

Lesson Kits

06 CATS AND DOGS



hearLIFE

Learn About the Lesson Plans

Lesson Plan

Level 1, Level 2, Level 3

1. What's it Doing?

Therapist Notes, Resources

2. How Much Is That Doggie in the Window?

Therapist Notes, Resources

3. Where Is the Cat?

Therapist Notes, Resources

4. Colouring In

Therapist Notes, Resources

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 1 <i>unit</i> of information. Spoken language is presented to the child in simple short sentences and acoustic highlighting techniques are utilised to enable to the child to attend to new information.	The child using <i>single words</i> , has a vocabulary of up to 200 words and may be starting to combine words in to 2 word combinations	Cognition refers to how we learn and gain knowledge and understanding about our world. Theory of mind (<i>ToM</i>) refers to the thinking skills we develop over time to explain and predict our own and others' behaviour. Some cognition and ToM skills are developmental; they develop as the child grows older, however the relationship between many cognitive, ToM and language skills is complex, with each contributing to the other in varying degrees over the child's early years. An older child working at level 1 may already have more advanced cognitive and ToM skills and needs stronger language skills to express themselves. Conversely a younger child working at level 3 may not be developmentally ready to think through some of the ToM goals.
Level 2	The child is learning to listen and attend to 2 <i>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 <i>word combinations</i> , has a vocabulary of 200 to 2000 words and is beginning to use some grammatical markers	
Level 3	The child is a proficient listener learning to attend to 3 <i>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 <i>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



Date:

Name: Age: H.A:

ACTIVITY	GOALS			
6 sounds:	left	ah	oo	sh
	right	ah	oo	sh

BUILD A HOUSE				
RESOURCES • My House L1 L2 L3 A1				
	<ul style="list-style-type: none">Identifies 1 item:<ul style="list-style-type: none">parts of a houseUnderstands some prepositions: front/back	<ul style="list-style-type: none">Labels house partsUses verbs: cut/stick/fold	<ul style="list-style-type: none">Understands that people see different things from different angles	
WHO'S IN THE HOUSE?				
RESOURCES • My House L1 L2 L3 A2	<ul style="list-style-type: none">Attends to 1 item:<ul style="list-style-type: none">personplaceverb	<ul style="list-style-type: none">Repeats or labels 1 word:<ul style="list-style-type: none">personplaceverb	<ul style="list-style-type: none">Understands same and not the same	
WHERE DOES IT GO?				
RESOURCES • My House L1 L2 L3 A3	<ul style="list-style-type: none">Identifies 1 item<ul style="list-style-type: none">objectplace	<ul style="list-style-type: none">Consolidates vocabulary within categories: things in a house/places in the house	<ul style="list-style-type: none">Understands the association between an object and a place	
MY HOUSE				
RESOURCES • My House L1 L2 L3 A4	<ul style="list-style-type: none">Attends to verbs: cut, fold, hold, push, countAttends to book	<ul style="list-style-type: none">Attempts to repeat one word from each page	<ul style="list-style-type: none">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

ACTIVITY

1. Build a House

PREPARATION

Print all resources on to lightweight card.

You are going make a house using the cardboard box.

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

RESOURCES

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



EXPECTED OUTCOMES

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

KEY STRATEGIES

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

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



EXPECTED OUTCOMES

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

KEY STRATEGIES

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

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



EXPECTED OUTCOMES

- Understands that people see different things from different angles.




KEY STRATEGY

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

Date:

Name: Age: H.A:

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

			
WHAT'S IT DOING? RESOURCES • Cats and Dogs L1 A1	<ul style="list-style-type: none"> Identifies 1 item: <ul style="list-style-type: none"> Identifies by play sounds Animal names Verb: (present progressive) Understands question: What's it doing? 	<ul style="list-style-type: none"> Matches suprasegmentals Labels cats and dogs Says verbs 	<ul style="list-style-type: none"> Chooses a favourite Matches pictures alike in noun or alike in verb
HOW MUCH IS THE DOGGIE IN THE WINDOW? RESOURCES • Cats and Dogs L1 L2 L3 A2	<ul style="list-style-type: none"> Attends to story Responds to suprasegmentals 	<ul style="list-style-type: none"> Repeats single word from descriptions 	<ul style="list-style-type: none"> Identifies parts of a whole picture
WHERE IS THE CAT? RESOURCES • Cats and Dogs L1 L2 A3	<ul style="list-style-type: none"> Identifies 1 item: <ul style="list-style-type: none"> Furniture items Verb: hiding Understands: Where...? Understands 'under' in context Follows direction: close your eyes. 	<ul style="list-style-type: none"> Repeats / uses furniture Uses verb: hiding Says "eyes" 	<ul style="list-style-type: none"> Understands preposition: under Understands that seeing = knowing
COLOURING IN RESOURCES • Cats and Dogs L1 L2 L3 A4	<ul style="list-style-type: none"> Item listening <ul style="list-style-type: none"> Animal body parts Understands 'or' in context Understands: your/ my 	<ul style="list-style-type: none"> Repeats one word Uses : on/ off 	<ul style="list-style-type: none"> Maintains attention during turn taking

Date:

Name: Age: H.A:




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

			
WHAT'S IT DOING? RESOURCES <ul style="list-style-type: none"> Cats and Dogs L2 A1 Cats and Dogs L2 L3 A1 buttons 	<ul style="list-style-type: none"> Identifies 2 items: <ul style="list-style-type: none"> Animal names + verb Adjective + noun Understands question: What's it doing? 	<ul style="list-style-type: none"> Combines words <ul style="list-style-type: none"> The cat is sleeping Red button Uses determiner: the 	<ul style="list-style-type: none"> Chooses a favourite Matches pictures alike in noun or alike in verb
HOW MUCH IS THE DOGGIE IN THE WINDOW? RESOURCES <ul style="list-style-type: none"> Cats and Dogs L1 L2 L3 A2 	<ul style="list-style-type: none"> Attends to story/ song Identifies by description 	<ul style="list-style-type: none"> Repeats 3 words from descriptions Uses: another 	<ul style="list-style-type: none"> Identifies and talks about parts of a whole picture
WHERE IS THE CAT? RESOURCES <ul style="list-style-type: none"> Cats and Dogs L1 L2 A3 	<ul style="list-style-type: none"> Identifies 2 items: <ul style="list-style-type: none"> Colour + furniture items Understands: Where...? Understands 'under ' 	<ul style="list-style-type: none"> Colour + cat Talks about function of furniture Says "close your eyes" Asks: Where's the cat? Says: Under the (furniture item) 	<ul style="list-style-type: none"> Understands that seeing = knowing and enjoys knowledge that others don't have
COLOURING IN RESOURCES <ul style="list-style-type: none"> Cats and Dogs L1 L2 L3 A4 	<ul style="list-style-type: none"> Identifies 2 items <ul style="list-style-type: none"> Cat/ dog + body parts Understands 'or' in context Understands: your/ my 	<ul style="list-style-type: none"> Combines words <ul style="list-style-type: none"> Animal + body part Verb + body part Colour + body part Uses : lid + on/ off 	<ul style="list-style-type: none"> Maintains attention during turn taking

Date:

Name: Age: H.A:

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

			
WHAT'S IT DOING? RESOURCES • Cats and Dogs L3 A1	• Listens for animal (+/-) plural + verb	• Plurals • Determiner: The • Auxiliary verbs: is/are	• Discusses preferences
HOW MUCH IS THE DOGGIE IN THE WINDOW? RESOURCES • Cats and Dogs L1 L2 L3 A2	• Follows words in song • Identifies by description	• Repeats most words in song • Formulates descriptions	• Makes inferences
WHERE IS THE CAT? RESOURCES • Cats and Dogs L3 A3	• Identifies 3 items: · Size + Colour + furniture items	• Adjective Adjective noun • Subject verb prepositional phrase • Adds a present progressive verb	• Predicts someone's feelings in response to a story
COLOURING IN RESOURCES • Cats and Dogs L1 L2 L3 A4	• Identifies 3 items · Colour + cat/ dog + body parts	• Verb tense: future/ present/ past • Possessive marker	• Uses turn taking language • Accepts other's choices

ACTIVITY

1. What's it Doing?

PREPARATION

Print 2 copies of resources on light weight card.

Keep one page of each animal whole; these are the base pages.

Cut out one copy of cat and one copy of dog cards.

RESOURCES

• Cats and Dogs L1 A1

You are going to play a matching game together.

1. Put the base pages side by side in front of the child
2. Talk about what the cats and dogs are doing in each picture.
3. Shuffle the cards, place them in a pile, picture side down, and then take one.
4. Keep the card hidden. Start with the animal noise for a beginning listener and then say whether you have a cat or a dog.
5. Encourage the child to indicate which page it might go on and push the other away.
6. Keep the card hidden while the parent/caregiver asks "What's it doing?"
7. Reply including the verb e.g.: "It's sleeping."
8. The child will try and find it.
9. Take turns taking a card each and talking about it. Others will ask the questions and find out which picture you have.



EXPECTED OUTCOMES

- Identifies 1 item- child can identify 1 item of information.
 - Beginning listener: animal sounds; e.g. Meeow, it's a cat.
 - Noun: e.g. "I've got a dog."
 - Verbs; e.g. "It's sleeping."
- Understands question: What's it doing?

KEY STRATEGIES

AUDITORY HOOKS: Using animal sounds for beginner listeners will help grab their attention and build comprehension skills. Use them at the start of a short sentence and put the noun or verb at the end so the child can pair the information and develop word identification skills. *Woof woof, I have a dog.*

THE SAME THINKING PLACE: Once the animal has been identified, the question; *What's it doing?* is what the child will be thinking. It is important that a person other than the card holder asks the question because in conversation we do not answer our own questions. Use a whisper to prompt the parent/caregiver *"You could ask me; What is it doing?"*



EXPECTED OUTCOMES

- Matches suprasegmentals: animal sounds e.g. meow.
- Says cat/dog.
- Says verbs: e.g. sleeping, playing, (or base verb e.g. eat).

KEY STRATEGY

WAIT WAIT AND WAIT SOME MORE: Hiding the card keeps the child's attention. He will want to see it. Use this attention to build the expectation that they say something. Provide the language model, and wait using eye contact to encourage the child to vocalise.



EXPECTED OUTCOMES

- Chooses a favourite.
- Matches pictures alike in noun or alike in verb.

KEY STRATEGY

TALK TALK TALK: Talking about which picture you like helps the child understand that different people like different things. You could talk about how some of the cat pictures match some of the dog pictures because they are doing the same thing.

ACTIVITY

1. What's it Doing?

PREPARATION

Print 2 copies of the cats and dogs pages on light weight card.

Leave one page of each animal whole; these are the 'base pages'.

Cut the other pages up, shuffle the cards and place in a pile on the table; this is the 'draw pile'.

Print one copy of the buttons on to light weight card and cut up.

RESOURCES

- Cats and Dogs L2 A1
- Cats and Dogs L2 L3 A1 buttons

You are going to play a game called 'Fast Hands'.

