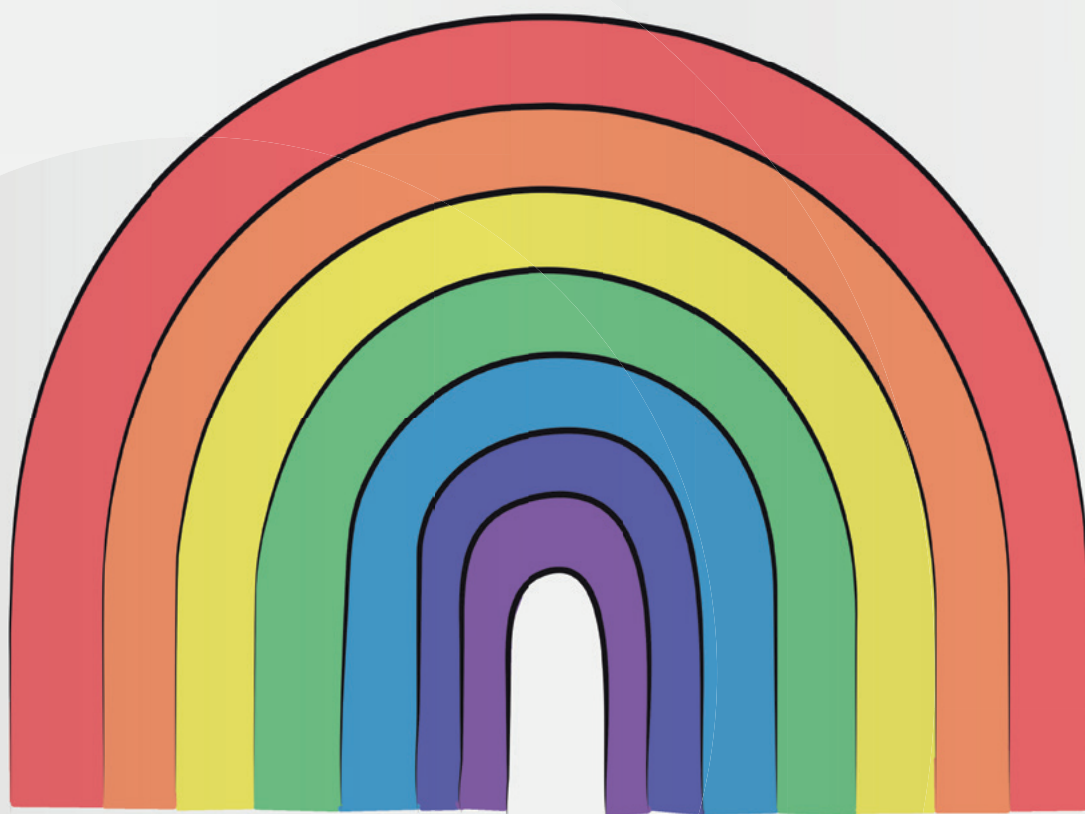**MED·EL**

Lesson Kits
20 COLOURS

hearLIFE

MED●EL

Learn About the Lesson Plans

Lesson Plan
Level 1, Level 2, Level 3

1. Colour Bingo
Therapist Notes, Resources

2. Make a Rainbow
Therapist Notes, Resources

3. Colourful Sentences
Therapist Notes, Resources

4. Eat Yourself a Rainbow
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.

Learn About The Lesson Plans

(ear icon) indicates listening goals

(lips icon) indicates spoken language goals

(brain icon) indicates cognition and Theory of Mind goals

How to choose a level

	(ear icon)	(lips icon)	(brain icon)
Level 1	The child is learning to listen and attend to *1 unit* of information. Spoken language is presented to the child in simple short sentences and acoustic highlighting techniques are utilised to enable the child to attend to new information.	The child using *single words*, has a vocabulary of up to 200 words and may be starting to combine words into 2 word combinations.	Cognition refers to how we learn and gain knowledge and understanding about our world. Theory of Mind *(ToM)* 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 *2 units* of information. Spoken language is presented in longer sentences and acoustic highlighting techniques are utilised to encourage the child to attend to all the information in the sentence.	The child is producing *2 to 3 word combinations*, 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 *3 units* 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 *4 to 5 word sentences* and questions, has a vocabulary of more than 2000 words and is using a variety of grammatical markers.	

The theme: the level

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

Document the child's detection or imitation response

Each lesson plan has 4 activities

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

Resources are easily identified by file name:
Theme Level (L) Activity (A)
Eg: Animals L1 L2 A2
= resources you need for Animals theme lesson Level 1 and Level 2 activity 2

MY HOUSE: LEVEL 1 LESSON PLAN

MED EL

Date: ....

Name: .... Age: .... H.A: ....

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

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

The theme: the level

The activity name

What you need to do before the lesson

Step by step through the activity

Goal from lesson plan: example of skill

Key Listening Strategy or technique to use to help child to achieve the goal.

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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.*

COLOURS: LEVEL 1 LESSON PLANS

MED-EL

Date: ....

Name: .... Age: .... H.A: ....

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

	👂	👄	🧠
COLOUR BINGO **RESOURCES** • Colours L1 A1 yellow, blue, green, red • Colours L1 A1 • Colours L1 L2 A1 dice • Colours L1 L2 L3 A1 rainbows	• Understands one item: · verb: roll · adjective: colours · nouns	• Repeats or says: · colours · nouns	• Matches colours • Matches pictures
MAKE A RAINBOW **RESOURCES** • Colours L1 L2 L3 A2 • Colours L1 L2 L3 A2 colour strips	• Understands simple verb phrases in context	• Says colours • Repeats some verbs	• Understands that people can like different things (colours)
COLOURFUL SENTENCES **RESOURCES** • Colours L1 A3	• Understands one item: · noun · verb	• Attempts 2 word combinations	• Begins to recognise some feelings in others
EAT YOURSELF A RAINBOW **RESOURCES** • Colours L1 L2 L3 A4	• Attends to one item in a sentence	• Says one word from a sentence	• Matches objects to colours

COLOURS: LEVEL 2 LESSON PLANS

MED꩜EL

Date: ....

Name: .... Age: .... H.A: ....

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

	👂	👄	🧠
COLOUR BINGO **RESOURCES** • Colours L2 A1 • Colours L1 L2 A1 • Colours L1 L2 A1 dice • Colours L1 L2 L3 A1 rainbows	• Attends to two items: colour + object	• Says colour + object	• Understands the emotions associated with winning and not winning
MAKE A RAINBOW **RESOURCES** • Colours L1 L2 L3 A2 • Colours L1 L2 L3 A2 colour strips	• Understands ordinal numbers first, second, third	• Combines verb + colour	• Talks about favourite colour
COLOURFUL SENTENCES **RESOURCES** • Colours L2 A3	• Understands two items: · noun + verb • Answers "Where…" questions	• Combines noun + verb • Says prepositional phrase	• Identifies feelings in others
EAT YOURSELF A RAINBOW **RESOURCES** • Colours L1 L2 L3 A4	• Can remember 2 to 3 words from a sentence	• Says adjective noun or number noun	• Talks about objects by colours

COLOURS: LEVEL 3 LESSON PLANS

MED⬤EL

Date: ....

Name: ....   Age: ....   H.A: ....

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

	👂	👄	🧠
COLOUR BINGO **RESOURCES** • Colours L3 A1 • Colours L1 L2 L3 A1 rainbows	• Attends to three items: size + colour + object	• Says size + colour + object	• Uses words to express emotions associated with winning and not winning
MAKE A RAINBOW **RESOURCES** • Colours L1 L2 L3 A2 • Colours L1 L2 L3 A2 colour strips	• Understands before/after	• Gives directions using before/after	• Asks others about their favourite colour
COLOURFUL SENTENCES **RESOURCES** • Colours L3 A3	• Understands three items: · noun + verb + location • Answers "When…" questions	• Combines noun + verb + prepositional phrase • Uses third person verbs	• Talks about feelings in others and makes suggestions for helping
EAT YOURSELF A RAINBOW **RESOURCES** • Colours L1 L2 L3 A4	• Can repeat 4 to 5 words from a sentence	• Says adjective number noun or number noun • Uses some partitives	• Can generate a list of foods that are a particular colour

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1. Colour Bingo

PREPARATION

Print resources onto lightweight card.
Cut out the dice shape.
Cut up the rainbow cards.

You are going to make a 'colour dice' and then play bingo.
1. Together with the child cut out the cards on Colours L1 A1 (these are the black and white outline pictures). Talk about the pictures while you cut. Place cards face down in a pile. These are the bingo calling cards.
2. Make the dice by folding the tabs and squares and sticking in place with tape. Talk about the colours while you stick.
3. Share out the bingo pages so each player has one colour.
4. Share out the rainbow cards.
5. Player 1 rolls the colour dice and says the colour. The person with that colour bingo page picks up a rainbow card. If the dice shows the 4 colours, all players pick up rainbow cards. Player 1 picks up a card from the Bingo calling cards pile and calls the name of the picture. The player or players holding a rainbow put it on the picture.
6. Player 2 becomes the caller and rolls the dice, says the colour, then calls the next picture from the bingo calling cards pile.
7. Take turns being the caller and repeat until someone has three rainbows in a row. Shuffle and re-start the bingo calling cards if required.

RESOURCES
- Colours L1 A1 yellow, blue, green, red
- Colours L1 A1
- Colours L1 L2 A1 dice
- Colours L1 L2 L3 A1 rainbows
- scissors and sticky tape

EXPECTED OUTCOMES
- Understands one item: verb (cut/ roll), adjective (colour), noun (e.g. flower).

KEY STRATEGIES

TALK TALK TALK & ACOUSTIC HIGHLIGHTING: Add words to every activity and action you do with the child, including when you are preparing the materials and encourage the parent/caregiver to do the same. Use the acoustic highlighting technique of placing important words at the end to call attention to the verbs. *Now you can cut. It's your turn to roll.*

AUDITORY SANDWICH: Give information through listening first. Hide the dice while you roll it and say the colour. Keep the picture to yourself when you pick up the draw card and label the picture. Give the child a chance to process the information and if you need to show the dice or picture card, then say the words again.

