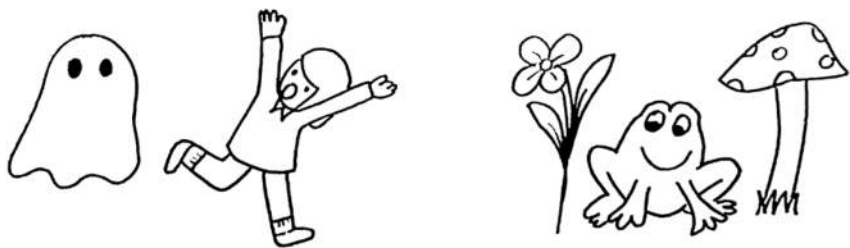



PORIC



Concept Consolidation Book 2



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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PORIC

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

Contents

Concepts in this book are in the following order.

different
new
furry
rough
warm
cross (shape)
light (weight)
short
tall
thin
bigger
fattest
heaviest
longest
smallest
about
both
every
few
most
nearly
only
backwards
between
in between
far
front
high
low
middle
side
together
always
before
cross (emotions)
frightened
kind
thirsty

Properties and Relationships
Section 1. Quality Level III

different

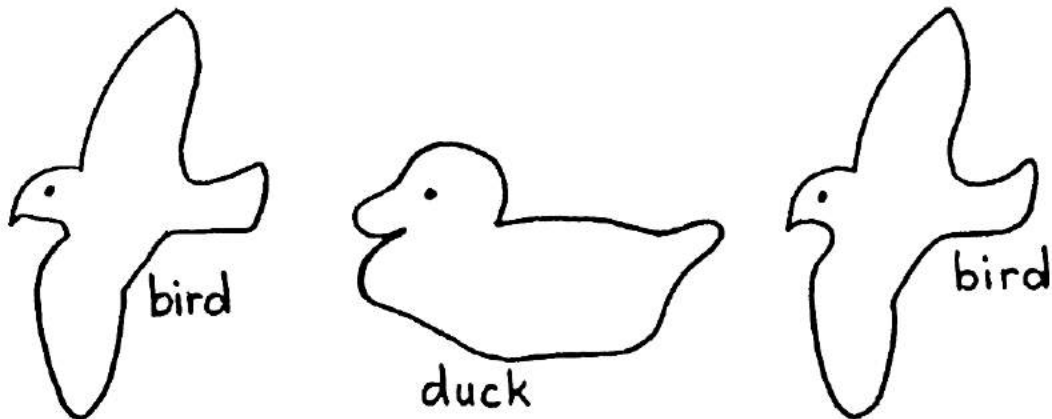
Colour the picture that is different.



I coloured the fish that is

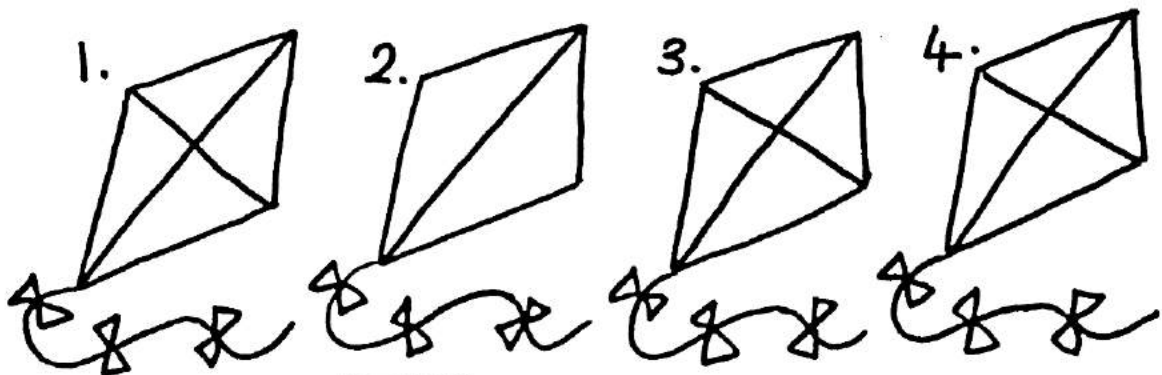
.....

Colour the one that is different.



The is

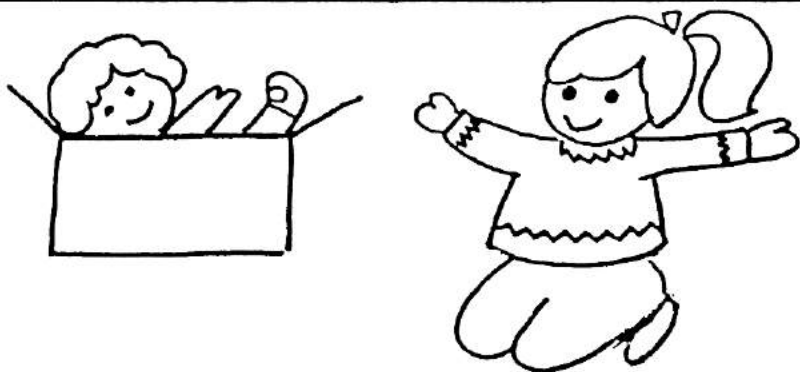
Colour the kite that is different.



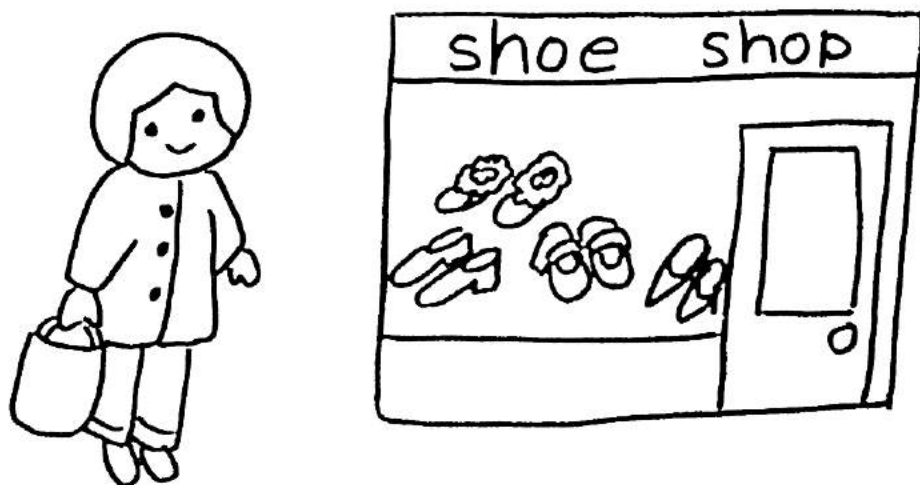
Number is

Properties and Relationships
Section 1. Quality Level III

new

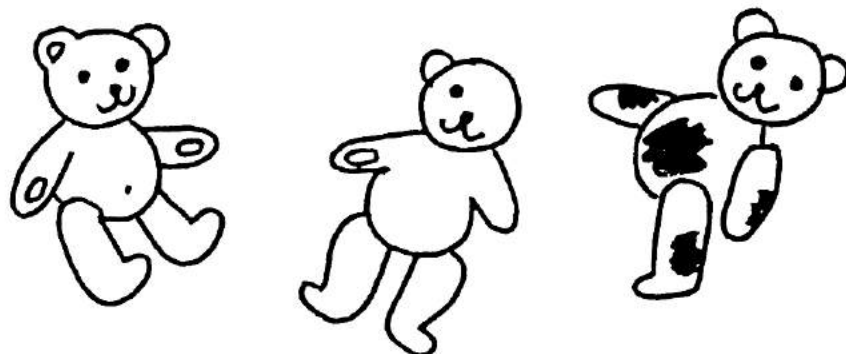


The girl has got a doll.



The girl is going to the shoe shop to
get some shoes.

Colour the new teddy.



I coloured the teddy.

Properties and Relationships
Section 3. Texture Level III

furry

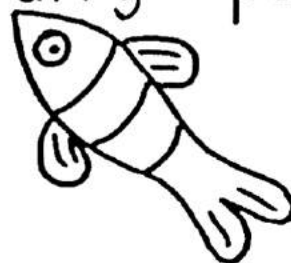
Colour the furry pets.



rabbit



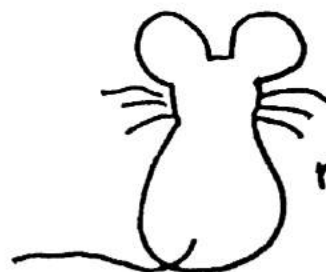
cat



fish



snake



mouse

Which pets are furry?



Colour the toy that feels furry.



car

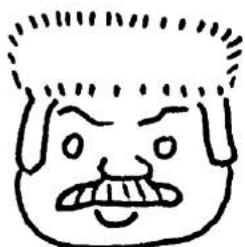


teddy



doll

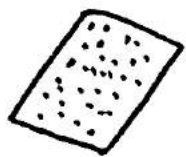
The feels



This Russian man is wearing a hat.

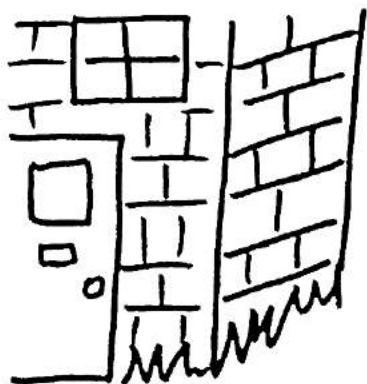
Properties and Relationships
Section 3. Texture Level III

rough



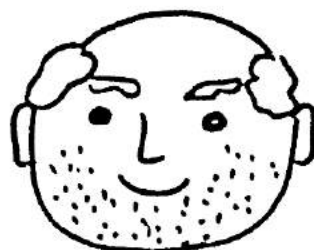
Ask your teacher for a piece of sandpaper.

Sandpaper feels



Bricks feel

When Dad forgets to shave his chin feels



tree

apple



leaf



glass



pencil



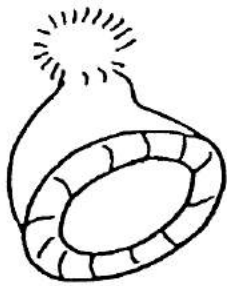
shell

Colour the things that feel rough.

