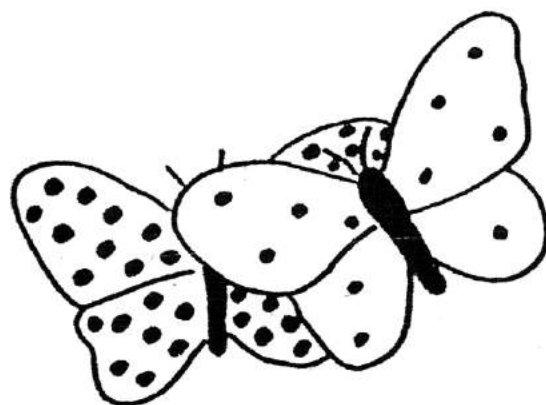


**46 photocopiable worksheets**

for children with language difficulties  
in mainstream and special education.

# **Concept** **Consolidation** **Book 1**



**Glinette Woods**

Can be used with Ann Locke's Living Language  
Levels I & II

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

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# **Elklan**

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Website: [www.elklan.co.uk](http://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. Ann Locke's LIVING LANGUAGE scheme, published by NFER-NELSON, has been a tremendous help, especially in deciding which order to teach the concepts.  
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 word is in a box at the top of the sheet so that

- a) the child is clear on 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 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 back inside cover for a suggested title page - this can be photocopied.)

Some concepts can easily be found elsewhere in teaching materials e.g., colour, number and common shapes. Therefore not all Living Language sections 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. As Ann Locke's levels suggest, 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 towards Level 1 often need work such as CONCEPT CONSOLIDATION offers.

The top of each worksheet shows the LIVING LANGUAGE Section Number, Section Title, Level and Concept. The sheets in this book appear in the Living Language order. CONCEPT CONSOLIDATION can, of course, be used without Living Language.

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

Happy consolidating!

Glinette Woods.

August 1992

## Contents

Concepts in this book are in the following order.

### Level I

hard  
soft  
noisy  
quiet  
heavy  
a bit  
all  
a lot  
some  
inside  
off  
out  
over  
through  
under  
happy  
naughty  
sad

### Level II

same as  
cold  
dry  
empty  
full  
small  
biggest  
another  
behind  
forwards  
in front of  
next to  
outside  
top  
after  
hungry

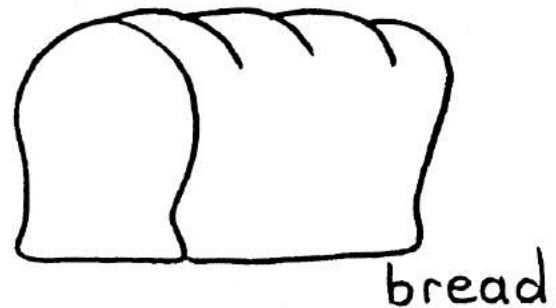
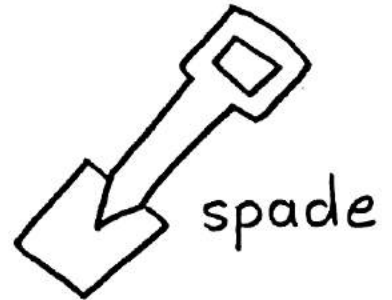
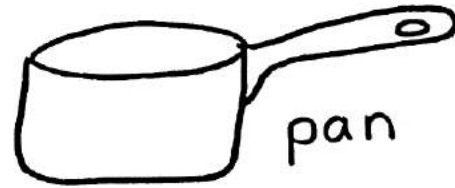


# Properties and Relationships

## Section 3. Texture Level I

hard

Colour the things that feel hard.



A telephone feels .....

A teapot feels .....

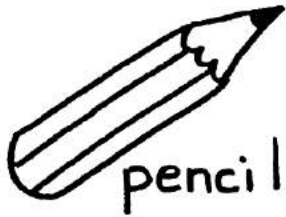
A pan feels .....

A spade feels .....

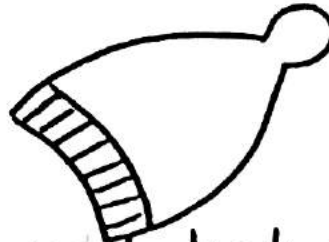
Properties and Relationships.  
Section 3. Texture Level I

soft

Colour the things that feel soft.



pencil



woolly hat



cup



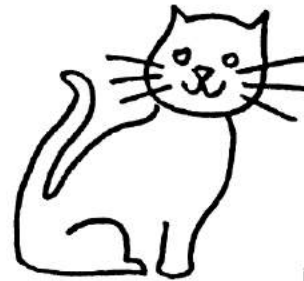
teddybear



flower



sock



cat

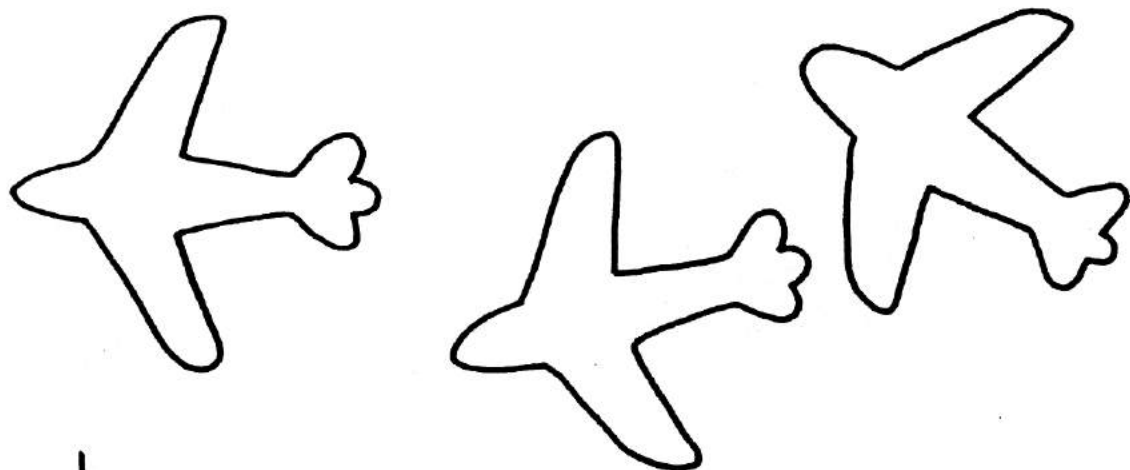
A woolly hat feels .....

A teddybear feels .....

A cat feels .....

A flower feels .....

A sock feels .....



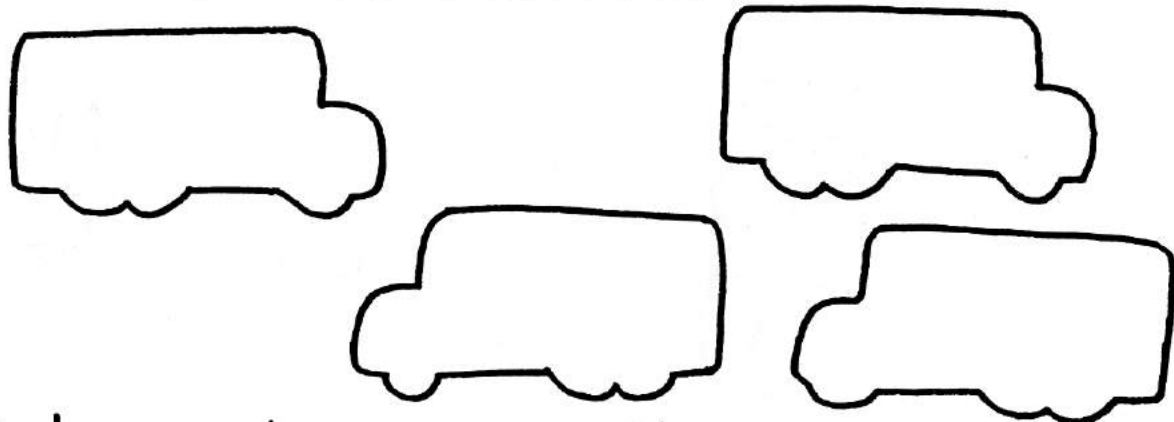
Aeroplanes are .....

How many noisy aeroplanes? ☐

Draw a noisy train.

This is my ..... train.

Lorries are .....



Colour the noisy lorries.

# Properties and Relationships

## Section 4. Sound Level I

quiet



The baby is asleep.

The girl is being .....



The rabbit is scared. The boy must be .....

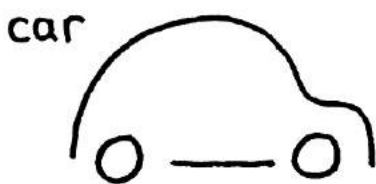


Be ..... Mummy  
has got a headache.

# Properties and Relationships

## Section 6. Size Level I

heavy



Colour the heavy things.

The ..... is .....

The ..... is .....

The ..... is .....

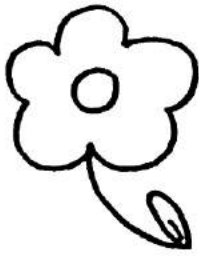
The ..... is .....

How many heavy things ?

I coloured the ..... things.

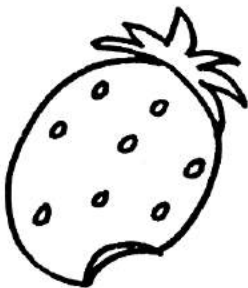
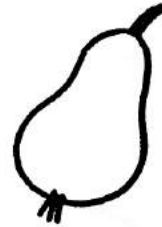
Properties and Relationships  
Section 8. Quantity Level I

a bit



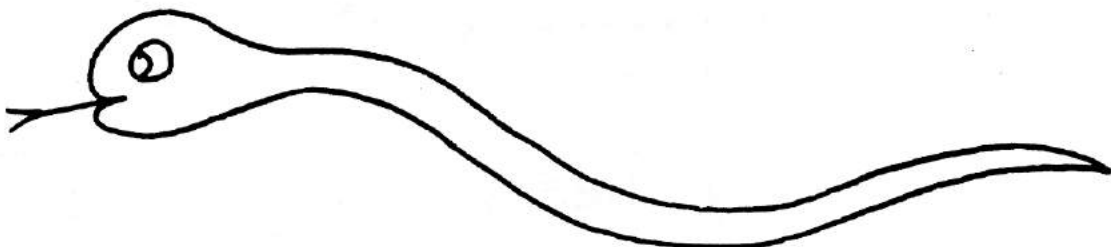
Colour a bit of the flower.

Colour a bit of the pear.



Somebody has eaten  
..... of the strawberry

Somebody has had  
..... of the apple.

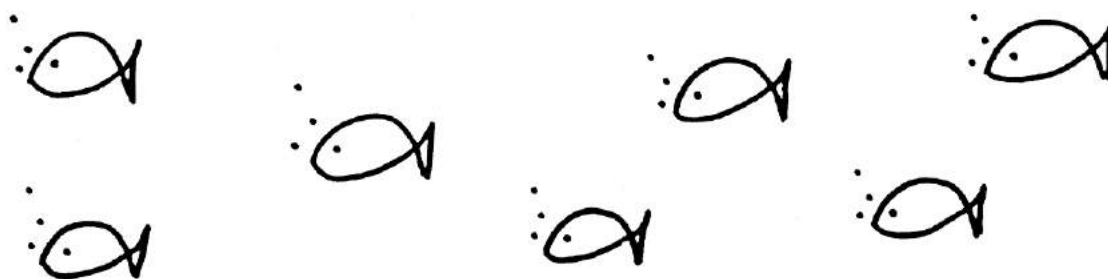


Colour a bit of the snake.

I coloured ..... of the snake.

# Properties and Relationships. Section 8. Quantity. Level I

all



Colour all the fish.

I coloured ..... the fish.

Which apples have leaves?



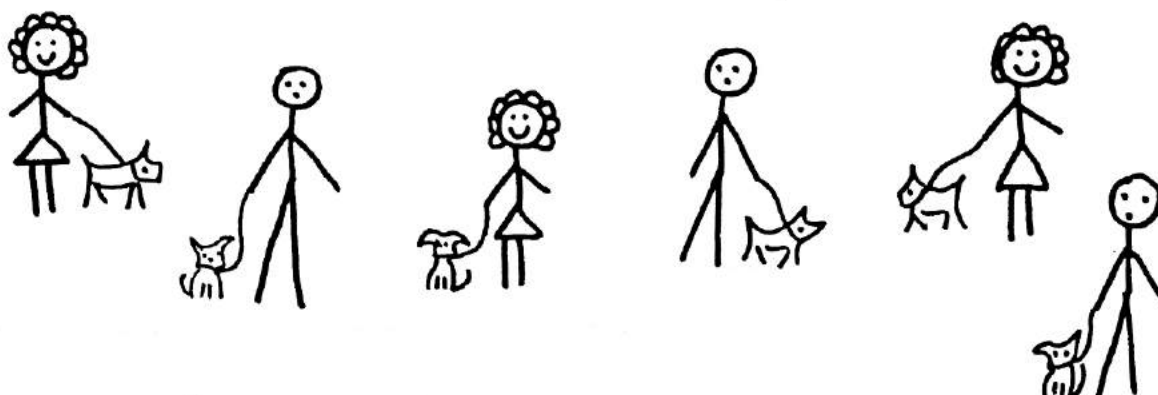
..... the apples have leaves.

Give all the cats a saucer of milk.



I gave ..... the cats a saucer of milk.

