

PORIC

Concept
Consolidation
Book 3



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.

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Books in the Series:

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

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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

Concepts in this book are in the following order.

Level III

smooth
short
bigger
longest
both
few
half
most
back
always
number

Level IV

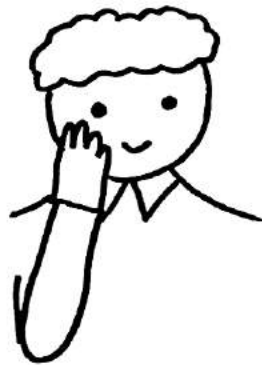
old
darker
plain
striped
corner
curved
straight
narrow
thick
wide
fatter
heavier
longer
smaller
lightest (weight)
shortest
tallest
thinnest
fewest
less
above
across
against
facing
early
late
clever
excited
pleased
unkind

Properties and Relationships
Section 3. Texture Level III

smooth

Find a piece of paper. Feel it.

It feels



My cheek feels

.....

Does your chin
feel smooth?

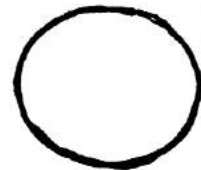
Colour the things that feel smooth.



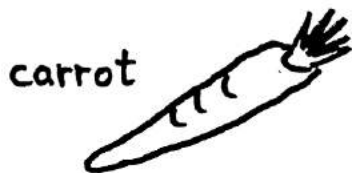
apple



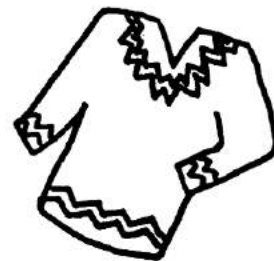
brush



ball



carrot



jumper

Which things are smooth?

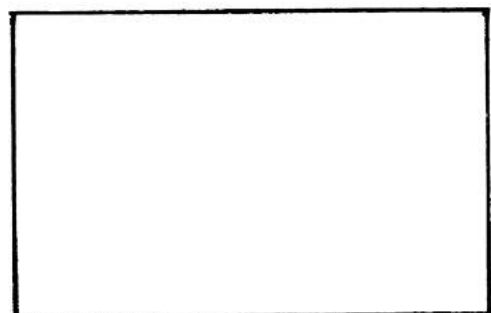
The are

Find something smooth. I found a

.....

It is

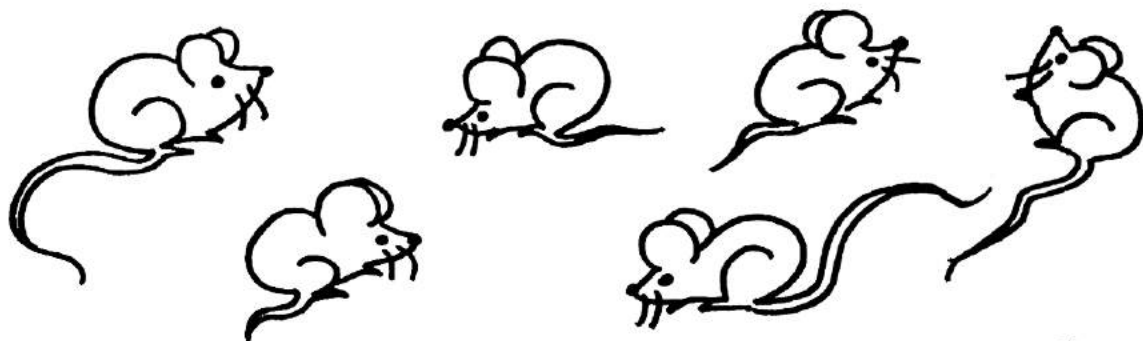
Draw it in the box.



Properties and Relationships
Section 6. Size Level III

short

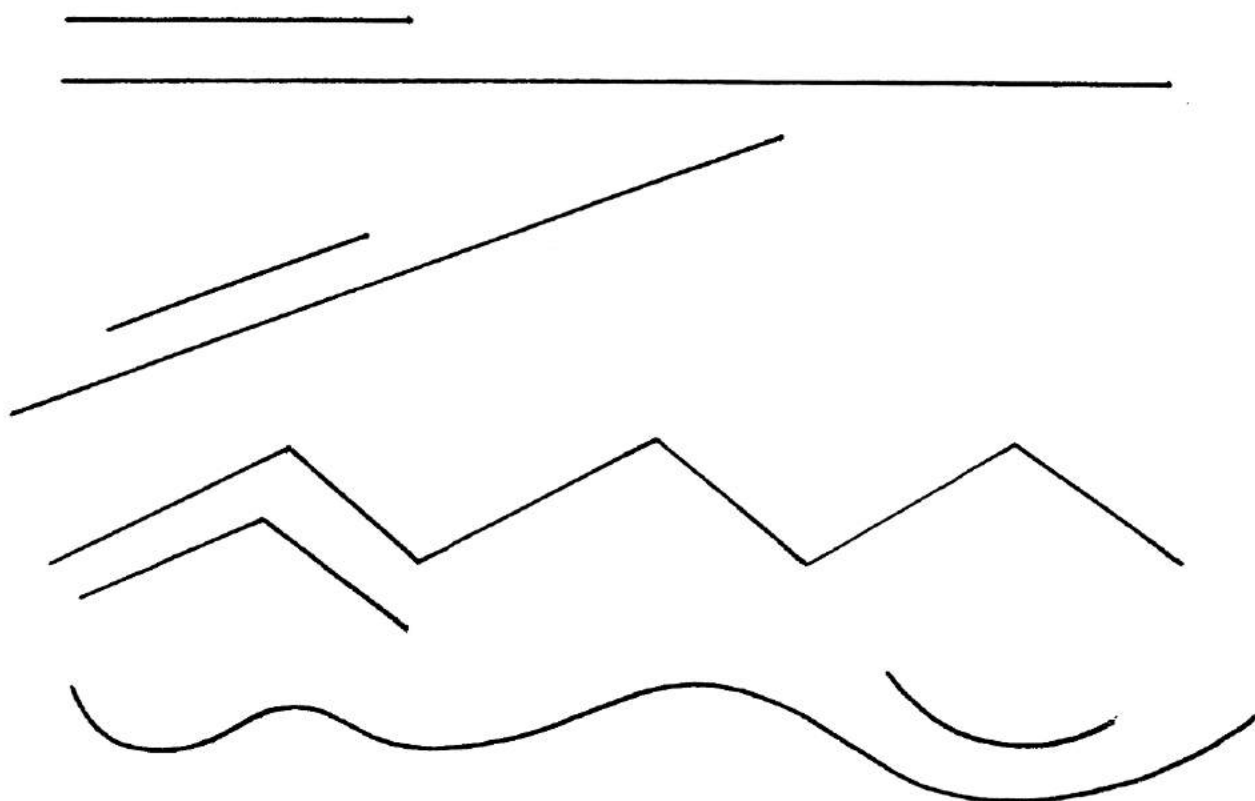
Colour the mice with short tails.



How many mice have short tails?

mice have ----- tails.

Put a 😊 at the end of the short lines.

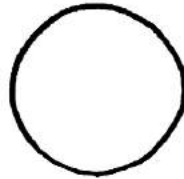
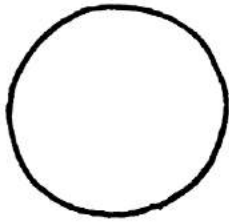


I put a 😊 at the end of the
----- lines.

Properties and Relationships
Section 6. Size Level III

bigger

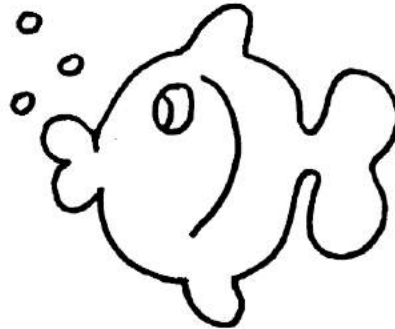
Colour one circle red and one green.



Which circle
is bigger ?

The circle is

Colour one fish blue and one yellow.



The fish is than the
..... fish.

Put a circle round the number that
is bigger.

1. 6 8

5. 8 6

2. 2 5

6. 9 10

3. 9 1

7. 12 9

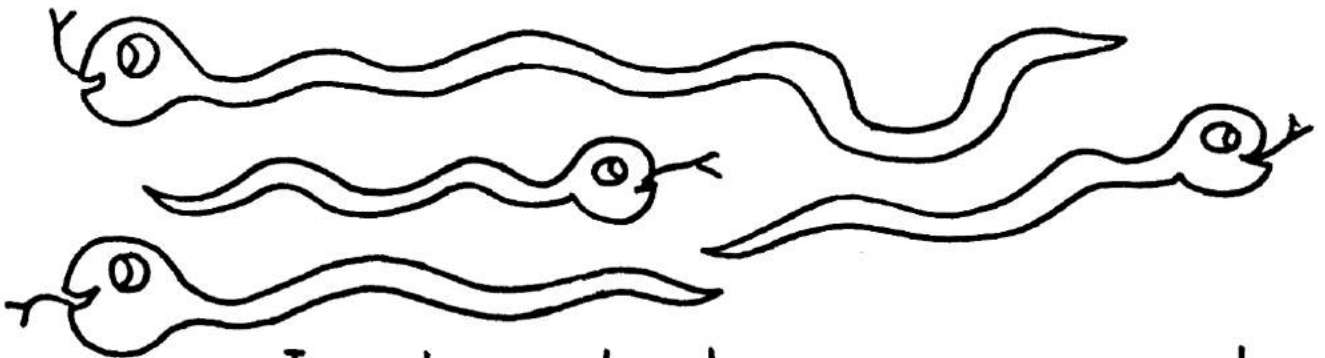
4. 7 9

8. 4 8

Properties and Relationships
Section 6. Size Level III

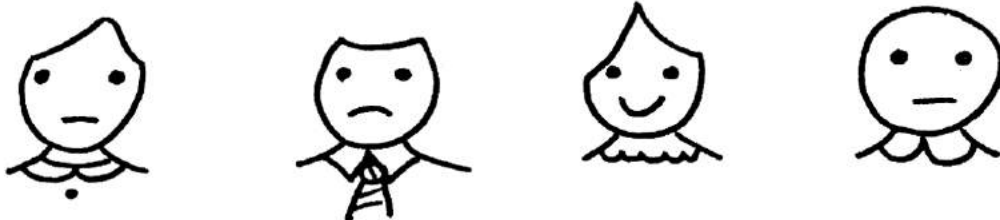
longest

Colour the longest snake.



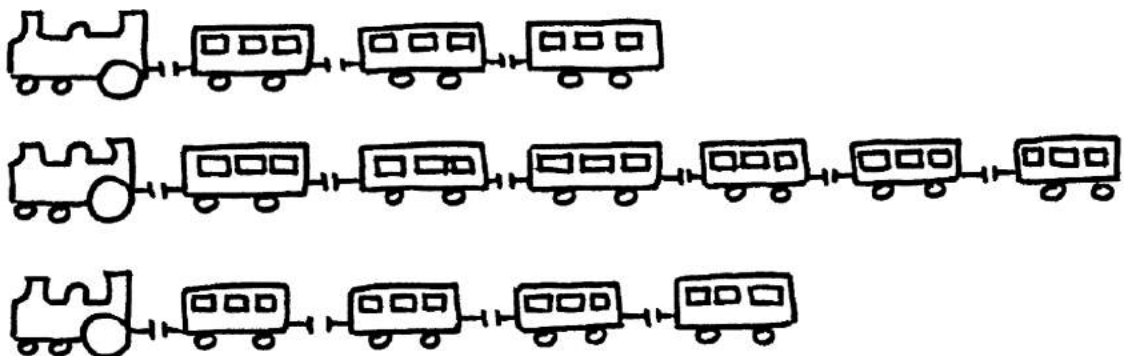
I coloured the snake.

Give the girl who is smiling the longest hair.



I gave the smiling girl the hair.

Colour the longest train.



I coloured the train.

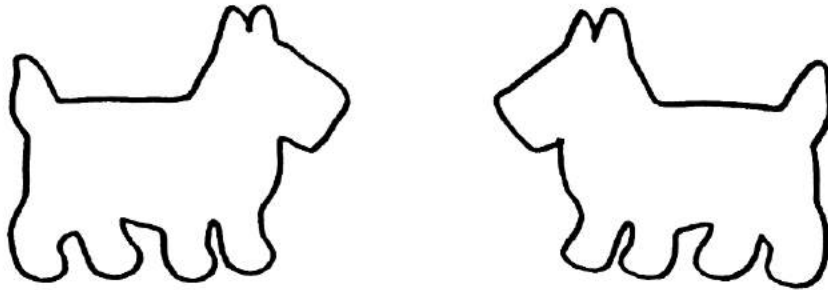
The train has carriages.

