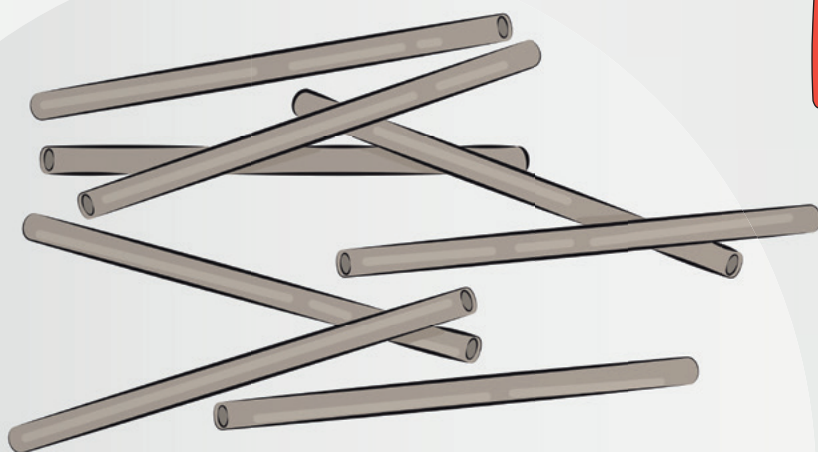


# Lesson Kits

21 SHAPES & NUMBERS



# Learn About the Lesson Plans

## Lesson Plan

Level 1, Level 2, Level 3

### 1. The Counting Song

Therapist Notes, Resources

### 2. Number Puzzle Cards

Therapist Notes, Resources

### 3. The Clock

Therapist Notes, Resources

### 4. Shape Sorting

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

			
<b>Level 1</b>	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 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 into 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.
<b>Level 2</b>	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.	
<b>Level 3</b>	The child is a proficient listener learning to attend to <i>3 units</i> of information. Spoken language is presented in a variety of complex sentences and acoustic highlighting techniques are utilised to encourage the child to attend to grammatical elements in the sentence.	The child is producing <i>4 to 5 word sentences</i> and questions, has a vocabulary of more than 2000 words and is using a variety of grammatical markers.	

The theme: the level

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

Document the child's detection or imitation response

Each lesson plan has 4 activities

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

Resources are easily identified by file name:

**Theme Level (L) Activity (A)**

*Eg: Animals L1 L2 A2*

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




## MY HOUSE: LEVEL 1 LESSON PLAN

**MED<sup>o</sup>EL**

Date: .....

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

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

			
<b>BUILD A HOUSE</b> <b>RESOURCES</b> • 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
<b>WHO'S IN THE HOUSE?</b> <b>RESOURCES</b> • 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
<b>WHERE DOES IT GO?</b> <b>RESOURCES</b> • 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
<b>MY HOUSE</b> <b>RESOURCES</b> • 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

MED<sup>9</sup>EL

### 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

			
<b>THE COUNTING SONG</b>  <b>RESOURCES</b> <ul style="list-style-type: none"> <li>• Shapes &amp; numbers L1 L2 L3 A1</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies one item at the end of a sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Repeats rhyming words</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises some numbers</li> </ul>
<b>NUMBER PUZZLE CARDS</b>  <b>RESOURCES</b> <ul style="list-style-type: none"> <li>• Shapes &amp; numbers L1 A2 part 1, part 2, part 3, part 4</li> </ul>	<ul style="list-style-type: none"> <li>• Understands numbers: 1, 2, 3</li> <li>• Identifies nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Says numbers: 1, 2, 3</li> <li>• Labels nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Matches number of items to numeral</li> </ul>
<b>THE CLOCK</b>  <b>RESOURCES</b> <ul style="list-style-type: none"> <li>• Shapes &amp; numbers L1 L2 L3 A3</li> <li>• Shapes &amp; numbers L1 L2 L3 A3 numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Follows simple directions containing a verb</li> </ul>	<ul style="list-style-type: none"> <li>• Repeats some numbers</li> <li>• Says 'another' (one)</li> </ul>	<ul style="list-style-type: none"> <li>• Understands to do things in an order</li> </ul>
<b>SHAPE SORTING</b>  <b>RESOURCES</b> <ul style="list-style-type: none"> <li>• Shapes &amp; numbers L1 L2 L3 A4</li> <li>• Shapes &amp; numbers L1 L2 L3 A4 sorting mat</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to understand shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Understands that we can talk about a 2 dimensional view of a 3 dimensional object</li> </ul>

Date: .....

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




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

			
<b>THE COUNTING SONG</b>  <b>RESOURCES</b> <ul style="list-style-type: none"> <li>Shapes &amp; numbers L1 L2 L3 A1</li> </ul>	<ul style="list-style-type: none"> <li>Attends to and enjoys rhyming couplets</li> </ul>	<ul style="list-style-type: none"> <li>Repeats 2 to 3 words in a line</li> </ul>	<ul style="list-style-type: none"> <li>Recognises numbers up to 5</li> </ul>
<b>NUMBER PUZZLE CARDS</b>  <b>RESOURCES</b> <ul style="list-style-type: none"> <li>Shapes &amp; numbers L2 A2 part 1, part 2</li> </ul>	<ul style="list-style-type: none"> <li>Understands numbers: 1 to 6</li> <li>Identifies number + noun</li> </ul>	<ul style="list-style-type: none"> <li>Says number + noun</li> <li>Uses plurals</li> </ul>	<ul style="list-style-type: none"> <li>Matches number of items to numeral</li> </ul>
<b>THE CLOCK</b>  <b>RESOURCES</b> <ul style="list-style-type: none"> <li>Shapes &amp; numbers L1 L2 L3 A3</li> <li>Shapes &amp; numbers L1 L2 L3 A3 numbers</li> </ul>	<ul style="list-style-type: none"> <li>Follows 2 simple directions joined by 'and then'</li> </ul>	<ul style="list-style-type: none"> <li>Says colour + shape</li> <li>Says number + o'clock</li> </ul>	<ul style="list-style-type: none"> <li>Understands to do things in an order</li> </ul>
<b>SHAPE SORTING</b>  <b>RESOURCES</b> <ul style="list-style-type: none"> <li>Shapes &amp; numbers L1 L2 L3 A4</li> <li>Shapes &amp; numbers L1 L2 L3 A4 sorting mat</li> </ul>	<ul style="list-style-type: none"> <li>Recognises shapes</li> </ul>	<ul style="list-style-type: none"> <li>Says shapes</li> <li>Relates object to shape</li> </ul>	<ul style="list-style-type: none"> <li>Understands that we can talk about a 2 dimensional view of a 3 dimensional object</li> </ul>

Date: .....

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

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

			
<b>THE COUNTING SONG</b>  <b>RESOURCES</b> <ul style="list-style-type: none"> <li>Shapes &amp; numbers L1 L2 L3 A1</li> </ul>	<ul style="list-style-type: none"> <li>Can generate a rhyming word</li> </ul>	<ul style="list-style-type: none"> <li>Repeats all the words on each page</li> </ul>	<ul style="list-style-type: none"> <li>Recognises numbers up to 10</li> </ul>
<b>NUMBER PUZZLE CARDS</b>  <b>RESOURCES</b> <ul style="list-style-type: none"> <li>Shapes &amp; numbers L3 A2</li> </ul>	<ul style="list-style-type: none"> <li>Understands numbers: 1 to 12</li> <li>Understands before/after/more than/less than</li> </ul>	<ul style="list-style-type: none"> <li>Says numbers: 1 to 12</li> <li>Uses 'more than' 'less than'</li> </ul>	<ul style="list-style-type: none"> <li>Matches number of items to numeral</li> </ul>
<b>THE CLOCK</b>  <b>RESOURCES</b> <ul style="list-style-type: none"> <li>Shapes &amp; numbers L1 L2 L3 A3</li> <li>Shapes &amp; numbers L1 L2 L3 A3 numbers</li> </ul>	<ul style="list-style-type: none"> <li>Follows directions containing before/after</li> </ul>	<ul style="list-style-type: none"> <li>Says number + colour + shape</li> <li>Says half past (the hour)</li> </ul>	<ul style="list-style-type: none"> <li>Understands first/last</li> </ul>
<b>SHAPE SORTING</b>  <b>RESOURCES</b> <ul style="list-style-type: none"> <li>Shapes &amp; numbers L1 L2 L3 A4</li> <li>Shapes &amp; numbers L1 L2 L3 A4 sorting mat</li> </ul>	<ul style="list-style-type: none"> <li>Understands negatives: not/neither, nor</li> </ul>	<ul style="list-style-type: none"> <li>Gives directions containing negatives</li> <li>Uses 'shaped like' to describe an object</li> </ul>	<ul style="list-style-type: none"> <li>Understands that we can talk about a 2 dimensional view of a 3 dimensional object</li> </ul>



## ACTIVITY

# 1. The Counting Song

## PREPARATION

Print resource onto paper and lay the pages out on the table.

You are going to make and 'read' a song book together.

1. Take the title page and talk about the numbers.
2. Find the first page: "One two buckle my shoe." Sing the words, show it to the child and wait for them to try and repeat one or more of the words then put the page under the title page.
3. Repeat all following pages, singing first, then showing the page and waiting.
4. On the last page have a close look at the rocket and talk about the shapes you can see.

## RESOURCES

- Shapes & numbers  
L1 L2 L3 A1
- Scissors and stapler



## EXPECTED OUTCOMES

- Identifies one item at the end of a sentence.

## KEY STRATEGIES

**MUSIC MUSIC MUSIC:** Children's songs and rhymes provide a natural way of acoustic highlighting vocabulary and grammatical structures. The strong rhythm and intonation attract the child's attention and make it easier for them to remember words. Pause for a beat after you say each number. Pausing after a word is a good acoustic highlighting technique and in this song it also helps emphasise the stressed, then unstressed syllable pattern in the verb phrase that follows. *One.....Two... Buckle my shoe....*

**LISTENING FIRST :** While you have all the pages spread out on the table you have the chance to provide information through listening first by singing a line before you pick up the page. Sing it again when you pick the page up and one more time as you put it behind the other pages in the book.



## EXPECTED OUTCOMES

- Repeats rhyming words e.g. two, shoe.

## KEY STRATEGIES

**WAIT WAIT & WAIT SOME MORE:** Pause after the numbers on each page 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 use the child's parent/caregiver as a model to demonstrate the language you are waiting for, then repeat again for the child to have a turn.

**AUDITORY CLOSURE:** As the child becomes familiar with the song try using auditory closure to encourage the child to complete the final word of the verb phrase. The rhyming couplets make it easier to remember the required word. Explain to the parent/caregiver that you will sing and then stop together before the last word and wait for the child to finish the line. *Three ... Four... Knock on the...*



## EXPECTED OUTCOMES

- Recognises some numbers.

## KEY STRATEGY

**AUDITORY HOOKS:** Point to and talk about the numbers on the title page, then later add some drama to your voice as you count backwards, pointing out the numbers as you do. Finish off with the excitement of the **Blast Off** and maybe make the book soar into the air.

## ACTIVITY

# 1. The Counting Song

## PREPARATION

Print resource onto paper and lay the pages out on the table.

You are going to make and 'read' a song book together.

1. Take the title page and talk about the numbers.
2. Find the first page: "One two buckle my shoe." Sing the words, show it to the child and wait for them to try and repeat one or more of the words then put the page under the title page.
3. Repeat all following pages, singing first, then showing the page and waiting.
4. On the last page have a close look at the rocket and talk about the shapes you can see.

## RESOURCES

- Shapes & numbers  
L1 L2 L3 A1
- Scissors and stapler



## EXPECTED OUTCOMES

- Attends to and enjoys rhyming couplets. Two... shoe. Four... door.