1. Sort the buttons in to colours and ask the child to pick a colour.
2. The child can then ask other players what colour they want.
3. Talk about what the cats and dogs are doing in each picture of the base pages.
4. Tell the child and parent/caregiver to pick up a button. They need to be the fastest to find the picture you will talk about and put their button on it before the other.
5. Take a card from the draw pile, keep the card hidden and say the animal and what it's doing; e.g. *The cat is drinking*.
6. The first to put their button on the picture wins that card.
7. Leave the button on the picture for easy version of game. Take it off for harder version.
8. Take turns picking up a card to be the 'talker'. Talkers do not place buttons. Only the listeners place buttons.



EXPECTED OUTCOMES

- Identifies 2 items:
 - Animal names + verb e.g.: the dog is jumping.
 - Adjective + noun e.g.: a green button.

KEY STRATEGY

ACOUSTIC HIGHLIGHTING: Many of the pictures require that both elements are heard and understood for the correct picture to be identified; e.g. *Cat is sleeping and the dog is sleeping*. If the child makes an error repeat the 2 items with emphasis on the part the child missed. *Listen again, The **dog** is sleeping*.



EXPECTED OUTCOMES

- Combines words:
 - The cat is sleeping.
 - The green button.
- Grammatical markers: the/is.

KEY STRATEGIES

WAIT WAIT AND WAIT SOME MORE: When it is child's turn to be the talker encourage them to keep the card hidden from all players. (This is hard... they will want to show everybody). Explain that they have to say what the picture is so that you can race to put your button on... and *wait*.

EXPANSION & EXTENSION: As children learn to combine words they will begin by putting together the main information words e.g. "Cat sleep". Getting a dramatic reaction such as everybody racing to put a button down is a great reward then you can provide the expanded model ; "Yeah I got my button down on *The cat is sleeping*".



EXPECTED OUTCOMES

- Talks about favourites.
- Matches pictures alike in noun or alike in verb.

KEY STRATEGY

TALK TALK TALK: Talk about which cat and which dog you like best. This helps the child understand that different people like different things. You could also talk about how some of the cat pictures match some of the dog pictures because they are doing the same thing.

ACTIVITY

1. What's it Doing?

PREPARATION

Print 2 copies of the cats and dogs pages on light weight card.

Leave one page of each animal whole; these are the 'base pages'.

Cut the other pages up, shuffle the cards and place in a pile on the table; this is the 'draw pile'.

Print one copy of the buttons on to light weight card and cut up.

RESOURCES

- Cats and Dogs L3 A1
- Cats and Dogs L2 L3 A1 buttons

You are going to play a game called 'Fast Hands'.

1. Sort the buttons into colours and ask the child to pick a colour.
2. The child can then ask other players what colour they want.
3. Talk about what the cats and dogs are doing in each picture of the base pages.
4. Tell the child and the parent/caregiver to pick up a button. They need to be the fastest to find the picture you will talk about and put their button on it before the others.
5. Take a card from the draw pile, keep the card hidden and describe the picture.
6. The first to put their button on the picture wins that card.
7. Leave the button on the picture for easy version of game. Take it off for harder version.
8. Take turns picking up a card to be the 'talker'. Talkers do not place buttons. Only the listeners place buttons.



EXPECTED OUTCOMES

- Listens for animal + plural + verb; e.g. The cat is sleeping / The cats are sleeping.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: Many of the pictures require that all elements are heard and understood for the correct picture to be identified; e.g. "*The cat is sleeping*" versus "*The cats are sleeping*" versus "*The dog is sleeping*" versus "*The dogs are sleeping*". If the child makes an error repeat the clue with emphasis on the part the child missed. Listen again, *The **dog** is sleeping*.

SABOTAGE: If you are playing the easy version, when you get to the last card, all the pictures will be covered by buttons except the final one. Make the final card tricky by explaining that you might say the wrong clue and everybody must wait until you say the right clue before racing to put their button on. Give a ridiculous clue: *The dog is on the toilet* and then a clue that is part correct and see who moves their button.



EXPECTED OUTCOMES

- Plurals: cats/dogs.
- Determiner: the.
- Auxiliary verbs: is/are.

KEY STRATEGIES

TALK TALK TALK: Before you start playing 'fast hands' talk about each picture working across the rows. The repetition in the way the sentences start in each row will help the child attend to and use the correct auxiliary verb.

ACOUSTIC HIGHLIGHTING: Point out similarities between the pictures to acoustic highlight the target grammatical markers. The child will be best able to attend to the tiny differences between singular and plural nouns at the end of sentence. See *this row; each picture has only one cat*. And see *this row; each picture has two cats*.



EXPECTED OUTCOMES

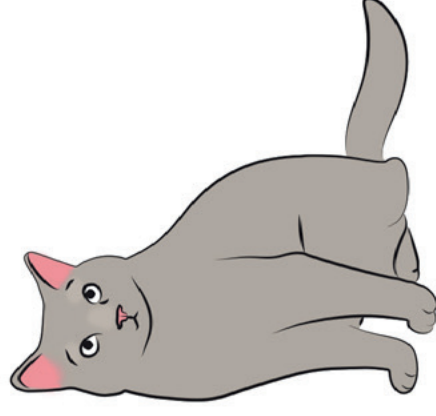
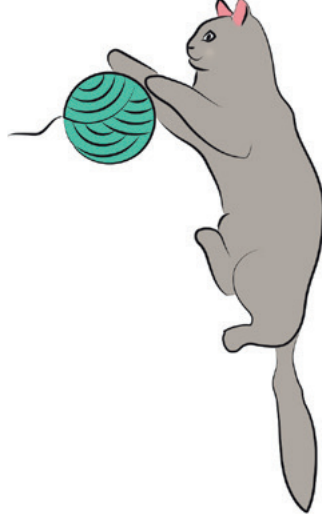
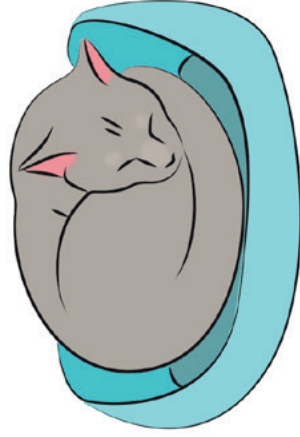
- Discusses preferences.

KEY STRATEGY

TALK TALK TALK: Talk about which animal you think would make a better pet and discuss whether it would be best to have one or two animals and why you think that. This helps the child understand that people like things for different reasons and that it is ok to have a different opinion.

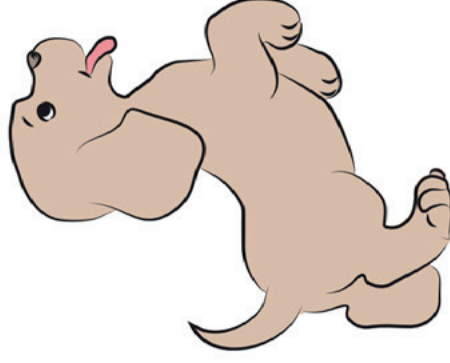
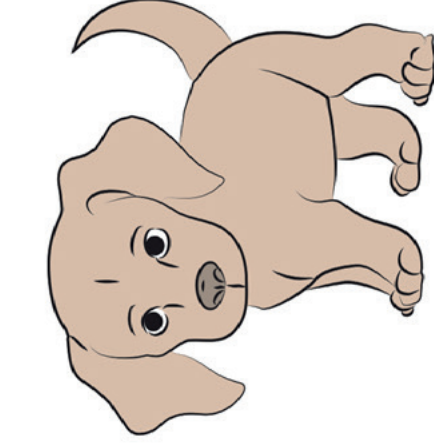
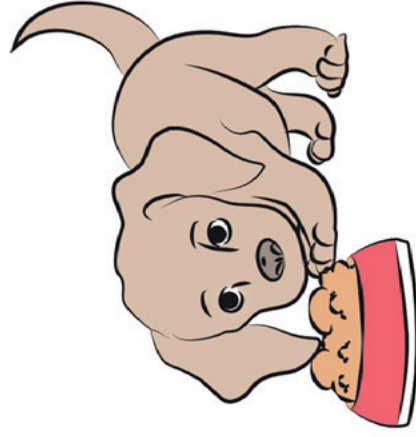
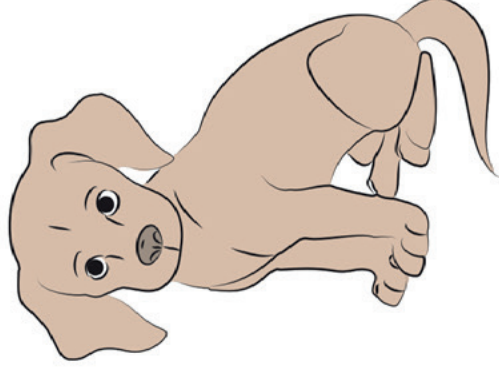
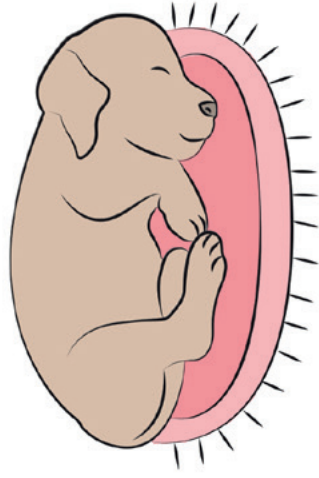
1. What's it Doing?

Cats



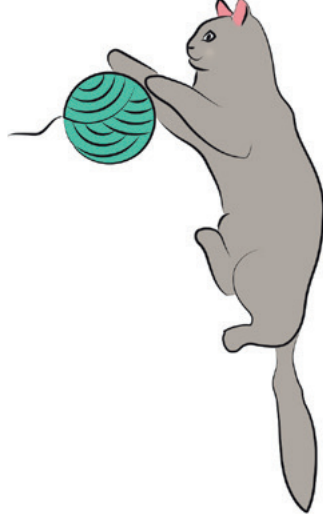
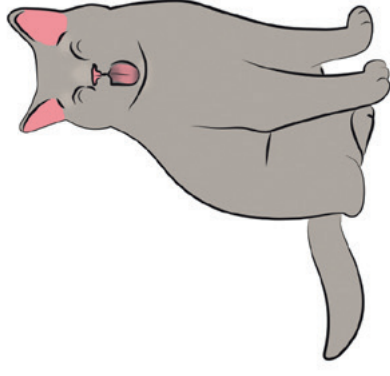
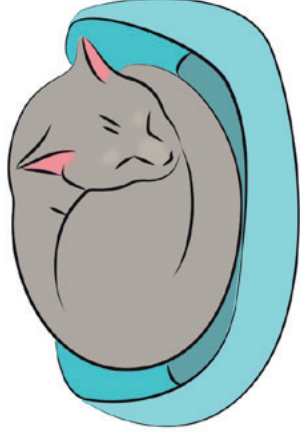
1. What's it Doing?