EXPECTED OUTCOMES
- Repeats or says colours/nouns.

KEY STRATEGY

WAIT WAIT & WAIT SOME MORE: When it is the child's turn to be the caller, give them the dice to roll and show the child your 'expectant look'. Lean in, raise your eyebrows and smile an encouraging smile to let them know it is their turn to talk. If the child doesn't vocalise, encourage the parent/caregiver to close their eyes so the child must vocalise to share the information. Model the language for the child to repeat. *See mum is not looking. You tell her it's blue.*

EXPECTED OUTCOMES
- Matches colours/pictures.

KEY STRATEGY

AUDITORY FEEDBACK LOOP: Matching pictures is a visual skill. Add language models and encourage the child to repeat what they hear to help develop the child's ability to monitor their own speech through listening.

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ACTIVITY

1. Colour Bingo

PREPARATION
Print resources onto lightweight card.
Cut up the rainbow cards.

1. Together with the child cut out the draw cards. Talk about the pictures while you cut. Place cards face down in a pile. These are the bingo calling cards.
2. Share out the bingo pages so each player has one.
3. Share out the rainbow cards.
4. Player 1 picks up a draw card and calls out the colour and object; e.g. "yellow car". The player with the matching picture on their bingo card places a rainbow on it.
5. Player 2 becomes the caller, picks up a draw card and calls it out.
6. Repeat until one player has 3 rainbows in a row or column. They shout 'bingo' and have won the game.

RESOURCES
- Colours L2 A1
- Colours L2 A1 draw cards
- Colours L1 L2 L3 A1 rainbows (may need 2 copies)

EXPECTED OUTCOMES
- Attends to two items: colour + object e.g. green socks.

KEY STRATEGIES
ACOUSTIC HIGHLIGHTING: As a child progresses from Level 1 listening to Level 2 listening we need to help the child attend to more pieces of information. It is easiest for the child to remember the last word, so help call the child's attention to the colour by adding acoustic highlighting to that word; say it a little bit louder or slower and add a little pause after it. *I have a red.. fish*

AUDITORY SANDWICH: Give information through listening first. Hide the draw card while you 'call' it out to give the child a chance to process the information through audition and if you need to let the child have a quick peek at the picture, then say the words again.

EXPECTED OUTCOMES
- Repeats or says colour + object.

KEY STRATEGIES
WAIT WAIT & WAIT SOME MORE: When it is the child's turn to be the caller, let them take a draw card, then show the child your 'expectant look'. Lean in, raise your eyebrows and smile an encouraging smile to let them know it is their turn to talk.

EXPANSION & EXTENSION + USE CHOICES: Maybe the child 'calls' out only one of the two required pieces of information. Provide an expanded language model in the form of a choice question so the child can hear the correct language models in a natural context. *Do we need to look for the **red cup** or the **blue cup**?*

EXPECTED OUTCOMES
- Understands the emotions associated with winning and not winning.

KEY STRATEGY
TALK TALK TALK: Learning to control our behaviour and language in competitive games is an important social skill. Talk with the parent/caregiver about how they would like their child to behave and model appropriate language. *Oh, dad won. Well done Dad. Maybe I will win next time.*

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1. Colour Bingo

PREPARATION
Print resources onto lightweight card.
Cut up the rainbow cards.

1. Together with the child cut out the draw cards. Talk about the pictures while you cut. Point out how some images are big and some are little. Place cards face down in a pile. These are the bingo calling cards.
2. Share out the bingo pages so each player has one.
3. Share out the rainbow cards.
4. Player 1 picks up a draw card and calls out the size, colour and object e.g. "big yellow socks". The player with the matching picture on their bingo card places a rainbow on it.
5. Player 2 becomes the caller, picks up a draw card and calls it out.
6. Repeat until one player has 3 rainbows in a row or column. They shout 'bingo' and have won the game.

RESOURCES
- Colours L3 A1
- Colours L3 A1
  draw cards
- Colours L1 L2 L3 A1
  rainbows
  (may need 2 copies)

EXPECTED OUTCOMES
- Attends to three items: size + colour + object e.g. big blue cup.

KEY STRATEGIES
ACOUSTIC HIGHLIGHTING: As a child progresses from Level 2 listening to Level 3 listening we need to help the child attend to more pieces of information. Help call the child's attention to each item by adding acoustic highlighting, say the words a little bit louder or slower and add a little pause after it. *I have a **little… red… balloon.***

AUDITORY SANDWICH + USE CHOICES: Give information through listening first; hide the draw card while you 'call' it out to give the child a chance to process the information through audition and if you need to let the child have a quick peek at the picture, then say the words again. Help the child attend to the size adjective by pointing out both the big and the little image on the bingo pages and then repeat the information about the draw card. *See there is the **big** green flower and there is the **little** green flower. This one is the **little** green flower.*

EXPECTED OUTCOMES
- Says size + colour + object.

KEY STRATEGIES
EXPANSION & EXTENSION + USE CHOICES: Maybe the child 'calls' out only two of the three required pieces of information. Provide an expanded language model in the form of a choice question so the child can hear the correct language models in a natural context. *Do we need to look for the **big red cup** or the **little red cup?***

SABOTAGE: Deliberately put a rainbow on the incorrect picture to create a problem that the child needs to communicate about to help reach a solution.

EXPECTED OUTCOMES
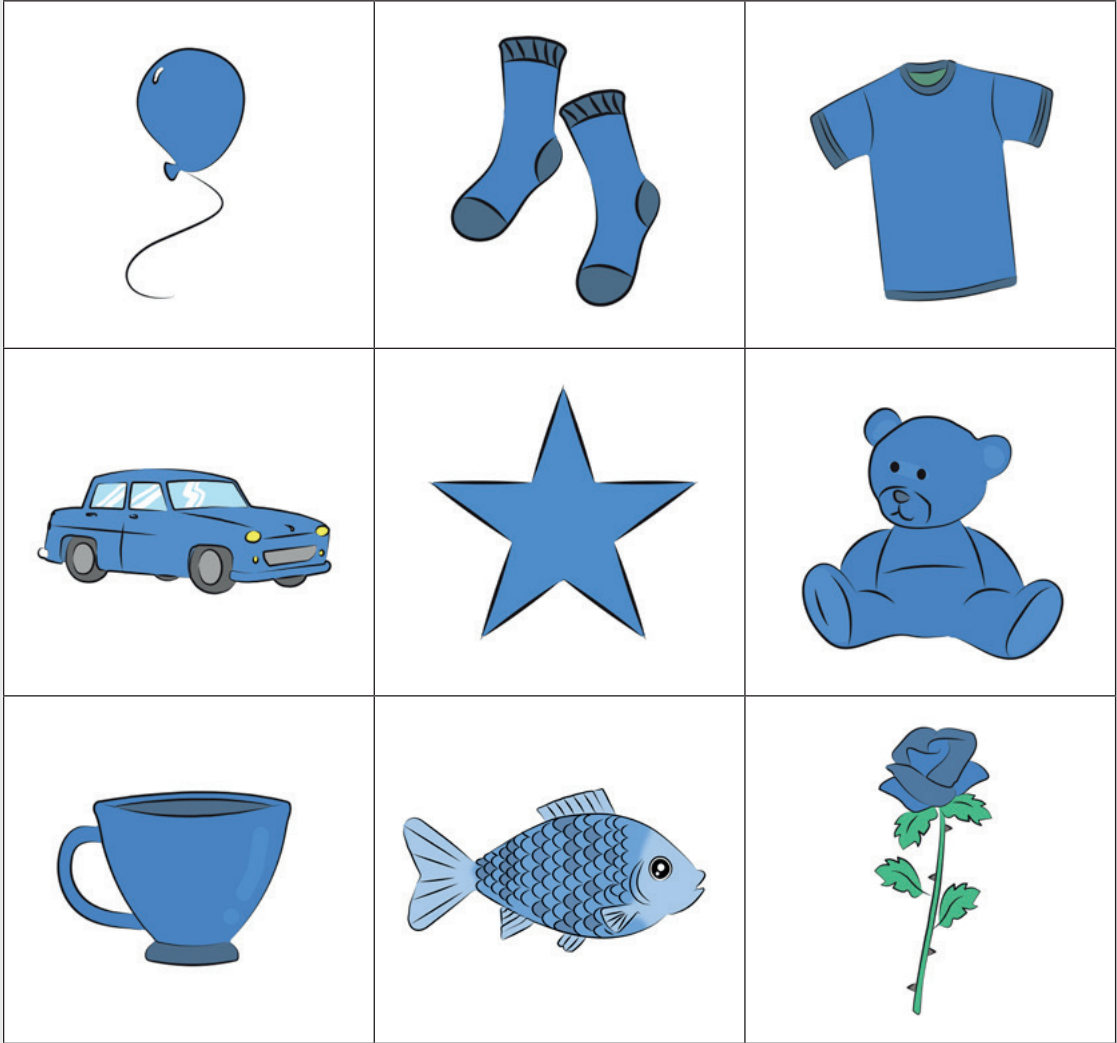- Uses words to express emotions associated with winning and not winning.

