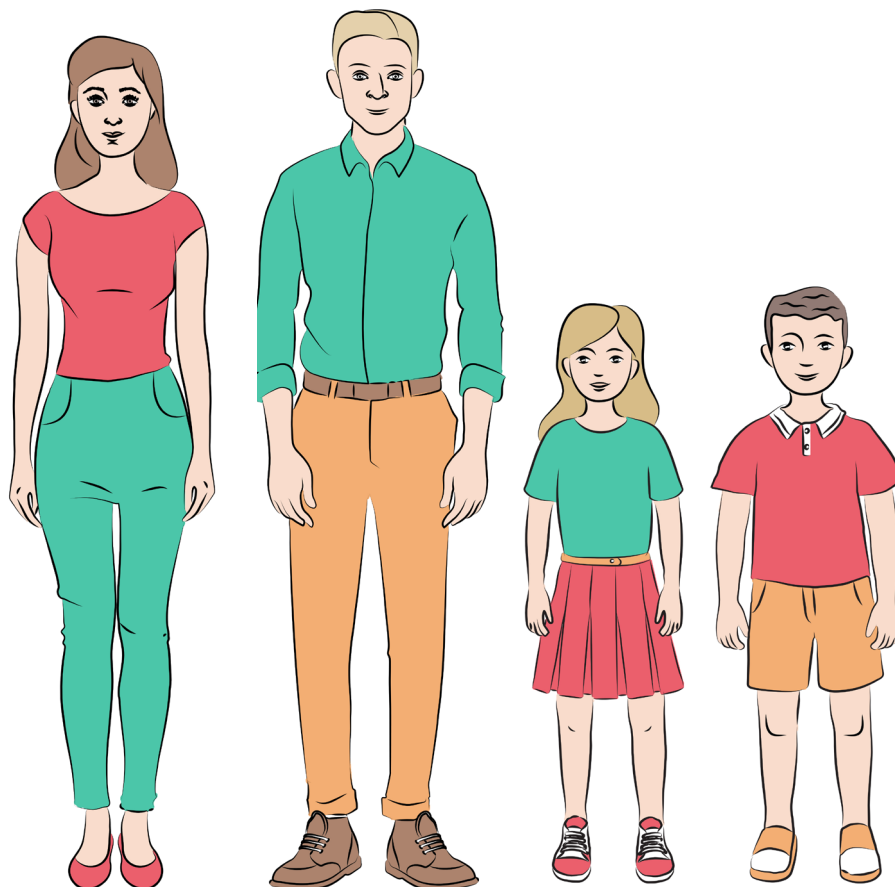


Lesson Kits

24 MY FAMILY



hearLIFE

Learn About the Lesson Plans

Lesson Plan

Level 1, Level 2, Level 3

1. Family Tree

Therapist Notes, Resources

2. Taking Care of Baby

Therapist Notes, Resources

3. Who Has...? Family Game

Therapist Notes, Resources

4. Daddy Finger

Therapist Notes, Resources

A note about the resources: English text is provided on some of the resources. In these cases, we provide a duplicate of the same resource with no text. Choose the one that suits your needs best.

We'd like these kits to help as many people as possible, so the Themed Lesson Kits may be shared openly for fair usage. However, MED-EL retains full rights to the material, so the content may not be altered, rebranded, or repurposed for commercial use.

Learn About The Lesson Plans



indicates listening goals



indicates spoken language goals



indicates cognition and Theory of Mind goals

How to choose a level

Level 1	The child is learning to listen and attend to <i>1 unit</i> of information. Spoken language is presented to the child in simple short sentences and Acoustic Highlighting techniques are utilised to enable the child to attend to new information.	The child is 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. Furthermore, 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. Older children working at Level 1 may already have more advanced cognitive and ToM skills and need stronger language skills to express themselves. Conversely younger children working at Level 3 may not be developmentally ready to think through some of the ToM goals.
Level 2	The child is learning to listen and attend to <i>2 units</i> of information. Spoken language is presented in longer sentences and Acoustic Highlighting techniques are utilised to encourage the child to attend to all the information in the sentence.	The child is producing 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 <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 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 (i.e., a broad general topic, such as *Animals*) followed by a related micro theme (i.e., a narrow, related sub-topic, such as *Cats* and *Dogs*) 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 save electronically to computer or tablet.

Resources are easily identified by file name:

Theme Level (L) Activity (A)

(e.g., Animals L1 L2 A2 refers to resources you need for Animals theme lesson, Level 1 and Level 2, Activity 2)




MY HOUSE: LEVEL 1 LESSON PLAN

MED^oEL

Date:

Name: Age: H.A:

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




			
BUILD A HOUSE RESOURCES • My House L1 L2 L3 A1	• Identifies 1 item: • parts of a house • Understands some prepositions: • front • back	• Labels house parts • Uses verbs: • cut • stick • fold	• Understands that people see different things from different angles
WHO'S IN THE HOUSE? RESOURCES • My House L1 L2 L3 A2	• Attends to 1 item: • person • place • verb	• Repeats or labels 1 word: • person • place • verb	• Understands <i>same</i> and <i>not the same</i>
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	<div> <div>MY HOUSE: LEVEL 1 THERAPIST NOTES</div> <div>MED⁹EL</div> </div>
The activity name	<div> <div>ACTIVITY</div> <div>1. Build a House</div> </div>
What you need to do before the lesson	<div> <div>PREPARATION</div> <div>Print all resources onto lightweight card.</div> <div> <div>RESOURCES</div> <ul style="list-style-type: none"> • A cardboard box • My house L1 L2 L3 A1 • Glue and scissors • Craft knife </div> </div>
Step-by-step through the activity	<div> <div> <p>You are going to make a house using the cardboard box.</p> <ol style="list-style-type: none"> 1. Cut out the windows, curtains, doors, and chimney. 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 the chimney by folding the dotted lines in order; 1, 2, 3 and glue the base together. 10. Stick the chimney to the top of the box. </div> <div> <div>EXPECTED OUTCOMES</div> <ul style="list-style-type: none"> • Identifies 1 item: parts of a house (e.g., <u>door</u>, <u>window</u>, <u>curtain</u>, <u>chimney</u>) • Understands some prepositions: <u>front</u>, <u>back</u> </div> </div>
Goal from lesson plan: example of skill	<div> <div> <div>KEY STRATEGIES</div> <div> <div>TALK, TALK, TALK:</div> <p>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.</p> </div> </div> <div> <div>ACOUSTIC HIGHLIGHTING:</div> <p>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...<i>the front</i>." (Turn the box around.) "Or maybe we could put the blue door on...<i>the back</i>."</p> </div> </div>
Key listening strategy or technique to use to help the child to achieve the goal.	<div> <div> <div>EXPECTED OUTCOMES</div> <ul style="list-style-type: none"> • Uses verbs: <u>cut</u>, <u>stick</u>, <u>fold</u>. • Labels parts of a house (e.g., <u>door</u>, <u>window</u>, <u>curtain</u>, <u>chimney</u>) </div> <div> <div>KEY STRATEGIES</div> <div> <div>THE SAME THINKING PLACE:</div> <p>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 to repeat it back. "<i>Just here on this line, you need to cut. Use the glue to make it stick.</i>"</p> </div> <div> <div>USE CHOICES:</div> <p>Using the house parts vocabulary in choice questions provides children with a model of the vocabulary just before they try and say it. Choosing from options is easier than trying to recall unfamiliar vocabulary. <i>Shall we do a window or a door?</i></p> </div> </div> </div>
	<div> <div> <div>EXPECTED OUTCOMES</div> <ul style="list-style-type: none"> • Understands that people see different things from different angles </div> <div> <div>KEY STRATEGY</div> <div> <div>SABOTAGE:</div> <p>Angle the box so the child's parent/caregiver cannot see the piece you just stuck on. Encourage parents/caregivers to comment that they can't see it. This strategy helps the child learn that not everybody has access to the same information. <i>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.</i></p> </div> </div> </div>

Date:

Name: Age: H.A:




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

			
FAMILY TREE RESOURCES <ul style="list-style-type: none"> • My Family L1 L2 L3 A1 • My Family L1 L2 L3 A1 Tree 	<ul style="list-style-type: none"> • Understands names of family members 	<ul style="list-style-type: none"> • Repeats family members' names 	<ul style="list-style-type: none"> • Identifies boy, girl
TAKING CARE OF BABY RESOURCES <ul style="list-style-type: none"> • My Family L1 L2 L3 A2 (I) • My Family L1 L2 L3 A2 (II) • My Family L1 L2 L3 A2 (III) • My Family L1 L2 L3 A2 Draw cards 	<ul style="list-style-type: none"> • Identifies one item: <ul style="list-style-type: none"> · baby items 	<ul style="list-style-type: none"> • Repeats or says one word: <ul style="list-style-type: none"> · baby items · verbs 	<ul style="list-style-type: none"> • Understands the connection between object and change in affect
WHO HAS...? FAMILY GAME RESOURCES <ul style="list-style-type: none"> • My Family L1 A3 	<ul style="list-style-type: none"> • Understands family members' labels 	<ul style="list-style-type: none"> • Repeats or says family members' labels 	<ul style="list-style-type: none"> • Understands that a picture is an abstract representation
DADDY FINGER RESOURCES <ul style="list-style-type: none"> • My Family L1 L2 L3 A4 	<ul style="list-style-type: none"> • Joins in song and finger play 	<ul style="list-style-type: none"> • Uses a <i>question</i> intonation 	<ul style="list-style-type: none"> • Attempts to say, "I love you."

Date:

Name: Age: H.A:




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

			
FAMILY TREE RESOURCES <ul style="list-style-type: none"> • My Family L1 L2 L3 A1 • My Family L1 L2 L3 A1 Tree 	<ul style="list-style-type: none"> • Follows simple directions 	<ul style="list-style-type: none"> • Combines name of family member + location word 	<ul style="list-style-type: none"> • Identifies: <ul style="list-style-type: none"> • Boy, girl • Man, woman
TAKING CARE OF BABY RESOURCES <ul style="list-style-type: none"> • My Family L1 L2 L3 A2 (I) • My Family L1 L2 L3 A2 (II) • My Family L1 L2 L3 A2 (III) • My Family L1 L2 L3 A2 Draw cards 	<ul style="list-style-type: none"> • Identifies item from a clue about function 	<ul style="list-style-type: none"> • Says a clue about the use of an object 	<ul style="list-style-type: none"> • Understands the connection between object and change in affect
WHO HAS...? FAMILY GAME RESOURCES <ul style="list-style-type: none"> • My Family L2 A3 	<ul style="list-style-type: none"> • Identifies up to three items 	<ul style="list-style-type: none"> • Uses <i>and</i> to combine two subjects 	<ul style="list-style-type: none"> • Talks about how a picture is an abstract representation
DADDY FINGER RESOURCES <ul style="list-style-type: none"> • My Family L1 L2 L3 A4 	<ul style="list-style-type: none"> • Joins in song and finger play 	<ul style="list-style-type: none"> • Asks, "Where are you?" 	<ul style="list-style-type: none"> • Says "I love you."

Date:

Name: Age: H.A:

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

			
FAMILY TREE RESOURCES <ul style="list-style-type: none"> • My Family L1 L2 L3 A1 • My Family L1 L2 L3 A1 Tree 	<ul style="list-style-type: none"> • Follows directions of increasing length and complexity 	<ul style="list-style-type: none"> • Uses comparatives and superlatives 	<ul style="list-style-type: none"> • Identifies: <ul style="list-style-type: none"> · Boy, girl · Man, woman
TAKING CARE OF BABY RESOURCES <ul style="list-style-type: none"> • My Family L1 L2 L3 A2 (I) • My Family L1 L2 L3 A2 (II) • My Family L1 L2 L3 A2 (III) • My Family L1 L2 L3 A2 Draw cards 	<ul style="list-style-type: none"> • Identifies item from a clue about function 	<ul style="list-style-type: none"> • Uses "I think..." • Says clue about the use of an object 	<ul style="list-style-type: none"> • Understands the connection between object and change in affect
WHO HAS...? FAMILY GAME RESOURCES <ul style="list-style-type: none"> • My Family L2 A3 	<ul style="list-style-type: none"> • Identifies up to 4 items 	<ul style="list-style-type: none"> • Uses <i>and</i> to combine up to 4 subjects • Uses plurals 	<ul style="list-style-type: none"> • Talks about similarities and differences
DADDY FINGER RESOURCES <ul style="list-style-type: none"> • My Family L1 L2 L3 A4 	<ul style="list-style-type: none"> • Joins in song and finger play 	<ul style="list-style-type: none"> • Asks "(Name) + where are you?" 	<ul style="list-style-type: none"> • Says "I love you."

ACTIVITY

1. Family Tree

PREPARATION

Print resources onto paper. You might need 2 copies of L1 L2 L3 A1 if you want to do a large family tree.

RESOURCES

- My Family L1 L2 L3 A1
- My Family L1 L2 L3 A1 Tree
- Scissors, glue and coloured pencils

You are going to complete a tree puzzle, then fill it with family members.

1. Together with the child, look at the 4 pieces of tree (L1 L2 L3 A1 Tree) and arrange them to form a tree. Follow the instructions on the tree to cut off the excess white paper and overlap duplicate lines. Glue them in place.
2. Explain that the outlines of people are the members of the child's family. Start with the child's parent(s). Cut out the paper figures and draw on features so they look (somewhat) like the child's parent(s). Glue them near the middle of the tree.
3. Cut out paper people to match the child and any siblings. Draw features and glue them in a row at the bottom of the tree.
4. Add grandparents in a row at the top of the tree.



EXPECTED OUTCOMES

- Understands names of family members (e.g., Armi, Tati, Mardi, Grandfather)

KEY STRATEGIES

TALK, TALK, TALK: Discuss with the parent/caregiver the labels given to family members. Family member labels differ according to culture and individual family's preference. Use the family preferred labels and repeat them in meaningful contexts as you build the family tree.

BOOKS, BOOKS, BOOKS: Encourage the parent/caregiver to carry over this activity at home by creating an Experience Book, an individualised book created with the child, which can be used to target specific listening and language goals. This book could be as simple as each page holding a photo of a family member.



EXPECTED OUTCOMES

- Repeats family members' names

KEY STRATEGIES

USE CHOICES: Complete the parents by drawing simple features before you stick them on. Hold up both and ask the child to choose which one you will stick first. *OK, here is Mum... and... here is Dad. Do you want to stick Mum or Dad?*

WAIT, WAIT & WAIT SOME MORE and MY VOICE MATTERS: Withhold the glue until the child has responded to the choice question using the name or an approximation of the name. Encourage the parent/caregiver to praise the attempt and repeat it back correctly so the child can compare the first try with the corrected pronunciation. This strategy helps in the development of the child's Auditory Feedback Loop.



EXPECTED OUTCOMES

- Identifies boy, girl

KEY STRATEGY

TALK, TALK, TALK: Discuss with the family how they would like to talk about the difference between boys and girls. In this activity the girls are identified by wearing a dress, but of course we know this way of dressing is not definitive. Talk about who in the family are boys and who are girls, and the child will begin to work out the gender characteristics independently.

ACTIVITY

1. Family Tree

PREPARATION

Print resources onto paper. You might need 2 copies of L1 L2 L3 A1 if you want to do a large family tree.

RESOURCES

- My Family L1 L2 L3 A1
- My Family L1 L2 L3 A1 Tree
- Scissors, glue and coloured pencils

You are going to complete a tree puzzle, then fill it with family members.

