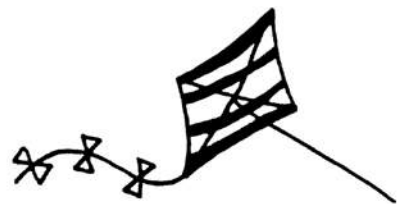
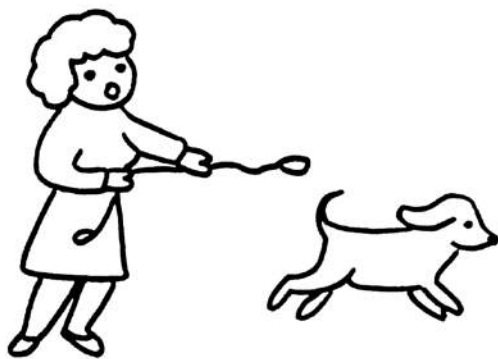


PORIC

Concept
Consolidation
Book 4



Glinette Woods

Glinette Woods has worked in the prison service, a psychiatric hospital and a children's home before embarking on a teaching career. She then taught in two special schools for children from 5 to 16, a diagnostic unit for children aged 3 to 6 years.

Glinette Woods has an honours degree in psychology and a postgraduate teaching certificate. She obtained the Diploma for Teachers of Children with Speech and Language Disorders run by Birmingham University. Glinette spent 16 years working in a primary language unit and then went on to become an advisory teacher.

© **Glinette Woods 1992**

Books in the Series:

Concept Consolidation - Book 1
Concept Consolidation - Book 2
Concept Consolidation - Book 3
Concept Consolidation - Book 4

Copyright

Any part of this book may be reproduced by printer, photocopier or other means. Such copies should be exclusively for the use within the school that purchased the publication and by the staff thereof or by the individual or parent purchasing the publication. All the contents remain copyright.

Published by

Elklan

Speech and Language Therapy Training Consultants
Sunnyside, Wadebridge Road, St Mabyn, Cornwall
PL30 3BQ. Tel: 01208 841450
E-mail: henrietta@elklan.co.uk
Website: www.elklan.co.uk

INTRODUCTION and INSTRUCTIONS
Please read this page!

CONCEPT CONSOLIDATION has been developed over several years while working with children who find concept learning difficult.

ALL CONCEPTS NEED TO BE TAUGHT AURALLY AND PRACTICALLY FIRST.

The worksheets are then given to

- a) reinforce the learning;
- b) remind the child (and the teacher) which concepts the child is targeting;
- c) give a visual record of those concepts worked on.

On each worksheet, the concept work is in a box at the top of the sheet so that

- a) the child is clear about his or her target;
- b) it can be used to check the spelling.

When the child has finished the worksheet, with as much or as little help as he or she needs, it is then read with the teacher/adult and they go over the concept together. The sheets can be collected and made into a book which can be

- a) used for revision at school;
- b) taken home for the parents to use.

This is always helpful as it gives continuity to the child. (See the last page for a summary certificate.)

Some concepts can easily be found elsewhere in teaching materials e.g. colour, number and common shapes. Therefore not all concepts are equally represented in CONCEPT CONSOLIDATION.

Many published materials on concept learning have more than one concept together. Children with language difficulties cannot cope with this. Anne Locke suggests that they should be taught one at a time with a period of rest between opposites, superlatives and comparatives etc. CONCEPT CONSOLIDATION gives ONE concept per worksheet with an uncluttered page where possible.

The mathematical concepts are a vital prerequisite to the National Curriculum and children working toward Level 1 often need work such as CONCEPT CONSOLIDATION offers.

May they be as useful to you as they have been, and still are, to me.

Happy consolidating!

Glinette Woods.

August 1992

Concept Consolidation Book 4

Contents

This book contains extra concepts at Levels I, II, III and IV of Living Language by Ann Locke (published by NFER Nelson) and appear in the order shown below. They can be used to supplement the concepts that may be found in **Concept Consolidation Books 1, 2 and 3.**

Level I

noisy
heavy
all
by
to
under
again

Level III

different
rough
side
thin
both
every
other
back
always
later

Level II

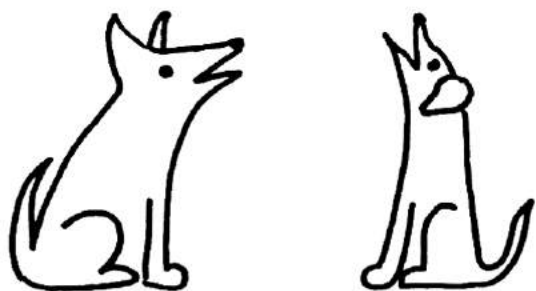
same
circle
long
moving
another
away
near
top
after
soon

Level IV

plain
striped
corner
rectangle
thick
wide
fewest
above
below
never

Properties and Relationships
Section 4 Sound Level I

noisy



The dogs are
barking. They
are being

The fireworks
are too
for the baby.



A drum is
.....

Is a triangle
noisy?



What noisy things can you think of?

heavy

Find these things in the
classroom.



teacher



table



pencil



sugar
paper



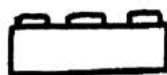
bin



sand
tray



book

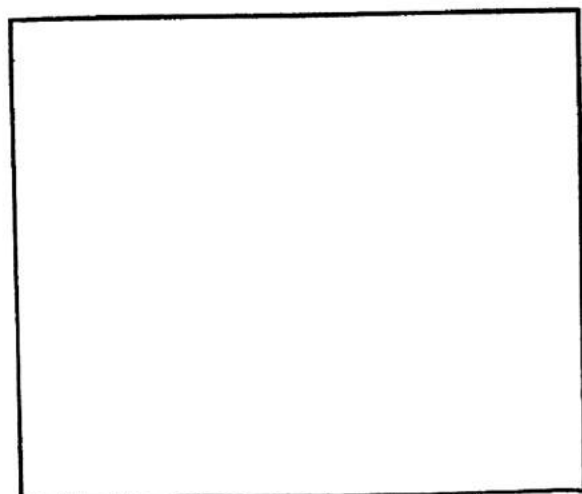


lego brick

Colour the heavy things.

Draw something
heavy.

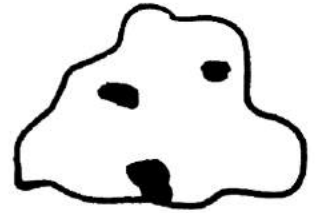
A
is



Properties and Relationships
Section 6 Size Level I

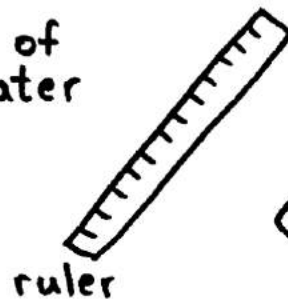
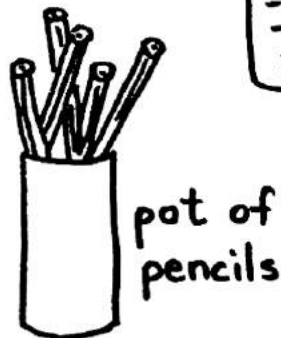
heavy

Find a very big stone
and a leaf.



Which is heavy?

The is



Colour the heavy things.

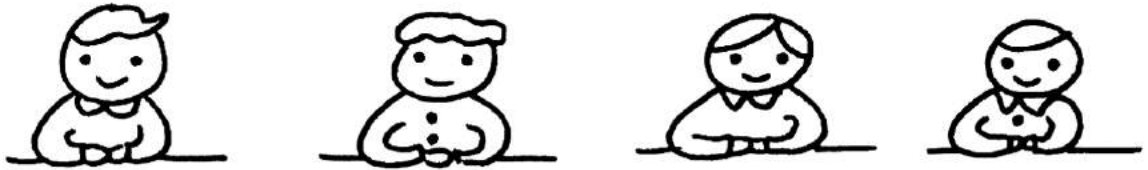
Find something heavy in the classroom.

I found a It is

Draw it here.

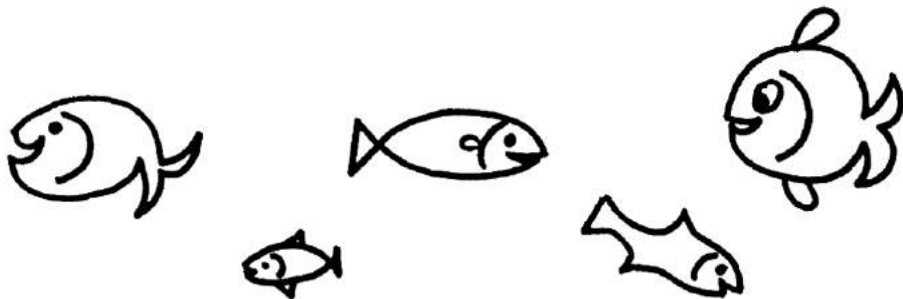
all

Give all the boys a pencil.



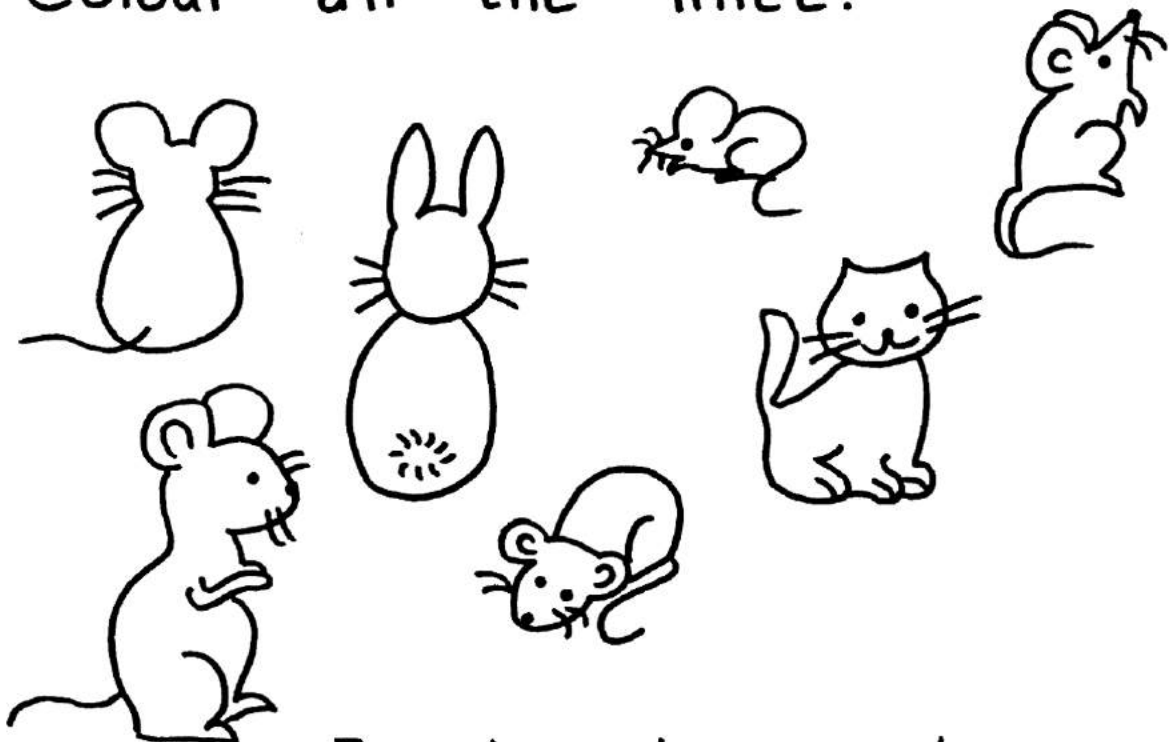
..... the boys have got a pencil.

Colour all the fish blue.



..... the fish are

Colour all the mice.

