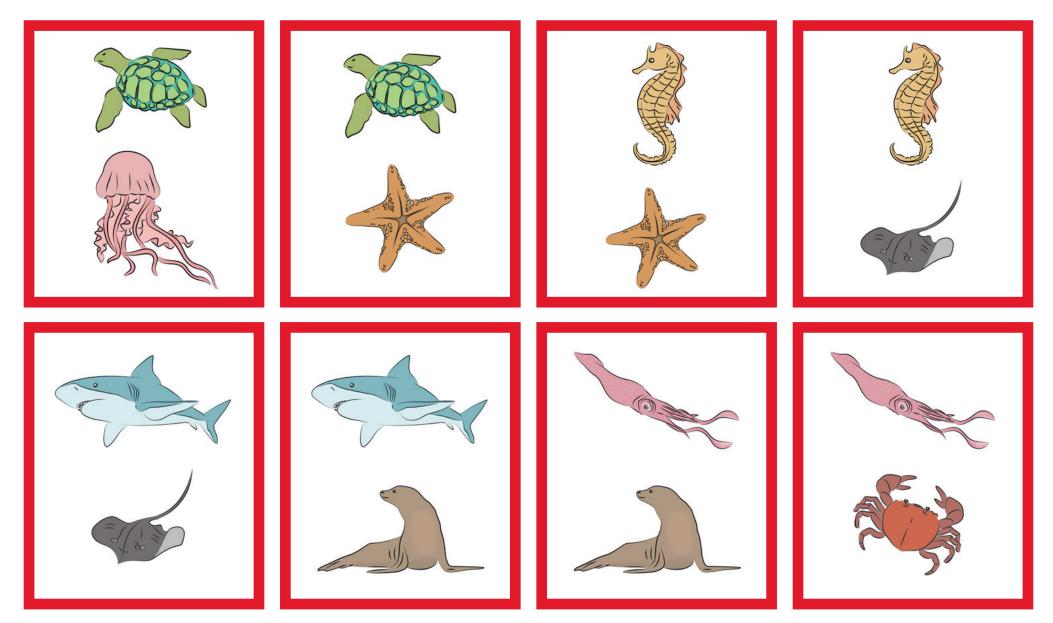




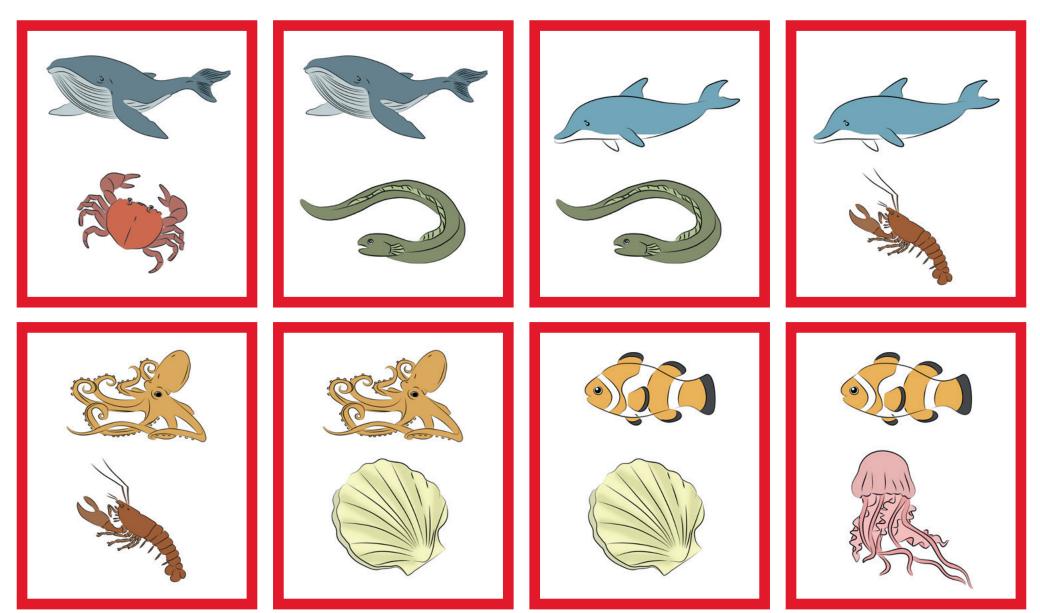




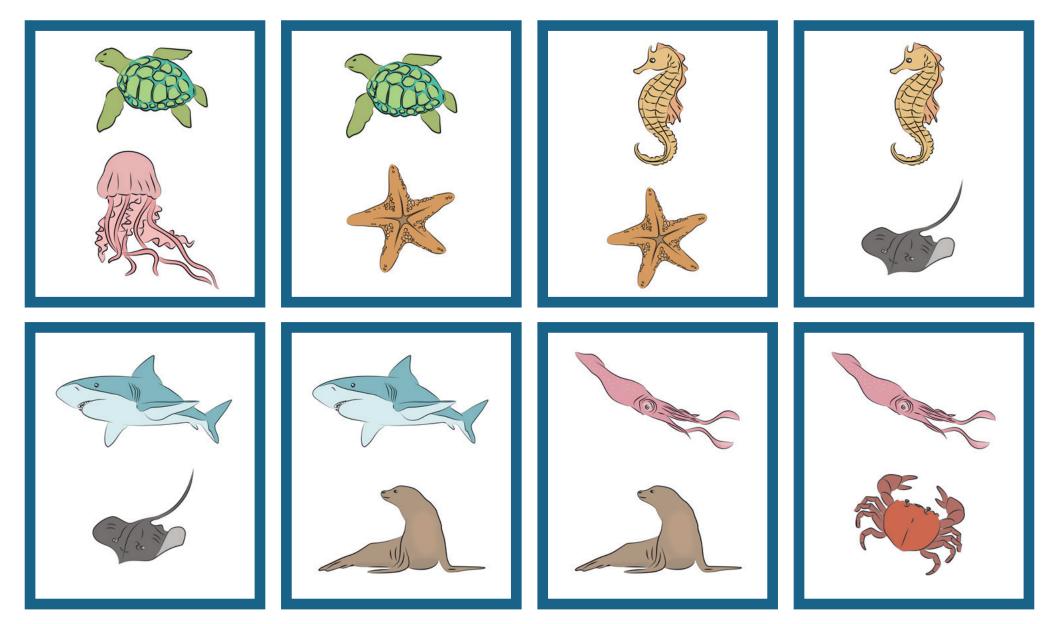




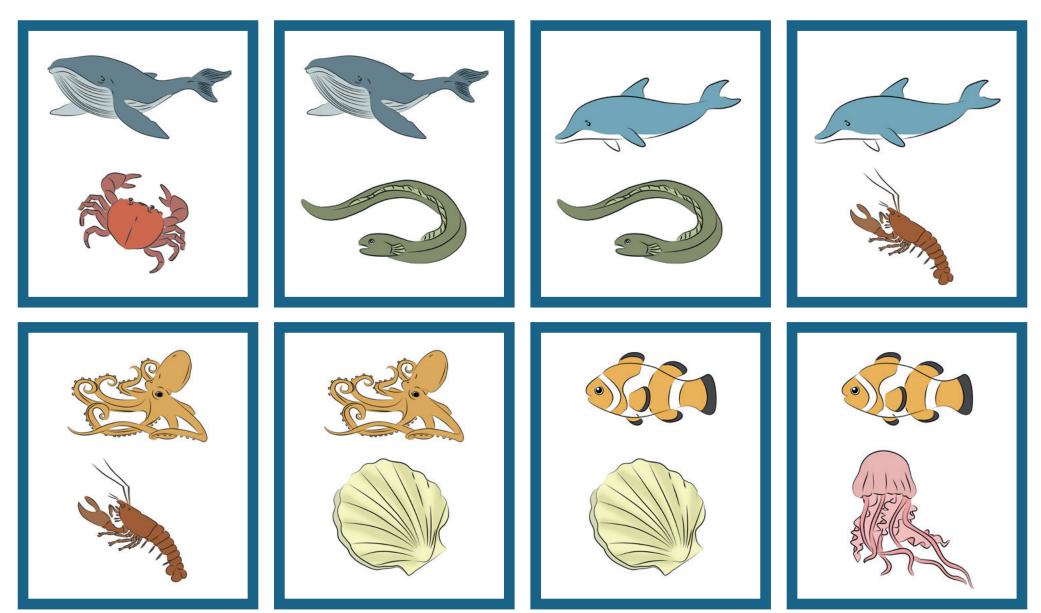




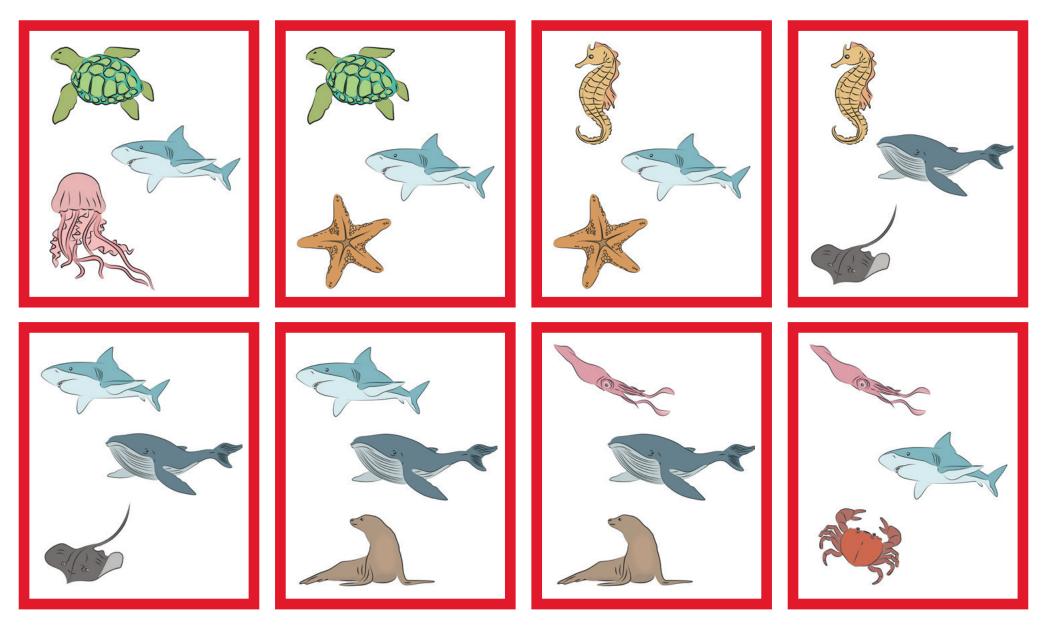




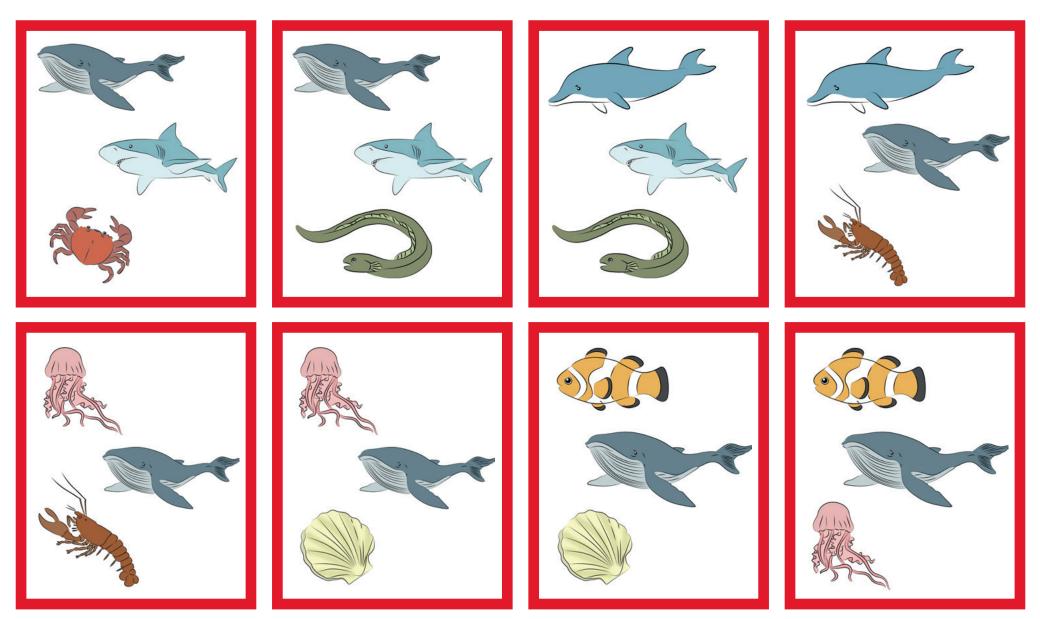




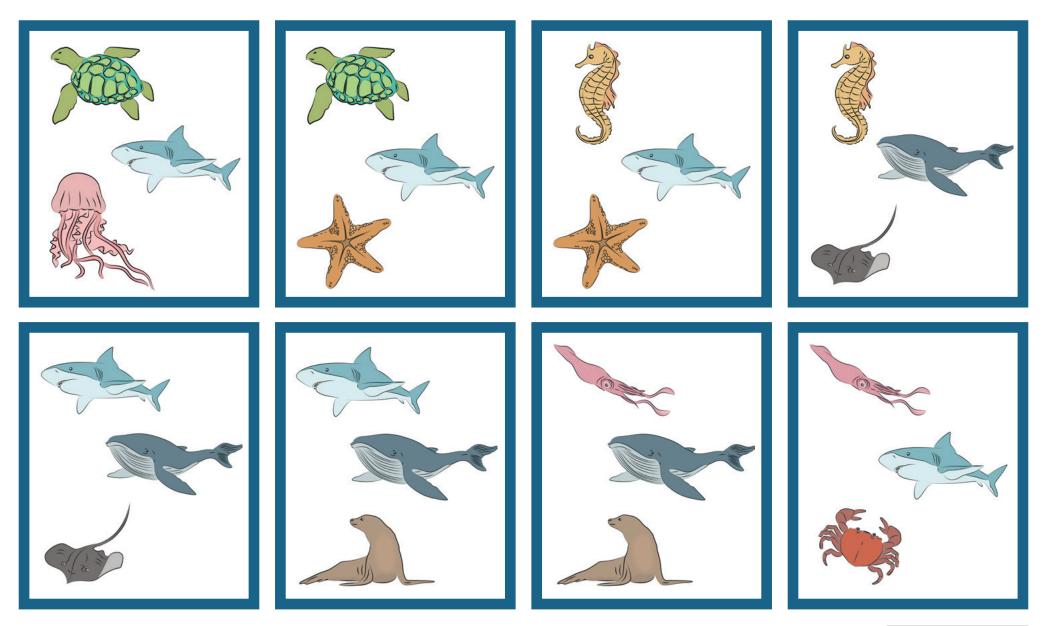




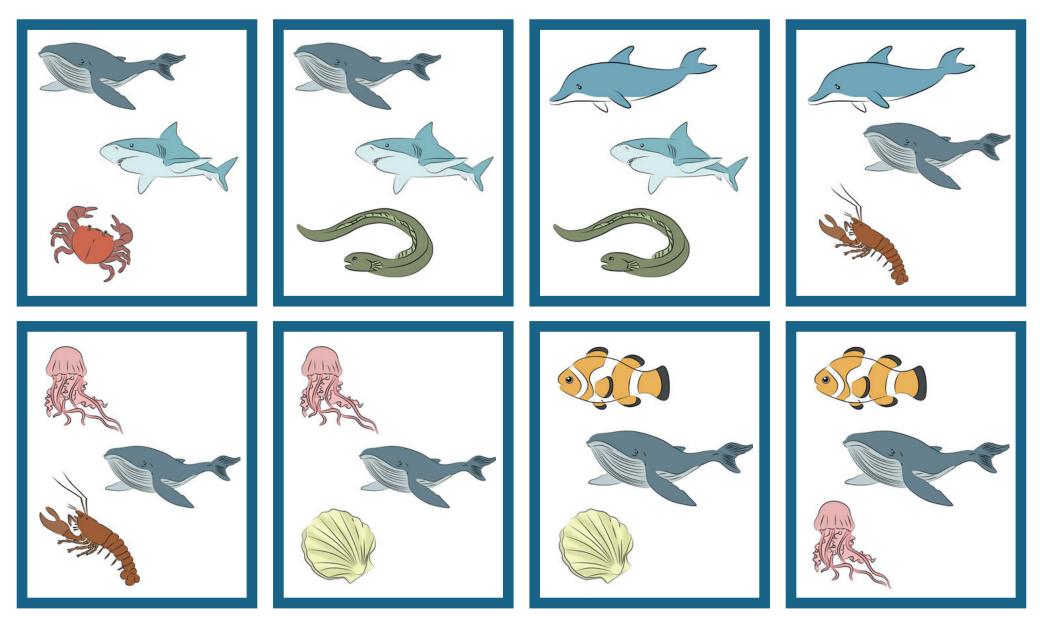












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SHARKS & WHALES: LEVEL 1 THERAPIST NOTES

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ACTIVITY

4. Make a Whale

PREPARATION

Print 2 copies of the resource on to lightweight card. Cut out the 2 pieces of each whale.