1. Together with the child, look at the 4 pieces of tree (L1 L2 L3 A1 Tree) and arrange them to form a tree. Follow the instructions on the tree to cut off the excess white paper and overlap duplicate lines. Glue them in place.
2. Explain that the outlines of people are the members of the child's family. Start with the child's parent(s). Cut out the paper figures and draw on features so they look (somewhat) like the child's parent(s). Glue them near the middle of the tree.
3. Cut out paper people to match the child and any siblings. Draw features and glue them in a row at the bottom of the tree.
4. Add grandparents in a row at the top of the tree.



EXPECTED OUTCOMES

- Follows simple directions

KEY STRATEGIES

LISTENING FIRST: The Level 2 listening child is most likely already able to identify family members' names so use the names and include them in 2-part directions. *This is Dad. Let's draw Dad's short hair. And here is Mum. Now draw Mum's long eye lashes.*

BOOKS, BOOKS, BOOKS: Encourage the parent/caregiver to carry over this activity at home by creating an Experience Book, an individualised book created with the child, which can be used to target specific listening and language goals. This book could be as simple as each page holding a photo of a family member, which you can use to talk about descriptive characteristics.



EXPECTED OUTCOMES

- Combines family member + location word (e.g., Grandpa at the top)

KEY STRATEGIES

USE CHOICES: As the tree starts to be filled with paper people, help the child understand the idea of comparing by age. The oldest people go at the top of the tree, youngest at the bottom. Use choices to model the language required to combine a name and a location. *So do you think we put baby sister at the top or baby sister at the bottom?*

WAIT, WAIT & WAIT SOME MORE and EXPANSION & EXTENSION: Withhold the glue until the child has responded to the choice question using the name and location. Encourage the parent/caregiver to listen carefully to the response and repeat it back, adding any words missed, so the child can compare the first try with the expanded one. This strategy helps in the development of the child's Auditory Feedback Loop.



EXPECTED OUTCOMES

- Identifies boy, girl; man, woman

KEY STRATEGY

TALK, TALK, TALK: Discuss with the family how they would like to talk about the difference between boys and girls. In this activity the girls are identified by wearing a dress, but of course we know this way of dressing is not definitive. Talk about who in the family are boys or men and who are girls or women, and the child will begin to work out the gender characteristics independently.

ACTIVITY

1. Family Tree

PREPARATION

Print resources onto paper. You might need 2 copies of L1 L2 L3 A1 if you want to do a large family tree.

RESOURCES

- My Family L1 L2 L3 A1
- My Family L1 L2 L3 A1 Tree
- Scissors, glue and coloured pencils

You are going to complete a tree puzzle, then fill it with family members.

1. Together with the child, look at the 4 pieces of the tree (L1 L2 L3 A1 Tree) and arrange them to form a tree. Follow the instructions to cut off the excess white paper and overlap duplicate lines. Glue them in place.
2. Explain that the outlines of people are the members of the child's family. Start with the child's parent(s). Cut out the paper figures and draw on features so they look (somewhat) like the child's parent(s). Glue them near the middle of the tree.
3. Cut out paper people to match the child and any siblings. Draw features and glue them in a row at the bottom of the tree.
4. Add grandparents in a row at the top of the tree.



EXPECTED OUTCOMES

- Follows directions of increasing length and complexity

KEY STRATEGIES

LISTENING FIRST: Continue to extend the Level 3 child's listening and comprehension skills by using longer directions and more sophisticated concepts in this craft activity. Give the instructions first through listening, then add gesture to support comprehension of any new concepts. *Because Opa is Dad's father you stick him on the top left... Here... above Dad.*

BOOKS, BOOKS, BOOKS: Encourage the parent/caregiver to carry over this activity at home by creating an Experience Book, an individualised book created with the child, which can be used to target specific listening and language goals. This book could be as simple as each page holding a photo of a family member, which you can use to talk about descriptive characteristics.



EXPECTED OUTCOMES

- Uses comparatives and superlatives (e.g., older, oldest)

KEY STRATEGIES

USE CHOICES: As the tree starts to be filled with paper people, help the child understand the idea of comparing by age. The oldest people go at the top of the tree, youngest at the bottom. *I wonder who is older, Opa or Oma. Ask Mum who is the oldest.*

EXPANSION & EXTENSION: Model the different ways of using language to compare, using comparatives and superlatives. As you glue them on, talk about how each person fits into the tree. *So Grandpa is older than Dad. Mum is younger than Dad, and NeNe is older than you. That means you are the youngest.*



EXPECTED OUTCOMES

- Identifies boy, girl; man, woman

KEY STRATEGY

TALK, TALK, TALK: Discuss with the family how they would like to talk about the difference between boys and girls. In this activity the girls are identified by wearing a dress, but of course we know this way of dressing is not definitive. Talk about who in the family are boys or men and who are girls or women, and the child will begin to work out the gender characteristics independently.

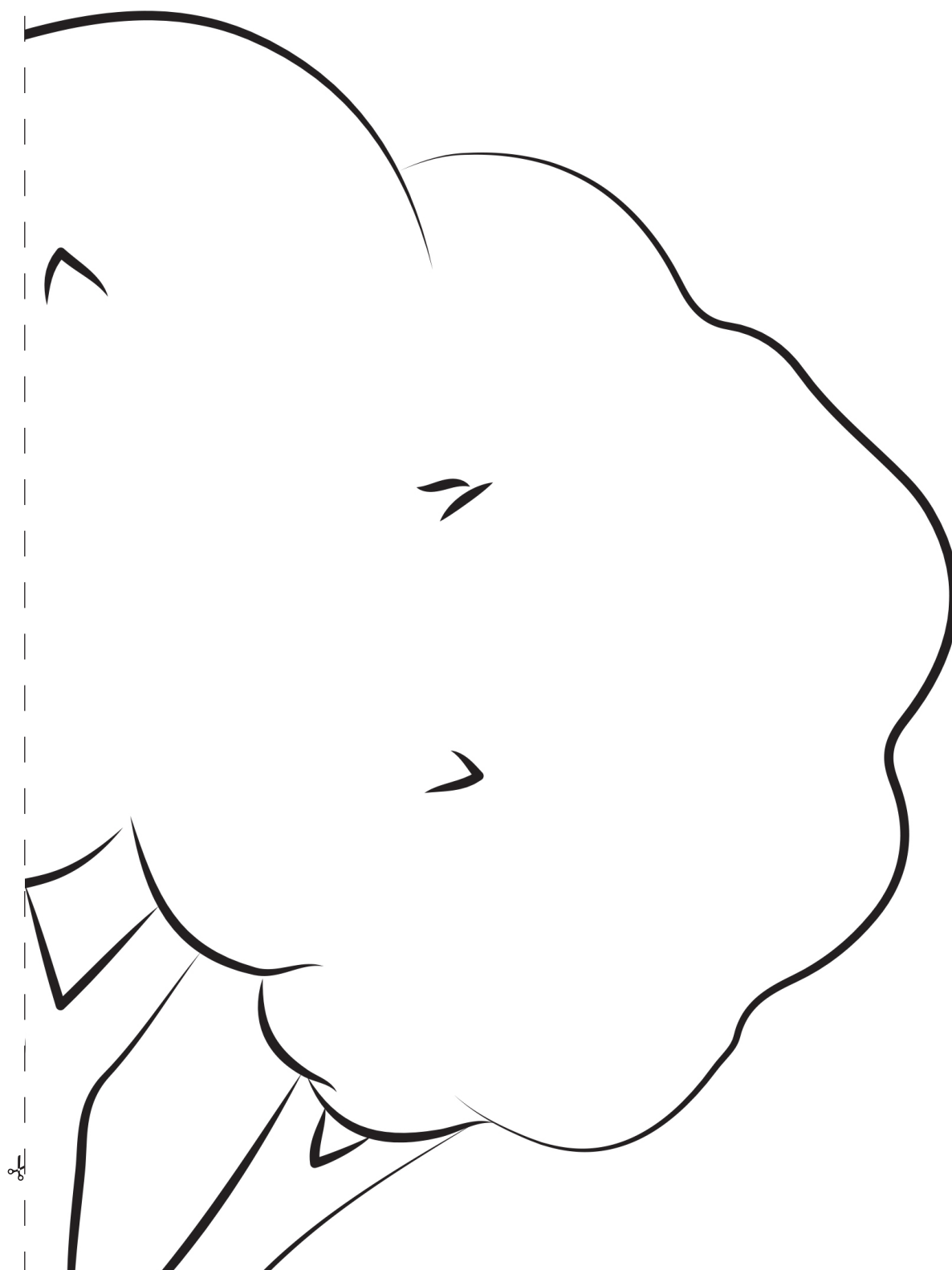
1. Family Tree



Step 2: Put glue here and then stick top right piece of the tree on.

Step 3: Put glue here and stick bottom left piece of the tree on.

Step 1: Cut away excess paper.



Step 4: Put glue here and stick bottom right of the tree on.

1. Family Tree

Step 1: Cut away excess paper.



Step 3: Put glue here and stick bottom right piece of the tree here.

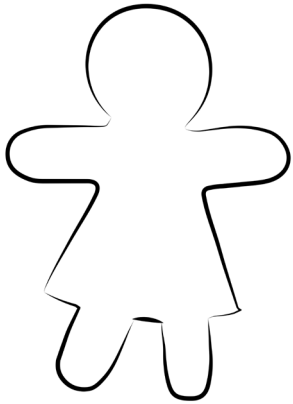
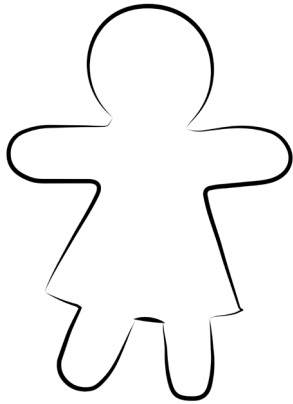
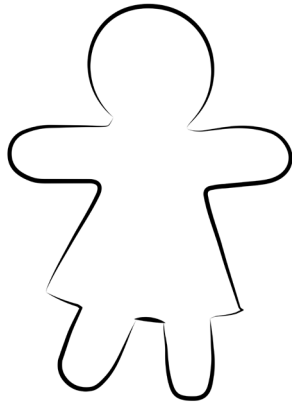
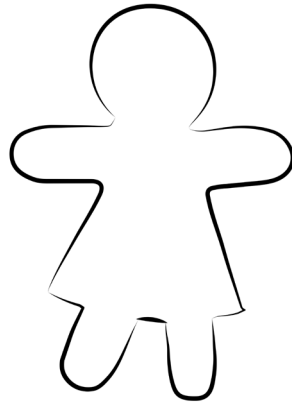
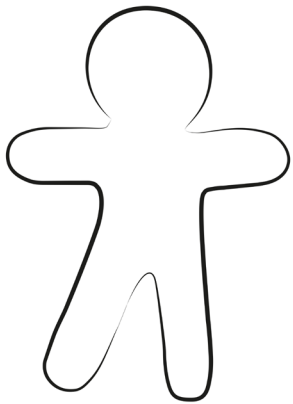
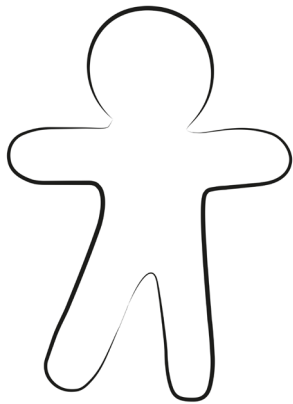
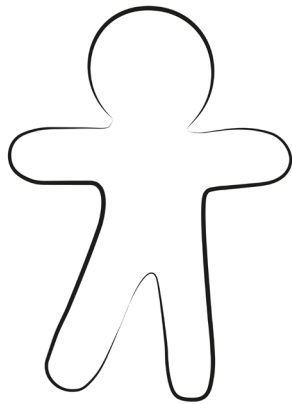
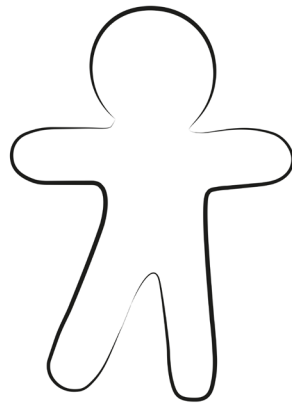
1. Family Tree

Step 1: Cut away excess paper.

Step 2: Cut away excess paper.



1. Family Tree

ACTIVITY

2. Taking Care of Baby

PREPARATION

Print resources onto lightweight card.

You are going to play a bingo-like game.

1. You have 3 players' mats. If there are more than 3 players in the lesson, decide who will share. Give each player one mat (My family L1 L2 L3 A2 [I/II/III]).
2. Together with the child cut out the draw cards, talking about all the items the babies need.
3. Shuffle the draw cards and place them in a pile face down.
4. Take one card and say what it is without showing the picture. All players look at their mat and see if they have that item. The player with the item takes the picture and places it on top of the matching item on the mat.
5. Take turns taking a draw card and talking about it. Continue until all draw cards are gone.

RESOURCES

- My Family L1 L2 L3 A2 (I)
- My Family L1 L2 L3 A2 (II)
- My Family L1 L2 L3 A2 (III)
- My Family L1 L2 L3 A2
- Draw cards
- Scissors



EXPECTED OUTCOMES

- Identifies one item: baby items

KEY STRATEGIES

AUDITORY HOOKS: Hide the picture as you talk about it to help the child focus on the auditory information. You might be able to add an Auditory Hook or early listening sound to give additional information and build associations to make it easier for the child to remember the vocabulary. *I've got the crib... shhhh. Time Baby went to sleep... into the crib.*

AUDITORY SANDWICH: This activity contains a lot of vocabulary, 18 nouns related to baby care. It might be difficult for the Level 1 child to remember all these words, so demonstrate how to *say, then show* (the picture), *then say* the word again. This way it is a teaching, not a testing activity.



EXPECTED OUTCOMES

- Repeats or says one word:
 - Baby items
 - Verbs (e.g., sleep, eat, play)

KEY STRATEGY

LISTENING FIRST and WAIT, WAIT & WAIT SOME MORE: For each draw card talk about the object and wait for the child to try to repeat. Add a verb to help the child build associations between words, a strategy that helps in the retention of vocabulary. *Here's the baby's rattle... Shake shake shake.*



EXPECTED OUTCOMES

- Understands the connection between object and change in affect

KEY STRATEGY

TALK, TALK, TALK: Start early, even with the Level 1 listener, talking about emotions and what triggers them to help children develop their affective Theory of Mind and learn how to be supportive. *Wahh! Wahh! I think the baby is cold. Let's give her this blanket. (Tuck tuck.) Now she's cosy.*

ACTIVITY

2. Taking Care of Baby

PREPARATION

Print resources onto lightweight card.

You are going to play a bingo-like game.

1. You have 3 players' mats. If there are more than 3 players in the lesson, decide who will share. Give each player one mat (My family L1 L2 L3 A2 [I/II/III]).
2. Together with the child cut out the draw cards, talking about all the items the babies need. Label them and talk about what the baby needs them for.
3. Shuffle the draw cards and place them in a pile face down.
4. Take one card and say what its function is without showing the picture. All players look at their mat and see if they think they have that item. The player guesses, using the question, "Is it a ...?" and if correct, takes the picture and places it on top of the matching item on the mat. If it is not correct, other players have a guess.
5. Take turns taking a draw card and talking about it. Continue until all draw cards are gone.

RESOURCES

- My Family L1 L2 L3 A2 (I)
- My Family L1 L2 L3 A2 (II)
- My Family L1 L2 L3 A2 (III)
- My Family L1 L2 L3 A2
- Draw cards
- Scissors



EXPECTED OUTCOMES

- Identifies from a clue about function (e.g., The baby wears it to keep her clothes clean when eating.)

