

Lesson Kits

19 HATS & SHOES



Learn About the Lesson Plans

Lesson Plan

Level 1, Level 2, Level 3

1. Find the Hat

Therapist Notes, Resources

2. I Know a Word

Therapist Notes, Resources

3. Shoe Match Up

Therapist Notes, Resources

4. Make (and Hide) a Shoe

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

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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 onto 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

			
FIND THE HAT RESOURCES • Hats & shoes L1 L2 L3 A1	• Attends to the final word in a description	• Repeats a word to describe a hat	• Understands same/not same
I KNOW A WORD RESOURCES • Hats & shoes L1 L2 L3 A2	• Enjoys rhyming words	• Repeats or labels 1 word • 'at' rhymes	• Begins to attend to the sound structure of words
SHOE MATCH UP RESOURCES • Hats & shoes L1 L2 L3 A3	• Identifies one word in a description of function	• Repeats or spontaneously uses one word to describe a function	• Understands that 2 matching items = a pair
MAKE (AND HIDE) A SHOE RESOURCES • Hats & shoes L1 L2 L3 A4	• Follows directions in context	• Repeats some verbs • Attempts to repeat shapes and numbers	• Hides shoe for others to find

Date:

Name: Age: H.A:



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

			
FIND THE HAT RESOURCES • Hats & shoes L1 L2 L3 A1	• Attends to 2 words in a description	• Repeats or says a 2-3 word descriptive phrase	• Understands some position concepts • Understands different people see things differently
I KNOW A WORD RESOURCES • Hats & shoes L1 L2 L3 A2	• Attends to rhyming words	• Repeats 2 rhyming words	• Begins blend initial consonant to VC syllable
SHOE MATCH UP RESOURCES • Hats & shoes L1 L2 L3 A3	• Identifies two words in a description of function	• Repeats or spontaneously uses 2 to 3 words to describe a function	• Understands relationship between objects and specific function
MAKE (AND HIDE) A SHOE RESOURCES • Hats & shoes L1 L2 L3 A4	• Follows simple directions	• Says shape + number • Understands and uses 'together'	• Hides shoe for others to find and understands not to tell where it is

Date:

Name: Age: H.A:

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

			
FIND THE HAT RESOURCES • Hats & shoes L1 L2 L3 A1	• Identifies objects from a complex description	• Formulates a complex description of an object	• Understands advanced position concepts • Understands different people see things differently
I KNOW A WORD RESOURCES • Hats & shoes L1 L2 L3 A2	• Identifies rhyming words	• Generates rhyming word	• Blends initial consonant to VC syllable
SHOE MATCH UP RESOURCES • Hats & shoes L1 L2 L3 A3	• Identifies an object from a description of function	• Generates a description of an object including its function • Uses modal verbs: could, might	• Understands relationship between objects and specific function
MAKE (AND HIDE) A SHOE RESOURCES • Hats & shoes L1 L2 L3 A4	• Follows complex directions	• Repeats an instruction sequence • Uses specific vocabulary (parts of a shoe)	• Hides shoe for others to find and understands not to tell where it is

ACTIVITY

1. Find the hat

PREPARATION

Print resource on to lightweight card.

RESOURCES

• Hat & shoes
L1 L2 L3 A1

You are going to find the hats hiding in the zoo picture.

1. Talk about the zoo picture and then cover it with a piece of paper/ lightweight card.
2. Look at the hats on the right hand side and (without pointing) select any one for everybody to find.
3. Talk about the hat using **one key word** at the end of the description.
4. Check the child knows which hat to find then remove the paper.
5. Everybody searches for the hat. When it is found talk about where it is.
6. Put the paper back over the zoo picture and take turns selecting a hat to find.



EXPECTED OUTCOMES

- Attends to one key word in a description.

KEY STRATEGIES

LISTENING FIRST: By covering the zoo picture you will focus the child's visual attention on the 10 hats. Be sure to give information first through listening before you point or ask the child to point to which hat you are going to be looking for.

ACOUSTIC HIGHLIGHTING: When describing the hat use short sentences rather than single words but make the last word a key word or pause just before the key word to help the child attend to this information in the description.
Let's find the helmet for wearing on the bike.



EXPECTED OUTCOMES

- Repeats a word to describe a hat e.g. king.

KEY STRATEGIES

COME CLOSE TO ME: Lean in close to the child and model language for the child to copy when it is their turn to select a hat to find. *How about the hat for the witch.*

USE CHOICES: Use Acoustic Highlighting on key words and put the option you think the child wants to choose second to make it easier for him to repeat. *Do you want to choose the hat for the king or the fireman?*



EXPECTED OUTCOMES

- Understands same/not same.

KEY STRATEGY

TALK TALK & SABOTAGE: Take your time over finding the hats and talk about how you need to find one the same. When you find the hat that is the same point to the two hats and comment. *Yes, they look the same.* Or perhaps you find a hat that is not the same. *Oh, here's a hat. Oh, no, it's not the same.*

ACTIVITY

1. Find the hat

PREPARATION

Print resource on to lightweight card.

RESOURCES

• Hat & shoes
L1 L2 L3 A1

You are going to find the hats hiding in the zoo picture.

1. Talk about the zoo picture and then cover it with a piece of paper/lightweight card.
2. Look at the hats on the right hand side and (without pointing) select any one for everybody to find.
3. Talk about the hat using 2 critical pieces of information in the description.
4. Check the child knows which hat to find then remove the paper.
5. Everybody searches for the hat. When it is found talk about where it is.
6. Put the paper back over the zoo picture and take turns selecting a hat to find.



EXPECTED OUTCOMES

- Attends to 2 words in a description e.g. It looks like a crown for a king.

KEY STRATEGIES

LISTENING FIRST: By covering the zoo picture you will focus the child's visual attention on the 10 hats. Be sure to give information first through listening before you point or ask the child to point to which hat you are going to be looking for.

ACOUSTIC HIGHLIGHTING: When describing the hat make the two critical words stand out by saying them a little bit louder and slower than the other words in the sentence. *Let's find the bold **helmet** and **bike**.*



EXPECTED OUTCOMES

- Repeats or says a 2 -3 word descriptive phrase e.g. A witch's hat.

KEY STRATEGIES

COME CLOSE TO ME: Lean in close to the child and model language for the child to copy when it is their turn to select a hat to find. *How about we find the **pirate's hat**.*

USE CHOICES: Use Acoustic Highlighting on key words and put the option you think the child wants to choose second to make it easier for him to repeat. To facilitate the child repeating 2 elements remember to model 2 elements on both sides of the choice question. *Do you want to choose the **bike helmet** or the **king's crown**?*



EXPECTED OUTCOMES

- Understands some position concepts e.g. on, in, under.
- Understands different people see things differently.

KEY STRATEGY

TALK TALK TALK & USES CHOICES: When you find the hat take some time to talk about where you found it. Positions on a 2 dimensional picture are sometimes ambiguous. Help the child understand that different people see things differently by discussing your perception. *We could say the helmet is **under** the elephant or maybe **beside** the elephant. What do you think mum?*

ACTIVITY

1. Find the hat

PREPARATION

Print resource on to lightweight card.

RESOURCES

- Hat & shoes
L1 L2 L3 A1

You are going to find the hats hiding in the zoo picture.