Dogs



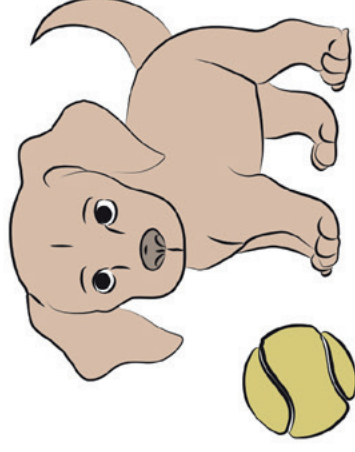
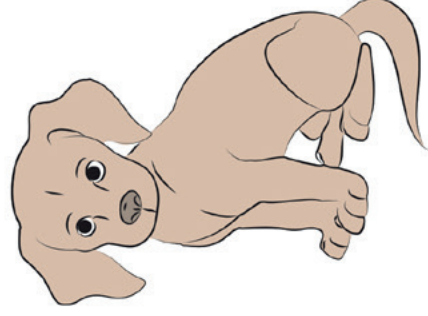
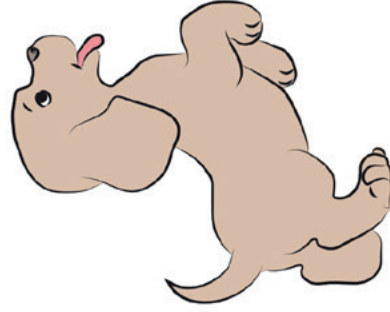
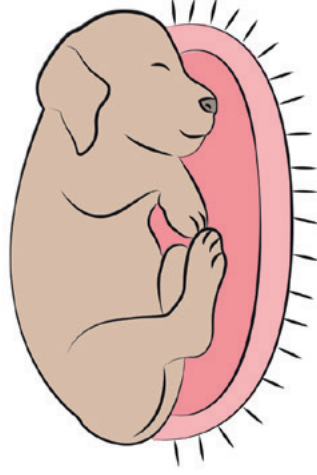
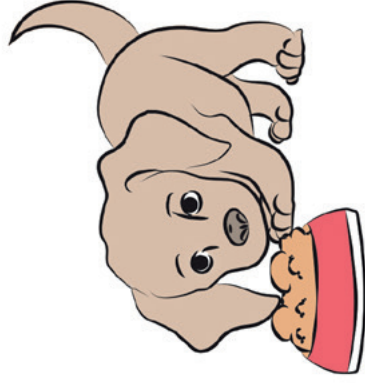
1. What's it Doing?

Cats



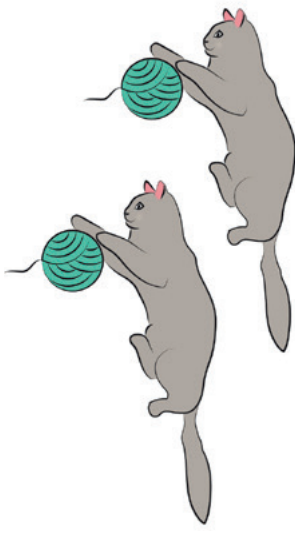
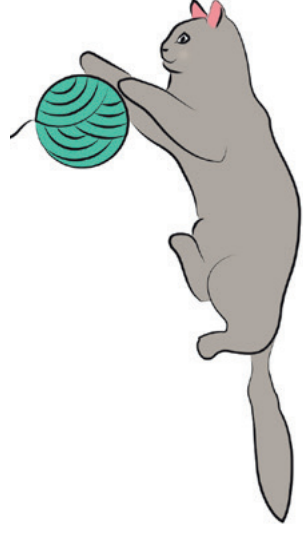
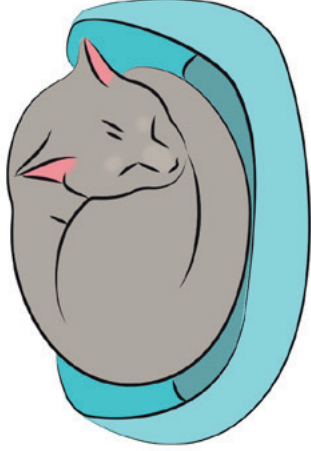
1. What's it Doing?

Dogs



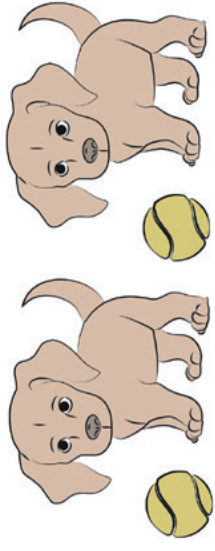
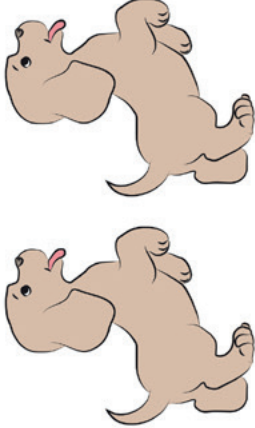
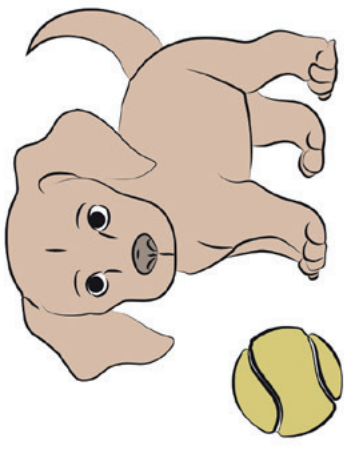
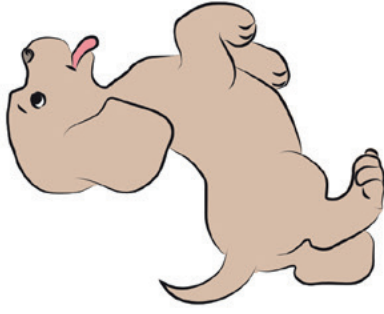
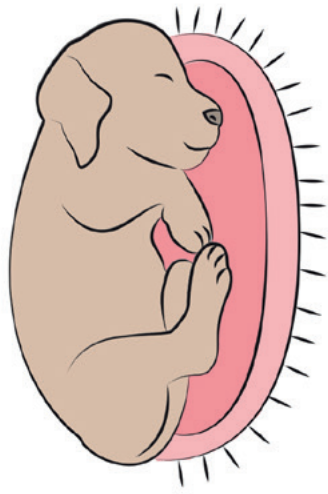
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Cats

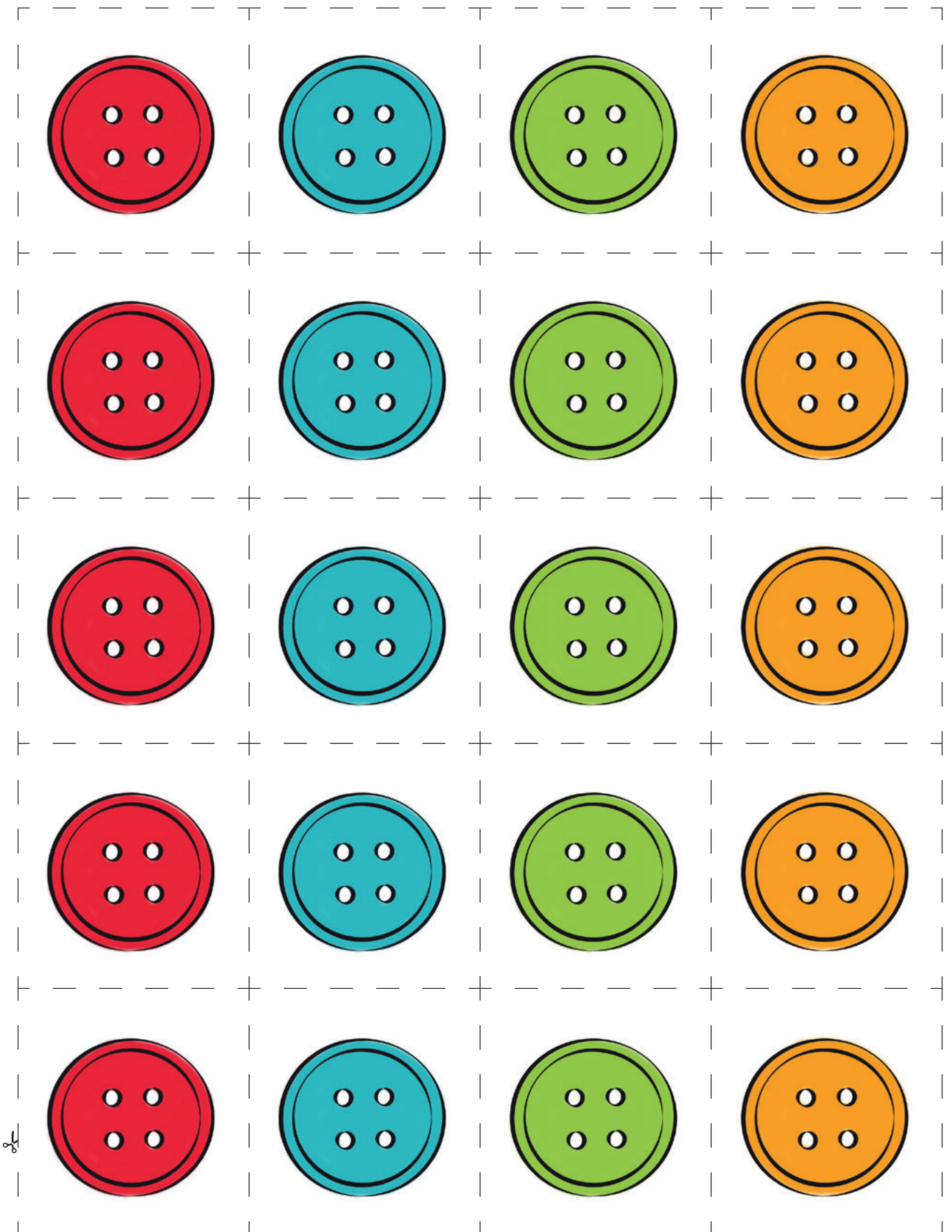


1. What's it Doing?

Dogs



1. What's it Doing?



ACTIVITY

2. How Much Is That Doggie in the Window?

PREPARATION

Print resource onto paper; select print 4 pages onto one to make pictures smaller.
Cut and assemble book and staple together.

RESOURCES

- Cats and Dogs
L1 L2 L3 A2
- Children's scissors/stapler

You are going to sing a song with the support of a song book.

1. Explain that the dog is in a window of a shop.
2. Sing the first two lines pausing to give the child time to process the words.
3. Point out in the picture the description in the song line e.g. waggly tail.
4. Sing through each page to the end of the book.
5. Discuss which dog you would like to take home.



EXPECTED OUTCOMES

- Attends to story.
- Responds to suprasegmentals.

KEY STRATEGIES

MUSIC MUSIC MUSIC: The melody in songs stimulates multiple areas of the brain at the same time. In addition, the regular rhythm and pitch changes and stress on words in songs makes it easier for children to remember words. Look for responses to suprasegmentals in the child who might sway or move to the rhythm.

