

Lesson Kits

18 CLOTHING



Learn About the Lesson Plans

Lesson Plan

Level 1, Level 2, Level 3

1. I have ... Who has...?

Therapist Notes, Resources

2. Sort the Clothes

Therapist Notes, Resources

3. Clothing Charades

Therapist Notes, Resources

4. The Clothing Song

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

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ACTIVITY

1. Build a House

PREPARATION

Print all resources on to lightweight card.

You are going make a house using the cardboard box.

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

RESOURCES

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



EXPECTED OUTCOMES

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

KEY STRATEGIES

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

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



EXPECTED OUTCOMES

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

KEY STRATEGIES

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

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



EXPECTED OUTCOMES

- Understands that people see different things from different angles.




KEY STRATEGY

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

Date:

Name: Age: H.A:




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

			
I HAVE ... WHO HAS...? RESOURCES • Clothing L1 A1	• Identifies 1 item: · Clothing	• Labels clothing	• Joins with others in attending to the one picture
SORT THE CLOTHES RESOURCES • Clothing L1 L2 A2 • Clothing L1 L2 A2 sorting mat	• Attends to 1 item: · Cold/hot · Clothing	• Repeats or labels 1 word; · Cold/ hot · Clothing	• Understands the relationship between clothes to wear when it is cold versus hot
CLOTHING CHARADES RESOURCES • Clothing L1 L2 L3 A3	• Identifies 1 item · Clothing	• Consolidates vocabulary · Clothing · Body parts	• Joins in an imagination game
THE CLOTHING SONG RESOURCES • Clothing L1 L2 L3 A4	• Understands which one next. • Follows verb phrases (with support)	• Attempts to repeat colours • Labels own clothing	• Identifies same colour on self

Date:

Name: Age: H.A:




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

			
I HAVE ... WHO HAS...? RESOURCES • Clothing L2 A1	• Identifies 2 items: · Colour + clothing	• Says colour + clothing • Starts a question with 'who...?'	• Follows statement/ question turn taking
RESOURCES • Clothing L1 L2 A2 • Clothing L1 L2 A2 sorting mat	• Attends to 2 items: · Clothing + hot/ cold	• Produces 2 -3 words to explain the relationship between clothing and temperature	• Understands the relationship between clothes to wear when it is cold versus hot
CLOTHING CHARADES RESOURCES • Clothing L1 L2 L3 A3	• Identifies clothing from description	• Formulates a description of clothing including body part	• Uses State of Mind verbs: guess/ think
THE CLOTHING SONG RESOURCES • Clothing L1 L2 L3 A4	• Follows verb phrases in the song	• Repeats 2 to 3 words from each line of the song.	• Identifies same colour on self and others

Date:

Name: Age: H.A:

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

			
I HAVE ... WHO HAS...? RESOURCES • Clothing L3 A1	• Identifies 3 items: · Number + colour + clothing	• Says number + colour + clothing • Asks a question containing number + colour + clothing	• Uses clarification techniques to check information
RESOURCES • Clothing L3 A2 • Clothing L3 A2 sorting mat	• Repeats 3 items of information · Clothing + activity + season	• Produces 4 to 5 words to explain the relationship between clothing, activity and seasons	• Can talk about things outside of personal experience
CLOTHING CHARADES RESOURCES • Clothing L1 L2 L3 A3	• Identifies clothing from description	• Formulates a description of clothing	• Uses State of Mind verbs: guess/ think
THE CLOTHING SONG RESOURCES • Clothing L1 L2 L3 A4	• Understands the condition set by 'if'	• Repeats 4 to 5 words from each line of the song.	• Talks about clothing at home using the word 'remember'

ACTIVITY

1. I have... Who has...?

PREPARATION

Print resource on to lightweight card, print 2 pages on one to make cards smaller.

RESOURCES

- Clothing L1 A1
- Scissors

You are going to play a card game.

1. Cut out the cards together talking about the pictures as you do.
2. Talk about how each card has a picture at the top and a picture at the bottom.
3. Shuffle the cards and deal them out face up.
4. Place the last card face down in the middle of the table.
5. Demonstrate how each player should arrange their cards so the pictures are the right way up.
6. Pick up the card in the middle and 'read' it out.
7. Put that card face up in the middle of the table.
8. Players check their cards to find the clothing item in the question.
9. The player with that card picks it up and 'reads' the card out then puts it on the pile in the middle of the table.
10. Continue until all cards are in the middle. The last question will lead to the card on the bottom of the pile. Turn the pile over to check.



EXPECTED OUTCOMES

- Identifies 1 item: clothing; e.g. shirt, shorts, hat, socks.

KEY STRATEGIES

TALK TALK TALK: Talk about the clothing as you cut the cards up and related the pictures to the clothing that everybody in the session is wearing. *This one is a dress. It's just like your dress. What a pretty dress.*

LISTENING FIRST: As the child becomes more confident with this card game and the vocabulary you will be able to play with the cards not visible to other players (in a card holder or in hands). However with the cards face up on the table you can still provide the child with an opportunity to listen to words first by picking up the card and hiding the picture while you ask; *Who has the shorts?*



EXPECTED OUTCOMES

- Labels clothing; e.g. shirt, shorts, hat, socks.

KEY STRATEGIES

MY VOICE MATTERS: The level 1 child will not be able to formulate the whole sentence or question. Model the language for her and allow her to have her turn asking the question. Show her the power of her words (or attempt) by searching for the picture.

EXPANSION & EXTENSION: Repeat the child's utterance adding in and acoustic highlighting words that she has missed out to help her learn the next level of language. *Hmmm, Who has the shorts?*



EXPECTED OUTCOMES

- Joins with others in attending to the one picture.