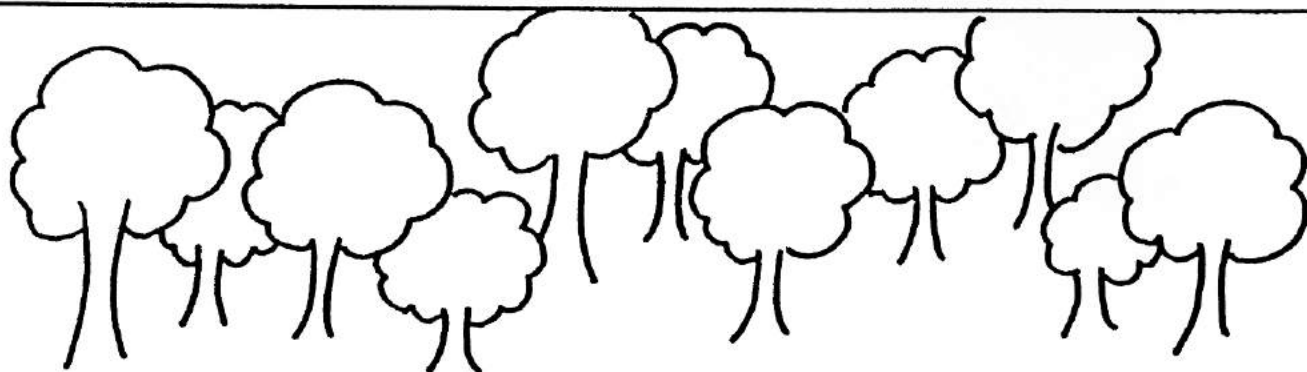
Which people have dogs?



..... the people have dogs.

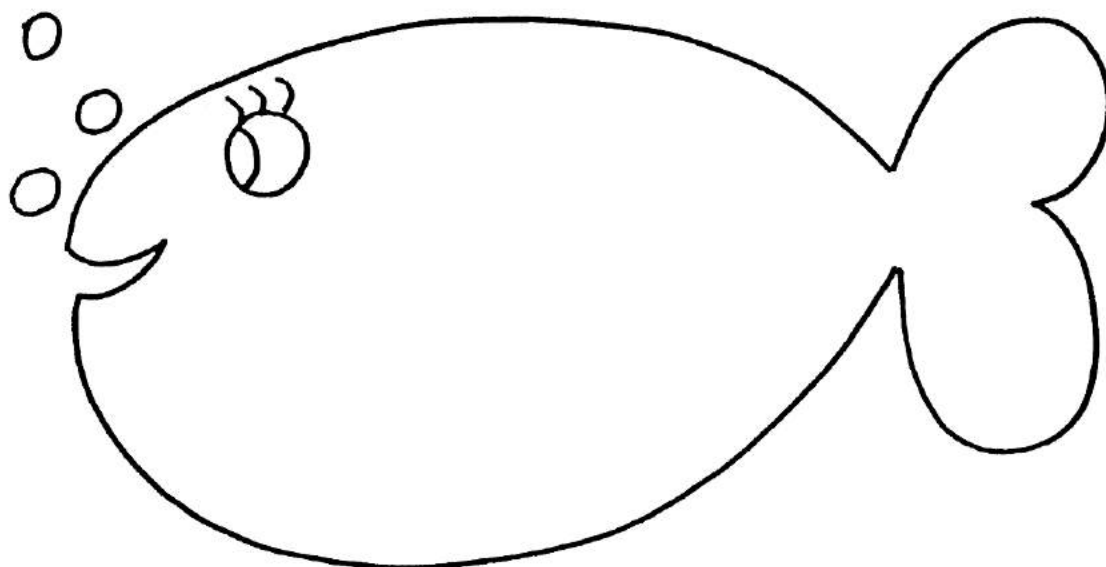
Properties and Relationships  
Section 8. Quantity Level I

a lot



There are ..... of trees here.

Draw a lot of spots on the fish.



The fish has ..... of spots.



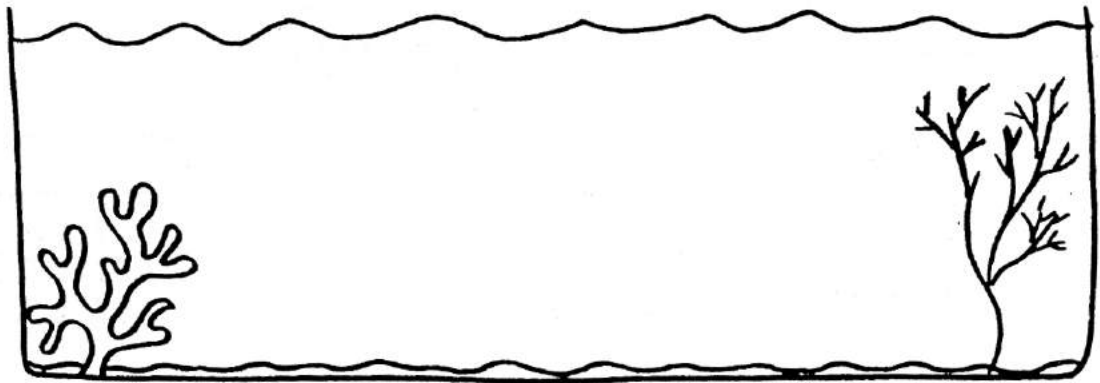
Draw a lot of cars on the road.



Properties and Relationships  
Section 8. Quantity Level I

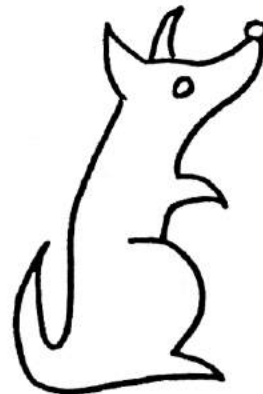
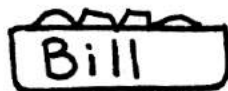
a lot

Put a lot of fish in the tank.



I put ..... of fish in the tank.

Which dog has a lot of dinner?

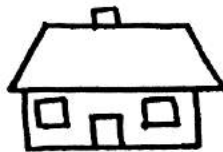
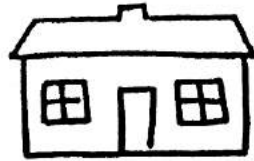
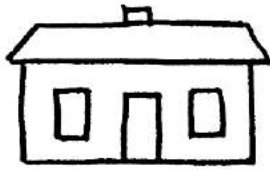


..... has ..... of dinner.

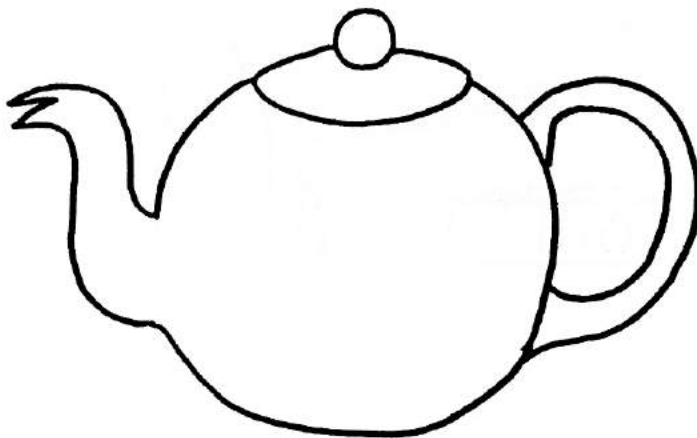
Has Bill got a lot of dinner?

.....

Colour some houses.



I coloured ..... houses.



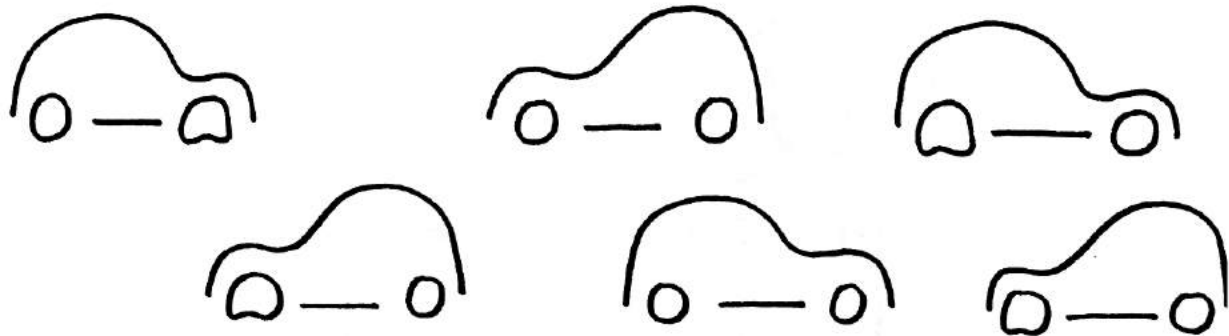
Colour some of the teapot.

I coloured ..... of the teapot.

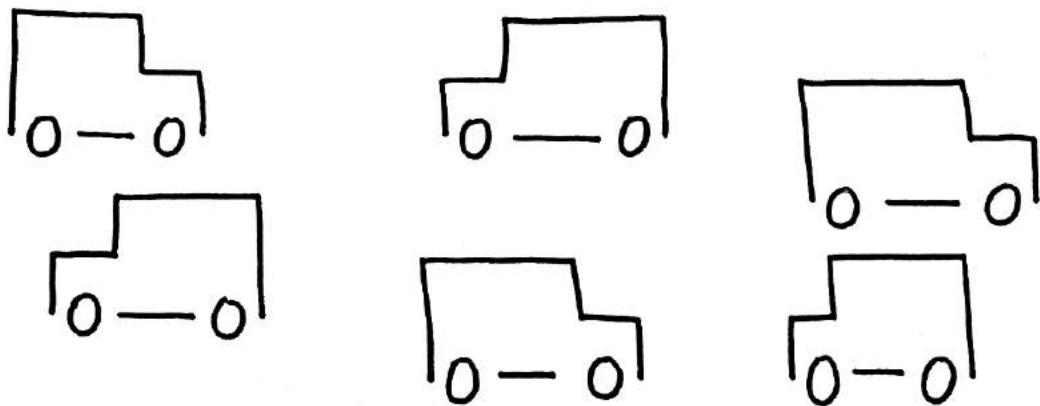
# Properties and Relationships. Section 8. Quantity Level I

some

Some cars have flat tyres.



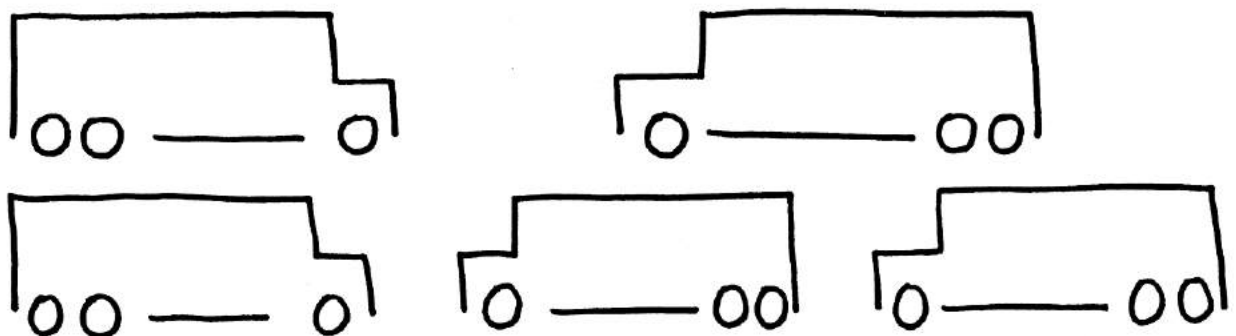
Colour the cars with flat tyres.



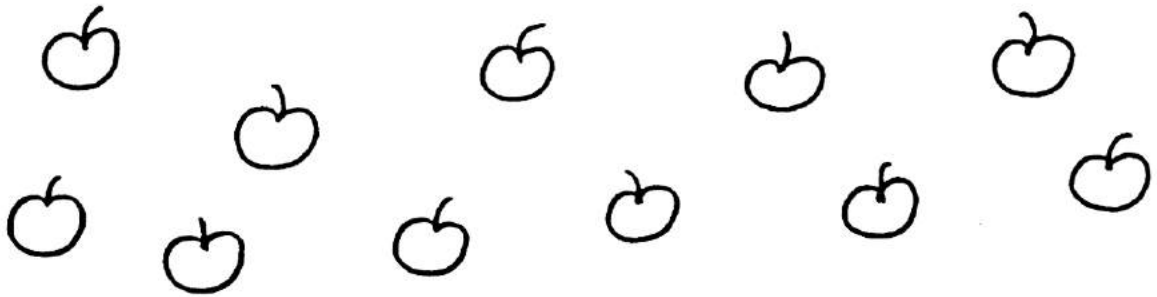
Give some vans a window.

I gave ..... vans a window.

Colour some lorries.

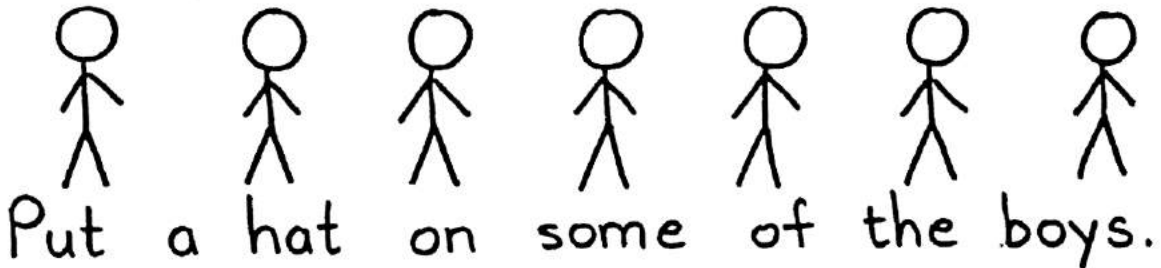


I coloured ..... lorries.

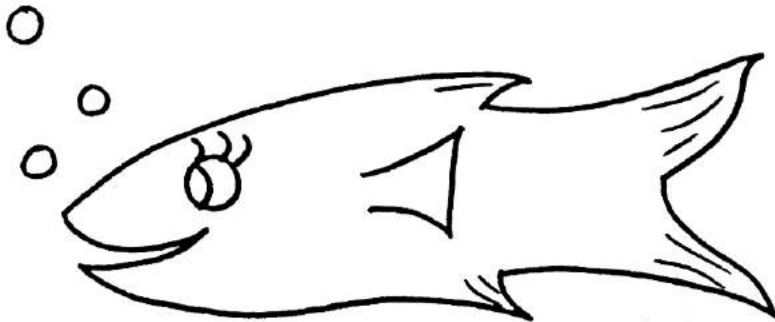


Colour some apples green.