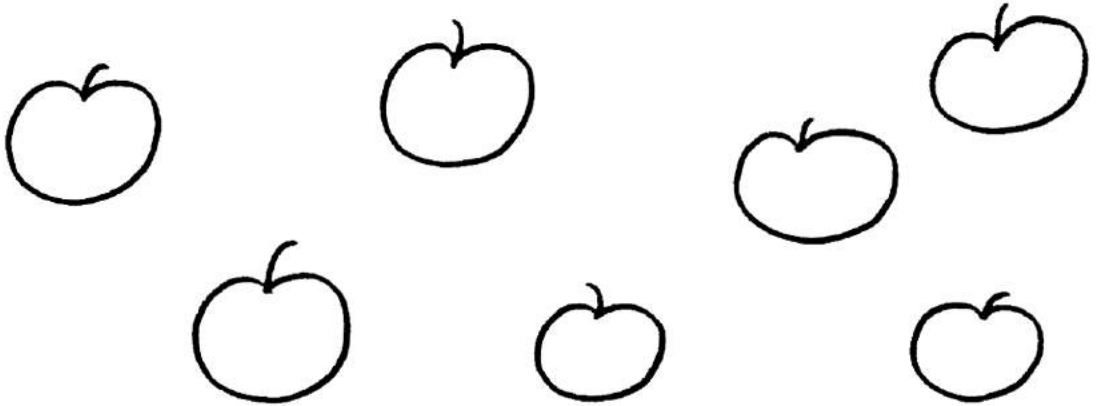


I coloured the mice.

Properties and Relationships
Section 8 Quantity Level I

all

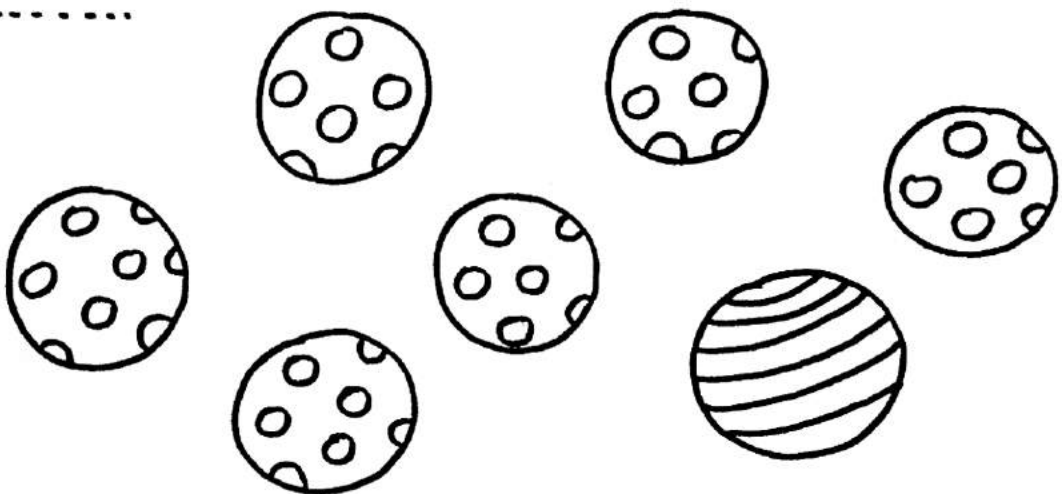
Colour all the apples.



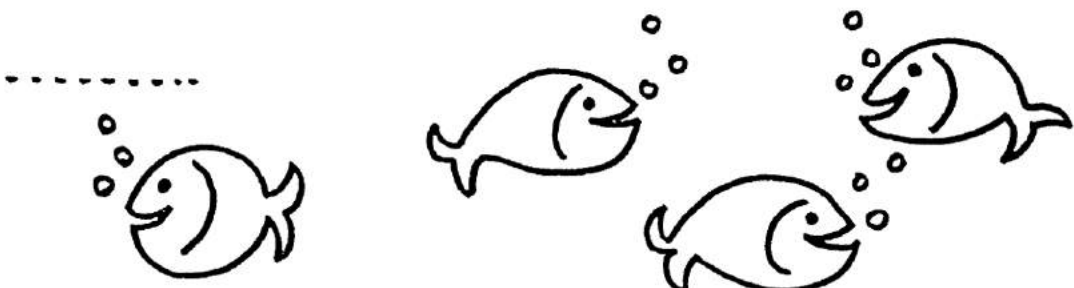
I coloured the

Have all the balls got spots?

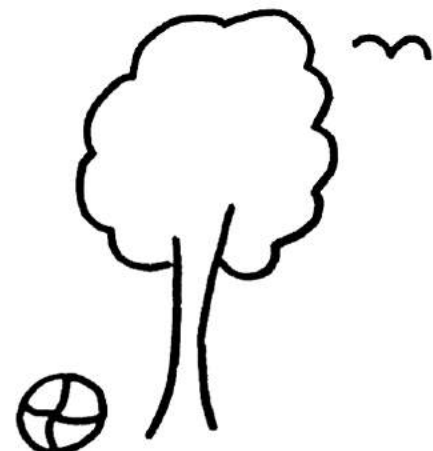
.....



Have all the fish got bubbles?



Where is the ball ?



The ball is the

Where is the cat ?

The cat is the

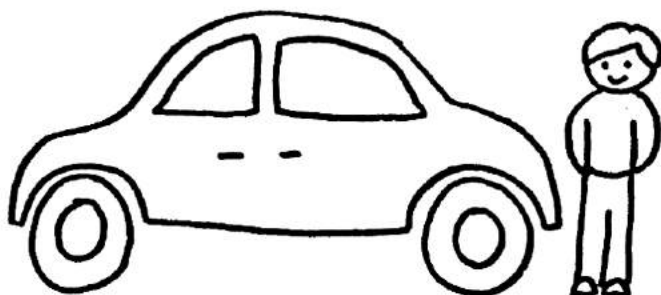
Is the bird by the tree ?

.....

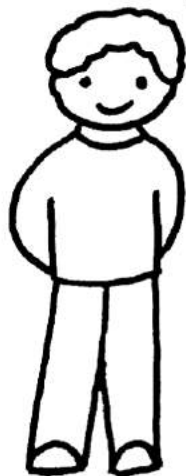
Is the girl by the tree ?

.....

Colour the boy by the car.



Draw a dog by the boy.



The dog is the

Draw an orange by the apple.



The orange is the

Draw a bus by the bus stop.



The bus is the

Make the bus go to the bus stop.



The bus is going the bus stop.

Make the dog go to the girl.



The dog is going
..... the



Is the dog going to the boy?

Where is the tortoise
going?



flower



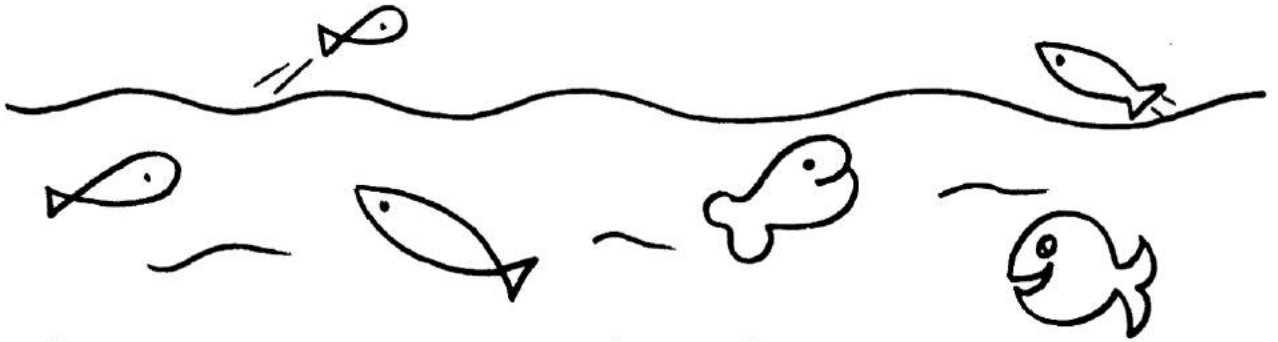
tree

The tortoise is going the

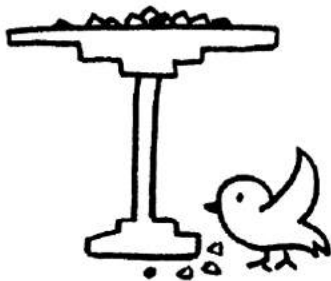
Is the tortoise going to the flower?

Properties and Relationships
Section 9 Space Level I

under



Colour the fish that are
under the water.



The bird is
the bird table.

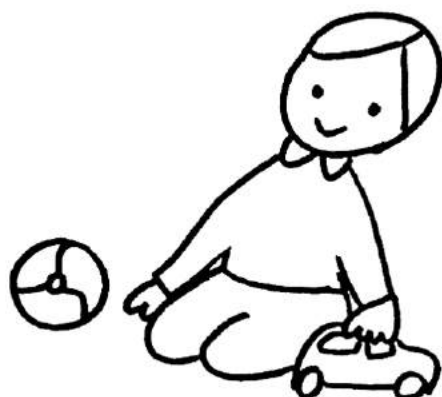
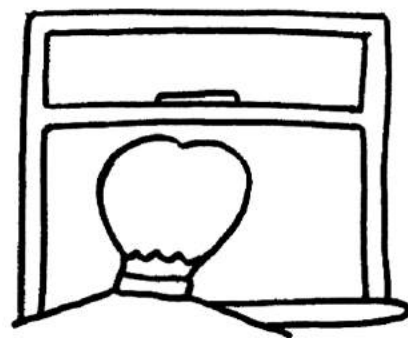


The butterfly
is the
flower.

Draw an ant under the flower.

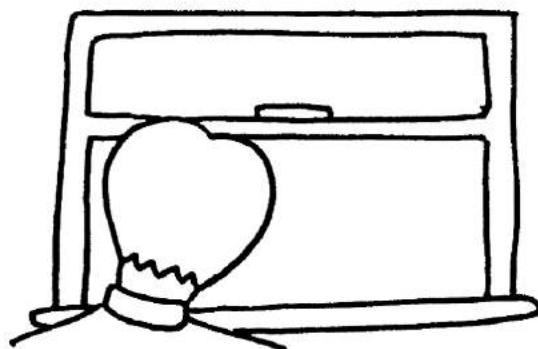
I drew an ant the flower.

Tom is looking
out of the
window.

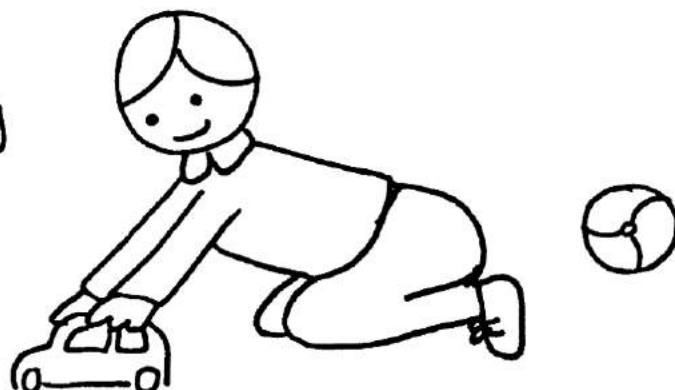


Tom is playing
with a car.

Tom is looking
out of the
window



Tom is playing
with his car
.....



Colour Tom looking out of the
window again , and playing cars again.



The naughty cat.

It gets off.

Oh no!



The cat is on
the table



The girl's work is a mess.

Teacher says "Do it"

The girl
does it
.....