KEY STRATEGY

COME CLOSE TO ME: Putting all the cards face up on the table will help the child use the clues of joint attention to understand the words. As you all search for the picture of the clothing the child will learn to observe other's eye gaze. Help this process by commenting. *Oh I can see the socks. Mum has the socks.*

ACTIVITY

1. I have... Who has...?

PREPARATION

Print resource on to lightweight card, print 2 pages on one to make cards smaller.

RESOURCES

- Clothing L2 A1
- Scissors

You are going to play a card game.

1. Cut out the cards together talking about the pictures as you do.
2. Fold each card in half along the dotted line.
3. Shuffle the cards and deal them out so the "I have..." side is up.
4. Place the last card in the middle of the table.
5. Demonstrate how each player should arrange their cards in front of them so the pictures are the right way up.
6. Pick up the card in the middle and 'read' it out; saying the colour and the clothing item. Turn the card over but keep the picture hidden from others and read the question; saying the colour and the clothing item.
7. Players check their cards to find the clothing item in the question.
8. The player with that card picks it up and 'reads' the card out then turns it over and 'reads' the question.
9. Completed cards go in a pile in the middle. The last question will lead to the card on the bottom of the pile. Turn the pile over to check.



EXPECTED OUTCOMES

- Identifies 2 item: colour + clothing; e.g. blue shirt, pink shorts.

KEY STRATEGIES

LISTENING FIRST: Provide the child with an opportunity to listen to words first by hiding the picture on the question side of the card while you ask; *Who has the red shorts?*

WAIT WAIT & WAIT SOME MORE & AUDITORY SANDWICH: Give the child time to search everybody's cards to see if they can find the card and be the one to call attention to it. If required give the child a quick peek at the picture and then repeat the question again to return the focus to listening.



EXPECTED OUTCOMES

- Says colour + clothing; e.g. white socks.
- Starts a question with Who ...?

KEY STRATEGIES

COME CLOSE TO ME: Help the child with their turn at 'reading' by leaning in and whispering the words for the child to imitate.

EXPANSION & EXTENSION: Repeat the child's utterance adding in and acoustic highlighting words that she has missed out to help her learn the next level of language. *Who has the red shorts?*



EXPECTED OUTCOMES

- Follows statement/question turn taking.

KEY STRATEGY

TALK TALK TALK: The child may want to rush ahead and turn their card over. Encourage them to take their time and talk about the top of the card first and then turn it over. This way the child will have the chance to practise both the statement and the question. *Remember to do you talking for this side first and say I have the pink shorts. Then turn it over. Then you ask Who has the white socks?*

ACTIVITY

1. I have... Who has...?

PREPARATION

Print resource on to lightweight card, print 2 pages on one to make cards smaller.

RESOURCES

- Clothing L3 A1
- Scissors

You are going to play a card game.

1. Cut out the cards together talking about the pictures as you do.
2. Fold each card in half along the dotted line.
3. Shuffle the cards and deal them out so the "I have..." side is up.
4. Place the last card in the middle of the table.
5. Demonstrate how each player should arrange their cards in front of them so the pictures are the right way up.
6. Pick up the card in the middle and 'read' it out; saying the number, the colour and the clothing item. Turn it over, keep the picture hidden from others and read the question saying the number, the colour and the clothing item.
7. Players check their cards to find the clothing item/s in the question.
8. The player with that card picks it up and 'reads' the card out then turns it over and 'reads' the question.
9. Completed cards are placed in a pile in the middle. Continue until all cards are in the middle. The last question will lead to the card on the bottom of the pile. Turn the pile over to check.



EXPECTED OUTCOMES

- Identifies 3 items: number + colour + clothing; e.g. 2 blue shirts, 1 pink dress.

KEY STRATEGIES

LISTENING FIRST: As you pick up the card and turn it over hide the picture on the question side of the card so all players must listen to what they must find.

ACOUSTIC HIGHLIGHTING: Watch the child's line of site to predict which item (number, colour, clothing) they might have missed and repeat with acoustic highlighting on that item. *Who has 2 **blue** shirts?*



EXPECTED OUTCOMES

- Says number + colour + clothing.
- Asks a question containing number + colour + clothing.

KEY STRATEGIES

COME CLOSE TO ME: Help the child with their turn at 'reading' by leaning in and whispering the words for the child to imitate.

EXPANSION & EXTENSION: Repeat the child's utterance adding in and acoustic highlighting words that she has missed out to help her formulate a grammatically correct question. *Who has 2 **pairs of** red shorts?*



EXPECTED OUTCOMES

- Uses clarification techniques to check information.

KEY STRATEGY

COME CLOSE TO ME: Help the child develop the skills to use specific questions to clarify information by modelling the language in a close whisper for the child to repeat. *You could check with mum and ask ; did you say 3 pink dresses?*

1. I have... Who has...?

I have



Who has



I have



Who has



I have



Who has



I have



Who has



I have



Who has



I have



Who has



I have



Who has



I have



Who has



1. I have... Who has...?

I have



Who has



I have



Who has



I have



Who has



I have



Who has



I have



Who has



I have



Who has



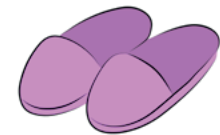
I have



Who has





I have





Who has




1. I have... Who has...?

I have  . Who has  ?

I have  . Who has  ?

I have  . Who has  ?

I have  . Who has  ?

I have  . Who has  ?

I have  . Who has  ?

1. I have... Who has...?

I have



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Who has



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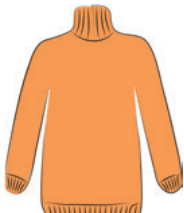

1. I have... Who has...?

I have  . Who has  ?