ACOUSTIC HIGHLIGHTING: Singing is a natural acoustic highlighting technique. Combine this with pausing at the end of each line and placing stress on the information words in the song.



EXPECTED OUTCOMES

- Repeats single word from descriptions.

KEY STRATEGIES

MY VOICE MATTERS: The Level 1 listener will enjoy listening to songs but may need to hear the song many times before identifying what word to say when. Sing slowly to allow the child a chance to join in and acknowledge and praise any vocalisations.

AUDITORY CLOSURE: When the child is more familiar with the song and the dog descriptions you can start the line and leave it hanging for the child to finish it off with the last word *The one with the waggly*



EXPECTED OUTCOMES

- Identifies parts of a whole picture.

KEY STRATEGY

THE SAME THINKING SPACE: Point out the differences between each dog to encourage the child to make the connection between this and the words in each verse of the song. The child may point at a different part of the picture e.g.: bow or a nose. Provide the language for what the child is thinking about and try and make new words for the song.

ACTIVITY

2. How Much Is That Doggie in the Window?

PREPARATION

Print resource onto paper; select print 4 pages onto one to make pictures smaller.
Cut and assemble book and staple together.

RESOURCES

- Cats and Dogs
L1 L2 L3 A2
- Children's scissors/stapler

You are going to sing a song with the support of a song book.

1. Explain that the dog is in a window of a shop.
2. Sing the first two lines pausing to give the child time to process the words.
3. Point out in the picture the description in the song line e.g.: waggly tail.
4. Sing through each page to the end of the book.
5. Discuss which dog you would like to take home.



EXPECTED OUTCOMES

- Attends to story/ song.
- Identifies by description.

KEY STRATEGIES

MUSIC MUSIC MUSIC: The melody in songs stimulates multiple areas of the brain at the same time. In addition, the regular rhythm, pitch changes and stress on words in songs makes it easier for children to remember words.

ACOUSTIC HIGHLIGHTING: Singing is a natural acoustic highlighting technique. Combine this with pausing at the end of each line and placing stress on the information words in the song.



EXPECTED OUTCOMES

- Repeats 2 to 3 words from descriptions.
- Uses: another.

KEY STRATEGIES

AUDITORY FEEDBACK LOOP: The repetition in this song provides the child with a great chance to work their auditory feedback loop. They will hear the first line and be able to try out their version of the same words in line 3 of the verse and compare it to how yours sounded. In addition you could introduce an echo to the description to give them another chance to develop these skills. *The one with the waggly tail....waggly tail.*

AUDITORY CLOSURE: When the child is more familiar with the song and the dog descriptions you can start the line and leave it hanging for the child to finish it off with the last 2 or 3 words. *The one with the*

AUDITORY HOOKS: Auditory hooks will help keep the child's engaged and draw attention to the next word; *Oh look! Another dog!* Use a variety of *Auditory Hooks* to engage the child and expose them to age appropriate interjections; *Cute!, Hey look. Wow. Uh Oh.*



EXPECTED OUTCOMES

- Identifies parts of a whole picture.

KEY STRATEGY

THE SAME THINKING SPACE: Point out the differences between each dog to encourage the child to make the connection between this and the words in each verse of the song. The child may point at a different part of the picture e.g. bow or a nose. Provide the language for what the child is thinking about and try and make new words for the song.

ACTIVITY

2. How Much Is That Doggie in the Window?

PREPARATION

Print resource onto paper; select print 4 pages onto one to make pictures smaller.
Cut and assemble book and staple together.

RESOURCES

- Cats and Dogs
L1 L2 L3 A2
- Children's scissors/stapler

You are going to sing a song with the support of a song book.

1. Explain that the dog is in a window of a shop.
2. Sing the first two lines pausing to give the child time to process the words.
3. Point out in the picture the description in the song line e.g.: waggly tail.
4. Sing through each page to the end of the book.
5. Discuss which dog you would like to take home.



EXPECTED OUTCOMES

- Follows words in song.
- Identifies by description: e.g. the one with the dirt on his face.

KEY STRATEGIES

MUSIC MUSIC MUSIC: The melody in songs stimulates multiple areas of the brain at the same time. In addition, the regular rhythm, pitch changes and stress on words in songs makes it easier for children to remember words.

ACOUSTIC HIGHLIGHTING: Singing is a natural acoustic highlighting technique. Combine this with pausing at the end of each line and placing stress on the information words in the song.



EXPECTED OUTCOMES

- Repeats most words in song.
- Formulates descriptions.

KEY STRATEGIES

AUDITORY FEEDBACK LOOP: The repetition in this song provides the child with a great chance to work their auditory feedback loop. They will hear the first line and be able to try out their version of the same words in line 3 of the verse and compare it to how yours sounded. In addition you could introduce an echo to the description to give them another chance to develop these skills. *The one with the waggly tail....with the waggly tail.*

AUDITORY CLOSURE: When the child is more familiar with the song and the dog descriptions you can start the line and leave it hanging for the child to finish it off with the last 4 to 5 words. *The one.....*

EXPANSION & EXTENSION: Discuss the way the dog is identified in each verse; e.g. *waggly tail/paws in the air/stick in his mouth* and talk about other ways you could describe each dog.



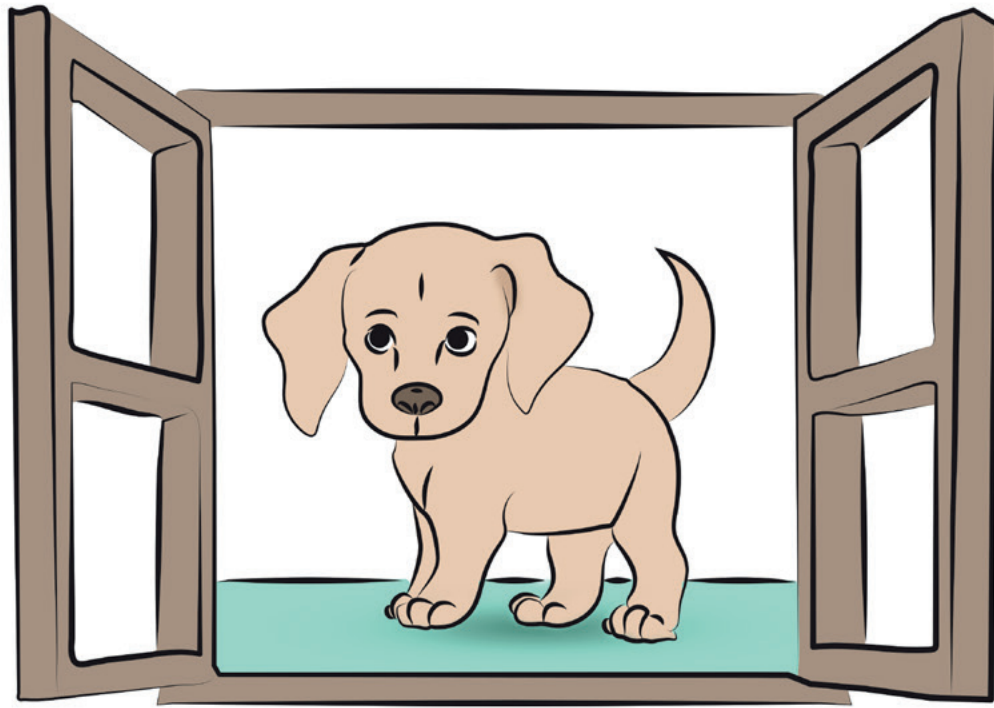
EXPECTED OUTCOMES

- Makes inferences: e.g. This might be a girl dog because she has a pink bow.

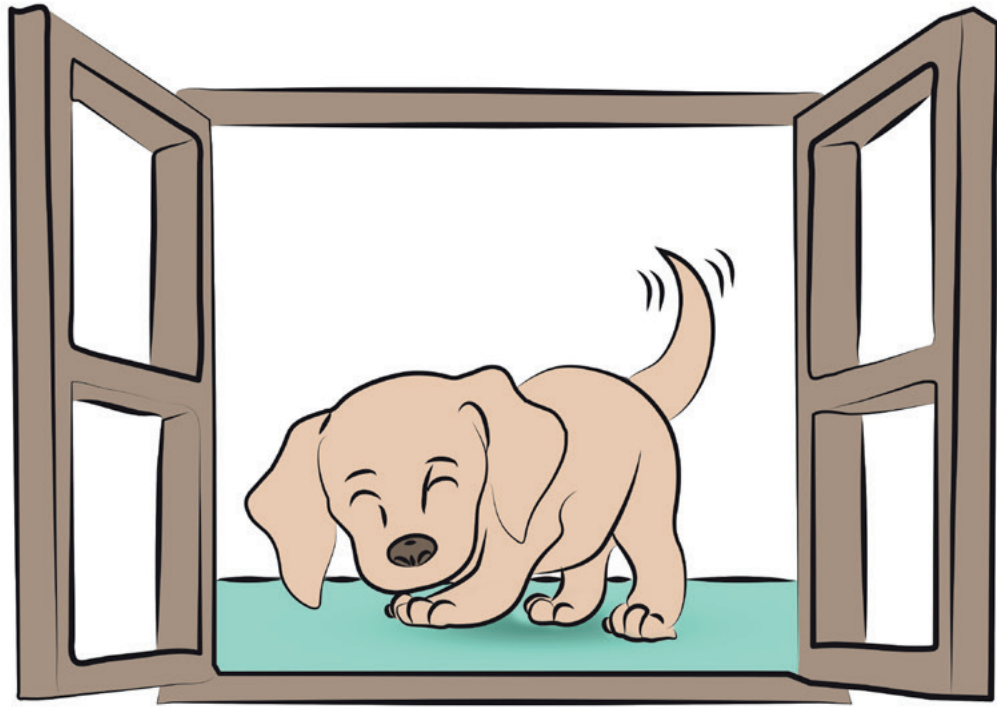
KEY STRATEGY

TALK TALK TALK: An inference is an idea the child develops about something based on the information available. Inferencing helps us learn about our world and is an important skill in working out the meaning of new words. Sometimes a little bit of guessing is required. Provide the language for this process and encourage the child to have a 'think' too. *I think this dog might be cheeky. He has dirt on his face. Maybe he escaped out into the garden and dug a hole.*

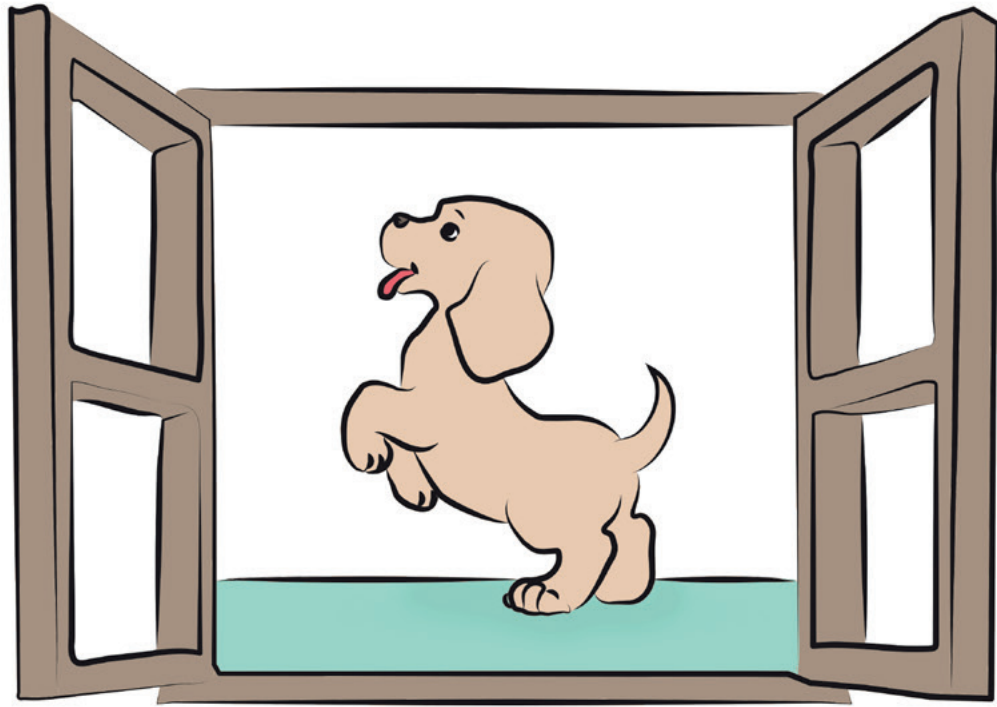
2. How Much Is That Doggie in the Window?