1. Talk about the zoo picture and then cover it with a piece of paper/lightweight card.
2. Look at the hats on the right hand side and (without pointing) select any one for everybody to find.
3. Talk about the hat using a complex description.
4. Check the child knows which hat to find then remove the paper.
5. Everybody searches for the hat. When it is found talk about where it is.
6. Put the paper back over the zoo picture and take turns selecting a hat to find.



EXPECTED OUTCOMES

- Identifies objects from a complex description e.g. A person who works in a restaurant might wear this.

KEY STRATEGIES

LISTENING FIRST: By covering the zoo picture you will focus the child's visual attention on the 10 hats. Be sure to give information first through listening before you point or ask the child to point to which hat you are going to be looking for.

ACOUSTIC HIGHLIGHTING: When describing the hat try adding acoustic highlighting to a relative clause to help the child attend to the defining information and also introduce them to a new sentence structure. *I think a person who rides horses would wear this one.*



EXPECTED OUTCOMES

- Formulates a complex description of an object.

KEY STRATEGIES

AUDITORY CLOSURE: Help the child begin to use the new sentence structure by starting the clue off for them to complete. *Which one are you going to pick? The hat for the person who.....*

USE CHOICES: As the child begins to seem more confident with the sentence structure provide choices using the whole sentence. *You could say the one for the person who puts out fires or the person who rides a bike.*



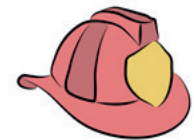
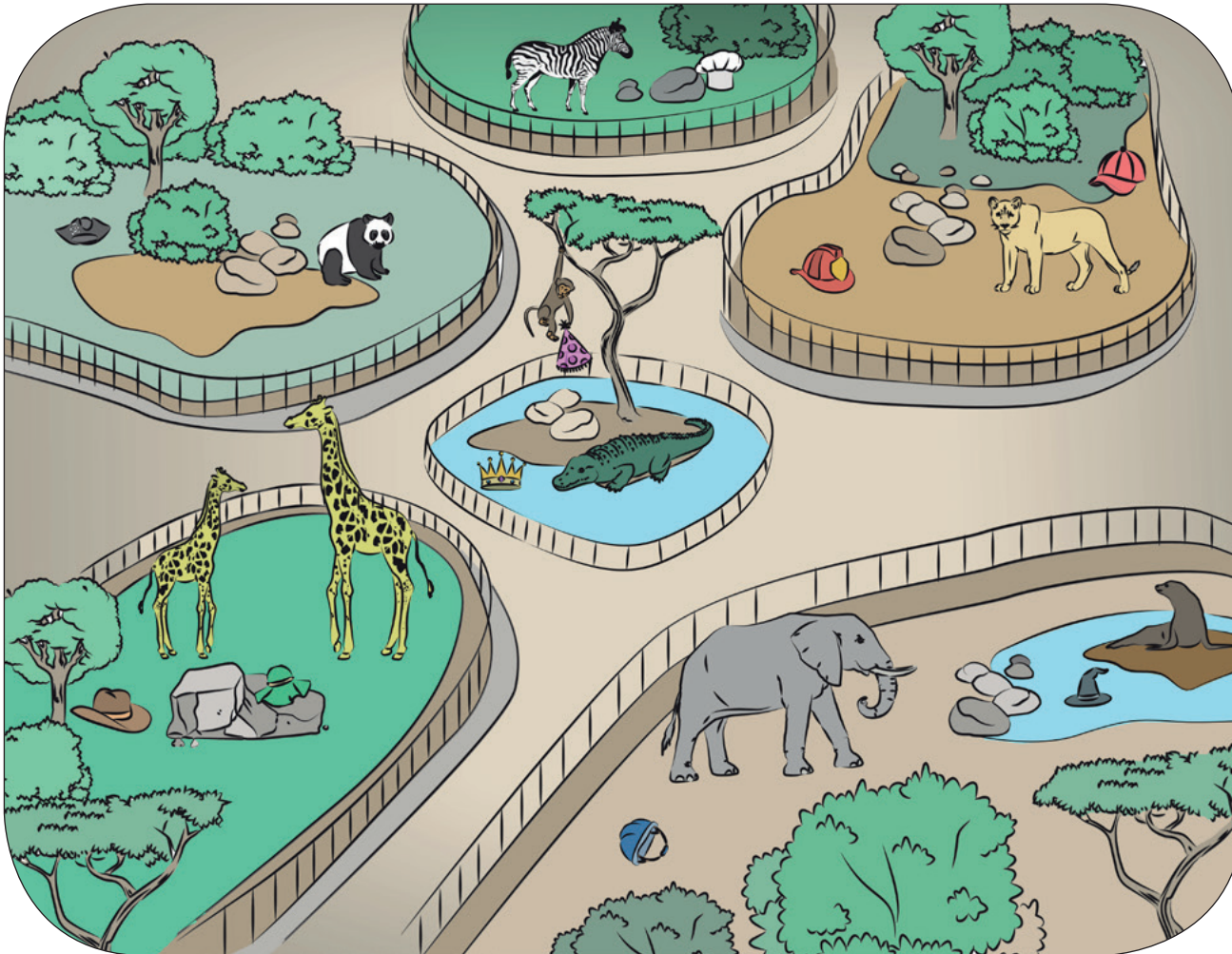
EXPECTED OUTCOMES

- Understands advanced position concepts e.g. behind, between, in front of.
- Understands different people see things differently.

KEY STRATEGY

TALK TALK TALK & USES CHOICES: When you find the hat take some time to talk about where you found it. Positions on a 2 dimensional picture are sometimes ambiguous. Help the child understand that different people see things differently by discussing your perceptions. *We could say the firefighter's hat is behind the lion or beside the lion. What do you think mum?*

1. Find the hat



ACTIVITY

2. I know a word...

PREPARATION

Print the resource onto paper and cut up the pages.

Put the title page at the front and then assemble the book and staple it together; it doesn't matter what page order.

Stick a post it note to cover the image on each page after the title page.

RESOURCES

- Hat & shoes
L1 L2 L3 A2
- Scissors & stapler
- Post it notes

You are going to read a rhyming book together.

1. Look at the title page together and say all the rhyming words one after the other (in case you were wondering the sausage is 'fat').
2. Turn the page and read the verse with a slow regular beat emphasising every second word. Be sure to use the **phoneme (or sound) for the onset consonant** i.e. /k/ not the letter 'c'.
3. After you say the last word encourage the child to look under the post it note.
4. Repeat the rhyming pair of the verse again then turn the page.
5. Repeat on each page.
6. Variation: Try this rhyme adding a 'Pat-a-cake' movement sequence. Face the child and show him how to put both hands up to yours and clap together then each of you clap your own hands. This is the beat of the rhyme. Move between clapping together and clapping your own hands as you say each word then just after the last word the child can remove the post it note.



EXPECTED OUTCOMES

- Enjoys rhyming words.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: Say the rhyming words a little bit louder and slower than the other words in the verse to call the child's attention to them. Building an awareness of rhyme helps the child begin to understand how sounds make up words and this is an important pre-literacy skill.

MUSIC MUSIC MUSIC: Although not set to a melody the strong iambic rhythm (unstressed then stressed syllable) in this verse assists with perception of the rhyme. In addition it helps the child understand syllable and word boundaries which contributes to literacy development.