I have  . Who has  ?

I have  . Who has  ?

I have  . Who has  ?

I have  . Who has  ?

I have  . Who has  ?

1. I have... Who has...?

I have



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Who has



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1. I have... Who has...?

I have  . Who has    ?

I have    . Who has   ?



I have   . Who has  ?



I have  . Who has  ?

I have  . Who has  ?



I have  . Who has   ?

1. I have... Who has...?


I have . Who has  ?

I have . Who has  ?

I have . Who has  ?

I have . Who has  ?

I have . Who has  ?




I have . Who has  ?

1. I have... Who has...?

I have  . Who has   ?

I have   . Who has   ?

I have   . Who has ?

I have . Who has  ?






I have  . Who has   ?

I have   . Who has  ?

1. I have... Who has...?

I have  . Who has   ?

I have   . Who has   ?

I have   . Who has  ?

I have  . Who has  ?

I have  . Who has   ?

I have   . Who has ?

ACTIVITY

2. Sort the Clothes

PREPARATION

Print the resources on to lightweight card.

Cut up the clothing cards

You are going to sort the clothing onto the sorting mat according to when you would wear them.

1. Talk about the sorting mat to help the child understand the difference between hot and cold weather.
2. Shuffle the clothing cards and place them face down in a pile.
3. Pick up one card and without showing the card talk about whether you would wear it when it was hot or cold.
4. Say the name of the clothing and then sort it on to the mat. Add some information about what you might do while wearing it.
5. Take turns picking up a card, talking about it and then sorting it.

RESOURCES

- Clothing L1 L2 A2
- Clothing L1 L2 A2 sorting mat
- Scissors



EXPECTED OUTCOMES

- Attends to 1 item:
 - Cold/hot
 - Clothing items

KEY STRATEGIES

AUDITORY HOOKS: You might like to add auditory hooks to give the child more information to help them understand hot and cold weather. *Ohh brrrr. This one is for when it is cold. Brrrrr. or Phew, this one is for when it is hot. Phew.*

TALK TALK TALK: Add more information after you have labelled the clothes. Talk about what you might do when you wear that item of clothing to help consolidate the vocabulary in the child's memory. *These are for when it's cold. They are boots. You could wear them to stomp around in the leaves.*



EXPECTED OUTCOMES

- Repeats or labels 1 word;
 - Cold/hot
 - Clothing

KEY STRATEGIES

USE CHOICES: Model the vocabulary for the child to repeat using choice questions. For the beginning listener put the correct one last to make it easier to attend to and repeat. *Do you think this one goes on hot or cold? Are you going to call those gloves or mittens?*

SABOTAGE: When the child demonstrates that she understands the activity sort a clothing item onto the wrong mat and see if the child spontaneously corrects you. If not spontaneous, encourage the parent to comment. *Oh dear, that not right. We don't wear a t shirt when it's cold. Brrr. Too cold.*



EXPECTED OUTCOMES

- Understands the relationship between clothes to wear when it is cold versus hot.

KEY STRATEGY

BOOKS BOOKS BOOKS: Encourage the parents to look through books, magazines and clothing catalogues with their child to talk about different clothes that the child might not have exposure to in their own life and make comments about the climate to help the child consolidate the relationship between clothing items and temperature.

ACTIVITY

2. Sort the Clothes

PREPARATION

Print the resources on to lightweight card.

Cut up the clothing cards

RESOURCES

- Clothing L1 L2 A2
- Clothing L1 L2 A2 sorting mat
- Scissors

You are going to sort the clothing onto the sorting mat according to when you would wear them.

1. Talk about the sorting mat to help the child understand the difference between hot and cold weather.
2. Shuffle the clothing cards and place them face down in a pile.
3. Pick up one card and without showing the card talk about what it is and whether you would wear it when it was hot or cold.
4. Wait and encourage the child to tell you what you have and indicate where it should go.
5. Add some information about what you might do while wearing it.
6. Take turns picking up a card, talking about it and then sorting it.



EXPECTED OUTCOMES

- Attends to 2 items: clothing + hot/ cold e.g. shorts for when it's hot.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: Say the 2 items a little bit louder and slower than your other words. Decrease the amount of acoustic highlighting as the child begins to find it easier. *I have a **coat** to wear when it is **cold**.*

TALK TALK TALK: Add more information after you have labelled the clothes. Talk about what you might do when you wear that item of clothing to help consolidate the vocabulary in the child's memory. *These **boots** are for when it's **cold**. You could wear them to **stomp** around in the **leaves**.*



EXPECTED OUTCOMES

- Produces 2-3 words to explain the relationship between clothing and temperature.

KEY STRATEGIES

USE CHOICES: Model the language for the child to repeat using choice questions. Highlight 2 to 3 words in each option of the choice. *Do you think this **sweater** is **for** when it's **hot** or is the **sweater** **for** when it's **cold**.*

AUDITORY FEEDBACK LOOP: Providing a speech and language model immediately before the child has an attempt gives them the chance to compare how they sound against you and this helps develop their Auditory Feedback Loop. This is the mechanism the child will use to make spontaneous corrections of their own speech production.



EXPECTED OUTCOMES

- Understands the relationship between clothes to wear when it is cold versus hot.

KEY STRATEGY

BOOKS BOOKS BOOKS: Encourage the parents to look through books, magazines and clothing catalogues with their child to talk about different clothes that the child might not have exposure to in their own life and make comments about the climate to help the child consolidate the relationship between clothing items and temperature.

ACTIVITY

2. Sort the Clothes

PREPARATION

Print the resources on to lightweight card.

Cut up the clothing cards

You are going to sort the clothing onto the sorting mat according to when you would wear them.