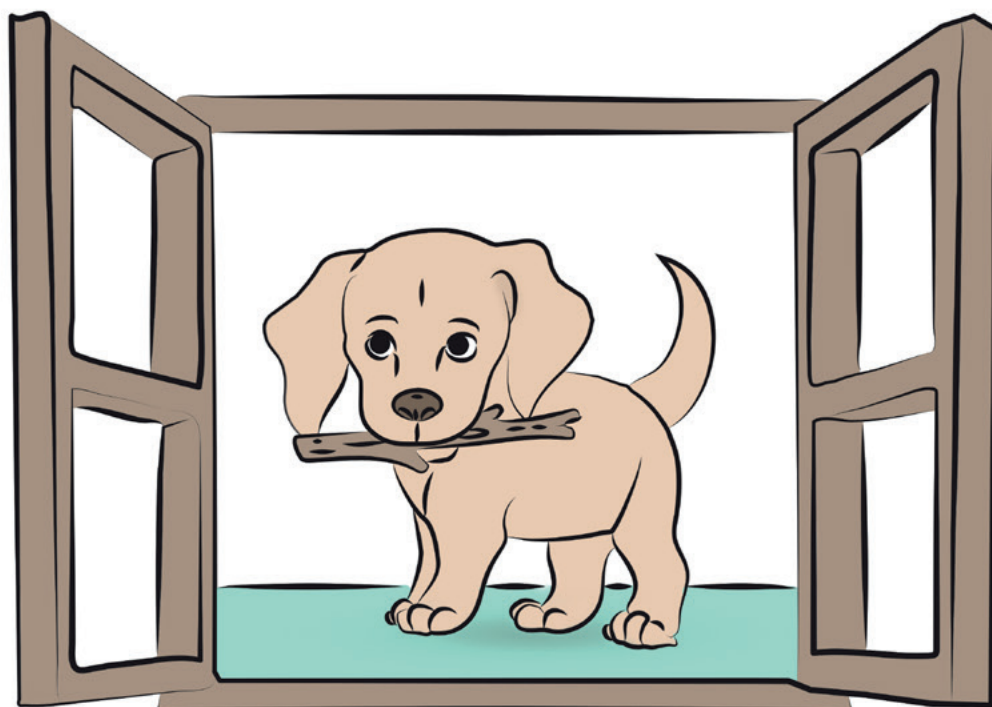
How much is that
doggie in the window?



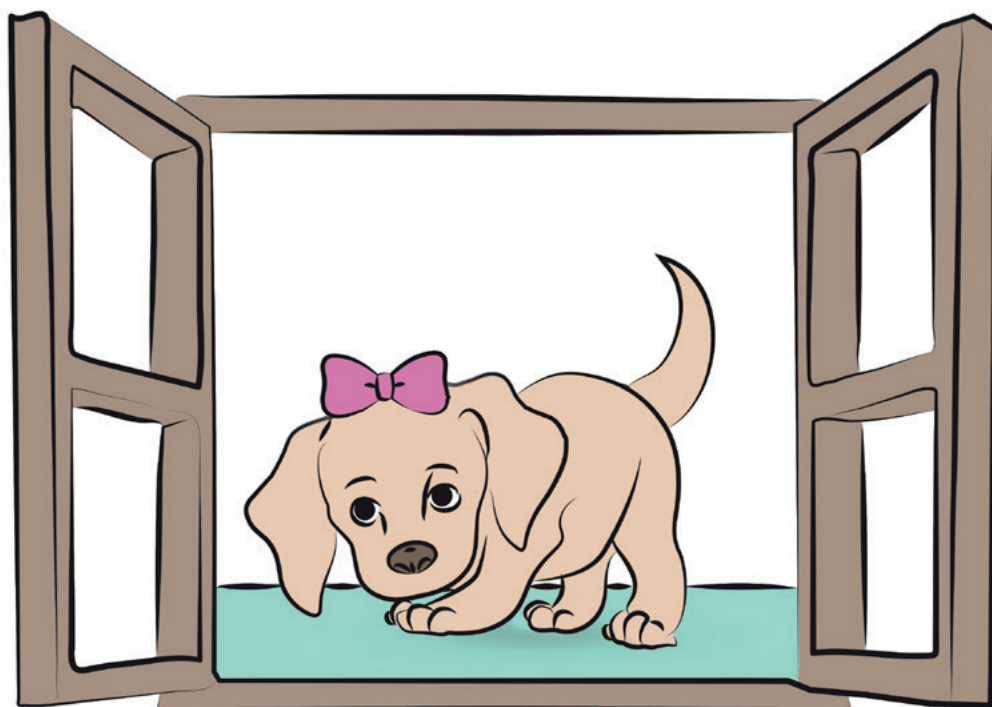
How much is that doggie in the window?
The one with the waggly tail.
How much is that doggie in the window?
I do hope that he is for sale.



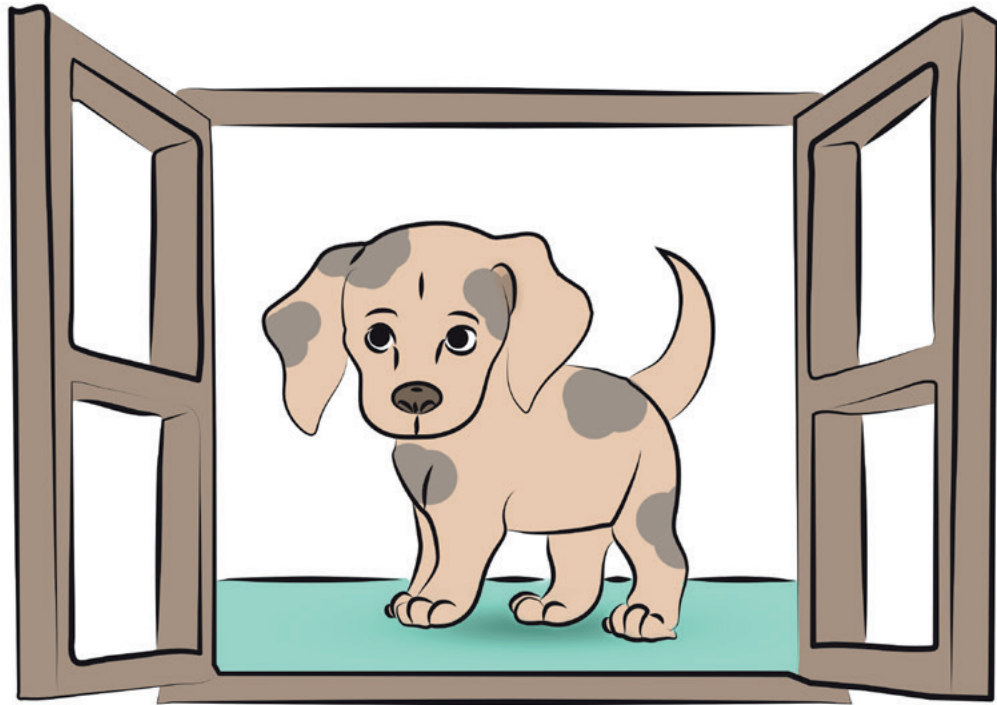
How much is that doggie in the window?
The one with her paws in the air.
How much is that doggie in the window?
I do hope that she is for sale.



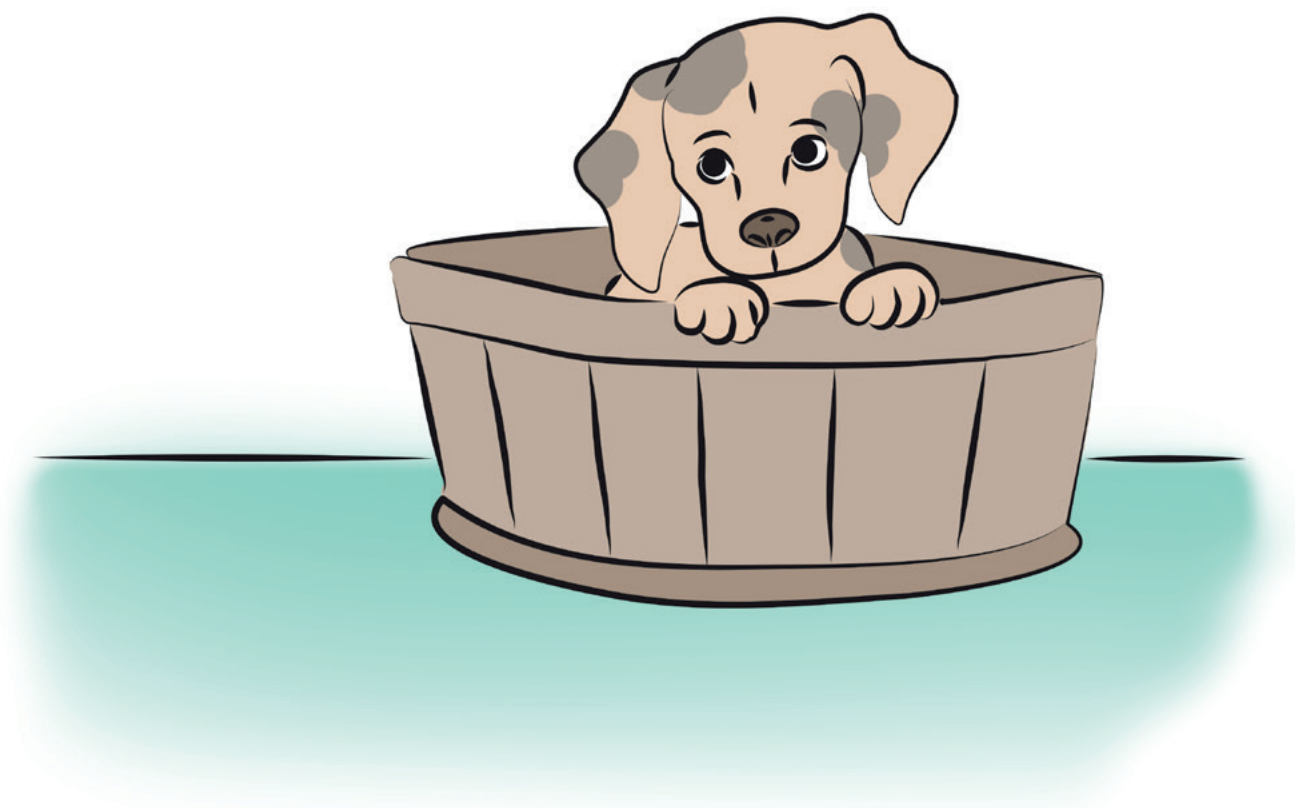
How much is that doggie in the window?
The one with a stick in his mouth.
How much is that doggie in the window?
I do hope that he is for sale.