You are going to teach the child to make a whale and the child will teach their parent/ caregiver to make a whale. Work with the child through the steps below. After each step say the instruction again for the child to repeat for their parent/caregiver to follow.

- 1. Fold the 'glue here' tab, apply glue and stick this piece to the front edge of the shorter whale body piece.
- 2. Apply glue to the tail of the shorter whale piece and curve the top piece, line up the tails and stick together.
- 3. Draw on eyes.
- 4. Poke a hole for the blowhole in the tops.
- 5. Fold a tissue into quarters and insert the folded tissue in the hole.



EXPECTED OUTCOMES

• Understands simple verbs e.g. glue, stick, pull, fold.

KEY STRATEGIES

TALK TALK: Making something is a great way to highlight verbs because there is always plenty of things everyone needs to do. Try and highlight a different verb for each step. *Glue it on. Spin it around. Put it on top. Stick them together. Tape them up. Draw on eyes. Poke a hole. Fold the tissue. Push it in.*

LISTENING FIRST & AUDITORY SANDWICH: Use the short verb phrases first before you give additional clues using gestures or materials. This allows the child to focus on what the words sound like and they are more likely to remember new words this way than if they are distracted by watching you reach for the glue. *We need to glue on the mouth. Ready to glue. Ok, here's the glue (reaching for the glue) ok, now you use the glue. Glue it on.*



EXPECTED OUTCOMES

• Uses some verbs e.g. glue, stick, pull, fold.

KEY STRATEGIES

COME CLOSE TO ME: Sitting in nice and close gives the child the best acoustic signal of your speech and from this position you can help the child give the instructions to their parent/caregiver by saying them quietly into the child's processor for them to repeat.

USE CHOICES: You can use choices to contrast vocabulary that are both incorrect and correct with the expectation that the child recognise and repeat the correct word. You could also use choice to model two correct answers to highlight the fact that there can be more than one way of saying something or doing something. *We need to stick this. We can glue it or we can tape it. What do you think?*



EXPECTED OUTCOMES

• Engages in pretend play.

KEY STRATEGY

THE SAME THINKING PLACE: When the whales are finished encourage the child and parent/caregiver whales to play together using greetings and pretend whale words.