EXPECTED OUTCOMES

- Repeats or labels 1 word: 'at' rhymes e.g. cat, bat, hat.

KEY STRATEGIES

WAIT WAIT & WAIT SOME MORE: Hold your hand on the post it note to prevent the child looking under it. Say the verse and then wait for the child to attempt to repeat the last word before removing your hand to let them lift the flap.

MY VOICE MATTERS: The iambic rhythm helps build a sense of drama and expectation. Pause just before the last word and the child might spontaneously attempt to add a syllable. The level 1 child probably won't be able to generate a rhyme but praise their effort for joining in with the beat.



EXPECTED OUTCOMES

- Begins to attend to the sound structure of words.

KEY STRATEGY

TALK TALK TALK: Comment on the way words sound and demonstrate your enjoyment in saying the rhyming words. These simple measures can help a child learn about the sound structure of their language and develop literacy skills: *at, cat, hat, bat, mat. Oh! They all sound the same. I love to rhyme all the time.*

ACTIVITY

2. I know a word...

PREPARATION

Print the resource onto paper and cut up the pages.

Put the title page at the front and then assemble the book and staple it together; it doesn't matter what page order.

Stick a post it note to cover the image on each page after the title page.

RESOURCES

- Hat & shoes
L1 L2 L3 A2
- Scissors & stapler
- Post it notes

You are going to read a rhyming book together

1. Look at the title page together and say all the rhyming words one after the other (in case you were wondering the sausage is 'fat').
2. Turn the page and read the verse with a slow regular beat emphasising every second word. Be sure to use the **phoneme (or sound) for the onset consonant i.e. /k/ not the letter 'c'**.
3. After you say the last word encourage the child to look under the post it note.
4. Repeat the rhyming pair of the verse again then turn the page.
5. Repeat on each page.
6. Variation: Try this rhyme adding a 'Pat-a-cake' movement sequence. Face the child and show him how to put both hands up to yours and clap together then each of you clap your own hands. This is the beat of the rhyme. Move between clapping together and clapping your own hands as you say each word then just after the last word the child can remove the post it note.



EXPECTED OUTCOMES

- Attends to rhyming words.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: Say the rhyming words a little bit louder and slower than the other words in the verse to call the child's attention to them. Building an awareness of rhyme helps the child begin to understand how sounds make up words and this is an important pre-literacy skill.

MUSIC MUSIC MUSIC: Although not set to a melody the strong iambic rhythm (unstressed then stressed syllable) in this verse assists with perception of the rhyme. In addition it helps the child understand syllable and word boundaries which contributes to literacy development.



EXPECTED OUTCOMES

- Completes a rhyming word e.g. c...at.
- Repeats 2 rhyming word e.g. at, cat.

KEY STRATEGIES

WAIT WAIT & WAIT SOME MORE: The iambic rhythm helps build a sense of drama and expectation. When you get to the last word in the verse say the onset consonant sound and see if the child will complete the word. Hold your hand on the post it note and let the child have a look after they have added the 'at'.

EXPANSION & EXTENSION: Repeat the word segments blending the onset to the rime rime (rime is the part of the word following the initial consonant. This combination of vowel and consonant sounds remains the same in rhyming pairs.) so the child can hear the whole word. Then repeat the rhyming couplet: c...at. cat. at. cat.



EXPECTED OUTCOMES

- Begins to blend initial consonant to VC syllable.

KEY STRATEGY

TALK TALK TALK: Comment on the way words sound and demonstrate your enjoyment in blending sounds and saying the rhyming words. These simple measures can help a child learn about the sound structure of their language and develop literacy skills: h...at hat, c...at cat Oh, those words rhyme. I love to rhyme all the time!

ACTIVITY

2. I know a word...

PREPARATION

Print the resource onto paper and cut up pages.

Put the title page at the front and then assemble the book and staple it together; it doesn't matter what order the pages are in.

Stick a post it note to cover the image on each page after the title page.

RESOURCES

- Hat & shoes
L1 L2 L3 A2
- Scissors & stapler
- Post it notes

You are going to read a rhyming book together.

1. Look at the title page together and say all the rhyming words one after the other (in case you were wondering the sausage is 'fat').
2. Turn the page and read the verse with a slow regular beat emphasising every second word. Be sure to use the **phoneme (or sound) for the onset consonant** i.e. /k/ not the letter 'c'.
3. After you say the last word encourage the child to look under the post it note.
4. Repeat the rhyming pair of the verse again then turn the page.
5. Repeat on each page.
6. Variation: Try this rhyme adding a 'Pat -a -cake' movement sequence. Face the child and show him how to put both hands up to yours and clap together then each of you clap your own hands. This is the beat of the rhyme. Move between clapping together and clapping your own hands as you say each word then just after the last word the child can remove the post it note.



EXPECTED OUTCOMES

- Identifies rhyming words.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: Say the rhyming words a little bit louder and slower than the other words in the verse to call the child's attention to them. Building an awareness of rhyme helps the child begin to understand how sounds make up words and this is an important pre-literacy skill.

MUSIC MUSIC MUSIC: Although not set to a melody the strong iambic rhythm (unstressed then stressed syllable) in this verse assists with perception of the rhyme. In addition it helps the child understand syllable and word boundaries which contributes to literacy development.



EXPECTED OUTCOMES

- Generates rhyming word.

KEY STRATEGIES

AUDITORY CLOSURE: Add acoustic highlighting to the onset phoneme, pause and wait before the last word in the verse and see if the child can think of the word. Hold your hand on the post it note and let the child have a look after they have added their word.

WAIT WAIT & WAIT SOME MORE: If generating the rhyme is challenging scaffold this skill by repeating the onset phoneme and reminding the child that the word will rhyme with 'at': c...at. cat.



EXPECTED OUTCOMES

- Blends initial consonant to VC syllable.

KEY STRATEGY

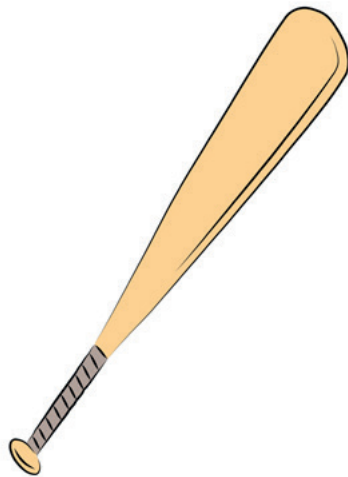
TALK TALK TALK: Demonstrate your enjoyment in blending sounds and saying the rhyming words. These simple measures can help a child learn about the sound structure of their language and develop literacy skills: h...at hat, c...at cat. Oh, those words rhyme. I love to rhyme all the time!

2. I know a word...

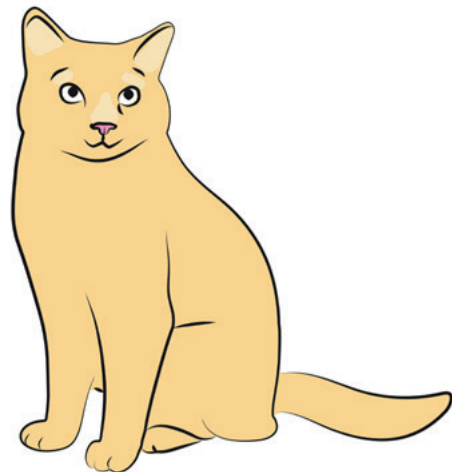


The End

I know a word that
rhymes with at.