Write a number

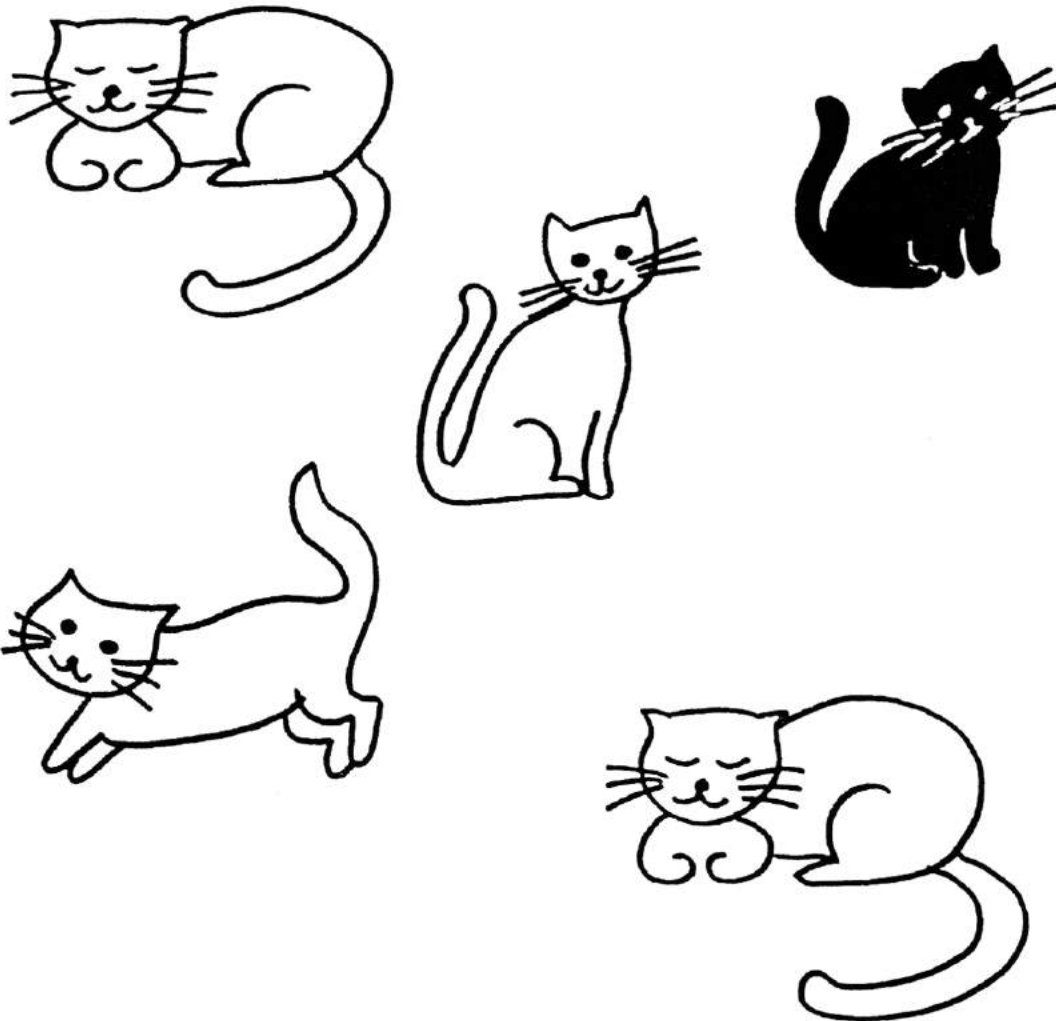


Now do it again

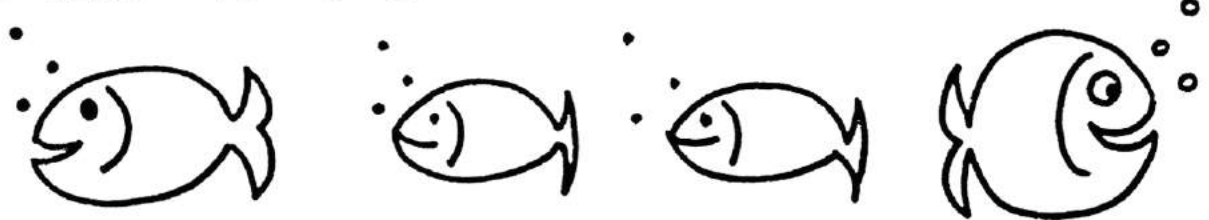


I wrote the number

Find 2 the same. Colour them.



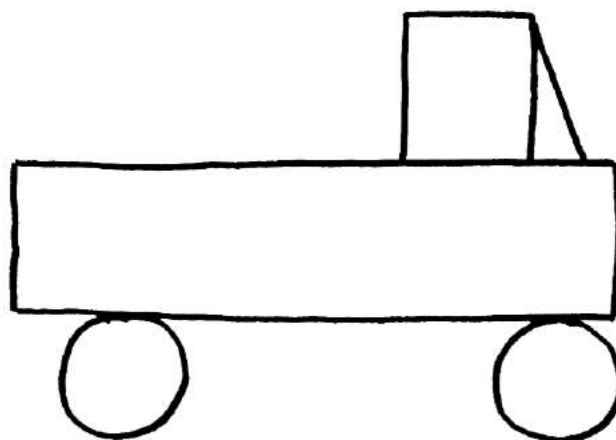
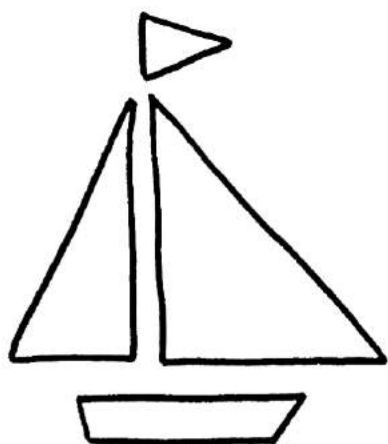
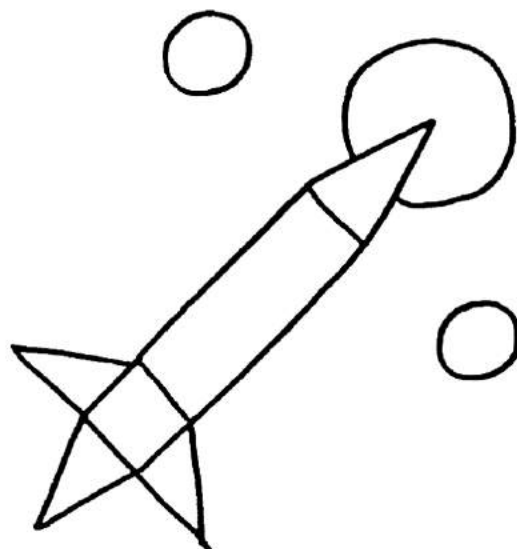
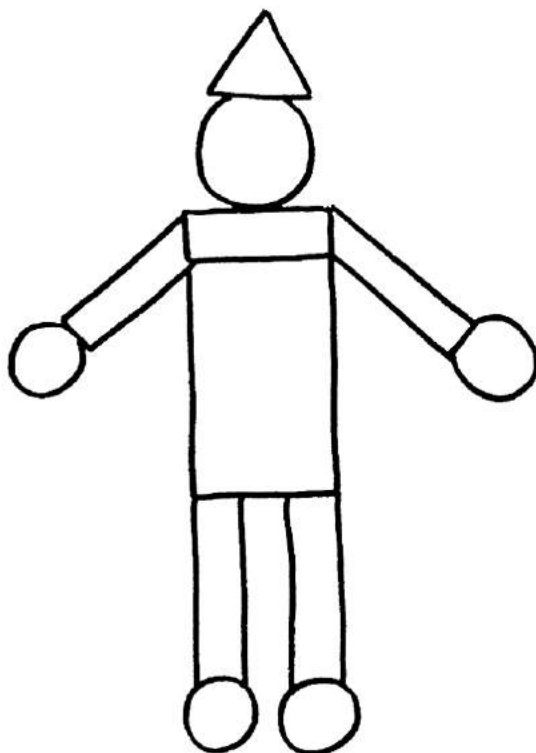
Find 2 the same. Colour them.



Are these the same?



Colour the circles green.



Has the boat got any circles?

How many circles has the man got?

How many circles has the rocket got? ----

How many circles has the lorry got? ----

long

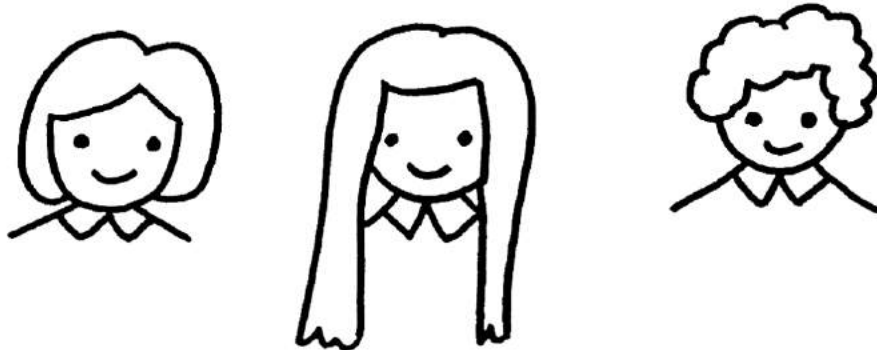
This snake is



Now you draw a long snake.

My snake is

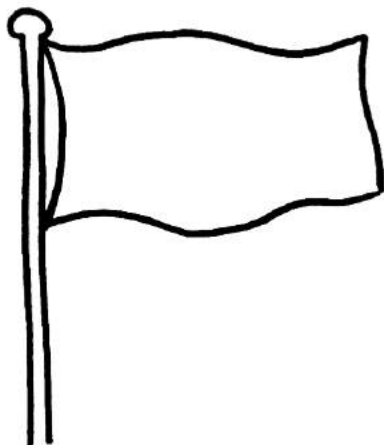
Colour the girl with long hair.



Give this girl long hair.



Now she has hair.



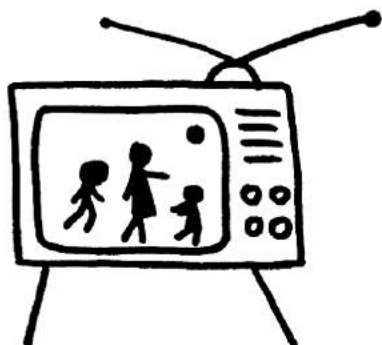
The flag is
in the wind.

The snail
is slowly.



Look at a tree. Is it moving?
.....

Look in the classroom. What can
you see that is moving?
.....

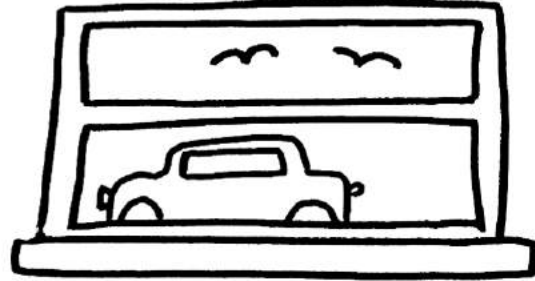
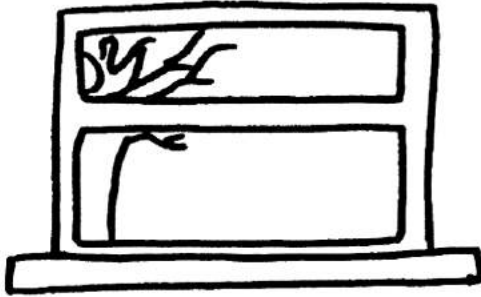


The picture on the
television is

When fish are
swimming they
are



Look out of the classroom window.



What can you see that is moving?

Find a ball.



Roll it across the table.

The ball is

Ask your friend to wave to you.



Is your friend's hand
moving?

..... hand is

Draw a car moving on the road.