KEY STRATEGY

AUDITORY SANDWICH and TALK, TALK, TALK: This activity contains a lot of vocabulary, 18 nouns related to baby care and almost as many different functions to be described. Babies need a lot of taking care of. It might be difficult for the Level 2 child to remember all these words, so demonstrate how to *say, then show* (the picture), *then say* the word again. This way it is a teaching, not a testing activity. Build the association between the name of the item and the words used to describe its function. Talking about how words relate helps children develop their own strategies for vocabulary retention.



EXPECTED OUTCOMES

- Says a clue about the use of an object (e.g., sleep in it)

KEY STRATEGY

AUDITORY HOOKS and USE CHOICES: When it is the child's turn to pick up the draw card, the instinct will be to label the item in the picture. (Labelling nouns is a more obvious task than identifying an associated verb.) Use Auditory Hooks to encourage the child to wait, listen, and think. *WAIT. Don't tell us what it is. THINK. You need to tell us what it's for. Maybe the baby eats with it or maybe the baby sleeps in it?*



EXPECTED OUTCOMES

- Understands the connection between object and change in affect

KEY STRATEGY

TALK, TALK, TALK: Talking about emotions and what triggers them helps children develop their affective Theory of Mind and learn how to be supportive. *The baby needs this when she is cold. Maybe the baby can't sleep because she is too cold. Let's give her this blanket. Now she's cosy and she can go to sleep. That's better.*

ACTIVITY

2. Taking Care of Baby

PREPARATION

Print resources onto lightweight card.

You are going to play a bingo-like game.

1. You have 3 players' mats. If there are more than 3 players in the lesson, decide who will share. Give each player one mat (My family L1 L2 L3 A2 [I/II/III]).
2. Together with the child cut out the draw cards, talking about all the items the babies need. Label them and talk about what the baby needs them for.
3. Shuffle the draw cards and place them in a pile face down.
4. Take one card and say what its function is without showing the picture. All players look at their mat and see if they think they have that item. The player guesses, using the question, "Is it a ...?" and if correct, takes the picture and places it on top of the matching item on the mat. If it is not correct, other players have a guess.
5. Take turns taking a draw card and talking about it. Continue until all draw cards are gone.

RESOURCES

- My Family L1 L2 L3 A2 (I)
- My Family L1 L2 L3 A2 (II)
- My Family L1 L2 L3 A2 (III)
- My Family L1 L2 L3 A2
- Draw cards
- Scissors



EXPECTED OUTCOMES

- Identifies from a clue about function (e.g., The baby wears it to keep her clothes clean when eating.)

KEY STRATEGY

AUDITORY SANDWICH and TALK, TALK, TALK: This activity contains a lot of vocabulary, 18 nouns related to baby care and almost as many different functions to be described. Babies need a lot of taking care of and it might be that the Level 3 child has no experience with baby care so some words might be new. *Say, then show* (the picture), *then say* the word again. This way it is a teaching, not a testing activity. Build the association between the name of the item and the words used to describe its function. Talking about how words relate helps children to develop their own strategies for vocabulary retention.



EXPECTED OUTCOMES

- Uses "I think..."
- Says a clue about the use of an object (e.g., sleep in it)

KEY STRATEGIES

THE SAME THINKING PLACE: Model how to start your clue with "*I think...*" *Think* is a state of mind verb. Understanding that people use this word when they are not certain helps the child develop the ability to think about other people's thinking. *I think this is something Mum or Dad uses to stop the baby crying.*

AUDITORY HOOKS and USE CHOICES: When it is the child's turn to pick up the draw card, the instinct will be to label the item in the picture. Use Auditory Hooks to encourage the child to wait, listen, and think. *WAIT. Don't tell us what it is. You need to tell us what it's for. Maybe the baby eats with it or maybe the baby sleeps in it? Tell us what you think.*



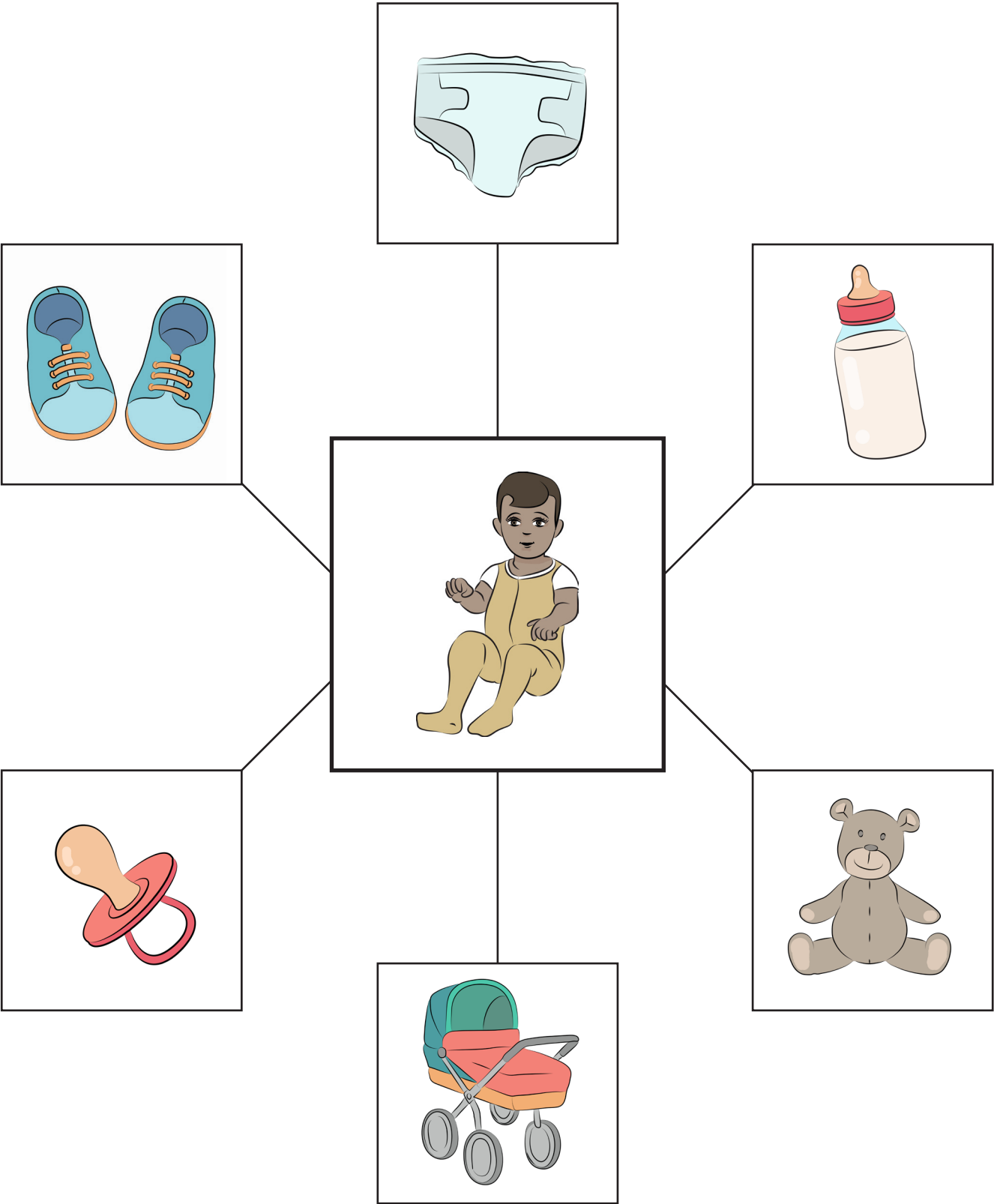
EXPECTED OUTCOMES

- Understands the connection between object and change in affect

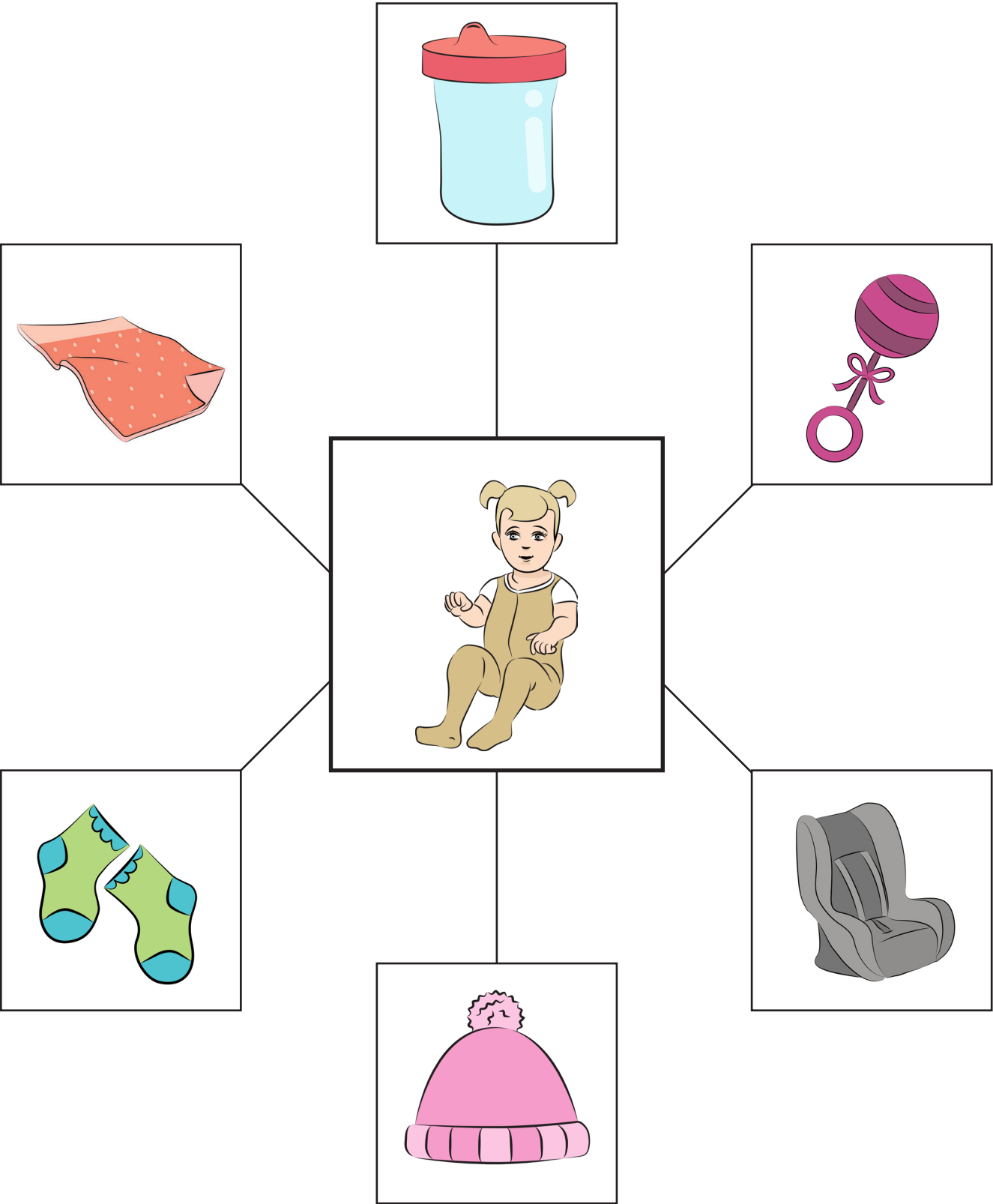
KEY STRATEGY

TALK, TALK, TALK: Talking about emotions and what triggers them helps children develop their affective Theory of Mind and learn how to be supportive. *I think the baby needs this when she is cold and tired. Maybe the baby can't sleep because she is too cold. Let's give her this blanket. Now she's cosy and she can go to sleep.*

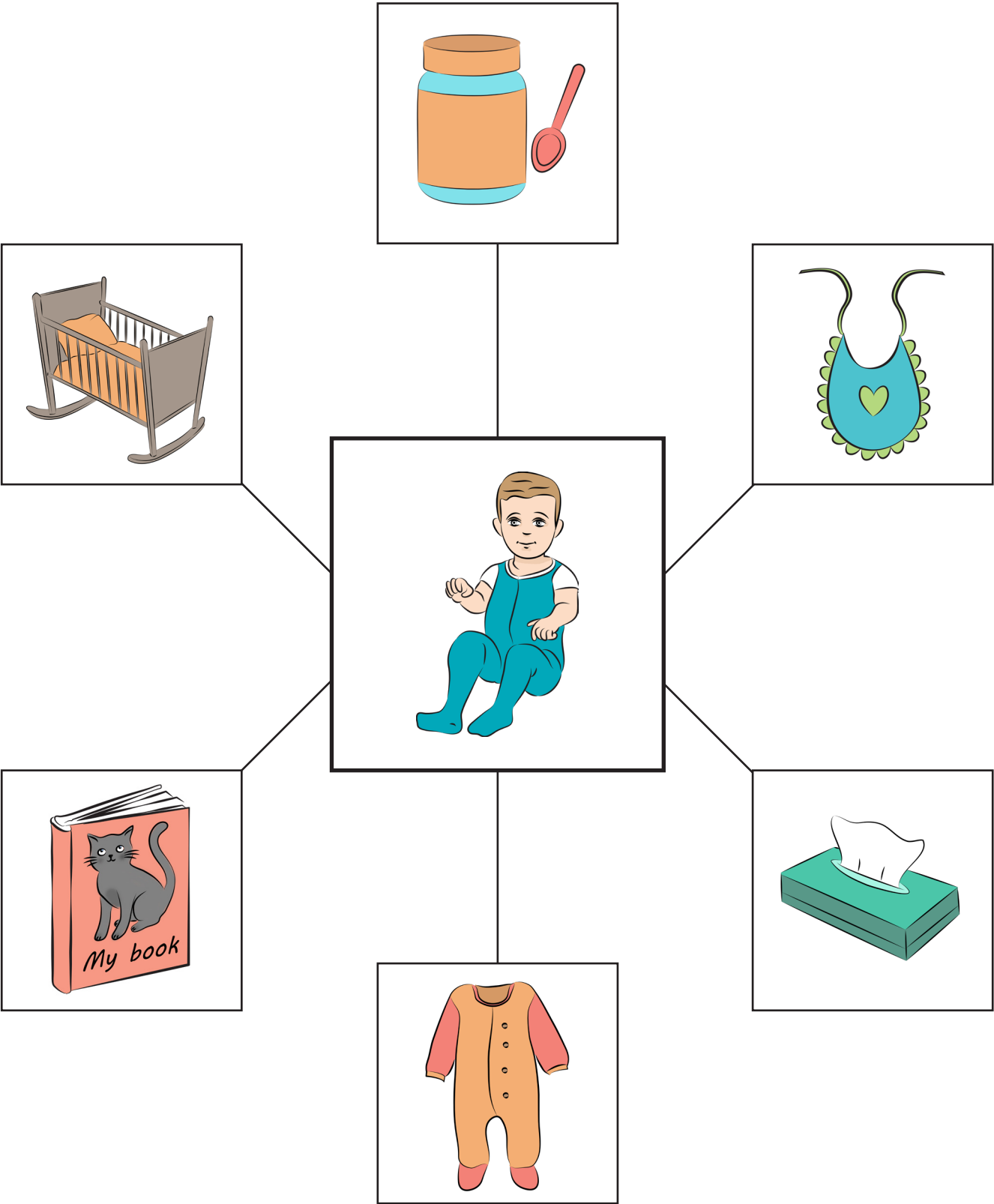
2. Taking Care of Baby



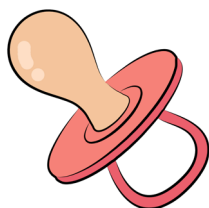
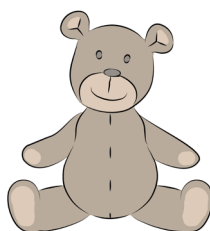
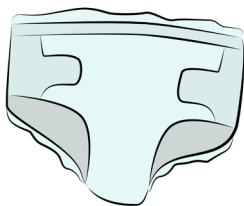
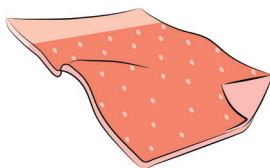
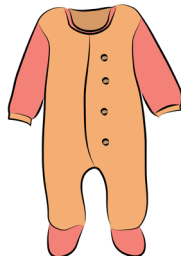
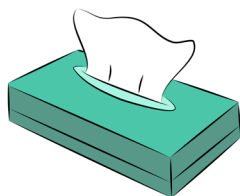
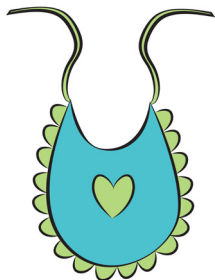
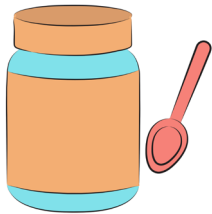
2. Taking Care of Baby



2. Taking Care of Baby



2. Taking Care of Baby



ACTIVITY

3. Who Has...? Family Game

PREPARATION

Print My Family L1 A3 onto lightweight card.