I coloured ..... apples.

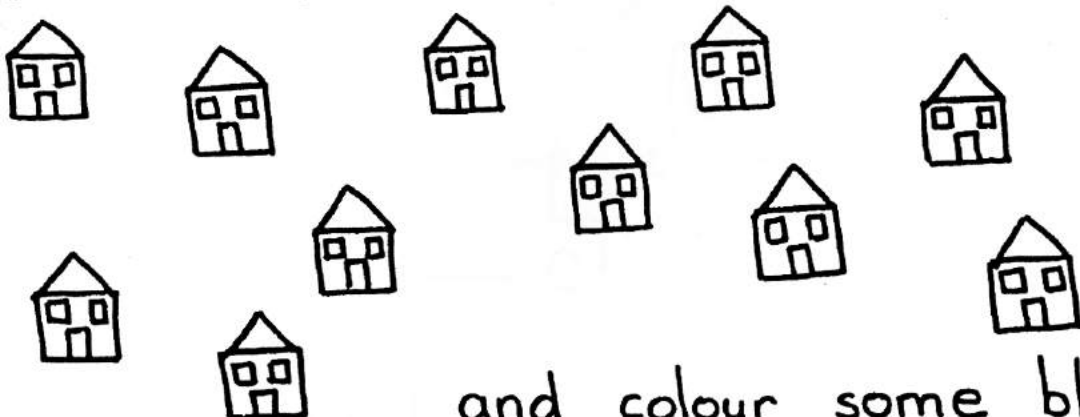


Put a hat on some of the boys.



Put some spots on the fish.

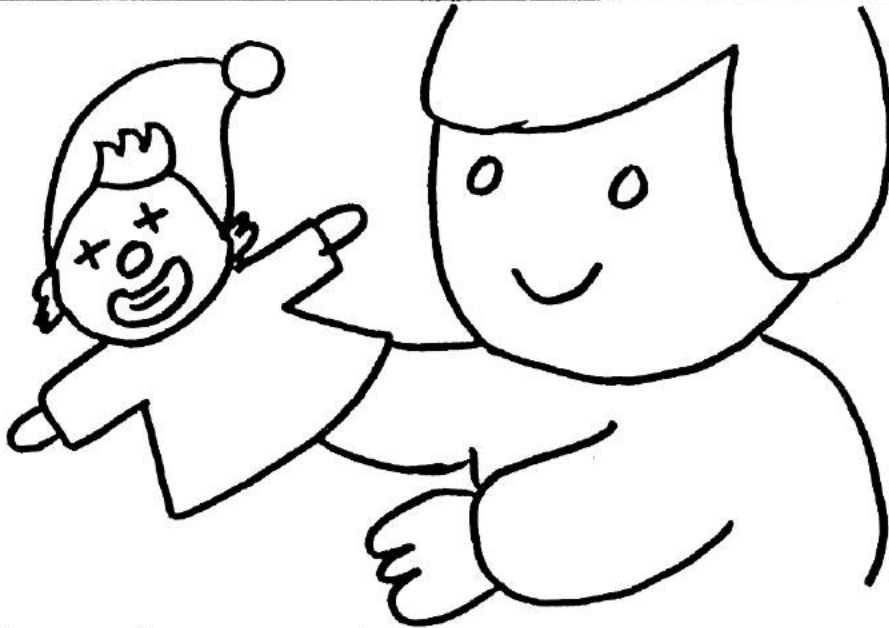
Colour some houses red



and colour some blue.

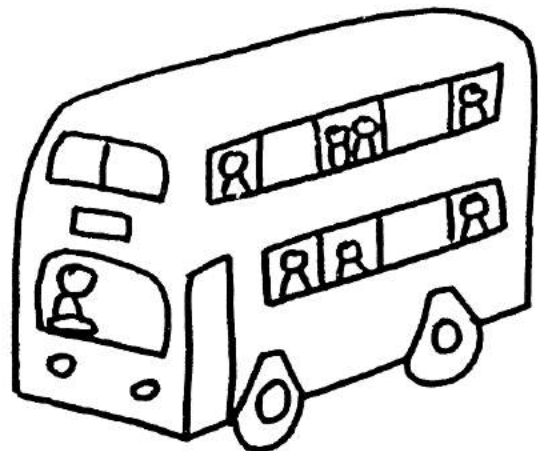
# Properties and Relationships. Section 9. Space Level I

inside



The boy's hand is .....  
the puppet.

The people  
are .....  
the bus.



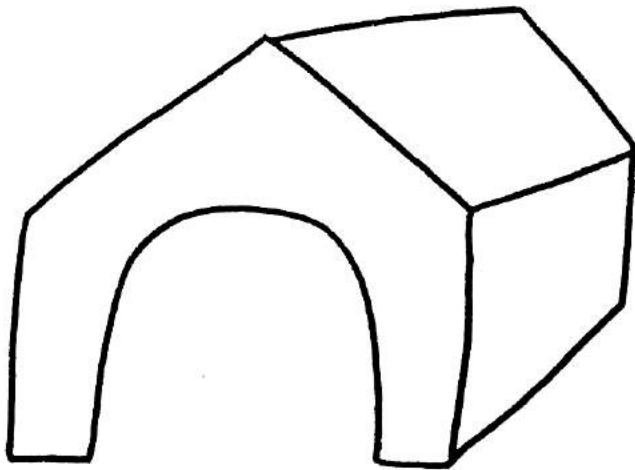
A present is  
..... the box.

What do you think it is?

.....

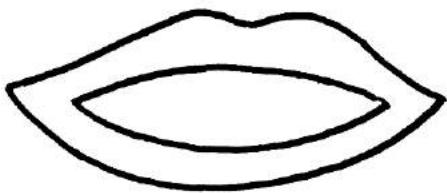
Properties and Relationships.  
Section 9. Space Level I

inside



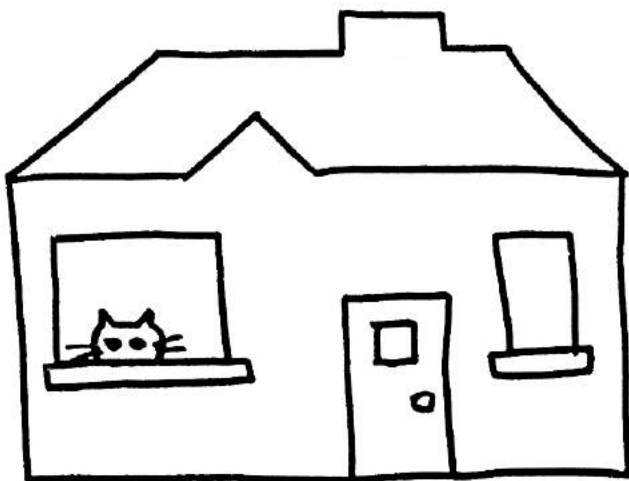
Draw a dog  
inside the  
kennel.

The dog is ..... the kennel.



Draw some teeth  
inside the mouth.

The teeth are ..... the mouth.



The cat is ..... the house.

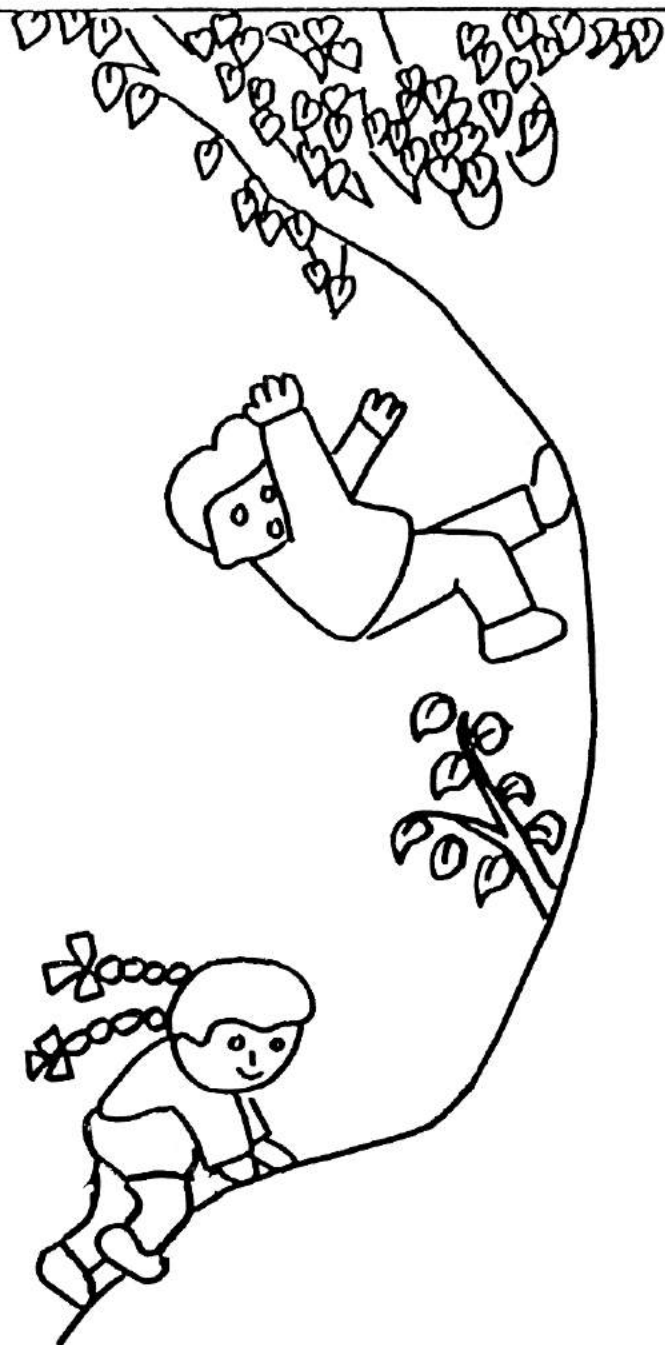
Properties and Relationships.  
Section 9. Space Level I

off

The boy is  
falling .....  
the tree.

Is the girl  
falling off?  
.....

The naughty cat  
must get .....  
the table.



Draw mummy telling the cat to get  
off the table.

# Properties and Relationships. Section 9. Space Level I

off



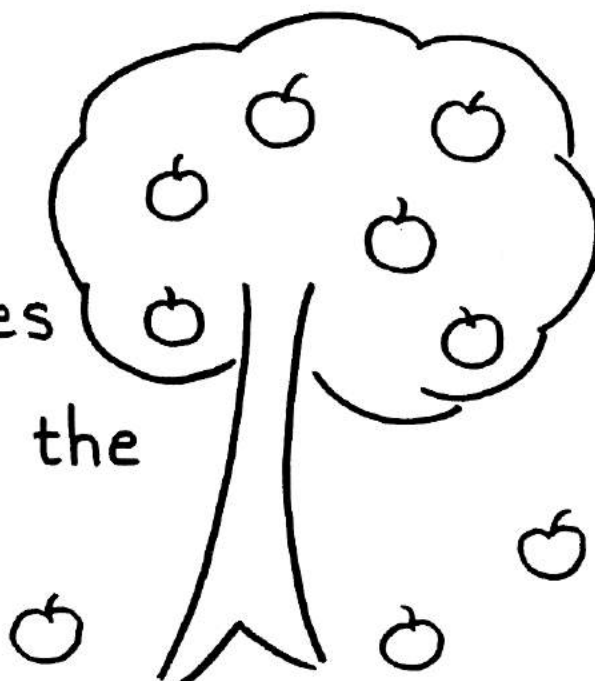
The girl is  
taking the balls  
..... the tree.

Teddy's ear is  
coming .....



The girl is taking  
her socks and  
shoes .....

How many apples  
have fallen off the  
tree ?





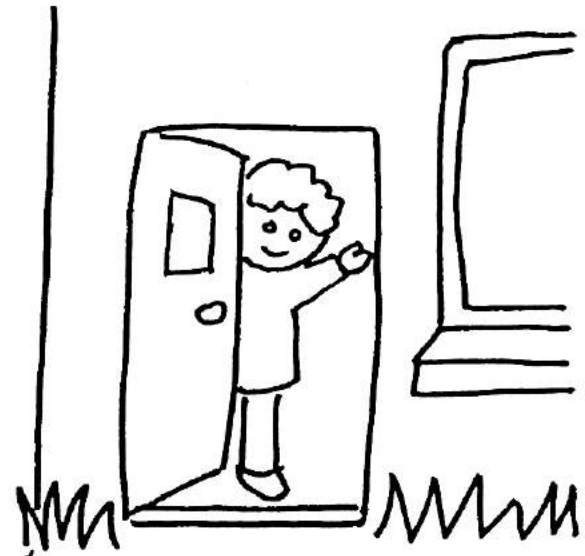
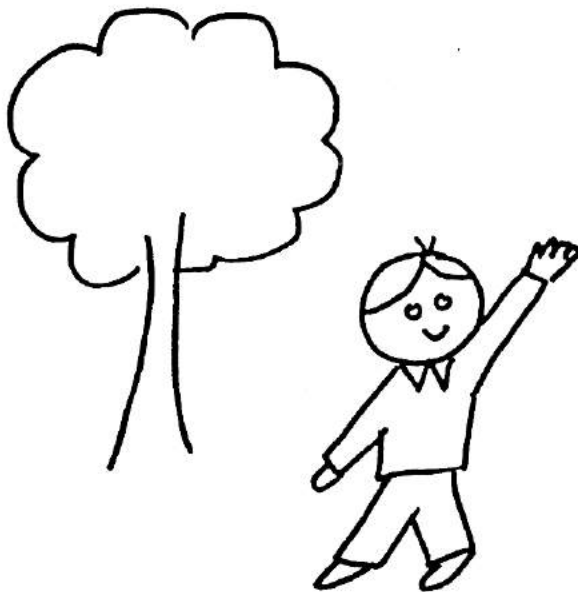
# Properties and Relationships

## Section 9. Space Level I

out

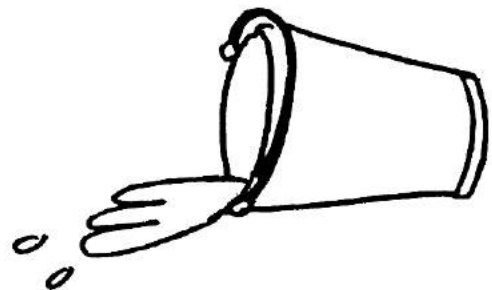


Mummy is taking the baby  
..... of the pram.