## KEY STRATEGIES

**MUSIC MUSIC MUSIC:** Children's songs and rhymes provide a natural way of acoustic highlighting vocabulary and grammatical structures. The strong rhythm and intonation attract the child's attention and make it easier for them to remember words. Pause for a beat after you say each number. Pausing after a word is a good acoustic highlighting technique and in this song it also helps emphasise the stressed, then unstressed syllable pattern in the verb phrase that follows. *One.....Two... Buckle my shoe....*

**LISTENING FIRST & ACOUSTIC HIGHLIGHTING:** While you have all the pages spread out on the table you have the chance to provide information through listening first by singing a line before you pick up the page. Add emphasis to the rhyming couplets by adding a small body movement to the rhyming words to call the child's attention to similarities in these words. Being aware of and enjoying rhyme is a pre-literacy skill.



## EXPECTED OUTCOMES

- Repeats 2 to 3 words in a line e.g. one... two... / buckle (my) shoe.

## KEY STRATEGIES

**WAIT WAIT & WAIT SOME MORE:** Pause after the numbers on each page 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. Use the child's parent/caregiver as a model to demonstrate the language you are waiting for, then repeat again for the child to have a turn.

**AUDITORY CLOSURE:** As the child becomes familiar with the song try using auditory closure to encourage the child to complete the final two words of the verb phrase. The rhyming couplets make it easier to remember the final word. Explain to the parent/caregiver that you will sing the first word and then stop and wait for the child to finish the line. *Three... Four... Knock ...*



## EXPECTED OUTCOMES

- Recognises numbers up to 5.

## KEY STRATEGY

**AUDITORY HOOKS:** Point to and talk about the numbers on the title page, then later add some drama to your voice as you count backwards, pointing out the numbers as you do. Finish off with the excitement of the **Blast Off** and maybe make the book soar into the air.

## ACTIVITY

# 1. The Counting Song

## PREPARATION

Print resource onto paper and lay the pages out on the table.

You are going to make and 'read' a song book together.

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3. Repeat all following pages, singing first, then showing the page and waiting.
4. On the last page have a close look at the rocket and talk about the shapes you can see.

## RESOURCES

- Shapes & numbers  
L1 L2 L3 A1
- Scissors and stapler



## EXPECTED OUTCOMES

- Can generate a rhyming word. Two... shoe. Four... door.

## KEY STRATEGIES

**MUSIC MUSIC MUSIC:** Children's songs and rhymes provide a natural way of acoustic highlighting vocabulary and grammatical structures. The strong rhythm and intonation attract the child's attention and make it easier for them to remember words.

**AUDITORY CLOSURE:** As the child becomes familiar with the rhyming pattern in the song try using auditory closure to encourage the child to complete the final word of the verb phrase. Explain to the parent/caregiver that you will sing the first few words and then stop and wait for the child to finish the line. *Three ... Four.... Knock on the ....* Rhyming is an auditory skill. Talk about how the ends of the words sound the same. Being able to generate a rhyme is a literacy skill.



## EXPECTED OUTCOMES

- Repeats all the words on each page.

## KEY STRATEGIES

**WAIT WAIT & WAIT SOME MORE:** Pause after the numbers on each page 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.

**LISTENING FIRST & ACOUSTIC HIGHLIGHTING:** While you have all the pages spread out on the table you have the chance to provide information through listening first by singing a line before you pick up the page. Add emphasis to the rhyming couplets by adding a small body movement to the rhyming words to call the child's attention to similarities in these words.



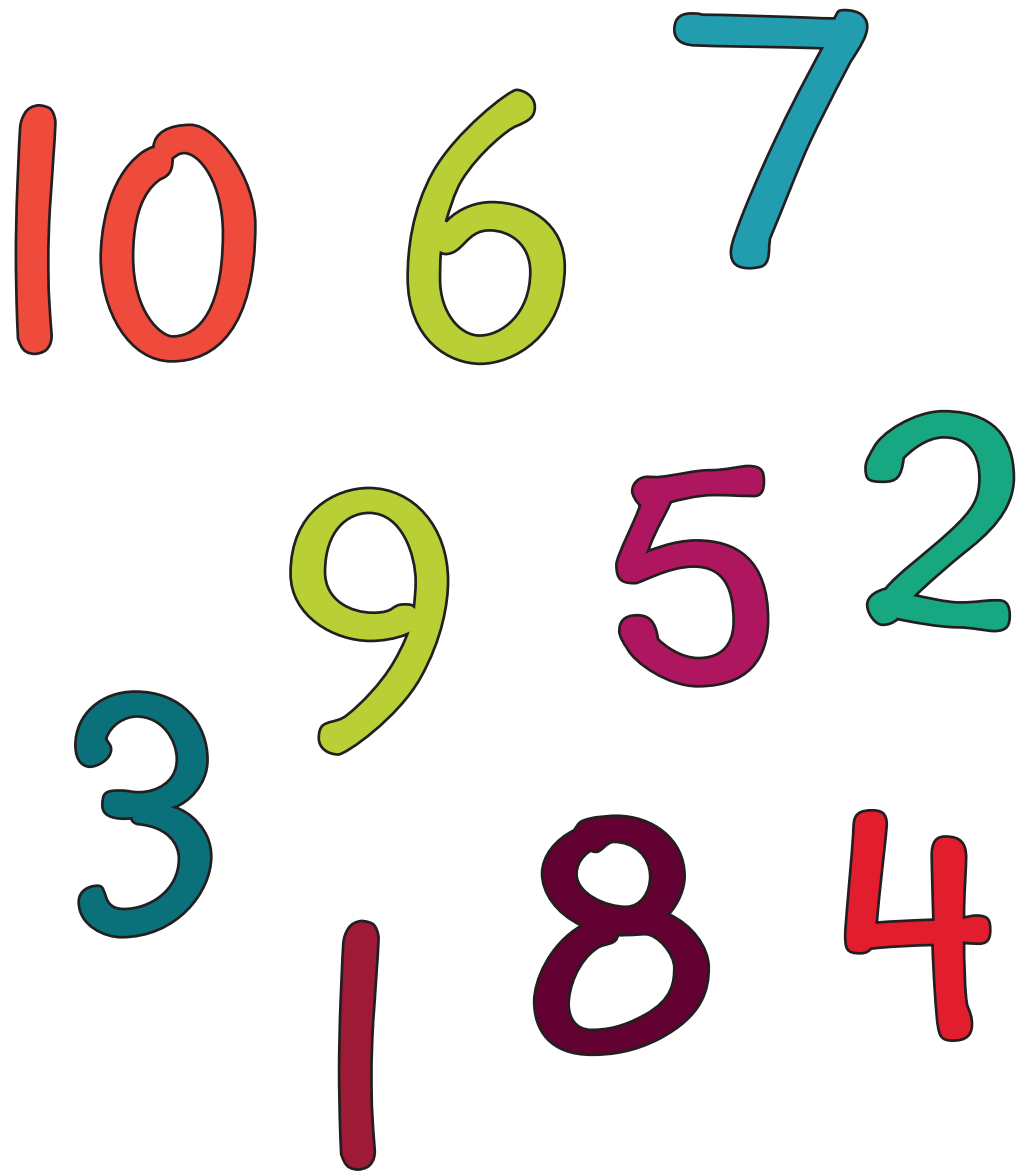
## EXPECTED OUTCOMES

- Recognises numbers up to 10.

## KEY STRATEGY

**AUDITORY HOOKS:** Point to and talk about the numbers on the title page, then later add some drama to your voice as you count backwards, pointing out the numbers as you do. Finish off with the excitement of the **Blast Off** and maybe make the book soar into the air.