RESOURCES

- My Family L1 A3
- Scissors

You are going to play a card game about family members.

1. Together with the child cut out the cards with the red surround. Talk about the family members, then shuffle the cards and deal them out to the players face down.
2. Together with the child cut out the cards with the grey surround. Shuffle them and put them in a pile face down in the middle of the table. These cards are the draw cards.
3. Pick up a draw card and ask, "Who has (family member)?"
4. The players peek at their cards and whoever has that card calls out, "Me," takes the card, and places the pair face up in front of them.
5. Take turns taking a draw card and asking the question.
6. Repeat until all cards are matched.

Note: For young children or children with an additional disability you might like to use the idea of this game and print cards using photos of the child's actual family.



EXPECTED OUTCOMES

- Understands family members' labels

KEY STRATEGIES

TALK, TALK, TALK: Encourage parents/caregivers to repeat vocabulary (many times) in meaningful contexts to help the child build associations between family members' labels and names.

AUDITORY SANDWICH: Use Listening First to ask about the person on the card. Before you show it, add a clue to help the child attach meaning to the word. The clue might be eye gaze or a gesture towards the actual person the card is referring to, if for example Mum or Dad or baby sister is in the room. Then repeat the question again before showing the card.



EXPECTED OUTCOMES

- Repeats or says family members' labels

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING and WAIT, WAIT & WAIT SOME MORE: Encourage the parent/caregiver to model asking the whole question, "Who has (family member)?" with stress on the name rather than on the question word. It would be difficult for a Level 1 listening child to repeat back the whole question, but it is important to hear language in natural contexts. After the language model, encourage all players to wait until the child has had an attempt at saying the label before you peek at your cards.

USE CHOICES: As children develop an understanding of the labels, try using choice questions to encourage them to show what they know. *Hmmm do you think that is Dad or the brother?*



EXPECTED OUTCOMES

- Understands that a picture is an abstract representation

KEY STRATEGY

THE SAME THINKING PLACE: It is quite probable that the pictures representing the family members actually look nothing like the child's family. Encourage the parents/caregivers to accept it and talk about the concept that we use pictures to represent things, not necessarily to be an identical image. *Oh, this must be Grandma. She is not like your Grandma. Your Grandma has black hair.*

ACTIVITY

3. Who Has...? Family Game

PREPARATION

Print My Family L2 A3 onto lightweight card.

RESOURCES

- My Family L2 A3
- Scissors

You are going to play a card game about family members.

1. Together with the child cut out the cards with the red surround. Talk about the family members, then shuffle the cards and deal them out to the players face down.
2. Together with the child cut out the cards with the grey surround. Shuffle them and put them in a pile face down in the middle of the table. These cards are the draw cards.
3. Pick up a draw card and ask, "Who has [family member(s)]?"
4. The players peek at their cards and whoever has that card calls out, "I have [family member(s)]," takes the card, and places the pair face up in front of them.
5. Take turns taking a draw card and asking the question.
6. Repeat until all cards are matched.



EXPECTED OUTCOMES

- Identifies up to two items (e.g., brother and baby sister)

KEY STRATEGIES

TALK, TALK, TALK: Encourage parents/caregivers to repeat vocabulary (many times) in meaningful contexts to help the child build associations between family members' labels and names. Maybe the child's own family does not include all these family members. It is still important that the child understand the vocabulary, so teach it rather than test it.

AUDITORY SANDWICH: Use Listening First to ask about the person (or people) on the card. Before you show it, add a clue to help the child attach meaning to the word. The clue might be eye gaze or a gesture towards the actual person the card is referring to if, for example, Mum, or Dad, or baby sister is in the room. Then repeat the question again before showing the card.



EXPECTED OUTCOMES

- Uses *and* to combine two subjects

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: Use Acoustic Highlighting techniques such as stressing words, slowing rate, and increasing intonation changes to call the child's attention to grammatical elements that may be hard for the child to detect in connected speech. Maybe you want to target the question words *Who has...?* or maybe you want to target the conjunction *and* (e.g. *brother AND sister*).

USE CHOICES: When targeting grammatical structures, using choices gives children two chances of hearing the structure just before they try and say it. *Is that Grandpa and Grandma or Grandpa and Dad?*



EXPECTED OUTCOMES

- Talks about how a picture is an abstract representation

KEY STRATEGY

THE SAME THINKING PLACE: It is quite probable that the pictures representing the family members actually look nothing like the child's family. Encourage the parents/caregivers to accept it and talk about the concept that we use pictures to represent things, not necessarily to be an identical image. *Oh, this must be Grandma. She is not like your Grandma. Your Grandma has black hair, but we can pretend.* Pretending is a great way to develop play skills and Theory of Mind.

ACTIVITY

3. Who Has...? Family Game

PREPARATION

Print My Family L3 A3 onto lightweight card.

RESOURCES

- My Family L3 A3
- Scissors

You are going to play a card game about family members.

1. Together with the child cut out the cards with the red surround. Talk about the family members, then shuffle the cards and deal them out to the players face down.
2. Together with the child cut out the cards with the grey surround. Shuffle them and then put them in a pile face down in the middle of the table. These cards are the draw cards.
3. Pick up a draw card and ask, "Who has (list the family members)?"
4. The players peek at their cards and whoever has that card calls out, "I have [family member(s)]," takes the card, and places the pair face up in front of them.
5. Take turns taking a draw card and asking the question.
6. Repeat until all cards are matched.



EXPECTED OUTCOMES

- Identifies up to two items (e.g., 2 Grandpas and one Grandma)

KEY STRATEGIES

AUDITORY SANDWICH: Use Listening First to ask about the people on the card. Before you show it, add a clue to help the child attach meaning to the word. The clue might be eye gaze or a gesture towards the actual person the card is referring to if, for example, Mum, or Dad, or baby sister is in the room. Then repeat the question again, before showing the card.

TALK, TALK, TALK: Extend the conversation to explain how families are all different. Some children have 4 grandparents and some children have none. Maybe you can talk about the different names children call their grandparents. It's fun to understand about other people's families.



EXPECTED OUTCOMES

- Uses *and* to combine up to 4 subjects
- Uses plurals (e.g., sisters)

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: Use Acoustic Highlighting techniques such as stressing words, slowing rate, and increasing intonation changes to call the child's attention to grammatical elements that may be hard for the child to detect in connected speech. *Wow, who has two baby sisters... and two baby brothers?*

USE CHOICES: Model the different ways of listing the people in their groups. *So we could say 4 Grandparents or 2 Grandpas and 2 Grandmas.*



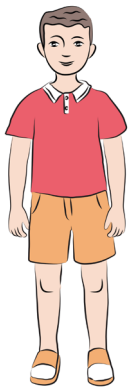
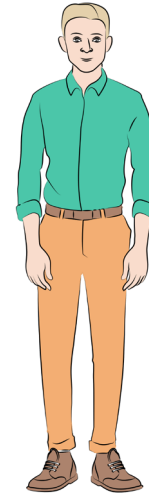
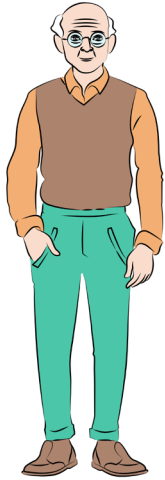
EXPECTED OUTCOMES

- Talks about similarities and differences

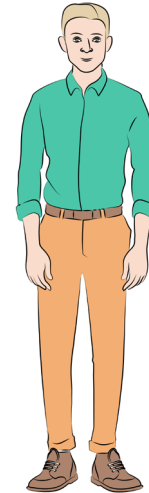
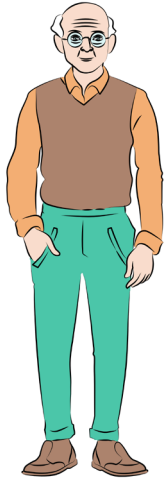
KEY STRATEGY

THE SAME THINKING PLACE: It is quite probable that the pictures representing the family members actually look nothing like the child's family. Encourage the parents/caregivers to accept it and talk about the characteristics in the picture that are the same or different from the child's family members. *Grandma does wear her hair in a bun like this grandma, but your grandma's hair is black, not grey.*

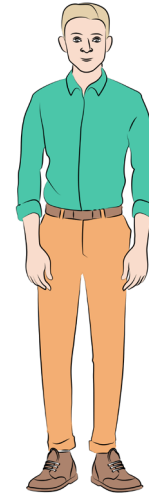
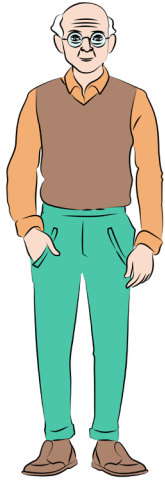
3. Who Has...? Family Game



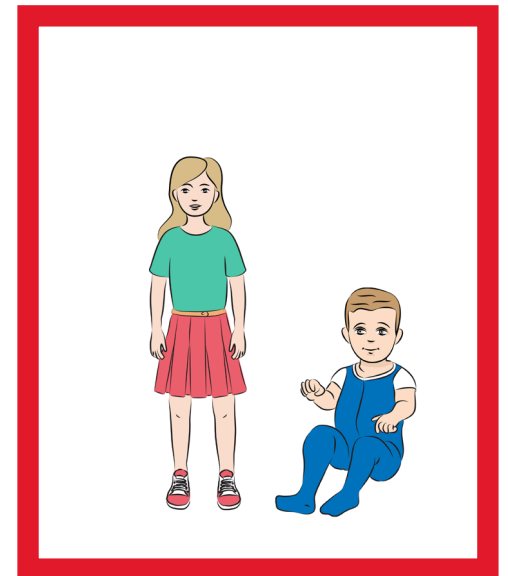
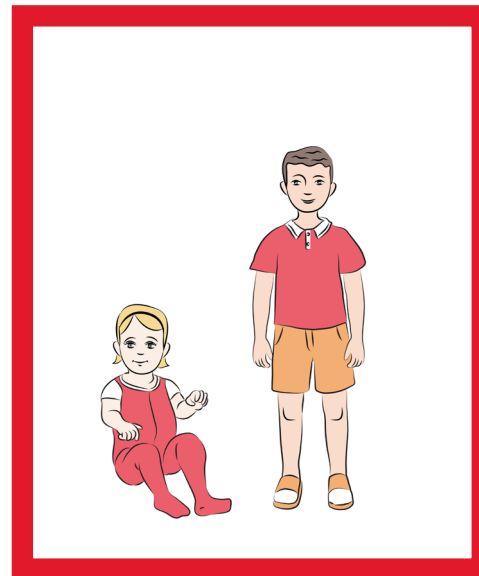
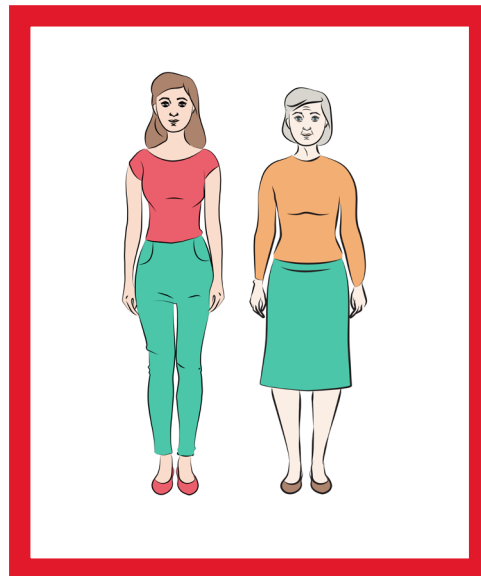
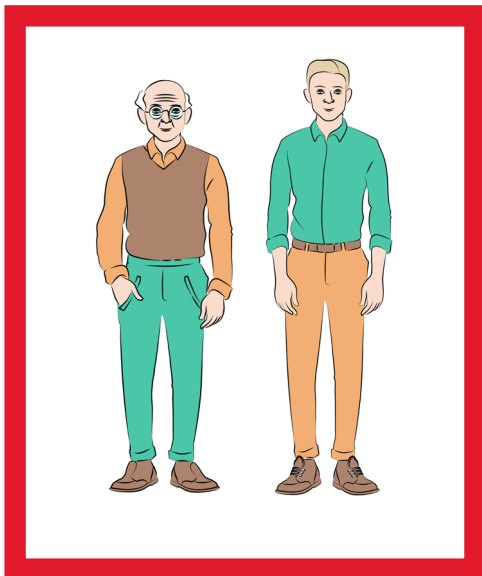
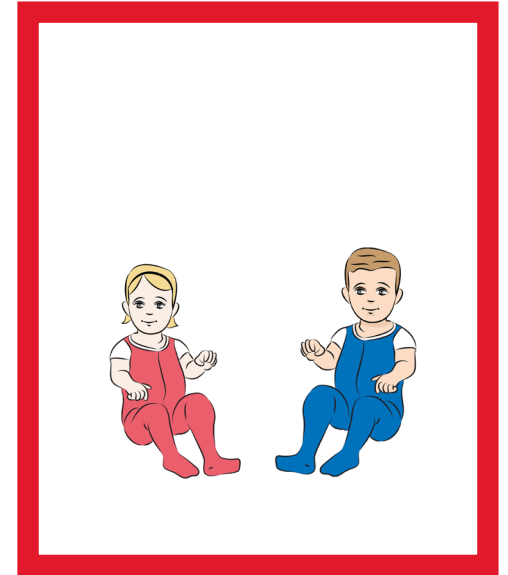
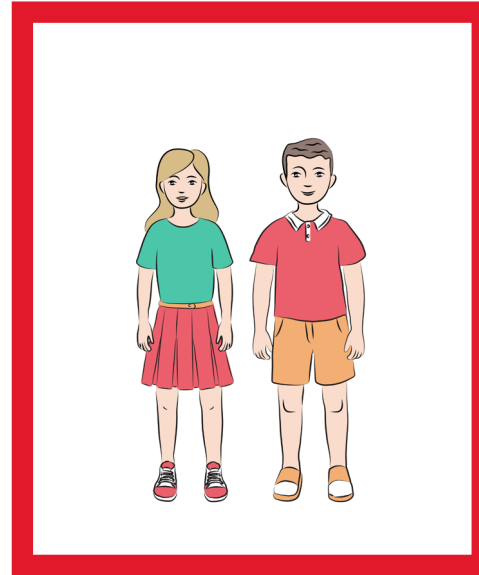
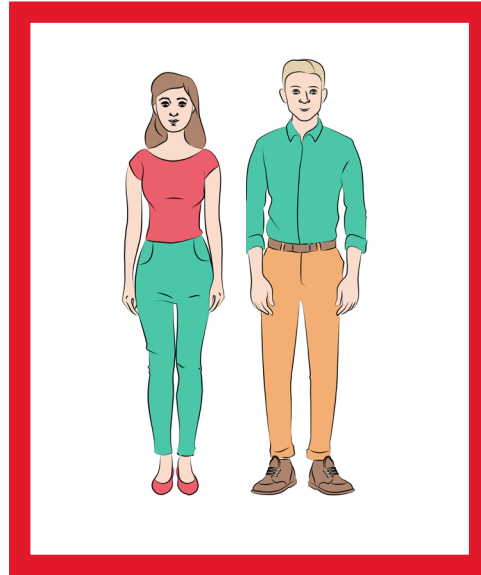
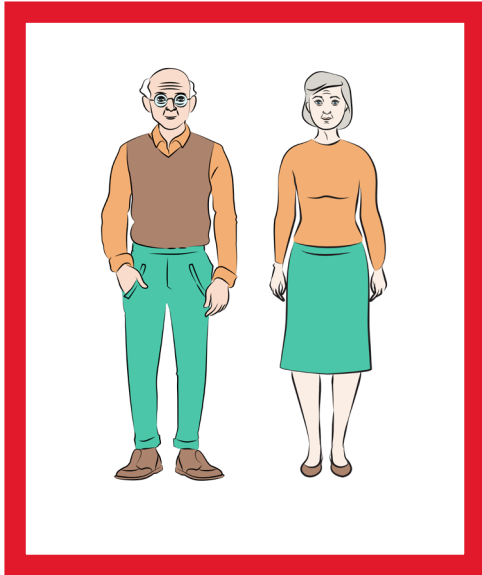
3. Who Has...? Family Game