The boy is going .....

The water is  
spilling .....  
of the bucket.



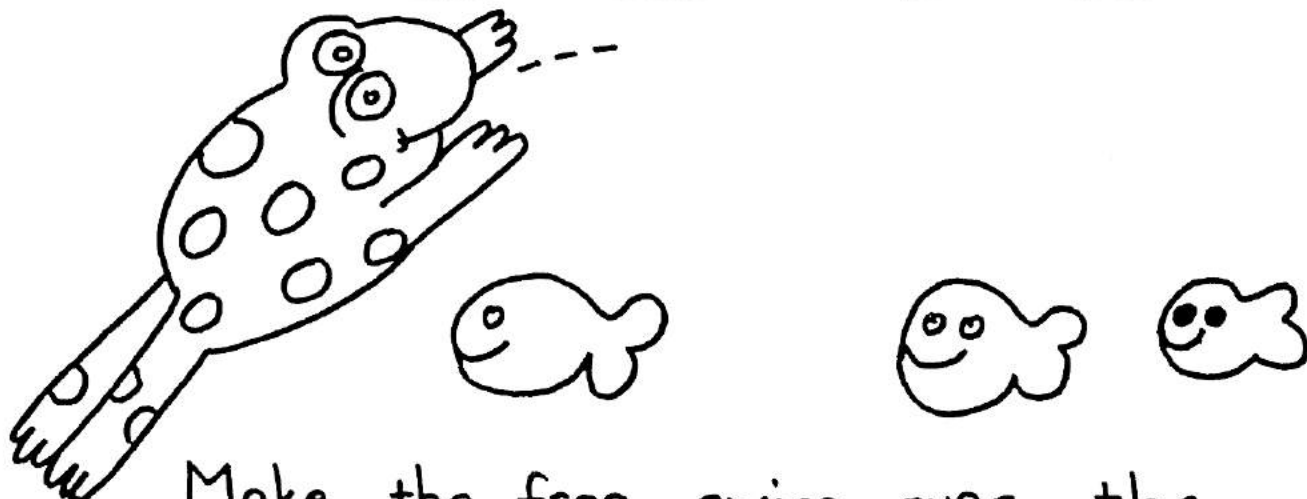
# Properties and Relationships.

## Section 9. Space Level I

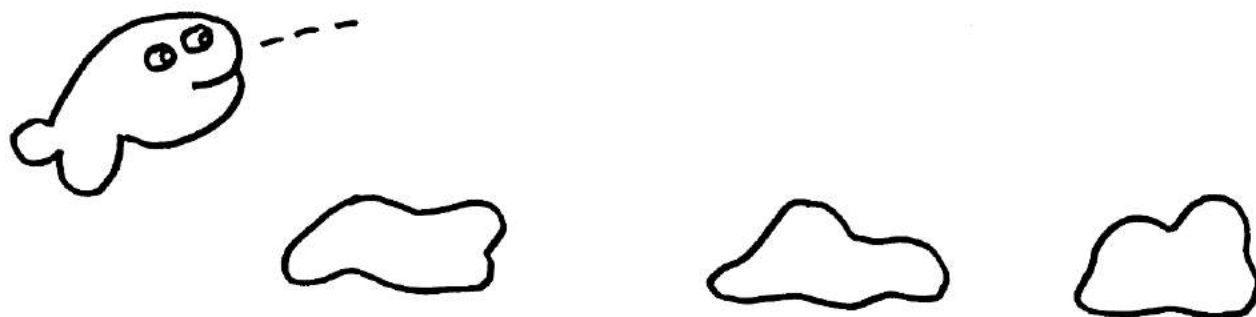
over



Make the frog jump over the puddles.



Make the frog swim over the fish.



Make the fish swim over the rocks.

Properties and Relationships.  
Section 9. Space Level I

over



The bird is  
flying ..... the  
trees.

The girl is  
jumping .....  
the bucket.



Colour the  
rainbow over the  
house.

Aeroplanes fly  
..... us.

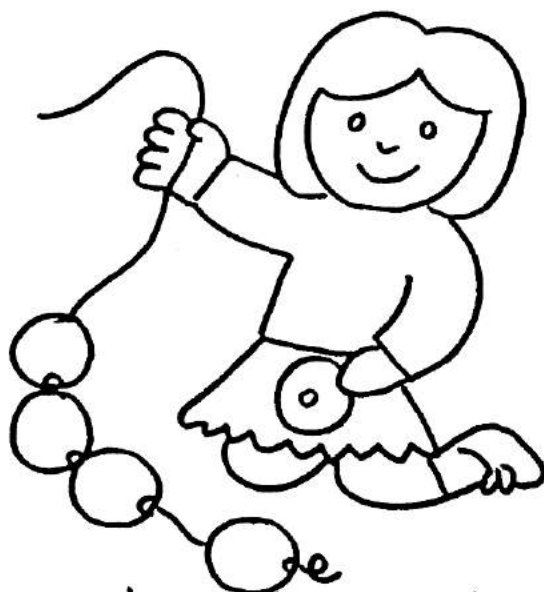


Properties and Relationships.  
Section 9. Space Level I

through



The water is going .....  
the hose.



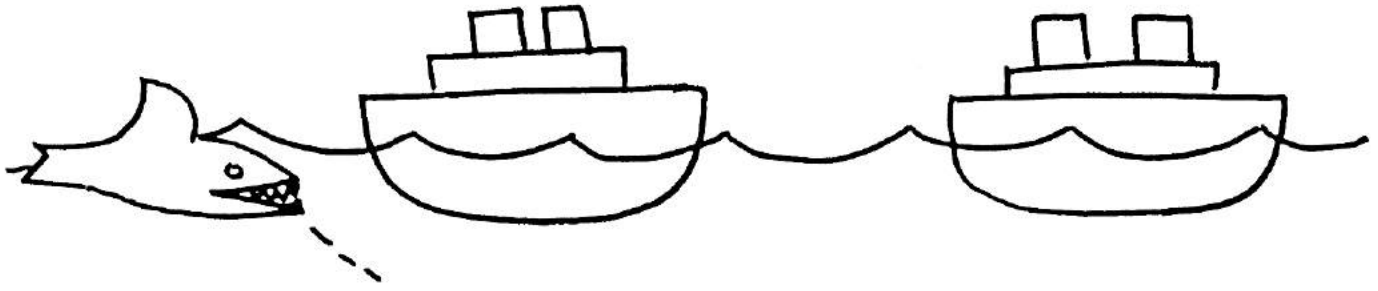
The girl is threading the string  
..... the beads.



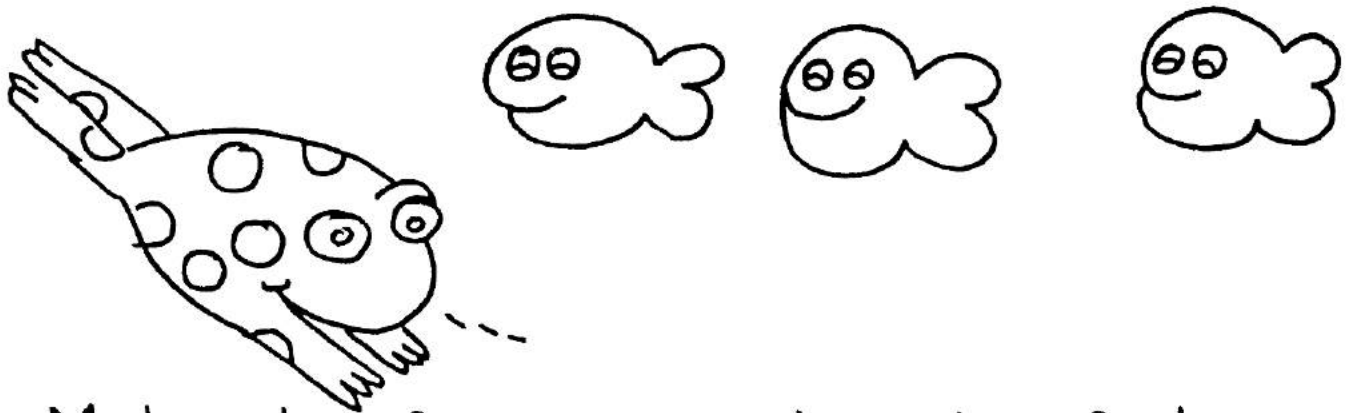
The boy is  
drinking .....  
a straw.

Properties and Relationships.  
Section 9. Space Level I

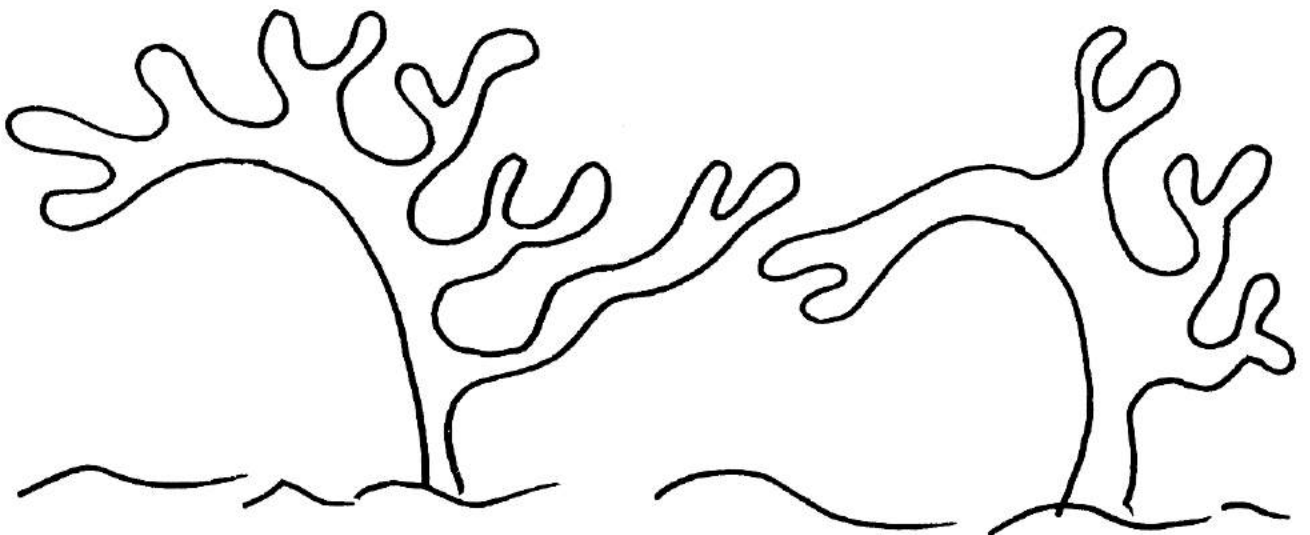
under



Make the shark go under the boats.



Make the frog go under the fish.

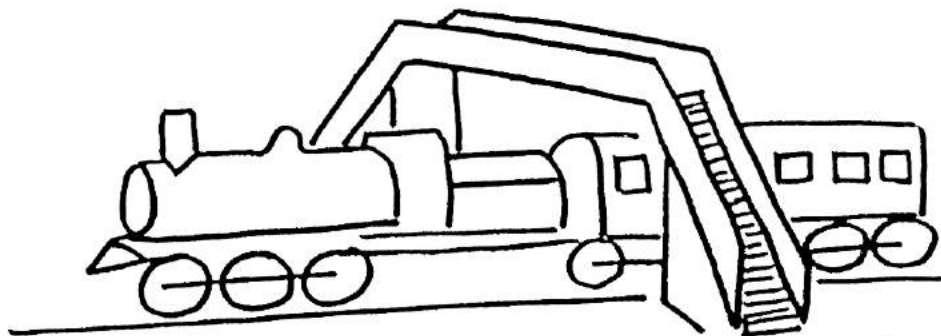


Put some fish under the seaweed.  
The fish are ..... the seaweed.

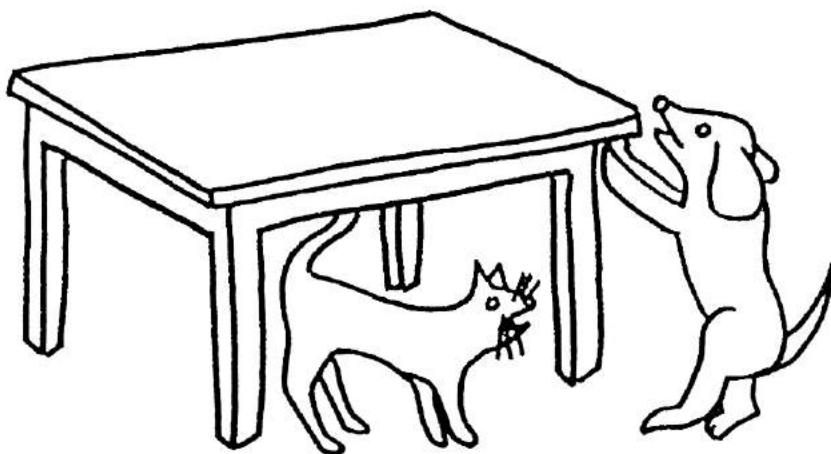
# Properties and Relationships.

## Section 9. Space Level I

under

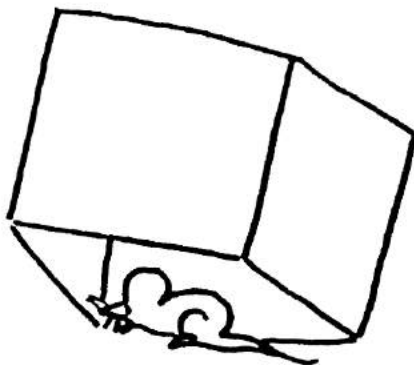


The train is going ..... the bridge.