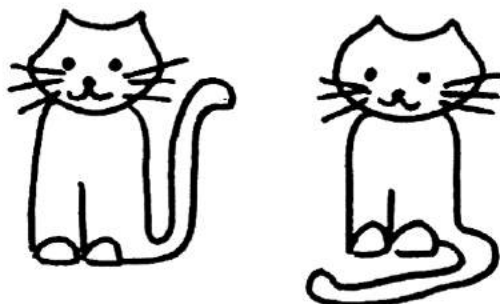
My car is

.....

Properties and Relationships
Section 8 Quantity Level II

another

How many cats ?



Draw another cat.

I drew cat.

How many cats now?

How many frogs ?



Draw another frog.

I drew frog.

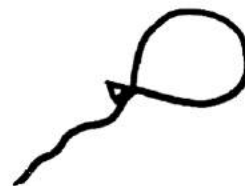
How many frogs now?

Here is a ghost,
and



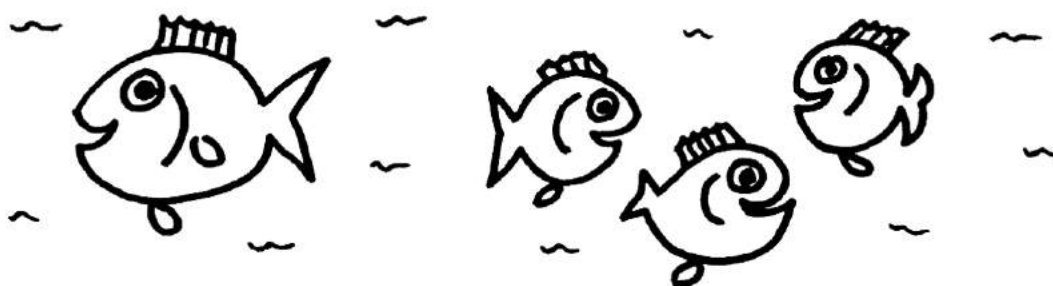
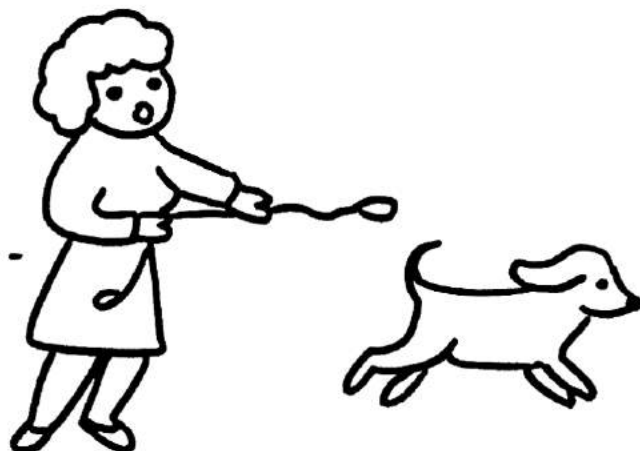
Properties and Relationships
Section 9 Space Level II

away



The boy's balloon is
flying

The woman's dog
is running

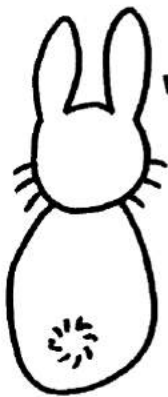


The big fish is swimming

Who is away from school today?

Properties and Relationships
Section 9 Space Level II

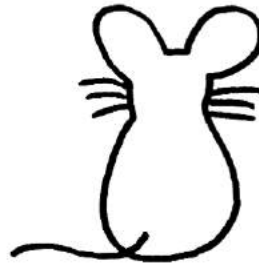
near



rabbit



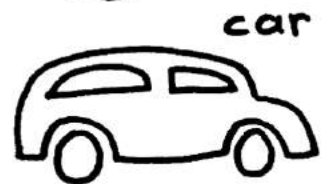
cat



mouse



teddy



car



doll

1. What is near the rabbit?

The is

the rabbit.

2. What is near the hat?

The is the hat.



hat

3. What are near the car?

The and the are the car.

Put a mark near the mouse.

Put a tick near the teddy.

Put a smiley face near the doll.

Draw some flowers near the tree.



The flowers are the

Are the birds near the tree?

Look at your teacher. Is anyone
sitting near your teacher?

What can you see near you?

Draw the things near you.

These things are me.

Colour the fruit that is near the pear.



strawberry



pear



apple



banana

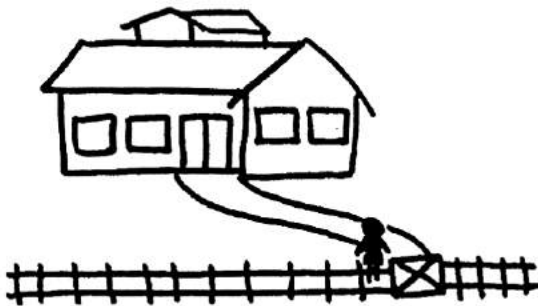


grapes

The is the pear.



Don't go a fire, no.



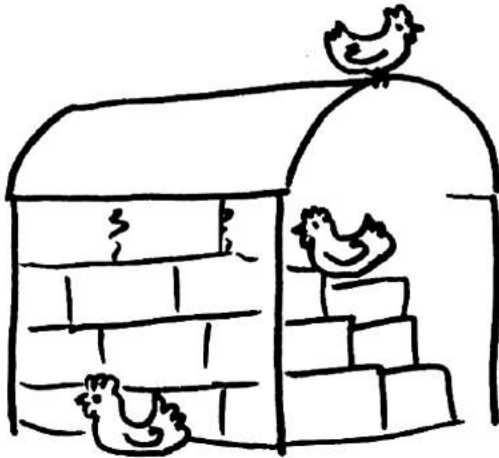
The girl is
..... the gate.

Draw a star near
the moon.



The star is the moon.

Colour the hen that is on the top of the barn.



I coloured the
hen on the

The guy is
sitting on
of the



Put a + on top of the church.



I put a + on
the of
the church.



What will Jill
do after she gets
up?

Jill will
after she gets up.

What do you do
after you put
your shoes on?



I
..... I put
on my shoes.

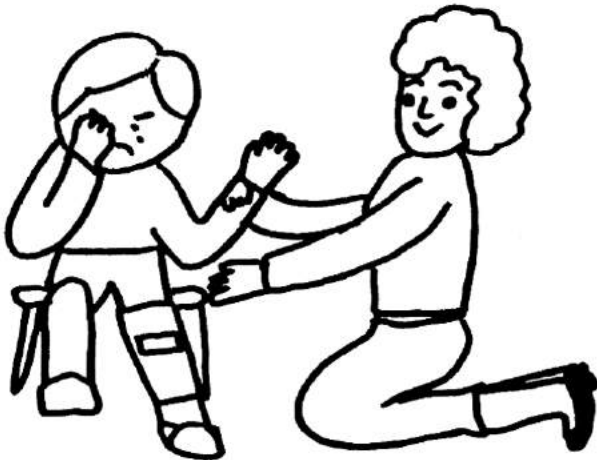


① Put on your
socks?

② Tie your laces?
.....

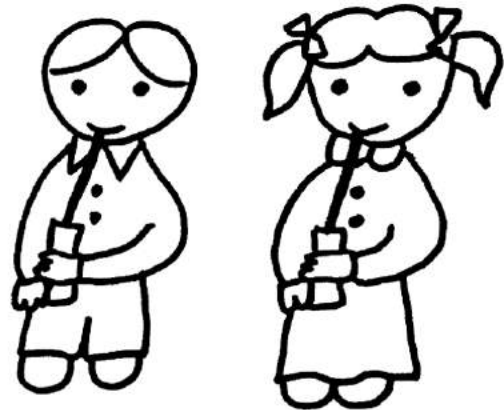
③ Do up your
buckles?

Which day comes after Monday?
..... is Monday.



Mummy says
Don't cry, your
knee will be
better

The children are
drinking milk - it
will be playtime
.....



The girl is washing her
hands - it will be
dinner time.

What will be happening
to you soon?

.....

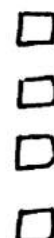
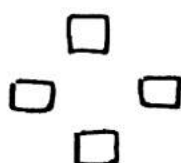
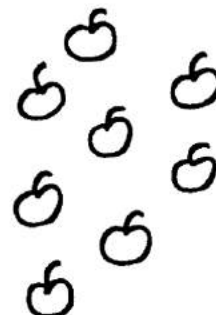
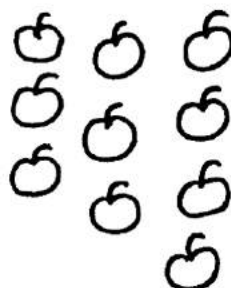
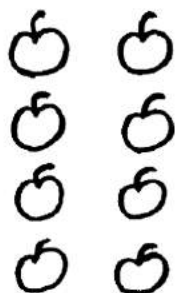
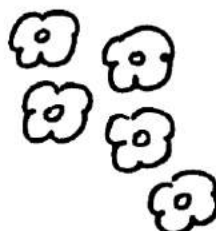
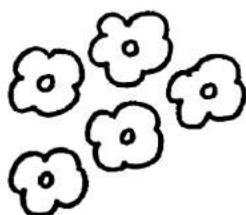
Properties and Relationships
Section I Quality Level III

different

Put a ring round the number
that is different.

2 6 2 2 2	4 3 3 3 3
7 7 17 7 7	61 16 61 61

Colour the group with a different
number.



Properties and Relationships
Section 3 Texture Level III

rough

Feel the carpet. 

The carpet feels

Feel the blackboard. Does it
feel rough ?



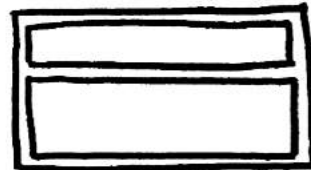
Feel the playground. Does it
feel rough ?



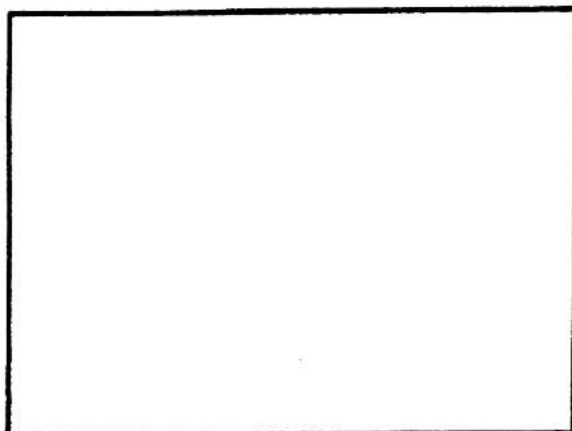
Feel the window.

Does it feel

rough ?



Find something in the classroom
that feels rough. Draw it.



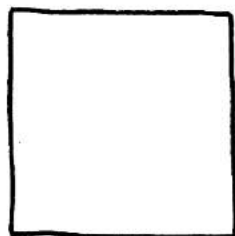
I found a

.....

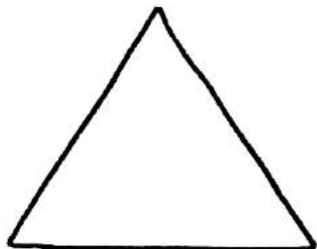
It feels

Properties and Relationships
Section 5 Shape Level III

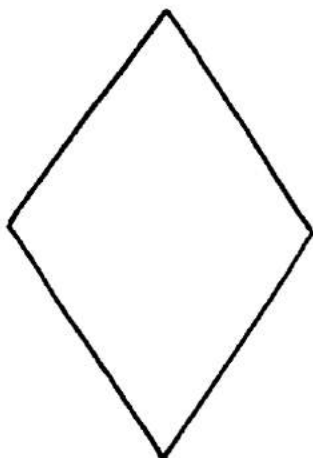
side



A square has sides.