RESOURCES

• Sharks & whales L1 L2 L3 A4

- Crayons if desired
- A tissue
- Stickytape and glue

SHARKS & WHALES: LEVEL 2 THERAPIST NOTES

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ACTIVITY

4. Make a Whale

PREPARATION

Print 2 copies of the resource on to lightweight card. Cut out the 3 pieces of each whale.

You are going to teach the child to make a whale and the child will teach their parent/ caregiver to make a whale. Work with the child through the steps below. After each step say the instruction again for the child to repeat for their parent/caregiver to follow.

- 1. Fold the 'glue here' tab, apply glue and stick this piece to the front edge of the shorter whale body piece.
- 2. Apply glue to the tail of the shorter whale piece and curve the top piece, line up the tails and stick together.
- 3. Draw on eyes.
- 4. Poke a hole for the blowhole in the tops.
- 5. Fold a tissue into quarters and insert the folded tissue in the hole.

EXPECTED OUTCOMES

• Follows simple directions.

KEY STRATEGIES

TALK TALK: Making something is a great way to highlight verbs in directions because there is always plenty of things everyone needs to do. Try and highlight a different verb for each step. Turn it over. *Put glue on the back. Stick it on here. Spin it around. Put this on top. Match up the tails. Stick them together. Tape them up. Draw on eyes. Poke a hole. Fold the tissue. Push it in.*

LISTENING FIRST & AUDITORY SANDWICH: Use the short verb phrases first before you give additional clues using gestures or materials. This allows the child to focus on what the words sound like and they are more likely to remember new words this way than if they are distracted by watching you reach for the glue.



EXPECTED OUTCOMES

• Uses some verbs in repeating instructions e.g. tape them up. spin it around.

KEY STRATEGIES

COME CLOSE TO ME: Sitting in nice and close gives the child the best acoustic signal of your speech and from this position you can help the child give the instructions to their parent/caregiver by saying them quietly into the child's processor for them to repeat. Emphasise the verb to highlight the importance of these words when giving directions. *Tell mum to stick them together.*

USE CHOICES: You can use choices to contrast vocabulary that are both incorrect and correct, with the expectation that the child recognises and repeats the correct word. You could also use choose to model two correct answers to highlight the fact that there can be more than one way of saying something or doing something. *We need to stick this. We can glue it together or we can tape it together. What do you think?*



EXPECTED OUTCOMES

• Uses language whilst engaging in pretend play.

KEY STRATEGY

THE SAME THINKING PLACE: When the whales are finished encourage the child and parent/caregiver whales to play together. They can greet each other and ask *How are you*? I'm well thank you. (in a whale like voice)

RESOURCES

• Sharks & whales L1 L2 L3 A4

- Crayons if desired
- A tissue
- Stickytape and glue

SHARKS & WHALES: LEVEL 3 THERAPIST NOTES

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ACTIVITY

4. Make a Whale

PREPARATION

Print 2 copies of the resource on to lightweight card. Cut out the 3 pieces of each whale.

You are going to teach the child to make a whale and the child will teach their parent/ caregiver to make a whale. Work with the child through the steps below. After each step say the instruction again for the child to repeat for their parent/caregiver to follow.

- 1. Fold the 'glue here' tab, apply glue and stick this piece to the front edge of the shorter whale body piece.
- 2. Apply glue to the tail of the shorter whale piece and curve the top piece, line up the tails and stick together.
- 3. Draw on eyes.
- 4. Poke a hole for the blowhole in the tops.
- 5. Fold a tissue into quarters and insert the folded tissue in the hole.

EXPECTED OUTCOMES

• Follows complex directions.