The cat is ..... the table.

Is the dog under the table? .....

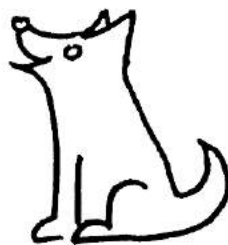
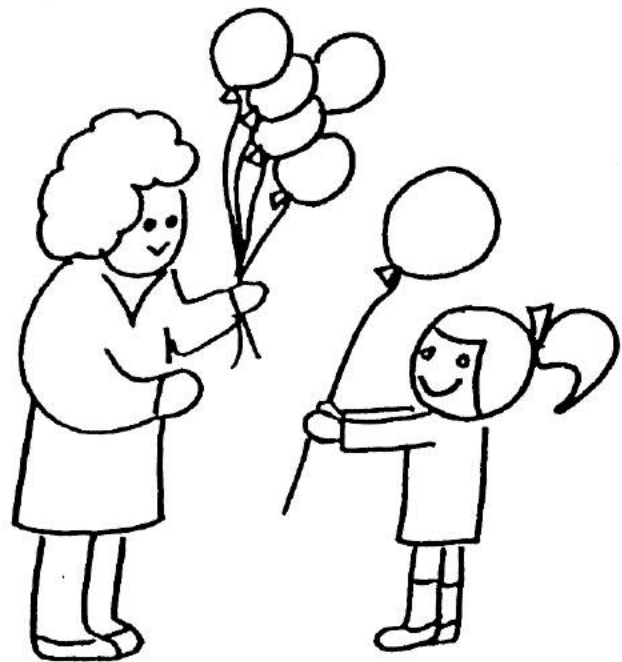


The mouse is ..... the box.



The clown is

The girl  
is .....



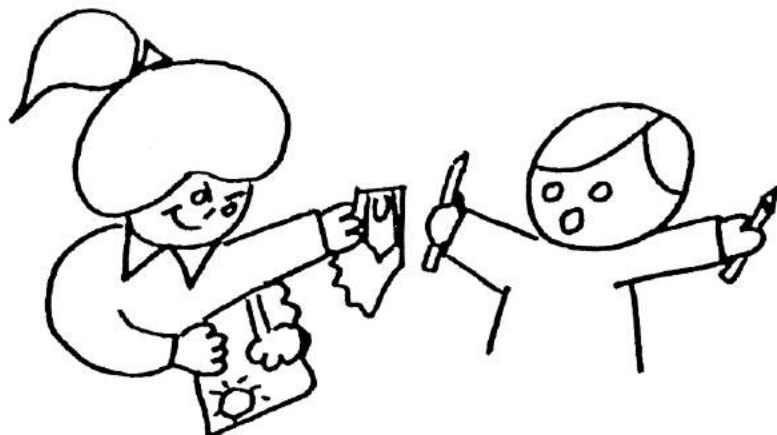
The dog  
is .....

Draw a happy face.  
I drew a ..... face.

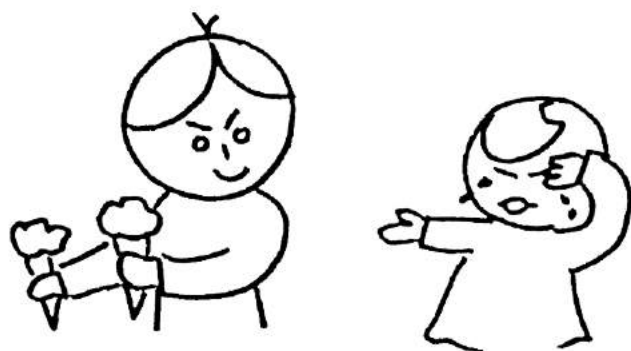
# Properties and Relationships

## Section 12. Personal Qualities. Level I

naughty



The girl is being .....



The boy is being .....



The dog is being .....



Properties and Relationships  
Section 12. Personal Qualities. Level I

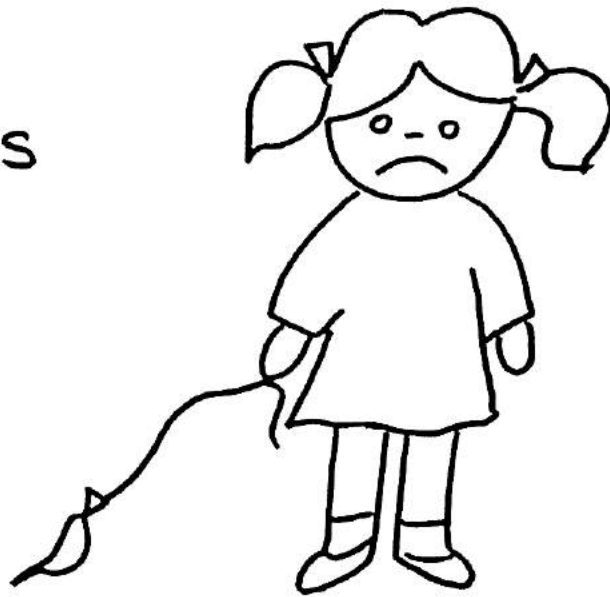
sad



The boy is .....

The girl is

.....



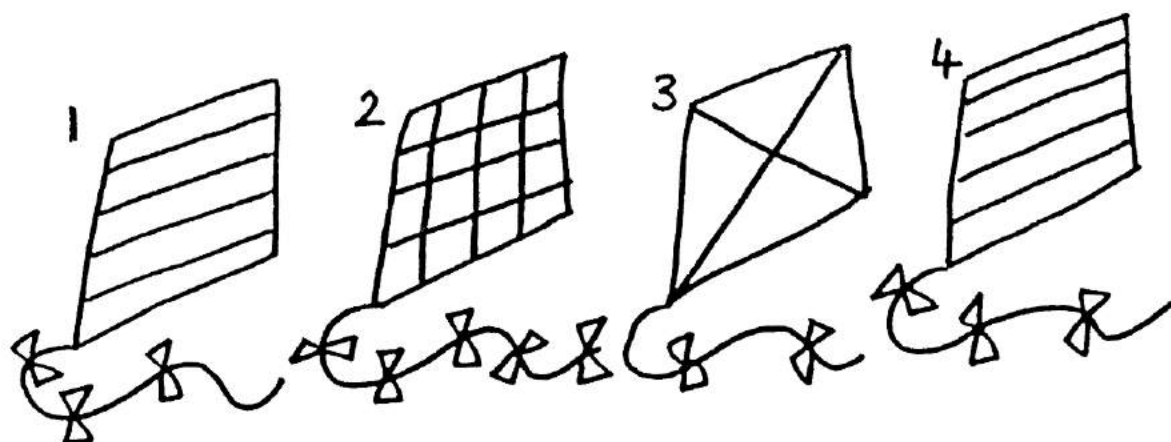
Draw a sad face.

I drew a ..... face.

# Properties and Relationships.

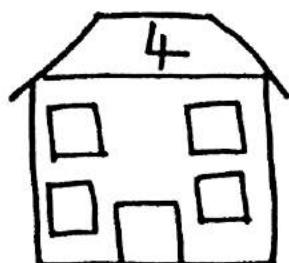
## Section I. Quality Level II

same as



Colour the kite that looks the same as number 1.

Number ..... is the ..... number 1.



House 3 is the ..... 4.

House 2 is the ..... 5.

Draw a house the same as 1.

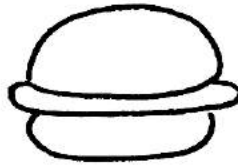
Properties and Relationships.  
Section 3. Texture Level II

cold

Colour the cold things.



ice-cream



burger



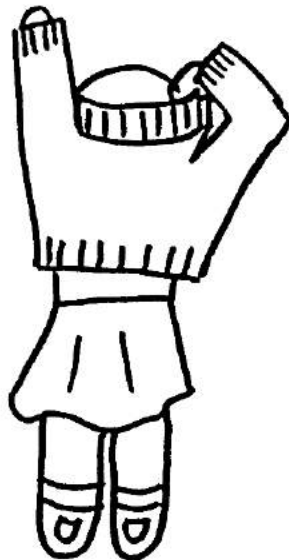
kettle



snowman

An ice-cream is .....

A snowman is .....



The girl is  
putting her jumper  
on because she  
is .....

# Properties and Relationships

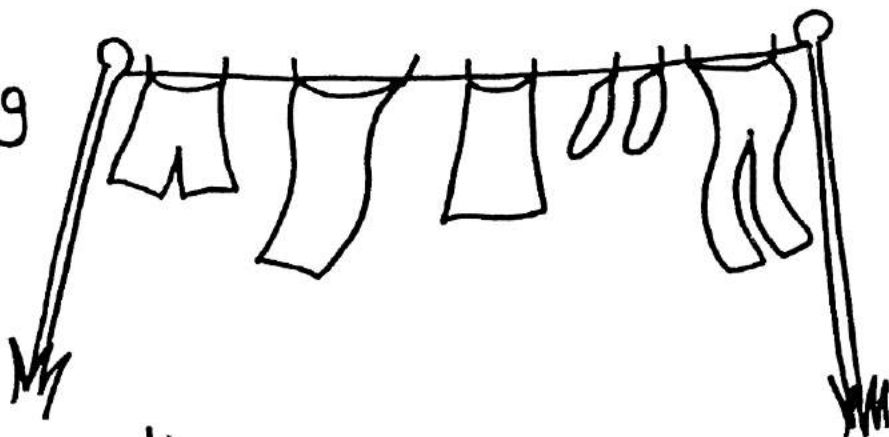
## Section 3. Texture Level II

dry



The boy is  
keeping .....  
under his  
umbrella.

The washing  
is getting  
..... on  
the washing line.

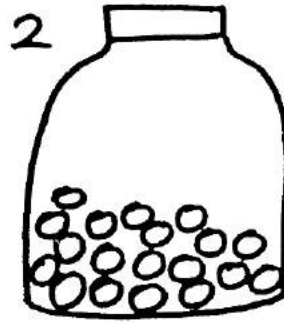


The girl is  
making herself  
..... with  
a towel.

# Properties and Relationships

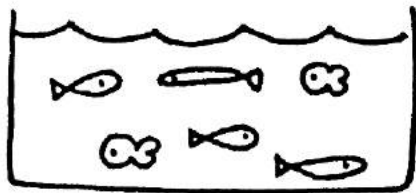
## Section 6. Size Level II

empty



Colour the empty sweet jar.

Jar 1 is .....



Put some stones in the empty tank.

I put stones in the ..... tank.

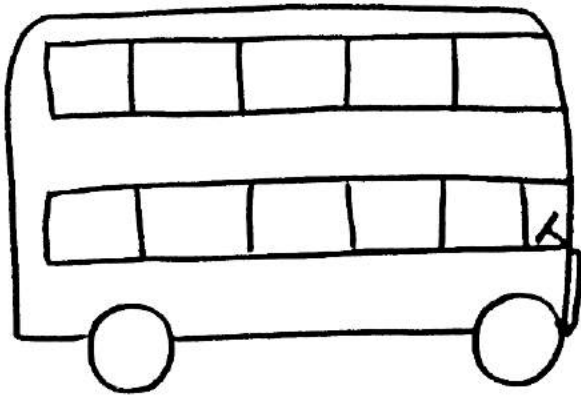
Draw an empty milk bottle.

My bottle is .....

Properties and Relationships.  
Section 6. Size Level II

full

Make the bus full of people.



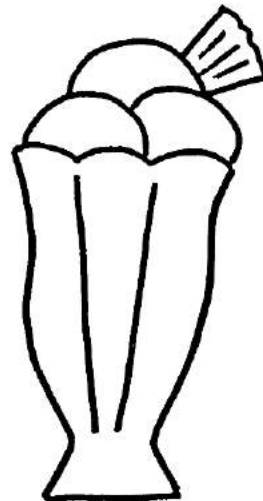
The bus is ..... of people.

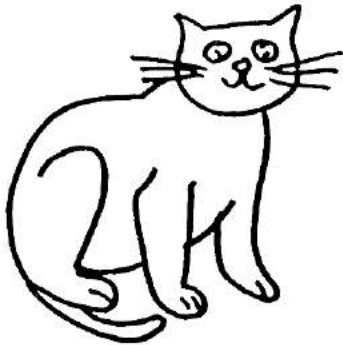


Make the vase  
full of flowers.

I made the vase ..... of flowers.

The glass is  
..... of  
ice-cream.

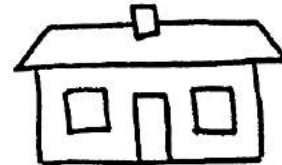




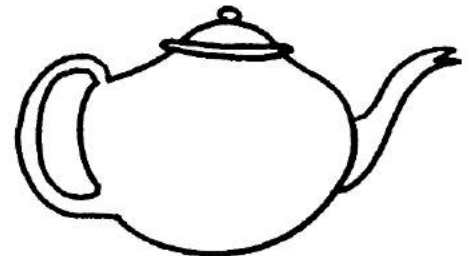
A ..... cat.



A ..... cup.