Properties and Relationships
Section 8. Quantity Level III

both

These animals are dogs.

Give both dogs an eye and a nose.



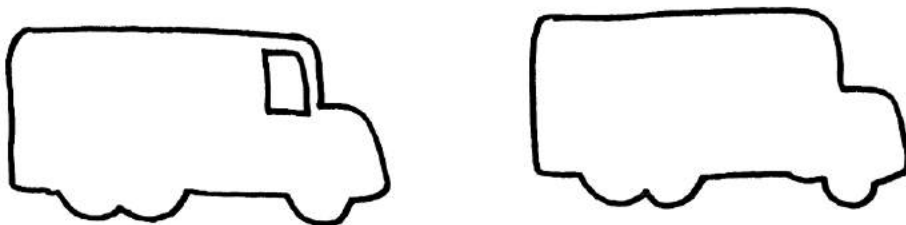
I gave dogs an eye and a.....

Give both ducks an eye and a wing.



I gave ducks an and
a

Colour both lorries green.



I coloured lorries

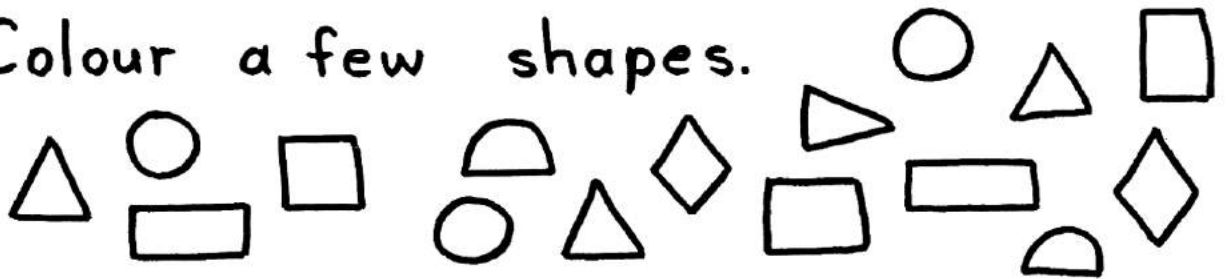
Have both lorries a window?

☐

Properties and Relationships
Section 8. Quantity Level III

few

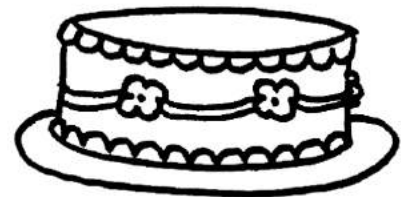
Colour a few shapes.



I coloured a shapes.

Draw a few candles
on the cake.

I drew a
candles.



Colour the boy who has a few
sweets.

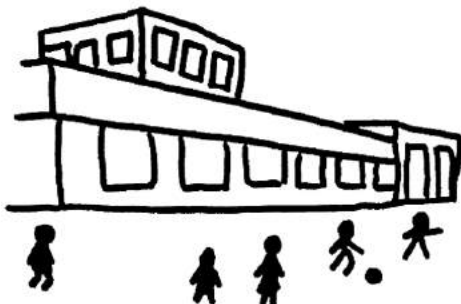


Tom



Danny

..... has
a sweets.



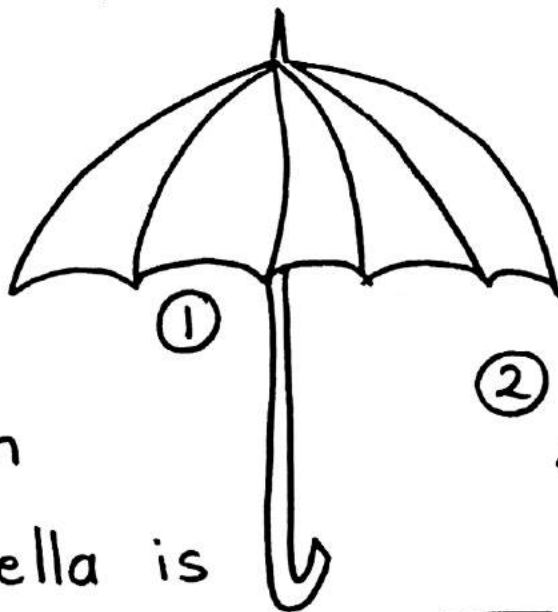
There are just
a children
in the playground.

Properties and Relationships
Section 8. Quantity Level III

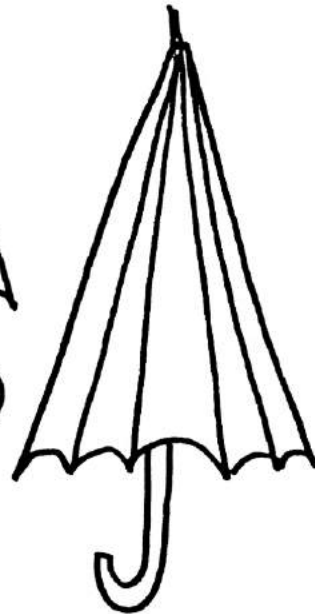
half



Somebody has eaten
----- the apple. Now
there is ----- an
apple left. Colour the
half apple. I coloured ----- an apple.



②

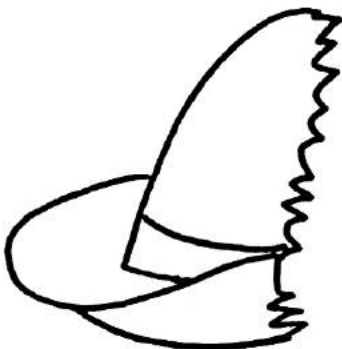


③



Which
umbrella is

half up? Number is ----- up.



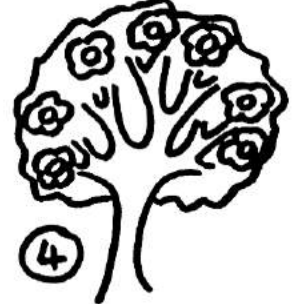
This hat is
torn in -----

Draw the other
half. I drew
----- a hat.

Properties and Relationships
Section 8. Quantity Level III

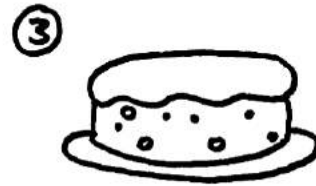
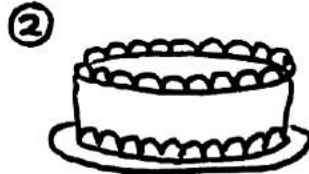
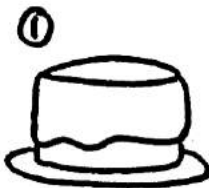
most

Which tree has the most flowers?



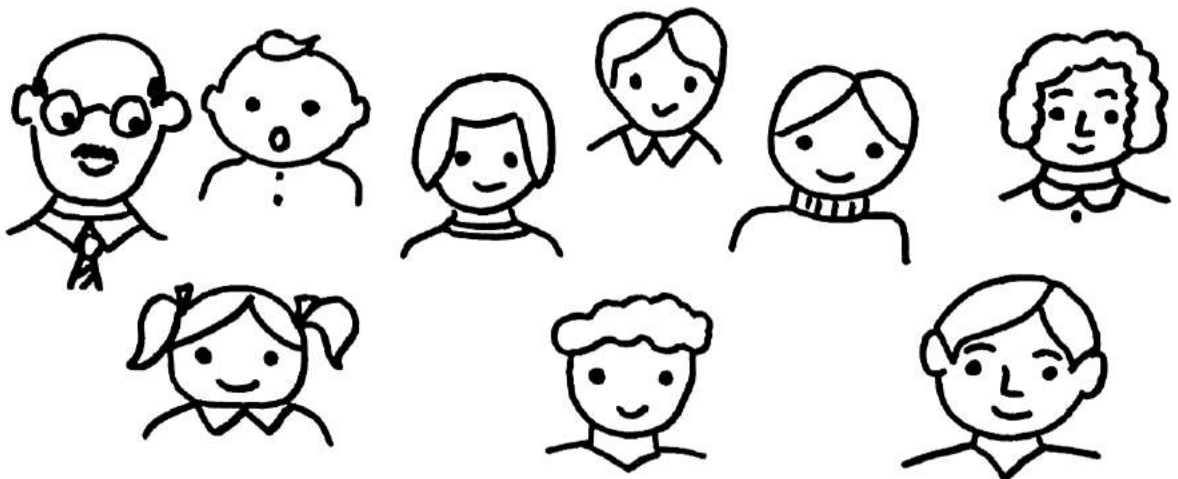
Tree number has the flowers.

Give cake number ② the most candles.



Cake number ② has the candles.

Give most of the people a hat.



..... of the people have a hat.

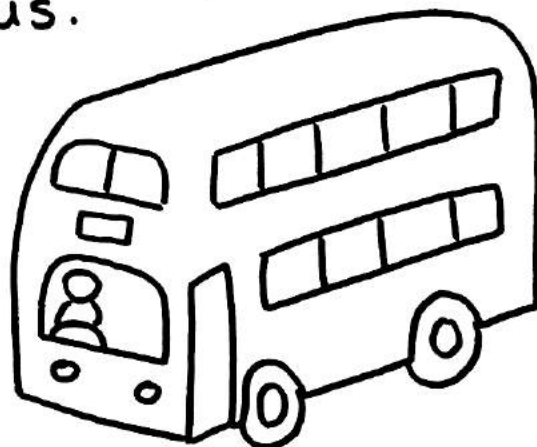
Properties and Relationships

Section 9. Space Level III

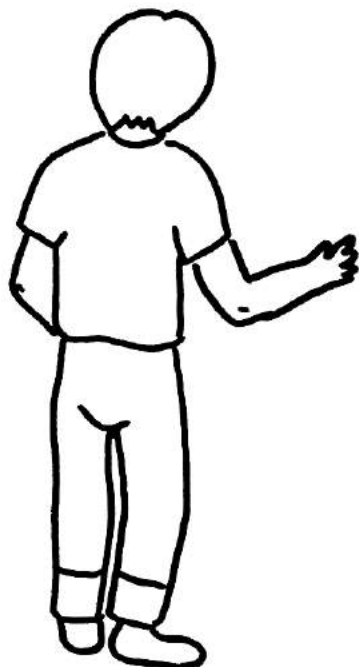
back

Draw 2 people sitting at the back of the bus.

My people are sitting at the of the bus.



Colour the back of Tom's t-shirt.



I coloured the of Tom's t-shirt.

Can you see



the back of a car?
Colour it.

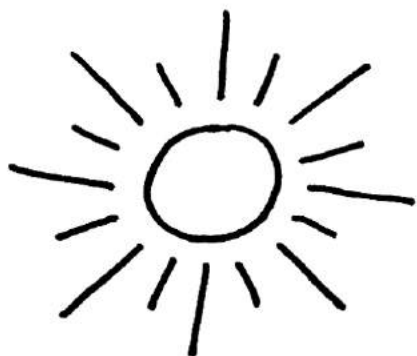


Mum wants something from the of the fridge.

Properties and Relationships

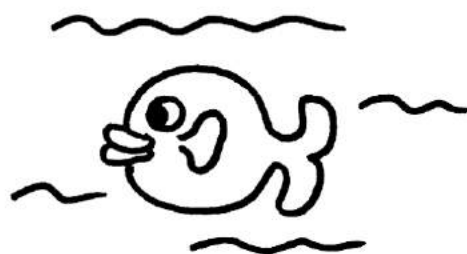
Section 10. Time Level III

always



The sun is
..... hot.

Fish
live in water.



We see the
stars in the sky at night.