KEY STRATEGY
TALK TALK TALK: Learning to control our behaviour and language in competitive games is an important social skill. Talk with the parent/caregiver about how they would like their child to behave and model appropriate language. *Oh, dad won. Well done Dad. Let's all say 'Congratulations, Dad!'. Maybe we will win next time.*
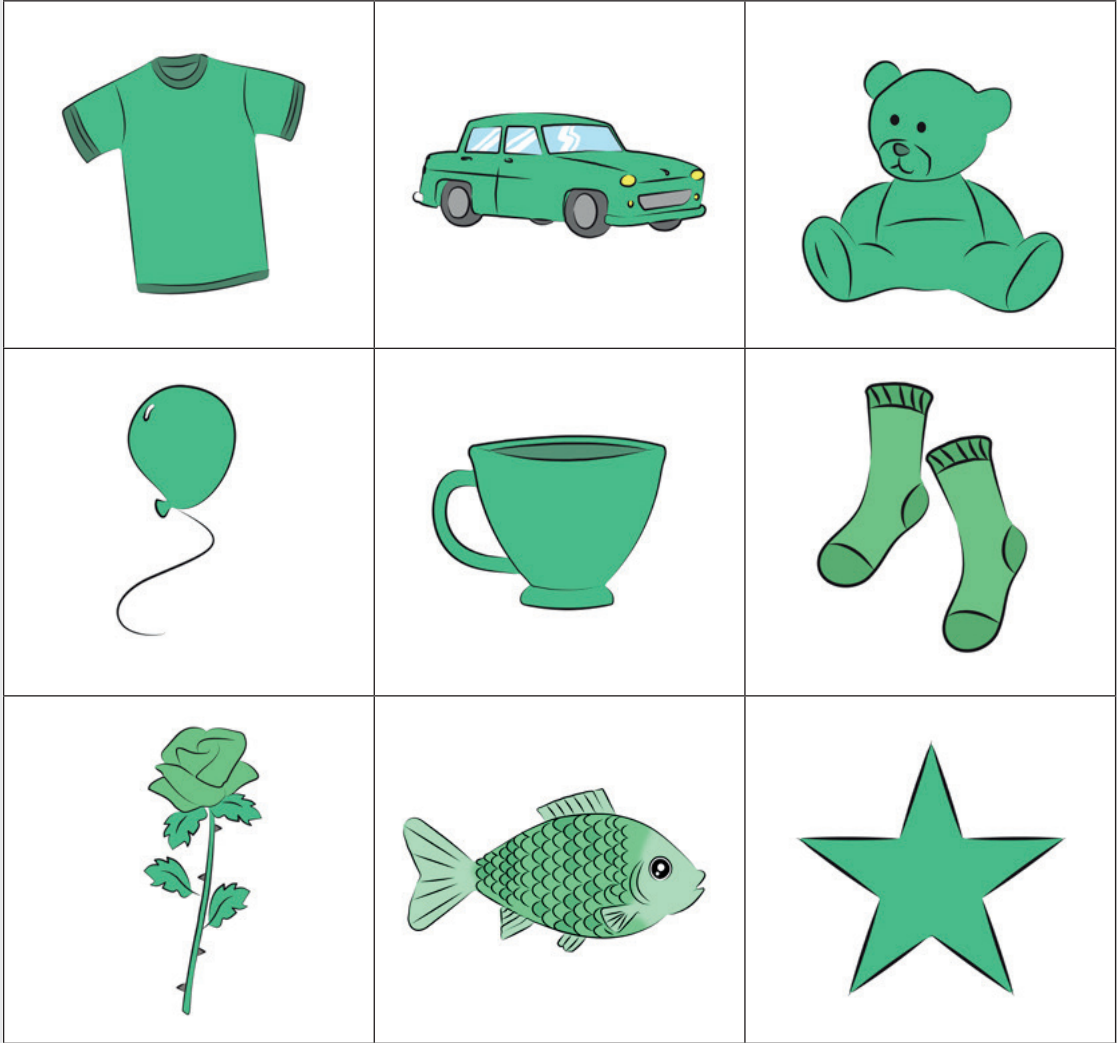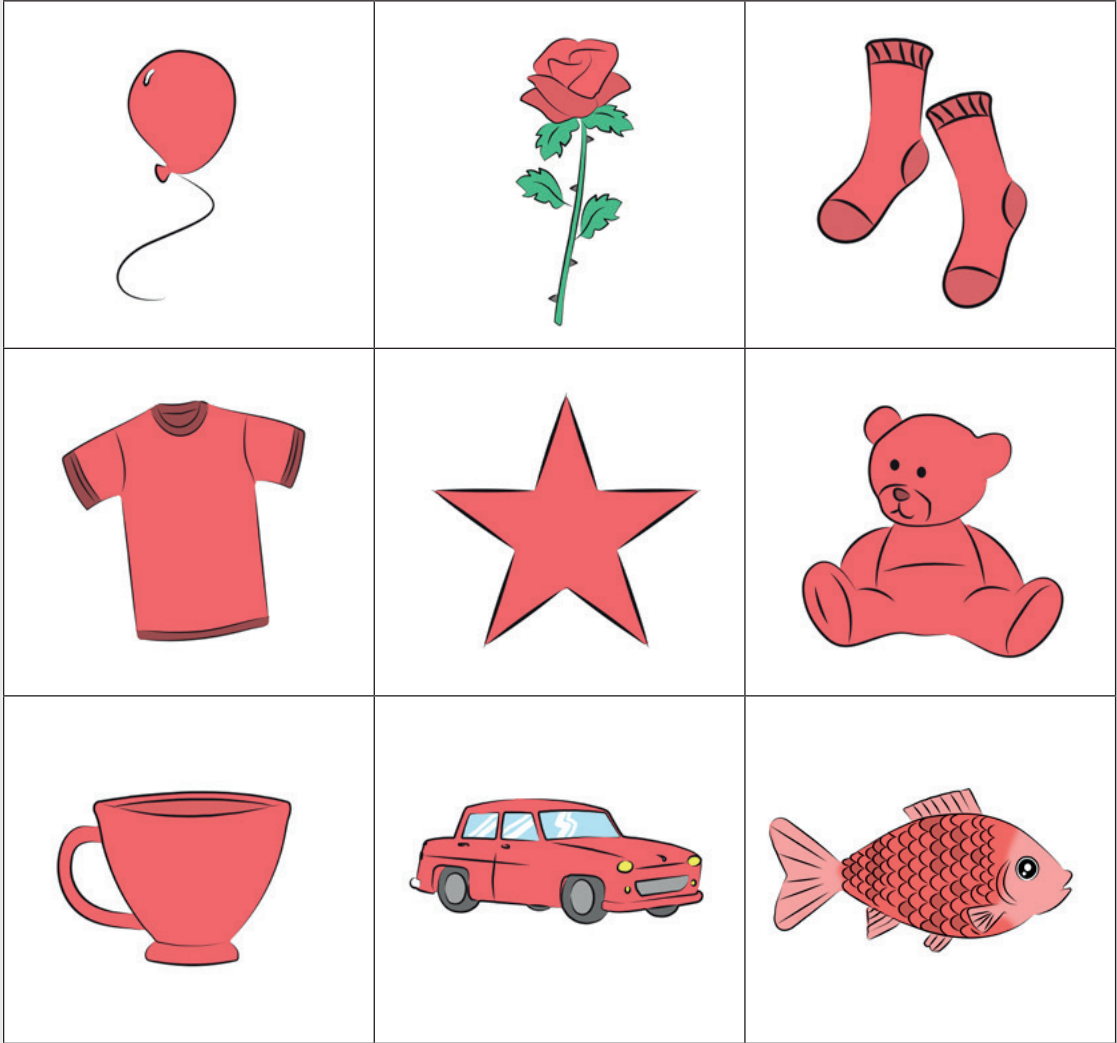
1. Colour Bingo
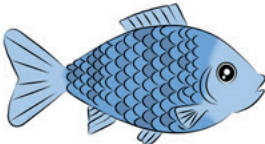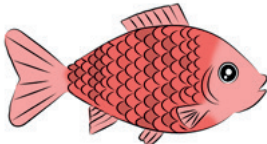
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Glue Under
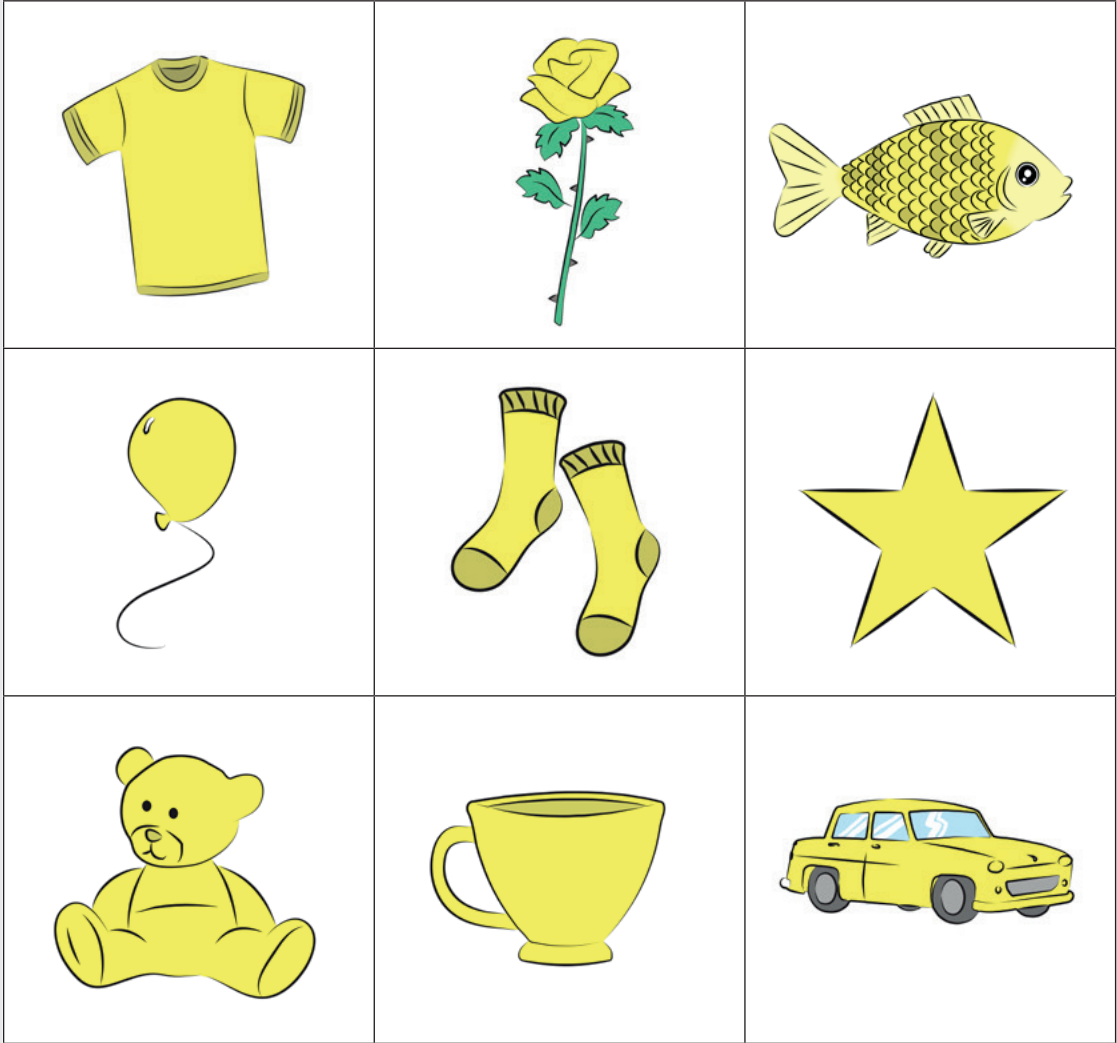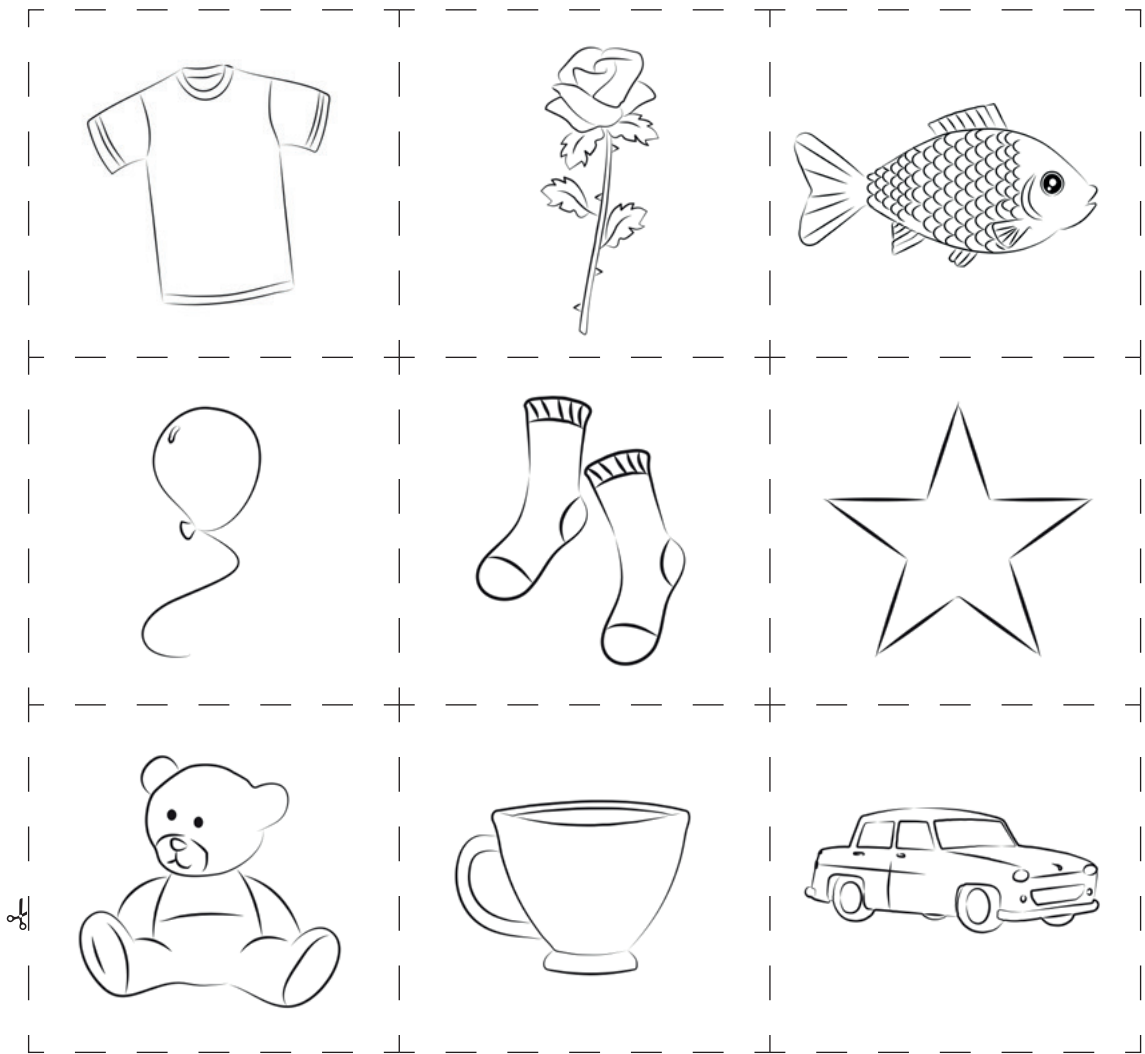
Glue Under