How much is that doggie in the window?
The one with a bow on her head.
How much is that doggie in the window?
I do hope that she is for sale.



How much is that doggie in the window?
The one with the dirt on his face.
How much is that doggie in the window?



I'll take him home to my place.

ACTIVITY

3. Where Is the Cat?

PREPARATION

Print resource onto light weight card.

Cut out pictures leaving white space at the bottom of the cat cards.

You are going to play hide and seek the cat.

1. Together with the child fold the card below each cat under so the cats can stand up.
2. Talk about the furniture pieces and pick 4.
3. Attach the furniture pictures to the top of the 4 upturned cups.
4. Tell the child to close their eyes while you hide a cat under one of the cups.
5. Tell the child to open their eyes.
6. Ask "Where's the cat?" and encourage child to guess until he finds it.
7. Remove the furniture picture and replace it with another one.
8. Take turns hiding the cat.

RESOURCES

- Cats and Dogs L1 L2 A3
- 4 plastic cups (not see through)
- Sticky tape or adhesive tack



EXPECTED OUTCOMES

- Identifies 1 item.
 - Furniture items: bed, chair, mat, table, sofa, cupboard, bookcase, dresser, desk.
 - Verbs: hiding + function verbs: sleep, sit, wipe your feet, eat (dinner).
- Understands: Where...?

KEY STRATEGIES

LISTENING FIRST: The child will want to immediately look under the cups. Encourage them to wait and listen first to the modelled language *Let's look under the bed.*

EXPANSION & EXTENSION: When the child is beginning to understand the names of furniture items, expand their knowledge by adding in language about the function *Oh, You want the bed... The one where we sleep.*

ACOUSTIC HIGHLIGHTING: Place a little stress on the word *Where* and slightly exaggerate the question intonation to help the child understand the difference between a comment and a question. ***Where** is the cat?*



EXPECTED OUTCOMES

- Labels Repeats/uses furniture.
- Uses verb: hiding.
- Says "eyes".

KEY STRATEGIES

USE CHOICES: Offer the child choices of furniture pictures to put on top of the cups. Start with a choice of 2. Say the one you think the child wants to use most, second e.g.: *Do you want the desk or the bed.* If the child is already using some furniture words put new vocabulary second so it is acoustic highlighted: *Do you want the bed or the cupboard?*

WAIT WAIT WAIT: When it is the child's turn to hide the cat, remind them to tell the parent/caregiver to *close their eyes*. Encourage the parent/caregiver to keep her eyes open until the child vocalises.



EXPECTED OUTCOMES

- Understands that seeing = knowing

KEY STRATEGY

TALK TALK TALK: To start with the child may not understand why parent/caregiver does not know where the cat is. Help them understand by providing language for the thinking; *"Mum can't see. She does not know where the cat is. Wait. Don't tell her. Let her guess."* Use a whisper for acoustic effect to grab the child's attention and to add to the drama.

ACTIVITY

3. Where Is the Cat?

PREPARATION

Print resource onto light weight card.

Cut out pictures leaving white space at the bottom of the cat cards.

RESOURCES

- Cats and Dogs L1 L2 A3
- 4 plastic cups (not see through)
- Sticky tape or adhesive tack

You are going to play hide and seek the cat.

1. Together with the child fold the card below each cat under so they can stand up.
2. Line the 3 cats up and talk about their colours.
3. Talk about the furniture pieces and pick 4.
4. Attach the furniture pictures to the top of the 4 upside down cups.
5. Tell the child to close their eyes while you hide one cat under a cup.
6. Tell the child to open their eyes and ask: "Which cat is missing?"
7. When the child guesses ask: "Where is it?"
8. Encourage the child to guess until he finds it.
9. Remove that furniture picture and replace it with another one.
10. Take turns hiding a cat.



EXPECTED OUTCOMES

- Identifies 2 items:
 - colour + furniture items ; e.g. The orange cat is under the table.

KEY STRATEGIES

BUILD AUDITORY MEMORY: The steps in this activity provide the building blocks for identifying 2 items. The children know they are looking for a cat, so that is not an unknown item. Also the preposition 'under' is constant so the child does not have to attend to that piece of information. The "Which cat is missing?" step helps the child attend to one item: the colour. The second step: "Where is it?" helps the child identify and attend to the other variable information.

EXPANSION & EXTENSION: When the child is confidently using the names of furniture items extend the game by using clues to help the child find the cat by describing the function of the furniture. *That black cat could be under the one we sit on.*



EXPECTED OUTCOMES

- Says: Colour + cat; e.g. black cat. Under the (furniture item) e.g. under the table.
- Asks: Where's the cat?
- Says "Close your eyes"

KEY STRATEGIES

USE CHOICES: Model the target language as choices. *Which cat is missing: the orange cat or the brown cat or the grey cat?* This allows the child to show off their visual memory skills without the pressure of having to recall the language. Use the same technique for the question *Where is it?* including the proposition "under" in your choice question. *Do you think it is under the table or under the bed?*

WAIT WAIT WAIT: When it is the child's turn to hide the cat, remind them to tell the parent/caregiver to *Close your eyes*. Encourage the parents/caregiver to keep their eyes open until the child completes their best possible attempt at the 3 words.



EXPECTED OUTCOMES

- Understands that seeing = knowing and enjoys knowledge that others don't have.

KEY STRATEGY

TALK TALK TALK: The child will want to tell everybody where they have hidden the cat. It will take a lot of talking to help the child understand the fun. *Mum can't see. She does not know where the cat is. Wait. Don't tell her. It's a surprise. Let her guess.* Use a whisper for acoustic effect to grab the child's attention and to add to the drama.

ACTIVITY

3. Where Is the Cat?

PREPARATION

Print resource onto light weight card.

Cut out pictures leaving white space at the bottom of the cat cards.

RESOURCES

- Cats and Dogs L3 A3
- 4 plastic cups (not see through)
- Sticky tape or adhesive tack

You are going to play hide and seek the cat.

1. Together with the child fold the card below each cat under so they can stand up.
2. Line the 6 cats up and talk about their size and colours.
3. Talk about the furniture pieces and pick 4.
4. Attach the furniture pictures to the top of the 4 upside down cups.
5. Tell the child to close their eyes while you hide one cat under a cup.
6. Tell the child to open their eyes and ask: "Which cat is missing?"
7. When the child guesses ask: "Where is it?"
8. Encouraged the child to guess until they find it.
9. Remove that furniture picture and replace it with another one.
10. Take turns hiding a cat.



EXPECTED OUTCOMES

- Identifies 3 items:
 - size + colour + furniture items; e.g. The big grey cat is under the table.

KEY STRATEGY

BUILD AUDITORY MEMORY: The steps in this activity provide the building blocks for 3 item listening. The children know they are looking for a cat, so that is not an unknown item. Also the preposition 'under' is constant so the child does not have to attend to that piece of information. The "*Which cat is missing?*" step helps the child attend to two items; the size and colour. The second step; "*Where is it?*" helps the child identify and attend to the other variable information. By modelling the complete sentence "*The little orange cat is under the bed.*" the child will begin to develop the ability to identify the important elements in a longer sentence.



EXPECTED OUTCOMES

- Adjective Adjective noun; The little orange cat.
- Subject verb prepositional phrase; The little orange cat is under the bed.
- Adds a present progressive verb; The little orange is hiding under the bed.

KEY STRATEGIES

USE CHOICES: Model the target language as choices providing the full target sentence structure pausing in the middle. *So you think the little orange cat is under the bed ...or ...Do you think the little orange cat is under the chair?*

EXPANSION & EXTENSION: Extend the sentence by discussing what the cat might be doing under the bed and model an expanded sentence. *I think the little orange cat is sleeping under the bed.*



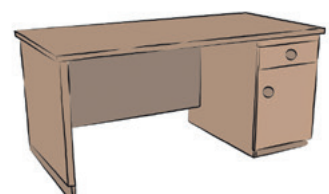
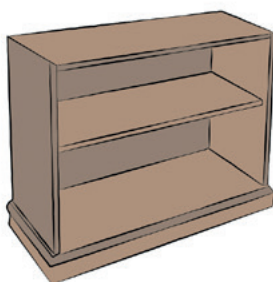
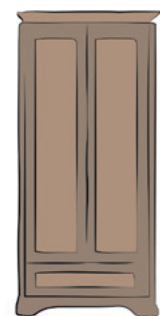
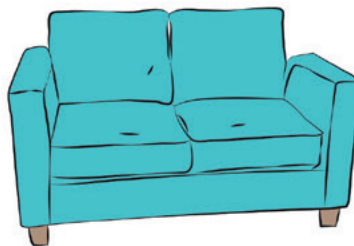
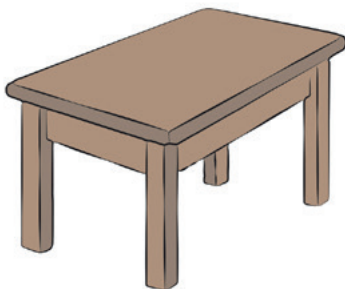
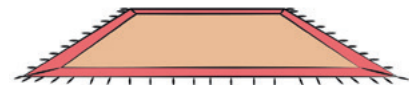
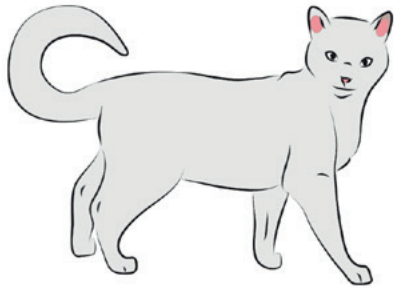
EXPECTED OUTCOMES

- Predicts someone's feelings in response to a story.