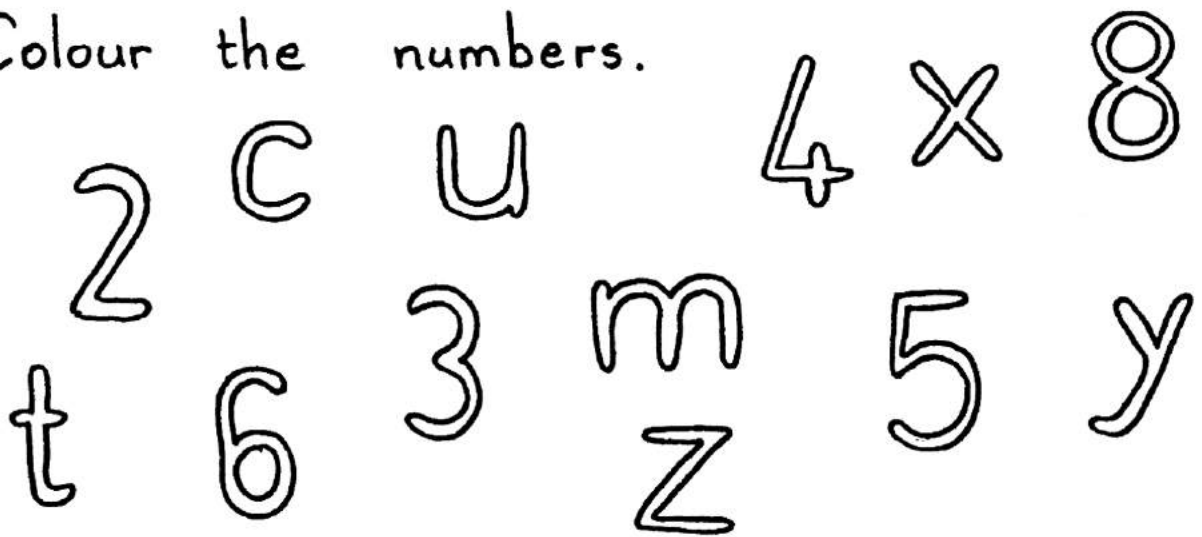
A man
marries a

A woman
marries a

Properties and Relationships
Section II. Number Level III

number

Colour the numbers.



I coloured the 2

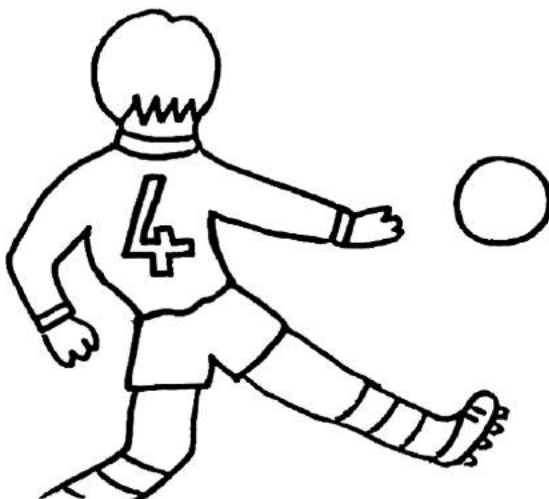
Put a number on the house door.



I put the
..... on the door.

6

Here is 6. 7 is the
..... after 6.



Footballers have
a on
their shirts.

Properties and Relationships
Section 1. Quality Level IV

old

Colour the old teddy.

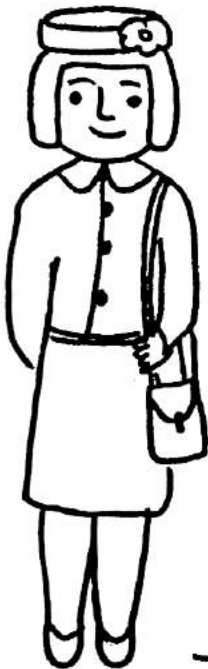


The teddy has one arm.

The teddy has one

The teddy has one

Colour the old lady.



The lady has a walking stick.

The lady is wearing glasses.

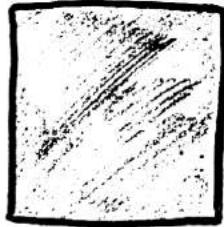
Draw an old
jumper.

Properties and Relationships

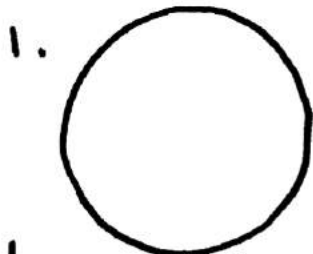
Section 2. Colour Level IV

darker

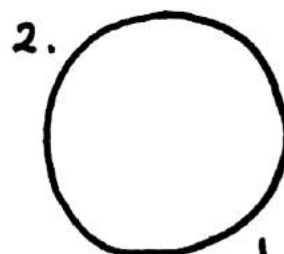
This square is darker
than



this one.

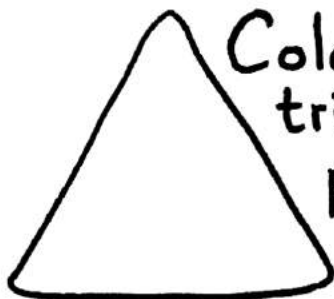


Colour this circle
green.

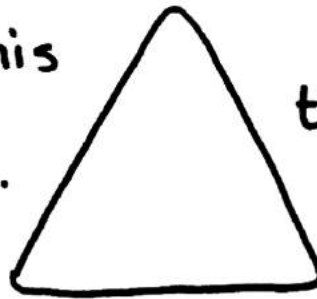


Make this
circle a
darker green.

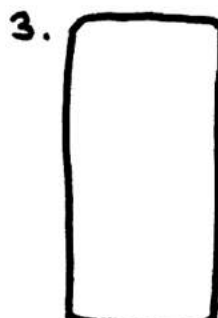
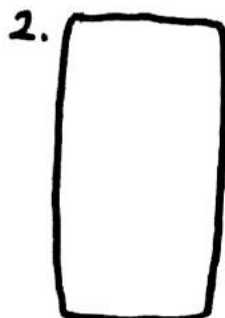
Circle number 2. is



Colour this
triangle
purple.



Colour this
triangle a
darker
purple.



Colour two rectangles blue and two
darker blue.

I coloured numbers

Properties and Relationships

Section 2. Colour Level IV

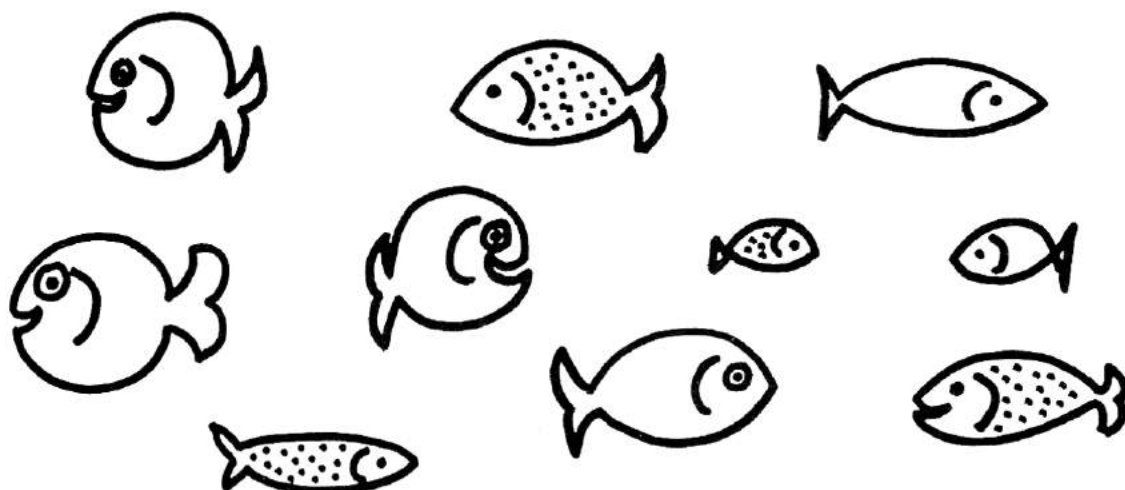
plain

Colour the plain jumper.



I coloured the ----- jumper.

Colour the plain fish.



I coloured the ----- fish. How many plain fish?

Which boat has a plain sail?

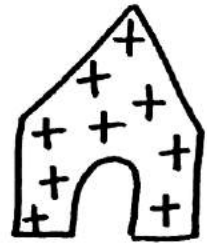
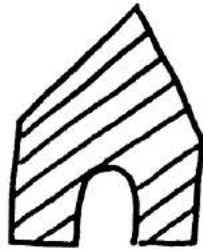


----- has a ----- sail.

Properties and Relationships
Section 2. Colour Level IV

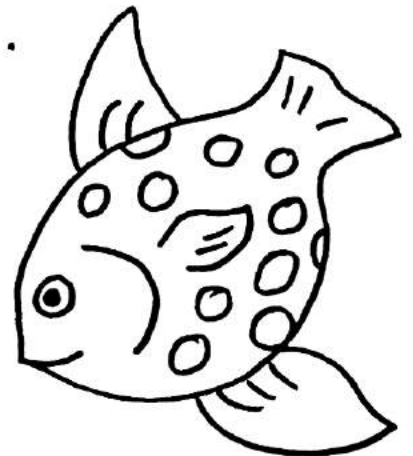
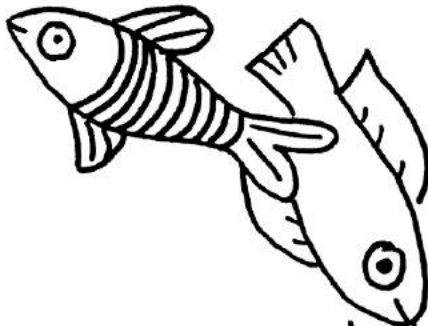
striped

Put the dog in the striped kennel.



The dog is in the kennel.

Colour the striped fish.



How many did you colour?

I coloured fish.

Can you think of 2 animals
that are striped? z - - - -

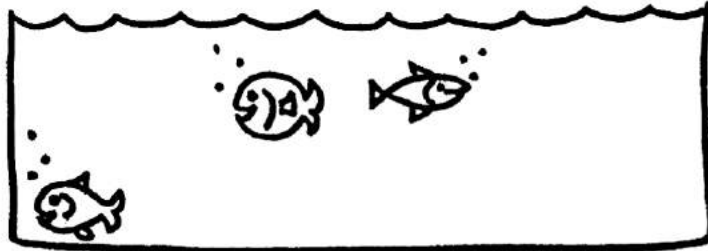
t - - - -

Properties and Relationships

Section 5. Shape Level IV

corner

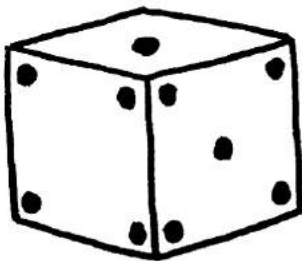
Colour the fish that is in a corner.



Put some weed in another corner.

I coloured the fish in the

The weed is in another



How many dots are in a corner?

The girl has put a sun in the of her picture.



What can you see in the corners of your classroom?