# 1. The Counting Song



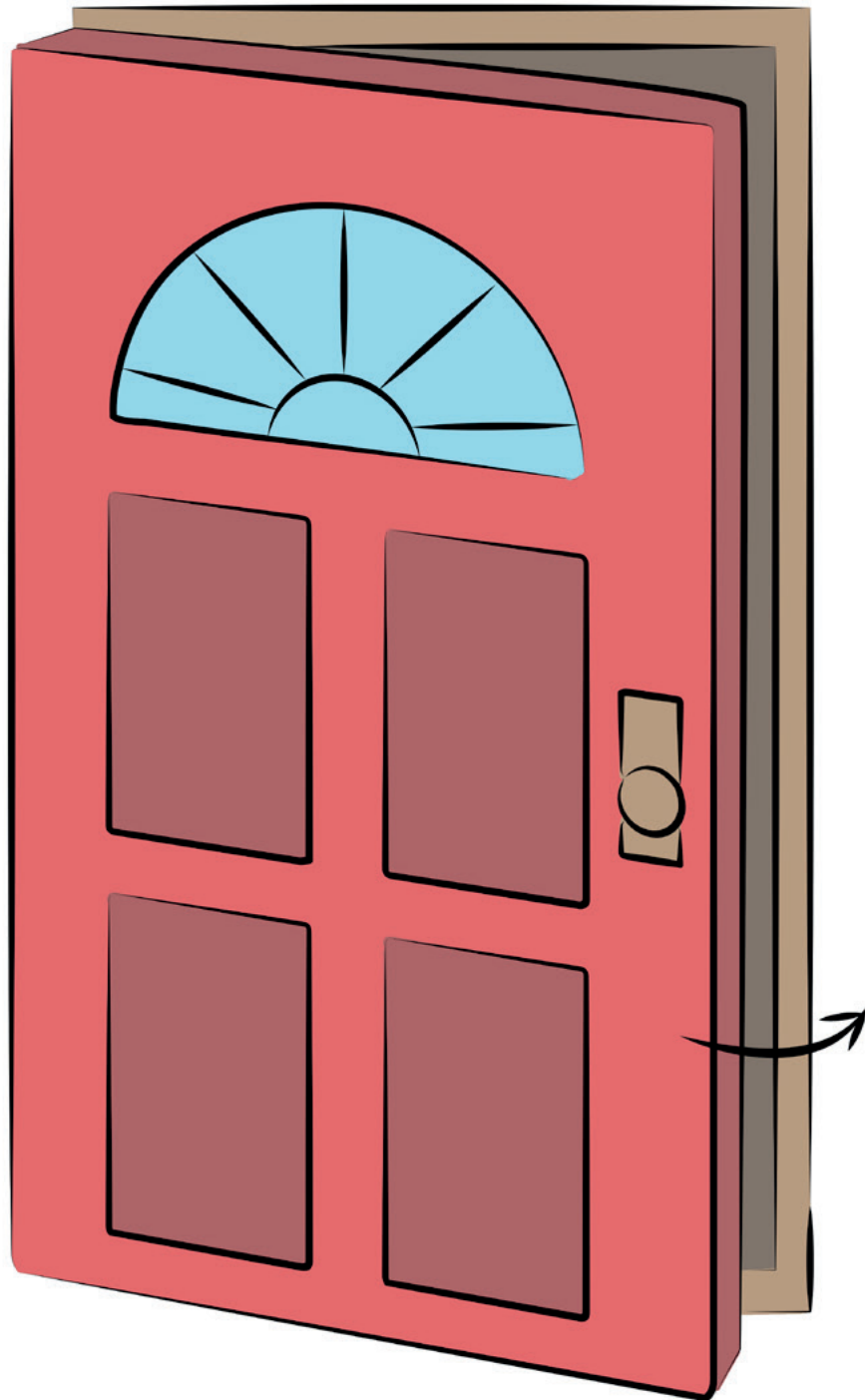
## The counting song

# 1. The Counting Song



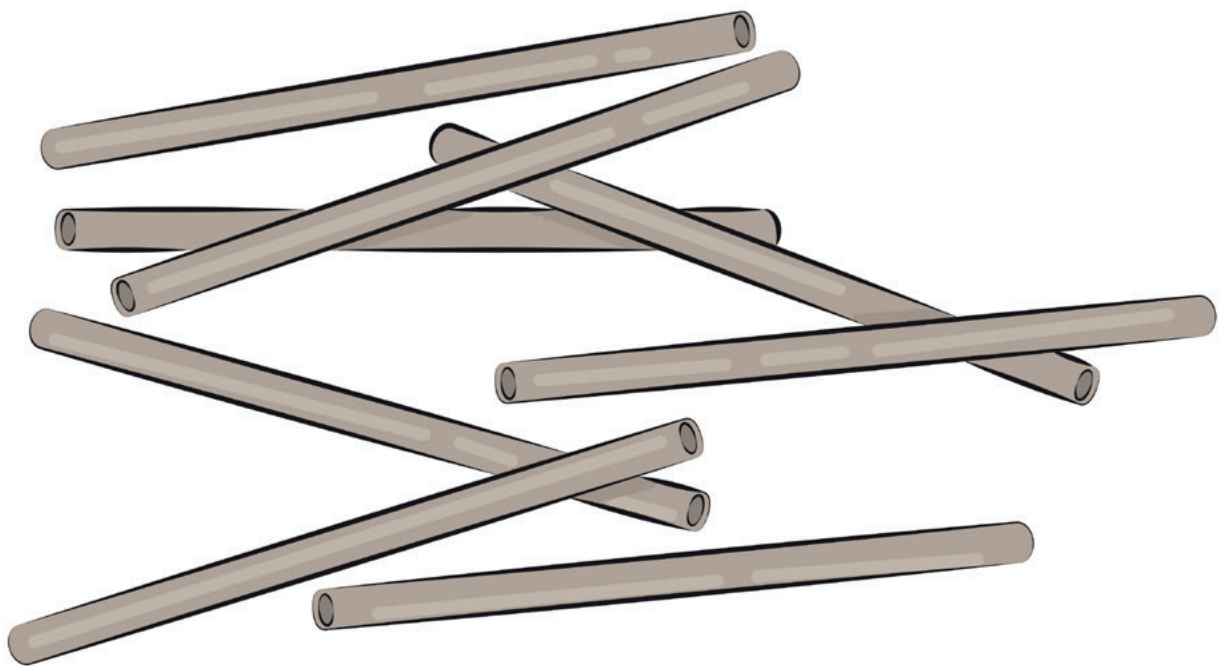
One, two, buckle my shoe.

# 1. The Counting Song



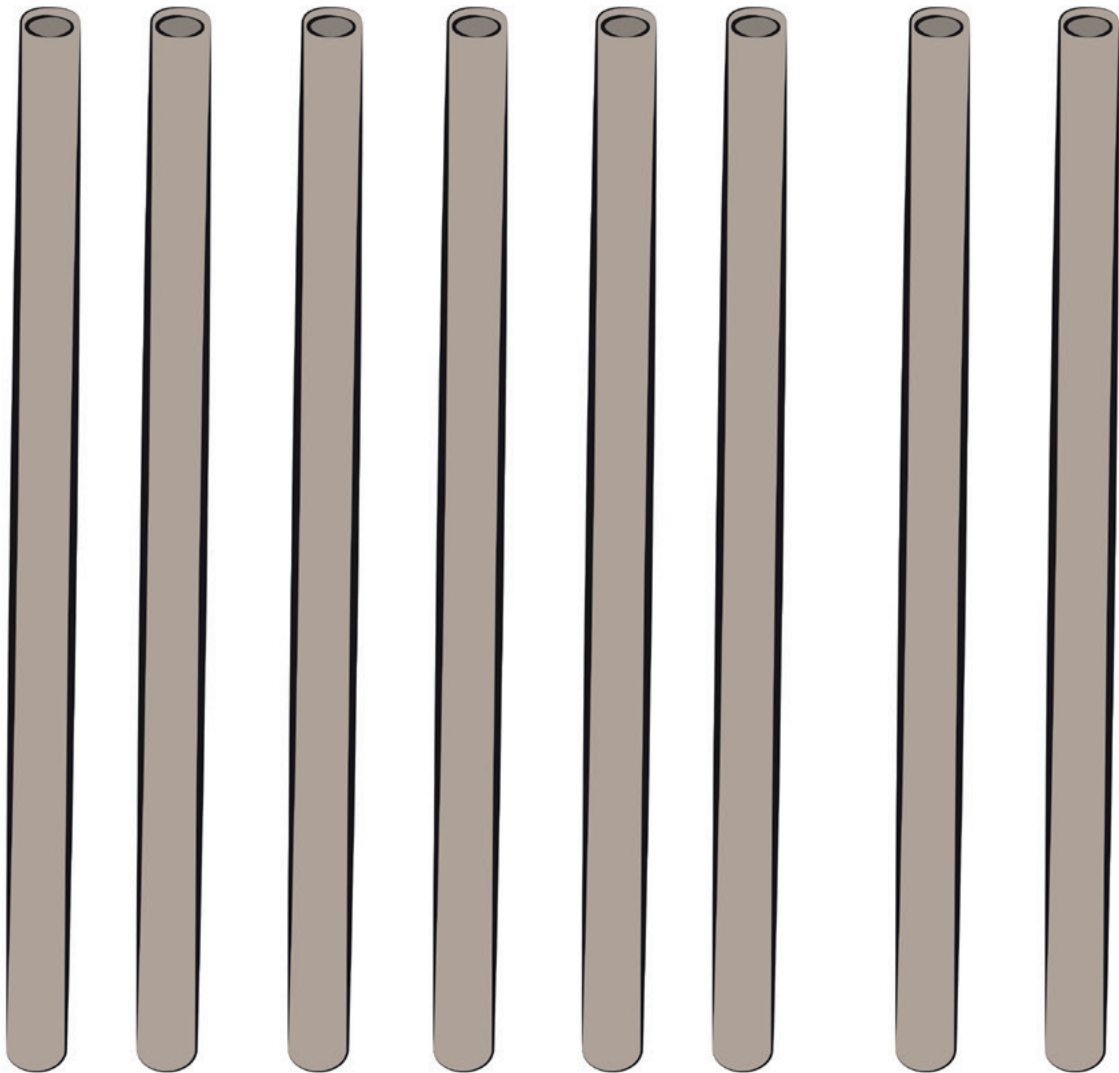
Three, four, shut the door.

# 1. The Counting Song



Five, six, pick up sticks.

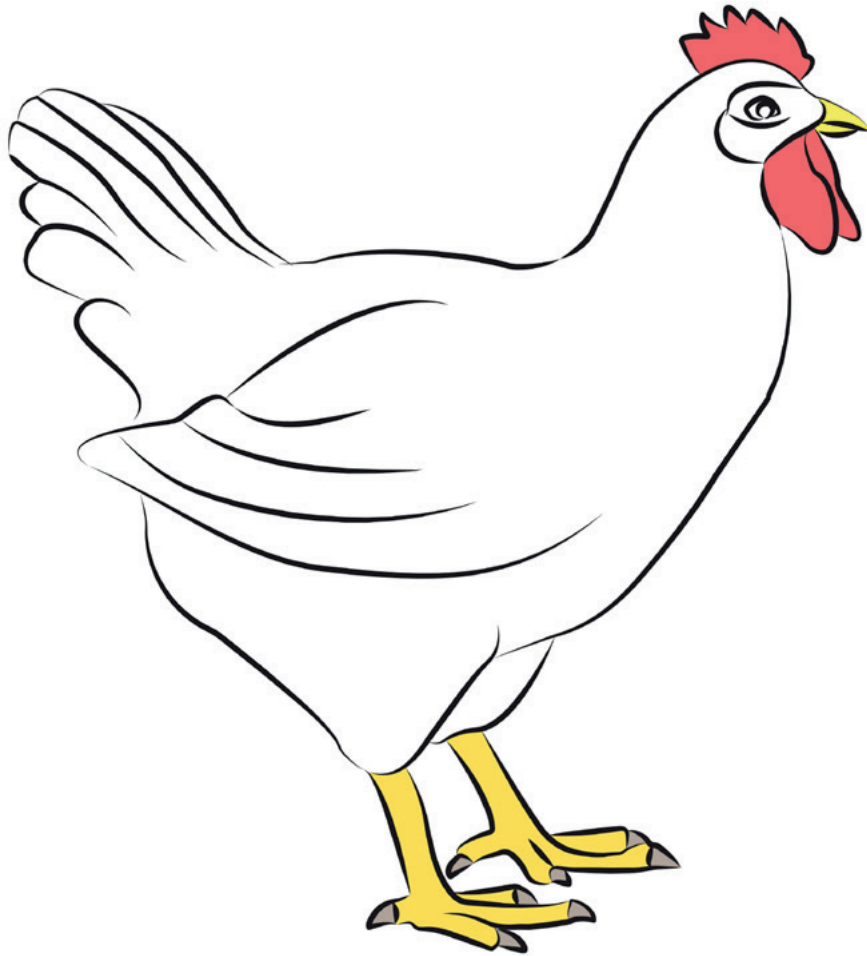
# 1. The Counting Song



Seven, eight, lay them straight.

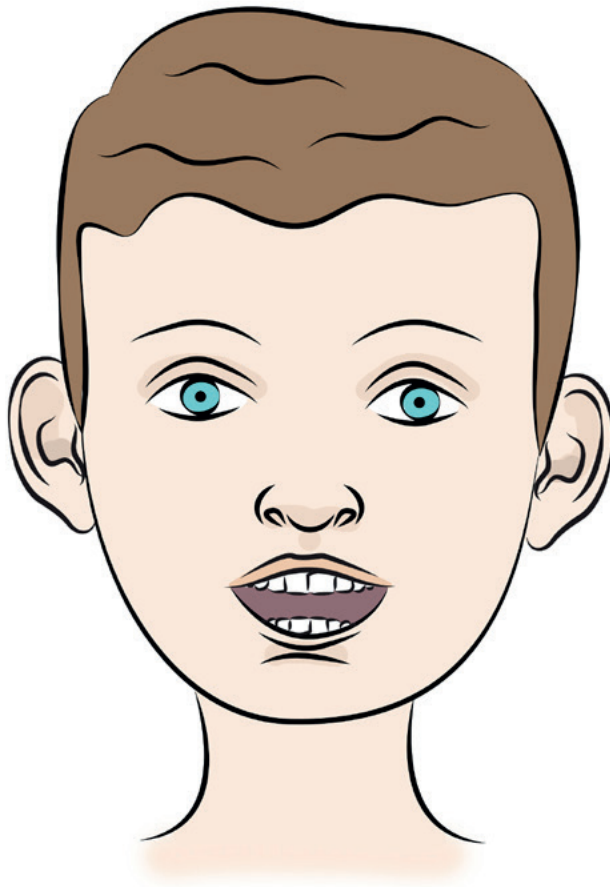


# 1. The Counting Song



Nine, ten, big fat hen.

# 1. The Counting Song



Now count  
backwards

Now let's count back again.