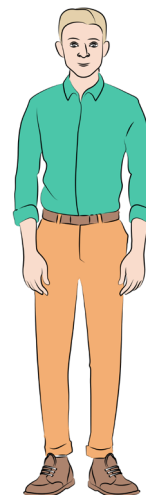
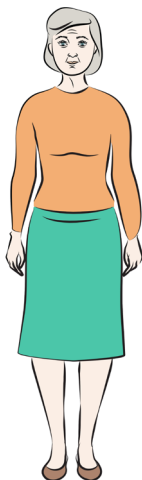
3. Who Has...? Family Game



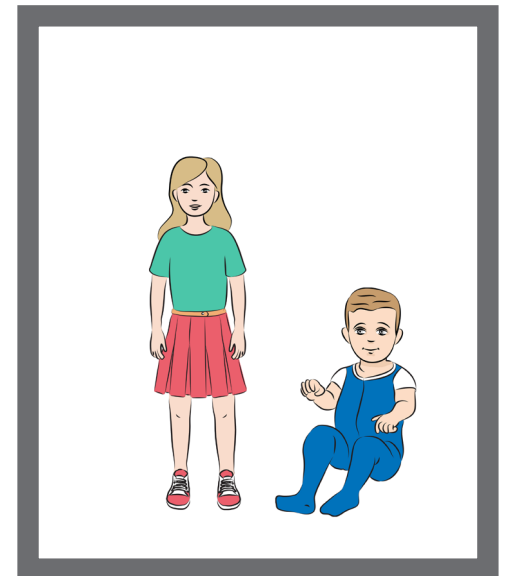
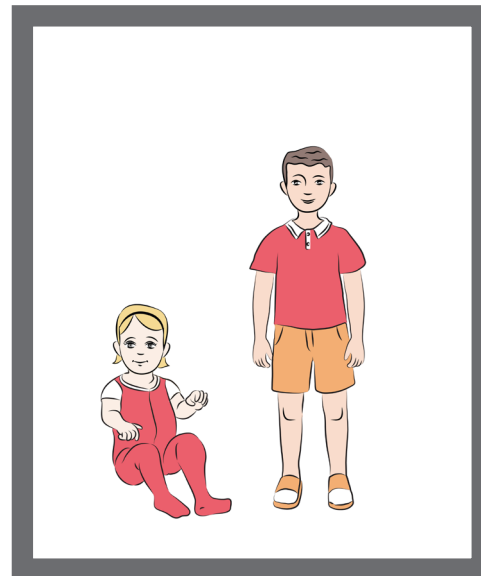
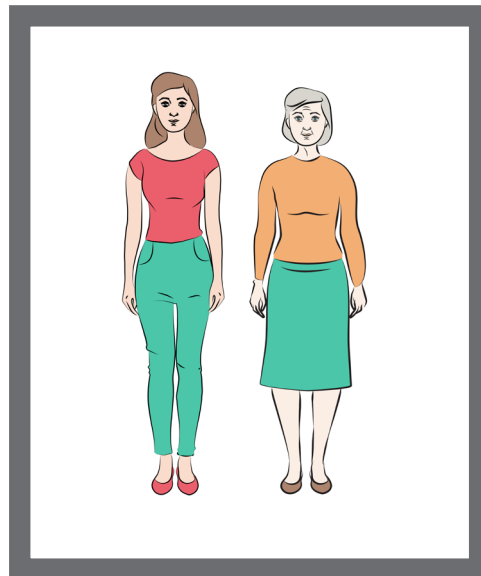
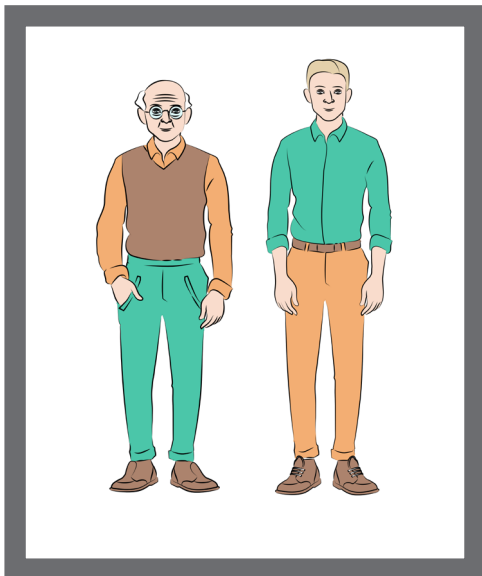
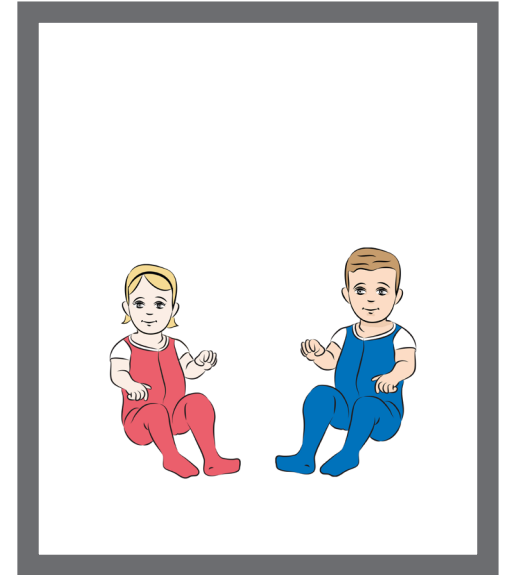
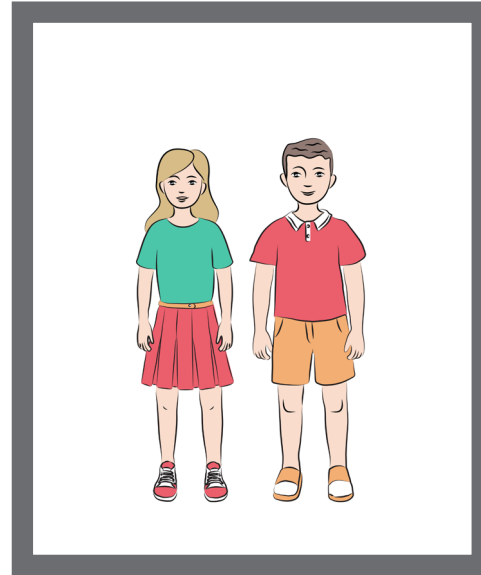
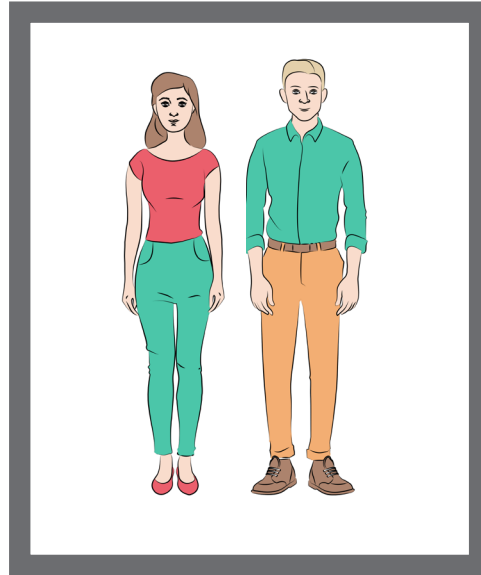
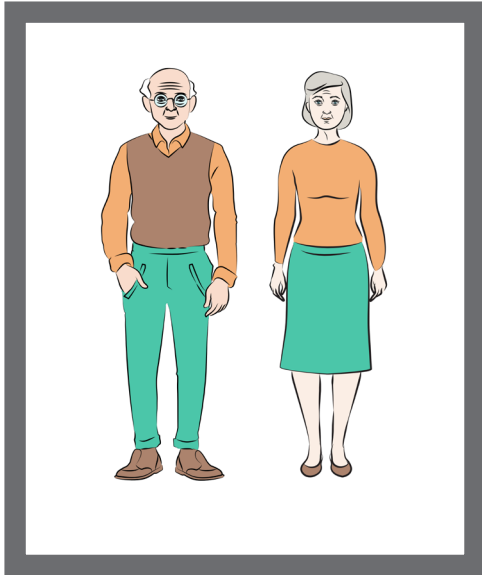
3. Who Has...? Family Game



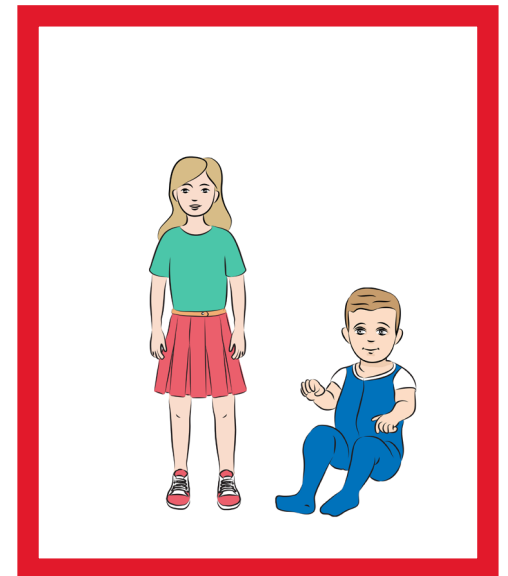
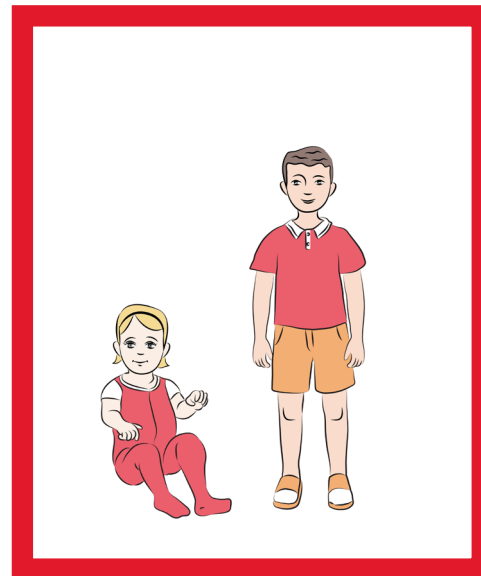
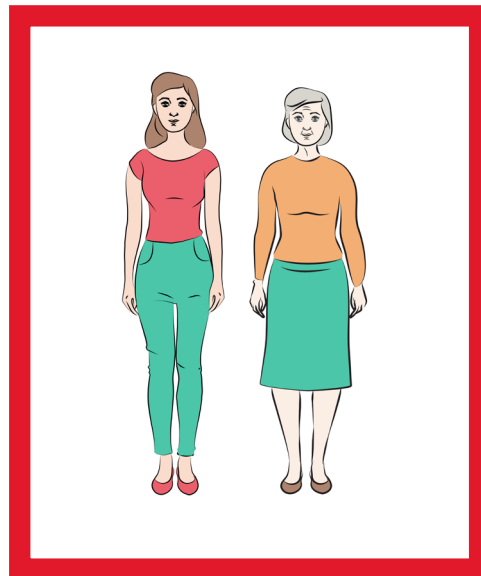
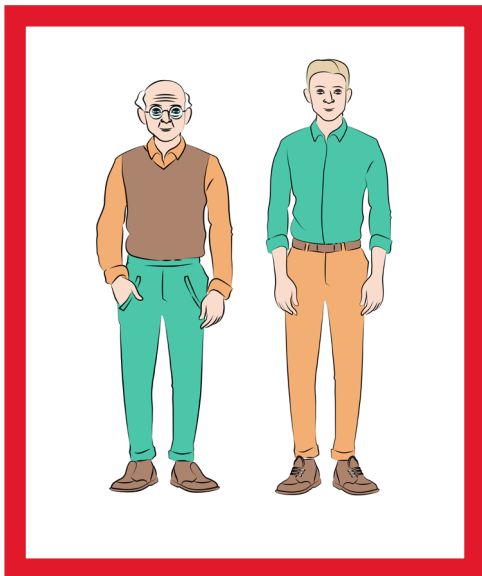
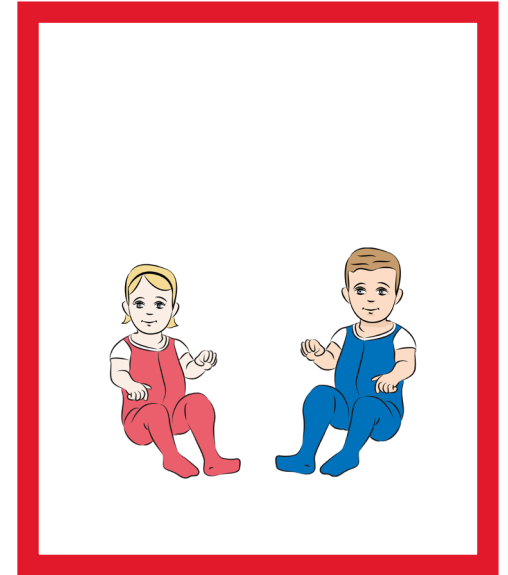
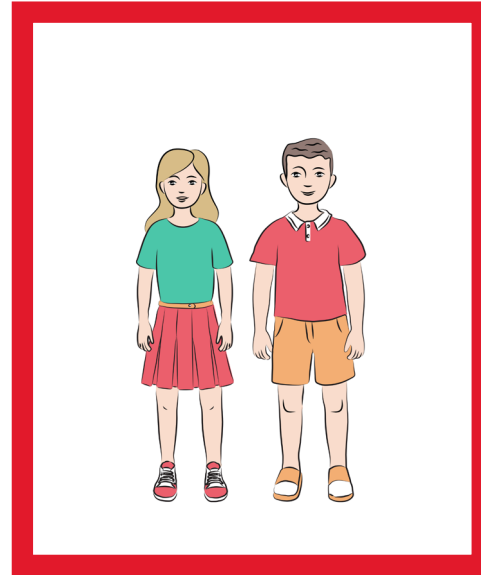
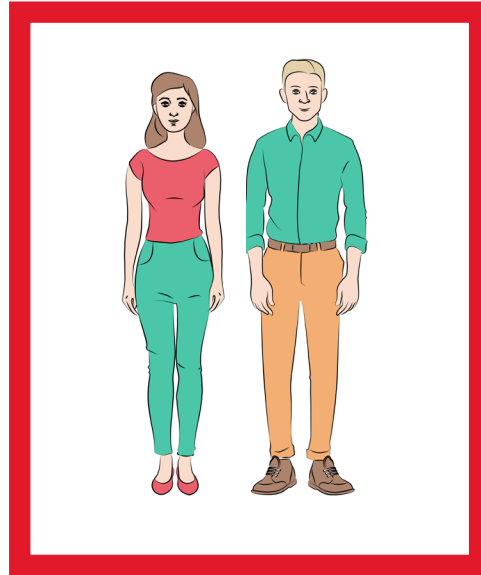
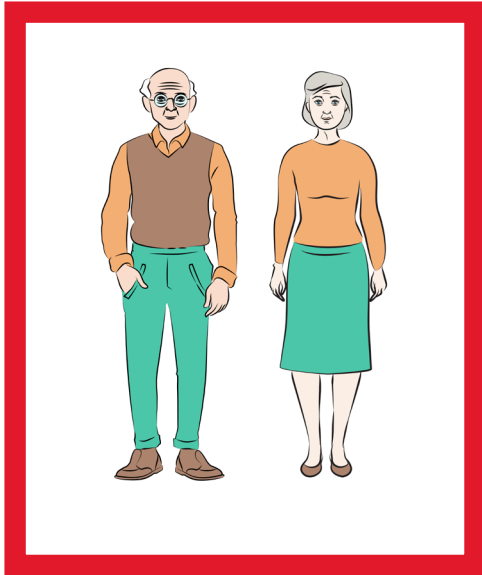
3. Who Has...? Family Game