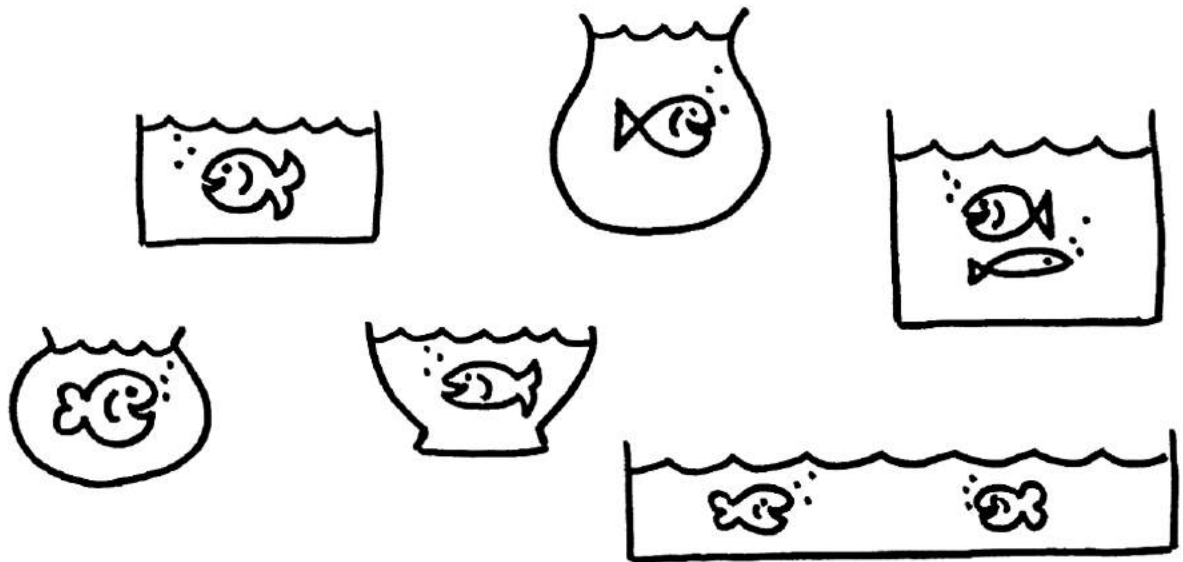
I can see

Properties and Relationships

Section 5. Shape Level IV

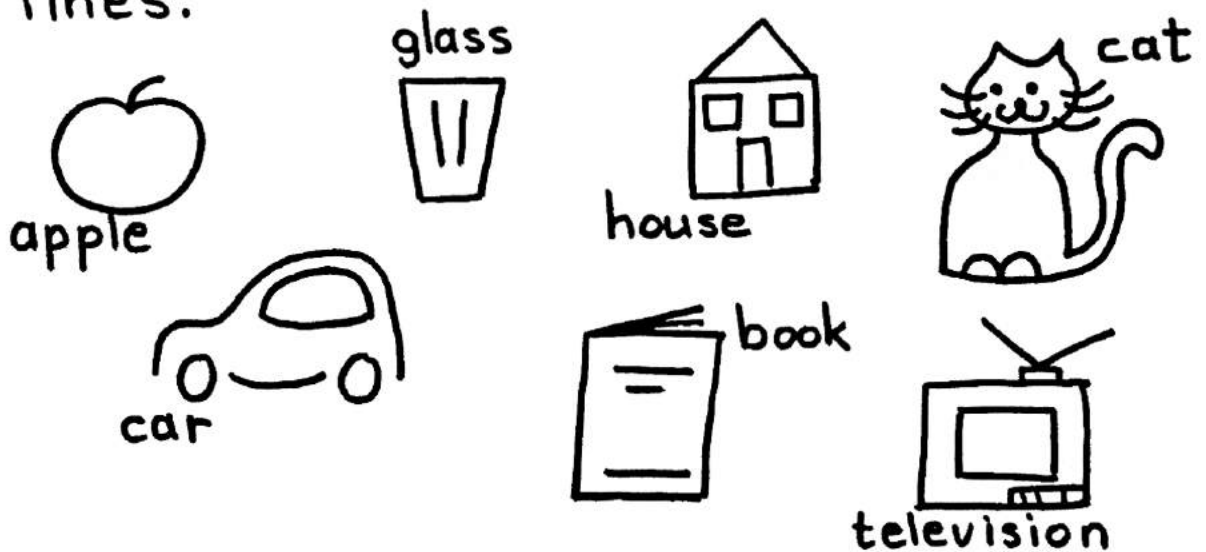
curved

Colour the curved fish tanks.



I coloured the tanks.

Colour the pictures with curved lines.



Which pictures have curved lines?


The all
have lines.

Properties and Relationships
Section 5. Shape Level IV

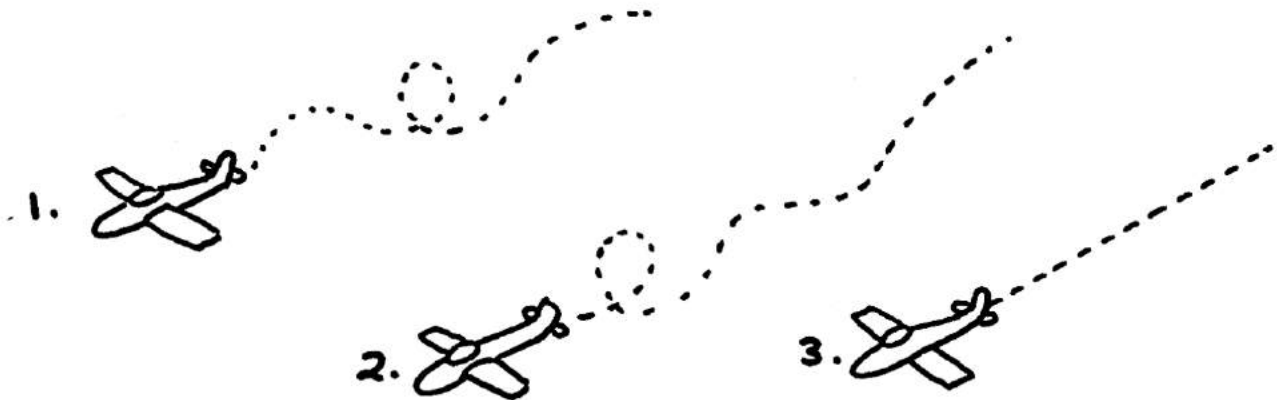
straight

_____ This line is

.....

 Is this line straight?

Which aeroplane is going straight?



Number is going

Is the banana straight?



.....



Is the carrot straight?

.....

What can you use to draw a straight line?

.....

Draw a straight line. My line is

.....

Properties and Relationships
Section 6. Size Level IV

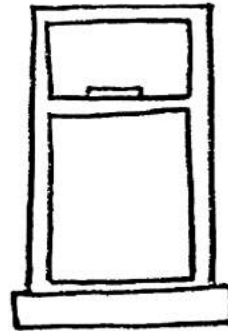
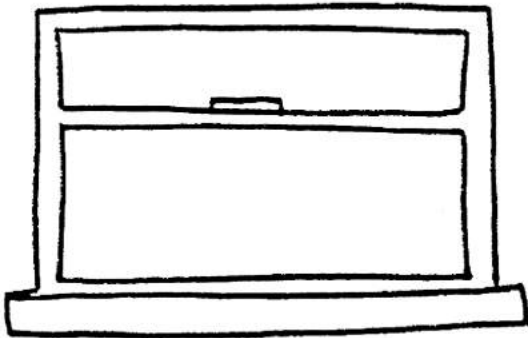
narrow



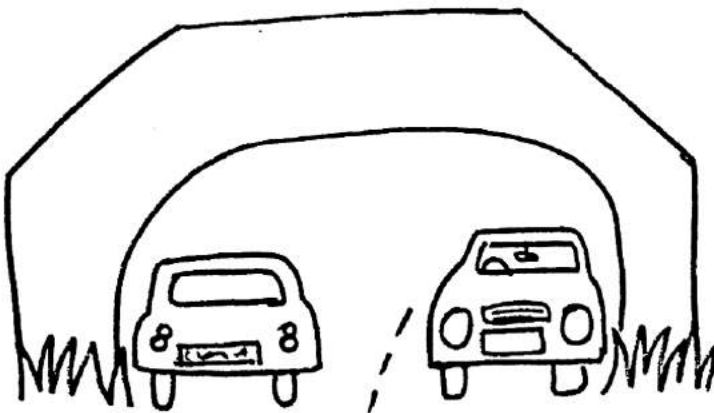
Colour the
woman with
the narrow belt.

I coloured the woman with a
belt.

Colour the narrow window.



I coloured the window.



Colour the car in the narrow tunnel.

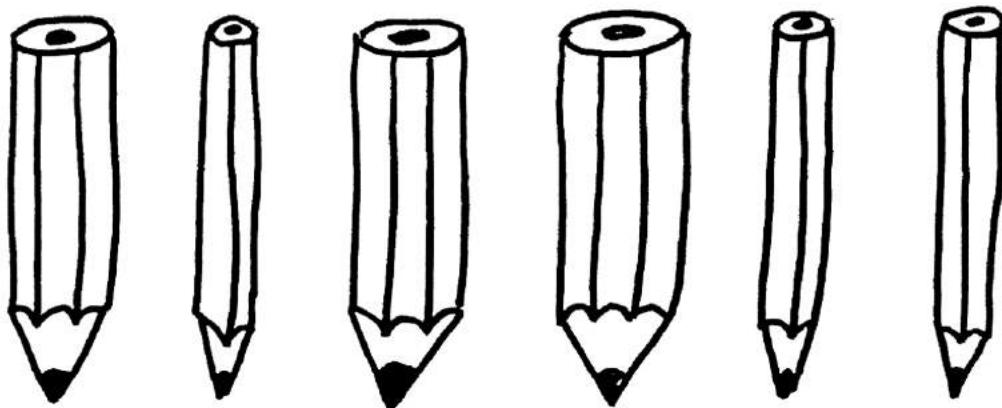
I coloured the car in the tunnel.

Properties and Relationships

Section 6. Size Level IV

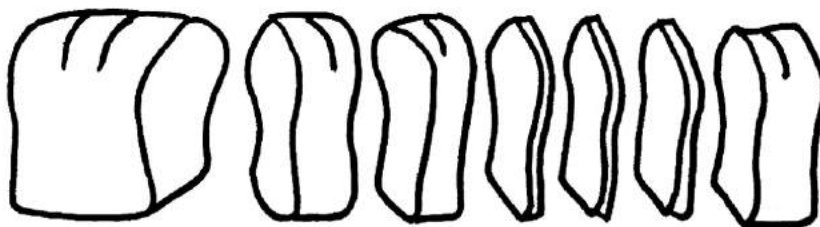
thick

Colour the thick pencils.



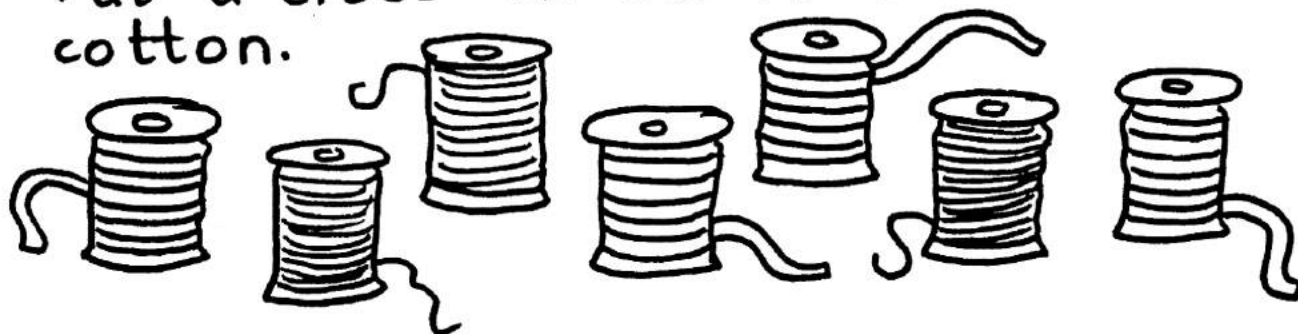
How many thick pencils?

Colour the thick slices of bread.



I coloured the slices.

Put a cross on the reels of thick cotton.



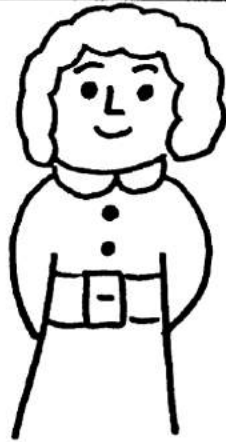
I crossed the reels of cotton.

There are thick things on this page.

Properties and Relationships

Section 6. Size Level IV

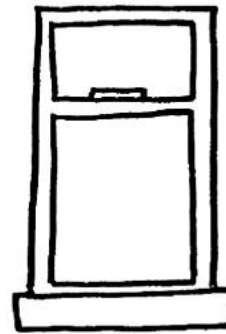
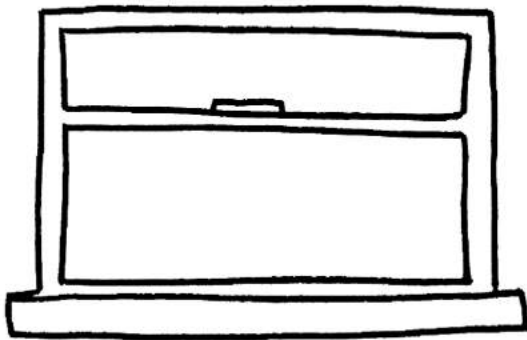
wide



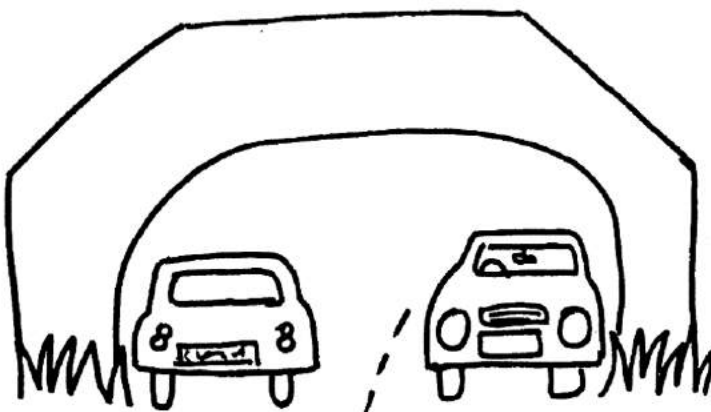
Colour the
woman with
the wide belt.

I coloured the woman with a
belt.

Colour the wide window.



I coloured the window.