1. Talk about the sorting mats to help the child understand the seasons.
2. Shuffle the clothing cards and place them face down in a pile.
3. Pick up one card and without showing the picture talk about what it is, what you might do while wearing it and what season you might wear it in.
4. Wait and encourage the child to repeat what they can and indicate where it should go.
5. Take turns picking up a card, talking about it and then sorting it.

RESOURCES

- Clothing L3 A2
- Clothing L3 A2 sorting mat
- Scissors



EXPECTED OUTCOMES

- Attends to 3 items: clothing + activity + season e.g. shorts for running in the park in summer.

KEY STRATEGIES

WAIT WAIT & WAIT SOME MORE: Wait in silence after you have talked about your card to give the child enough time to process and recall the three pieces of information. If they find this challenging encourage them to tell you what ever they can remember.

ACOUSTIC HIGHLIGHTING : Give the child another go to try and recall all the items by repeating your turn with acoustic highlighting on the item/s the child missed.



EXPECTED OUTCOMES

- Produces 4 to 5 words to explain the relationship between clothing, activity and seasons.

KEY STRATEGIES

USE CHOICES: Model suggestions for the child to repeat using choice questions. *Maybe you could say that jacket is for wearing shopping in spring or maybe the jacket is for wearing to school in autumn.*

AUDITORY FEEDBACK LOOP: Providing a speech and language model immediately before the child has an attempt gives them the chance to compare how they sound against you and this helps to further develop their Auditory Feedback Loop. This is the mechanism the child uses to self-correct speech production errors.



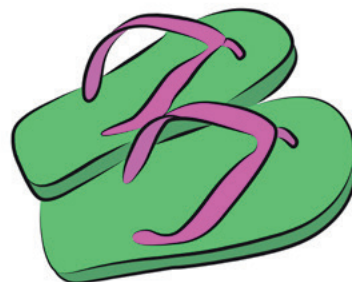
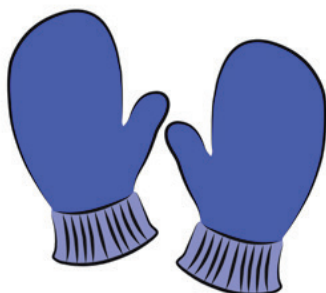
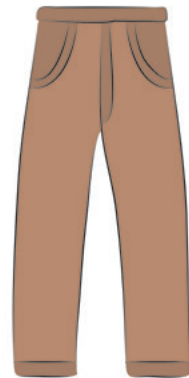
EXPECTED OUTCOMES

- Can talk about things outside of personal experience.

KEY STRATEGY

BOOKS BOOKS BOOKS: Encourage the parents to look through books, magazines and clothing catalogues with their child to talk about different clothes, seasons and activities that the child might not have exposure to in their own life, for example ski jackets and snow or sun hats and beaches.

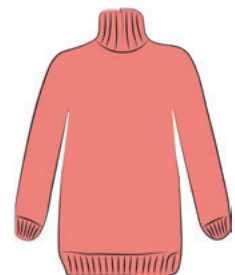
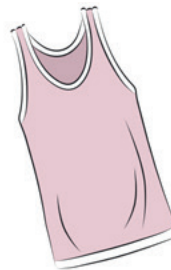
2. Sort the clothes



2. Sort the Clothes



2. Sort the Clothes



2. Sort the Clothes



2. Sort the Clothes



ACTIVITY

3. Clothing Charades

PREPARATION

Print resources onto light weight card. Print 2 pages on one so the cards are smaller.

You are going to play charades, acting out putting an item of clothing on for others to guess.

1. Together with the child cut up the clothing cards, talking about the pictures as you do.
2. Shuffle the cards and put them in a pile face down in the middle of the table.
3. Go around to the floor on the other side of the table and take a card, keeping the picture hidden.
4. Explain that the child and parent have to guess what it is.
5. Talk about where on your body you wear it.
6. Talk about whether you wear it when it is hot or cold.
7. Talk about what you might do while wearing it.
8. Then pretend you are putting the clothing item on.
9. Take turns being the 'actor' and 'guessers'

RESOURCES

- Clothing L1 L2 L3 A3
- Scissors



EXPECTED OUTCOMES

- Identifies 1 item; clothing; e.g. socks, shoes, shirt.

KEY STRATEGIES

LISTENING FIRST: Before you act out putting on the clothing item give the child some information to process through listening first. *You wear these on your **feet**. You wear them when it is **hot**. May you wear them to the **beach**. Ok, watch me put them on.*

WAIT WAIT AND WAIT SOME MORE: Give the child some wait time after you have talked about your item and acted out putting it on to see if he can use a word to guess what it might be.



EXPECTED OUTCOMES

- Consolidates vocabulary
 - Clothing
 - Body parts

KEY STRATEGIES

AUDITORY HOOKS & TALK TALK TALK: Encourage the child to give clues and talk before they act out putting the clothing on. *WAIT ! Remember to give us some clues first. Tell us where it goes on your **body**...*

USE CHOICES & ACOUSTIC HIGHLIGHTING: Provide choices for the child to help with remembering how to give the clues. *Do we wear it on our head or our **legs**? Is it for when it is cold or **hot**?*



EXPECTED OUTCOMES

- Joins in an imagination game

KEY STRATEGY

THE SAME THINKING PLACE: 'Using' imaginary objects and playing pretend games helps a child develop Theory of Mind skills. Help the child attach language to this process by commenting about what you think the child is thinking about. Oh, I see you are pretending to put your arms in. I think you are putting on a shirt. Good job pretending.

ACTIVITY

3. Clothing Charades

PREPARATION

Print resources onto light weight card. Print 2 pages on one so the cards are smaller.