I know a word that
rhymes with at.
It starts with b.
The word is ...bat

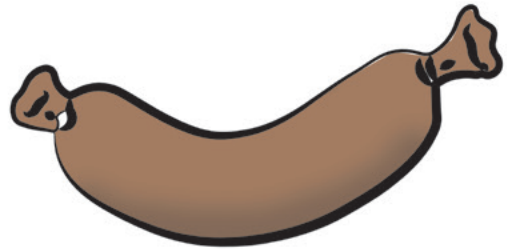


I know a word that
rhymes with at.
It starts with c.
The word is ...cat

2. I know a word...



I know a word that
rhymes with at.
It starts with m.
The word is ...mat



I know a word that
rhymes with at.
It starts with f.
The word is ...fat



I know a word that
rhymes with at.
It starts with h.
The word is ...hat

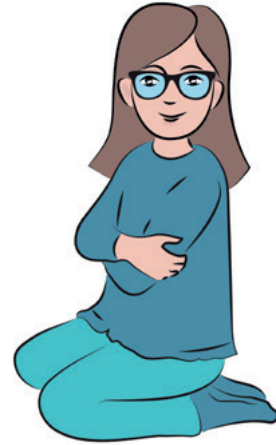


I know a word that
rhymes with at.
It starts with p.
The word is ...pat

2. I know a word...



I know a word that
rhymes with at.
It starts with r.
The word is ...rat



I know a word that
rhymes with at.
It starts with s.
The word is ...sat



ACTIVITY

3. Shoe Match Up

PREPARATION

Print resource onto lightweight card. Print 2 pages on one so the cards are smaller.
Cut up the cards and make 2 piles, putting one of each shoe in each pile.

RESOURCES

- Hat & shoes
L1 L2 L3 A3
- Scissors

You are going to play a picture matching game.

1. Spread one pile of the cards face up in rows on the table (for level 1 you may like to use only half the cards).
2. You start as the 'Talker.' Take a card from the other pile and talk about type of shoe (talk about what you might do when wearing this shoe).
3. Talk about what the shoe looks like.
4. The 'Listeners' then try and find the card you talked about and grab it before the other listeners.
5. Check if the puzzle cards match up. If so put them to one side. If not, put one back on the table and the other to the bottom of the pile.
6. Take turns being the 'Talker' and the 'Listener'.



EXPECTED OUTCOMES

- Identifies one word in a description of function e.g. You wear this one swimming.

KEY STRATEGIES

LISTENING FIRST: Keep the card hidden as you talk about it to encourage the child to focus on the auditory information rather than the visual information. Use *Acoustic Highlighting* to help the child pick out the important clue words, where possible putting a key word at the end.

AUDITORY SANDWICH: Give the child a reasonable wait time to see if they can find the card without additional clues. If necessary give them a quick peek but encourage them to wait until they have heard the information again before they grab. *Ok, have a quick look, but WAIT. Listen again. You wear them at night. With your pajamas. They look like a rabbit.*



EXPECTED OUTCOMES

- Repeats or spontaneously uses one word to describe a function e.g. swim.

KEY STRATEGIES

WAIT WAIT & WAIT SOME MORE: Set the expectation that the child do some talking when it is their turn by not looking for the matching card until you have heard a word. You might need to model a suggestion and remind the child to talk first before showing the card. *Tell mum, find the ones for dancing.*

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



EXPECTED OUTCOMES

- Understands that 2 matching items = a pair.

KEY STRATEGY

TALK TALK TALK: When the Listeners find the right card use the words same, matching and pair to consolidate the child's understanding of these concepts. *Ok, let's check if they are the same. Yes, they match. We have a pair.*

ACTIVITY

3. Shoe Match Up

PREPARATION

Print resource onto lightweight card. Print 2 pages on one so the cards are smaller.
Cut up the cards and make 2 piles, putting one of each shoe in each.

RESOURCES

- Hat & shoes
L1 L2 L3 A3
- Scissors

You are going to play a picture matching game.

1. Spread one pile of the cards face up in rows on the table.
2. You start as the 'Talker.' Take a card from the other pile and talk about type of shoe (talk about what you might do when wearing this shoe).
3. Talk about what the shoe looks like.
4. The 'Listeners' then try and find the card you talked about and grab it before the other listeners.
5. Check if the puzzle cards match up. If so put them to one side. If not, put one back on the table and the other to the bottom of the pile.
6. Take turns being the 'Talker' and the 'Listener'.



EXPECTED OUTCOMES

- Identifies two words in a description of function e.g. you wear them to stomp in the rain.

KEY STRATEGIES

LISTENING FIRST: Keep the card hidden as you talk about it to encourage the child to focus on the auditory information rather than the visual information. Use *Acoustic Highlighting* to help the child pick out the important clue words.

AUDITORY SANDWICH: Give the child a reasonable wait time to see if they can find the card without additional clues. If necessary give them a quick peek but encourage them to wait until they have heard the information again before they grab. *Ok, have a quick look, but WAIT. Listen again. You wear them inside with your pajamas.*



EXPECTED OUTCOMES

- Repeats or spontaneously uses 2 to 3 words to describe a function.

KEY STRATEGIES

WAIT WAIT & WAIT SOME MORE: Set the expectation that the child do some talking when it is their turn by not looking for the matching card until you have a description. You might need to model a suggestion and remind the child to talk first before showing the card. *How about you could say you can wear them swimming?*

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



EXPECTED OUTCOMES

- Understands relationship between objects and specific function.

KEY STRATEGY

TALK TALK TALK: Understanding the relationship between words helps the child organise and store words in their vocabulary bank and this means they will be able to recall the words easier when they need them. *I think these shoes are good for running at the park. They are good for a girl or a boy. I call them sneakers but some people have another name for them. What do you call them mum?*

ACTIVITY

3. Shoe Match Up

PREPARATION

Print resource onto lightweight card. Print 2 pages on one so the cards are smaller.
Cut up the cards and make 2 piles, putting one of each shoe in each.

RESOURCES

- Hat & shoes
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3. Talk about what the shoe looks like.
4. The 'Listeners' then try and find the card you talked about and grab it before the other listeners.
5. Check if the puzzle cards match up. If so put them to one side. If not, put one back on the table and the other to the bottom of the pile.
6. Take turns being the 'Talker' and the 'Listener'.



EXPECTED OUTCOMES

- Identifies an object from a description of function e.g. You could wear them to stomp in the rain.

KEY STRATEGIES

LISTENING FIRST: Keep the card hidden as you talk about it to encourage the child to focus on the auditory information rather than the visual information. Use *Acoustic Highlighting* to help the child pick out the important clue words.

AUDITORY SANDWICH: Give the child a reasonable wait time to see if they can find the card without additional clues. If necessary give them a quick peek but encourage them to wait until they have heard the information again before they grab. *Ok, have a quick look, but WAIT. Listen again. A lady might wear these ones out to a special dinner.*



EXPECTED OUTCOMES

- Generates a description of an object including its function.
- Uses modal verbs: could, might.