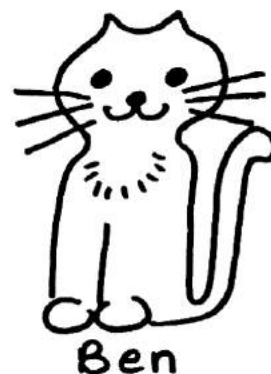
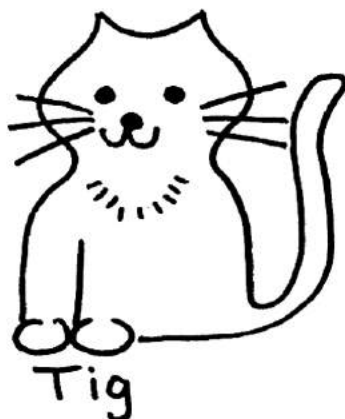
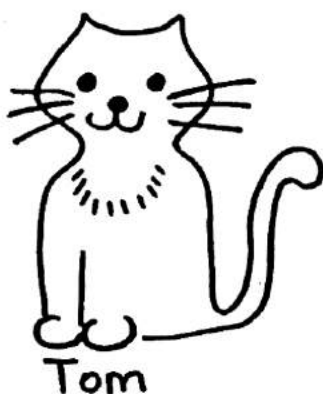
Colour the cars in the wide tunnel.

I coloured the cars in the one.

Properties and Relationships
Section 6. Size Level IV

fatter

Which cat is fatter than Tom?



..... is than

Which cats are fatter than Ben?

..... and are than Ben.



Colour the girl who is fatter than Jo.

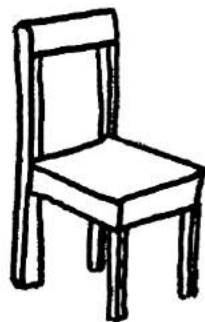
Who is fatter than Kim?

Properties and Relationships
Section 6. Size Level IV

heavier

Find a big book and a little book.

Which book is heavier?

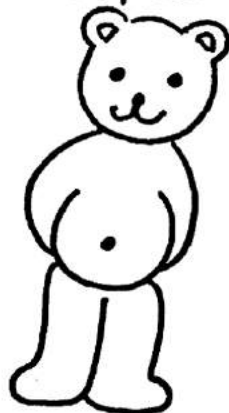


The book
is

Pick up the teacher's chair. Pick
up your chair. Which is heavier?

..... is

boy bear



girl bear



Colour the heavier
bear.

The bear is
..... than the

..... bear.

Who is heavier? You or your
teacher? is

Properties and Relationships
Section 6. Size Level IV

heavier

Find these 2 things



apple



big stone

Are they the same weight?

The is than the
.....

Find these 2 things



box of chalk



lunch box

Are they the same weight?

The is than the
.....

Find



a full
paint pot



sellotape

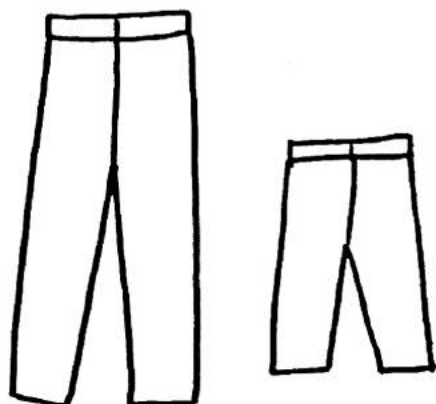
Are they the same weight?

The is than
the

Properties and Relationships
Section 6. Size Level IV

longer

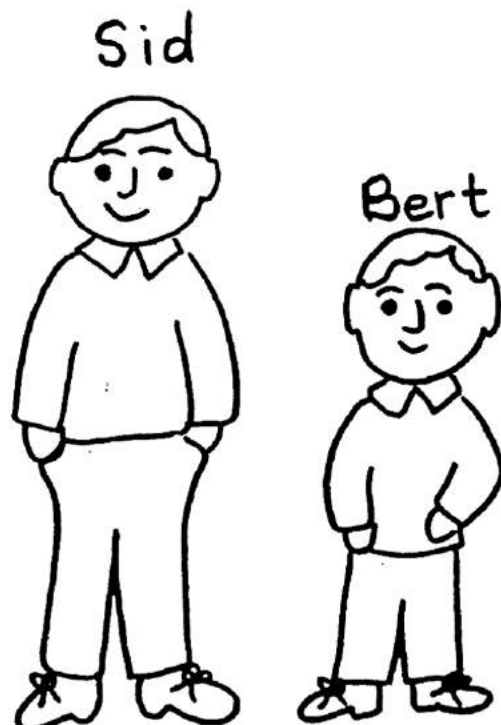
Colour the longer trousers.



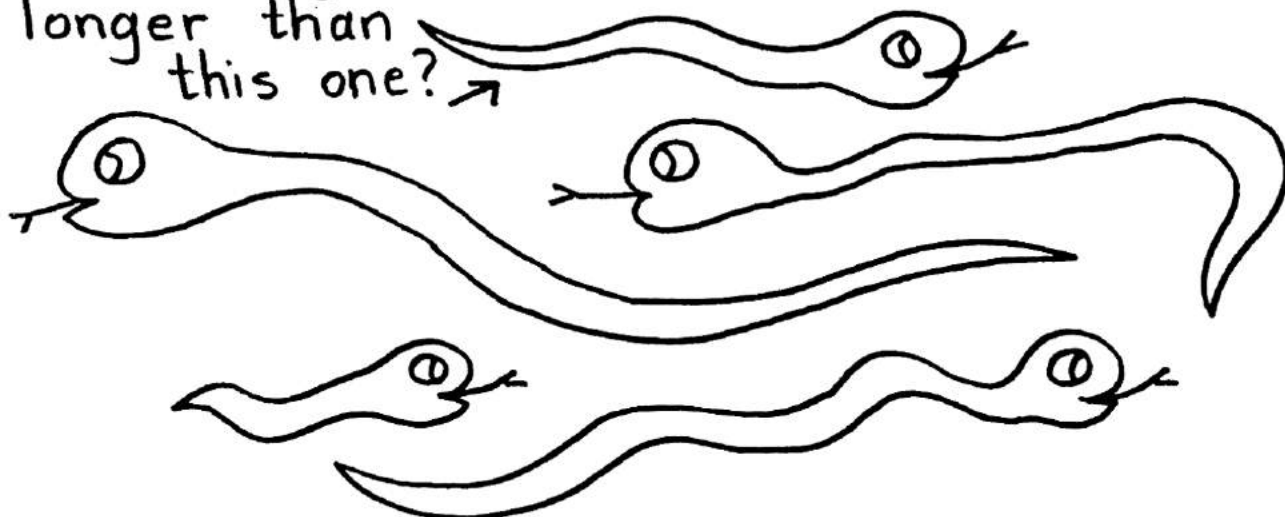
I coloured the
----- trousers.

Who will wear the
longer trousers?

----- will wear the
----- trousers.



How many snakes are
longer than
this one?



☐ snakes are -----

Make this
snake longer. I made it -----

Properties and Relationships
Section 6. Size Level IV

longer

Colour the lines.

_____ black

_____ red

_____ blue

_____ green

_____ yellow

Which line is longer than the yellow line?

The line is than the yellow line.

Which lines are longer than the black line?

The, and lines are than the black line.

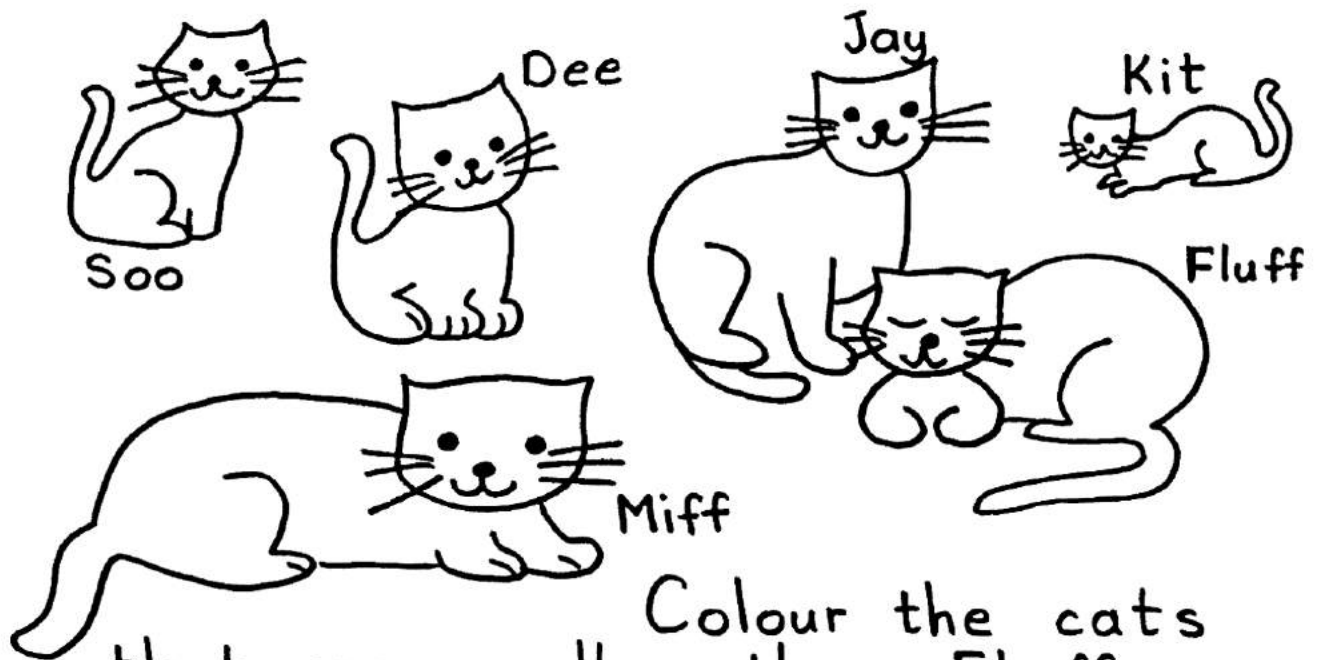
Which lines are longer than the red line?

The and lines are than the red line.

Is the red line longer than the black line?

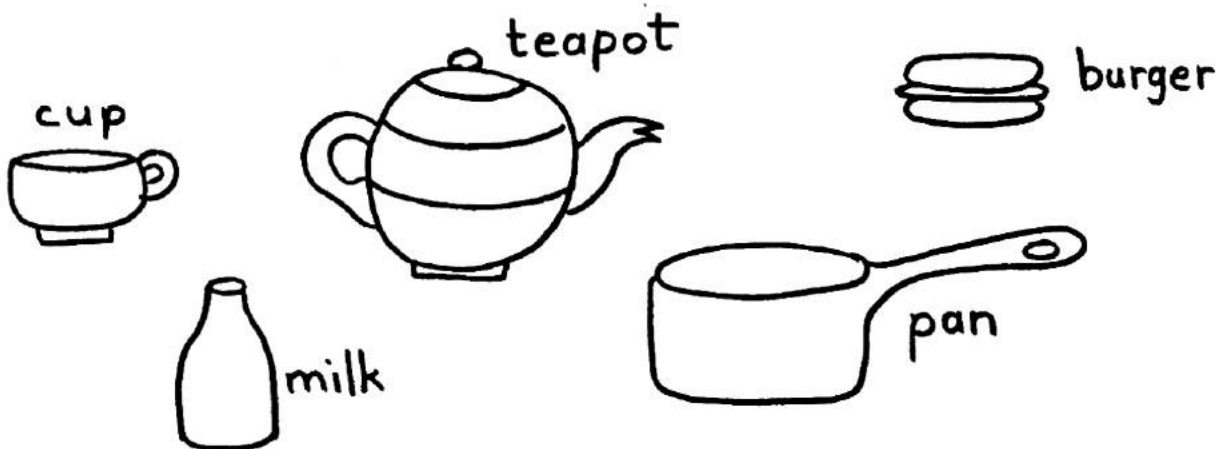
Properties and Relationships
Section 6. Size Level IV

smaller



Which cat is smaller than Soo?

----- is ----- than Soo.



Which things are smaller than the pan? -----



Draw a smaller tree.

Properties and Relationships
Section 6. Size Level IV

smaller

Which boat has a smaller flag?



Boat number has a flag.

Give Emma smaller shoes than Kate.

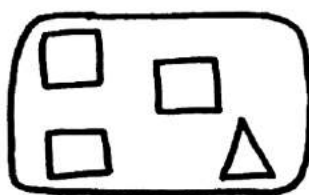


..... has
..... shoes
than

Which set is smaller? A or B?