You are going to play charades, acting out putting an item of clothing on for others to guess.

1. Together with the child cut up the clothing cards, talking about the pictures as you do.
2. Shuffle the cards and put them in a pile face down in the middle of the table.
3. Go around to the floor on the other side of the table and take a card, keeping the picture hidden.
4. Explain that the child and parent have to guess what it is.
5. Talk about where on your body you wear it.
6. Talk about whether you wear it when it is hot or cold.
7. Talk about what you might do while wearing it.
8. Then pretend you are putting the clothing item on.
9. Take turns being the 'actor' and 'guessers'

RESOURCES

- Clothing L1 L2 L3 A3
- Scissors



EXPECTED OUTCOMES

- Identifies clothing from description; e.g. You wear this on your head when it is sunny. You might wear this when you are going walking.

KEY STRATEGIES

TALK TALK TALK: Give at least 3 clues, pausing after each one before you act out your charade.

SIGNAL TO NOISE RATIO: For this activity the speaker will be some distance from the listeners. Be mindful of the effect of distance on the auditory signal and remind parents to minimise background noise where possible at home.



EXPECTED OUTCOMES

- Formulates a description of clothing including body part.

KEY STRATEGIES

AUDITORY HOOKS: Encourage the child to give clues and talk before they act out putting the clothing on. *WAIT ! Remember to give us some clues first. Tell us where it goes on your body...*

WAIT WAIT AND WAIT SOME MORE: Give the child some wait time after each clue and encourage both the child and parent to have a guess before you act out putting it on the imaginary item.



EXPECTED OUTCOMES

- Uses State of Mind verbs: guess/think.

KEY STRATEGY

THE SAME THINKING PLACE: Being able to talk about what we are thinking about and about what other people are thinking about are important Theory of Mind skills. Model the language for the child to try and copy. *I think I know. I guess a hat. What do you guess?*

ACTIVITY

3. Clothing Charades

PREPARATION

Print resources onto light weight card. Print 2 pages on one so the cards are smaller.

You are going to play charades, acting out putting an item of clothing on for others to guess.

1. Together with the child cut up the clothing cards, talking about the pictures as you do.
2. Shuffle the cards and put them in a pile face down in the middle of the table.
3. Go around to the floor on the other side of the table and take a card, keeping the picture hidden.
4. Explain that the child and parent have to guess what it is.
5. Give clues about the picture including where on your body you wear it, when you wear it and what you might do when wearing it.
6. Then pretend you are putting the clothing item on.
7. Take turns being the 'actor' and 'guessers'

RESOURCES

- Clothing L1 L2 L3 A3
- Scissors



EXPECTED OUTCOMES

- Identifies clothing from description; e.g. You wear this on your head when it is sunny. I have a red one and a black one. You might wear this when you are going walking.

KEY STRATEGIES

TALK TALK TALK: Give at least 3 clues, pausing after each one before you act out your charade. Add extra information that does not necessarily help with the guess but will give the child the chance to practise listening for important information.

SIGNAL TO NOISE RATIO: For this activity the speaker will be some distance from the listeners. Be mindful of the effect of distance on the auditory signal and remind parents to minimise background noise where possible at home.



EXPECTED OUTCOMES

- Formulates a description of clothing.

KEY STRATEGIES

AUDITORY HOOKS: Encourage the child to give clues and talk before they act out putting the clothing on. **WAIT !** Remember to give us some clues first. Tell us where it goes on your **body** and **what** you might do when **wearing** it.

WAIT WAIT AND WAIT SOME MORE: Give the child some wait time after each clue and encourage both the child and parent to have a guess before you act out putting it on the imaginary item.



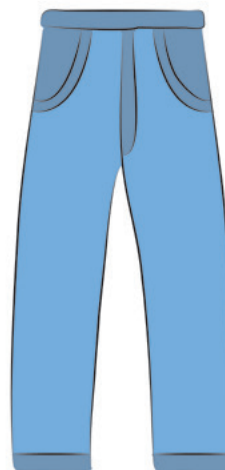
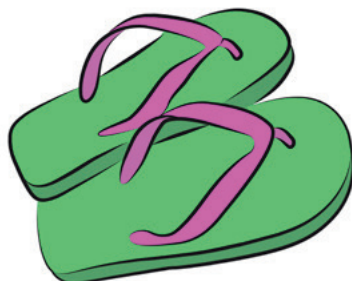
EXPECTED OUTCOMES

- Uses State of Mind verbs: guess/think.

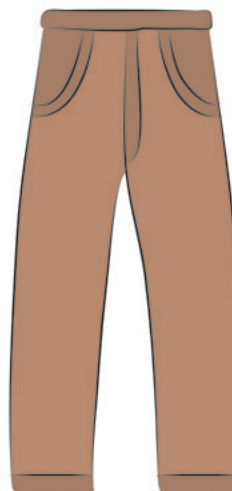
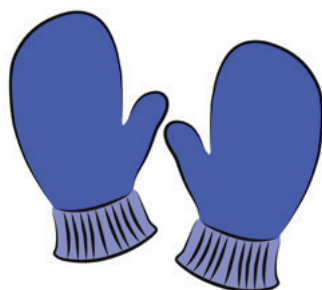
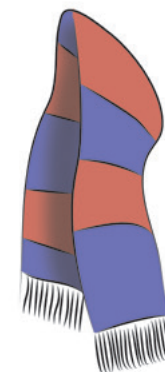
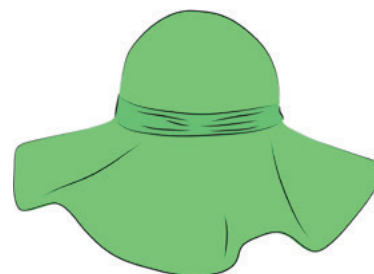
KEY STRATEGY

THE SAME THINKING PLACE: Being able to talk about what we are thinking about and about what other people are thinking about are important Theory of Mind skills. Model the language for the child to try and copy. *I think I know. I guess a hat. What do you think mum will guess?*

3. Clothing Charades



3. Clothing Charades



ACTIVITY

4. The Clothing Song

PREPARATION

Print the resources on to paper. Print 4 pages on one.
Cut up the pages.