I coloured the things that feel

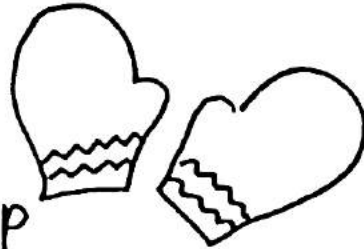
Properties and Relationships
Section 3. Texture Level III

warm

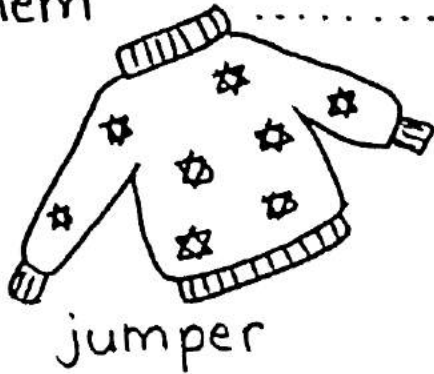


A hat keeps your
head

We put
on our hands to keep
them



mittens



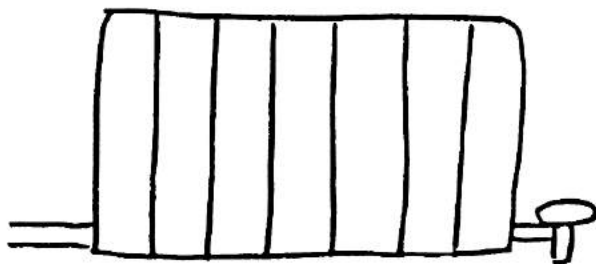
jumper

A keeps
our body

Sit in front of the
..... to get



fire

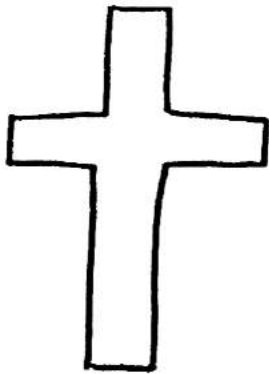


a radiator

We have
to keep the
room

Properties and Relationships
Section 5. Shape Level III

cross



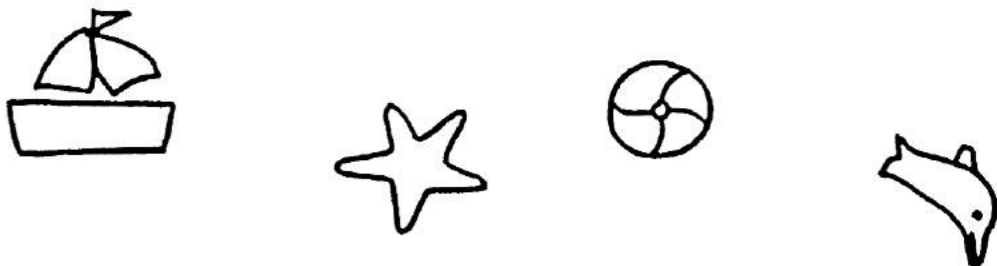
Jesus died on
a

Put a ring round the cross.

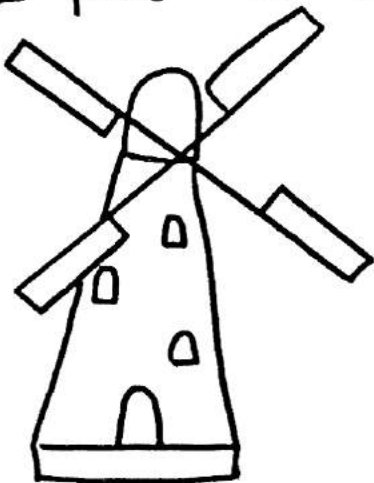


I put a ring round the

Put a cross on the starfish.



I put a on the starfish.



The sails on a
windmill are in
the shape of a
.....

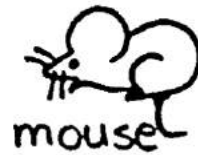
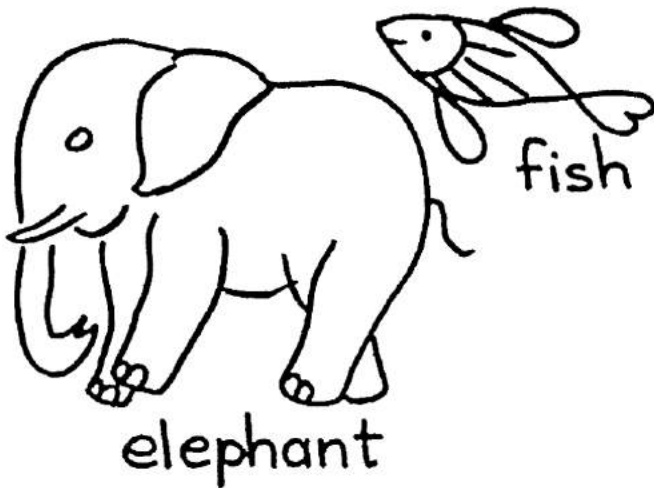
Properties and Relationships
Section 6. Size Level III

light



Find a straw. Is it heavy? No, it is

Tick the animals that are light.

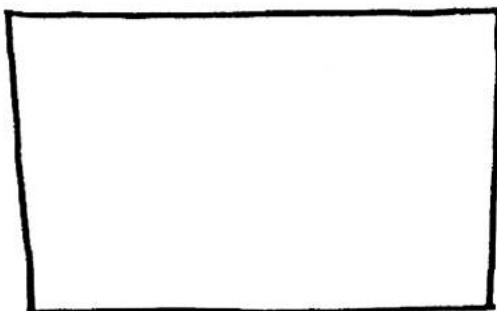


The is and the is



Look at your pencil. Is it light?

Find something light. Draw it.



I drew a

.....

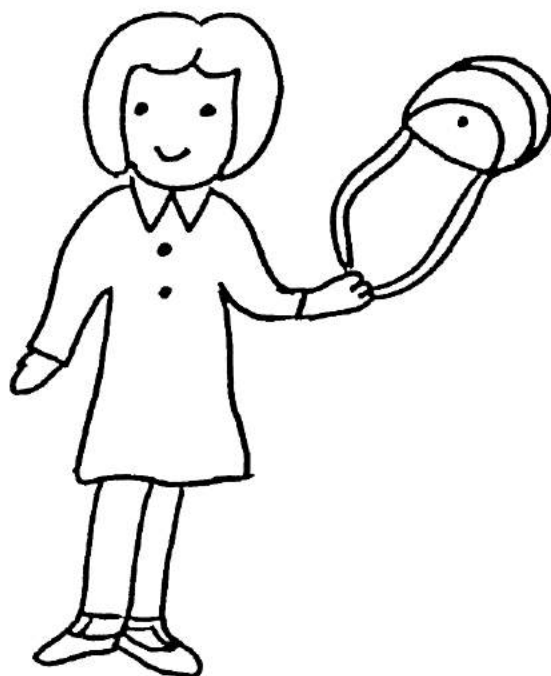
It is

Properties and Relationships.
Section 6. Size Level III

light

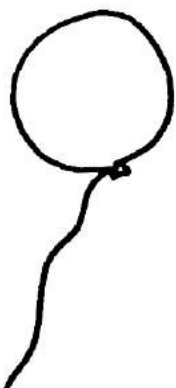


Is this man's
case light?
.....



Is the girl's bag
light?

Colour the light things.



balloon



bed



apple

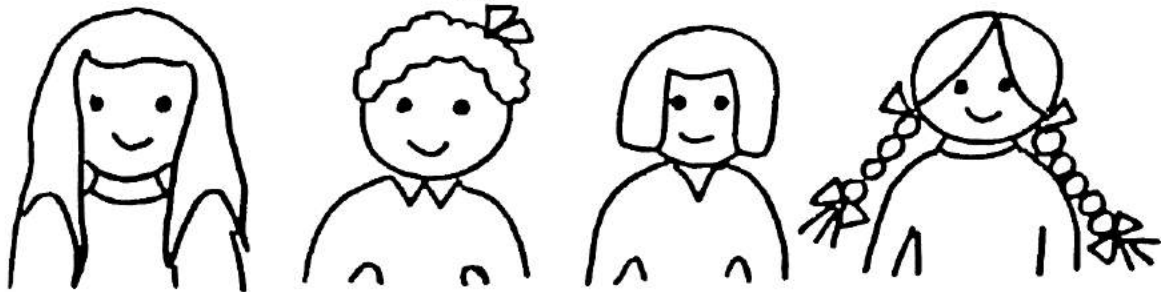
A is

An is

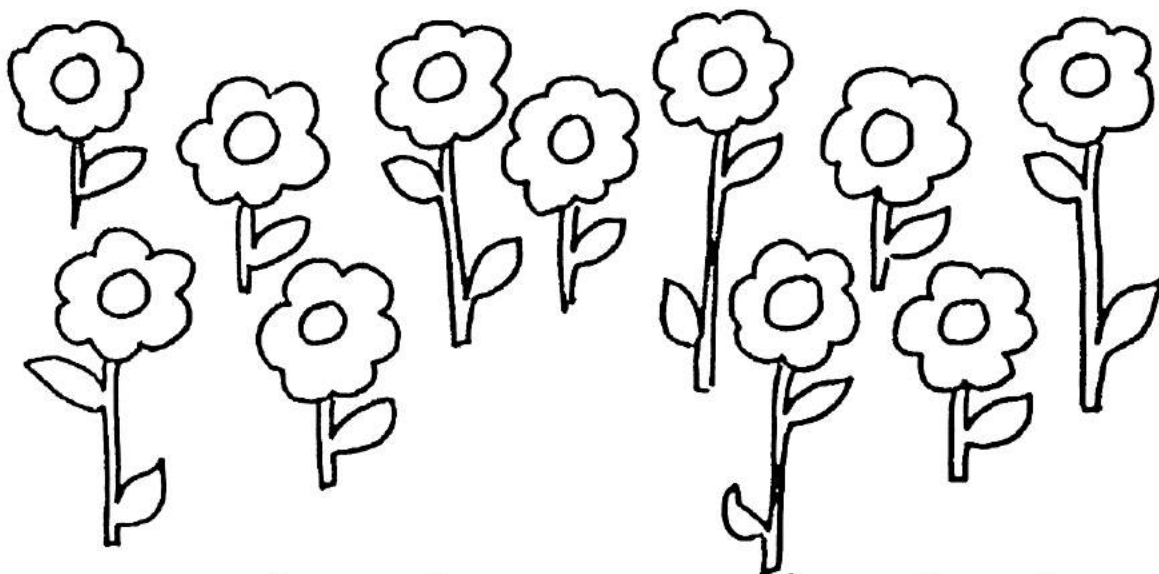
Properties and Relationships
Section 6. Size Level III

short

Colour the girls with short hair.

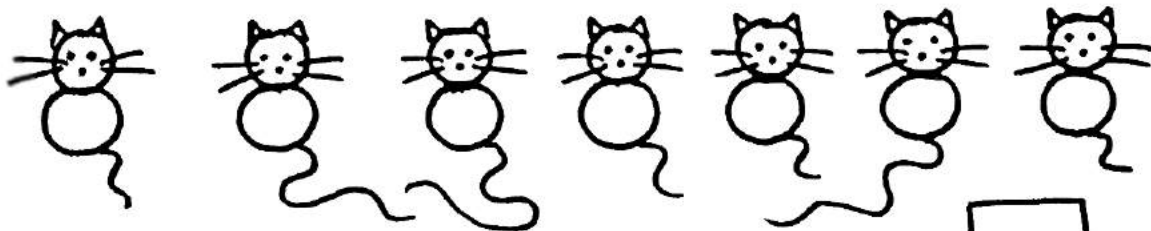


I coloured the girls with hair.



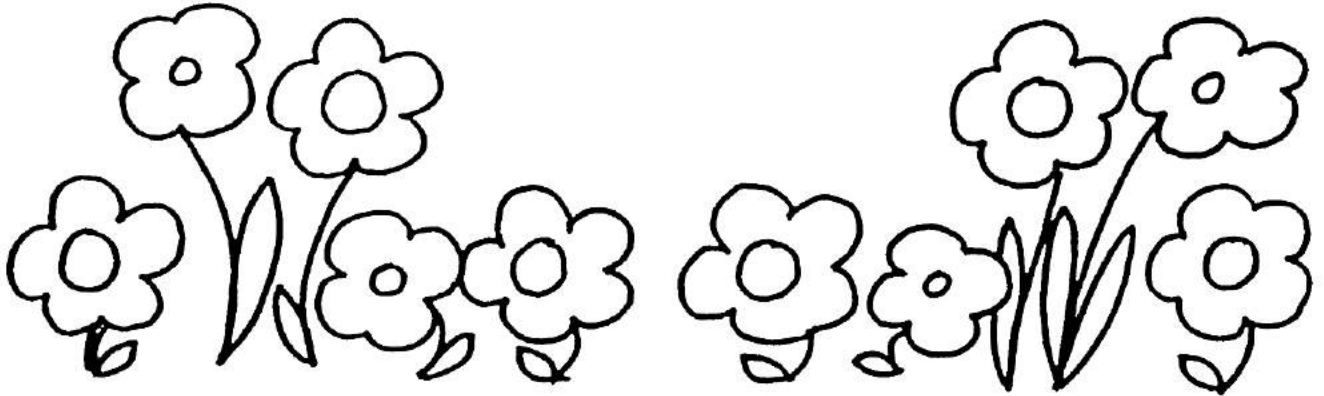
Colour the flowers with short stalks.