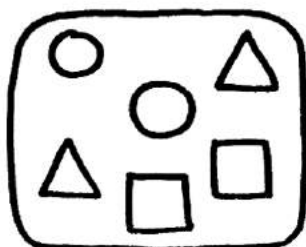


A

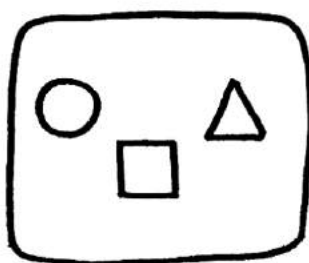


B

..... is
.....



A



B

..... is
.....

Properties and Relationships
Section 6. Size Level IV

lightest

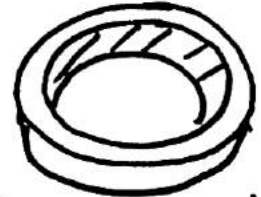
Find these things and put them on your table.



A story book



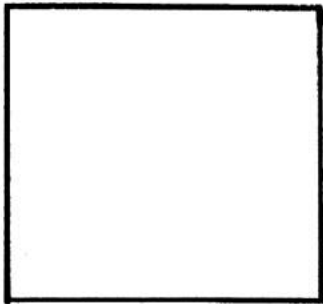
A pencil



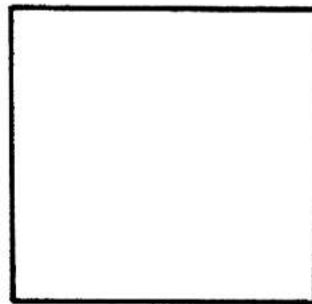
Some sellotape.

Which is the lightest ?

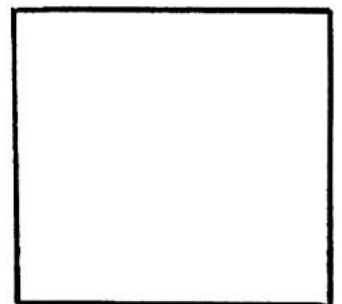
Find 3 light things in the classroom. Draw them. Name them.



.....



.....



.....

Which is the lightest ?

The is the



feather



cup



spoon



scissors

Which is the lightest ?

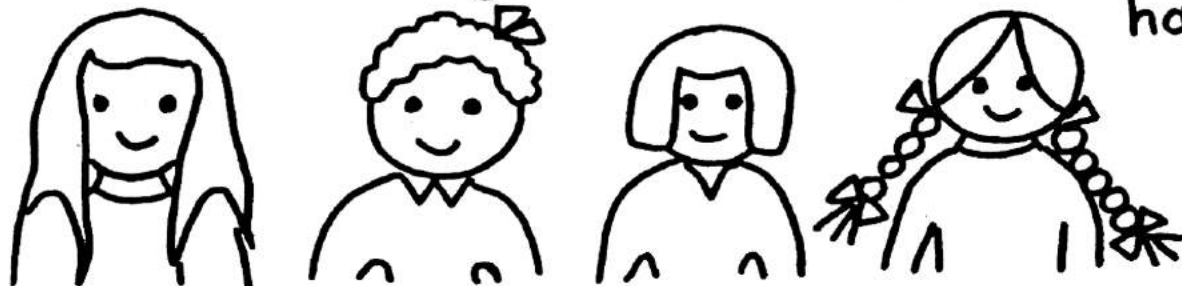
The is the

Properties and Relationships

Section 6. Size Level I

shortest

Colour the girl with the shortest hair.

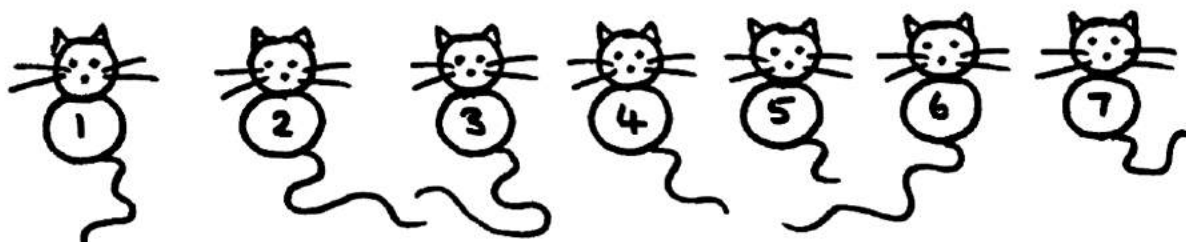


I coloured the girl with the hair.



Colour the flower with the shortest stalk.

I coloured the flower with the stalk.

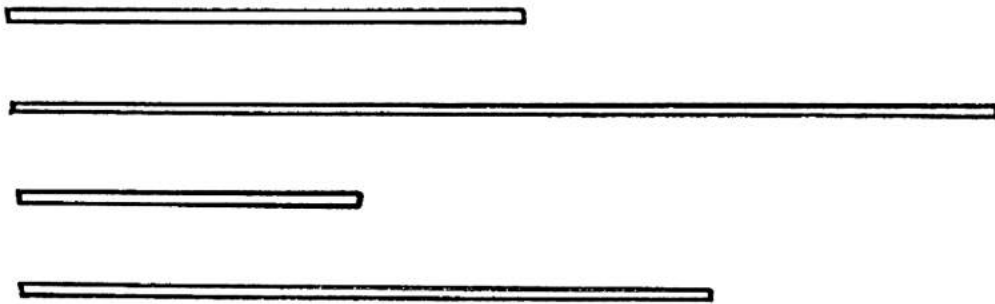


Which cat has the shortest tail?
Number

Properties and Relationships
Section 6. Size Level IV

shortest

Colour the shortest line.



I coloured the line.

Find a ruler, a pair of scissors
and a pencil.

The is the

Draw 3 snakes of different
lengths.

Colour one blue, one yellow, one red.

Which is the shortest? The
snake is the

Who is the shortest in your class?

..... is the

Properties and Relationships
Section 6. Size Level IV

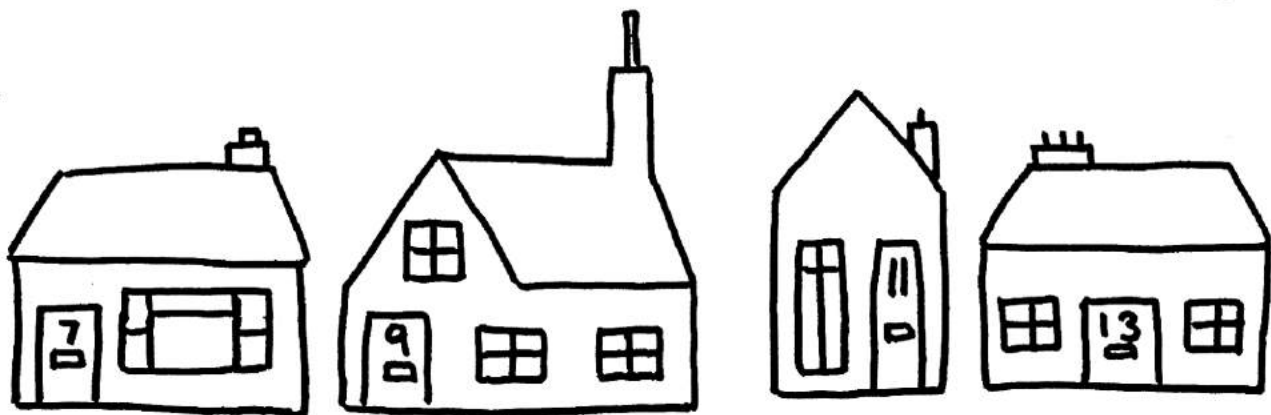
tallest

Colour the tallest tree.



I coloured the tallest tree.

Which house has the tallest chimney?



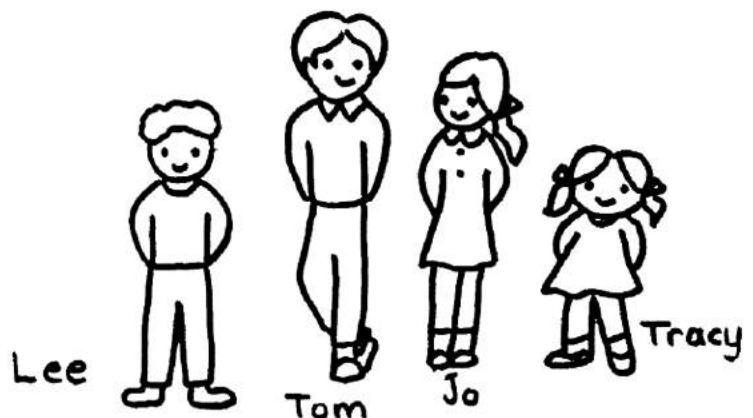
Number has the chimney.

Number has the window.

Number is the house.

Who is the tallest?

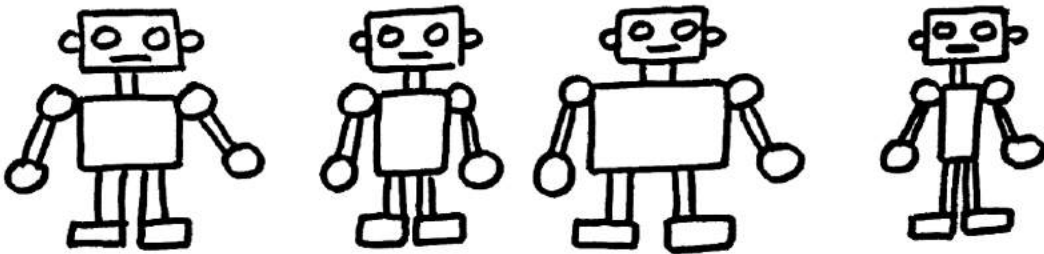
..... is the tallest.



Properties and Relationships
Section 6. Size Level IV

thinnest

Colour the thinnest robot.



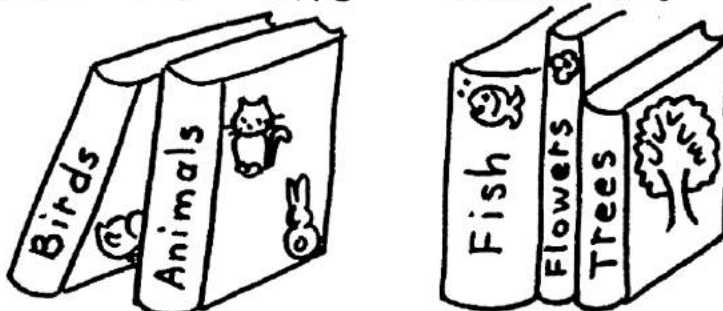
I coloured the robot.

Give the thinnest rabbit the thinnest carrot.



I gave the carrot to the
..... rabbit.

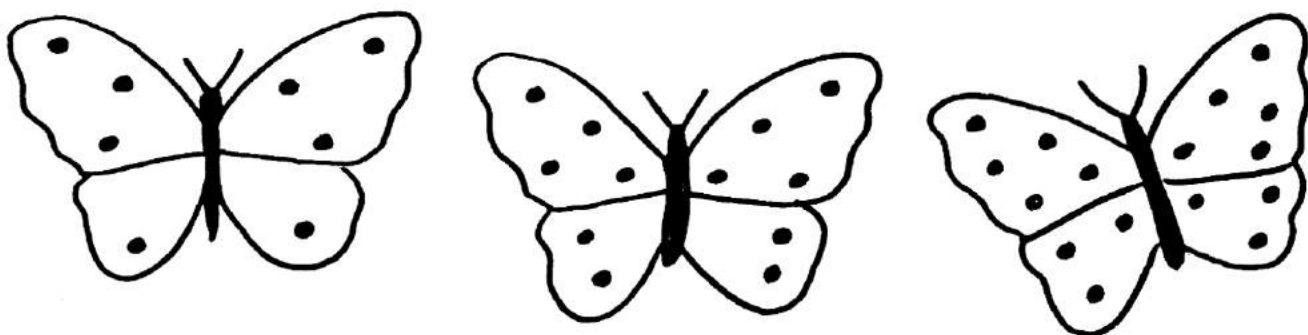
What is the thinnest book called?



The thinnest book is called
..... is the book.