A ..... house



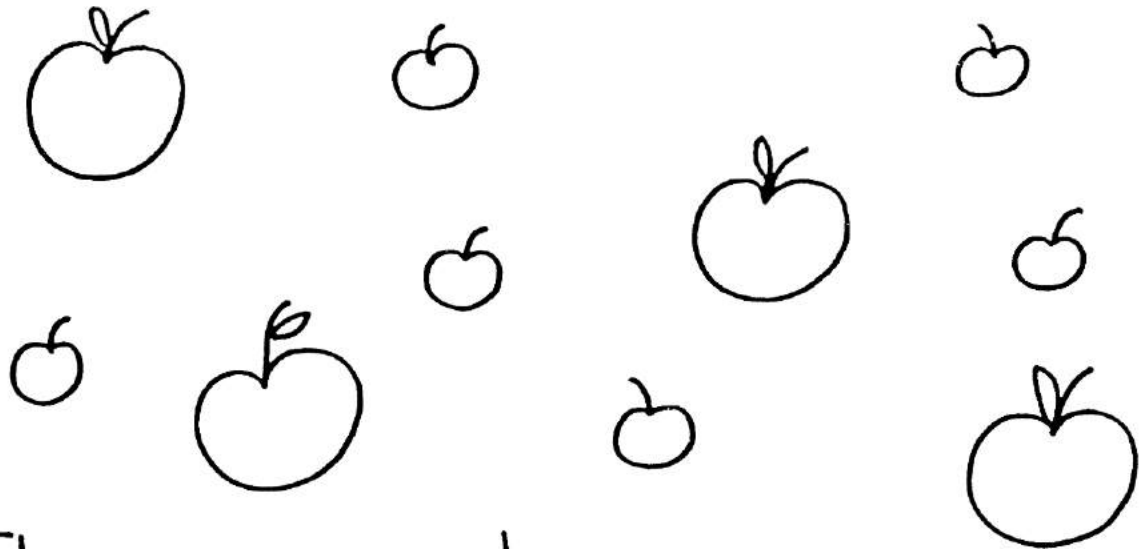
Colour the small teapot.

I coloured the ..... teapot.

Properties and Relationships  
Section 6. Size Level II

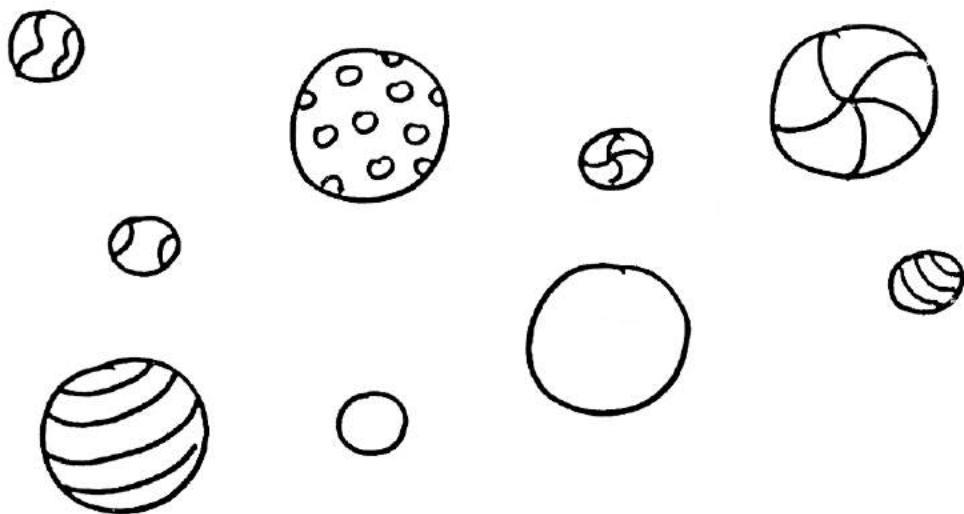
small

Colour the small apples green.



The green apples are .....

Colour the small balls red.



The red balls are .....

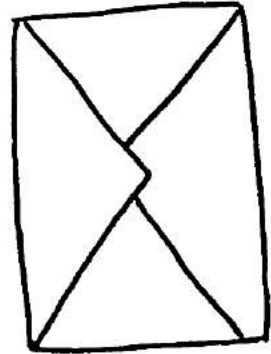
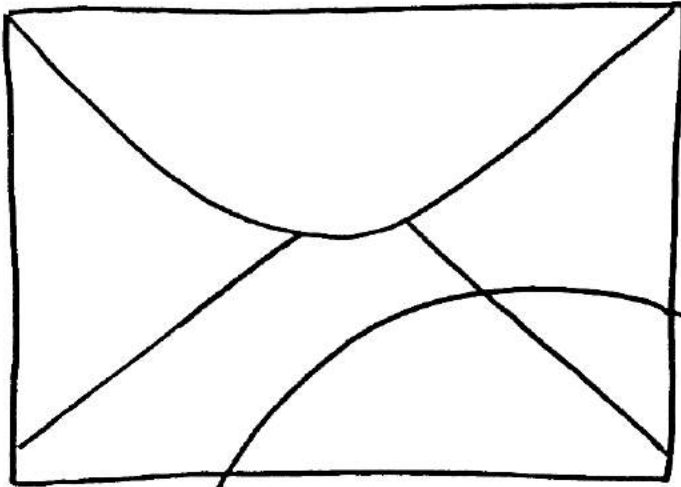
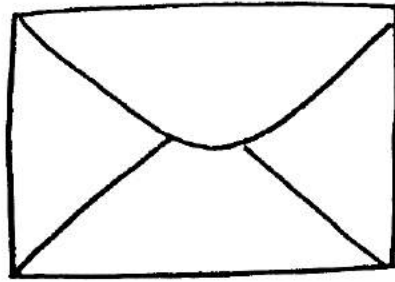
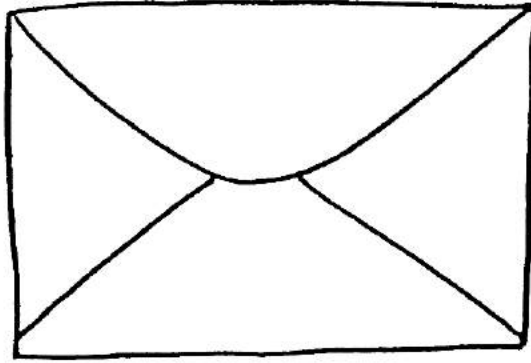
A ..... teapot. 



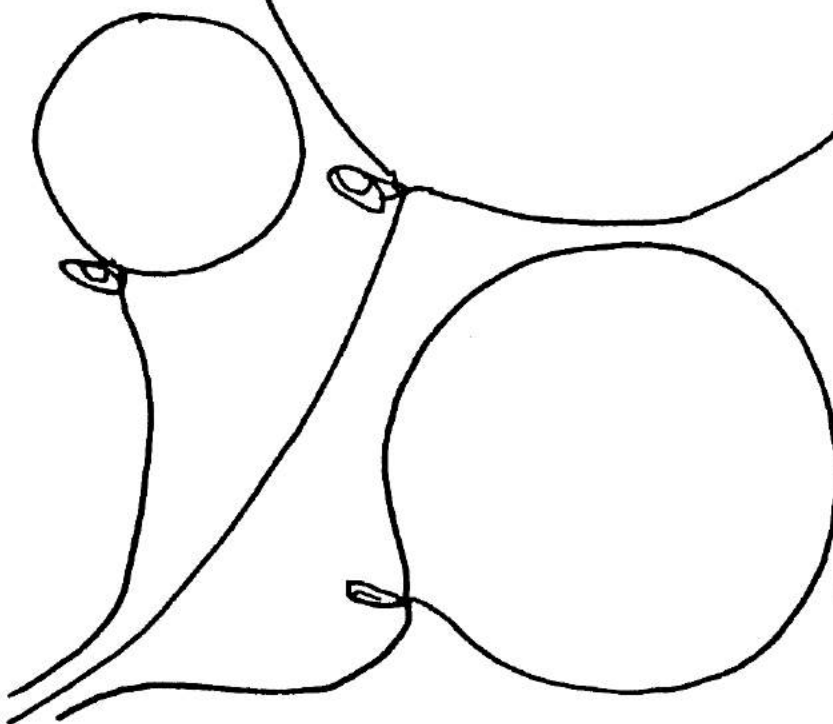
# Properties and Relationships

## Section 6. Size Level II

biggest



Colour the  
biggest  
balloon red.



Colour the  
biggest letter  
yellow.

What colour  
did you make?

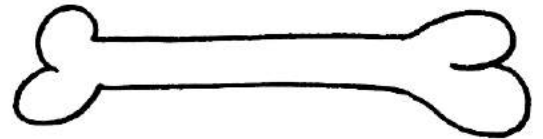
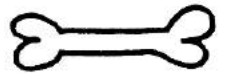
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Properties and Relationships  
Section 6. Size Level II

biggest



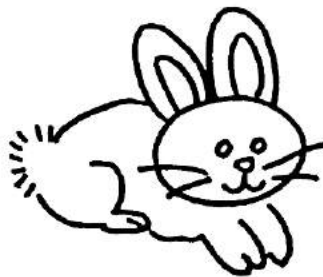
Colour the biggest apple.



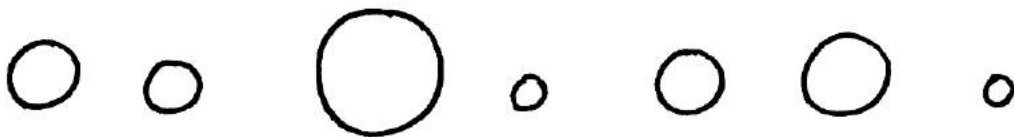
Give the dog the biggest bone.

The dog has the ..... bone.

Colour the biggest rabbit.



I coloured the ..... rabbit.

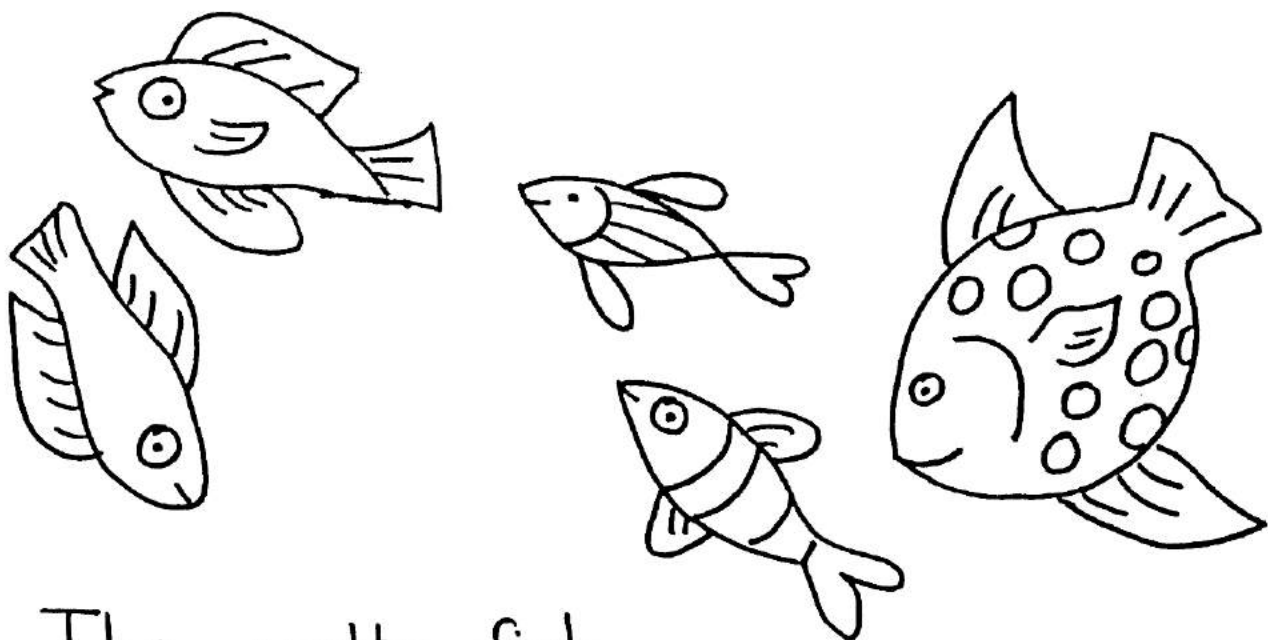


Put a cross on the biggest circle.

# Properties and Relationships

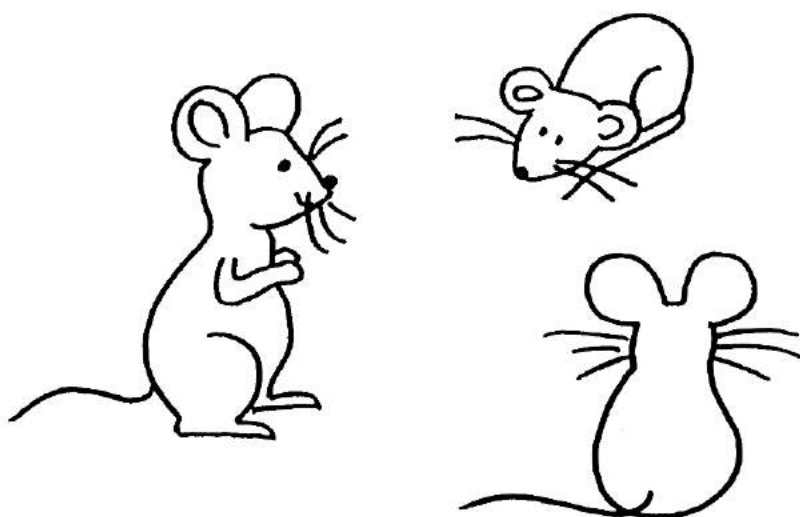
## Section 6. Size Level II

biggest

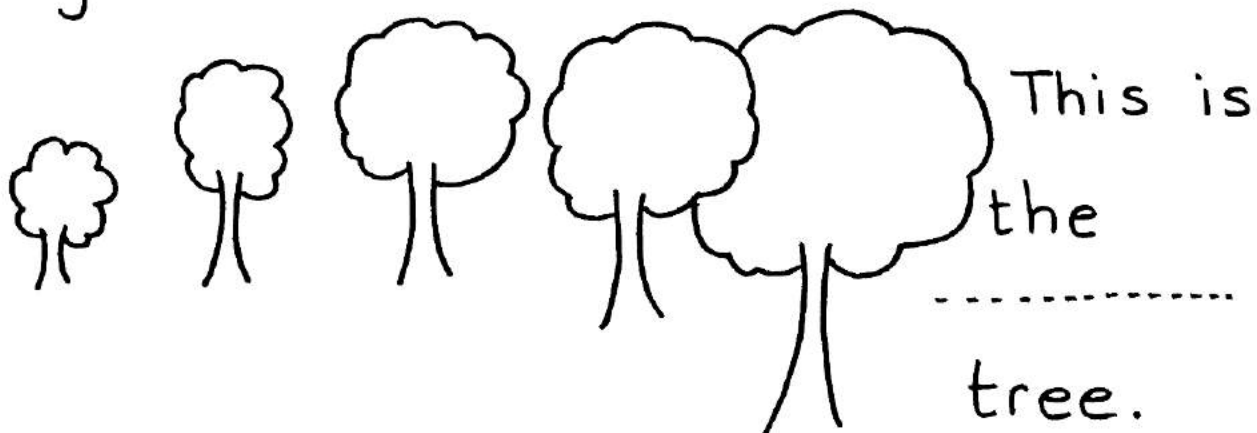


The spotty fish  
is the .....