I coloured the flowers with stalks.



How many cats have short tails?

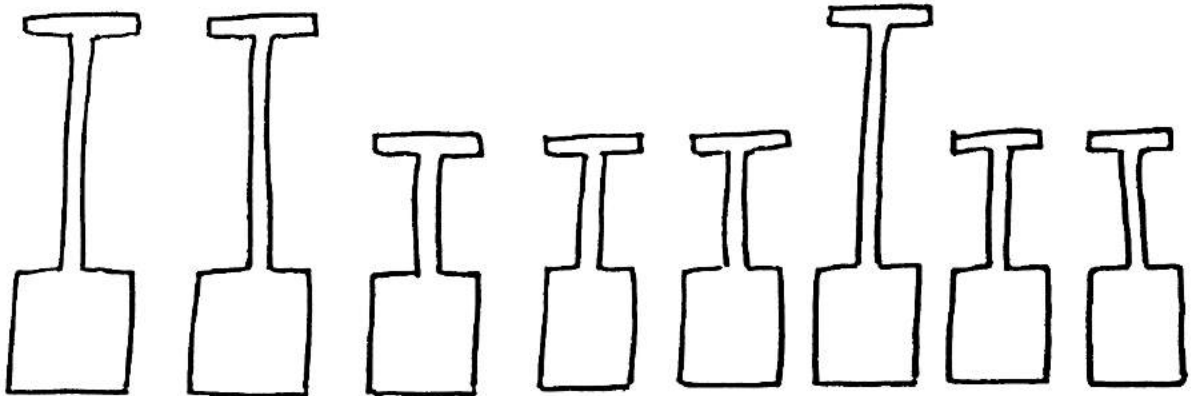
Colour the short flowers.



I coloured the flowers.

How many short flowers?

Colour the spades with short handles.



I coloured the spades with

handles. How many spades with

short handles?

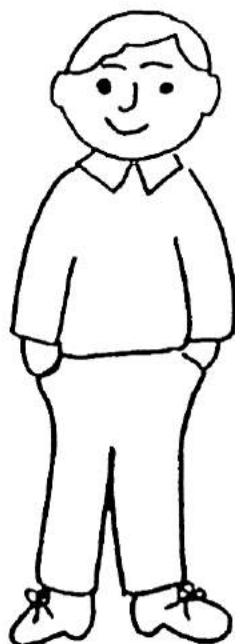
Draw a short snake.

This is my snake.

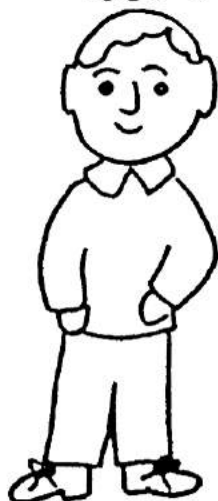
Properties and Relationships
Section 6. Size Level III

tall

Sid

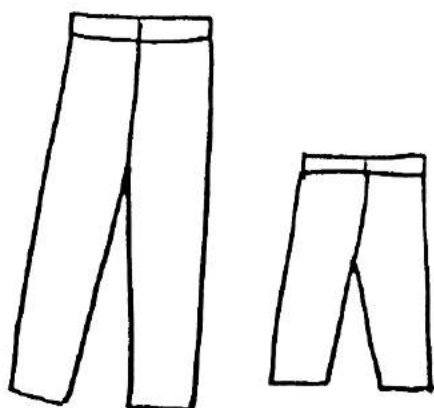


Bert



Colour the tall man.

The tall man's name is
..... is

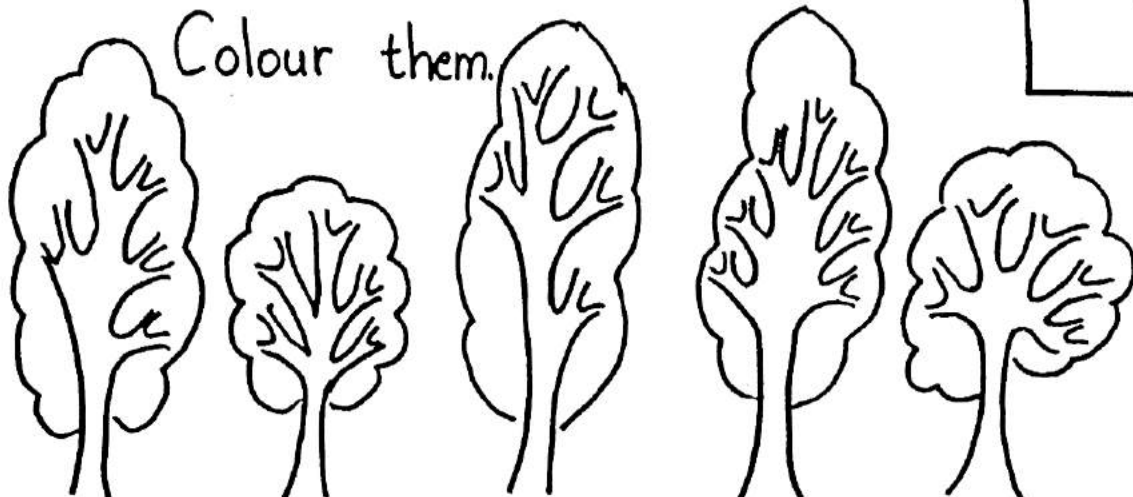


Colour the trousers that belong to the tall man.

How many tall trees?



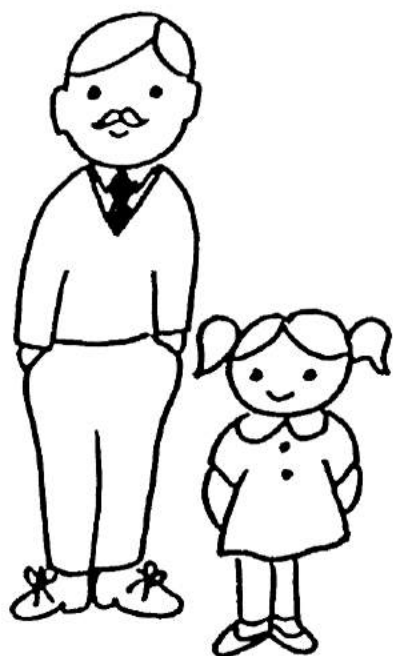
Colour them.



I coloured the trees.

Properties and Relationships
Section 6. Size Level III

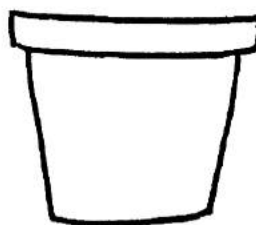
tall



The man is

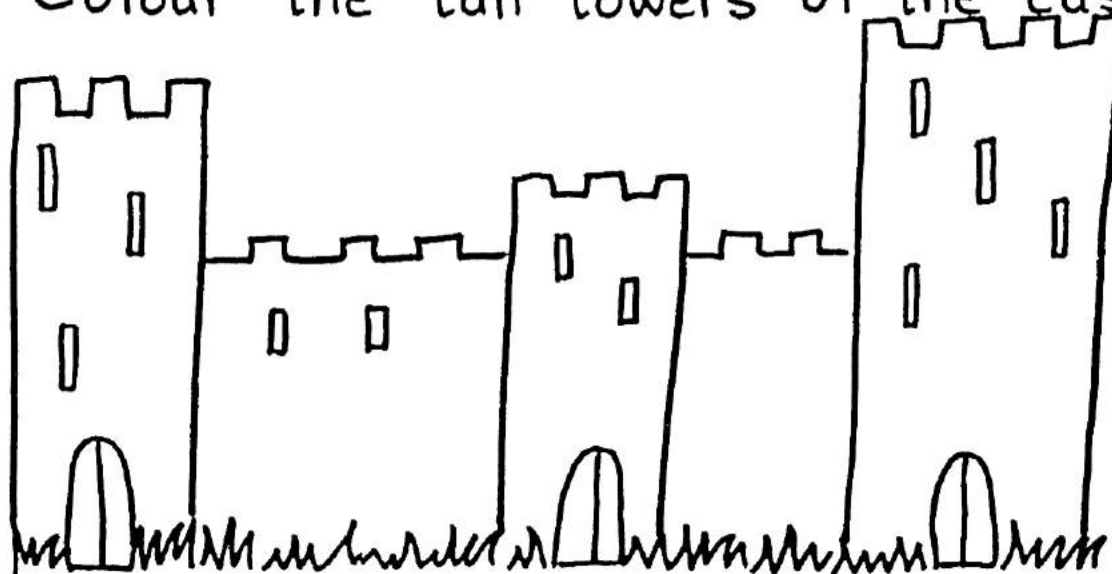
The girl is not

Draw a tall flower
in the flower pot.



My flower is

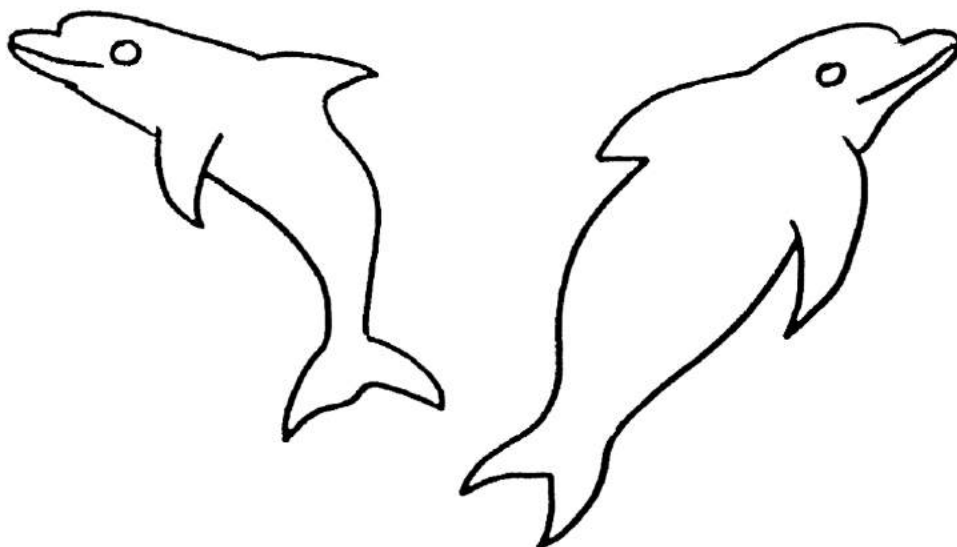
Colour the tall towers of the castle.



I coloured the towers.

Properties and Relationships
 Section 6. Size Level III

thin



Colour the thin dolphin.



Give Sue thin arms.

Sue has arms.

Give Sue thin legs.

Sue has legs.