Glue Under

Glue Under

Glue Under

Glue Under

Glue Under

1. Colour Bingo

1. Colour Bingo

1. Colour Bingo

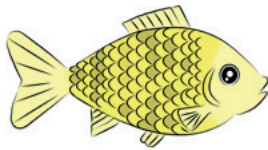# 1. Colour Bingo

1. Colour Bingo

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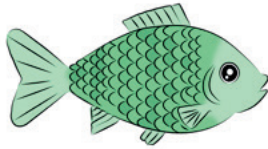
1. Colour Bingo

1. Colour Bingo

1. Colour Bingo

1. Colour Bingo

1. Colour Bingo

1. Colour Bingo

MED•EL

ACTIVITY

2. Make a Rainbow

PREPARATION

Print Colours L1 L2 L3 A2 (the rainbow shape) resource onto lightweight card.
Print Colours L1 L2 L3 A2 colour strips onto paper and cut the colours into strips and cut out the clouds.

You are going to make a 'torn paper' picture (The Japanese call this chigiri-e).
1. Demonstrate to the child how to tear small pieces off the red strip of paper.
2. Put glue on the outside section of the rainbow shape and stick some of the red pieces in this section. It doesn't need to be completely filled.
3. Repeat this process with each of the colours on the rainbow. You can do them in whatever order you want.
4. When all the colours are done stick a cloud on each end of the rainbow and admire your work.
5. Sing a song about a rainbow. If you don't know one, try this:

RESOURCES
• Colours L1 L2 L3 A2
• Colours L1 L2 L3 A2 colour strips
• scissors & glue stick

GREAT BIG RAINBOW	Sung to: "I'm a Little Teapot"
There's a great, big rainbow In the sky, With pretty colours Way up high.	When it starts to rain And the sun comes out- A beautiful rainbow Will pop out!

EXPECTED OUTCOMES
• Understands simple verb phrases in context e.g. tear, stick, push.

KEY STRATEGIES
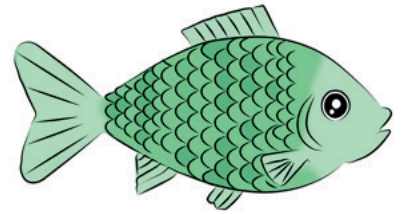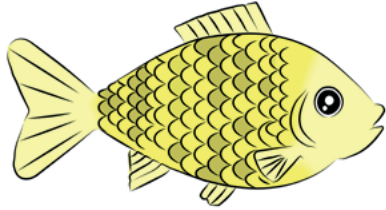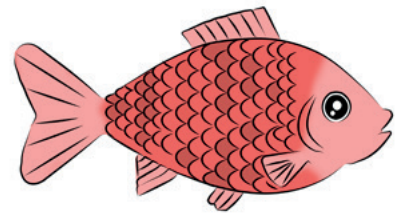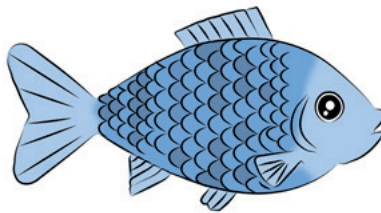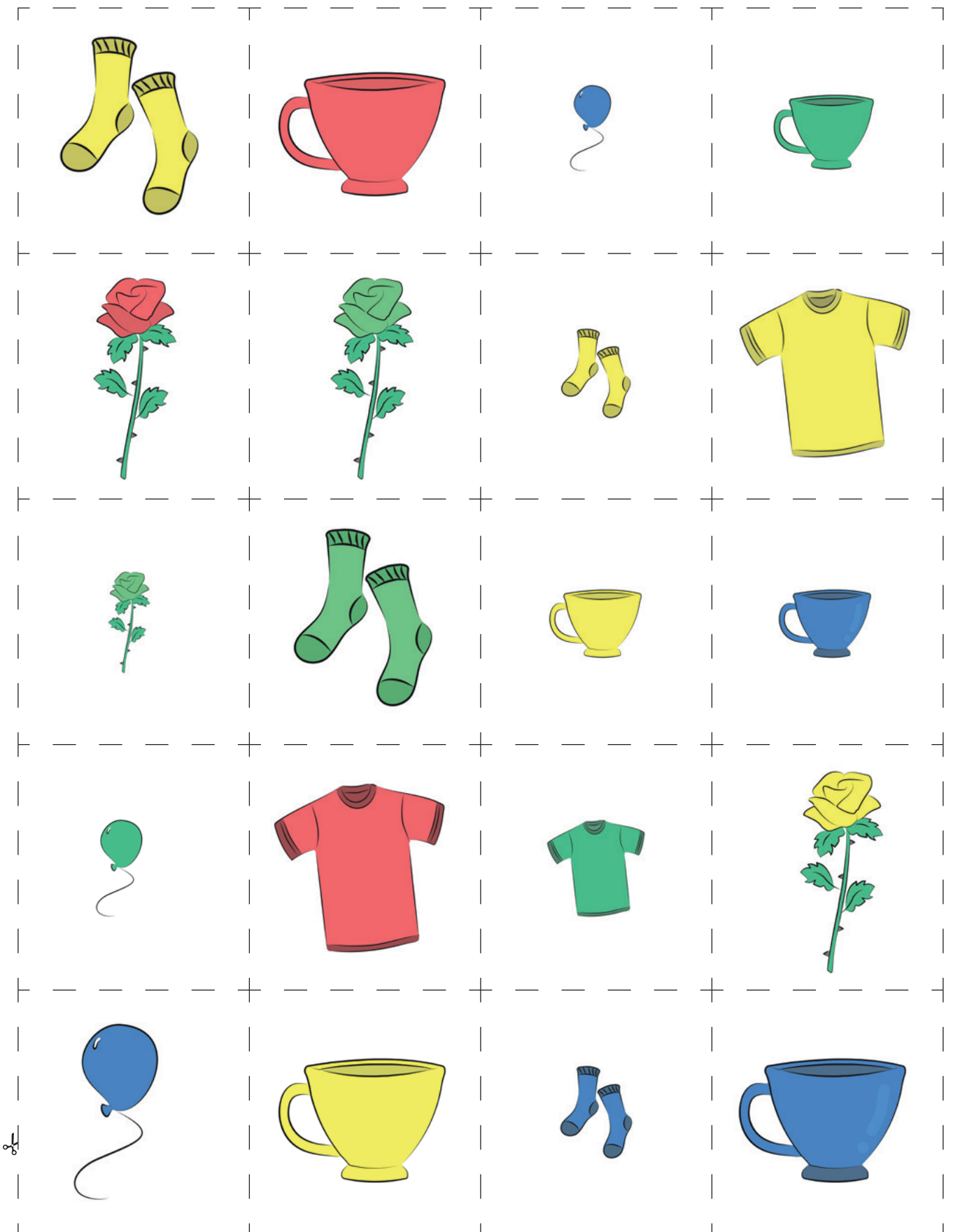**LISTENING FIRST:** Children love craft and making things and this is a great time to focus on listening. Use simple language and lots of repetition before you do each action during the construction. *Watch me **tear**. Now you can **tear**. OK now we need to **stick**...*