# 1. The Counting Song

10

9

8

# 1. The Counting Song

7

6

5

4

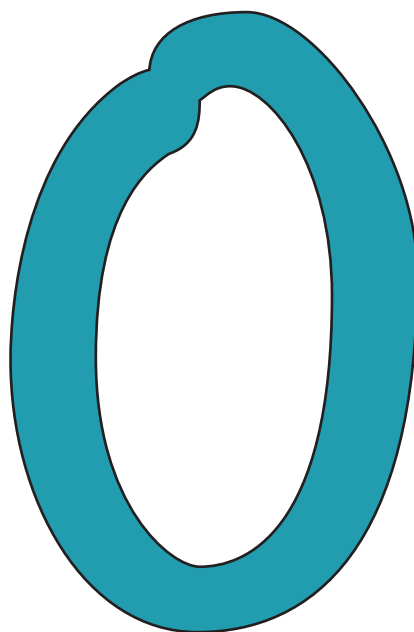
# 1. The Counting Song

3

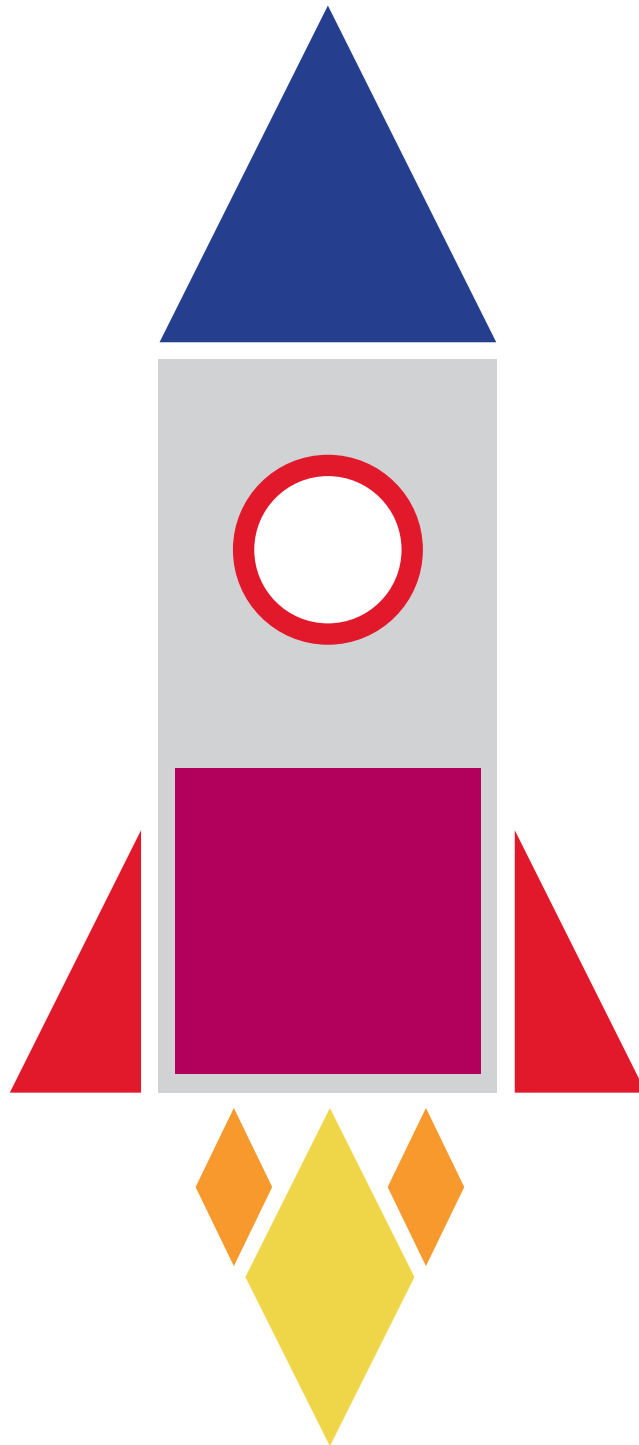
2

1

# 1. The Counting Song



# 1. The Counting Song



Blast off!

## ACTIVITY

## 2. Number Puzzle Cards

## PREPARATION

Print the resources onto lightweight card. Print 2 pages onto 1 to make the puzzle cards smaller.

Cut out all the puzzle pieces and separate the pictures from the numbers.

## RESOURCES

- Shapes & numbers L1 A2 part 1, part 2, part 3, part 4
- Scissors

You are going to match the picture piece to the correct number card.

1. Shuffle all the picture pieces and place them face down in a pile.
2. Together with the child sort the number pieces so that all the number ones are together, all the number twos are together and all the number threes are together. Talk about each number as you place them in their group.
3. Pick up a picture card. Without showing the others talk about the picture and then how many of the picture you have. Find the matching number and put your puzzle pieces together.
4. Take turns picking up a picture card until all cards are matched.



## EXPECTED OUTCOMES

- Understands numbers: 1, 2, 3.
- Identifies nouns.

## KEY STRATEGIES

**LISTENING FIRST:** When you pick up your picture card keep it hidden from the others so you can talk about it before showing it. This activates the auditory area of the brain and facilitates auditory attention. Once the child sees the picture their attention is divided between seeing and listening.

**AUDITORY SANDWICH:** Showing the card can help the child attach meaning to the words they heard FIRST through LISTENING. After showing the card, repeat the words again to consolidate the listening skills. *I got some **ants**... There are **two**. See... I have **two ants**. I need to find the number **2**.*



## EXPECTED OUTCOMES

- Says numbers: 1, 2, 3.
- Labels nouns e.g. elephant, flower.

## KEY STRATEGIES

**SAME THINKING PLACE:** When it is the child's turn you might have to model the language to match the thinking required until they can spontaneously produce the words for this activity. *Hmmm, They look like **monkeys**. Tell mum... you have **monkeys**. Now let's count them... **One, two**. Tell mum you have **two**...*

**SABOTAGE:** Put the number cards out of the child's reach so they must use their words to get the card they want.



## EXPECTED OUTCOMES

- Matches number of items to numeral.

## KEY STRATEGY

**TALK TALK TALK:** Matching the number of items to the numeral is a trickier skill than rote counting or recognising numbers. Talk about that with the child's parent/caregiver so they can understand the different skills.



## ACTIVITY

## 2. Number Puzzle Cards

## PREPARATION

Print the resources onto lightweight card. Print 2 pages onto 1 to make the puzzle cards smaller.

Cut out all the puzzle pieces and separate the pictures from the numbers.

## RESOURCES

- Shapes & numbers
- L2 A2 part 1, part 2
- Scissors

You are going to match the picture piece to the correct number card.

1. Shuffle all the picture pieces and place them face down in a pile.
2. Together with the child sort the number pieces so that both number ones are together, the number twos are together and so on. Talk about each number as you place them in their pairs.
3. Pick up a picture card. Without showing the others, describe the picture using number + noun. Find the matching number and put your puzzle pieces together.
4. Take turns picking up a picture card until all cards are matched.



## EXPECTED OUTCOMES

- Understands numbers: 1 to 6.
- Identifies number + noun e.g. 4 carrots.

## KEY STRATEGIES

**LISTENING FIRST:** When you pick up your picture card, keep it hidden from the others so you can talk about it before showing it. This activates the auditory area of the brain and facilitates auditory attention. Once the child sees the picture their attention is divided between seeing and listening. *Ok, let me count. Hmmm I have 6 whales.*

**AUDITORY SANDWICH:** Showing the card can help the child attach meaning to the words they heard FIRST through LISTENING. After showing the card, repeat the words again to consolidate the listening skills. *I got 2 hats... See... Now I need to find the number 2 to go with my 2 hats.*



## EXPECTED OUTCOMES

- Says number + noun e.g. three shoes.
- Uses plurals e.g. hats.

## KEY STRATEGIES

**SAME THINKING PLACE:** When it is the child's turn you might have to model the language to match the thinking required until they can spontaneously produce both the number and noun for this activity. *Hmmm, yes, they are monkeys. You will have to count them. Start here, one, two, three, four. So tell mum... you have four monkeys.*

**SABOTAGE:** Put the number cards out of the child's reach, so they must use their words to get the card they want.



## EXPECTED OUTCOMES

- Matches number of items to numeral.

## KEY STRATEGY

**TALK TALK TALK:** Matching the number of items to the numeral is a trickier skill than rote counting or recognising numbers. Talk about that with the child's parent/caregiver so they can understand the different skills.

## ACTIVITY

## 2. Number Puzzle Cards

## PREPARATION

Print the resources onto lightweight card. Print 2 pages onto 1 to make the puzzle cards smaller.

Cut out all the puzzle pieces and separate the pictures from the numbers.

Cut the sheet of paper in half long wise and place it end to end on the table.

## RESOURCES

- Shapes & numbers L3 A2
- One sheet of paper, scissors, pencil

You are going to match the picture piece to the correct number card.

1. Shuffle all the picture pieces and place them face down in a pile.
2. Together with the child sort the number pieces so that they are arranged on the paper from lowest to highest. Talk about each number as you place them in order. Then when the number line is complete encourage the child to copy the numbers on the paper to create a written copy of the number line underneath the puzzle cards.
3. Pick up a picture card. Silently count the number of objects and then give a clue about the number using *more than... but less than...* See if the child can find the number card and put your puzzle pieces together.
4. Take turns picking up a picture card until all cards are matched.



## EXPECTED OUTCOMES

- Understands before/after, more than... less than.
- Understands numbers: 1 to 12.

## KEY STRATEGIES

**TALK TALK TALK:** When you sort the number pieces start with 6 so you can have the chance to talk about all the other numbers as either *higher or lower* than 6 and then talk about whether it should go *before or after* 6 on the number line.

**LISTENING FIRST & AUDITORY SANDWICH :** When you pick up your picture card keep it hidden from the others so you can talk about it before showing it. This activates the auditory area of the brain and facilitates auditory attention. *Ok, let me count. Ok, I have ants. There are more than 9 .....but less than 11.* If the child requires help to understand these concepts using gesture along the number line and then present the information through listening alone to complete the sandwich.



## EXPECTED OUTCOMES

- Says numbers: 1 to 12.
- Uses 'more than' 'less than'.

## KEY STRATEGIES

**SAME THINKING PLACE:** When it is the child's turn you might have to model the language to match the thinking required until they can spontaneously produce the clue required to guess the number. *Hmmm, yes, they are monkeys. You will have to count them quietly in your head and then give mum the clue. Start with more than three.*

**SABOTAGE:** Put the number cards out of the child's reach so they must use their words to create the clue for others to get the card they need.



## EXPECTED OUTCOMES

- Matches number of items to numeral.

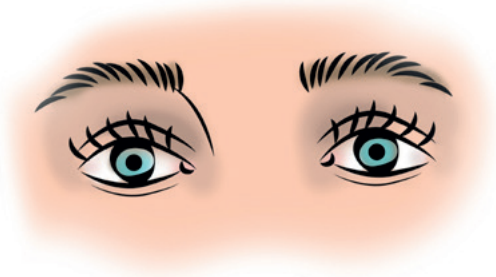
## KEY STRATEGY

**TALK TALK TALK:** Matching the number of items to the numeral is a trickier skill than rote counting or recognising numbers. Talk about that with the child's parent/caregiver so they can understand the different skills.