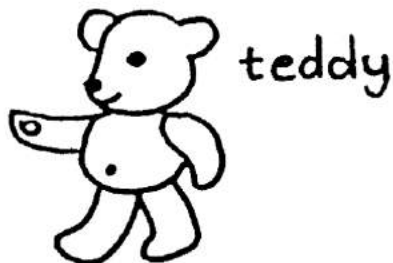
Draw a thin snake.

I drew a snake.

Properties and Relationships.
Section 6. Size Level III

bigger

Are the doll and the teddy the same size?



The is than the
.....

Draw a ball bigger than this one.



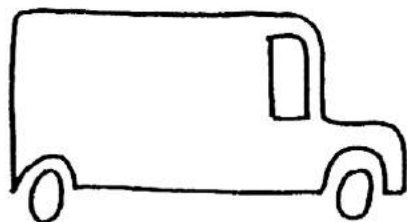
I drew a ball.

Colour the tree that is bigger.



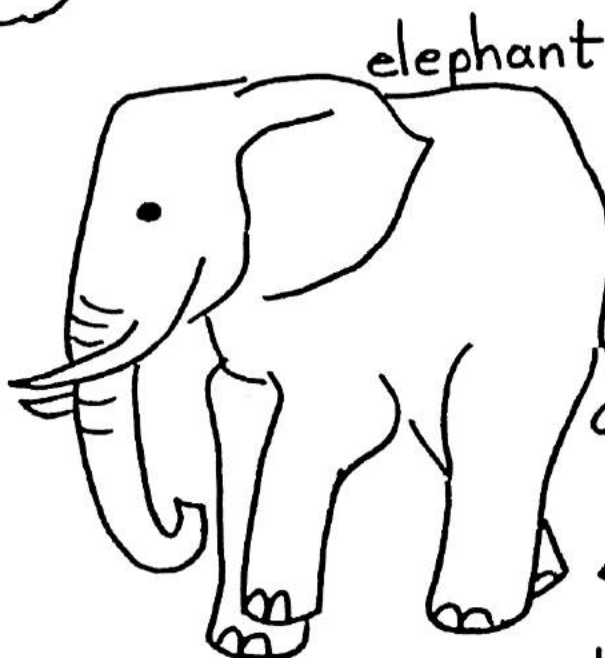
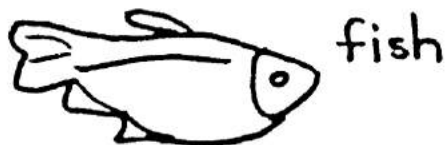
I coloured the
..... tree.

The van is
than the car.



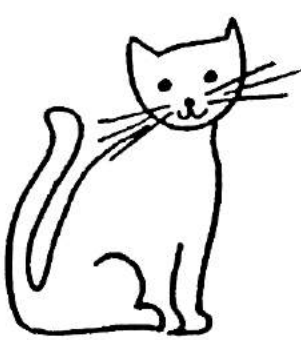
Properties and Relationships.
Section 6. Size Level III

bigger

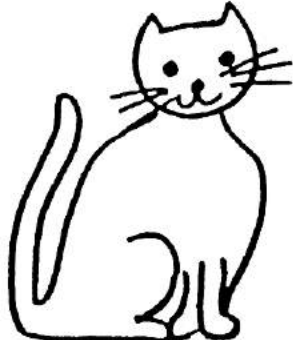


1. Which things are bigger than the drum?
2. Which things are bigger than the fish?
3. Is the cup bigger than the drum?
.....

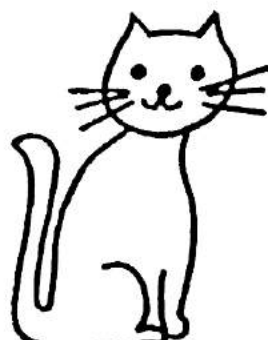
Colour the fattest cat.



Tim



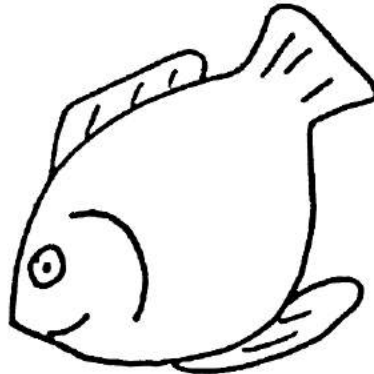
Tom



Mog

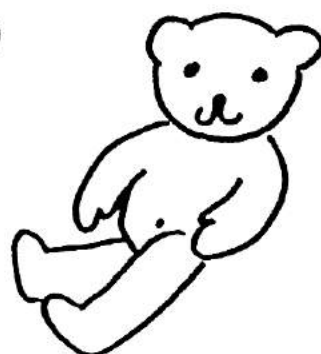
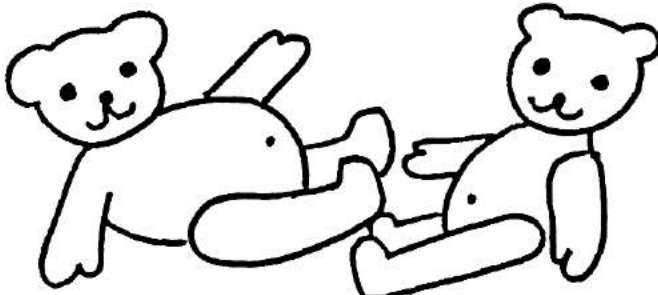
Tom is the cat.

Give the fattest fish some spots.



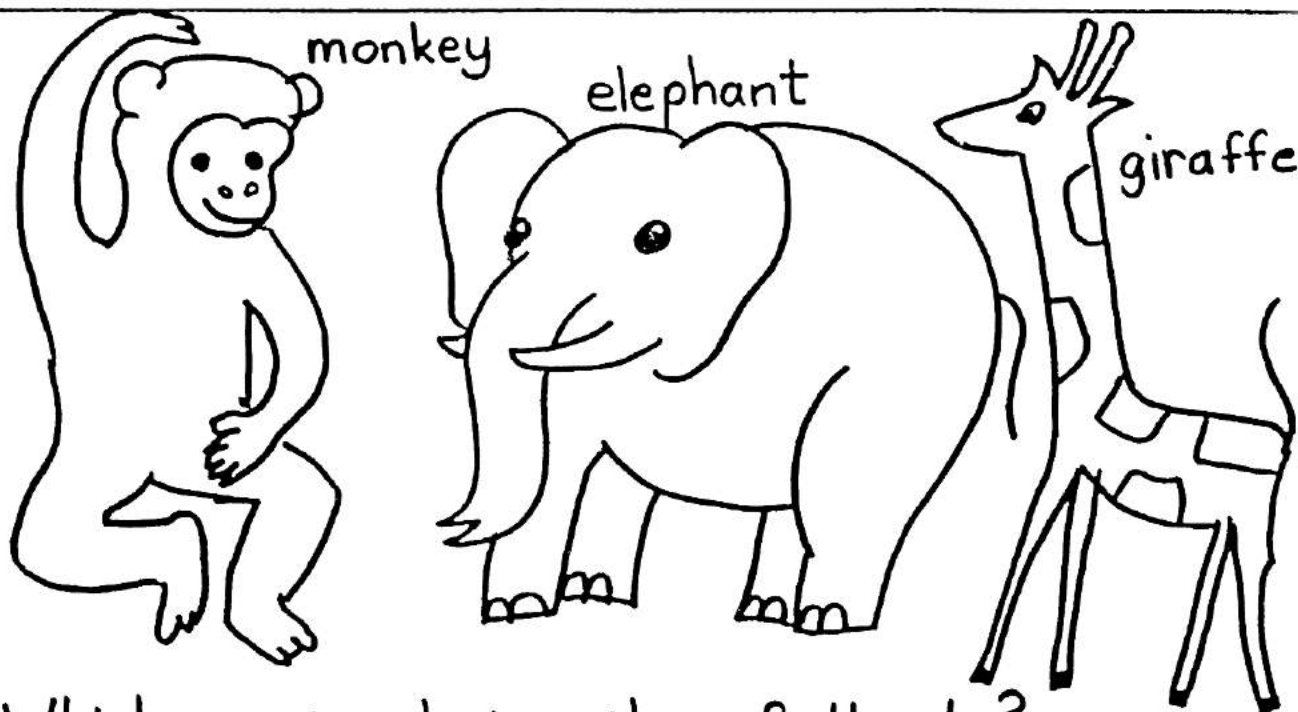
The spotty fish is the

Give the fattest teddy a hat.



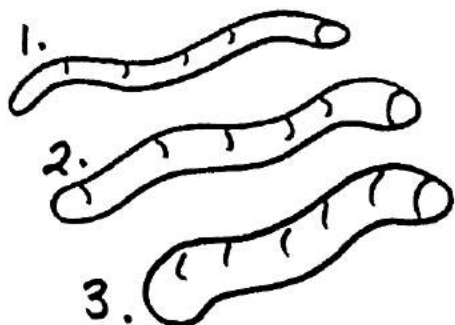
Properties and Relationships
Section 6. Size Level III

fattest



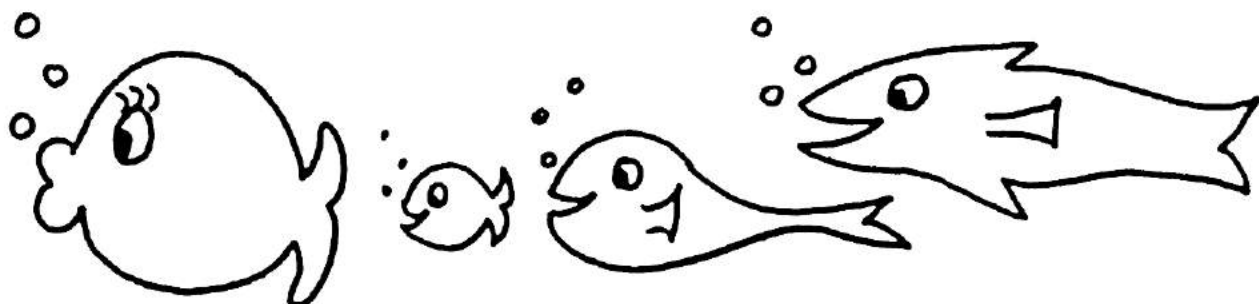
Which animal is the fattest?

The is the



Which worm is the fattest?

Number is the



Colour the fattest fish.

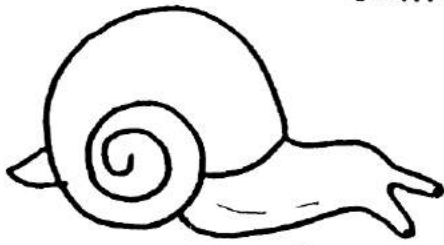
I coloured the fish.

What colour is the fattest fish?