Properties and Relationships.
Section 8. Quantity Level IV

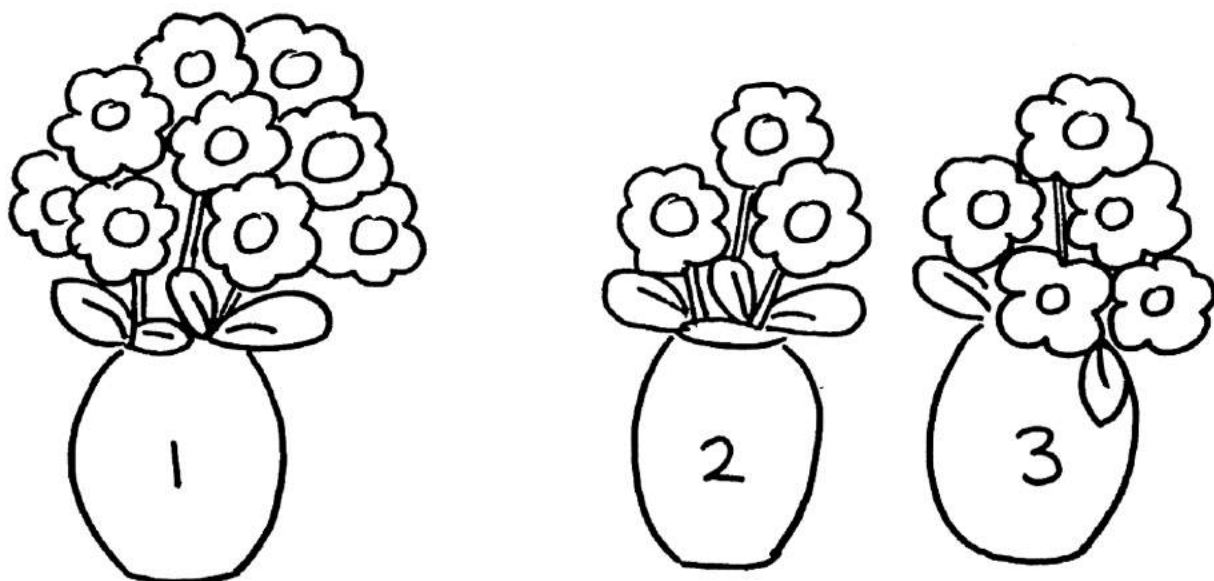
fewest



Colour the butterfly with the fewest spots.

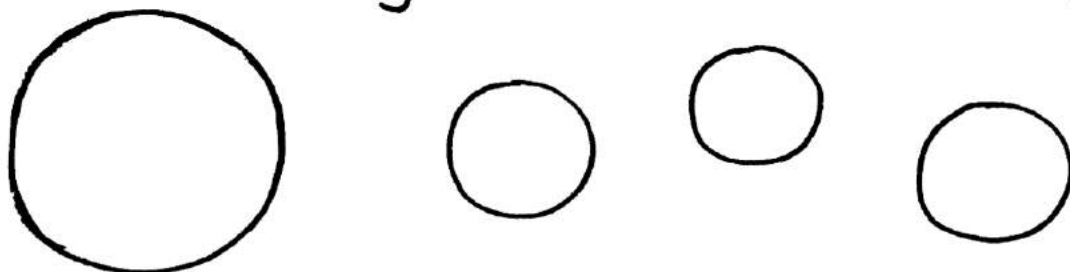
The butterfly I coloured has the spots.

Which vase has the fewest flowers?



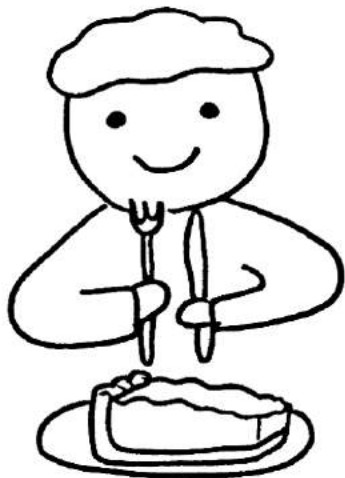
Vase number has the

Give the big ball the fewest spots.



Properties and Relationships
Section 8. Quantity Level IV

less

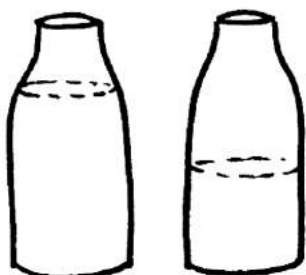


The girl is not smiling because she has pie than the boy.

Feed the dog and the cat. Give the cat less than the dog.



The has
..... than the



Colour the bottle with less milk in it.

I coloured the bottle with milk in it.

Properties and Relationships
Section 8. Quantity Level IV

less

Colour the boy with less dirt on his face.



Lee



Mark

I coloured He has dirt on his face.

Colour the girl who has done less writing.



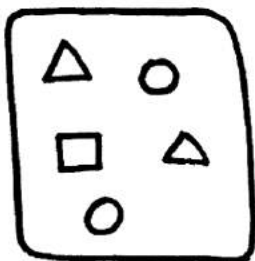
Lauren



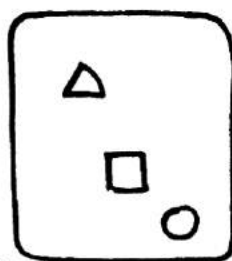
Ka

I coloured She has done writing than

Which set has less in it?

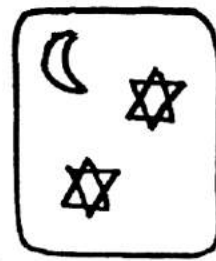


1

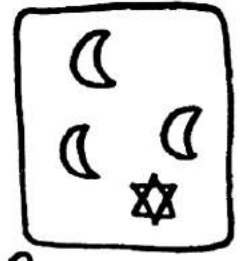


2

..... has



A

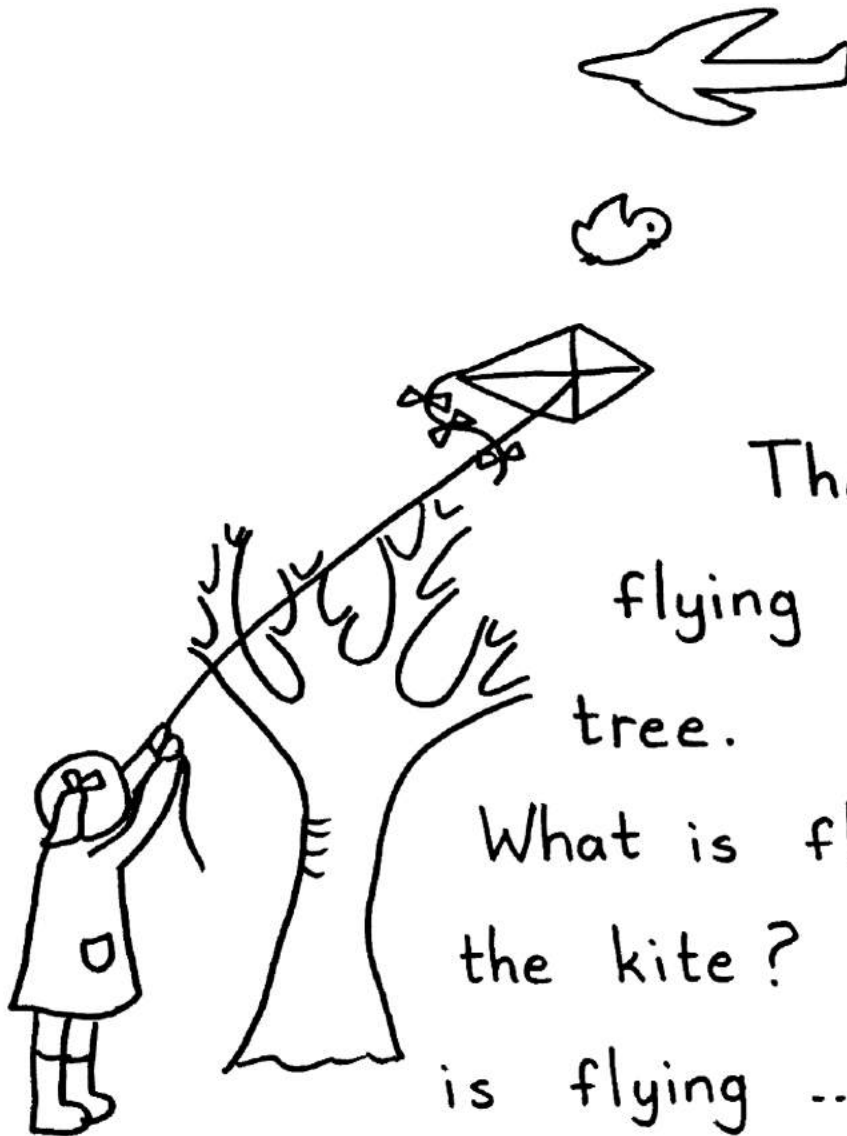


B

..... has

Properties and Relationships
Section 9. Space Level IV

above



The kite is
flying the
tree.

What is flying above
the kite? A
is flying the

kite. An is flying
..... the bird.

Draw a fly above the duck.



The fly
is
the duck.

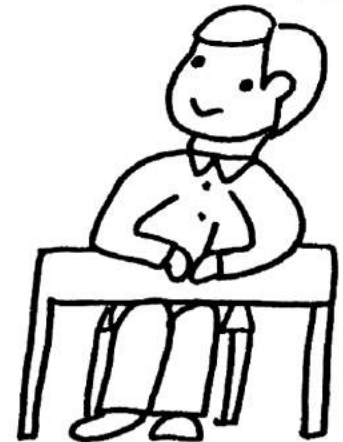
Properties and Relationships
Section 9. Space Level IV

across

Amy

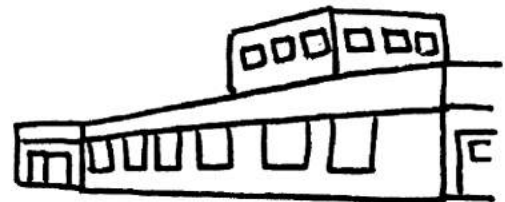
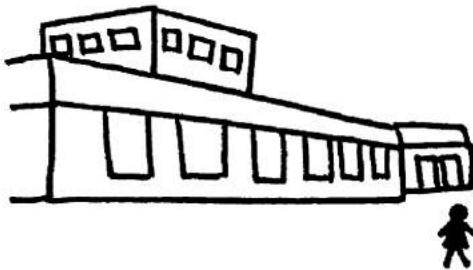


Tom



Amy is throwing a paper plane

----- to -----



The teacher is walking -----
the playground.



The teacher tied some string -----
the classroom. The mobiles are hanging
----- the classroom.

Properties and Relationships
Section 9. Space Level IV

against



The ladder is
leaning
the



Colour the person whose
desk is against the wall.
I coloured 's desk. It is
the wall.

Draw a cat, rubbing
against mum's legs.

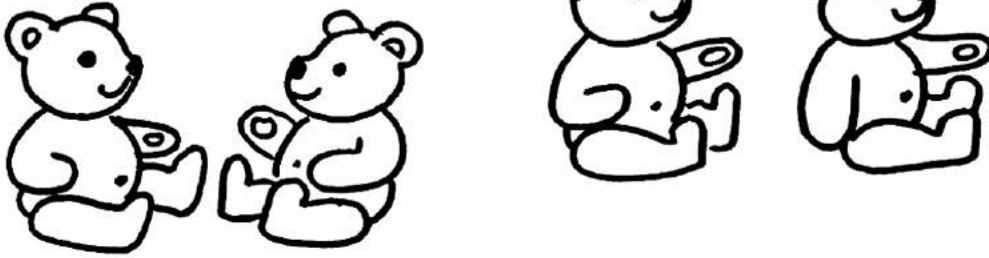
My cat is rubbing Mum's legs.

Properties and Relationships

Section 9. Space Level IV

facing

Colour the bears that are facing each other.

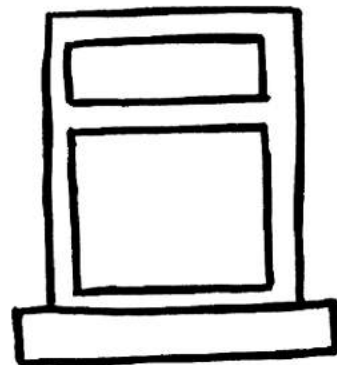


I coloured the bears that are
..... each other.



The girl is facing the

Draw a cat facing the window.



My cat is the window.

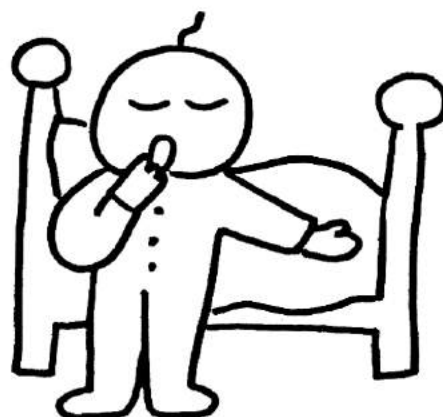
Properties and Relationships.
Section 10. Time Level IV

early



Sue is up
to get to school
on time.