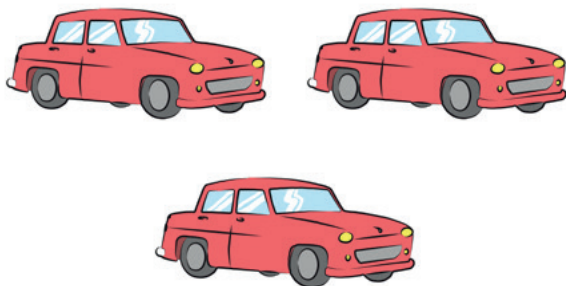
## 2. Number Puzzle Cards



1



2

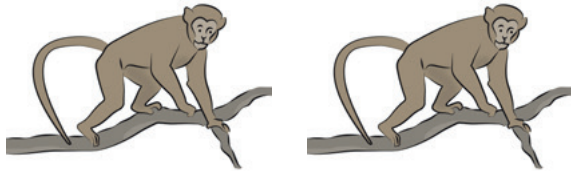


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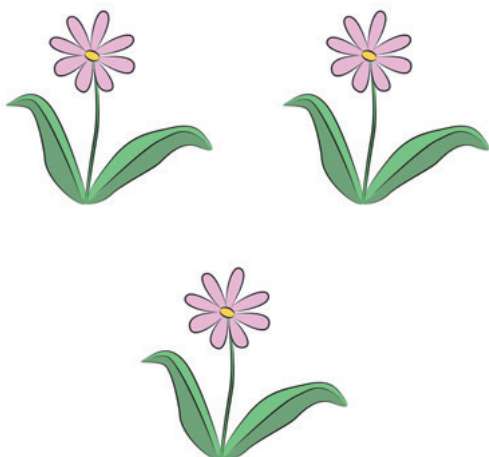
## 2. Number Puzzle Cards



1



2

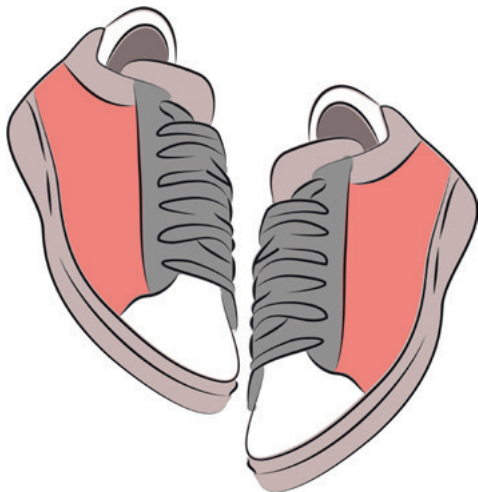


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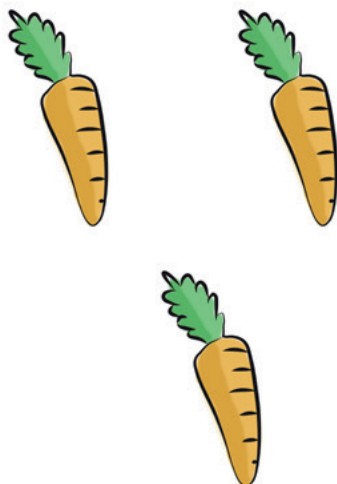
## 2. Number Puzzle Cards



1

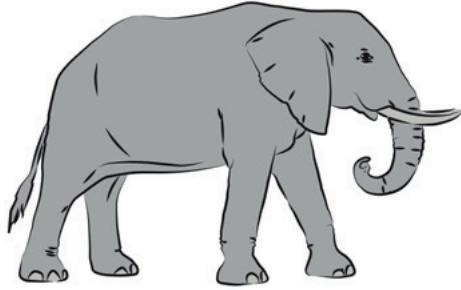


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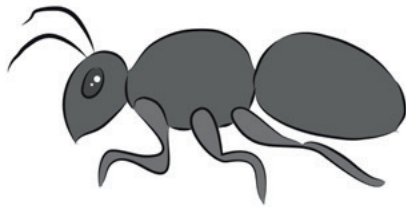
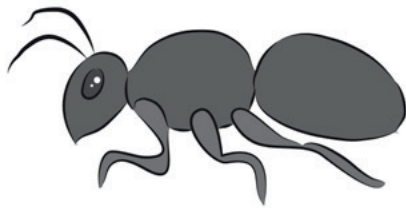


3

## 2. Number Puzzle Cards



1

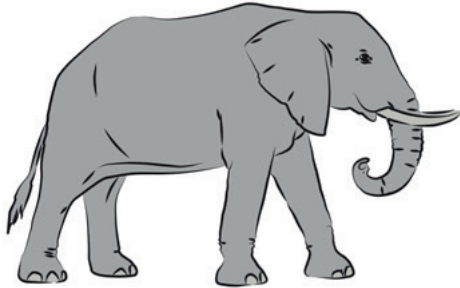


2



3

## 2. Number Puzzle Cards



1

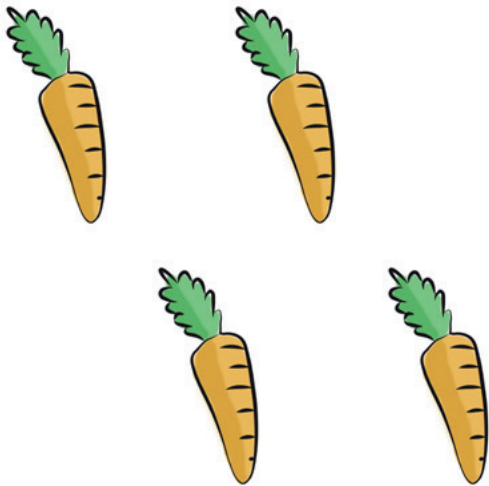


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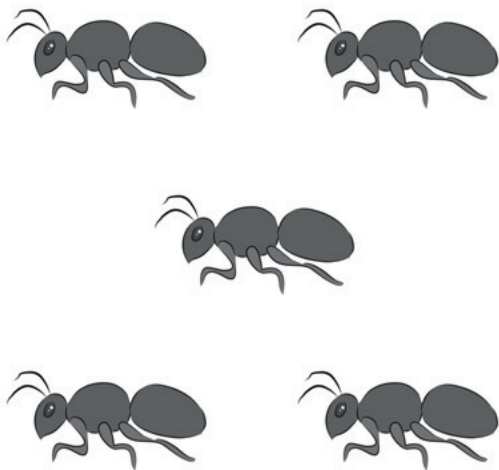


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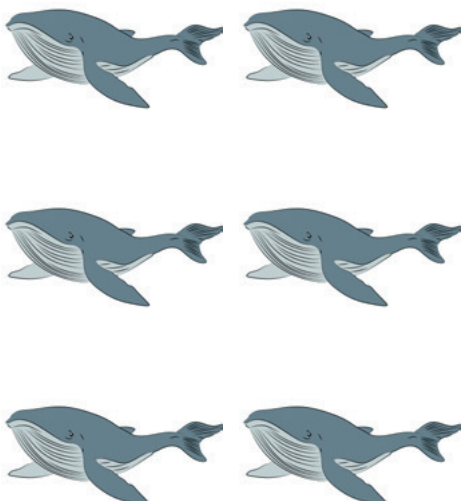
## 2. Number Puzzle Cards



4



5



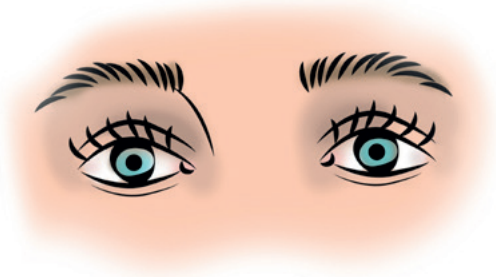
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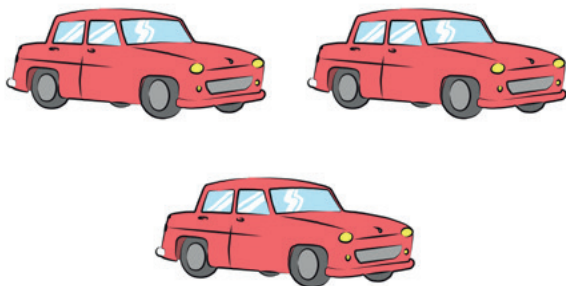
## 2. Number Puzzle Cards



1

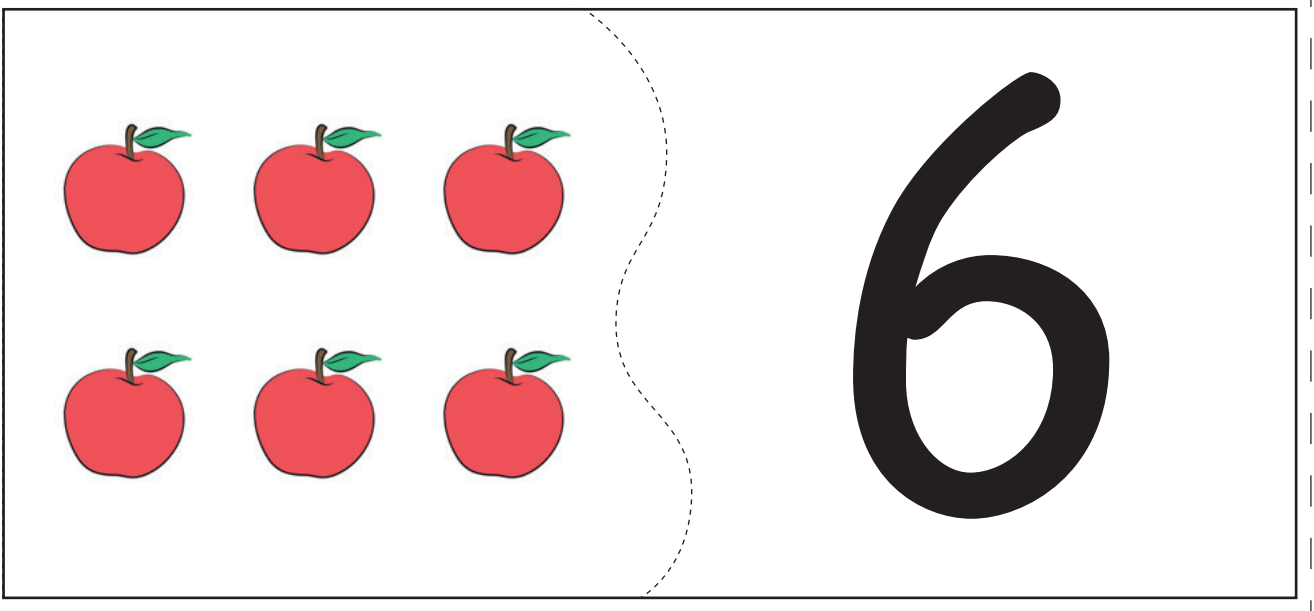
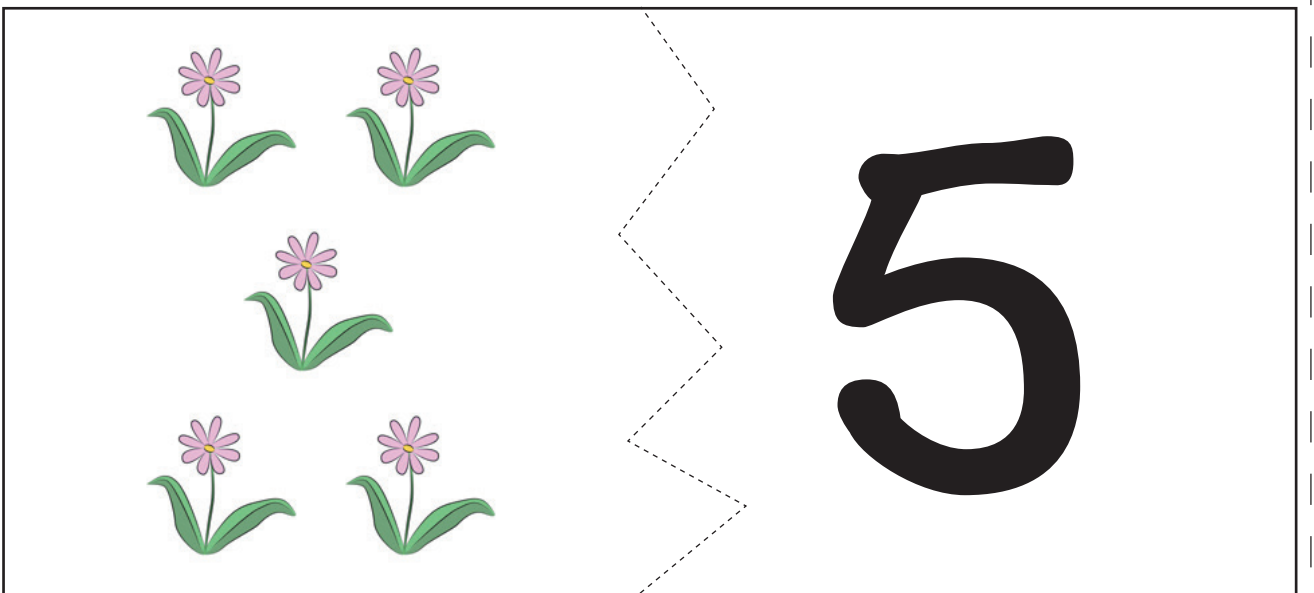
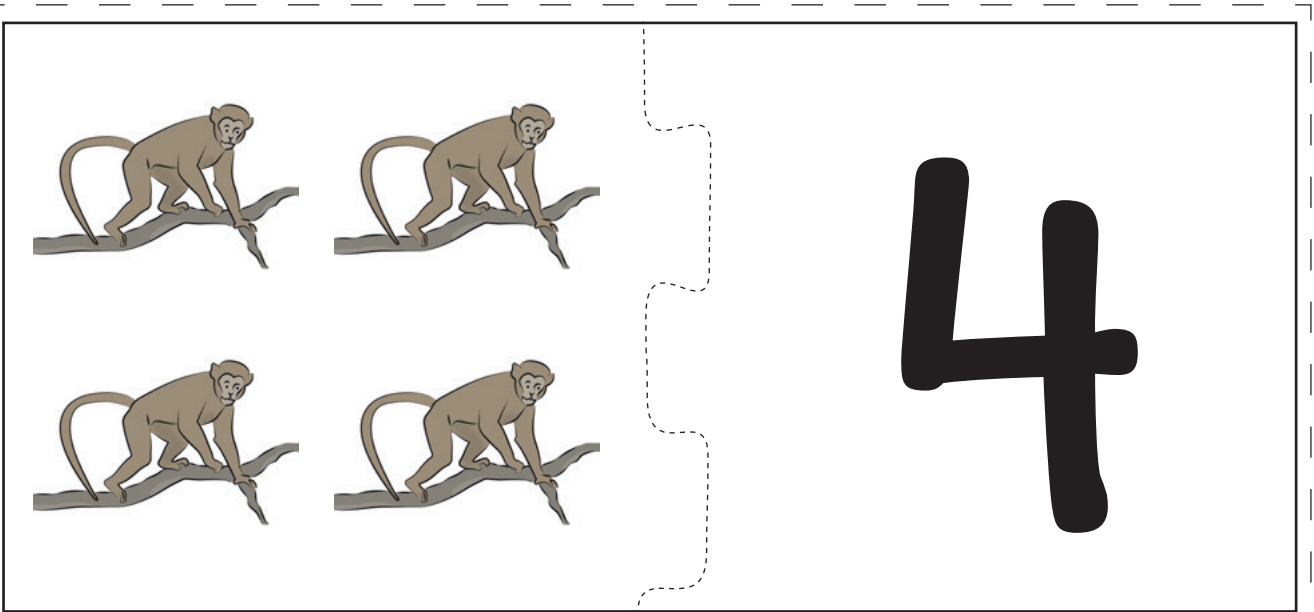