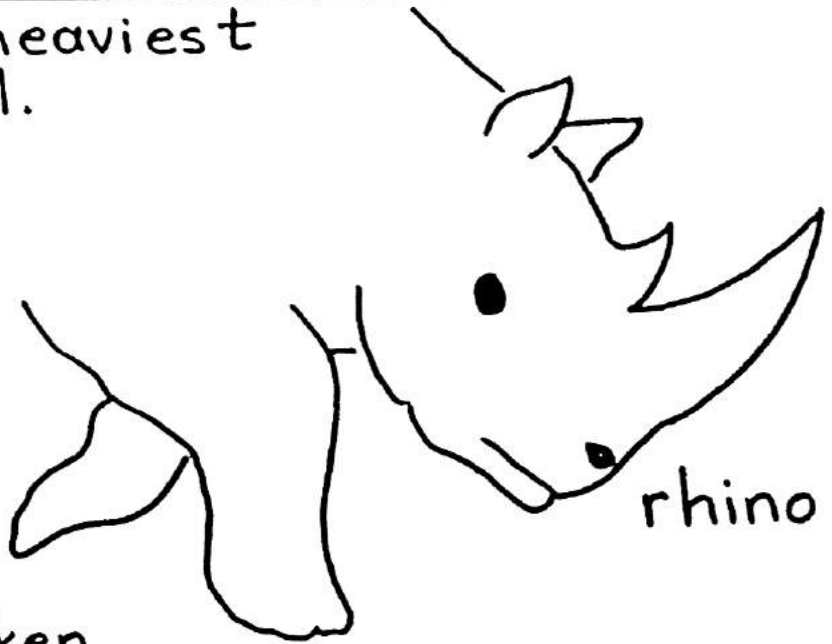
Properties and Relationships
Section 6. Size Level III

heaviest

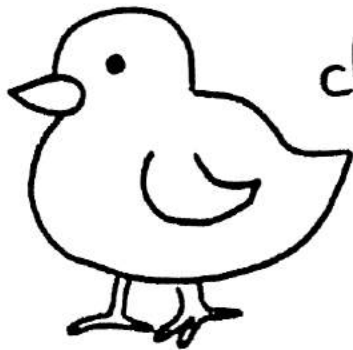
Colour the heaviest animal.



snail



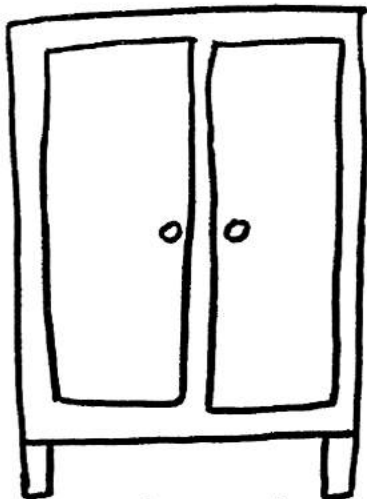
rhino



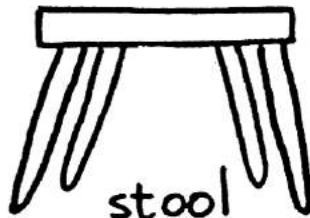
chicken

The is
the

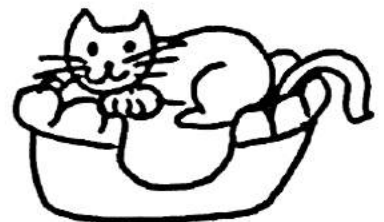
Colour the heaviest piece of furniture.



cupboard



stool

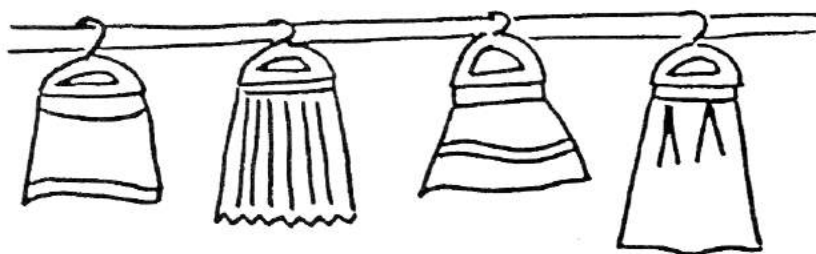


cat basket

The is the

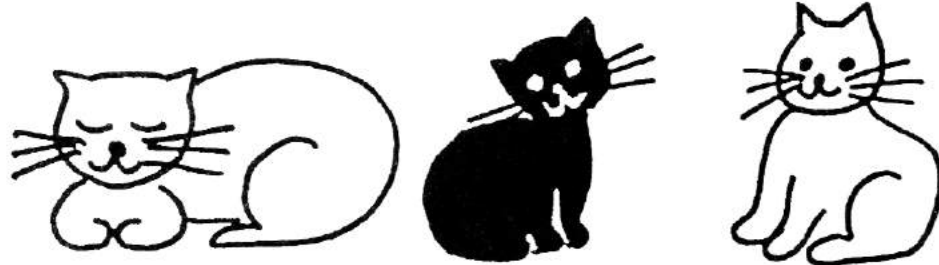
Properties and Relationships
Section 6. Size Level III

longest



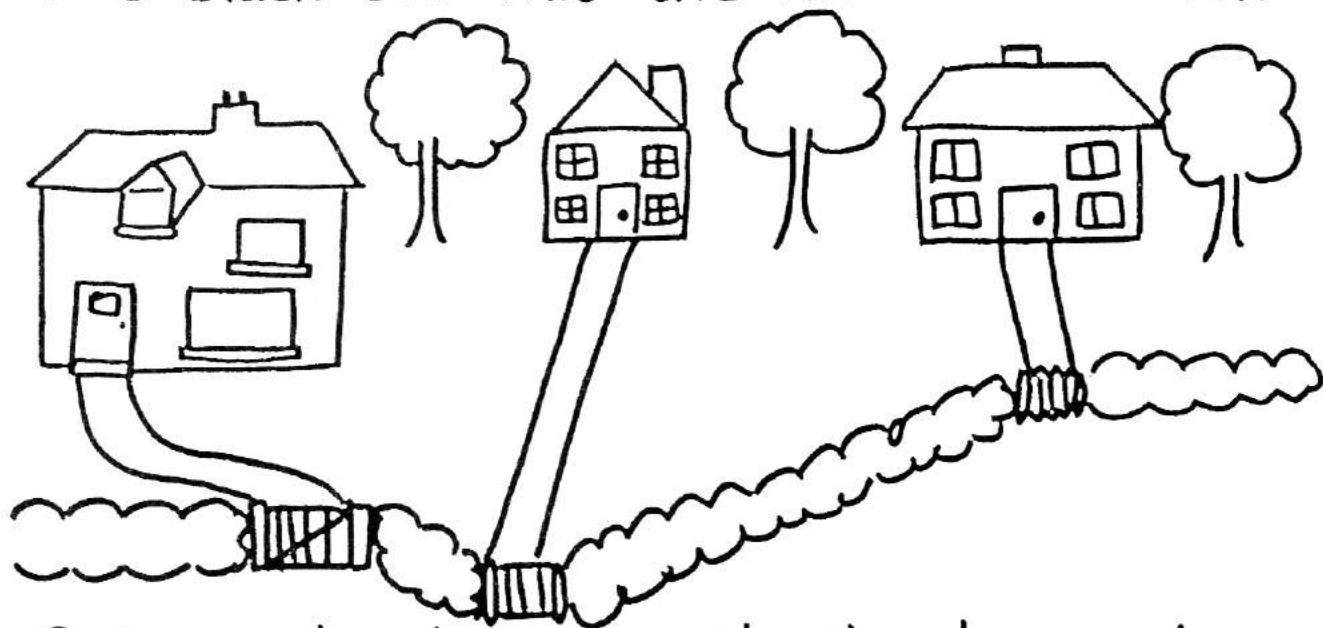
Colour the longest skirt.

I coloured the skirt.



Give the black cat the longest tail.

The black cat has the tail.

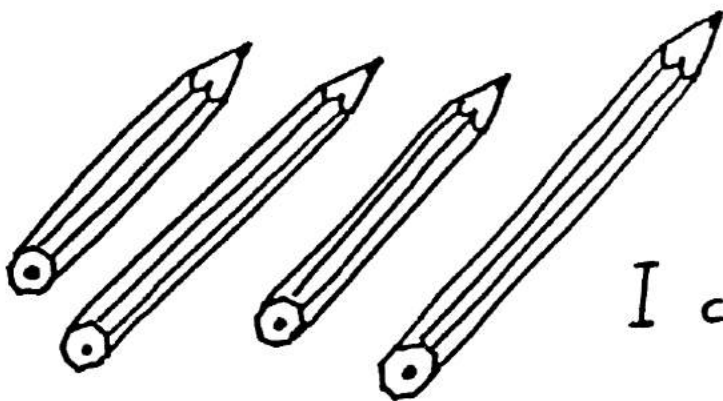


Colour the house with the longest path.

I coloured the house with the path.

Properties and Relationships.
Section 6. Size Level III

longest



Colour the longest pencil.

I coloured the pencil.

Draw a mouse, a cat and a dog and give the mouse the longest tail.

The has the tail.

Give the big apple the longest stalk.



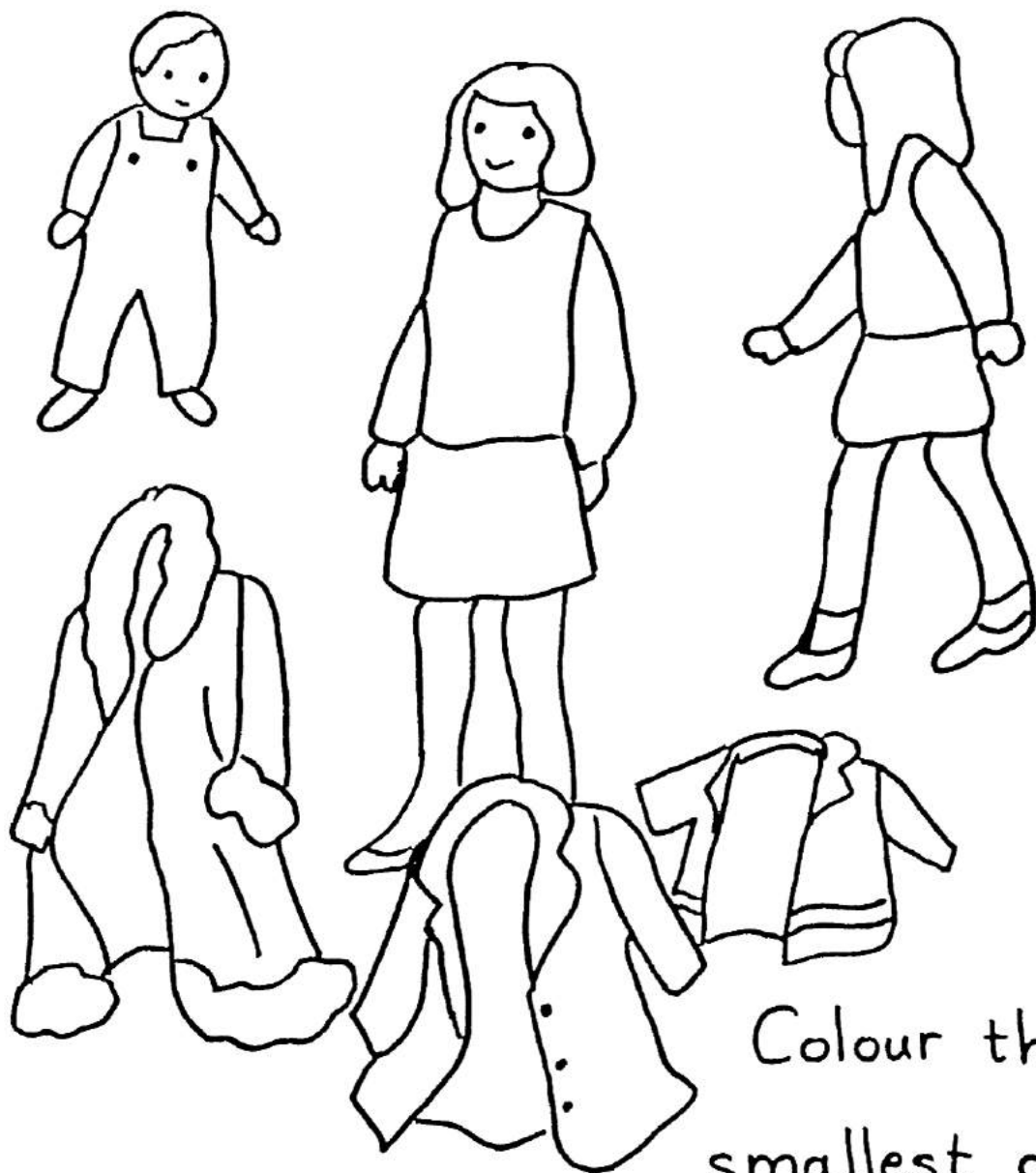
The apple has the

Colour the flower with the longest stalk.