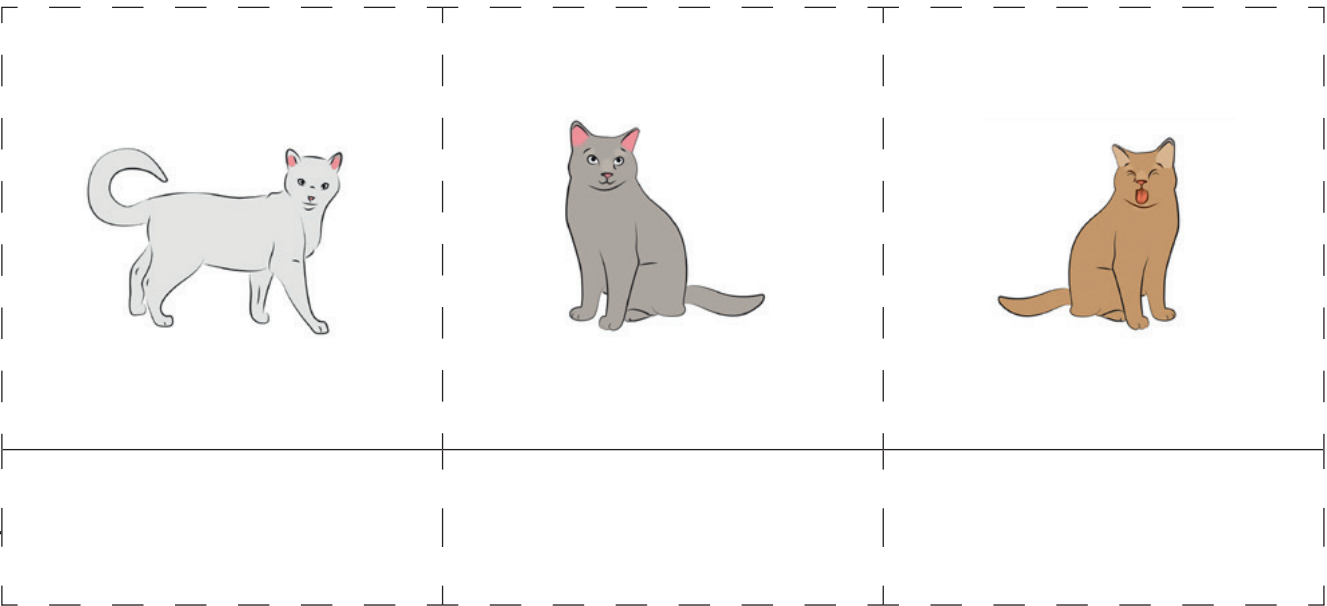
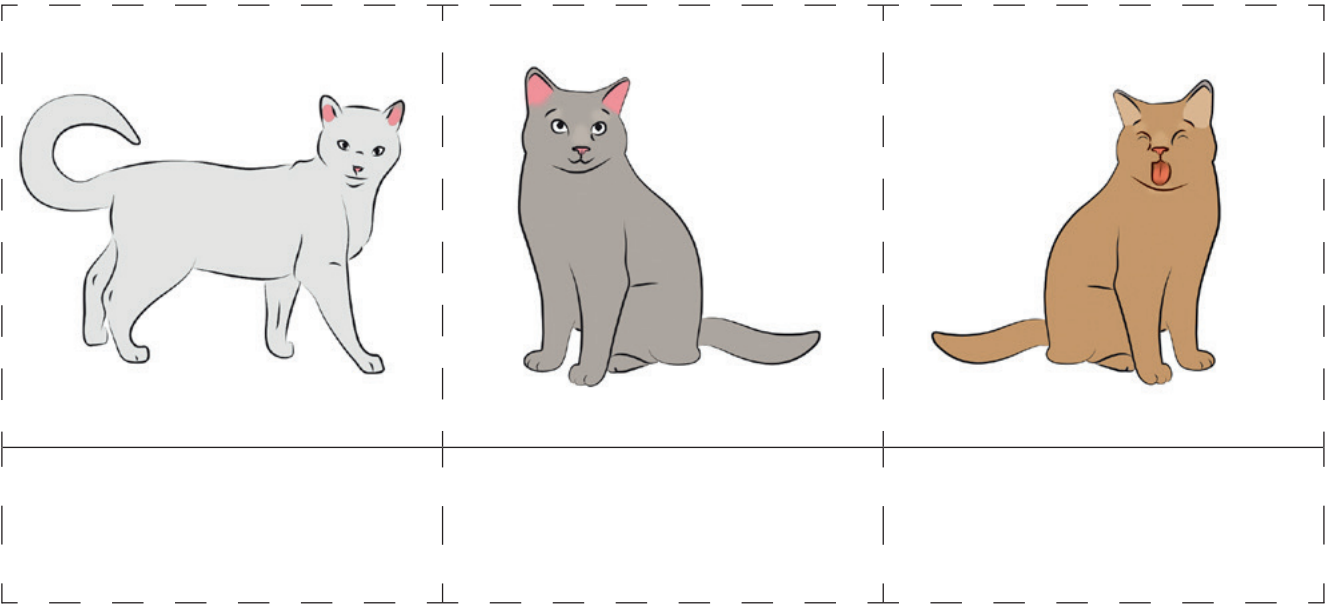
KEY STRATEGY

TALK TALK TALK: Think up some 'what if' stories and talk about how people would feel. *What if the cat took the baby's toy and played with it under the table? How would the baby feel? What do you think the baby would do? What if it took dad's fish from his plate and ate it under his bed? How would dad feel? What would dad do?*

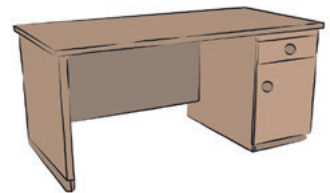
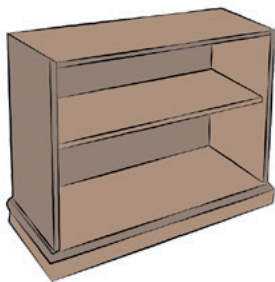
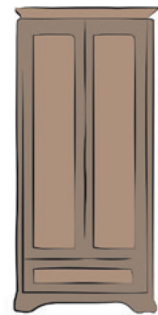
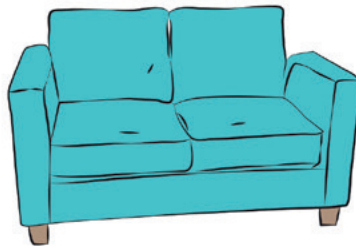
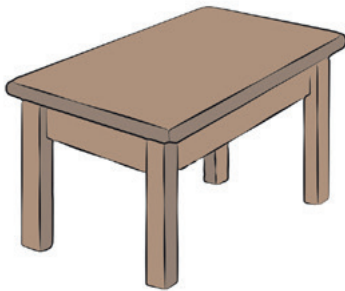
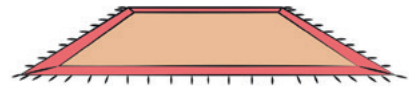
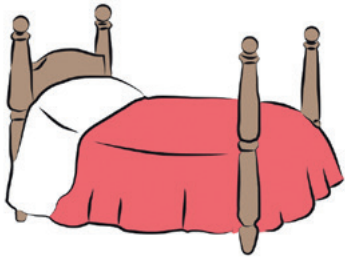
3. Where Is the Cat?



3. Where Is the Cat?



3. Where Is the Cat?



ACTIVITY

4. Colouring in

PREPARATION

Print resource on to paper.

You are going to take turns colouring in part of one animal.

1. Offer the child a choice of colouring the cat or the dog.
2. Put the other animal away for later.
3. Explain and demonstrate how you are going to colour only one part of the animal.
4. Encourage the child to pick a colour then choose what part of the animal to colour.
Make suggestions for the child using choice questions: *Do you want to colour the cat's ear or the cat's tail?*
5. Take it in turns to colour in the cat then colour the dog.

RESOURCES

- Cats and Dogs L1 L2 L3 A4
- Colouring pencils or crayons



EXPECTED OUTCOMES

- Identifies 1 item:
 - Animal body parts; e.g. tail.
- Understands 'or' in context.
- Understands pronouns: your/my.

KEY STRATEGIES

USE CHOICES: Model the animal's parts for the child in a choice question so that they have an immediate model to copy rather than trying to remember the unfamiliar words in what might feel like a test situation. Help them understand the meaning of 'or' by covering one of the choices with your hand. *Maybe you want to colour the tail or the ear?*

TALK TALK TALK: Understanding pronouns requires a lot of listening practise. Acoustic highlight the words during turn taking games *Your turn + My turn* and then follow your words with a gesture that will help her understand. Offer the crayons with *Your turn*, and put your hand out for the crayons with *My turn*. Remember to say the words again after you use a gesture.



EXPECTED OUTCOMES

- Repeats one word.
- Uses: on/off.

KEY STRATEGIES

AUDITORY FEEDBACK LOOP: Modelling words using choice questions allows the child the chance to repeat it without the pressure of trying to remember the word. They will then have the chance to compare how they sounded when they said the word with how you sounded and they will learn to make adjustments to better match what they are hearing.

THE SAME THINKING PLACE: Add words to every action as it happens especially while you and the child are looking and thinking about the same thing. *Oh we need to take this lid off.*



EXPECTED OUTCOMES

- Maintains attention during turn taking.

KEY STRATEGY

AUDITORY HOOKS: Turn taking is an important social and communication skill but it can be hard for young children to pay attention when it is not their turn. Make it easier by providing auditory hooks. *Oh Look!, I'm nearly done!, Just about finished!*

ACTIVITY

4. Colouring In

PREPARATION

Print resource on to paper

You are going take turns colouring in part of one animal.

1. Place the cat and the dog pages side by side in front of the child.
2. Explain and demonstrate how you are going to colour only one part of one animal.
3. Encourage the child to pick a colour then choose what animal and what part of animal to colour.
4. Make suggestions for the child using choice questions.
5. Take it in turns to colour.

RESOURCES

- Cats and Dogs
L1 L2 L3 A4
- Colouring pencils or crayons



EXPECTED OUTCOMES

- Identifies 2 items:
 - Cat/ dog + body part; e.g. The cat's tail
- Understands 'or' in context e.g. You can colour the cat's tail or the dog's ear.
- Understands: your/my

KEY STRATEGIES

USE CHOICES: Model the target language in a choice question so that the child has an immediate model to copy rather than trying to remember the unfamiliar words in what might feel like a test situation. Help them understand the meaning of 'or' by covering one of the choices with your hand and model 2 items in each of the choices. *You might like to colour the cat's ear or the dog's tail?*

TALK TALK TALK: Understanding pronouns requires a lot of listening practise. Acoustic highlight the words during turn taking games. *Your turn. + My turn.*



EXPECTED OUTCOMES

- Combines words
 - Animal + body part: I'll do the dog's ear.
 - Verb + body part e.g.: colour the tail
 - Colour + body part e.g.: Look it has orange feet.
- Uses : lid + on/ off

KEY STRATEGIES

AUDITORY FEEDBACK LOOP: Modelling words using choice questions allows the child the chance to repeat it without the pressure of trying to remember the word. They will then have the chance to compare how they sounded when they said the word with how you sounded and they will learn to make adjustments to better match what they are hearing.