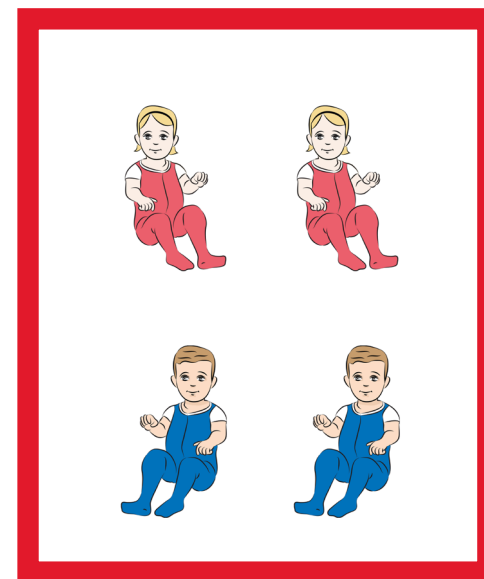
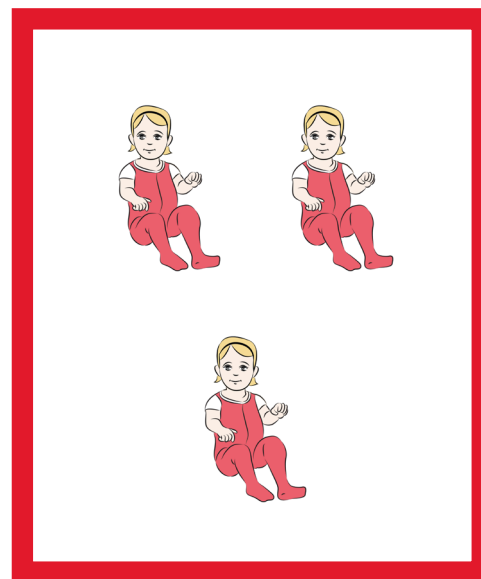
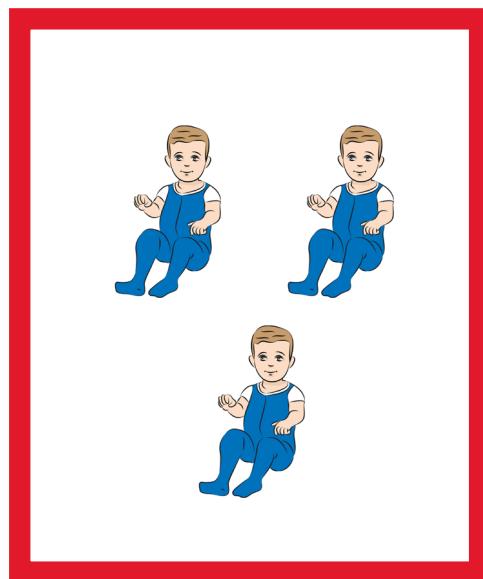
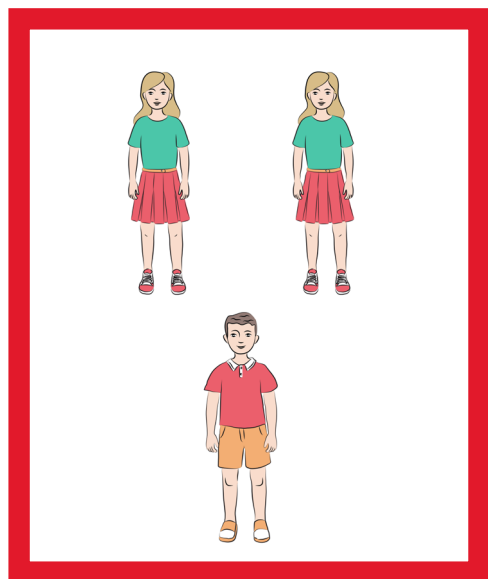
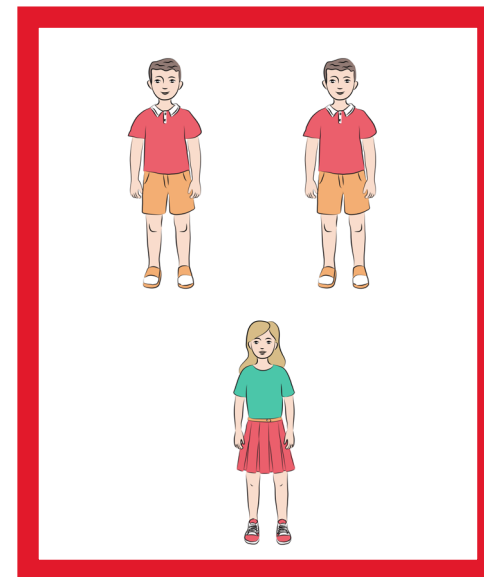
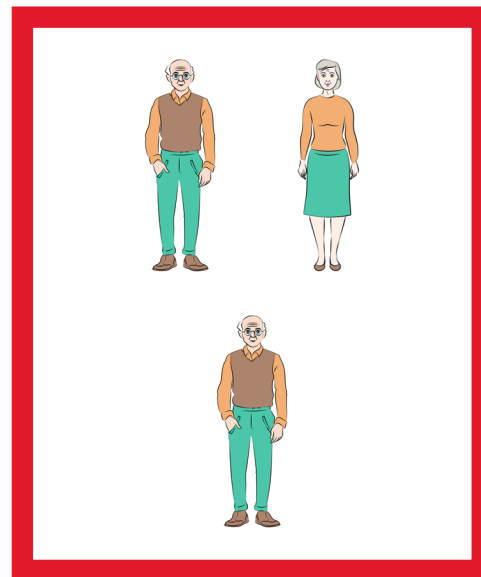
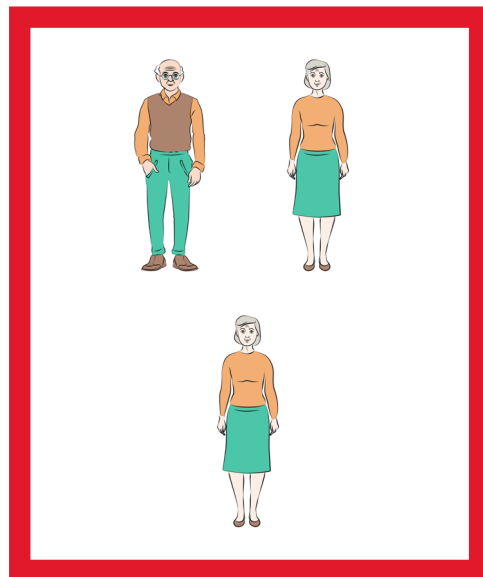
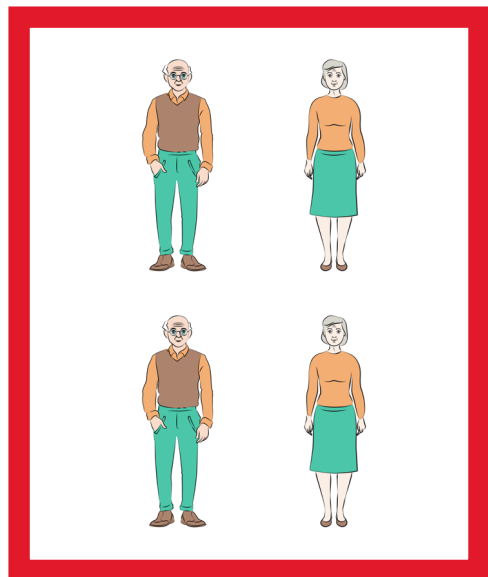
3. Who Has...? Family Game



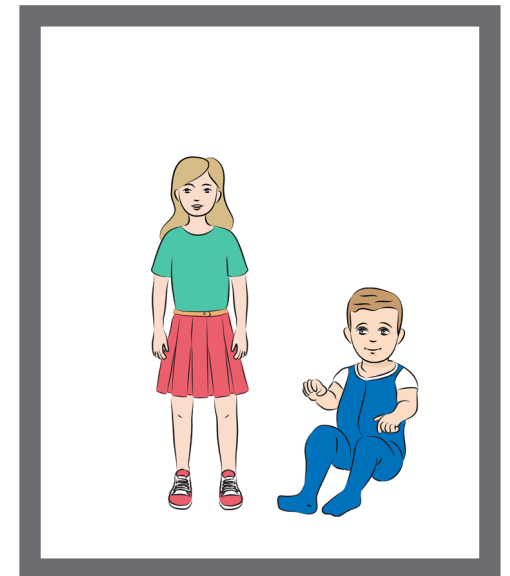
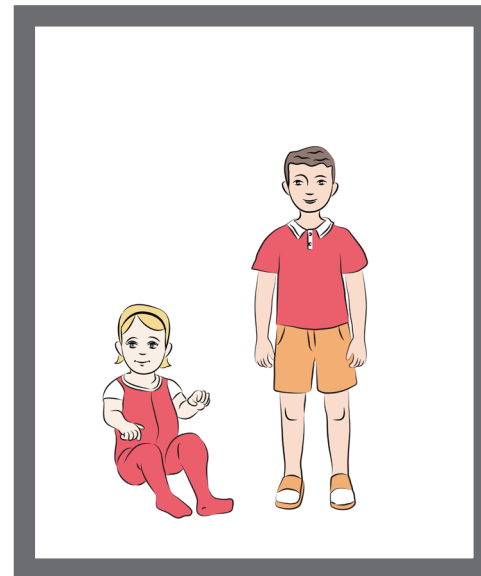
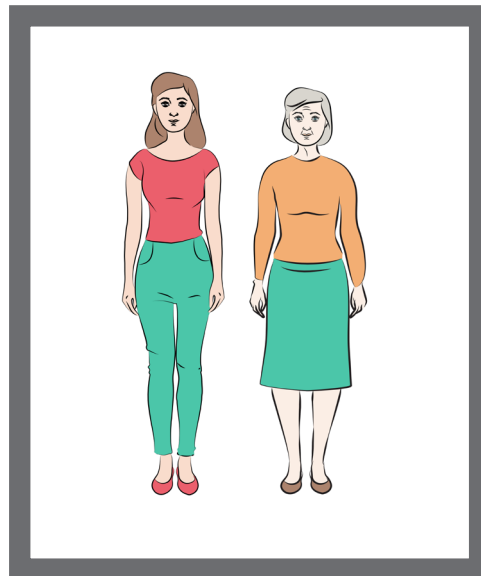
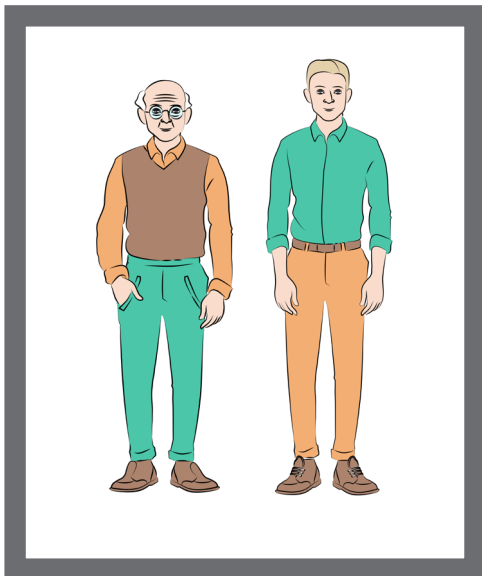
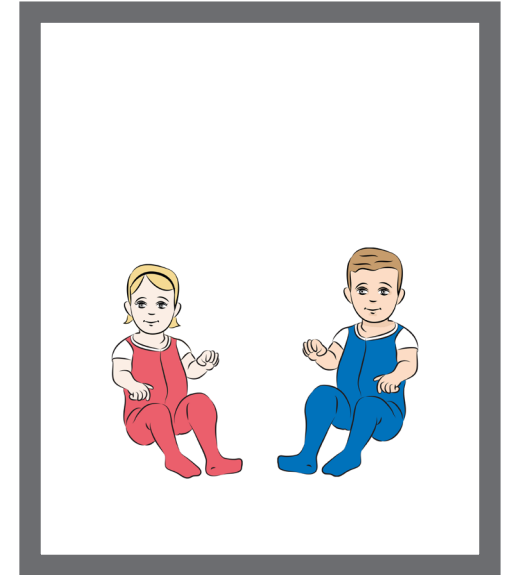
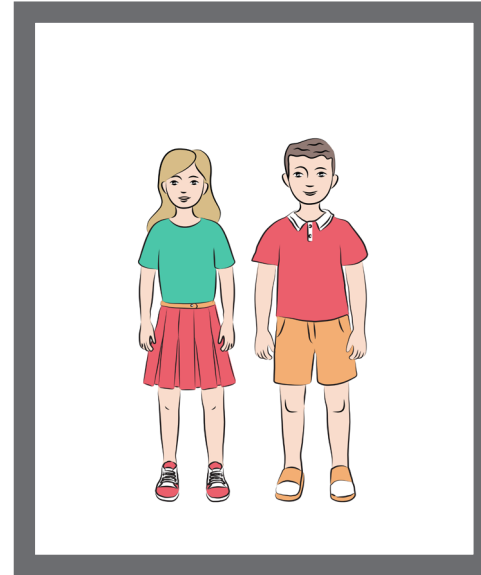
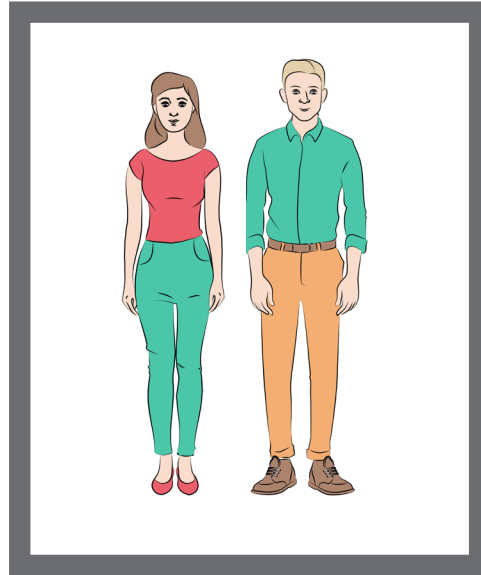
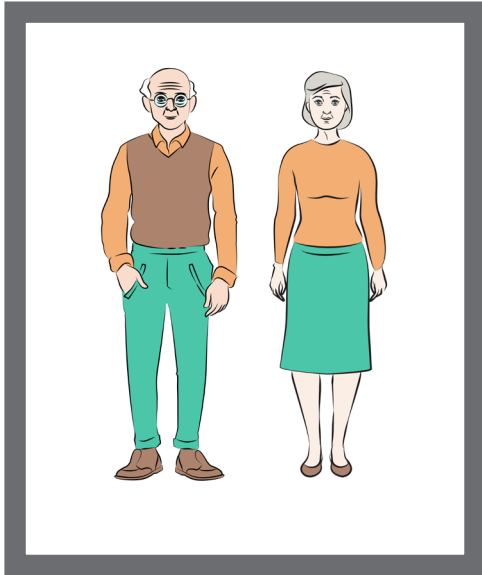
3. Who Has...? Family Game