Properties and Relationships.
Section 6. Size Level III

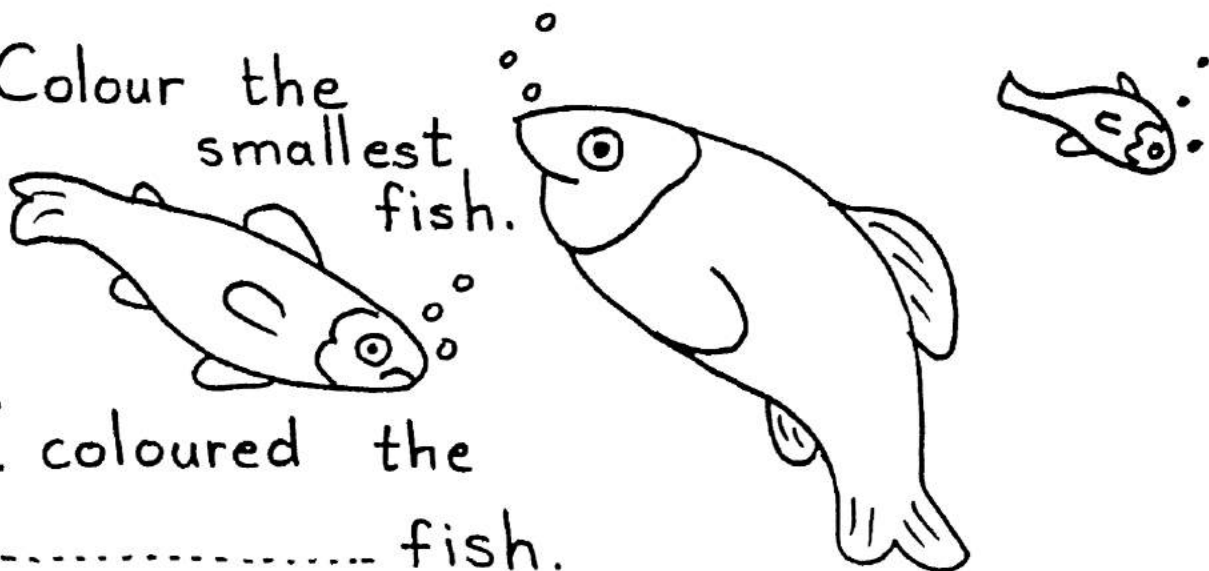
smallest



Colour the
smallest coat.

Who should wear the smallest coat?

Colour the
smallest
fish.

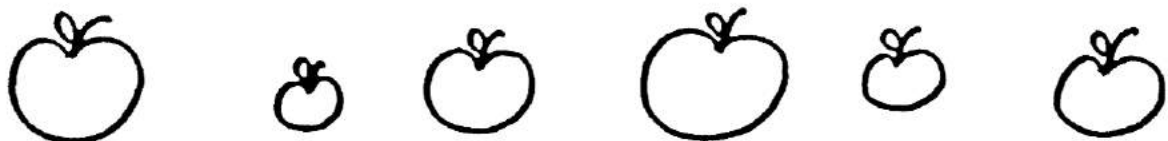


I coloured the
..... fish.

Properties and Relationships.
Section 6. Size Level III

smallest

Colour the smallest apple.



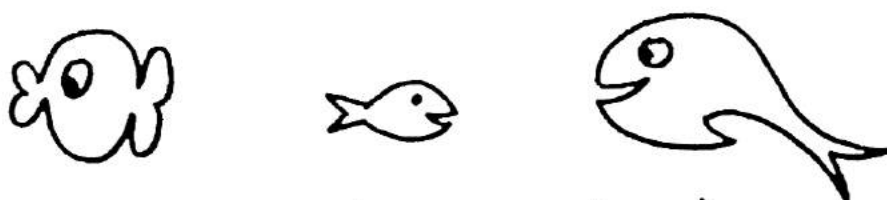
I coloured the apple.

Give the smallest cat some dinner.



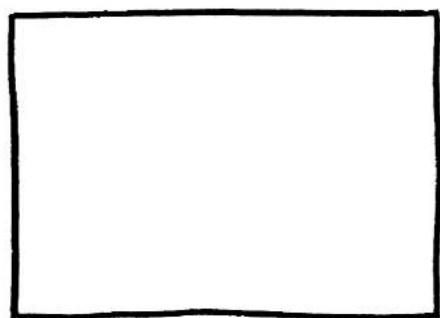
I gave the cat some dinner.

Put a circle round the smallest fish.



I put a circle round the fish.

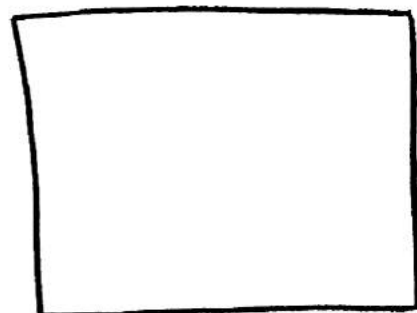
Draw



a cat



a bird

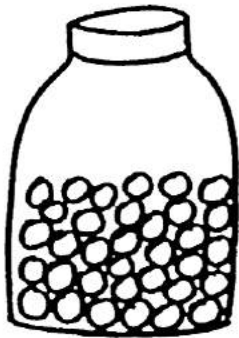


a horse

The is the smallest.

Properties and Relationships
Section 8. Quantity Level III

about



Guess how many sweets are in the jar.

There are

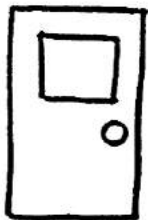
There are



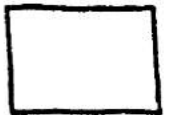
children in



our school.



There are



doors in our school.

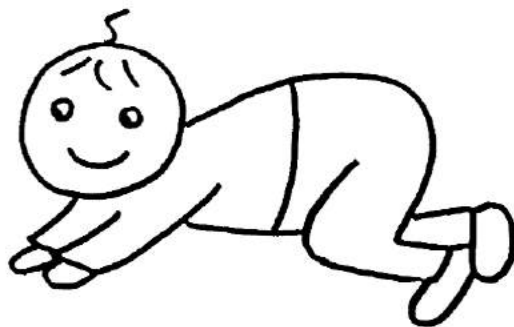
The baby

uses



nappies

every week.



There are

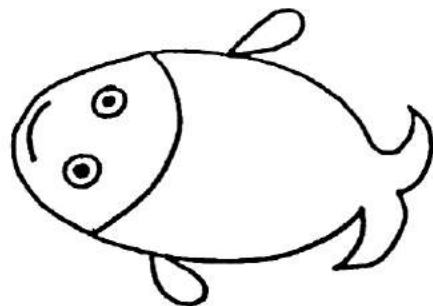
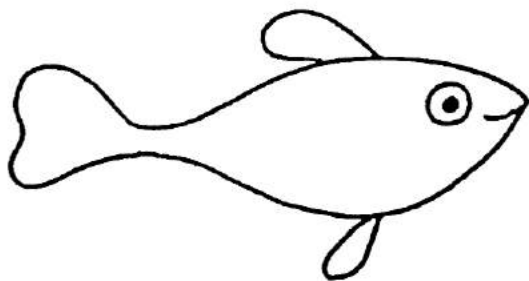


books in our class.

Properties and Relationships.
Section 8. Quantity Level III

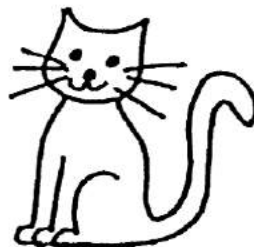
both

Put spots on both fish.



----- fish have spots.

Give both cats some dinner.



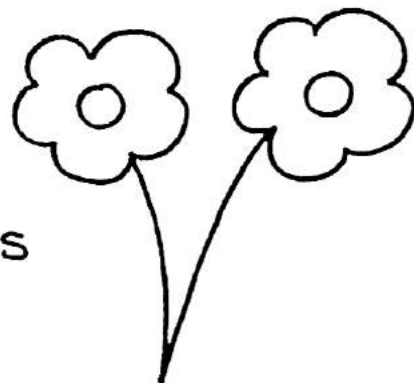
----- cats have some dinner.

Which girl has a dog?



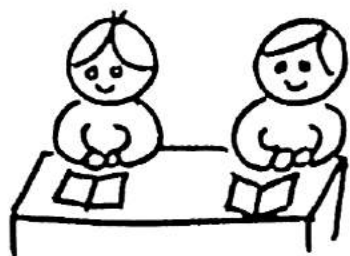
----- girls
have a dog.

Give both flowers
a leaf. ----- flowers
have a leaf.



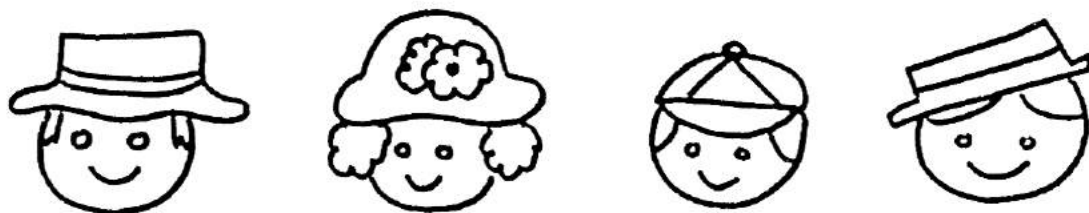
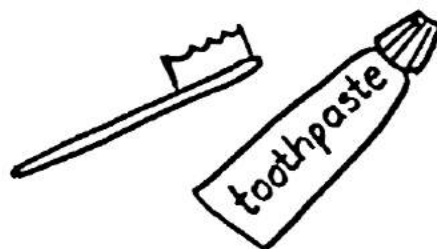
Properties and Relationships
Section 8. Quantity Level III

every

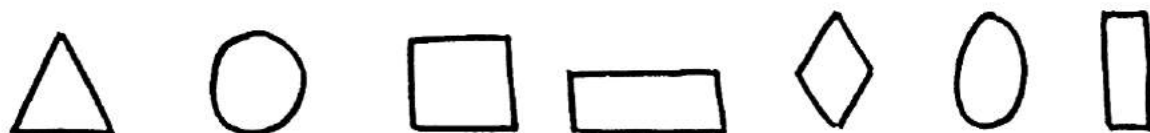


----- day we do
the register.

----- time we
clean our teeth we
use toothpaste.



----- one has a hat.



Colour every shape red.

I coloured ----- shape red.



Give every apple a leaf.

----- apple has a leaf.