KEY STRATEGIES

TALK TALK: Making something is a great way to highlight verbs (and adverbs) in directions because there is always plenty of things and a recommended way to do them. Try and highlight a different verb and adverb for each step. *Neatly put glue on the back. Carefully, match up the tails. Softly draw on the eyes. Safely poke a hole. Loosely fold the tissue. Slowly push it in.*

LISTENING FIRST & AUDITORY SANDWICH: Give the directions first before you give additional clues using gestures or materials. This allows the child to focus on what the words sound like and they are more likely to remember new words this way than if they are distracted by watching you reach for the glue or scissors.



EXPECTED OUTCOMES

• Uses some adverbs in repeating instructions e.g. Carefully tape them up. Gently poke a hole.

KEY STRATEGIES

COME CLOSE TO ME: Sitting in nice and close gives the child the best acoustic signal of your speech and from this position you can help the child give the instructions to their parent/caregiver by saying them quietly into the child's ear for them to repeat. Emphasise the adverb and verb to highlight the importance of these words when giving directions. *Tell mum to carefully stick them together*.

EXPANSION & EXTENSION: Encourage the parent/caregiver to repeat back the instruction, adding one or two more words than the child said to create a more complete or complex sentence. This helps the child learn the next step for sentence construction and also a useful technique they can use to clarify instructions they receive. *Did you say to carefully stick the two tails together?*



EXPECTED OUTCOMES

• Uses language innovatively whilst engaging in pretend play.

KEY STRATEGY

THE SAME THINKING PLACE: When the whales are finished encourage the child and parent/caregiver whales to play together. They can greet each other and then invite each other to play a game.



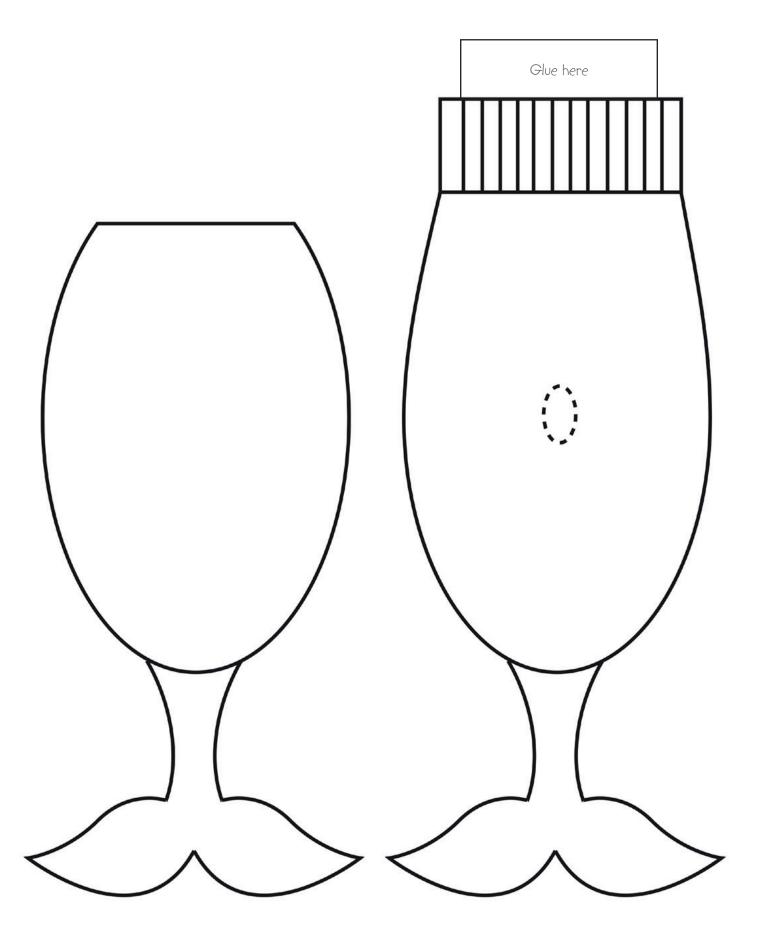
RESOURCES

• Sharks & whales L1 L2 L3 A4

- Crayons if desired
- A tissue
- Stickytape and glue

SHARKS & WHALES L1 L2 L3 A4 4. Make a Whale





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