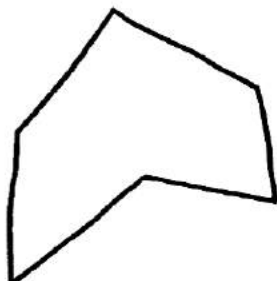
A triangle has sides.



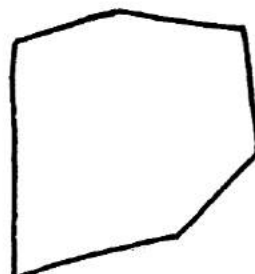
A diamond has sides.



A rectangle has sides.

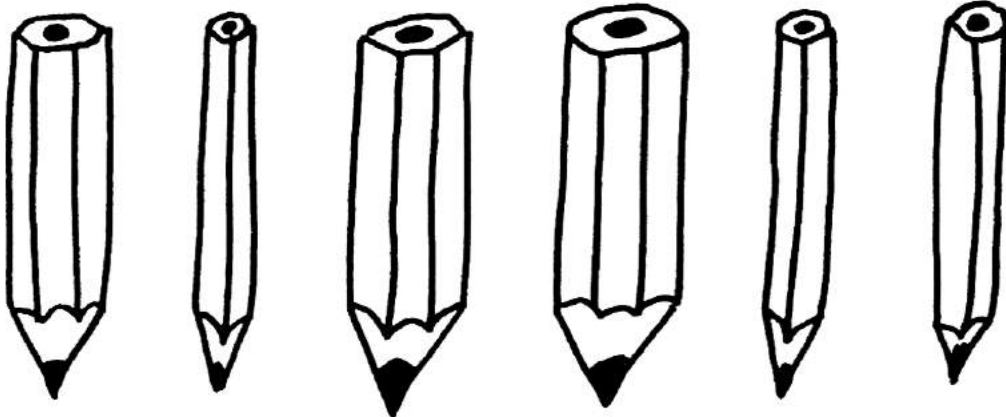


sides



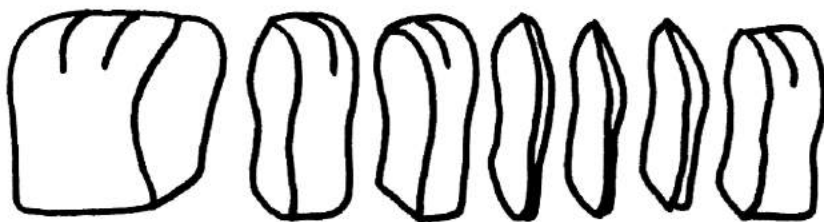
sides

Colour the thin pencils.



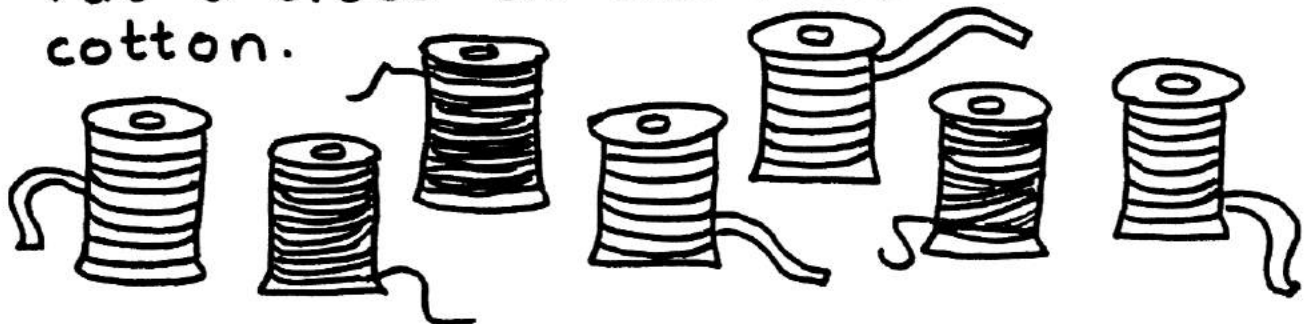
How many thin pencils?

Colour the thin slices of bread.



I coloured the slices.

Put a cross on the reels of thin cotton.



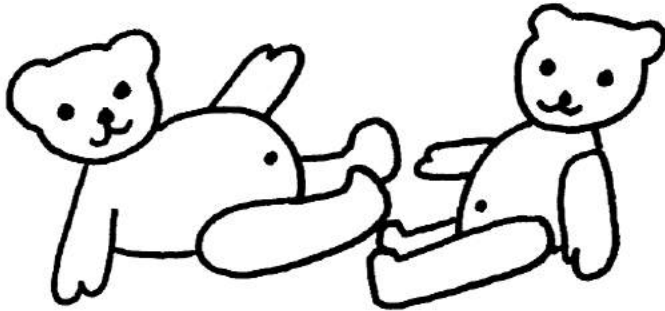
I crossed the reels of cotton.

There are thin things on this page.

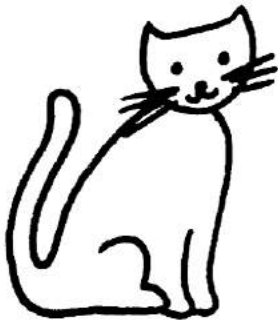
Properties and Relationships
Section 8 Quantity Level III

both

Colour both teddies.



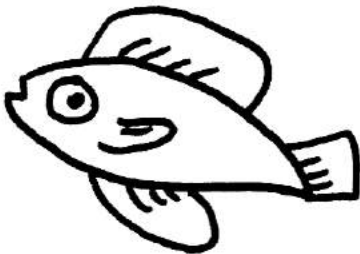
I coloured both teddies.



Have both
cats got
a tail?

.....

Colour one fish green and one
fish yellow.

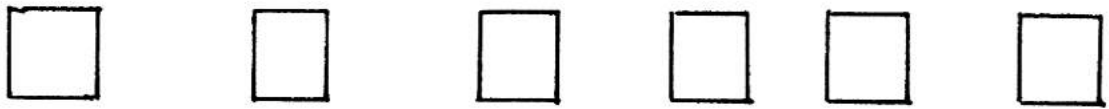


Are both fish green?

Give both fish some bubbles.

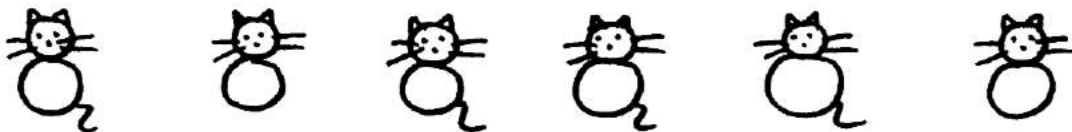
..... fish have got bubbles.

Put a x in every box.



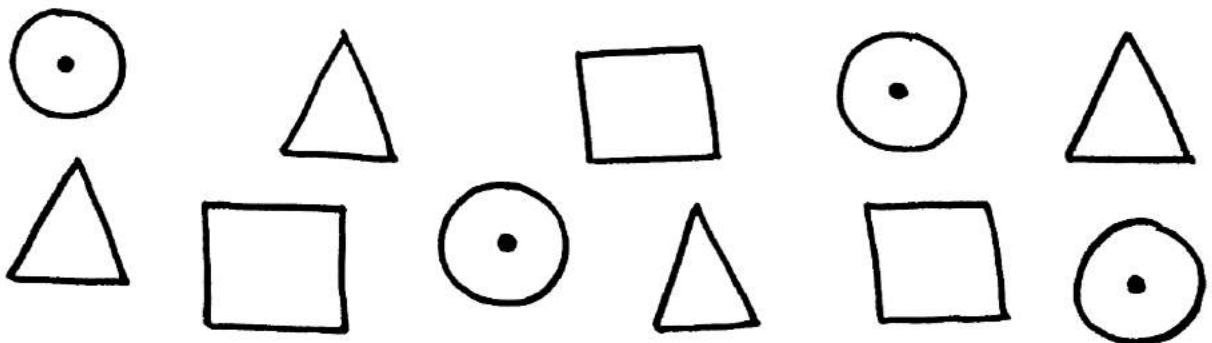
There is a x in box.

Has every cat got a tail ?



.....

Is there a dot in every circle?



.....

Put a ☺ in every square.

I put a ☺ in square.

Put a line under every 6.

3 5 7 6 9 6 2 1 4 6 3 6 0 6 7

Properties and Relationships
Section 8 Quantity Level III

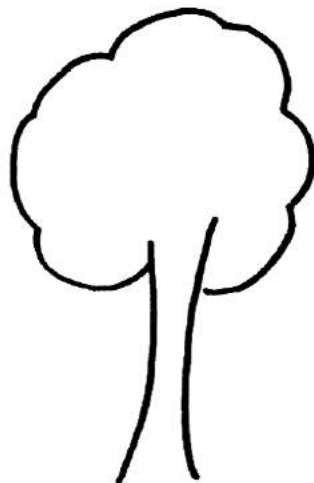
other



Mrs. Green has
a cup of tea in
one hand and an
..... in the
She has a shoe
on one foot and

a on the

She has a dog on one side
and a on the



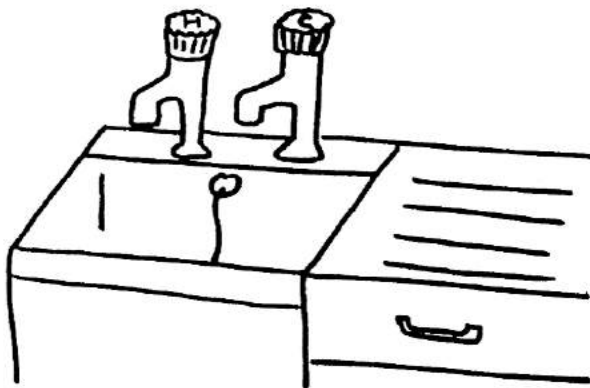
Draw a flower on one side of the
tree and a boy on the other side.

Properties and Relationships
Section 9 Space Level III

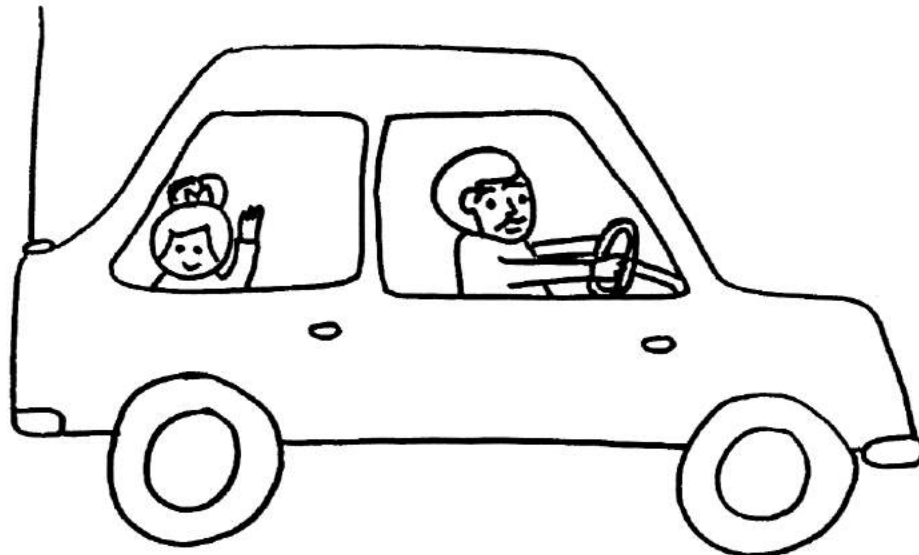
back



Find a book. Look
on the back. What is on the
back?



The taps are
at the of
the sink.