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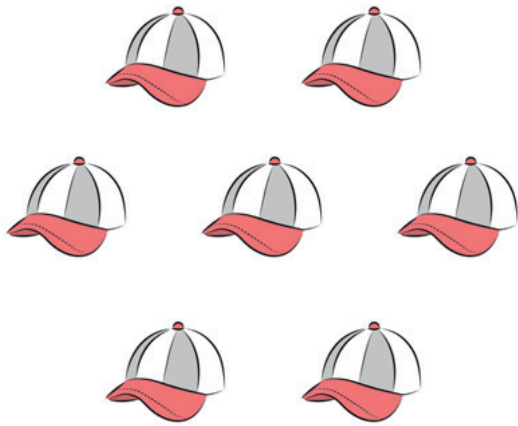


3

## 2. Number Puzzle Cards



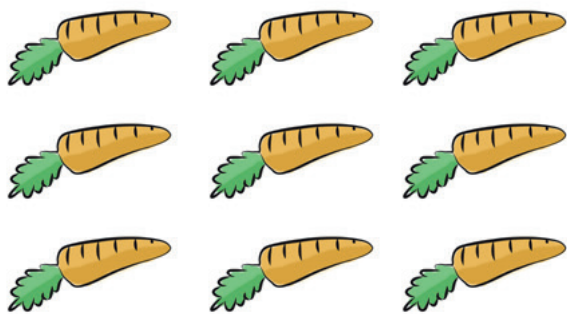
## 2. Number Puzzle Cards



7

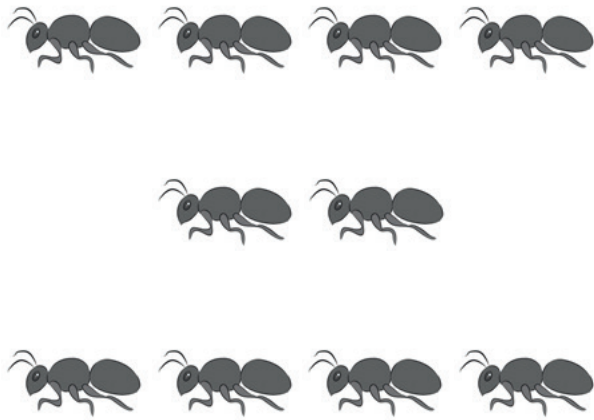


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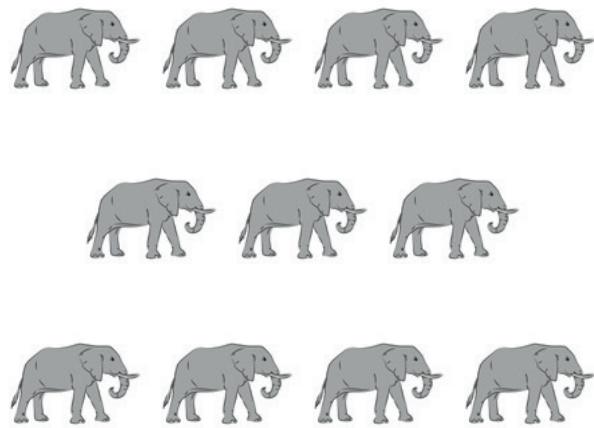


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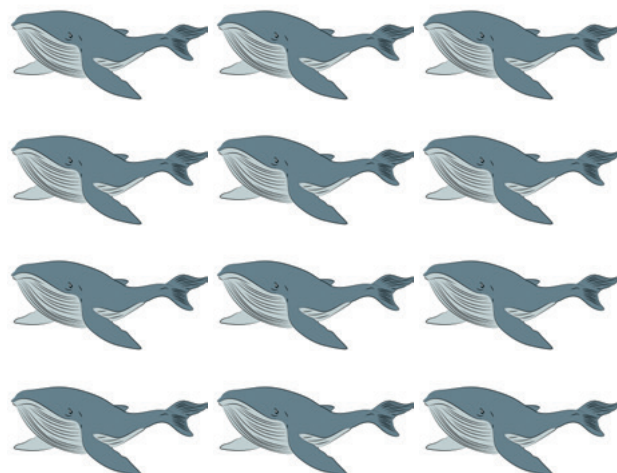
## 2. Number Puzzle Cards



10



11



12

## ACTIVITY

# 3. The Clock

## PREPARATION

Print Shapes & Numbers L1 L2 L3 A3 onto lightweight card.

Cut out the arrows.

Trim the white from the centre of one half of the clock and glue the two halves together.

Print Shapes & Numbers L1 L2 L3 A3 numbers onto paper.

## RESOURCES

- Shapes & Numbers L1 L2 L3 A3
- Shapes & Numbers L1 L2 L3 A3 numbers
- Scissors, glue, split pin

You are going to build a clock.

1. Together with the child cut up the numbers and talk about the numbers, colours and shapes as you do (for level 1 you will not need the smaller 'minute marker' clock face).
2. Arrange the numbers in order across the table.
3. Give the child simple directions as you stick each number in place on the clock.
4. Make a hole in the bottom end of both arrows and the centre of the clock and use the split pin to attach the arrows to the clock.
5. Then enjoy playing with the clock, moving the hands and talking about the time.



## EXPECTED OUTCOMES

- Follows simple directions containing a verb e.g. cut here, turn it over, stick it here, take another one.

## KEY STRATEGIES

**LISTENING FIRST & ACOUSTIC HIGHLIGHTING:** Listening first works for verbs as well as nouns. Be sure to use your words to describe what the child needs to do at each step of making the clock. It is easier for the level 1 child to attend to the last word they hear. However, this is not the typical position for verbs so use, ACOUSTIC HIGHLIGHTING to make the verb stand out. *Turn it over. Stick it here.*

**AUDITORY SANDWICH:** Use a gesture or point after you have given the direction through LISTENING FIRST to help the child attach meaning to the words. Remember to repeat the direction again to complete the AUDITORY SANDWICH.



## EXPECTED OUTCOMES

- Repeats some numbers.
- Says 'another' (one).

## KEY STRATEGIES

**COME CLOSE TO ME:** Gathering around a craft activity provides the perfect positioning for listening. Encourage the parent/caregiver to sit nice and close to the child's audio processor as everyone works on the clock together.

**TALK TALK TALK:** This activity provides lots of opportunity for meaningful repetition of target words. Talk about the numbers as you cut them out, as you arrange them in order, as you reach for each one and then stick it on. When your clock is finished you can talk about the numbers again as you move the hands around the clock.



## EXPECTED OUTCOMES

- Understands to do things in an order.

## KEY STRATEGY

**SABOTAGE & AUDITORY HOOKS:** By lining the numbers up on the table you help the child understand the idea of order or sequence. This is consolidated through the order of sticking the numbers, clockwise on the clock. Maybe you could make a 'mistake' and pick up a number out of order. Encourage the parent to use an auditory hook to call the child's attention to the problem. *Wait, not that one. That's not next.*

## ACTIVITY

# 3. The Clock

## PREPARATION

Print Shapes & Numbers L1 L2 L3 A3 onto lightweight card.

Cut out the arrows.

Trim the white from the centre of one half of the clock and glue the two halves together.

Print Shapes & Numbers L1 L2 L3 A3 numbers onto paper.

## RESOURCES

- Shapes & Numbers L1 L2 L3 A3
- Shapes & Numbers L1 L2 L3 A3 numbers
- Scissors, glue, split pin

You are going to build a clock.

1. Together with the child cut up the numbers and talk about the numbers, colours and shapes as you do.
2. Decide if you want to use the smaller 'minute marker' clock face and if so stick in the middle of the clock.
3. Arrange the numbers in order across the table.
4. Give the child directions as you stick each number in place on the clock.
5. Make a hole in the bottom end of both arrows and the middle of the clock and use the split pin to attach the arrows to the clock.
6. Then enjoy playing with the clock, moving the hands and talking about the time.



## EXPECTED OUTCOMES

- Follows 2 simple directions joined by 'and then'.

## KEY STRATEGIES

**LISTENING FIRST & ACOUSTIC HIGHLIGHTING:** Listening first works for verbs as well as nouns. Be sure to use your words to describe what the child needs to do at each step of making the clock. Use ACOUSTIC HIGHLIGHTING to make the verb stand out. *Find number one and then turn it over. Put glue on the back and then stick it here.*

**AUDITORY SANDWICH:** Use a gesture or point after you have given the direction through LISTENING FIRST to help the child attach meaning to the words. Remember to repeat the direction again to complete the AUDITORY SANDWICH.



## EXPECTED OUTCOMES

- Says colour + shape e.g. orange triangle.
- Says number + o'clock e.g. seven o'clock.