AUDITORY SANDWICH: The child will learn the routine for each colour. Tear, stick, push into place, so they will be able to use the context to help them understand the words they hear. If needed you can add a gesture after you say the word using Listening First, and then say the word again to complete the Auditory Sandwich.

EXPECTED OUTCOMES
• Says colours.
• Repeats some verbs.

KEY STRATEGIES
THE SAME THINKING PLACE: Encourage the child to choose the next colour, this way you can be sure your words match what the child is thinking about. A child's use of colours varies according to the importance placed on the development of this skill in the child's culture or home environment, but by the age of 3 a child should be able to name a few colours.

MUSIC MUSIC MUSIC: Include a song in as many activities as you can. Songs like this one help consolidate vocabulary through identifying relationships between words i.e. *rainbow, colours, sky, rain, sun.*

EXPECTED OUTCOMES
• Understands that people can like different things (colours).

KEY STRATEGY
TALK TALK TALK: Talk about your favourite colour so the child can develop their Theory of Mind understanding that everybody can like different things.

MEDEL

2. Make a Rainbow

PREPARATION

Print Colours L1 L2 L3 A2 (the rainbow shape) resource onto lightweight card.
Print Colours L1 L2 L3 A2 colour strips onto paper and cut the colours into strips and cut out the clouds.

You are going to make a 'torn paper' picture (The Japanese call this chigiri-e).

1. Talk about how the red goes on the top, or outside of the rainbow and how you are going to do that first.
2. Demonstrate to the child how to tear small pieces off the red strip of paper.
3. Put glue on the outside section of the rainbow shape and stick some of the red pieces in this section. It doesn't need to be completely filled.
4. Repeat this process with each of the colours on the rainbow. Together you can decide what order to do the colours. You may like to stick the colours from the outside in, or you can choose what colour to do and then find where it goes on the rainbow.
5. When all the colours are done, stick a cloud on each end of the rainbow and admire your work.
6. Sing a song about a rainbow. If you don't know one, try this:

GREAT BIG RAINBOW	Sung to: "I'm a Little Teapot"
There's a great, big rainbow In the sky, With pretty colours Way up high.	When it starts to rain And the sun comes out- A beautiful rainbow Will pop out!

RESOURCES
- Colours L1 L2 L3 A2
- Colours L1 L2 L3 A2 colour strips
- scissors & glue stick

EXPECTED OUTCOMES
• Understands ordinal numbers first, second, third.

KEY STRATEGIES
LISTENING FIRST: Children love craft and making things and this is a great time to focus on listening. Use simple language and lots of repetition before you do each action during the construction. *Watch me **tear the paper.** Now you can **tear the paper.***

ACOUSTIC HIGHLIGHTING: Use acoustic highlighting techniques to call the child's attention to the words that tell you about what order to do things in. Highlighting these words in natural context will help the child understand their meaning. ***First** we did red. **Second** we stuck orange. **Third** was yellow.*

EXPECTED OUTCOMES
• Combines verb + colour e.g. tear the red/ stick the yellow.

KEY STRATEGIES
SAME THINKING PLACE: Add language to whatever action the child is doing. This way your words will match what the child is thinking about. *Good job, **tearing the paper.***

MUSIC MUSIC MUSIC: Include a song in as many activities as you can. Songs like this one help consolidate vocabulary through identifying relationships between words i.e. *rainbow, colours, sky, rain, sun.*

EXPECTED OUTCOMES
• Talks about favourite colour.

KEY STRATEGY
TALK TALK TALK: Talk about your favourite colour so the child can develop their Theory of Mind understanding that everybody can like different things.

MED⁹EL

2. Make a Rainbow

PREPARATION

Print Colours L1 L2 L3 A2 (the rainbow shape) resource onto lightweight card.
Print Colours L1 L2 L3 A2 colour strips onto paper and cut the colours into strips and cut out the clouds.

You are going to make a 'torn paper' picture (The Japanese call this chigiri-e).

1. Talk about how the red goes on the top, or outside of the rainbow and how you are going to do that first, or before all the colours.
2. Point at the clouds and explain that you will stick these on after the rainbow is finished.
3. Demonstrate to the child how to tear small pieces off the red strip of paper.
4. Put glue on the outside section of the rainbow shape and stick some of the red pieces in this section. It doesn't need to be completely filled.
5. Repeat this process with each of the colours on the rainbow. Together you can decide what order to do the colours. You may like to stick the colours from the outside in, or you can choose what colour to do and then find where it goes on the rainbow.
6. When all the colours are done, stick a cloud on each end of the rainbow and admire your work.
7. Sing a song about a rainbow. If you don't know one, try this:

GREAT BIG RAINBOW	Sung to: "I'm a Little Teapot"
There's a great, big rainbow In the sky, With pretty colours Way up high.	When it starts to rain And the sun comes out- A beautiful rainbow Will pop out!

RESOURCES
• Colours L1 L2 L3 A2
• Colours L1 L2 L3 A2
  colour strips
• scissors & glue stick

EXPECTED OUTCOMES
• Understands before/after.

KEY STRATEGIES
LISTENING FIRST: Children love craft and making things. Give the instructions before you start each step and then review the process at the end.

ACOUSTIC HIGHLIGHTING: Use acoustic highlighting techniques to call the child's attention to the words that tell you about what order to do things in. Highlighting these words in natural context will help the child understand their meaning. *We will finish the rainbow **before** we stick on the clouds./ We stuck on the clouds **after** we finished the rainbow.*

EXPECTED OUTCOMES
• Gives directions using before/after.

KEY STRATEGIES
COME CLOSE TO ME: Gather around the craft activity so everybody can take turns. Encourage the child to repeat the instructions to tell their parent/caregiver what to do. *Tell mum that orange comes before yellow.*

MUSIC MUSIC MUSIC: Include a song in as many activities as you can. Songs like this one help consolidate vocabulary through identifying relationships between words i.e. *rainbow, colours, sky, rain, sun.*

EXPECTED OUTCOMES
• Asks others about their favourite colour.

KEY STRATEGY
TALK TALK TALK: Asking questions about preferences and favourites is a skill that contributes to the child's ability to fit in with a group. Ask the child's parent/caregiver their favourite colour then whisper to the parent to encourage the child to ask yours.