Give the biggest mouse some cheese.

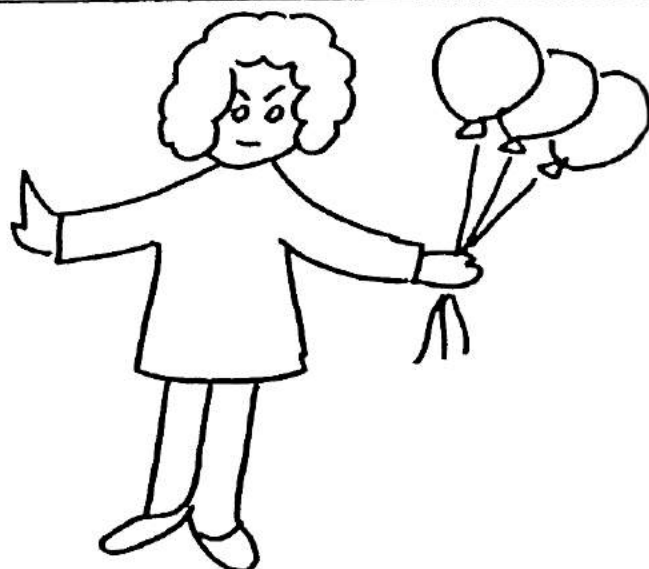
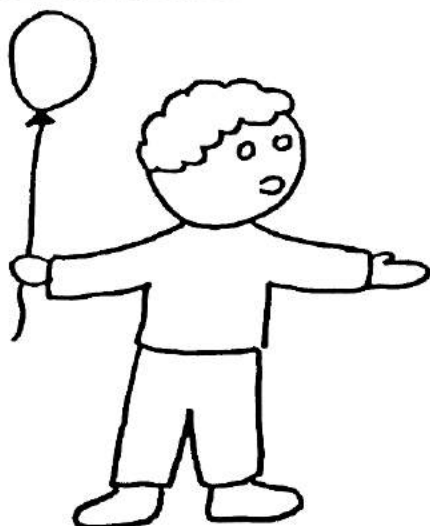


I gave the ..... mouse some cheese.

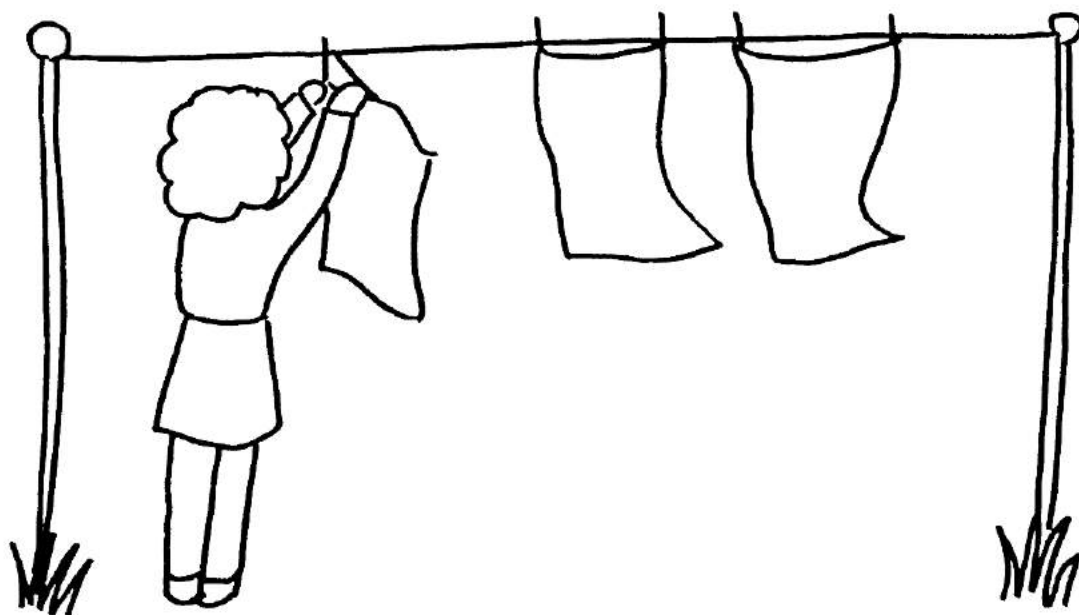


Properties and Relationships.  
Section 8. Quantity. Level II

another

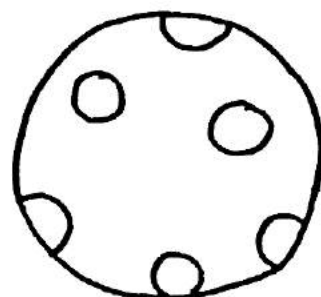


The boy wants ..... balloon.



Mummy is putting ..... towel  
on the line.

Put another spot  
on the ball.



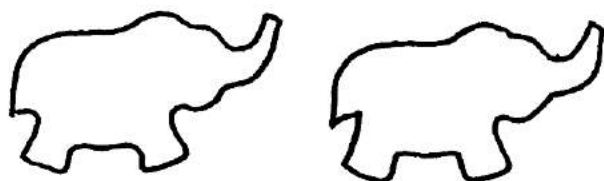
Draw another tree.



I drew ..... tree.

How many trees ?

Draw another elephant.



I drew ..... elephant.

How many elephants ?

Draw another flower.



I drew .....

flower.

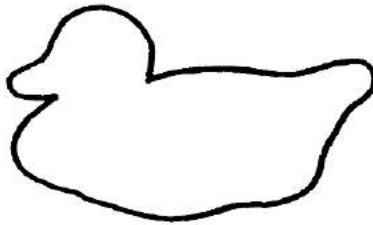
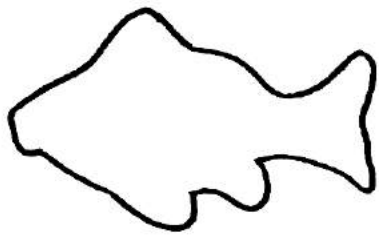
How many

flowers ?

# Properties and Relationships

## Section 9. Space Level II

behind
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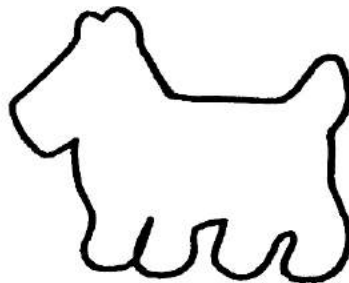
The duck is ..... the fish.

Draw a frog behind the duck.



The car is ..... the lorry.

Draw a bike behind the car.

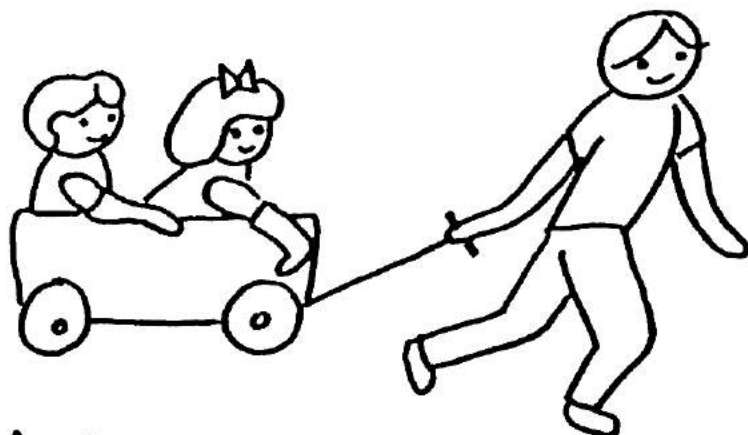


The dog is ..... the pig.

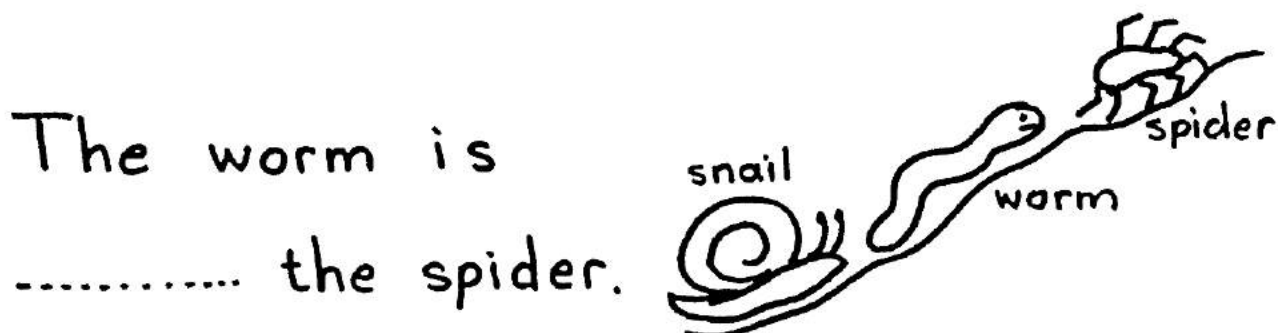
Draw a cat behind the dog.

Properties and Relationships  
Section 9. Space Level II

behind

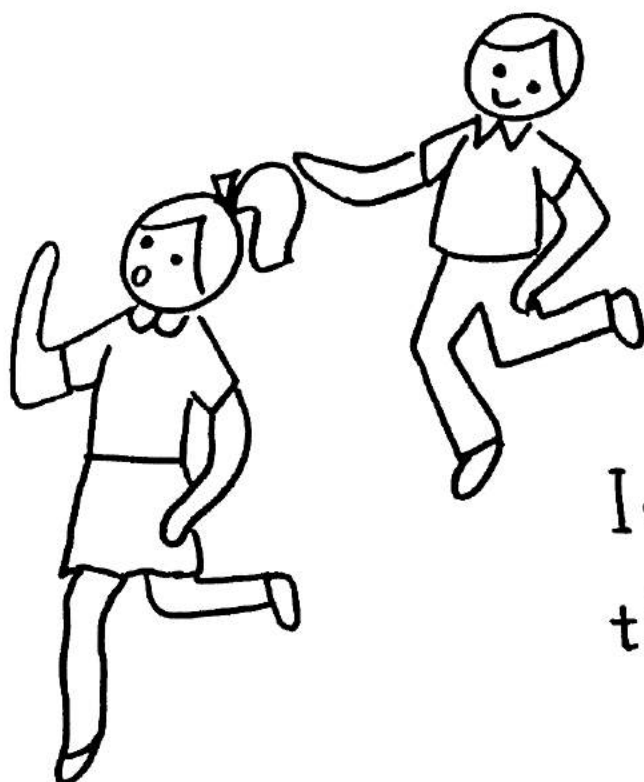


A boy is sitting ..... the girl  
in the cart.



The worm is  
..... the spider.

What is behind the worm? .....

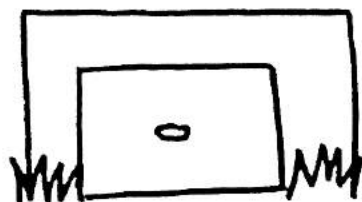


The boy is  
running .....  
the girl.

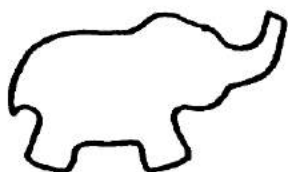
Is anyone behind  
the boy? .....

# Properties and Relationships. Section 9. Space. Level II

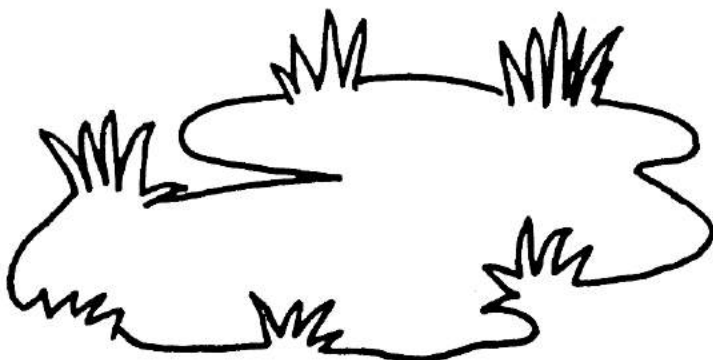
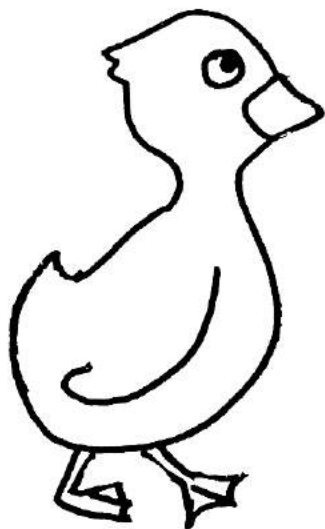
forwards



To get to the garage the car  
must go .....

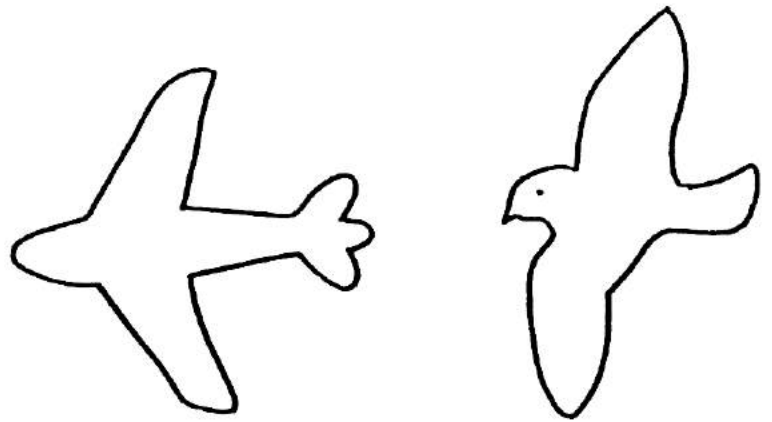


To get to the trees the  
elephant must go .....