KEY STRATEGIES

TALK TALK TALK: Provide models of how to use 'could' and 'might' and demonstrate how these words mean that more than one function is possible. *These could be used at the beach or might be used in a pool.*

EXPANSION & EXTENSION: Whatever the child says repeat it back with the correct articulation (if required) and add a phrase containing another idea to make the description more complex.



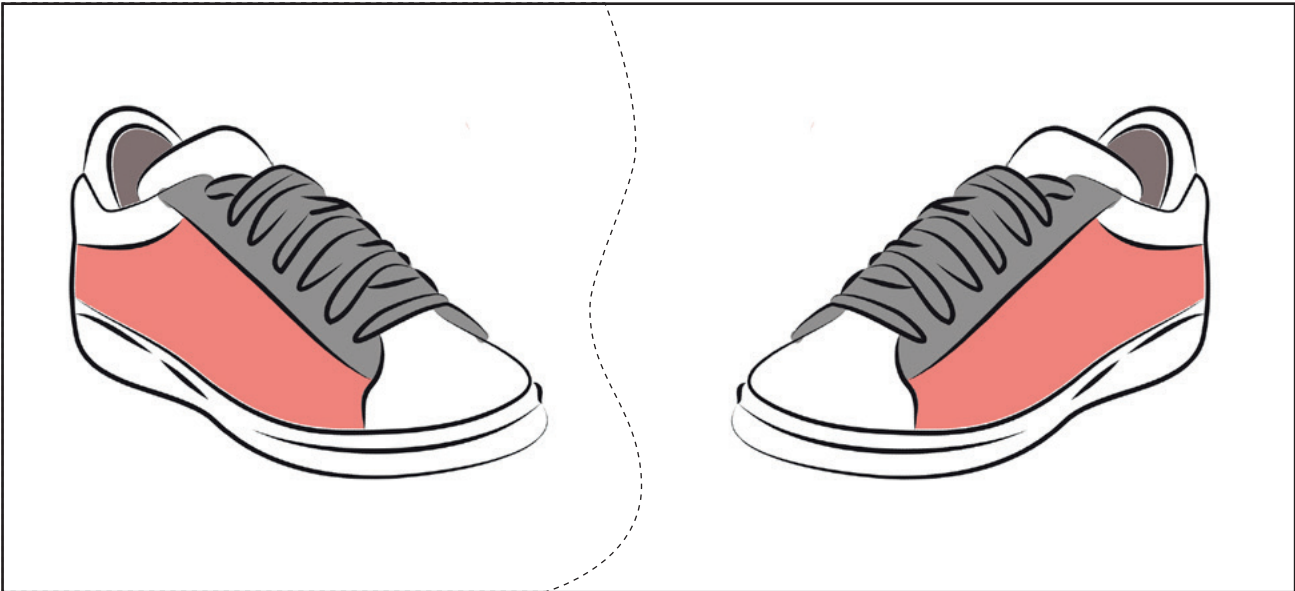
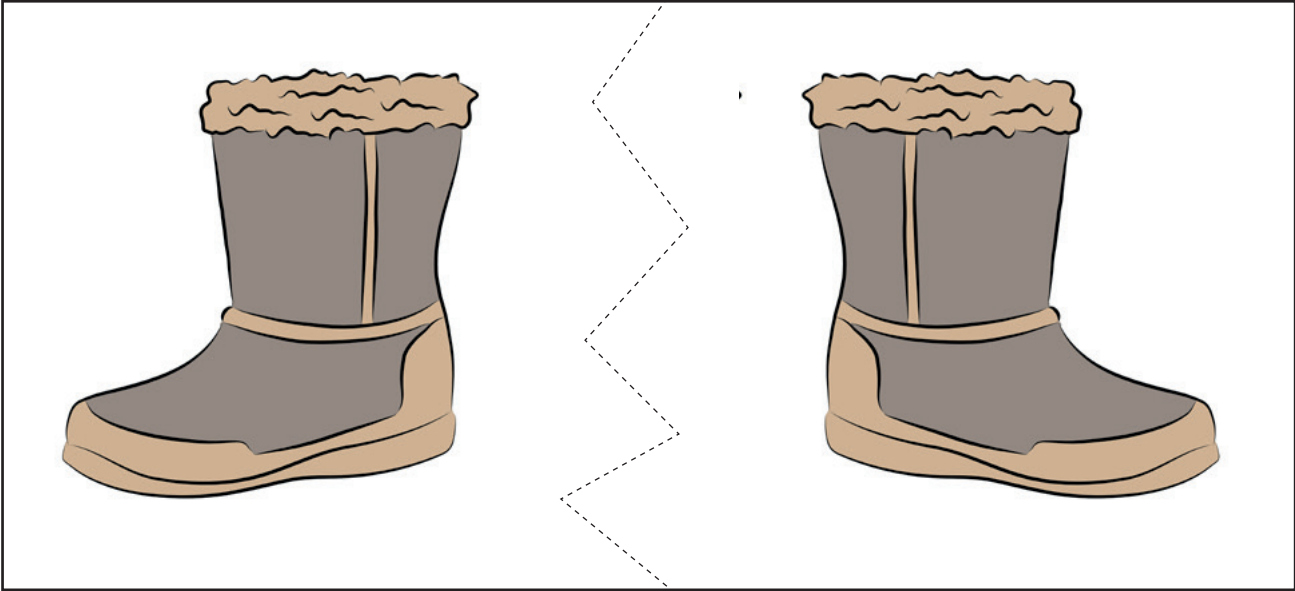
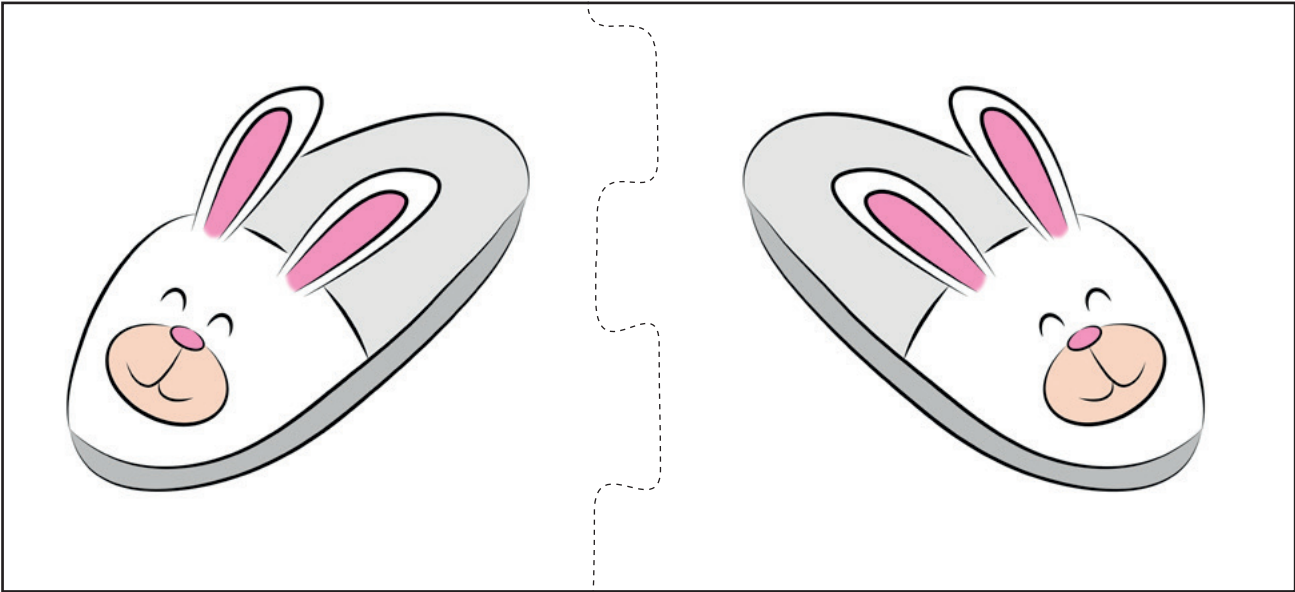
EXPECTED OUTCOMES

- Understands relationship between objects and specific function.