MED●EL

Red

Orange

Yellow

Green

Blue

Indigo

Violet

2. Make a Rainbow

MED♥EL
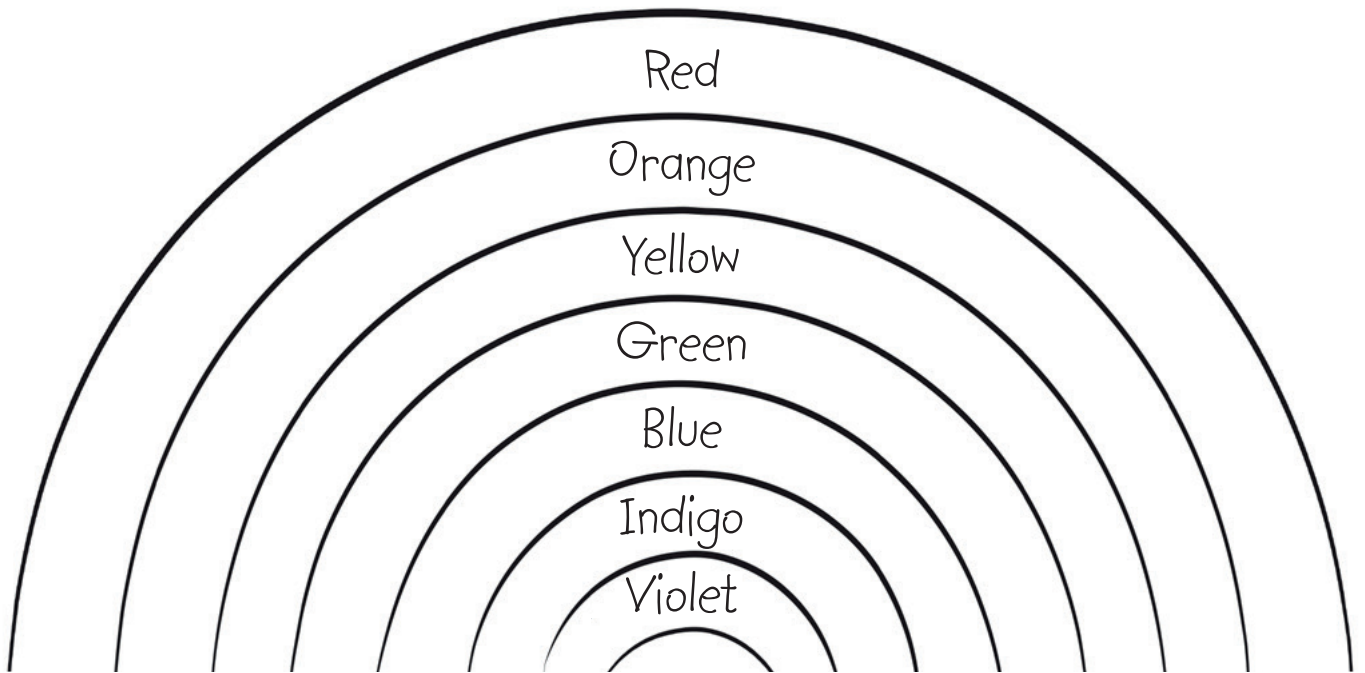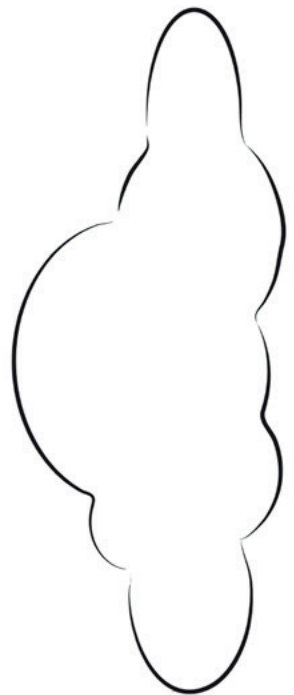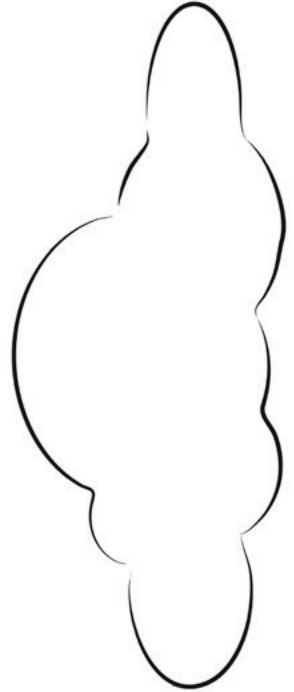
ACTIVITY

3. Colourful Sentences

PREPARATION
Print Colours L1 A3 onto lightweight card.
Cut out the pictures into rows of the same colour.
Cut the last picture off each row and spread these on the table.
Take the remaining 2 pictures from each row and fold in half so the picture on the left
is on the front and place them in a pile.

RESOURCES
• Colours L1 A3
• Scissors

You are going to match the colour surrounds to make a sentence.
1.   Together with the child look at the picture on the top of the first folded card on the pile. Talk about the animal e.g. dog.
2.   Turn the card over and talk about the verb that is associated with the image on that side i.e. shovel = the verb 'dig'.
3.   Repeat the 2 words as you turn the card over again (2 more times) then encourage everyone to look on the table for the picture that matches the words e.g. dog digging. When you find it, talk about how the colour around the pictures is the same i.e. All the cards are red.
4.   Take turns picking up a card from the pile to talk about the animal and turn it over to talk about the verb and then everybody helps find the matching picture on the table.
5.   As the child begins to understand the activity, hide the folded cards in a box or bag and lift one out without showing the others the pictures or colour. Talk about the animal and then the action before you show the card.

EXPECTED OUTCOMES
• Understands one item: noun e.g. cat/verb e.g. sleeping.

KEY STRATEGIES
ACOUSTIC HIGHLIGHTING: The level 1 child typically is only able to attend to one unit of information but this activity will help build that skill to 2 units of information. Make each unit of information stand out by using acoustic highlighting on first the noun and then the verb but the child only needs to understand one of these items to find the correct card as all the nouns and verbs are different.

AUDITORY SANDWICH: By hiding the folded cards as you talk about them you can use listening first to focus the child's auditory attention on your words. If the child can't find the matching picture, give them a quick peek at the card, but encourage them to wait until you have said the words again before they look on the table for the colour match.

EXPECTED OUTCOMES
• Attempts 2 word combinations e.g. horse jumping (or jump).

KEY STRATEGIES
AUDITORY CLOSURE: Repeat the target words and model the word combination as you find the card. Say it again and stop before the verb to see if the child can complete the sentence. *We need to find the **mouse**.... **hiding**. Hmmm Can you see the **mouse** ...**hiding**. There it is! The **mouse** is **hiding**. The **mouse** is.......*

EXPANSION & EXTENSION: Whatever the child says, repeat it and add one more acoustically highlighted word to make the sentence more complete. *Yes, the **mouse** is hiding.*

EXPECTED OUTCOMES
• Begins to recognise some feelings in others.

KEY STRATEGY
TALK TALK TALK: We can interpret feelings in others by making observations about body language. Talk about this as you make each sentence. *Oh, that mouse looks **scared**.*

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3. Colourful Sentences

PREPARATION
Print Colours L2 A3 onto lightweight card.
Cut out the pictures into rows of the same colour.

You are going to match the colour surrounds to make a sentence.

1. Together with the child cut the rows of pictures into individual cards. As you cut highlight the word that the picture will represent in the final sentence. The first picture will be the subject of the sentence, the second picture will be the verb and the third picture will be a prepositional phrase (or location where the action takes place).
2. Scatter all the cards, face up on the table, and then choose a colour to start with.
3. Find all 3 cards with the background of that colour and help the child form the picture sentence e.g. The dog is digging in the garden.
4. Position the completed 'sentence' at the far side of the table and continue making new colour matched sentences until all the cards are finished.

RESOURCES
• Colours L2 A3
• Scissors

EXPECTED OUTCOMES
• Understands two items i.e. The cat is sleeping.
• Understands and answers "Where..." questions: e.g. Where is the cat sleeping?

KEY STRATEGIES
TALK TALK TALK: As you build the sentence add language to each picture. You might find identifying a verb associated with the second picture is challenging. Children tend to spontaneously label pictures using nouns, not verbs. Talk about how you need to look at the picture and work out the '*doing*' word. *What is the mouse doing? Maybe hiding? Now we need to guess where the mouse is hiding? Maybe this is a hole?*

BUILD AUDITORY MEMORY: When you have finished the sentence try turning the cards over so you cannot see the pictures and repeat the sentence pointing to the back of each card. Encourage the child to have a turn remembering the sentence after you by helping the child move their finger across the back of the picture cards.

EXPECTED OUTCOMES
• Combines noun + verb e.g. the horse is jumping.
• Says prepositional phrase e.g. over the fence.

KEY STRATEGIES
AUDITORY CLOSURE: When you have finished all the sentences arrange them on the table as a visual prompt for the child. Start a sentence and see if the child can finish it off. *See if you can finish this one "The baby is..."*

EXPANSION & EXTENSION: Whatever the child says, repeat it and add one more acoustically highlighted word (or piece of information) to make the sentence more complete. *Yes, **the** horse is jumping **over** the fence.*

EXPECTED OUTCOMES
• Identifies feelings in others.

KEY STRATEGY
TALK TALK TALK: We can interpret feelings in others by making observations about body language and facial expressions. We can also link what we know about our past experiences and emotions. Talk about this as you make each sentence. *That fish looks happy. It has a big smile. I feel happy when I'm swimming too.*

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ACTIVITY

3. Colourful Sentences

PREPARATION
Print Colours L3 A3 onto lightweight card.
Cut out the pictures into rows of the same colour.

You are going to match the colour surrounds to make a sentence.
1. Together with the child cut the rows of pictures into individual cards. As you cut highlight the word or words that the picture will represent in the final sentence. The first picture will be the subject of the sentence, the second picture will be the verb, the third picture will be a prepositional phrase (or location where the action takes place) and the last picture will describe when the action takes place.
2. Scatter all the cards, face up on the table, and then choose a colour to start with.
3. Find all 4 cards with the background of that colour and help the child form the picture sentence e.g. The dog digs in the garden in the morning.
4. Position the completed 'sentence' at the far side of the table and continue making new colour matched sentences until all the cards are finished.

RESOURCES
• Colours L3 A3
• Scissors

EXPECTED OUTCOMES
• Understands three items: noun + verb + location. The horse jumps over the fence.
• Understands and answers "When..." questions i.e. in the daytime.

KEY STRATEGIES
TALK TALK TALK: As you build the sentence add language to each picture. You might find identifying a verb associated with the second picture is challenging. Children tend to spontaneously label pictures using nouns, not verbs. Talk about how you need to look at the picture and work out the '*doing*' word. *What is the mouse doing? Maybe hiding? Now we need to guess where the mouse is hiding? Maybe this is a hole?*

BUILD AUDITORY MEMORY: When you have finished the sentence try turning the cards over so you cannot see the pictures and repeat the sentence pointing to the back of each card. Encourage the child to have a turn remembering the sentence after you by helping the child move their finger across the back of the picture cards.

EXPECTED OUTCOMES
• Combines noun + verb + prepositional phrase: The boy eats in the kitchen.
• Uses third person verbs: eats, cries, hides.