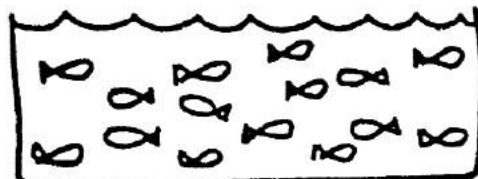
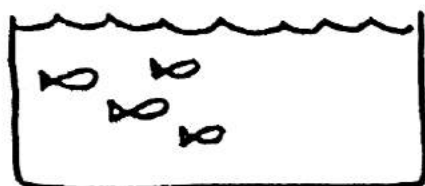
Properties and Relationships
Section 8. Quantity Level III

few

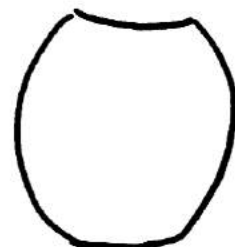
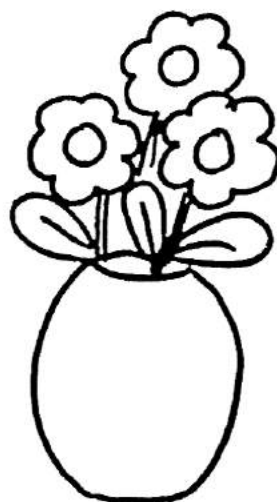


The girl
has a
.....
toys.

Colour the tank with a few fish.



I coloured the tank with a fish.

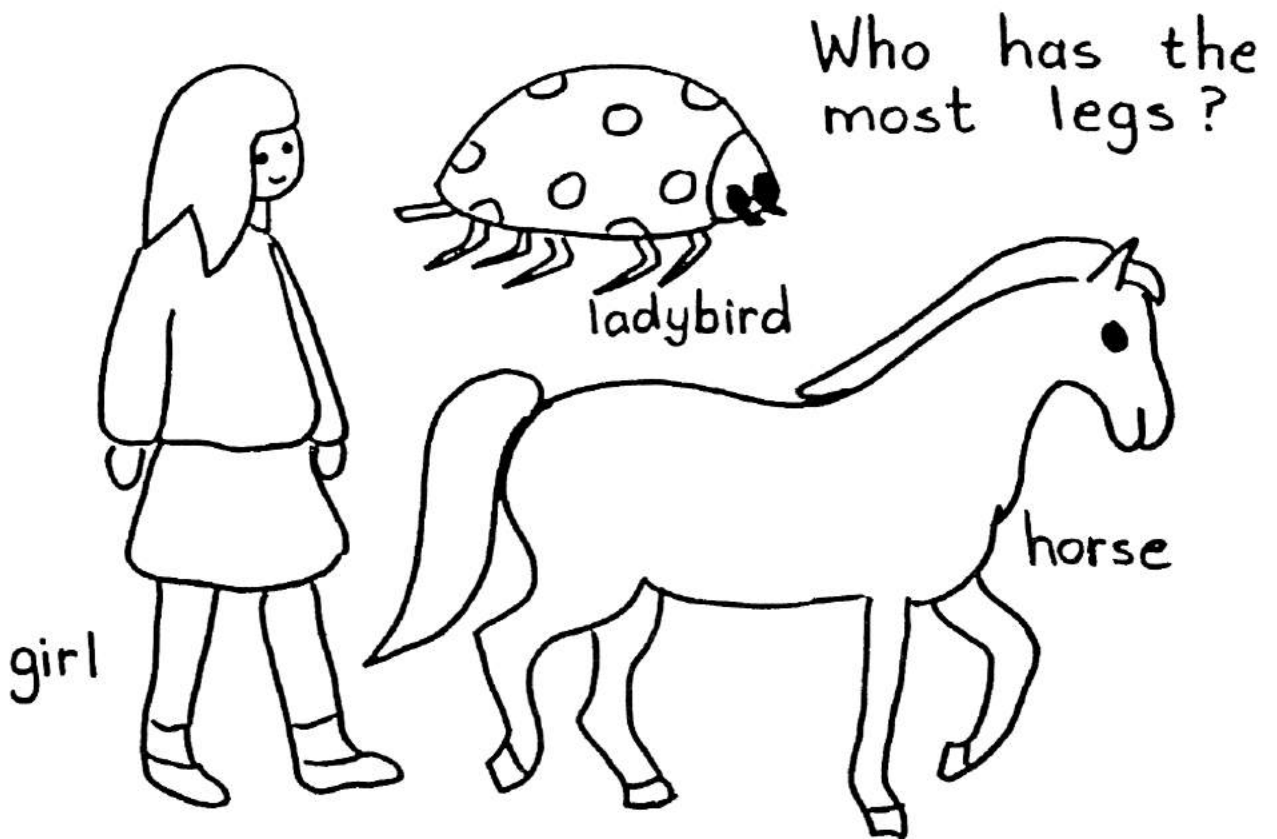


Colour the vase with a few flowers.

Draw a few flowers in the empty vase.

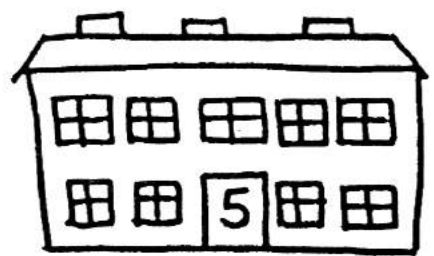
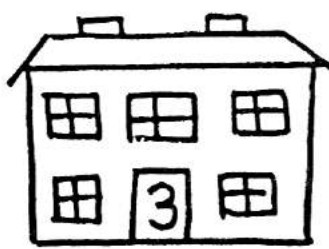
Properties and Relationships
Section 8. Quantity Level III

most



The has the legs.

How many legs has it got?



Which house has the most windows?

Number has the windows.

Colour in the house with the most windows. How many windows has it got?

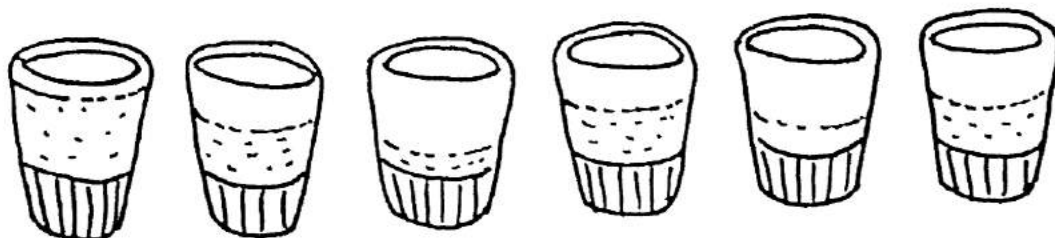
Properties and Relationships
Section 8. Quantity Level III

most



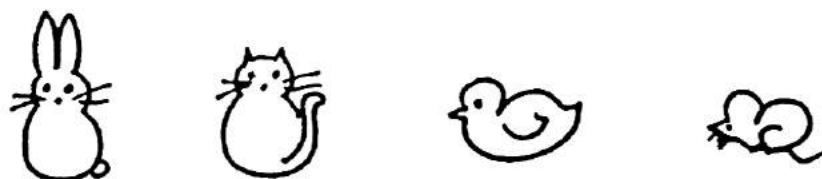
The girl has the sweets.

Colour the glass with the most water.



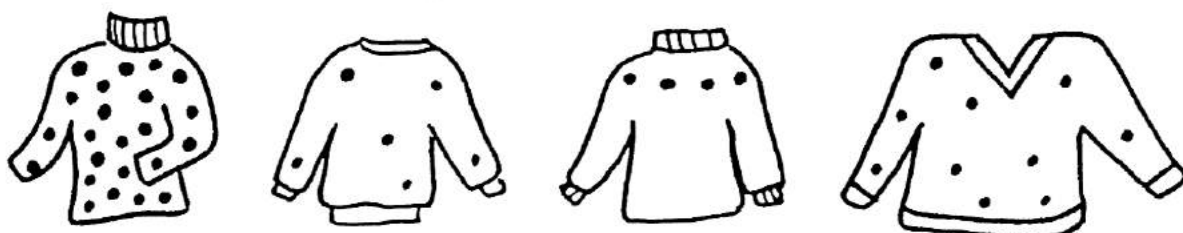
I coloured the glass with the water.

Give the rabbit the most dinner.



I gave the rabbit the dinner.

Colour the jumper with the most spots.



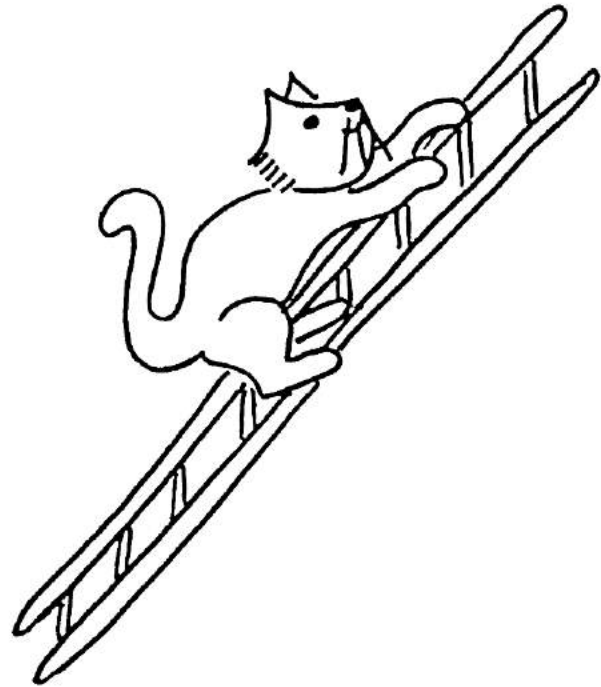
Properties and Relationships.
Section 8. Quantity Level III

nearly



The girl has
finished colouring the
tree.

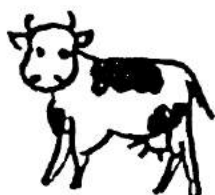
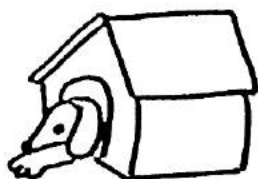
The cat is
..... at
the top of the
ladder.



It is
bedtime.

Properties and Relationships
Section 8. Quantity Level III

only



The dog is the animal in his home.



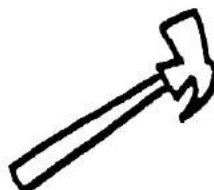
The pear is the one you can't play music on.



strawberry



apple



hammer



grapes

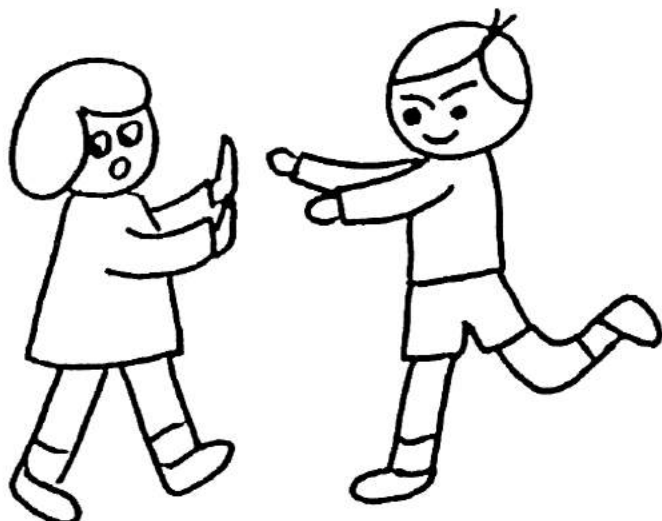


peas

The is the one you can't eat.