RESOURCES

- Clothing L1 L2 L3 A4
- scissors and stapler

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

1. Spread the pages out on the table and find the front page with the song title.
2. Ask the child to choose which one will go next and gesture to pick one.
3. Put that page behind the title page and repeat "Which one next?" until all pages are included.
4. Staple the book together.
5. Open the book and sing the first page (to the tune of "if you're happy and you know it")
6. Identify on yourself and the child if you are wearing that colour and if so perform the action.
7. Sing the remaining pages taking the time to identify the colours and perform the actions as required.



EXPECTED OUTCOMES

- Understands which one next.
- Follows verb phrases (with support); e.g. put your hands on your head.

KEY STRATEGIES

TALK TALK TALK: Encourage the child to help with making the book consistently requesting the child choose the next page. This means that the child will hear *Which one next* eight times during the construction. Point out this example of using natural repetition in context to facilitate listening comprehension to the parents and encourage them to join in.

AUDITORY SANDWICH: It will be difficult for the level 1 child to understand the verb phrase hidden in the middle of this song. Help the child attach meaning to these words by singing them, then showing the action, then singing the words again.



EXPECTED OUTCOMES

- Attempts to repeat colours.
- Labels own clothing.

KEY STRATEGIES

AUDITORY CLOSURE: This song contains a lot of repetition which will help the child predict what the next word will be. Once you think the child understands the repetition stop before the last word in the line and see if the child can finish it off.

WAIT WAIT & WAIT SOME MORE: Auditory closure works by setting the expectation that the child say something in the silence. Encourage the child to understand that it is their turn to sing by leaning in and looking expectant. *If your clothes have any red, any*



EXPECTED OUTCOMES

- Identifies same colour on self.

KEY STRATEGY

AUDITORY HOOKS: Grab the child's auditory attention and add to the excitement by using auditory hooks when identifying colours in your own and the child's clothing. *Oh, Look! I see red. See. On your shoe. That's the same.*

ACTIVITY

4. The Clothing Song

PREPARATION

Print the resources on to paper. Print 4 pages on one.
Cut up the pages.

RESOURCES

- Clothing L1 L2 L3 A4
- scissors and stapler

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

1. Spread the pages out on the table and find the front page with the song title.
2. Ask the child to choose which one will go next.
3. Put that page behind the title page and repeat "Which page next?" until all pages are included.
4. Staple the book together.
5. Open the book and sing the first page (to the tune of "if you're happy and you know it")
6. Identify on yourself and the child if you are wearing that colour and if so perform the action.
7. Sing the remaining pages taking the time to identify the colours and perform the actions if required.



EXPECTED OUTCOMES

- Follows verb phrases in the song e.g. Put your finger on your shoe.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: It will be difficult for the child to pick out and understand the verb phrase hidden in the middle of this song. Help the child attend to it by making the verb phrase a little bit louder. *Left and right you can lean.*

AUDITORY SANDWICH: If required, help the child attach meaning to the verb phrases by singing them, then showing the action, then singing the words again.



EXPECTED OUTCOMES

- Repeats 2 to 3 words from each line of the song.

KEY STRATEGIES

MUSIC MUSIC MUSIC: The rhythm and melody of songs assists in the development of auditory memory. Help consolidate the child's understanding of the rhythm of this song by adding movement such as sway or bob to the beat.

AUDITORY CLOSURE: This song contains a lot of repetition which will help the child predict what the next word will be. Once you think the child understands the repetition, stop before the last 2 words in each line and see if the child can finish it off. *If your clothes have any red*



EXPECTED OUTCOMES

- Identifies same colour on self.

KEY STRATEGY

AUDITORY HOOKS: Grab the child's auditory attention and add to the excitement by using auditory hooks when identifying colours in your own and the child's clothing. *Oh, Look! I see a little bit of red on your shoe. See. That's the same colour.*

ACTIVITY

4. The Clothing Song

PREPARATION

Print the resources on to paper. Print 4 pages on one.
Cut up the pages.

RESOURCES

- Clothing L1 L2 L3 A4
- scissors and stapler

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

1. Spread the pages out on the table and find the front page with the song title.
2. Ask the child to choose which one will go next.
3. Put that page behind the title page and repeat "Which page do you want next?" until all pages are included.
4. Staple the book together.
5. Open the book and sing the first page (to the tune of "if you're happy and you know it")
6. Whoever is wearing that colour performs the action.
7. Sing the remaining pages taking the time to identify the colours and perform the actions if required.



EXPECTED OUTCOMES

- Understands the condition set by 'if'.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING & AUDITORY HOOKS: Acoustic highlight the word 'if' to call the child's attention to it and help them attach meaning to it by using Auditory Hooks and re-phrasing. *If your clothes have any red put your hands on your head. Wait! You don't have any red so you can't put your hands on your head. I have red shoes, so I do put my hands on my head.*

AUDITORY SANDWICH: If required, help the child attach meaning to the verb phrases by singing them, then showing the action, then singing the words again.



EXPECTED OUTCOMES

- Repeats 4 to 5 words from each line of the song.