## KEY STRATEGIES

**COME CLOSE TO ME:** Gathering around a craft activity provides the perfect position for listening. Encourage the parent/caregiver to sit nice and close to the child's audio processor as everyone works on the clock together.

**TALK TALK TALK:** This activity provides lots of opportunity for meaningful repetition of target words. Talk about the numbers as you cut them out, as you arrange them in order, as you reach for each one and then stick it on. When your clock is finished you can talk about the numbers again as you move the hands around the clock.



## EXPECTED OUTCOMES

- Understands to do things in an order.

## KEY STRATEGY

**SABOTAGE & AUDITORY HOOKS:** By lining the numbers up on the table you help the child understand the idea of order or sequence. This is consolidated through the order of sticking the numbers, clockwise on the clock. Maybe you could make a 'mistake' and pick up a number out of order. Encourage the parent/caregiver to use an auditory hook to call the child's attention to the problem. *Wait, not that one. That's not next.*

## ACTIVITY

# 3. The Clock

## PREPARATION

Print Shapes & Numbers L1 L2 L3 A3 onto lightweight card.

Cut out the arrows.

Print Shapes & Numbers L1 L2 L3 A3 numbers onto paper.

## RESOURCES

- Shapes & Numbers L1 L2 L3 A3
- Shapes & Numbers L1 L2 L3 A3 numbers
- Scissors, glue, split pin

You are going to build a clock.

1. Trim the white from the centre of one half of the clock and glue the two halves together.
2. Stick the smaller 'minute marker' clock face in the middle of the clock.
3. Together with the child cut up the numbers and talk about the numbers, colours and shapes as you do.
4. Arrange the numbers in order across the table.
5. Give the child directions as you stick each number in place on the clock.
6. Make a hole in the bottom end of both arrows and the middle of the clock and use the split pin to attach the arrows to the clock.
7. Then enjoy playing with the clock, moving the hands and talking about the time.



## EXPECTED OUTCOMES

- Follows directions containing *before/after*.

## KEY STRATEGIES

**LISTENING FIRST & ACOUSTIC HIGHLIGHTING:** The words *before* and *after* can relate to the position of something in a sequence, as in the previous activity when you arranged numbers in a line: 3 comes before 4. Here you can highlight the use of *before* and *after* when something is done in a sequence of actions. Use ACOUSTIC HIGHLIGHTING to make the 'when' word and the verb stand out. *Before we cut the numbers out we will stick the small circle in the middle*

**AUDITORY HOOKS & AUDITORY SANDWICH:** Understanding before and after is tricky because they can be used in two different ways. The easy way is when the two verb phrases are said in the same order that the actions need to take place e.g. *Let's stick the small circle in the middle before we cut up the numbers*. If the child can do this then flip the verb phrases to help them understand that *Before we cut the numbers out we will stick the small circle in the middle* means the same thing. You might need to use AUDITORY HOOKS and gesture to assist comprehension: *WAIT! I said BEFORE we cut the numbers we will stick this on. So this small circle goes first.*



## EXPECTED OUTCOMES

- Says number + colour + shape e.g. 2 in an orange triangle.
- Says half past (the hour) e.g. half past two.

## KEY STRATEGIES

**COME CLOSE TO ME:** Gathering around a craft activity provides the perfect positioning for listening. Encourage the parent/caregiver to sit nice and close to the child's audio processor as everyone works on the clock together.

**EXPANSION & EXTENSION:** Model extensions on the child's language to demonstrate the next level for them to attempt. If the child spontaneously says the numbers and colours encourage them to add one more piece of information by talking about the number, colour and shape of the clock pieces.



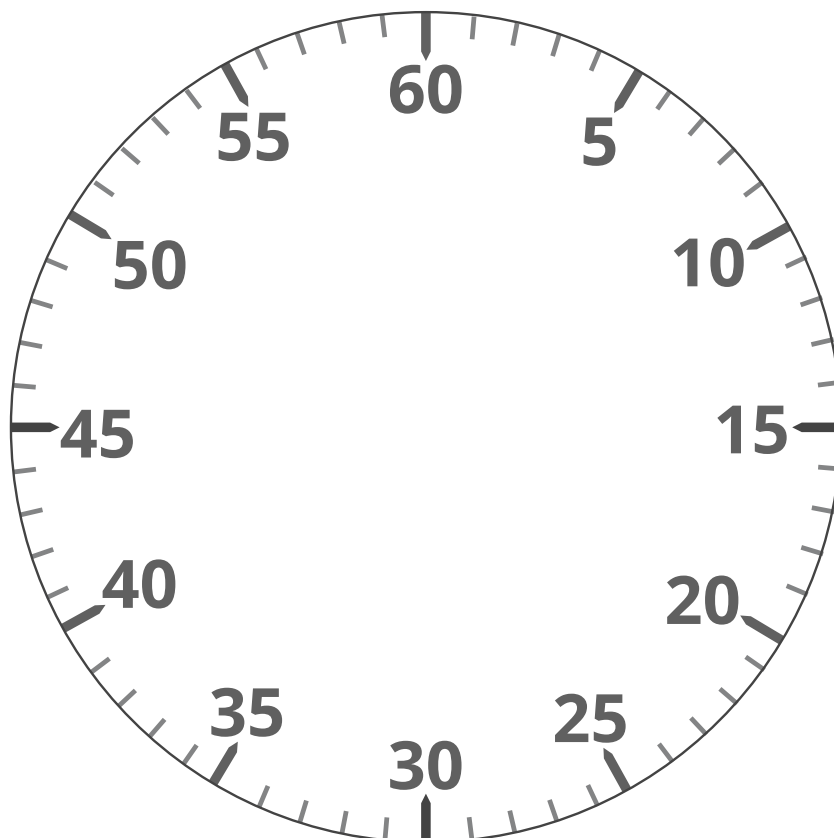
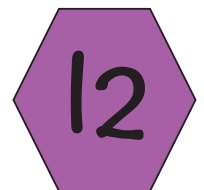
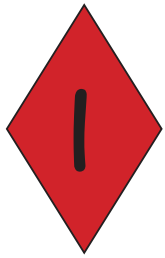
## EXPECTED OUTCOMES

- Understands first/last.

## KEY STRATEGY

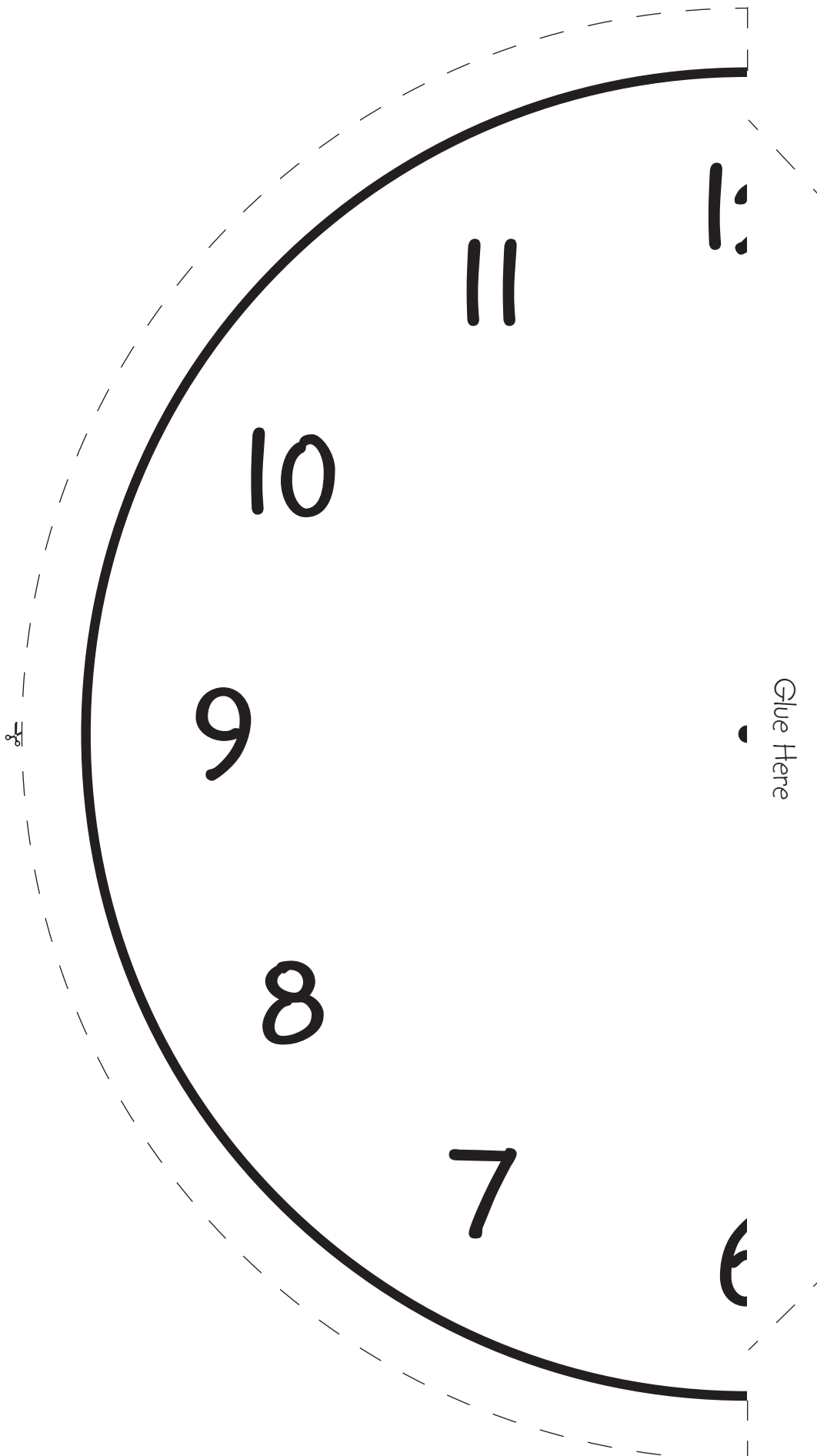
**TALK TALK TALK:** When you have finished the clock talk about how you made it using the words first and last. *Remember the first thing we did was stick the 3 pieces of the clock together.*