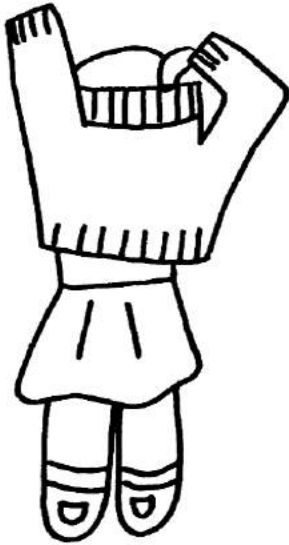
The girl is in the of the car.
Is the man in the back?

Where is the aerial?

Draw a dog in the back of the car.

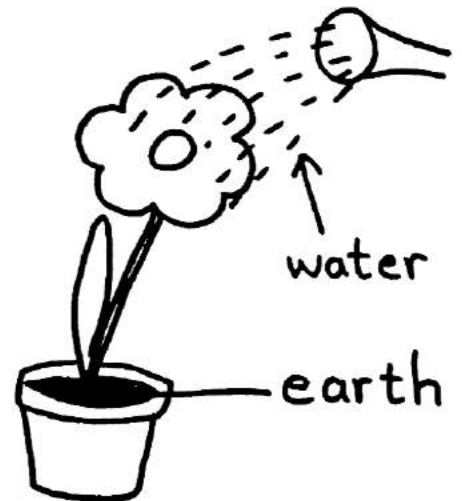
Properties and Relationships
Section 10 Time Level III

always



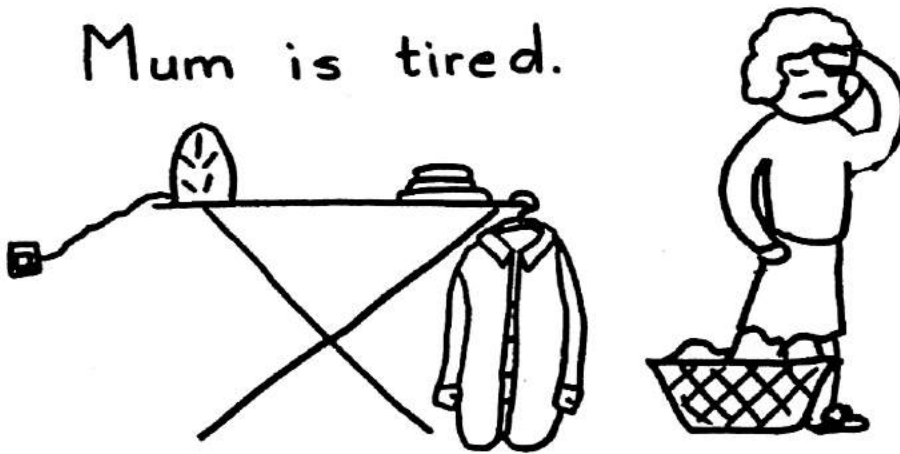
People
get dressed to
go out.

Flowers need
w and they
..... grow in e

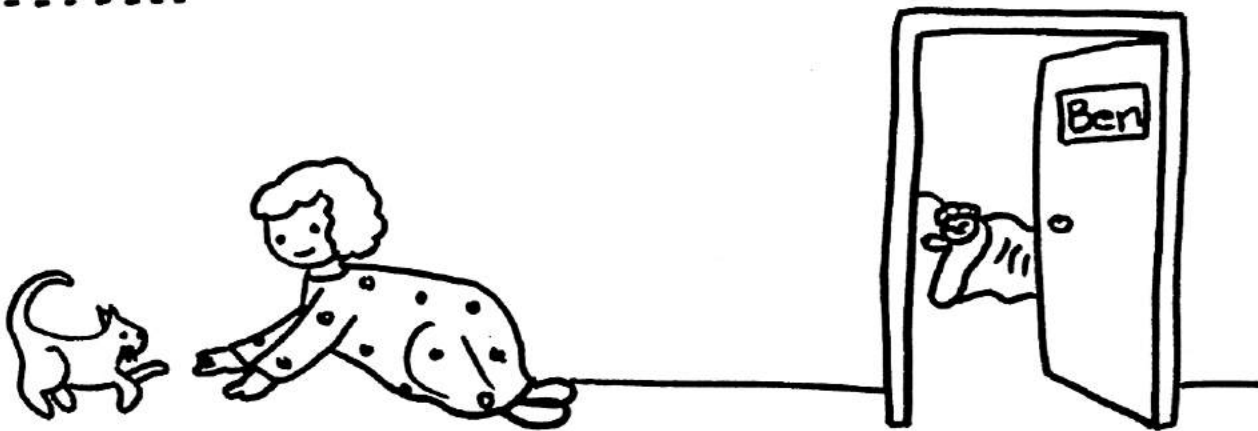


Nicola
washes when she
goes to

Mum is tired.

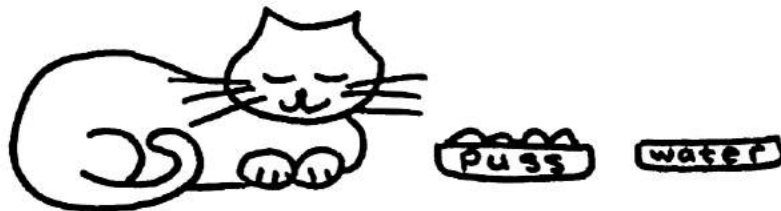


She will do the rest of the ironing



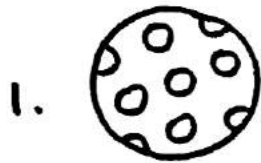
Kelly goes to bed ----- than Ben.

Puss is not hungry. Puss is
sleepy.



Puss will have some dinner -----

Colour the plain ball.



Ball number is

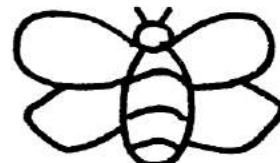
Which creature is plain?



ladybird



ant



bee

The is

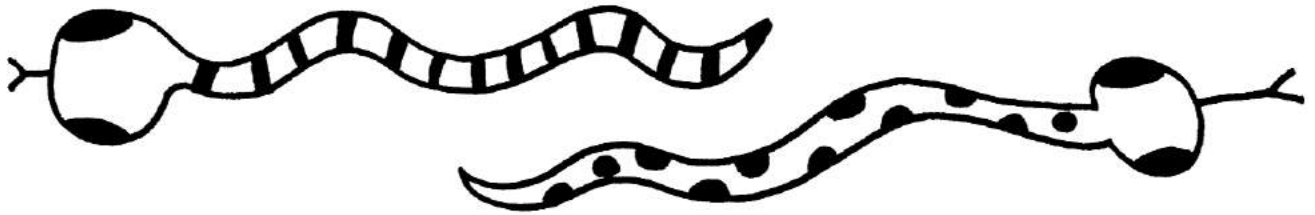
Are you wearing anything plain?

.....

Colour the vases. Number ① must be plain but number ② must not, no.



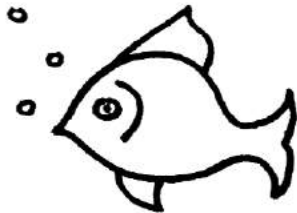
Colour the striped snake.



Make this snake striped.



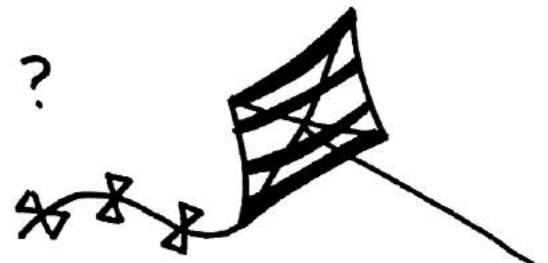
Is this fish striped?



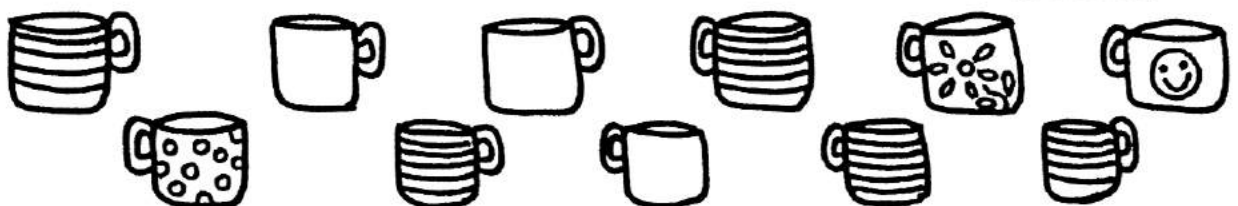
.....

Is this kite striped?

.....



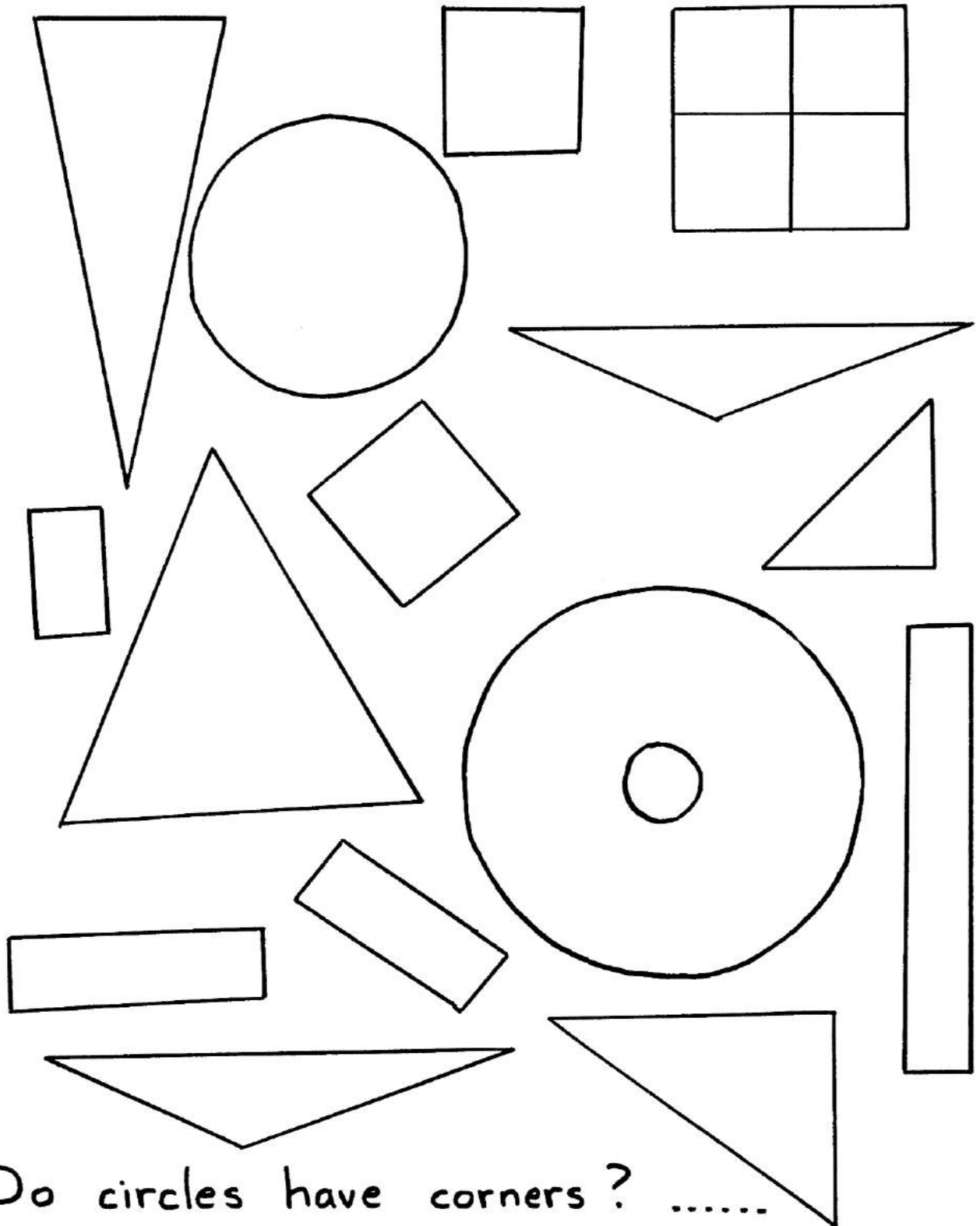
How many striped mugs?