KEY STRATEGIES

MUSIC MUSIC MUSIC: The rhythm and melody of songs assists in the development of auditory memory. Help consolidate the child's understanding of the rhythm of this song by adding movement such as sway or bob to the beat.

AUDITORY CLOSURE: This song contains a lot of repetition which will help the child predict what the next words will be. Once you think the child understands the pattern of repetition, encourage them to sing the second line after you have sung the first line.



EXPECTED OUTCOMES

- Talks about clothing at home using the word 'remember'.

KEY STRATEGY

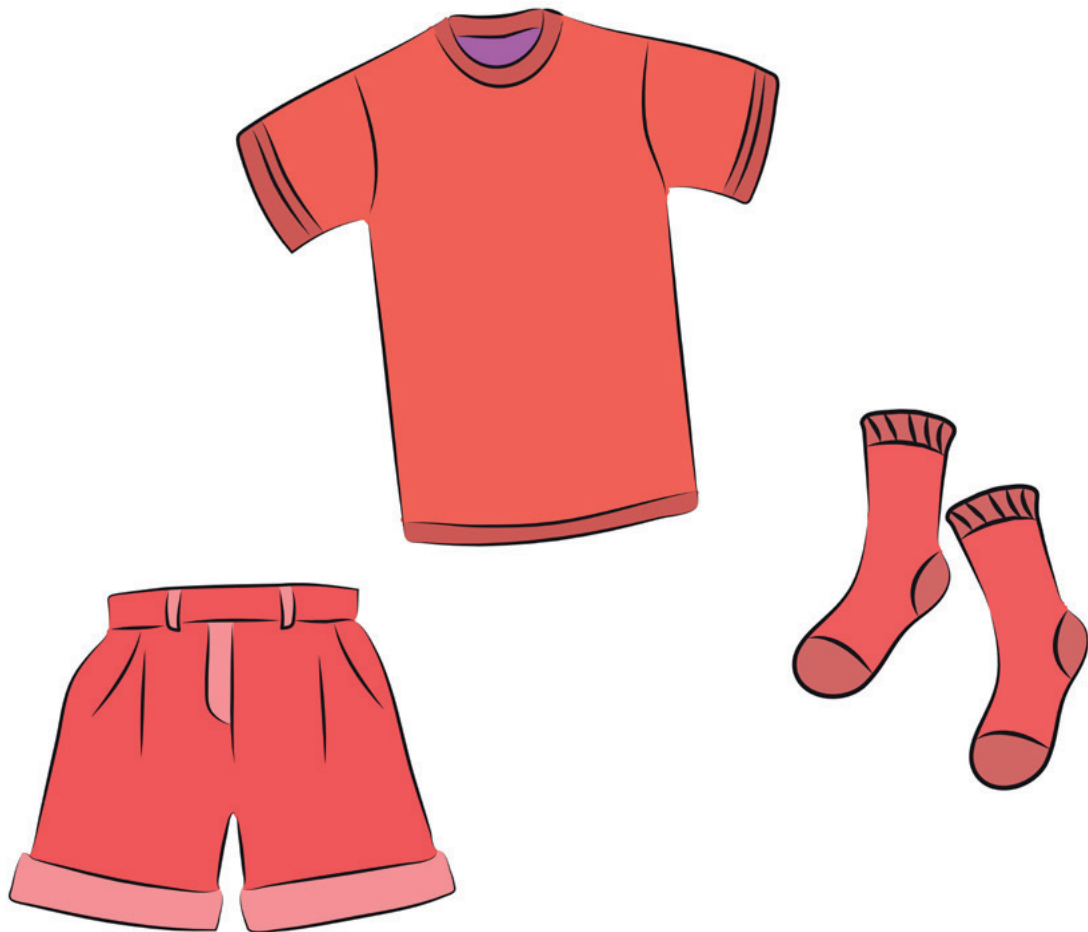
TALK TALK TALK: Talking about things not in the present situation and using the word remember helps a child develop Theory of Mind. Maybe the child has a favourite shirt they would like to talk about when singing this song or you could talk about something to remember. *I remember you have a red Pokemon shirt. Do you remember wearing that shirt here?*

4. The Clothing Song

The Clothing Song



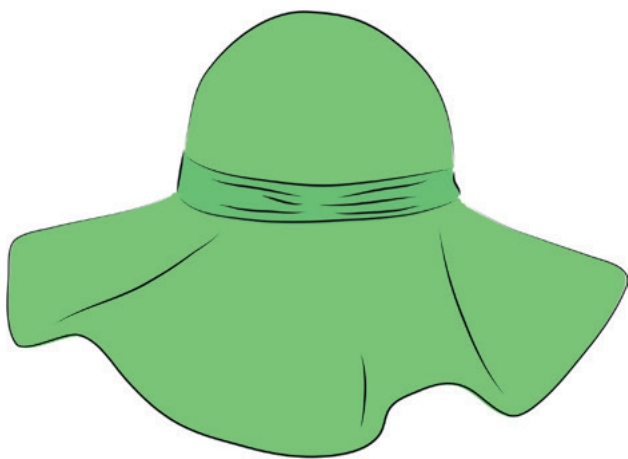
If your clothes have any red,
any red,
If your clothes have any red,
any red,
If your clothes have any red,
put your hands on your head.
Put your hands on your head
if you have red.



If your clothes have any blue,
any blue,
If your clothes have any blue,
any blue,
If your clothes have any blue,
put your finger on your shoe.
Put your finger on your shoe
if you have blue.



If your clothes have any green,
any green,
If your clothes have any green,
any green,
If your clothes have any green,
left and right you can lean.
Left and right you can lean
if you have green.