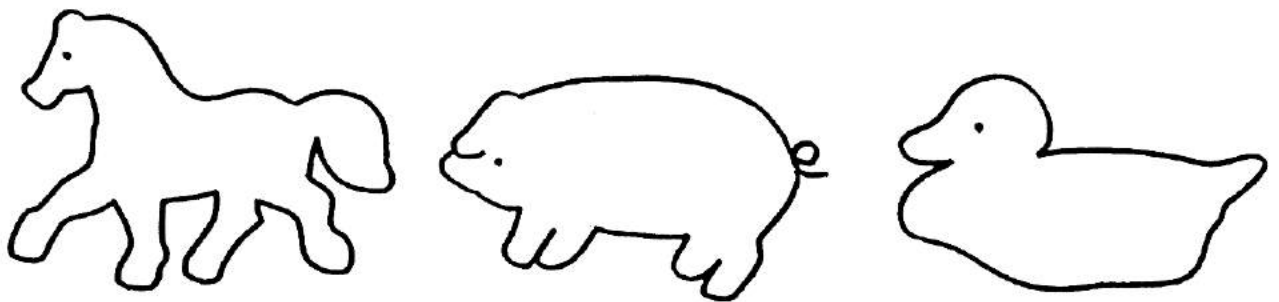
The duck is walking .....  
to the pond.





The aeroplane is ..... the bird.

Draw a kite in front of the aeroplane.

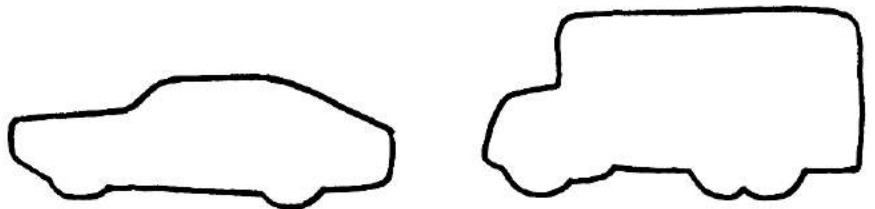


Where is the horse?

.....

Where is the pig?

.....



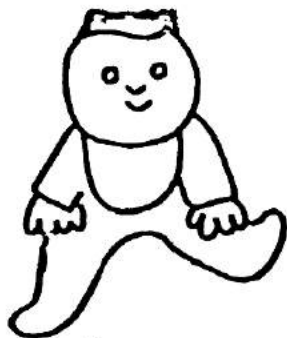
Where is the car?

.....

Draw a bike in front of the car.

Properties and Relationships.  
Section 9. Space Level II

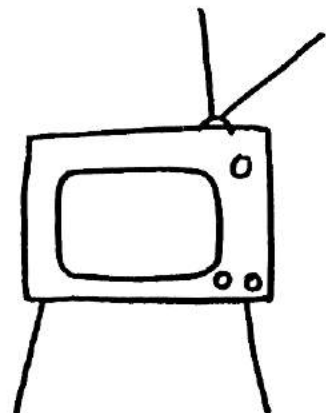
next to



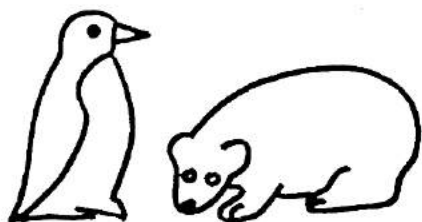
Draw mummy  
next to the  
baby.

Mummy is ..... the baby.

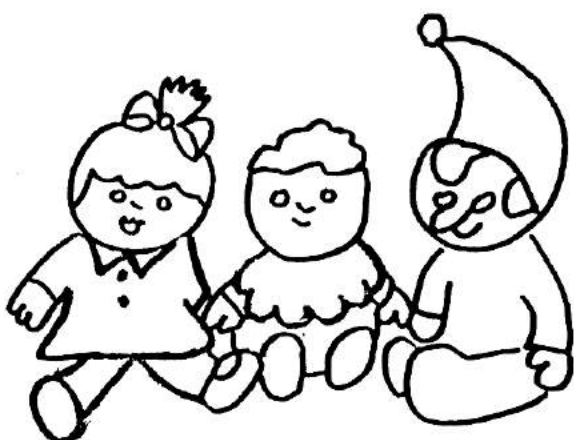
Draw a chair  
next to the  
t.v.



The chair is ..... the t.v.



The penguin is  
..... the  
polar bear.



The baby is .....  
the girl. Where is  
the clown?

# Properties and Relationships.

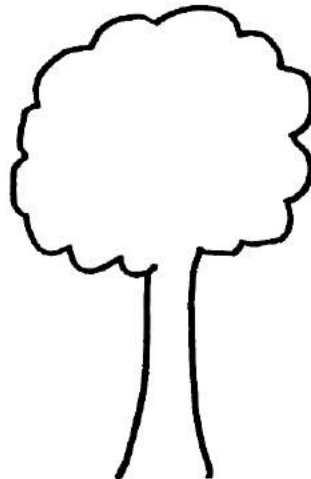
## Section 9. Space Level II

outside



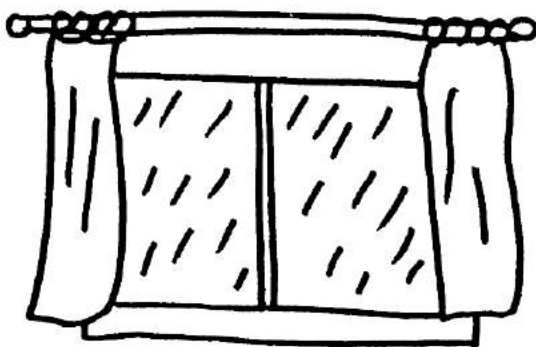
Draw mummy  
outside hanging  
out the washing.

Mummy is .....



Draw a boy  
playing outside.

The boy is playing .....



It is raining.  
We cannot play  
..... when  
it is raining.

The rain is .....

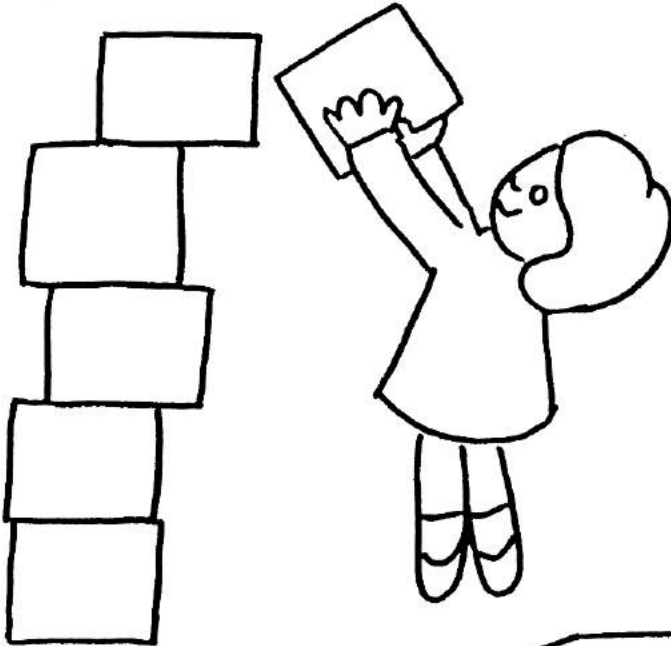
# Properties and Relationships.

## Section 9. Space Level II

top

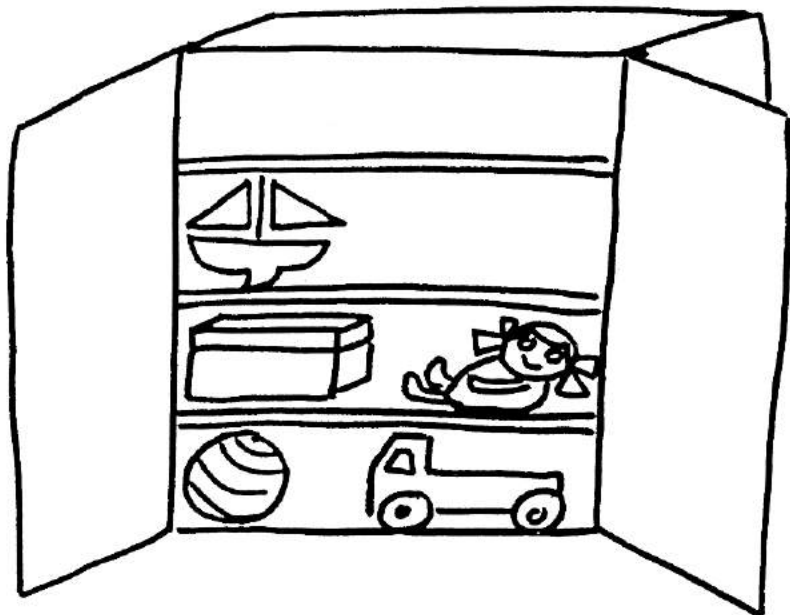


The flag is on the ..... of the sandcastle.



The girl is putting a brick on the .....

Put some things on the top shelf.



I put

..... on the ..... shelf.

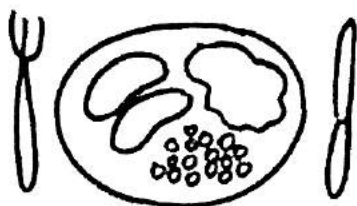
# Properties and Relationships

## Section 10. Time Level II

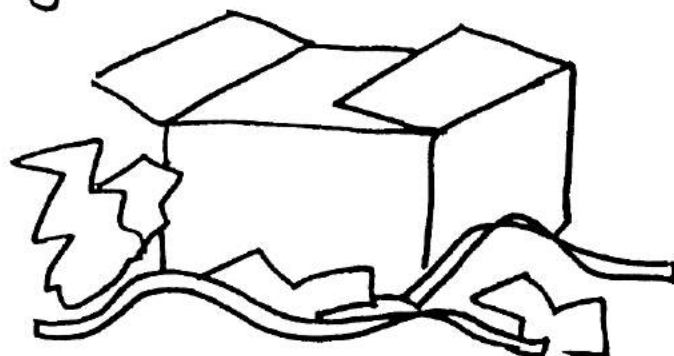
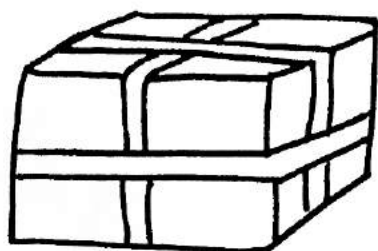
after



The girl puts her shoes on  
----- her socks.



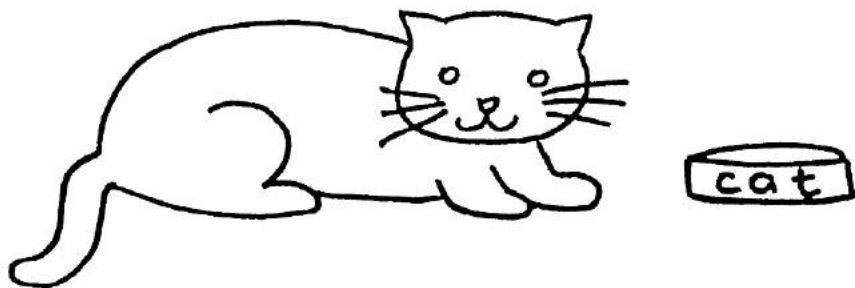
We have pudding ----- dinner.



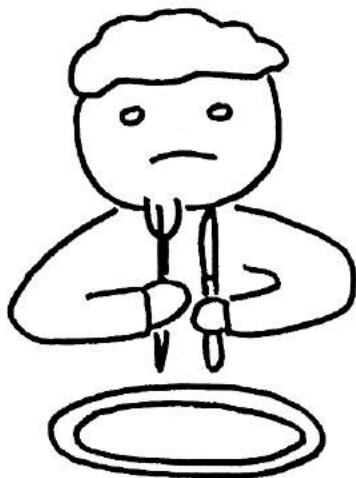
Colour the picture that happened  
after the other. I coloured  
the picture that happened -----

Properties and Relationships  
Section 12. Personal Qualities Level II

hungry



The cat is .....

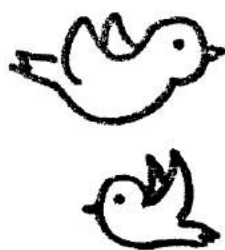


Give the boy  
some dinner.

The boy is .....

The fox wants to  
eat the gingerbread  
man. The fox  
is .....





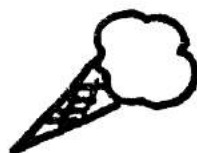
Name .....

My



Concept

Consolidation



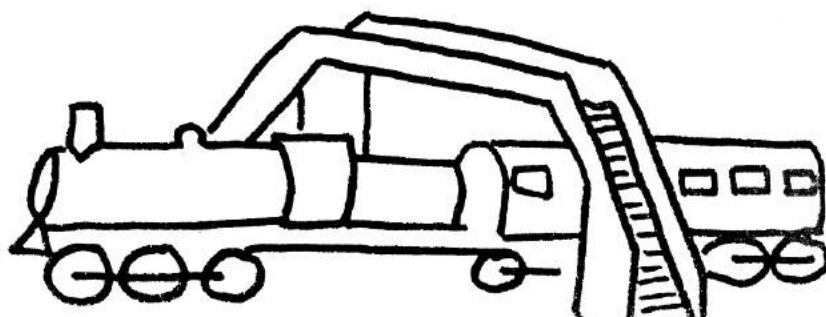
Book

Term ..... Year .....

Concepts I have worked on this term.

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