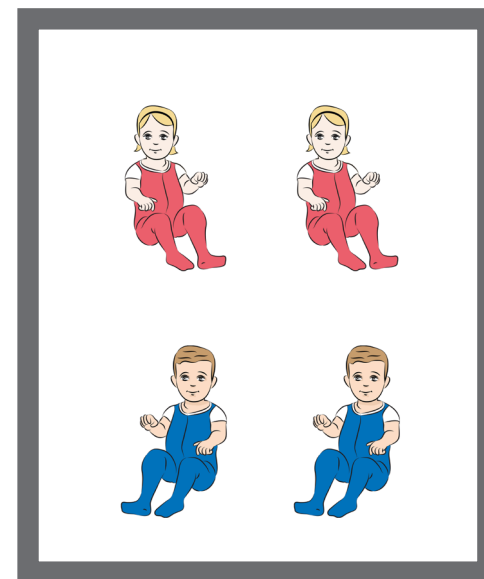
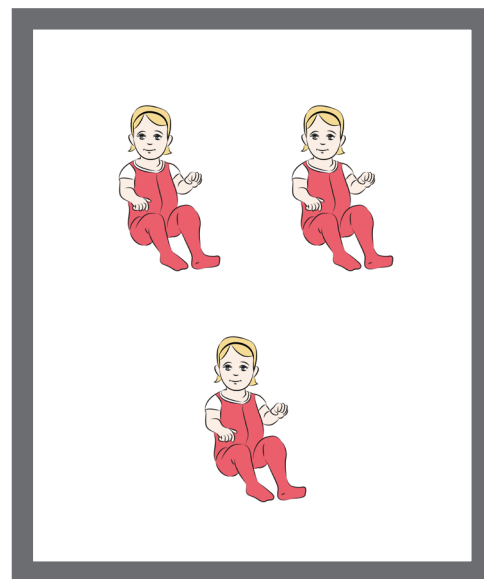
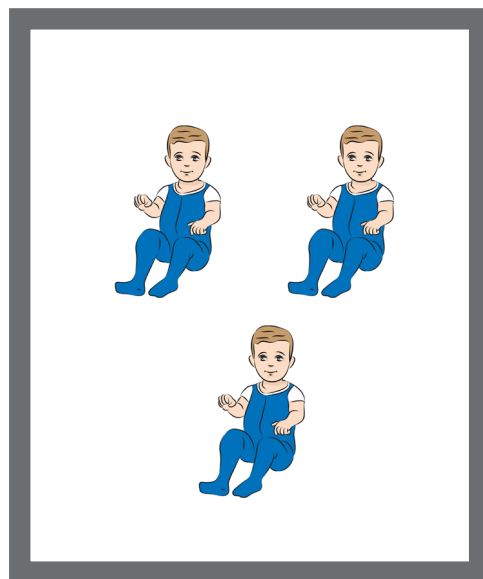
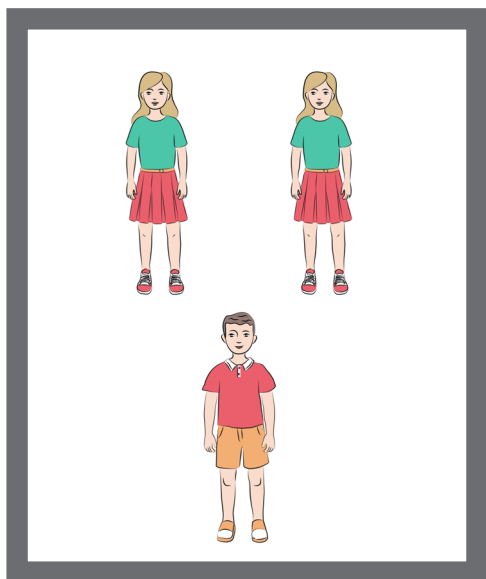
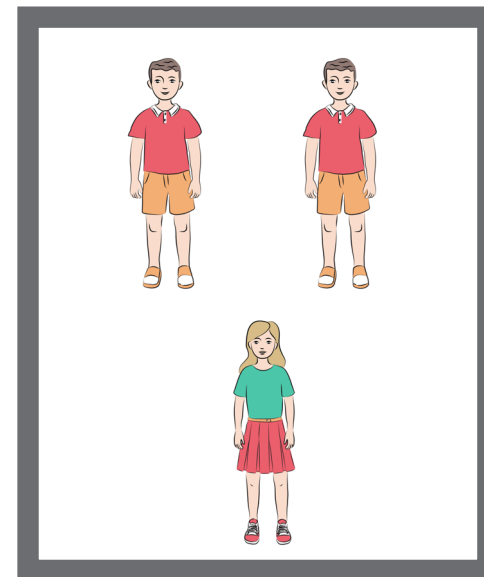
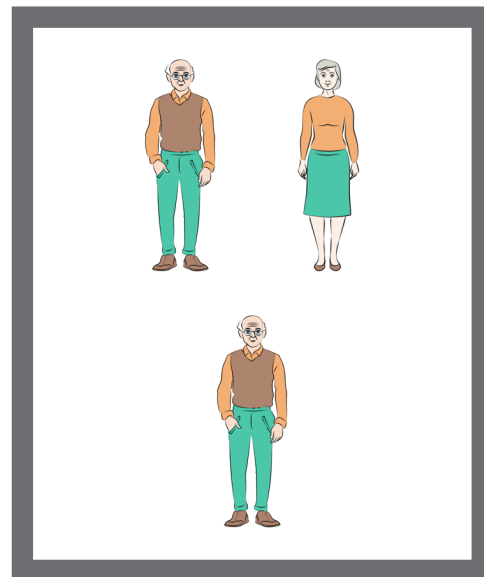
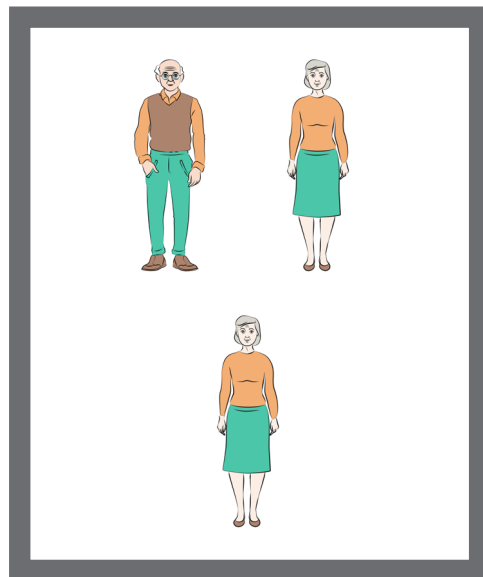
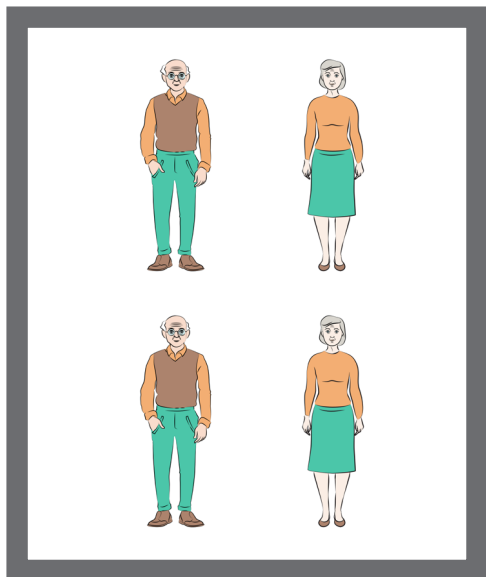
3. Who Has...? Family Game



3. Who Has...? Family Game



3. Who Has...? Family Game



ACTIVITY

4. Daddy Finger

PREPARATION

Print the resource onto paper and staple it together to make a book.

You are going to complete the book together and then sing a song.

1. Draw eyes and a mouth on the child's index finger on the left hand.
2. Show how it is the same as in the book.
3. Draw eyes and a mouth on the child's thumb on the right hand and then stamp it in the circle on the thumb of the first page of the book. Talk about it as *Daddy finger*.
4. Read the lines on page one, pointing between the images and the child's fingers.
5. Repeat with all remaining fingers on the right hand, drawing faces, and stamping in the corresponding circle on each page; then read the lines.
6. When the book is complete, sing the song by demonstrating how to hold out the index finger on the left, making it wiggle or bow and ask the question indicated on the page. The other hand then pops up to reply, pointing just the finger required. Then the index finger bows and responds with, "I love you". Search "Daddy finger" song for an idea of the melody.

RESOURCES

- My Family L1 L2 L3 A4
- Stapler and a black felt pen



EXPECTED OUTCOMES

- Joins in song and finger play

KEY STRATEGIES

MUSIC, MUSIC, MUSIC: Questions have different suprasegmental cues to statements, and the rhythm and intonation changes in this simple song can be used to exaggerate the differences. You might see Level 1 listening children joining in with the suprasegmentals or moving their body to show they identify the rhythm.

ACOUSTIC HIGHLIGHTING: Children's songs like this one are naturally full of Acoustic Highlighting because of the use of melody and repetition. Help the child identify the reference to the family members' names by calling attention to them separately. *So this finger is Mummy. Now we call out to Mummy. Ready... Mummy finger, Mummy finger, where are you?*



EXPECTED OUTCOMES

- Uses a *question* intonation

KEY STRATEGY

WAIT, WAIT & WAIT SOME MORE and MY VOICE MATTERS: After modelling the question in the song, use the expectant look and wait to see if the child will copy the question intonation. The question intonation has more pitch changes than a statement, and it typically finishes with a rising intonation. Listen carefully for the child's attempt and point out to the parent/caregiver if you notice the child match the suprasegmentals of the question.



EXPECTED OUTCOMES

- Attempts to say, "I love you."

KEY STRATEGY

COME CLOSE TO ME: Encourage the parent/caregiver to snuggle up close to the child when singing the words *I love you*. These are very important words for establishing a bond, and they contain powerful suprasegmental cues that convey emotion. We hear love.

ACTIVITY

4. Daddy Finger

PREPARATION

Print the resource onto paper and staple it together to make a book.

You are going to complete the book together and then sing a song.

1. Draw eyes and a mouth on the child's index finger on the left hand.
2. Show how it is the same as in the book.
3. Draw eyes and a mouth on the child's thumb on the right hand and then stamp it in the circle on the thumb of the first page of the book. Talk about it as *Daddy finger*.
4. Read the lines on page one, pointing between the images and the child's fingers.
5. Repeat with all remaining fingers on the right hand, drawing faces, and stamping in the corresponding circle on each page; then read the lines.
6. When the book is complete, sing the song by demonstrating how to hold out the index finger on the left, making it wiggle or bow and ask the question indicated on the page. The other hand then pops up to reply, pointing just the finger required. Then the index finger bows and responds with, "I love you". Search "Daddy finger" song for an idea of the melody.

RESOURCES

- My Family L1 L2 L3 A4
- Stapler and a black felt pen



EXPECTED OUTCOMES

- Joins in song and finger play

KEY STRATEGIES

MUSIC, MUSIC, MUSIC: Questions have different suprasegmental cues to statements, and the rhythm and intonation changes in this simple song can be used to exaggerate the differences. You might see Level 2 listening children joining in with the suprasegmentals or moving their body to show they identify the rhythm.

ACOUSTIC HIGHLIGHTING: Children's songs like this one are naturally full of Acoustic Highlighting because of the use of melody and repetition. Help the child identify the reference to the family members' names by calling attention to them using a slightly louder voice. *Mummy finger, Mummy finger, where are you?*



EXPECTED OUTCOMES

- Asks, "Where are you?"

KEY STRATEGY

AUDITORY CLOSURE and WAIT, WAIT & WAIT SOME MORE: As children become more familiar with this song, they will recognise the repetition on each page and the sequence for each finger. Encourage the parents/caregivers to start the question off and then stop singing; combine the expectant look with *waiting-to-wiggle* fingers to prompt the child to complete the question. You could also try and add the literacy goal of helping the child form the connection between written and spoken word by pointing out the speech bubbles and *reading* (or remembering) the words in each bubble.



EXPECTED OUTCOMES

- Says, "I love you."

KEY STRATEGY

COME CLOSE TO ME: Encourage the parent/caregiver to snuggle up close to the child when singing the words *I love you*. These are very important words for establishing a bond, and they contain powerful suprasegmental cues that convey emotion. We hear love.

ACTIVITY

4. Daddy Finger

PREPARATION

Print the resource onto paper and staple it together to make a book.

You are going to complete the book together and then sing a song.

1. Draw eyes and a mouth on the child's index finger on the left hand.
2. Show how it is the same as in the book.
3. Draw eyes and a mouth on the child's thumb on the right hand and then stamp it in the circle on the thumb of the first page of the book. Talk about it as *Daddy finger*.
4. Read the lines on page one, pointing between the images and the child's fingers.
5. Repeat with all remaining fingers on the right hand, drawing faces, and stamping in the corresponding circle on each page; then read the lines.
6. When the book is complete, sing the song by demonstrating how to hold out the index finger on the left, making it wiggle or bow and ask the question indicated on the page. The other hand then pops up to reply, pointing just the finger required. Then the index finger bows and responds with, "I love you". Search "Daddy finger" song for an idea of the melody.

RESOURCES

- My Family L1 L2 L3 A4
- Stapler and a black felt pen



EXPECTED OUTCOMES

- Joins in song and finger play

KEY STRATEGIES

MUSIC, MUSIC, MUSIC: Questions have different suprasegmental cues to statements, and the rhythm and intonation changes in this simple song can be used to exaggerate the differences. Encourage the Level 3 listening child to match the pitch changes and rhythm to facilitate natural sounding speech production.

ACOUSTIC HIGHLIGHTING: Children's songs like this one are naturally full of Acoustic Highlighting, because of the use of melody and repetition. Help the child identify the reference to the family members' names by calling attention to them using a slightly louder voice. *Mummy finger, Mummy finger, where are you?*



EXPECTED OUTCOMES

- Asks, "(Name) + Where are you?"

KEY STRATEGY

AUDITORY CLOSURE and WAIT, WAIT & WAIT SOME MORE: As children become more familiar with this song, they will recognise the repetition on each page and the sequence for each finger. Encourage the parents/caregivers to sing one page and then see if the child can complete the next page independently. You could also try and add the literacy goal of helping the child form the connection between written and spoken word by pointing out the speech bubbles and *reading* (or remembering) the words in each bubble.