THE SAME THINKING PLACE: Add words to every action as it happens especially while you and the child are looking and thinking about the same thing: *Oh we need to take this lid off.*



EXPECTED OUTCOMES

- Maintains attention during turn taking.

KEY STRATEGY

AUDITORY HOOKS: Turn taking is an important social and communication skill but it can be hard for young children to pay attention when it is not their turn. Make it easier by providing auditory hooks. *Oh Look! I'm nearly done! Just about finished!*

ACTIVITY

4. Colouring In

PREPARATION

Print resource on to paper.

You are going take turns colouring in part of one animal.

1. Place the cat and the dog pages side by side in front of the child.
2. Explain and demonstrate how you are going to pick a colour and colour in only one part of one animal.
3. Encourage the child to pick a colour and choose what animal and what part of animal to colour.
4. Take it in turns to colour.

RESOURCES

- Cats and Dogs
L1 L2 L3 A4
- Colouring pencils or crayons



EXPECTED OUTCOMES

- Identifies 3 items
 - Colour + cat/dog + body parts; e.g. colour the dog's tail blue.

KEY STRATEGIES

TALK TALK TALK: There are lots of different ways to put 3 items of information into a sentence. If the child is new to level 3 listening be consistent in your sentence structure. *I'll colour the cat's tail green.* If the child is beginning to use a variety of sentence types model the different ways these pieces of information can be combined. *I'm going to use green to colour the cat's tail. Look, I coloured the tail of the cat green.*

ACOUSTIC HIGHLIGHTING: Putting stress on different words adds another message to the sentence. *I'll colour the cat's tail green.* Makes the listener think you were considering the dog's tail but decided on the cat's.



EXPECTED OUTCOMES

- Verb tense: future/ present/ past; e.g. going to colour, colouring, coloured.
- Possessive marker e.g.: cat's/dog's.

KEY STRATEGIES

THE SAME THINKING PLACE: Adding words to every action as it happens will help the child identify, understand and apply the rules of verb tense. *I am going to colour the dog's ear blue. Hey, are you watching me... I'm using blue and I'm colouring the dog's tail. Dad didn't watch. Tell him I'm finished. I coloured the cat's tail and you coloured the dog's ear. I can't remember what dad coloured? Can you tell me what dad coloured?"*

USE CHOICE: The possessive marker is a tiny grammatical marker that is often hard for children to hear because it is quick and soft and usually used in the middle of a sentence. Provide acoustic highlighting in a choice question to make it easier for the child to attend to and attempt to use. *Did you say the cat's ear or the dog's ear?"*



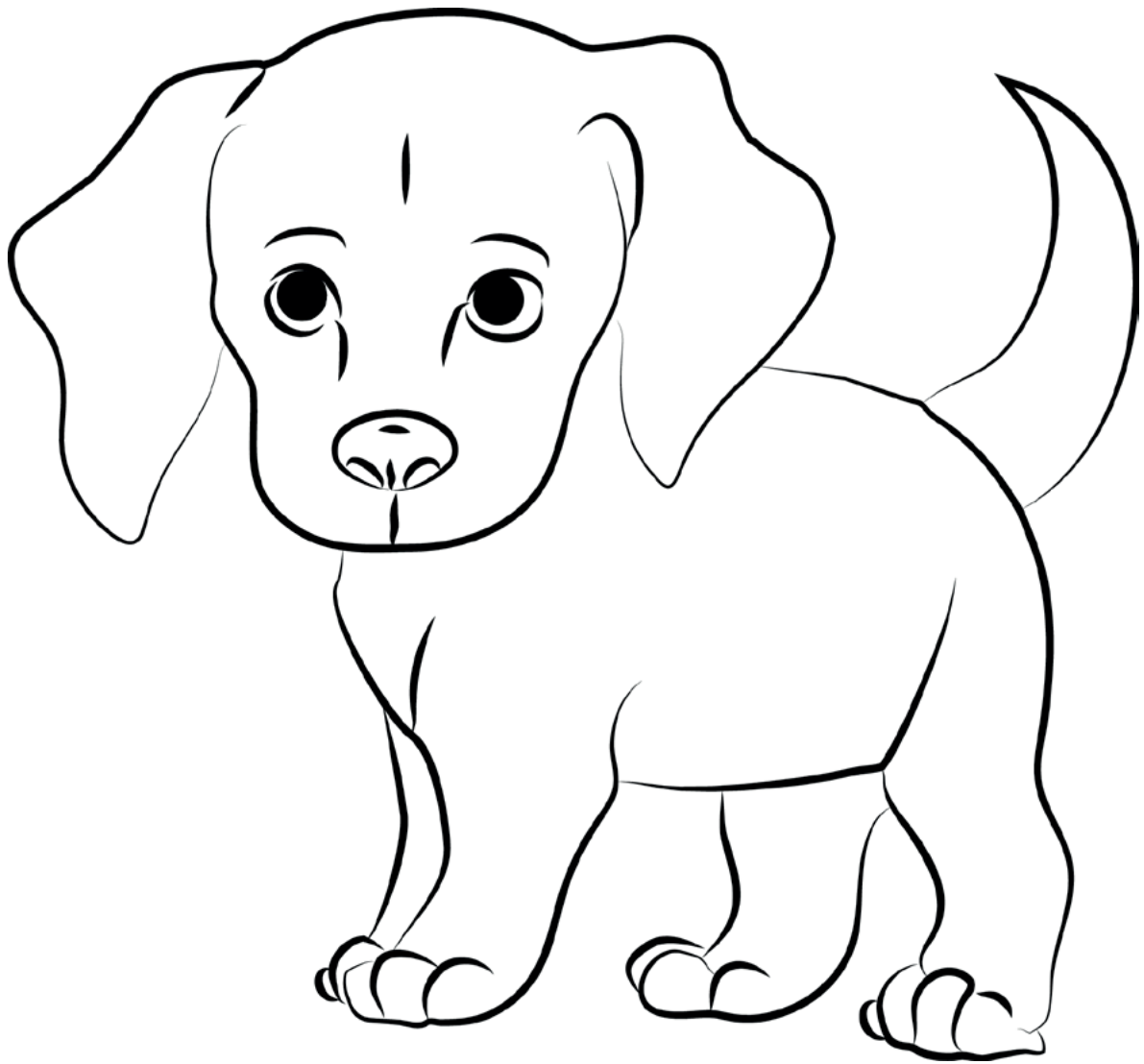
EXPECTED OUTCOMES

- Uses turn taking language.
- Accepts other's choices.

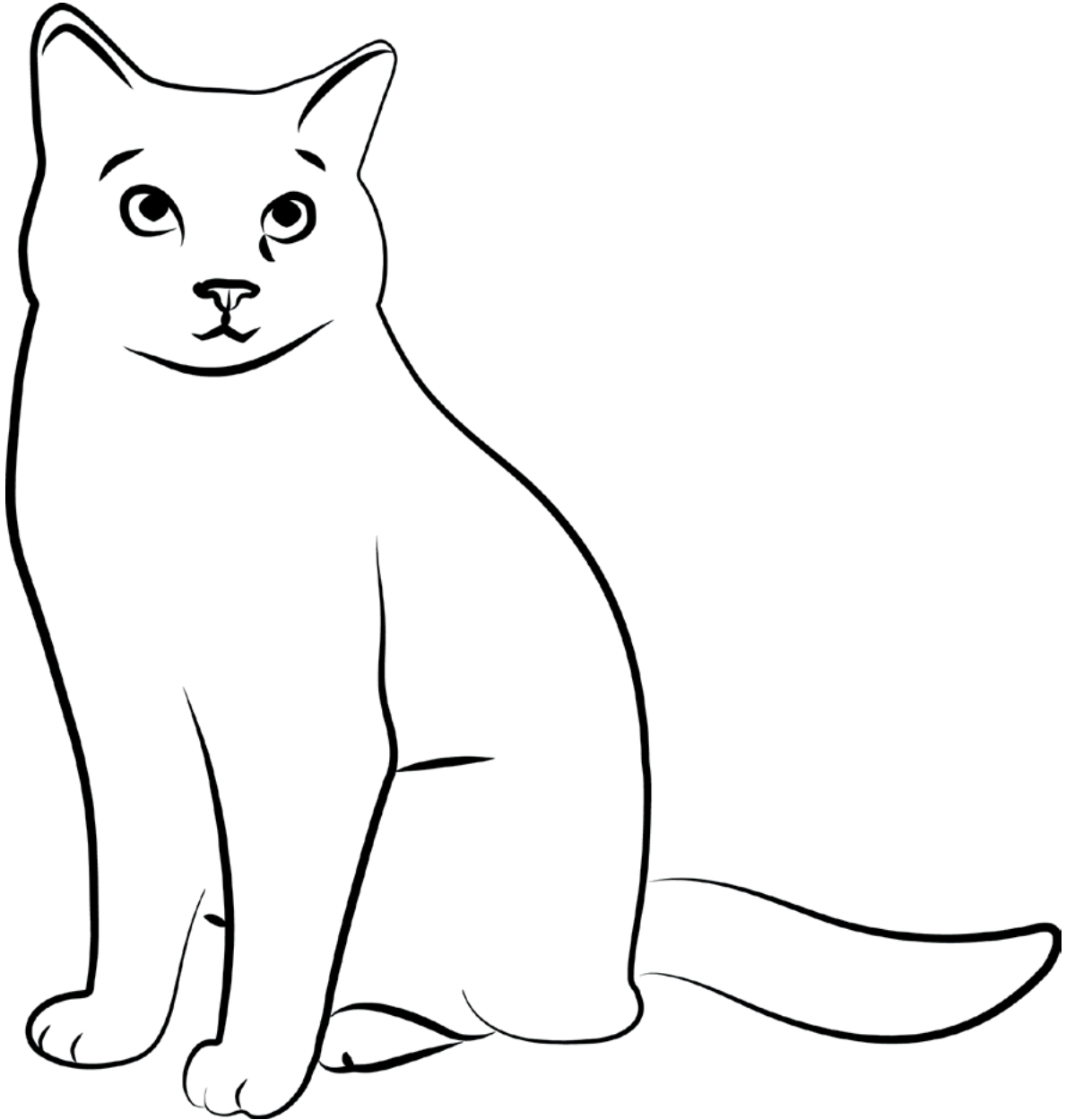
KEY STRATEGY

SIGNAL TO NOISE RATIO- LISTENING ENVIRONMENT: In a lesson the signal to noise ratio will be good. This may not be the case in the classroom so practise language the child will need to take part in a group activity so that a background noise has less of an impact on social skills. *Tell mum it's her turn now. I think you are after me. Is it my turn? Who am I after? Oh, that looks great.*

4. Colouring In



4. Colouring In



MED-EL Offices Worldwide

AMERICAS

Argentina
medel@medel.com.ar

Canada
officcanada@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