The baby is
tired so he is
going to bed
.....

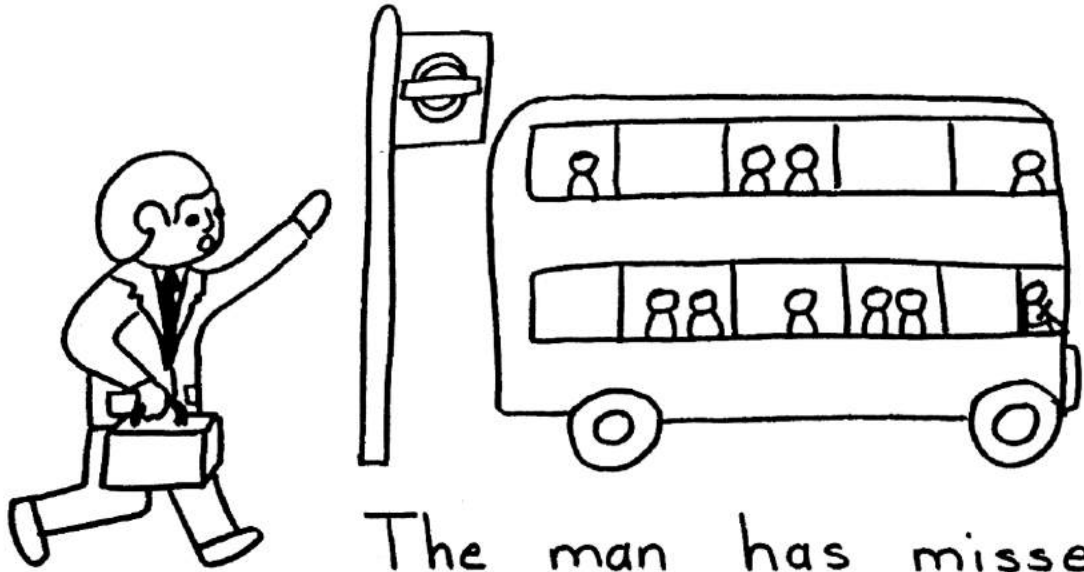


The teacher gets to
school to
get the classroom
ready.

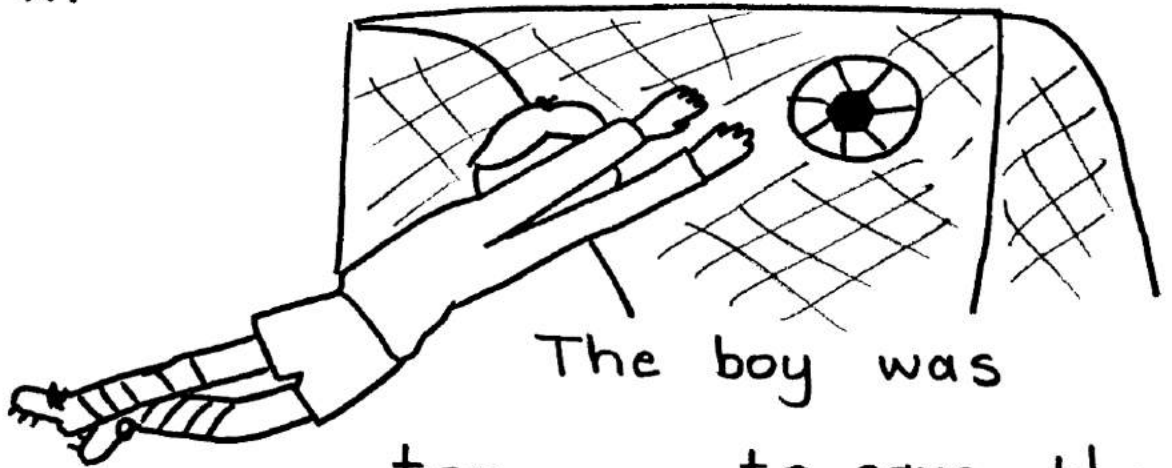
When are you early?

Properties and Relationships
Section 10. Time Level IV

late



The man has missed the bus. Now he will be for work.



The boy was too to save the goal.



Grandad dropped his glasses - too
....., the dog
ran off with them.

Properties and Relationships
Section 12. Personal Qualities Level IV

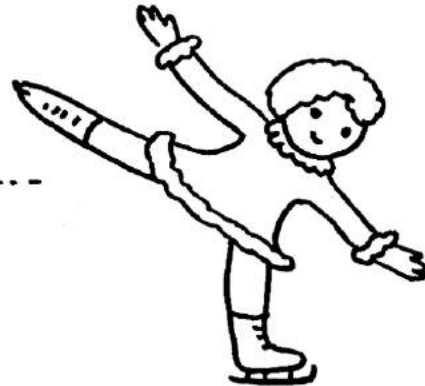
clever

The dog can catch a stick.



The dog is

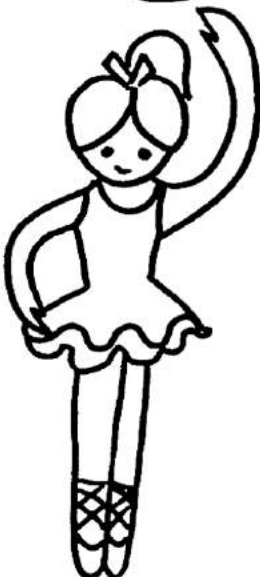
The girl is
at skating.



The man is
at mending the car.



Who is clever at
dancing?



Who is clever
at football?

Properties and Relationships
Section 12. Personal Qualities Level IV

excited

It is Tom's birthday.



Tom is

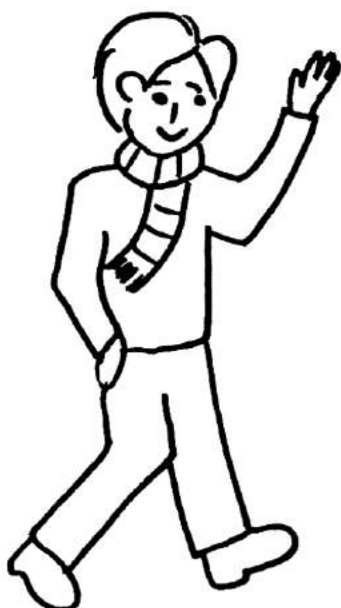
Sarah gets

..... at

Christmas.



Do you get excited at Christmas?



John is going to
a football match.

He is

Properties and Relationships
Section 12. Personal Qualities Level IV

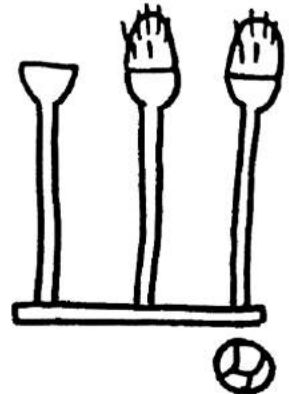
pleased



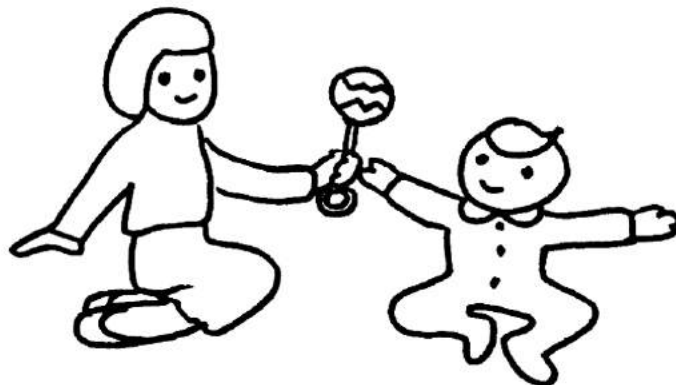
The boy is

.....

because he has
won a coconut.



The girl is kind to the
baby.



Mum is The baby
is

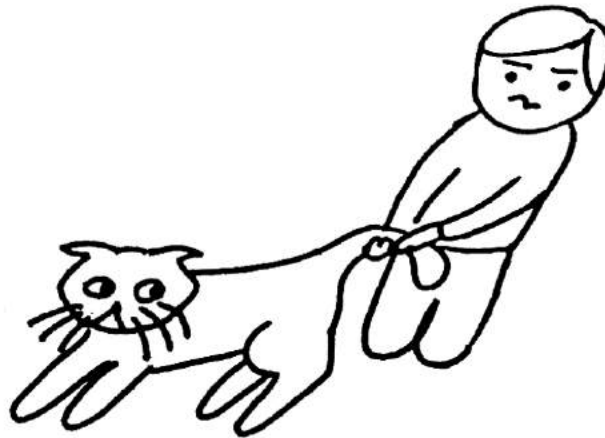
What can you do
to make your Mum
pleased?

.....
.....

Draw your
Mum looking
pleased.

Properties and Relationships
Section 12. Personal Qualities Level IV

unkind

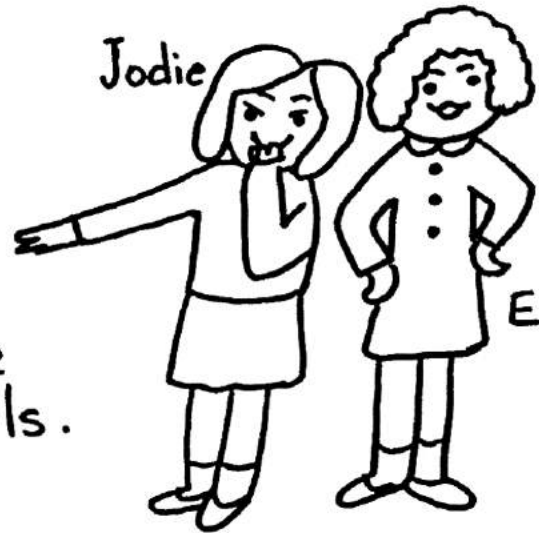


The boy is
being
to the



Kim

Colour the
unkind girls.



Jodie

Emma

I coloured and They
are being to



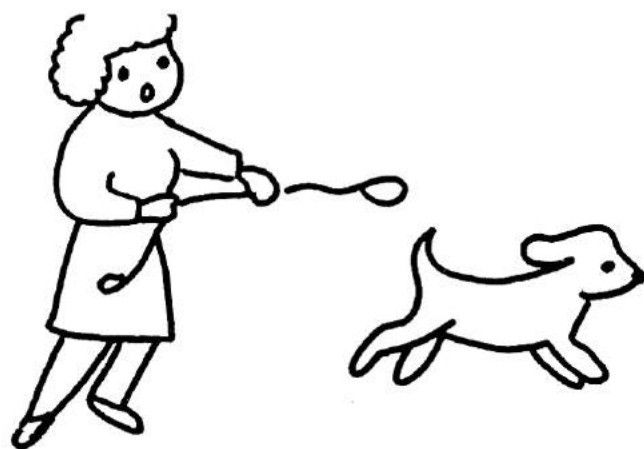
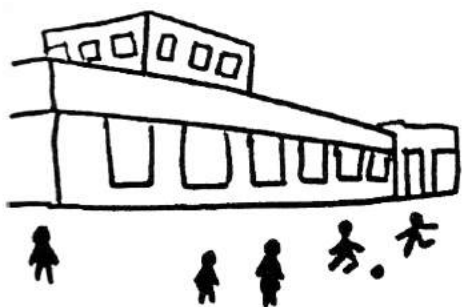
Mark



David

Colour
the unkind
boy.

I coloured He is being
..... to



My



Concept
Consolidation



Book

Term Year

Concepts I have worked on this term.

.....

.....

.....

.....

.....

.....



.....

.....

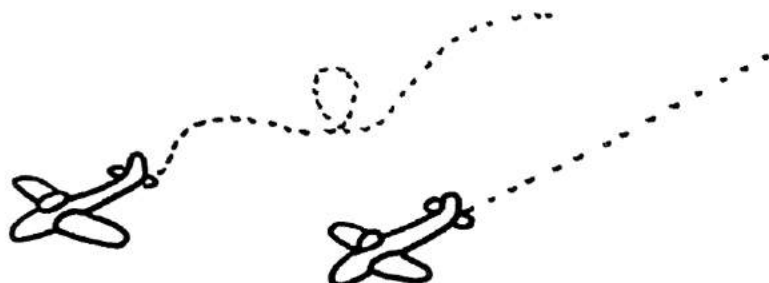
.....

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Name





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