If your clothes have any yellow,
any yellow,
If your clothes have any yellow,
any yellow,
If your clothes have any yellow,
you can wave hello.
You can wave hello
if you have yellow.



If your clothes have any white,
any white,
If your clothes have any white,
any white,
If your clothes have any white,
hug yourself tight.
Hug yourself tight
if you have white.

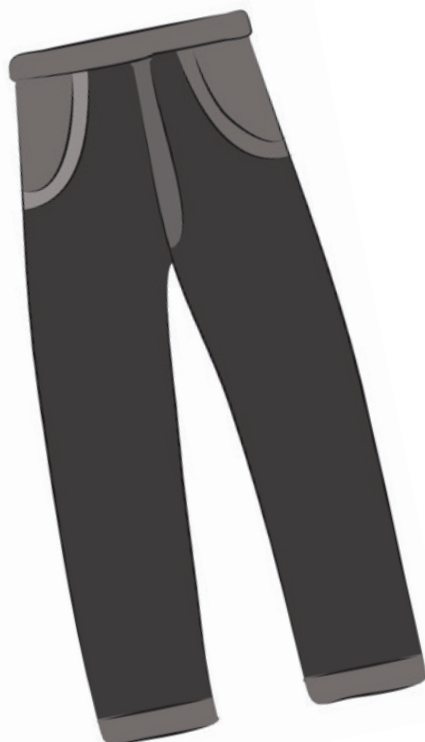


If your clothes have any black,
any black,

If your clothes have any black,
any black,

If your clothes have any black,
pat your own back.

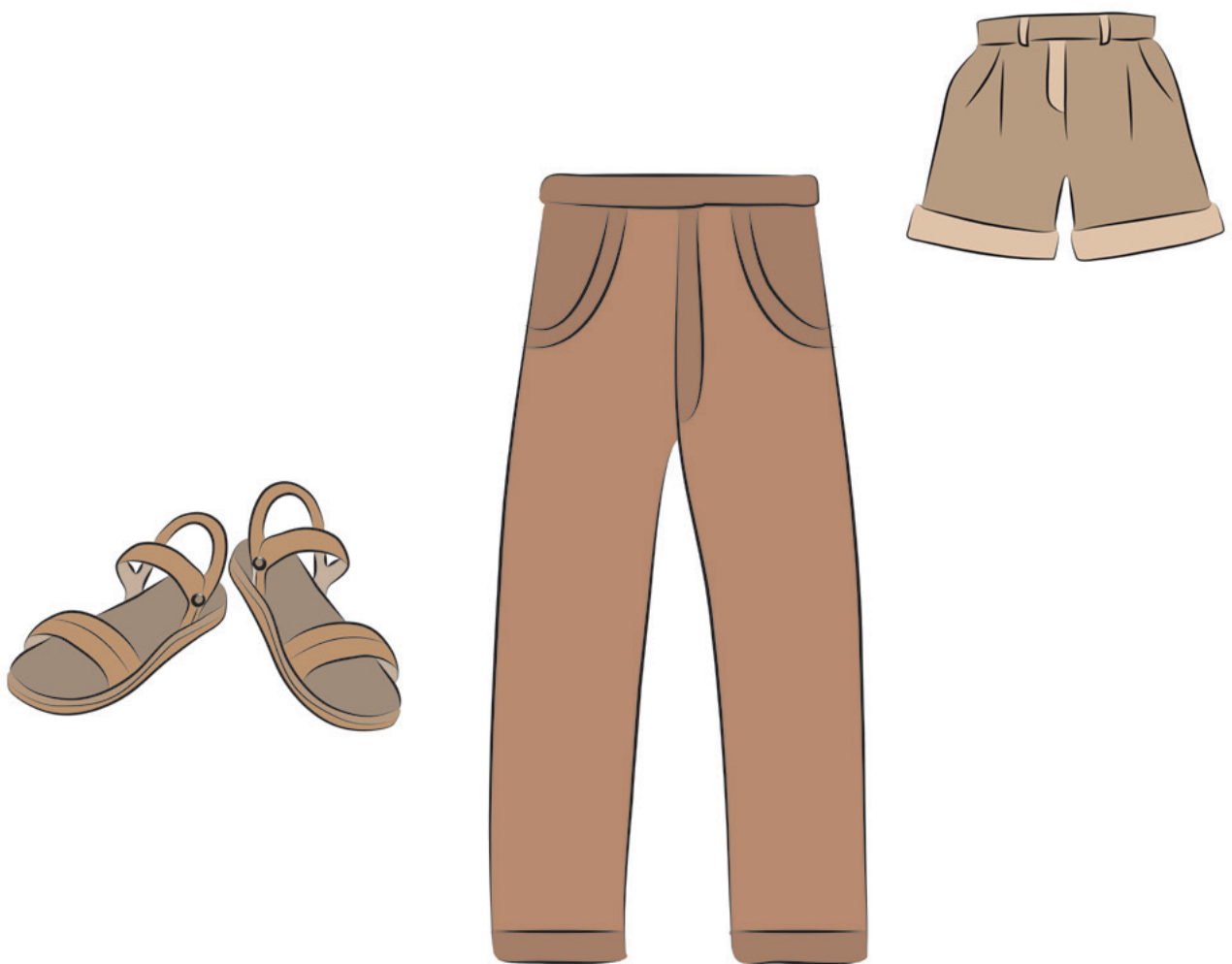
Pat your own back
if you have black.



If your clothes have any pink,
any pink,
If your clothes have any pink,
any pink,
If your clothes have any pink,
you can try and blink.
You can try and blink
if you have pink.



If your clothes have any brown,
any brown,
If your clothes have any brown,
any brown,
If your clothes have any brown,
have a look around.
Have a look around
if you have brown.



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