KEY STRATEGIES
AUDITORY CLOSURE: When you have finished all the sentences arrange them on the table as a visual prompt for the child. Start a sentence and see if the child can finish it off. *See if you can finish this one: "The baby..."*

EXPANSION & EXTENSION & USE CHOICE: Whatever the child says, repeat it and add one more acoustically highlighted word or piece of information to make the sentence more complete. Do you think we should say *"The mouse hides in a hole in summer or the mouse hides in a hole in winter?"*.

EXPECTED OUTCOMES
• Talks about feelings in others and makes suggestions for helping self and others.

KEY STRATEGY
TALK TALK TALK: Help the child identify possible solutions to help solve their own problems. *The baby looks so sad. When I feel sad, I go and talk to my friends. How about you. What do you think we can do if we see a friend who is sad?*
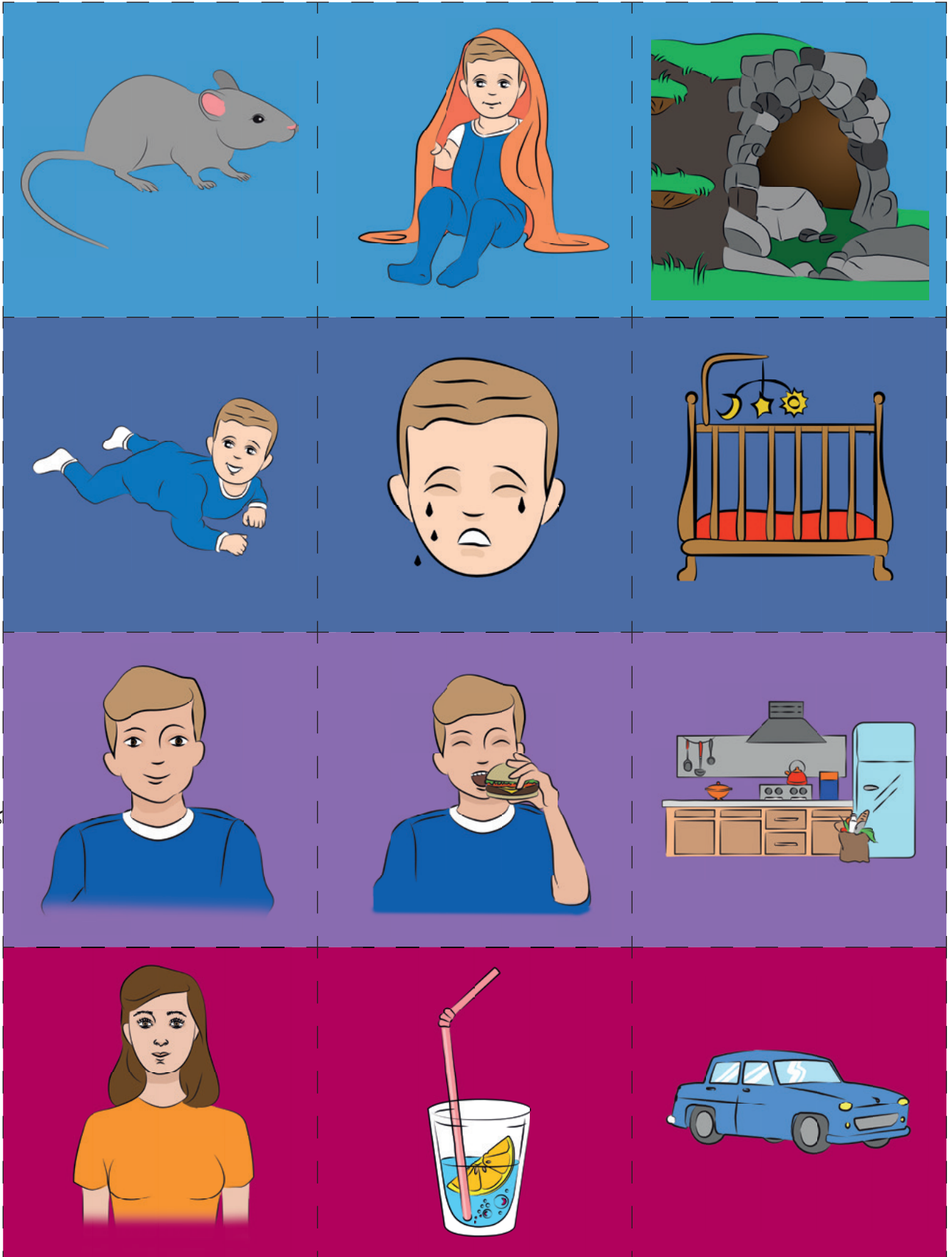
3. Colourful Sentences
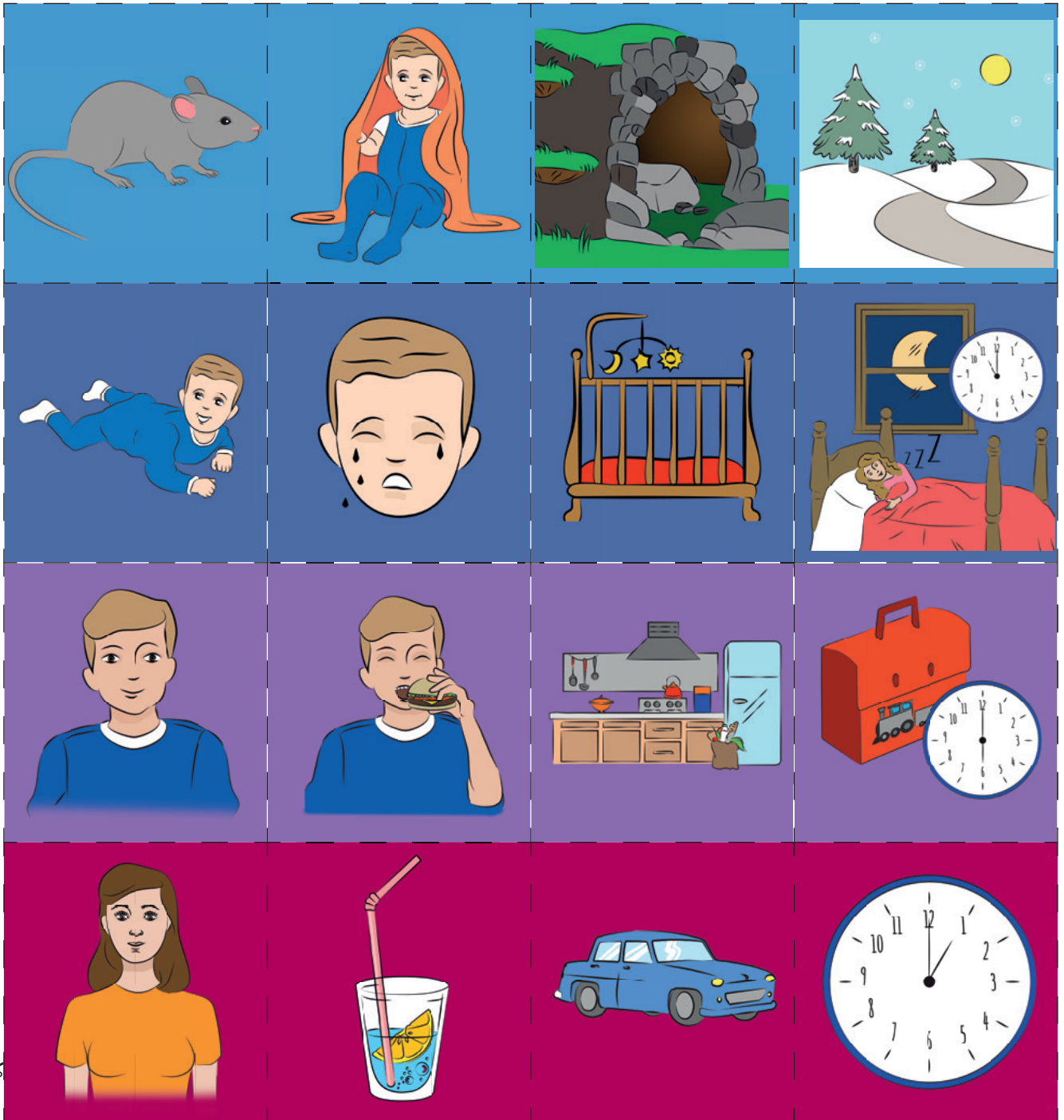
3. Colourful Sentences

3. Colourful Sentences

3. Colourful Sentences

3. Colourful Sentences

Monday

Friday Saturday

Tuesday Sunday

Wednesday

Thursday

3. Colourful Sentences

MED°EL

4. Eat Yourself a Rainbow

PREPARATION

Print the resource onto paper.
Cut the pages up if required and spread out over the table.

You are going to make and then read a book together.

1. Find the title page and talk about the rainbow.
2. Point out the slice of red apple and how it matches the outside colour on the rainbow.
3. Encourage the child to find the page with the apples and put it behind the title page.
4. Return to the title page and look at the next food item, the carrot. Talk about the colour and then again, find the matching page and put it behind.
5. Repeat until all the pages are in the book and staple them together.
6. Slowly read each page of the book pausing at the end of each page to encourage the child to repeat a word or two.

EXPECTED OUTCOMES
• Attends to one item in a sentence.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: Each page of this book contains 5 items of information. Use acoustic highlighting techniques, such as add a pause just before the word and say it a little slower or louder, to help call the Level 1 child's attention to just one of these. You can change the highlighted word each time you read the book to help build the child's understanding of different word types.

BOOKS BOOKS BOOKS: Reading from a variety of books helps expose children to different vocabulary and ways of putting words together that might not happen in day to day conversations. Maybe you wouldn't say *5 buttery kernels of yellow corn* at dinner time, but it's important that the child eventually understands what all those words mean.

EXPECTED OUTCOMES
• Says one word from a sentence.