How many are not striped?

No.

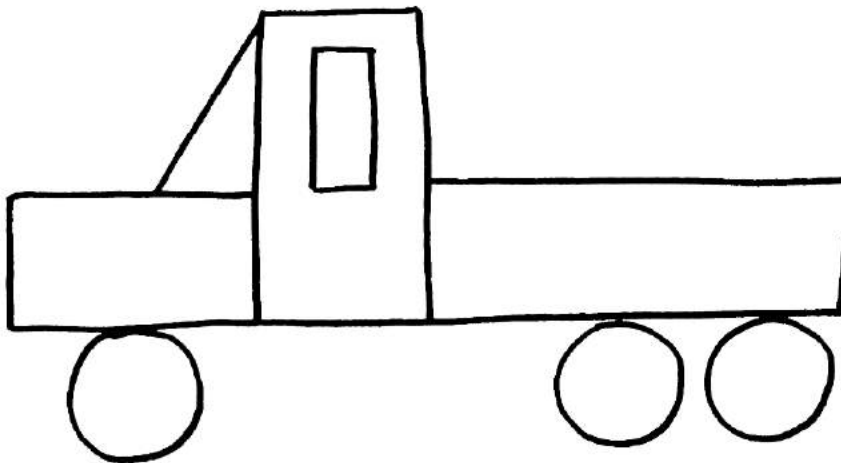
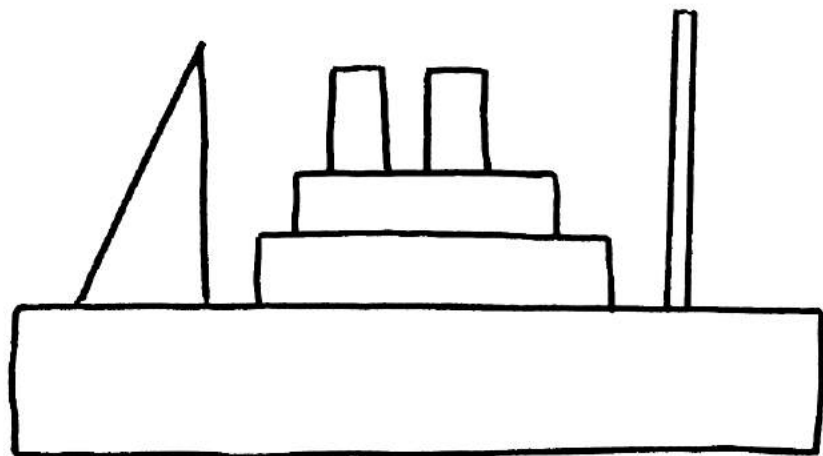
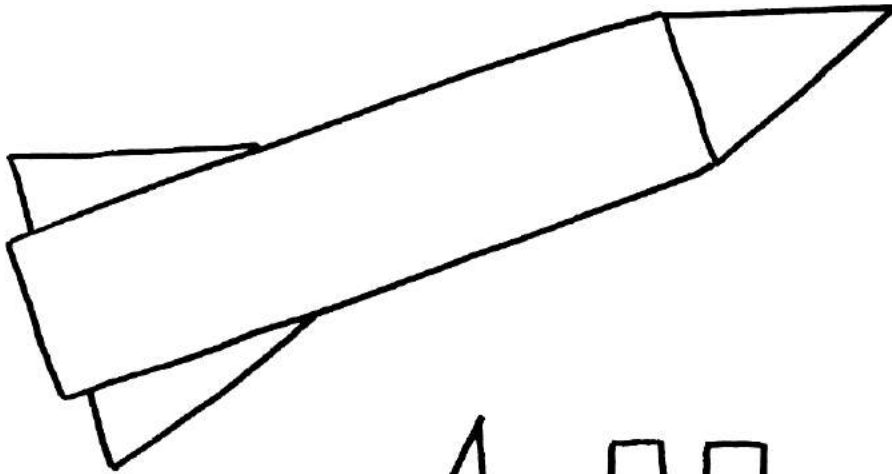
Colour the triangle corners red.
Colour the square corners blue.



Do circles have corners?

Can you find any other corners?

Colour the rectangles yellow.



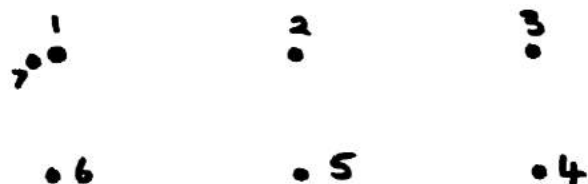
I coloured the

The rocket has ☐

The boat has ☐

The lorry has ☐

Join the dots.



What shape did you make ?

a

Colour the rectangles.



How many rectangles ? 

Can you see a rectangle ?

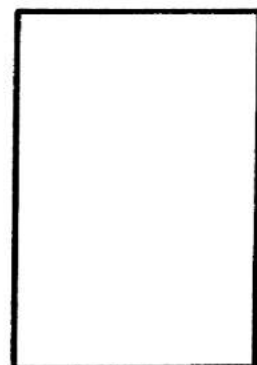


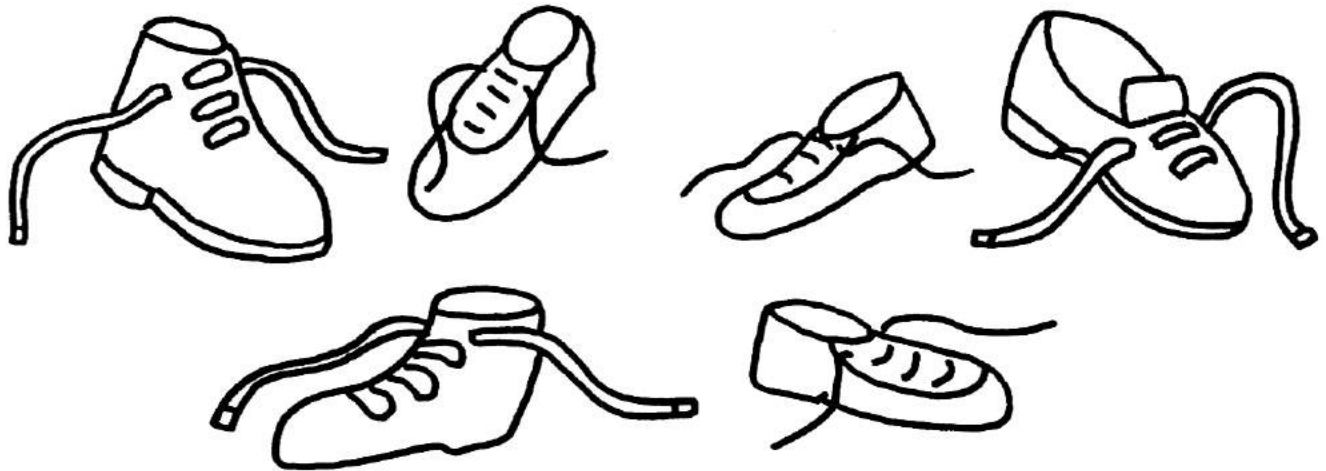
The is a
rectangle.

Make this rectangle
into a door.

I made the

into a





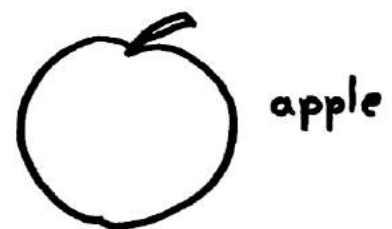
How many shoes have thick laces?

☐ shoes have laces.

Colour the thick laces.

I coloured the laces.

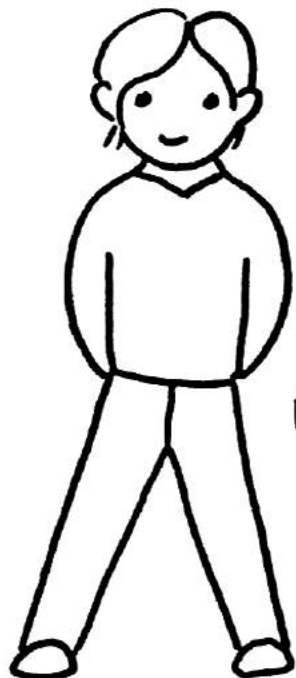
Which fruit has thick skin?



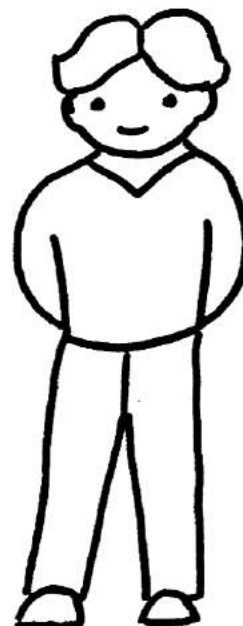
The has skin.

Feel the material your clothes are made of. Is any of it thick?

Which boy has his feet wide apart?



Rob



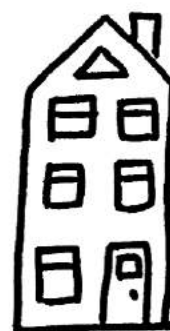
Gary

..... has his feet apart.

This house is



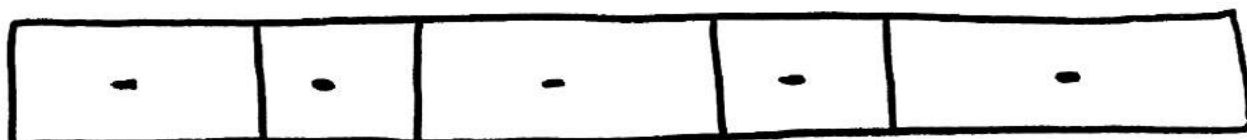
Is this
house



wide?

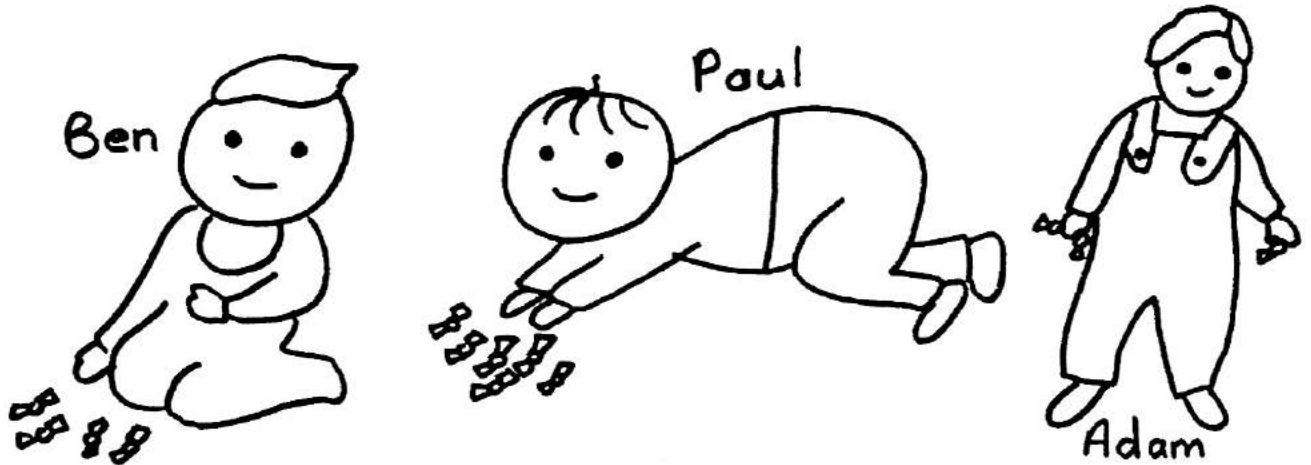
.....