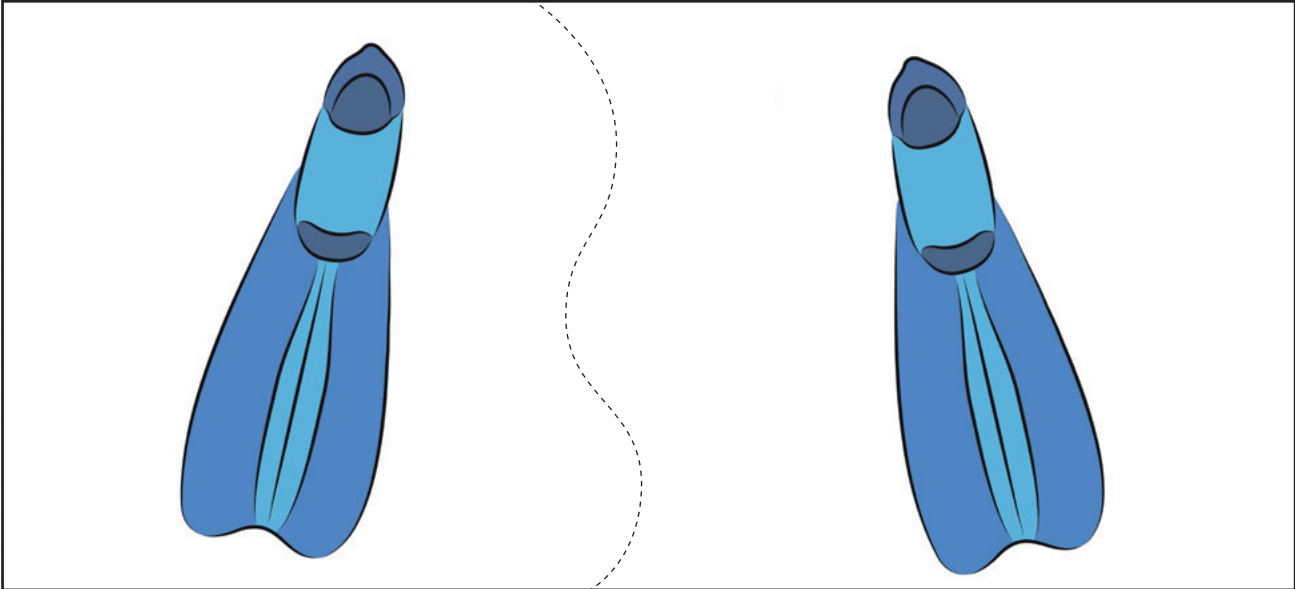
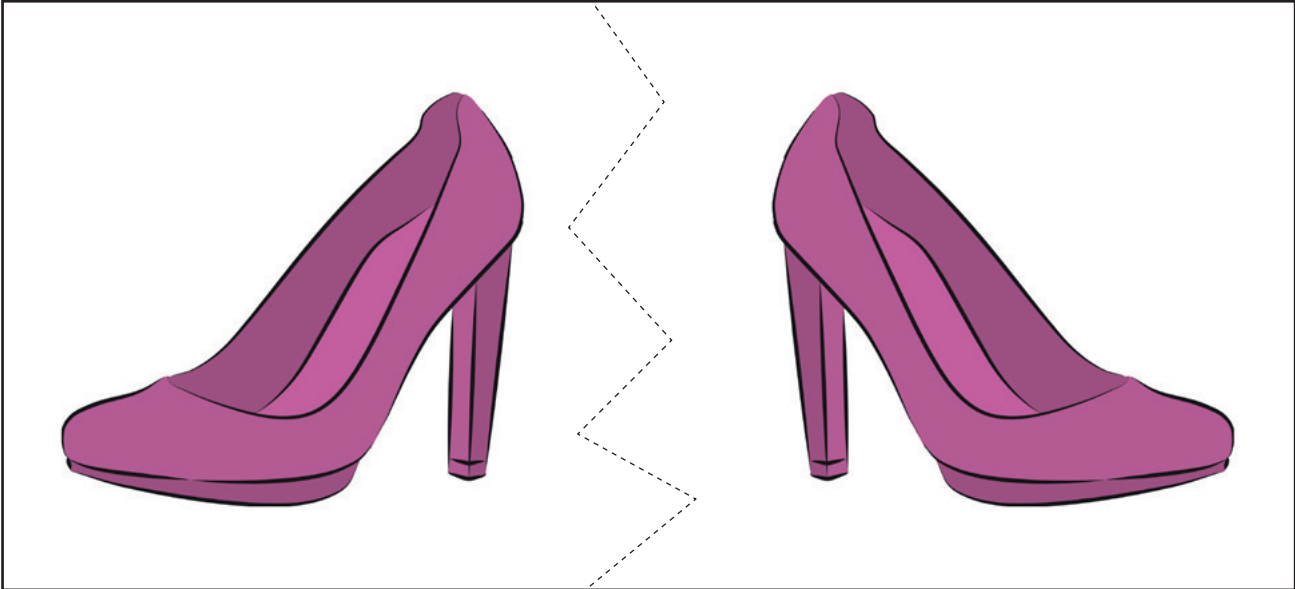
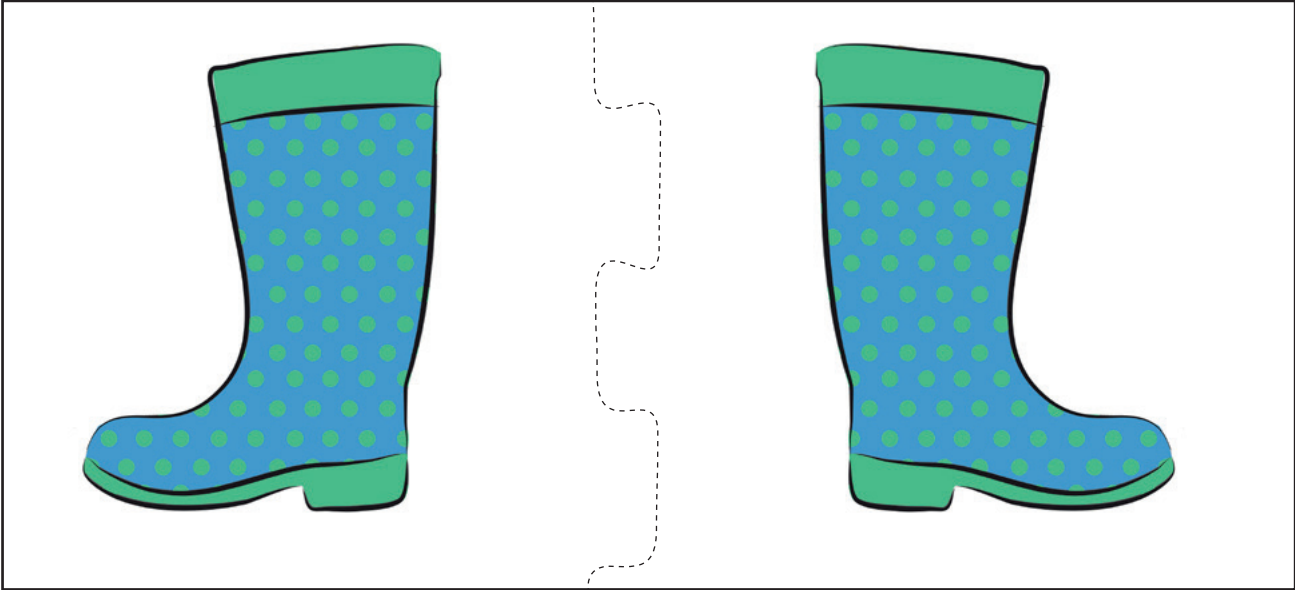
KEY STRATEGY