KEY STRATEGIES

COME CLOSE TO ME: Sit the child shoulder to shoulder between you and the child's parent/caregiver. This gives the child the best possible auditory signal and also allows you to pass the book easily to the parent/caregiver so they can have a turn reading a page.

My VOICE MATTERS: You can use the parent/caregiver to model the skill of story tracking. Read a page and acoustically highlight one word then push the book in front of the parent/caregiver who repeats the word, then pass the book to the child for their turn. It may not be perfect the first time but praise all attempts.

EXPECTED OUTCOMES
• Matches objects to colours.

KEY STRATEGY

TALK TALK TALK: As you are making the book and pointing out the foods that match the colour in the rainbow you might also like to talk about other things in the room that match that colour, or if the child is able to think more abstractly you can talk about objects and food that are not in the room.

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ACTIVITY

4. Eat Yourself a Rainbow

PREPARATION
Print the resource onto paper.
Cut the pages up if required and spread out over the table.

RESOURCES
• Colours L1 L2 L3 A4
• Scissors and stapler

You are going to make and then read a book together.
1. Find the title page and talk about the rainbow.
2. Point out the slice of red apple and how it matches the outside colour on the rainbow.
3. Encourage the child to find the page with the apples and put it behind the title page.
4. Return to the title page and look at the next food item, the carrot. Talk about the colour and then again, find the matching page and put it behind.
5. Repeat until all the pages are in the book and staple them together.
6. Slowly read each page of the book pausing at the end of each page to encourage the child to repeat some of the words.

EXPECTED OUTCOMES
• Can remember 2 to 3 words from a sentence.

KEY STRATEGIES
ACOUSTIC HIGHLIGHTING: Each page of this book contains 5 items of information. Use acoustic highlighting techniques, such as add a pause just before the word and say it a little slower or louder, to help call the Level 2 child's attention to just two of these. You can change the highlighted words each time you read the book to help build the child's understanding of different word types.

BOOKS BOOKS BOOKS: Reading from a variety of books helps expose children to different vocabulary and ways of putting words together that might not happen in day to day conversation. Maybe you wouldn't say *5 buttery kernels of yellow corn* at dinner time, but it's important that the child understands what all those words mean.

EXPECTED OUTCOMES
• Says adjective noun or number noun e.g. green lettuce, 6 carrot sticks.

KEY STRATEGIES
COME CLOSE TO ME: Sit the child shoulder to shoulder between you and the child's parent/caregiver. This gives the child the best possible auditory signal and also allows you to pass the book easily to the parent/caregiver so they can have a turn reading a page.

MY VOICE MATTERS & EXPANSION & EXTENSION: You can use the parent/caregiver to model the skill of story tracking. Read a page and acoustically highlight two or three words, then push the book in front of the parent/caregiver who repeats the word, then pass the book to the child for their turn. Whatever the child says, repeat it and add one more word or one more piece of information and wait to encourage the child to try again.

EXPECTED OUTCOMES
• Talks about objects by colours.

KEY STRATEGY
TALK TALK TALK: As you are making the book and pointing out the foods that match the colour in the rainbow you might also like to talk about other things in the room that match that colour, or if the child is able to think more abstractly you can talk about objects and food that are not in the room.

MED°EL

ACTIVITY
4. Eat Yourself a Rainbow

PREPARATION
Print the resource onto paper.
Cut the pages up if required and spread out over the table.

RESOURCES
• Colours L1 L2 L3 A4
• Scissors and stapler

You are going to make and then read a book together.
1. Find the title page and talk about the rainbow.
2. Point out the slice of red apple and how it matches the outside colour on the rainbow.
3. Encourage the child to find the page with the apples and put it behind the title page.
4. Return to the title page and look at the next food item, the carrot. Talk about the colour and then again, find the matching page and put it behind.
5. Repeat until all the pages are in the book and staple them together.
6. Slowly read each page of the book pausing at the end of each page to encourage the child to repeat as many words from each page as they can.

EXPECTED OUTCOMES
• Can repeat 4 to 5 words from a sentence.

KEY STRATEGIES
ACOUSTIC HIGHLIGHTING: Each page of this book contains 5 items of information. Use acoustic highlighting techniques, such as add a pause just before the word and say it a little slower or louder, to help call the Level 3 child's attention to a minimum of three of these. You can change the highlighted words each time you read the book to help build the child's understanding of different word types.

BOOKS BOOKS BOOKS: Reading from a variety of books helps expose children to different vocabulary and ways of putting words together that might not happen in day to day conversations. Maybe you wouldn't say *5 buttery kernels of yellow corn* at dinner time, but it's important that the child understands what all those words mean.

EXPECTED OUTCOMES
• Says number adjective noun or number partitive noun e.g. 7 slices of apple.
• Uses some partitives e.g slices, kernels.

KEY STRATEGIES
COME CLOSE TO ME: Sit the child shoulder to shoulder between you and the child's parent/caregiver. This gives the child the best possible auditory signal and also allows you to pass the book easily to the parent/caregiver so they can have a turn reading a page.

MY VOICE MATTERS & EXPANSION & EXTENSION: You can use the parent/caregiver to model the skill of story tracking. Read a page and acoustically highlight three pieces of information, then push the book in front of the parent/caregiver who repeats the words, then pass the book to the child for their turn. Whatever the child says, repeat it and add one more word or one more piece of information and wait to encourage the child to try again.

EXPECTED OUTCOMES
• Can generate a list of foods that are a particular colour.

KEY STRATEGY
TALK TALK TALK: The level 3 child is able to think more abstractly, so try talking about other foods that are not in the room. Use state of mind verbs like "think" and "remember" "imagine" to facilitate the development of Theory of Mind. *How many foods can we think of that are orange. I can think of pumpkin. Think of things you like to eat, can you remember any that are orange. Imagine if bananas were orange... that would be funny.*
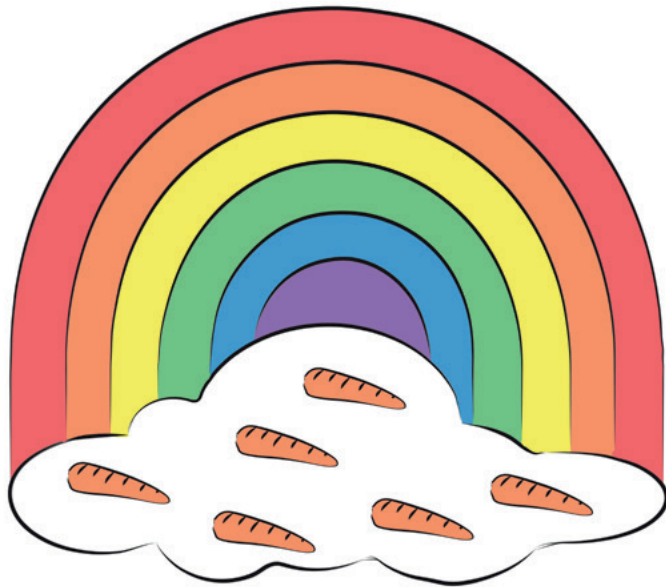
4. Eat Yourself a Rainbow

MED EL

Eat yourself
a rainbow.

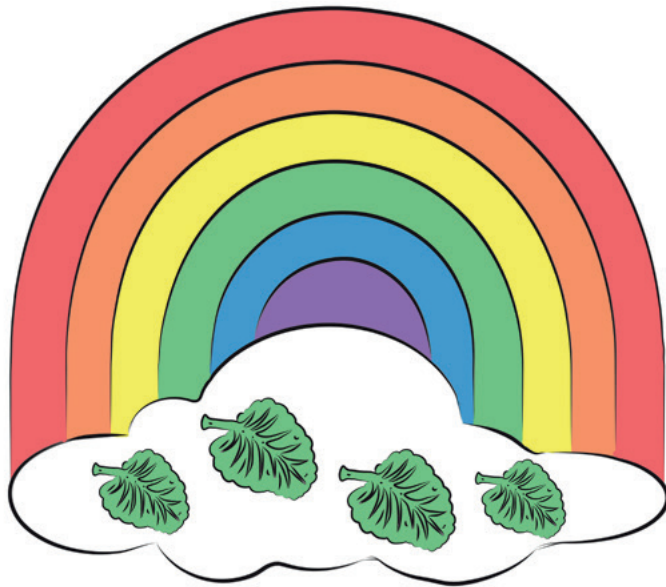7 shiny slices of red apple.

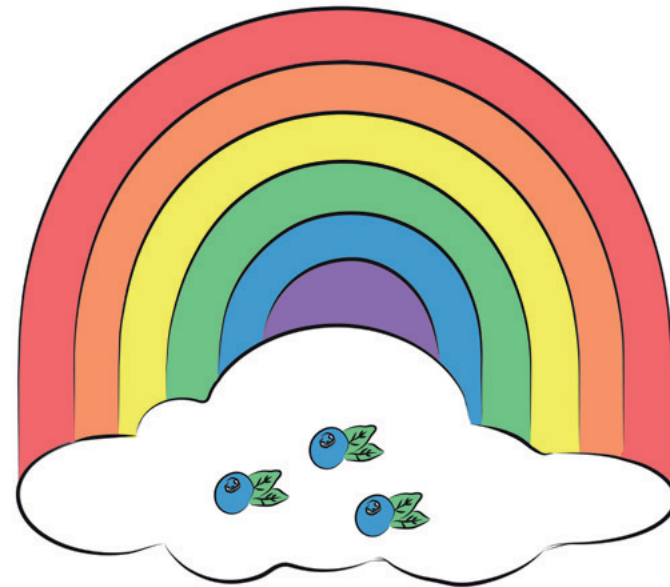# 4. Eat Yourself a Rainbow

MED EL

6 crunchy sticks
of orange carrot.

5 buttery kernels
of yellow corn.

4. Eat Yourself a Rainbow

4 lovely leaves
of green lettuce.

3 tiny roly poly
blueberries.

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2 stripey forkfuls
of indigo cabbage.

I sweet and juicy
violet grape.

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