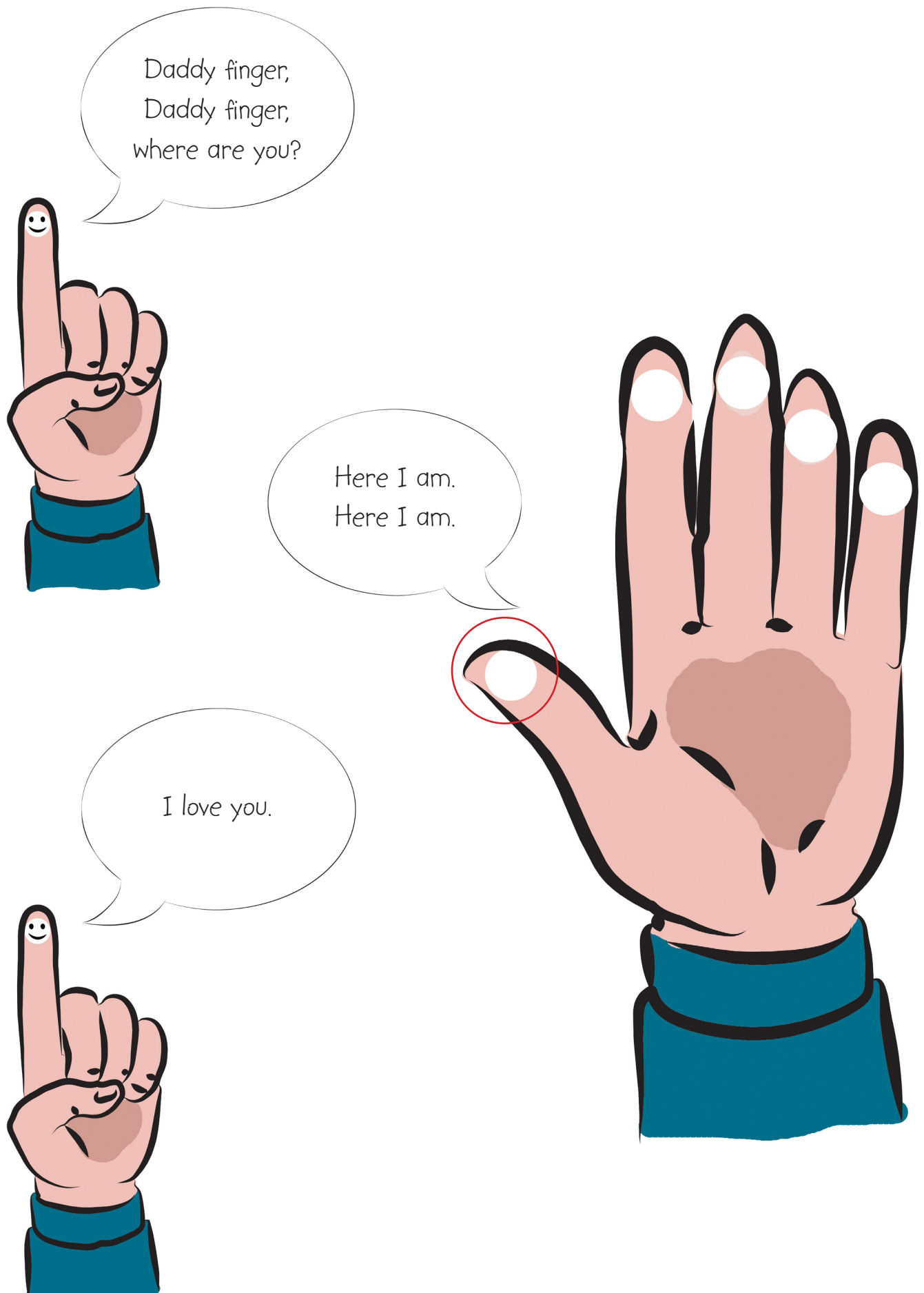
EXPECTED OUTCOMES

- Says, "I love you."

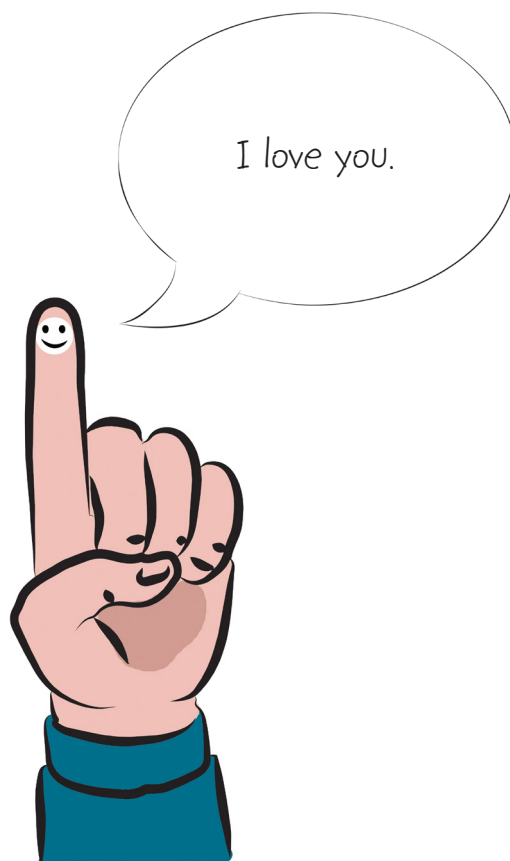
KEY STRATEGY

COME CLOSE TO ME: Encourage the parent/caregiver to snuggle up close to the child when singing the words *I love you*. These are very important words for establishing a bond, and they contain powerful suprasegmental cues that convey emotion. We hear love.

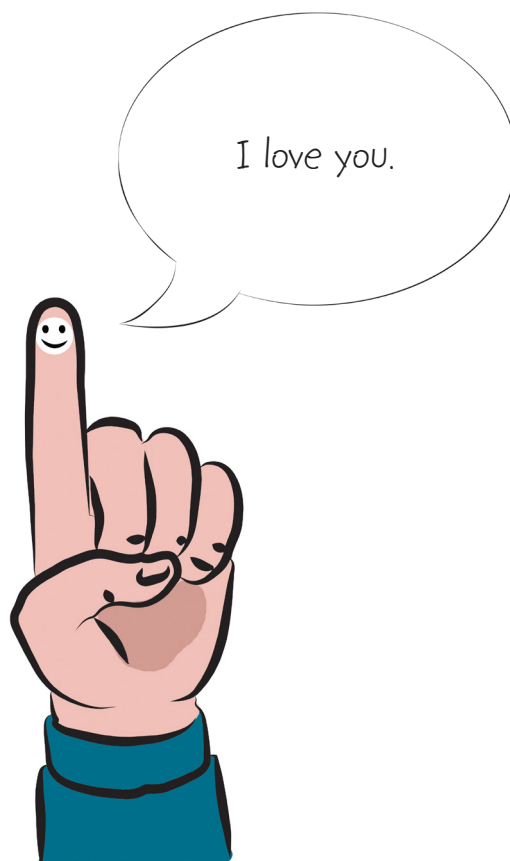
4. Daddy Finger



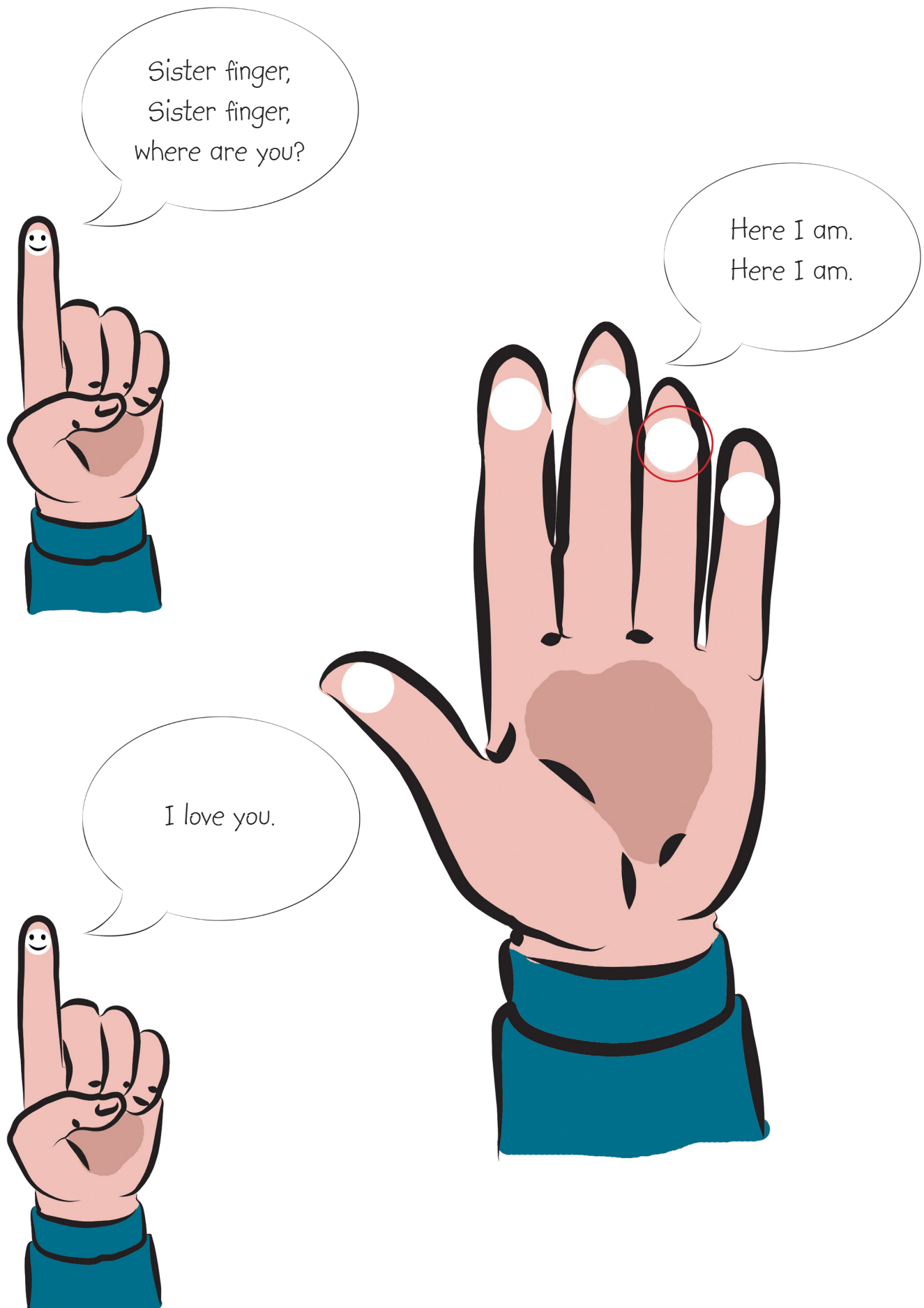
4. Daddy Finger



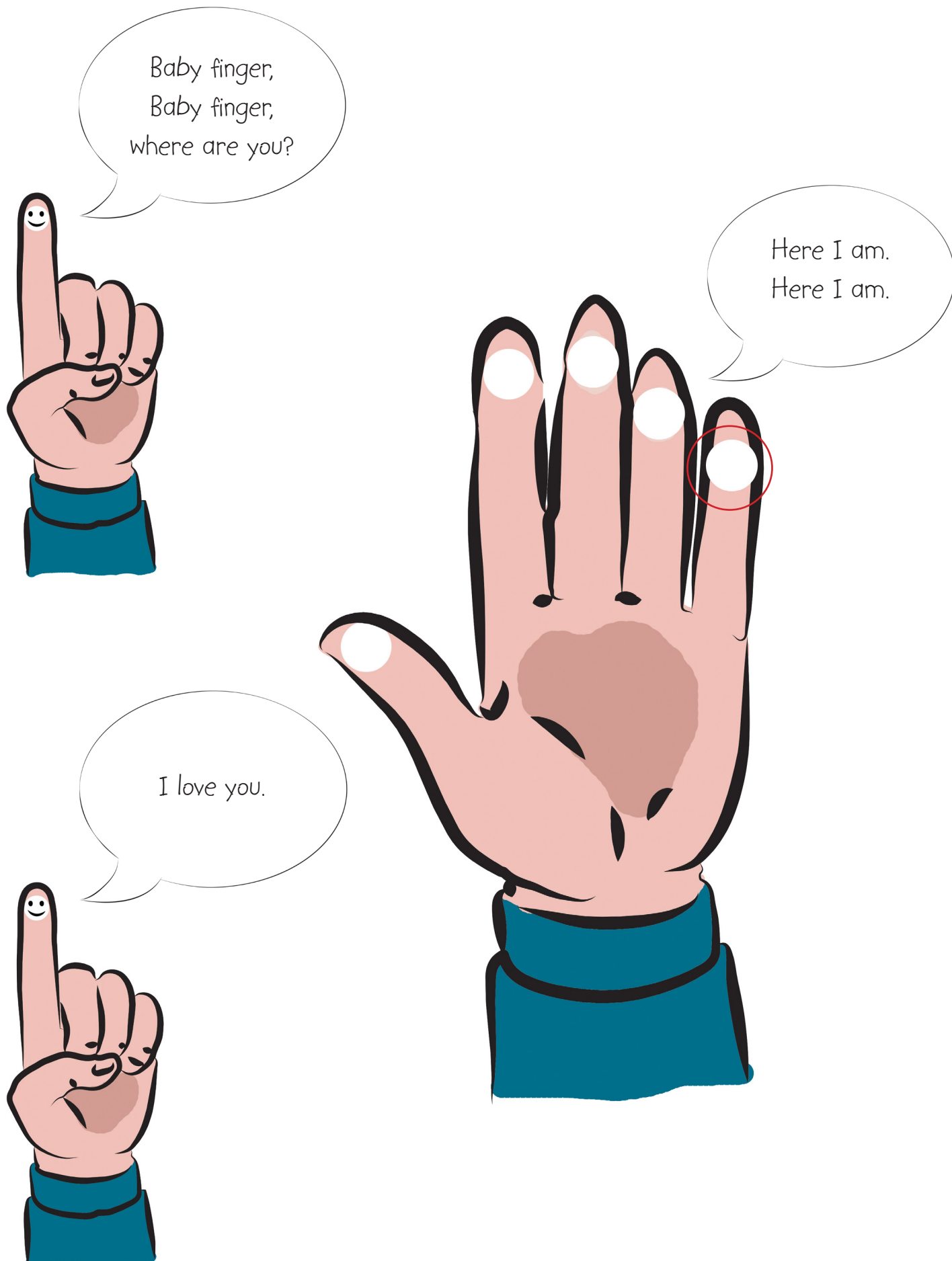
4. Daddy Finger



4. Daddy Finger



4. Daddy Finger



MED-EL Offices Worldwide

AMERICAS

Argentina
medel@medel.com.ar

Canada
officecanada@medel.com

Colombia
office-colombia@medel.com

Mexico
office-mexico@medel.com

United States
implants@medelus.com

ASIA PACIFIC

Australia
office@medel.com.au

China
office@medel.net.cn

Hong Kong
office@hk.medel.com

India
implants@medel.in

Indonesia
office@id.medel.com

Japan
office-japan@medel.com

Malaysia
office@my.medel.com

Philippines
office@ph.medel.com

Singapore
office@sg.medel.com

South Korea
office@kr.medel.com

Thailand
office@th.medel.com

Vietnam
office@vn.medel.com

EMEA

Austria
office@at.medel.com

Belgium
office@be.medel.com

Finland
office@fi.medel.com

France
office@fr.medel.com

Germany
office@medel.de

Italy
ufficio.italia@medel.com

Portugal
office@pt.medel.com

Spain
office@es.medel.com

South Africa
customerserviceZA@medel.com

United Arab Emirates
office@ae.medel.com

United Kingdom
customerservices@medel.co.uk