TALK TALK TALK: Understanding the relationship between words helps the child organise and store words in their vocabulary bank and this means they will be able to recall the words easier when they need them. *You could use these shoes for running at the park or a child might wear them to school. They are good for a girl or a boy. I call them sneakers but some people have another name for them. What do you call them mum?*

3. Shoe Match Up



3. Shoe Match Up



3. Shoe Match Up



3. Shoe Match Up



ACTIVITY

4. Make (and hide) a Shoe

PREPARATION

Print the resource on to lightweight card.

You are going to make a shoe together and then play hide and seek the shoe.

1. Talk about and follow the directions printed on the resource encouraging the child to do as much as possible.
2. When the shoe is finished encourage everyone to try it on. Talk about whether it fits.
3. Tell the child to close their eyes while you hide the shoe somewhere in the room.
4. Tell the child to open their eyes and find the shoe.
5. Talk about where the child is looking and where they find the shoe.
6. Swap over and let the child hide the shoe.

RESOURCES

- Hat & shoes
L1 L2 L3 A4
- Scissors and sticky tape
- Crayons



EXPECTED OUTCOMES

- Follows directions in context e.g. Cut along the line.

KEY STRATEGIES

TALK TALK TALK: Add words to every part of the construction and give the child simple instructions before you add visual clues like gestures or handing the child the crayons or scissors or sticky tape.

AUDITORY SANDWICH: Think of the visual clues as the filling in a listening sandwich and say the direction again before helping the child to complete it. *Now we need to cut along the lines. Here, use these scissors. Ok, now right on this line you cut.*



EXPECTED OUTCOMES

- Repeats some verbs e.g. colour, cut, stick.
- Attempts to repeat shapes and numbers.

KEY STRATEGIES

SABOTAGE: Create a small problem so that the child works out the power of their words. For example you could offer the child the scissors and talk about how it's their turn to cut but not let go of the scissors until they attempt to say 'cut'.

ACOUSTIC HIGHLIGHTING: Emphasise new vocabulary by adding stress, saying the word a little bit slower and/or using the word at the end of a short sentence. *See this circle. It has the number 1. See there are 2 more circles. We need the one with the number 2.*



EXPECTED OUTCOMES

- Hides shoe for others to find.

KEY STRATEGY

AUDITORY HOOKS: Taking turns in the hiding game is an important social skill. Hiding the shoe is the easy part. Not telling the seeker where the shoe is, is the hard part. It will take some time for the child to learn to resist telling where the shoe is. Use *Auditory Hooks* to grab the child's attention and try and explain about keeping the location a secret. *WAIT. Don't tell mum. Shhh. Let her find it.*

ACTIVITY

4. Make (and hide) a Shoe

PREPARATION

Print the resource on to lightweight card.

RESOURCES

- Hat & shoes
L1 L2 L3 A4
- Scissors and sticky tape
- Crayons

You are going to make a shoe together and then play hide and seek the shoe.

1. Explain that you are going to teach the child how to make a shoe and then they are going to teach their parent/caregiver how to make a shoe.
2. Give one shoe template to the child and one to the parent/caregiver.
Talk about and follow the directions printed on the resource.
Encourage the child to do as much as possible. After every direction ask the child to repeat the instruction to 'teach' their parent/caregiver how to make the shoe.
3. When the shoes are finished encourage everyone to try one on. Talk about whether it fits.
4. Explain that you are going to play 'hide the shoe'. Ask the child if you should hide one shoe or both shoes.
5. Tell the child to close their eyes while you hide the shoe/shoes somewhere in the room.
6. Tell the child to open their eyes and find the shoe/shoes.
7. Talk about where the child is looking and where they find the shoe/shoes.
8. Swap over and let the child hide the shoe/shoes.



EXPECTED OUTCOMES

- Follows simple directions e.g. Cut along the line.

KEY STRATEGIES

TALK TALK TALK: Add words to every part of the construction and give the child simple instructions before you add visual clues like gestures or handing the child the crayons or scissors or sticky tape.

AUDITORY SANDWICH: Think of the visual clues as the filling in a listening sandwich and say the direction again before helping the child to complete it. *Now we need to cut along the lines. Here, use these scissors. Ok, now you cut along the line.*



EXPECTED OUTCOMES

- Says shape + number: circle 1.
- Understands and uses 'together'.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: Place acoustic highlighting on 2 pieces of information in each direction to make it easier for the child to attempt to repeat the instruction for their parent/caregiver. *Tell mum to find square 1.*

THE SAME THINKING PLACE: Model the words that go with the child's thinking so they can use this vocabulary to explain to their parent/caregiver. *See how 1 and 2 come together. Tell mum to put them together.*



EXPECTED OUTCOMES

- Hides shoe for others to find and understands not to tell where it is.

KEY STRATEGY

AUDITORY HOOKS: Taking turns in the hiding game is an important social skill. Hiding the shoe is the easy part. Not telling the seeker where the shoe is, is the hard part. It will take some time for the child to learn to resist telling where the shoe is. Use *Auditory Hooks* to grab the child's attention and try and explain about keeping the location a secret. *WAIT. Don't tell mum. Shhh. Let her find it.*

ACTIVITY

4. Make (and hide) a Shoe

PREPARATION

Print the resource on to lightweight card.

RESOURCES

- Hat & shoes
L1 L2 L3 A4
- Scissors and sticky tape
- Crayons

You are going to make 2 shoes together and then play hide and seek the shoe.