Colour the wide garages.



How many wide garages?

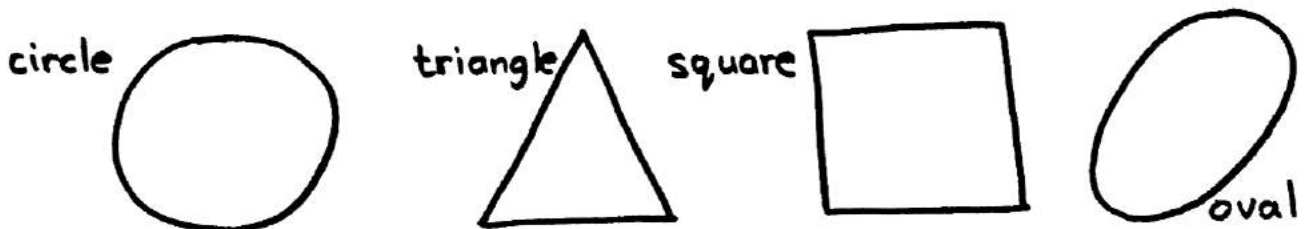
Colour the boy with the fewest sweets.



..... has the sweets.

How many has he got?

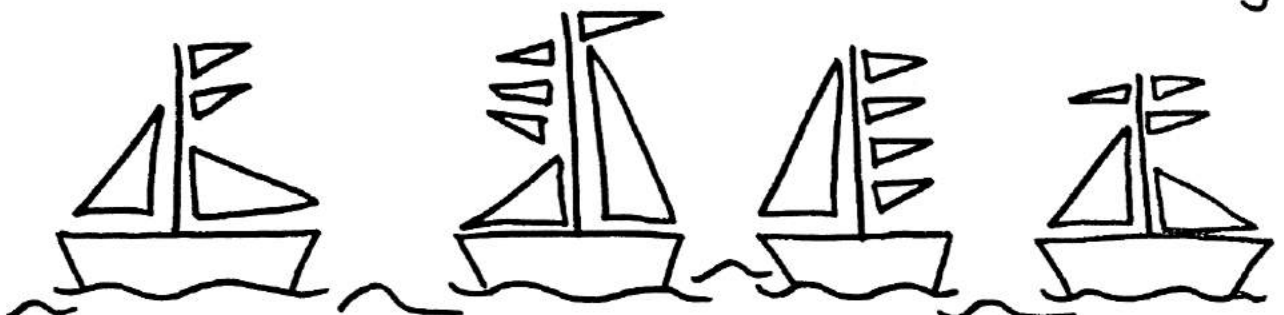
Put a few spots in the shapes.



Which shape has the fewest spots?

The has the

Colour the boat with the fewest flags.



Properties and Relationships
Section 9 Space Level IV

above



What can you see above the house?

I can see the house.

Is anything above the tree?

What is above the boy?

A is the boy.

Draw a spider above the cat.

I drew a spider the cat.

Draw a butterfly above the woman.

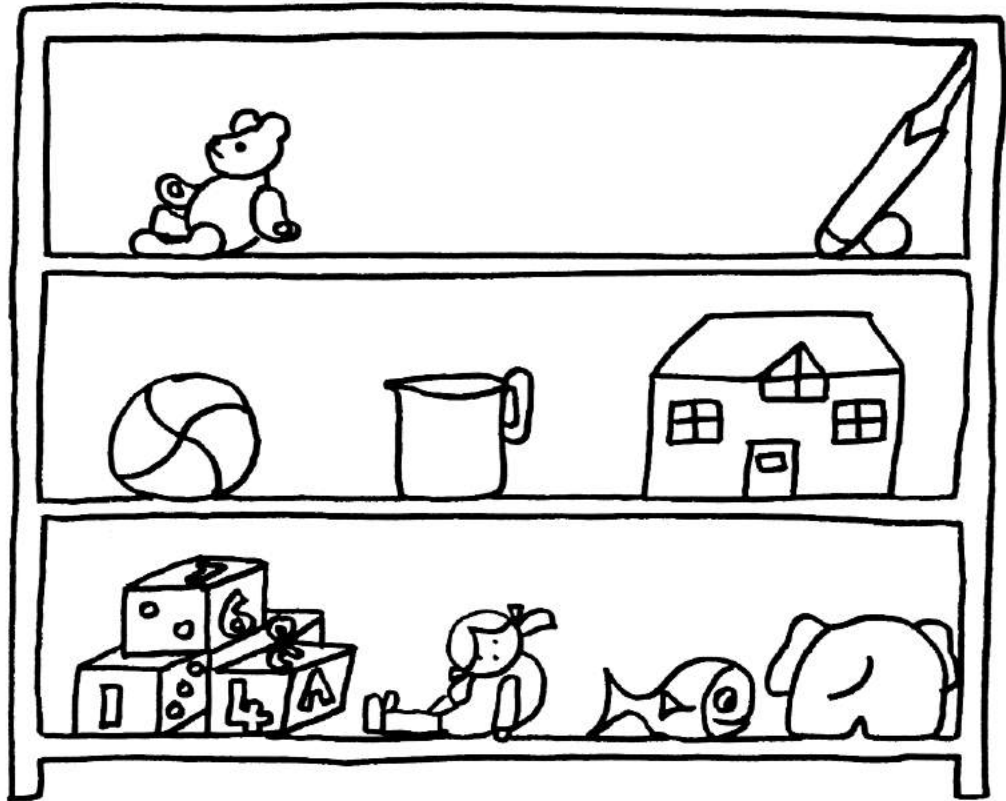
I drew a the woman.

What is above the man?

What is above the door?

Properties and Relationships
Section 9 Space Level IV

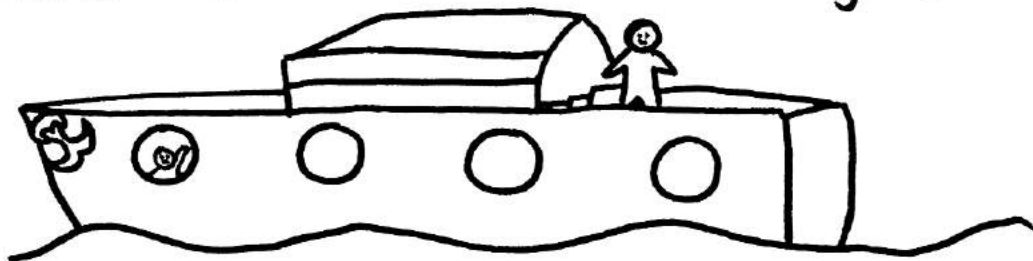
below



What is below the teddy? A
is the teddy.

What is below the house? A
and an are the house.

What are below the big ball? Some
..... are the big ball.



The man is on the deck. Make him
go below deck. The man is

Properties and Relationships
Section 9 Space Level IV

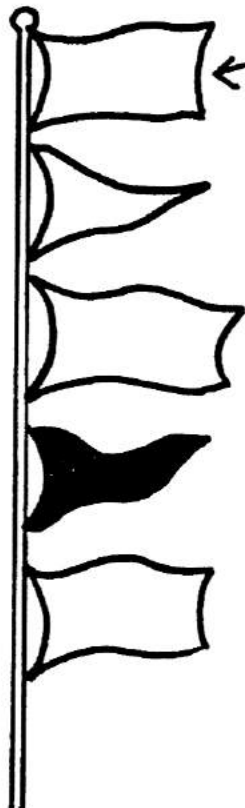
below



How many buttons
are below
this one?

buttons are
..... this one.

The bird is
flying
the aeroplane.



← Colour this flag red.

Put a spot on the flag
that is below the red
flag.

Find the flag
that is below the
black flag.

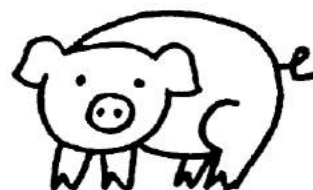
Colour it green.

never

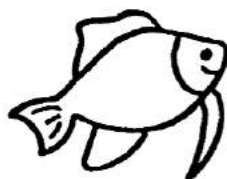


Apples are blue.

Pigs fly.

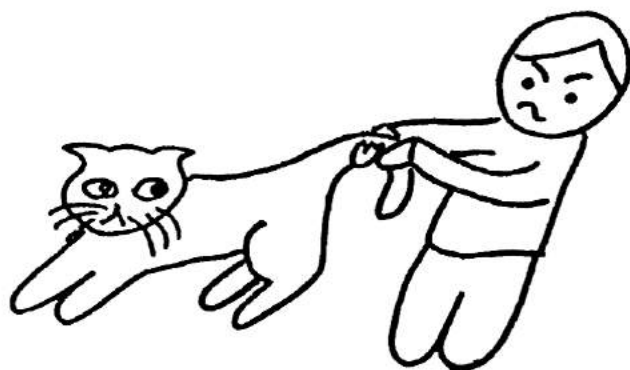


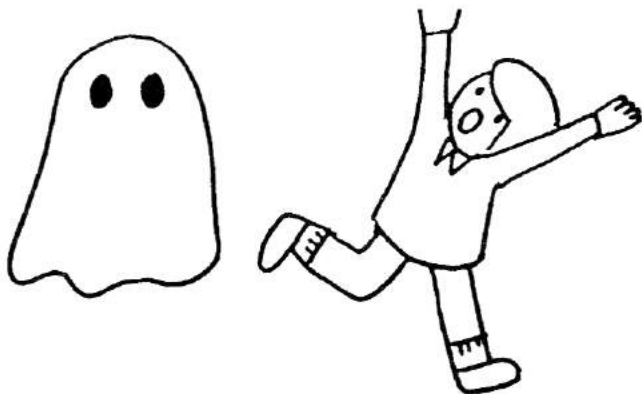
Which of these things are never orange? Colour them.



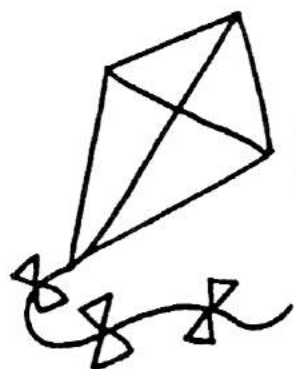
Think of something you have never done before.

I have never

You must
..... pull
a cat's tail.



My



Concept Consolidation

Book

Term Year

Concepts I have worked on this term.

.....

.....

.....

.....

.....

.....

.....



.....

.....

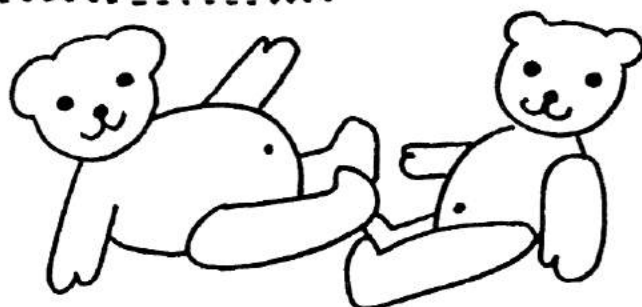
.....

.....

.....

.....

.....





Published by

Elklan

Speech and Language Therapy Training Consultants
Sunnyside, Wadebridge Road, St Mabyn, Cornwall
PL30 3BQ. Tel:01208 841450
E-mail: henrietta@elklan.co.uk
Website: www.elklan.co.uk