### 3. The Clock

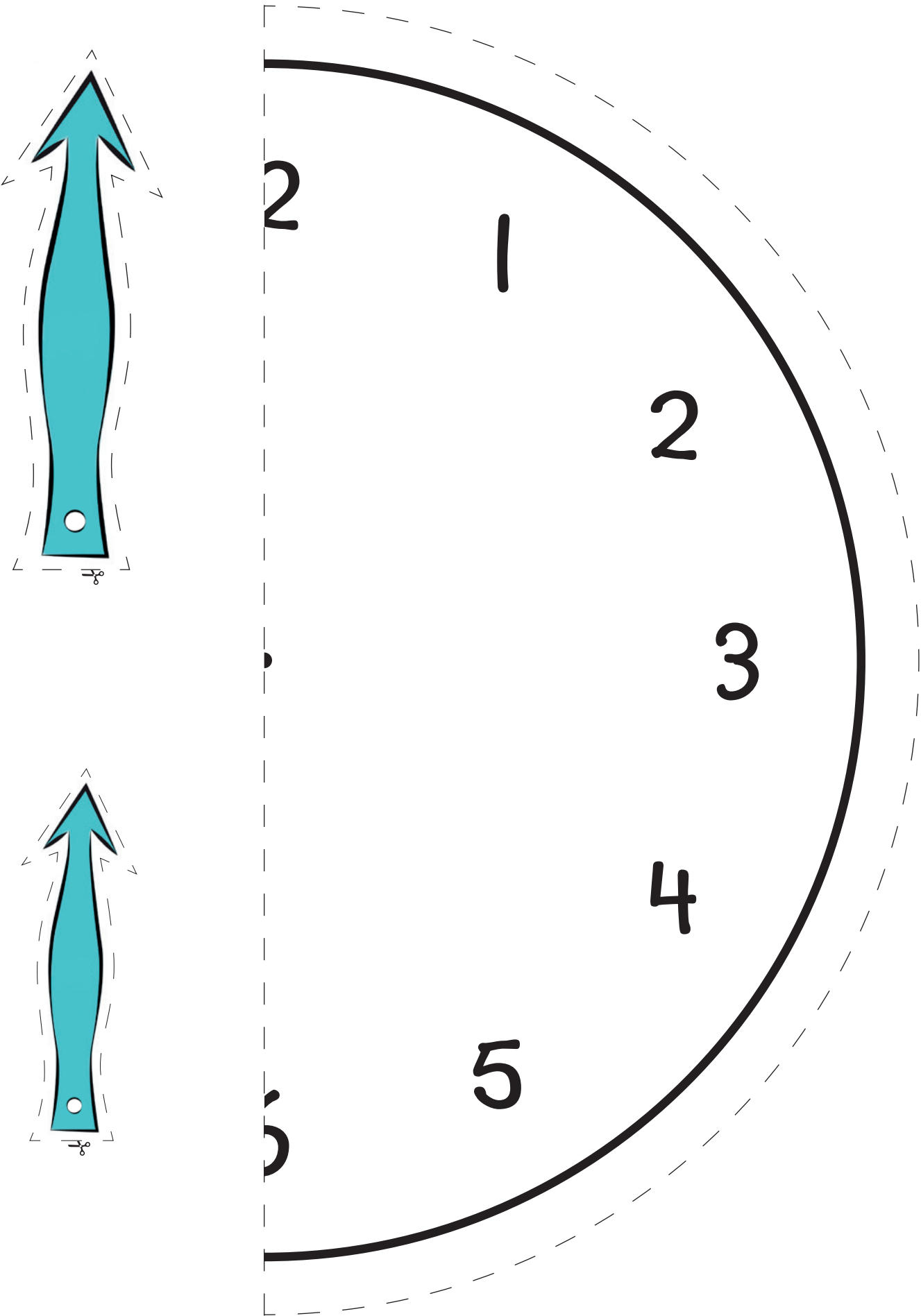




### 3. The Clock



3. The Clock



## ACTIVITY

# 4. Shape Sorting

## PREPARATION

Print the resources onto lightweight card.

You are going to sort the pictures by their shape onto the matching sorting mat.

1. Together with the child cut the pictures into rows. Each row is an object of the same general shape.
2. Look at each row and talk about the pictures and how they are a similar shape.
3. Point out the matching shapes on the sorting mat.
4. Cut the rows of pictures into individual picture cards. Shuffle the cards and place them face down.
5. Pick up one card. Talk about the picture and then its shape.
6. Place the picture on the sorting mat marked with the same shape.
7. Take it in turns to pick up a card and talk about it.

## RESOURCES

- Shapes & Numbers L1 L2 L3 A4
- Shapes & Numbers L1 L2 L3 A4 sorting mat
- Scissors



## EXPECTED OUTCOMES

- Begins to understand shapes e.g. circle, square, triangle, rectangle.

## KEY STRATEGIES

**TALK TALK TALK:** Using these resources you could talk about the objects and/or the shapes. You can also talk about why the objects look the same to help the child define and recognise shapes and understand 'the same' and 'not the same'. *I've got a **button**. It's a circle. See the line goes all the way around. We can put it here with this little circle. See they are the **same**. The line goes all the way around.*

**ACOUSTIC HIGHLIGHTING:** Use a variety of ACOUSTIC HIGHLIGHTING techniques to maintain the child's interest and improve retention of new information. These include techniques such as putting the important word last, calling attention to specific words by saying them a little bit louder, or slower, using a sing song voice and even whispering a word to change the acoustic energy.



## EXPECTED OUTCOMES

- Uses some shapes e.g. circle, square, triangle, rectangle.

## KEY STRATEGIES

**USE CHOICES:** Choice questions provide the opportunity for the child to answer a question with the benefit of a model of the language they need to use just before they respond. For the early level 1 child, put the correct choice last so that it's the easiest to attend to and remember. *Have a look here, should we put this **cookie** on the **square** or the **circle**?*

**MY VOICE MATTERS:** Names of shapes are challenging words to produce. Accept and praise any vocalisation and then repeat back the target word so the child can compare their attempt to yours. Over time the words will become clearer as the child begins to change how they say them to better match the adult model.



## EXPECTED OUTCOMES

- Understands that we can talk about a 2 dimensional view of a 3 dimensional object.

## KEY STRATEGY

**EXPANSION & EXTENSION:** Children typically learn the names of 2 D shapes before 3 D shapes. In this activity you will be talking about the 2D view of objects and their outline shape. Of course we know that a ball is a sphere, not a circle, so extend the activity by introducing the idea and words for comparing the object to the shape. *This ball looks like a circle. I can draw all the way around the outside like a circle.*

## ACTIVITY

# 4. Shape Sorting

## PREPARATION

Print the resources onto lightweight card.

You are going to sort the pictures by their shape onto the matching sorting mat.

1. Together with the child cut the pictures into rows. Each row is an object of the same general shape.
2. Look at each row and talk about the pictures and how they are a similar shape.
3. Point out the matching shapes on the sorting mat.
4. Cut the rows of pictures into individual picture cards. Shuffle the cards and place them face down.
5. Pick up one card. Talk about the picture and then its shape.
6. Place the picture on the sorting mat marked with the same shape.
7. Take it in turns to pick up a card and talk about it.

## RESOURCES

- Shapes & Numbers L1 L2 L3 A4
- Shapes & Numbers L1 L2 L3 A4 sorting mat
- Scissors



## EXPECTED OUTCOMES

- Recognises shapes e.g. triangle, circle, square, rectangle.

## KEY STRATEGIES

**TALK TALK TALK:** Using these resources you could talk about the objects and/or the shapes. You can also talk about why the objects look the same to help the child define and recognise shapes and understand 'the same' and 'not the same'. *I've got a **button**. It's a **circle**. See the **line** goes **all the way around**. We can put it here with this **little circle**. See they are the **same**. The **line** goes **all the way around**.*

**ACOUSTIC HIGHLIGHTING:** Use a variety of ACOUSTIC HIGHLIGHTING techniques to maintain the child's interest and improve retention of new information. These include techniques such as putting the important word last, calling attention to specific words by saying them a little bit louder, or slower, using a sing song voice and even whispering a word to change the acoustic energy.



## EXPECTED OUTCOMES

- Uses some shapes e.g. circle, square, triangle, rectangle.

## KEY STRATEGIES

**USE CHOICES:** Choice questions provide the opportunity for the child to answer a question with the benefit of a model of the language they need to use just before they respond. For the level 2 child emphasise two key words in each part of the choice questions to facilitate a two word response. *Have a look here. Should we put the **cookie** on the **square** or the **cookie** on the **circle**?*

**AUDITORY FEEDBACK LOOP:** Providing a model for the child to copy allows the child the opportunity to compare their attempt to yours. Over time the words will become clearer as the child begins to change how they say them to better match the adult model.



## EXPECTED OUTCOMES

- Understands that we can talk about a 2 dimensional view of a 3 dimensional object.

## KEY STRATEGY

**EXPANSION & EXTENSION:** Children typically learn the names of 2 D shapes before 3 D shapes. In this activity you will be talking about the 2D view of objects and their outline shape. Of course we know that a ball is a sphere, not a circle, so extend the activity by introducing the idea and words for comparing the object to the shape. *This ball looks like a circle. I can draw **all the way around** the outside like a circle.*

## ACTIVITY

# 4. Shape Sorting

## PREPARATION

Print the resources onto lightweight card.

You are going to sort the pictures by their shape onto the matching sorting mat.

1. Together with the child cut the pictures into rows. Each row is an object of the same general shape.
2. Look at each row and talk about the pictures and how they are a similar shape.
3. Point out the matching shapes on the sorting mat.
4. Cut the rows of pictures into individual picture cards. Shuffle the cards and place them face down.
5. Pick up one card. Give a clue about the shape by listing the shapes that it is NOT. Use the sentence structure: *It is not shaped like a... And it is neither a... nor a...*
6. See if the other players can guess the shape. Then place the picture on the sorting mat marked with the same shape.
7. Take it in turns to pick up a card and talk about it.

## RESOURCES

- Shapes & Numbers L1 L2 L3 A4
- Shapes & Numbers L1 L2 L3 A4 sorting mat
- Scissors



## EXPECTED OUTCOMES

- Understands negatives: not/neither, nor.

## KEY STRATEGIES

**LISTENING FIRST:** Using these resources you could talk about the objects and/or the shapes but to challenge the level 3 child you might like to extend their comprehension of advanced negatives by using neither/nor. The sentence structure: It is not shaped like a... And it is neither a... nor a... helps the child generalise the meaning of 'not' to 'neither/nor'.

**AUDITORY SANDWICH:** You can also add a gesture after Listening First to show the shapes on the sorting mats that have been eliminated by your clue, then repeat the clue to complete the auditory sandwich.



## EXPECTED OUTCOMES

- Gives directions containing negatives.
- Uses 'shaped like' to describe an object.

## KEY STRATEGIES

**EXPANSION & EXTENSION:** The level 3 child is most likely already using the negative 'not'. Rephrase their clue using the more advanced vocabulary 'neither/nor' and encourage them to have a try at repeating it.

**AUDITORY FEEDBACK LOOP:** Providing a model for the child to copy allows the child the opportunity to compare their attempt to yours without the pressure of having to formulate the sophisticated sentence structure by themselves.



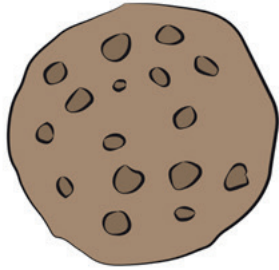
## EXPECTED OUTCOMES

- Understands that we can talk about a 2 dimensional view of a 3 dimensional object.

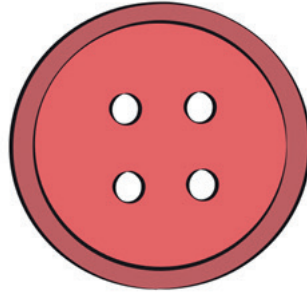
## KEY STRATEGY

**EXPANSION & EXTENSION:** Children typically learn the names of 2D shapes before 3D shapes. In this activity you will be talking about the 2D view of objects and their outline shape. Of course we know that a ball is a sphere, not a circle, so extend the activity by introducing language for comparison and analogy. *This tree is **shaped like** a triangle.*

## 4. Shape Sorting



cookie



button



ball



dice



present



book



flag



pizza



tree



phone

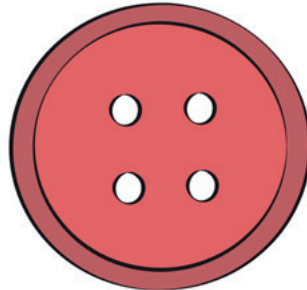
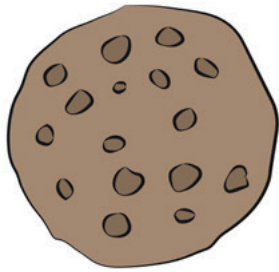


money

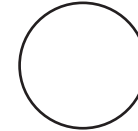
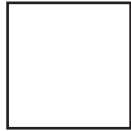


television

## 4. Shape Sorting

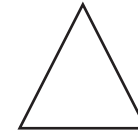


## 4. Shape Sorting





## 4. Shape Sorting



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