1. Explain that you are going to teach the child how to make a shoe and then he is going to teach their parent/caregiver how to make a shoe.
2. Give one shoe template to the child and one to the parent/caregiver.
Talk about and follow the directions printed on the resource.
Encourage the child to do as much as possible. After every direction ask the child to repeat the instruction to 'teach' their parent/caregiver how to make the shoe.
3. When the shoes are finished encourage everyone to try one on. Talk about whether it fits.
4. Explain that you are going to play 'hide the shoe'. Ask the child if you should hide one shoe or both shoes.
5. Tell the child to close their eyes while you hide the shoe/shoes somewhere in the room.
6. Tell the child to open their eyes and find the shoe/shoes.
7. Talk about where the child is looking and where they find the shoe/ shoes.
8. Swap over and let the child hide the shoe/shoes.



EXPECTED OUTCOMES

- Follows complex directions: Put circle 1 and circle 2 together.

KEY STRATEGIES

TALK TALK TALK: Add words to every part of the construction and give the child instructions before you add visual clues like gestures or handing the child the crayons or scissors or sticky tape.

AUDITORY SANDWICH: Think of the visual clues as the filling in a listening sandwich and say the direction again before helping the child to complete it. *See these lines that say cut. We need to cut along the word cut.*



EXPECTED OUTCOMES

- Repeats an instruction sequence.
- Uses specific vocabulary (parts of a shoe).

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: Place *Acoustic highlighting* on the critical pieces of information of each direction to make it easy for the child to repeat them when 'teaching' their parent/caregiver. *Lift and bend circle 2 outside circle 1.*

THE SAME THINKING PLACE: Model new words that go with the child's thinking so he can use this vocabulary to explain to their parent/caregiver. *Use tape over the heel of the shoe.*



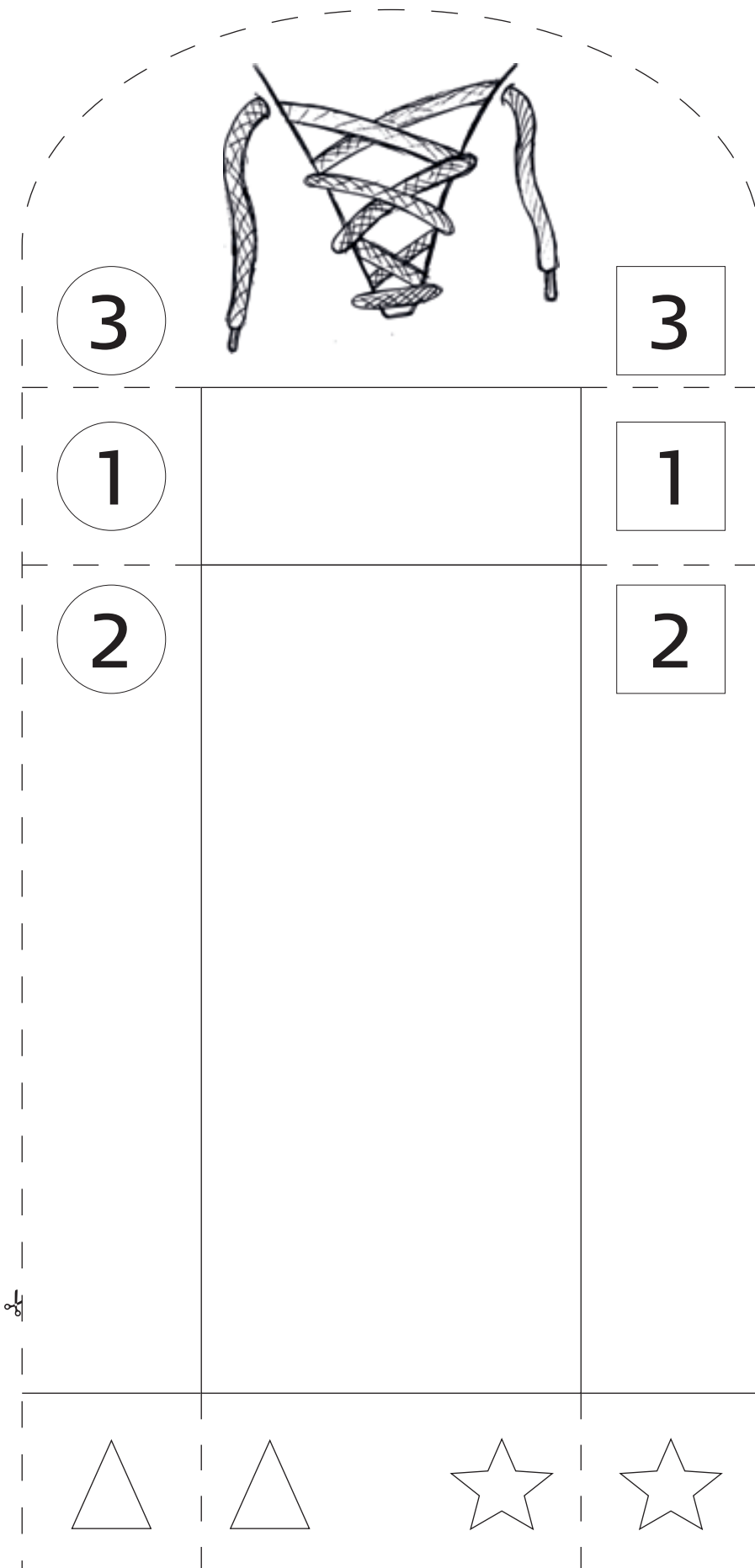
EXPECTED OUTCOMES

- Hides shoe for others to find and understands not to tell where it is.

KEY STRATEGY

AUDITORY HOOKS: Taking turns in the hiding game is an important social skill. Hiding the shoe is the easy part. Not telling the seeker where the shoe is, is the hard part. It will take some time for the child to learn to resist telling where the shoe is. Use *Auditory Hooks* to grab the child's attention and try and explain about keeping the location a secret. *WAIT. Don't tell mum. Shhh. Let her find it.*

4. Make (and hide) a Shoe



To make the shoe:

1. Cut along all lines marked
— — — —
2. Colour in the lace using a crayon.
3. Turn the template over so images are on the underside.
4. Join square 1 and square 2 so 2 is on top of 1. Tape in place.
5. Repeat for circles 1 and 2.
6. Bend square 3 to match up with the other squares and tape.
7. Repeat for circle 3.
8. Join the stars so they are on top of each other. Tape in place.
9. Join the triangles so they are on top of each other. Tape in place.

MED-EL Offices Worldwide

AMERICAS

Argentina
medel@medel.com.ar

Canada
officecanada@medel.com

Colombia
office-colombia@medel.com

Mexico
office-mexico@medel.com

United States
implants@medelus.com

ASIA PACIFIC

Australia
office@medel.com.au

China
office@medel.net.cn

Hong Kong
office@hk.medel.com

India
implants@medel.in

Indonesia
office@id.medel.com

Japan
office-japan@medel.com

Malaysia
office@my.medel.com

Philippines
office@ph.medel.com

Singapore
office@sg.medel.com

South Korea
office@kr.medel.com

Thailand
office@th.medel.com

Vietnam
office@vn.medel.com

EMEA

Austria
office@at.medel.com

Belgium
office@be.medel.com

Finland
office@fi.medel.com

France
office@fr.medel.com

Germany
office@medel.de

Italy
ufficio.italia@medel.com

Portugal
office@pt.medel.com

Spain
office@es.medel.com

South Africa
customerserviceZA@medel.com

United Arab Emirates
office@ae.medel.com

United Kingdom
customerservices@medel.co.uk