Properties and Relationships
Section 9. Space Level III

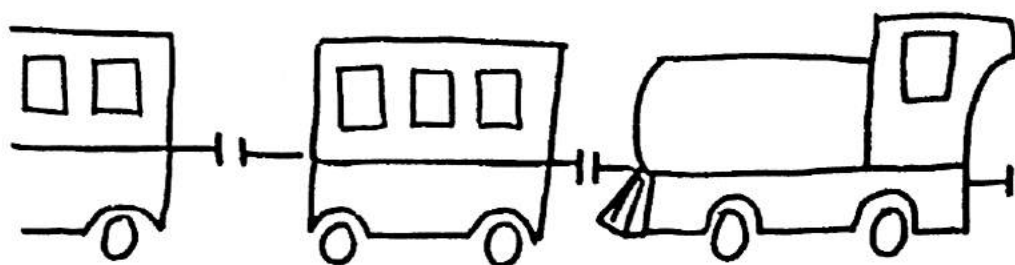
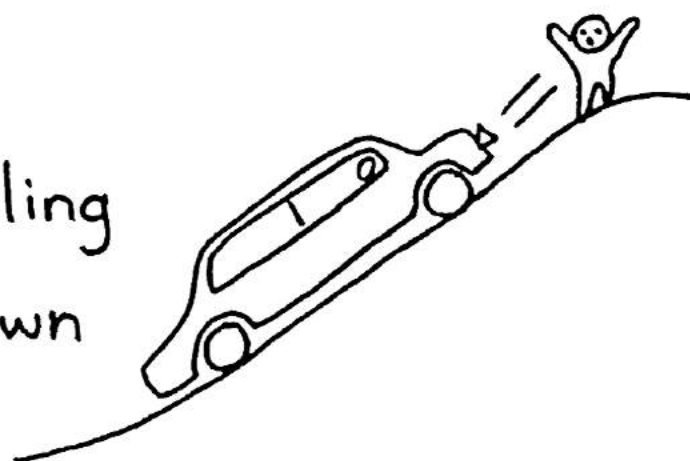
backwards



The naughty
boy is pushing
the girl

.....

The car is rolling
.....
down
the hill.



The engine of the train is going
.....

Draw a man walking backwards.

The man is
walking

.....

Properties and Relationships
Section 9. Space Level III

between



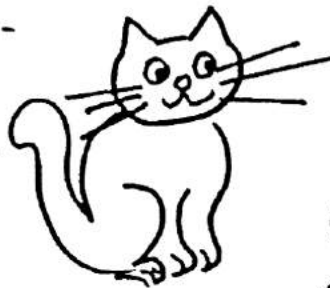
The frog is
..... the
flower and toadstool.

The mouse is

.....

the

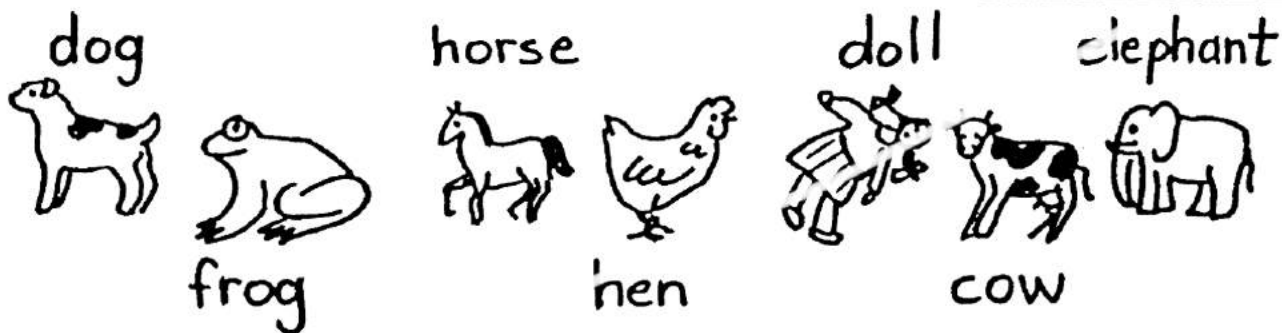
and the



The is
..... the
..... and the
.....

Properties and Relationships
Section 9. Space Level III

in between



1. Where is the frog?

..... the and the
.....

2. Where is the hen?

3. Where is the cow?

4. Where is the doll?

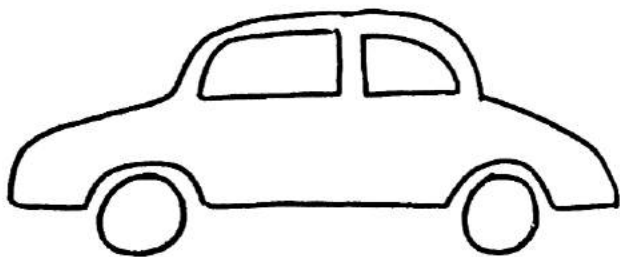
5. Where is the horse?

Draw flowers in between the trees.



Properties and Relationships
Section 9. Space Level III

far



We go in a car when it is too to walk.

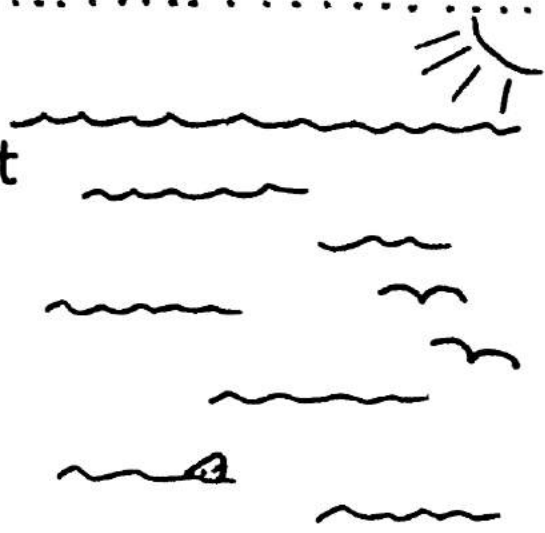


"/ " " " " " " " " " " " "

The " cow is away in the next field. What else is far away?

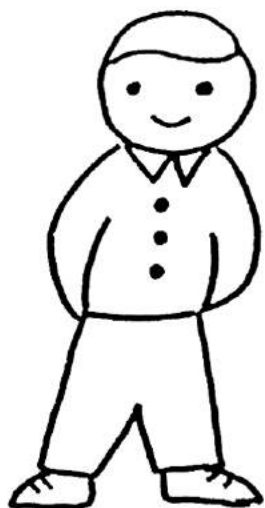
Draw a ship far out to sea.

The ship is out to sea.



Properties and Relationships.
Section 9. Space Level III

front



The boy has 3 buttons on the of his jumper.

Put the headlamps on the front of the car.



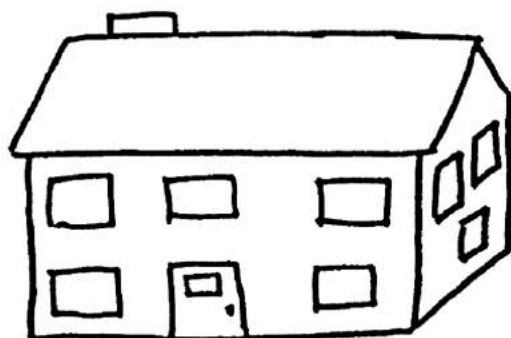
I put the headlamps on the of the car.

Draw a picture on the front of the book.



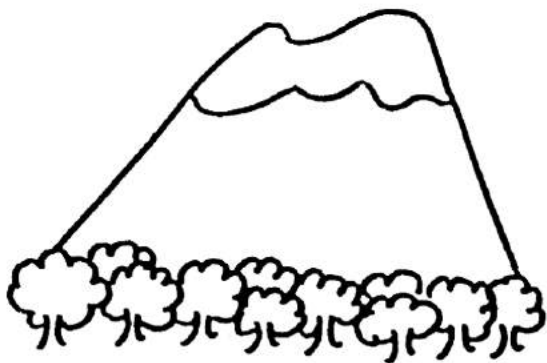
I drew a picture on the of the book.

How many windows on the front of the house?
house?

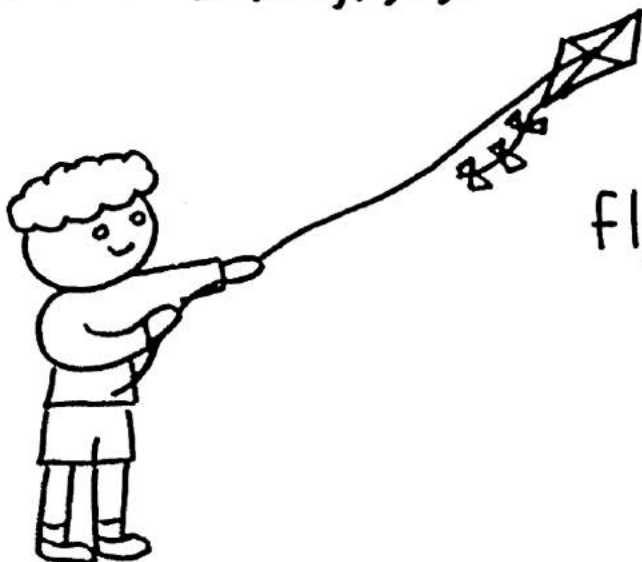


Properties and Relationships
Section 9. Space Level III

high

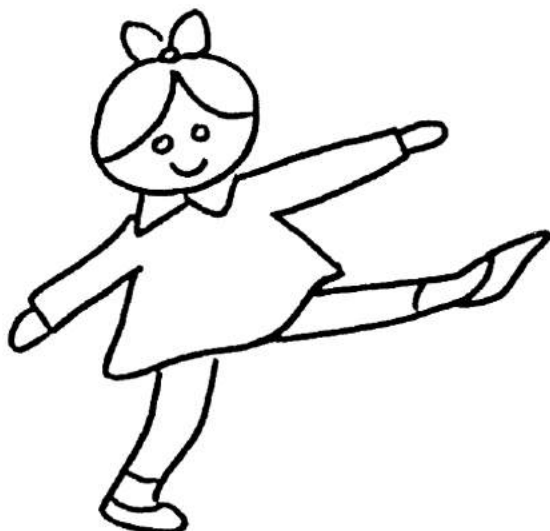


The top of the
mountain is
.....



The kite is
flying

The birds are
flying

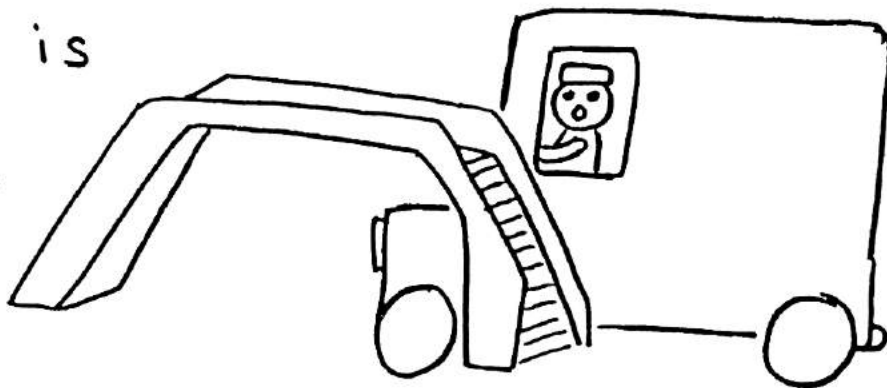


Make the
girl kick a
ball high.

Properties and Relationships
Section 9. Space Level III

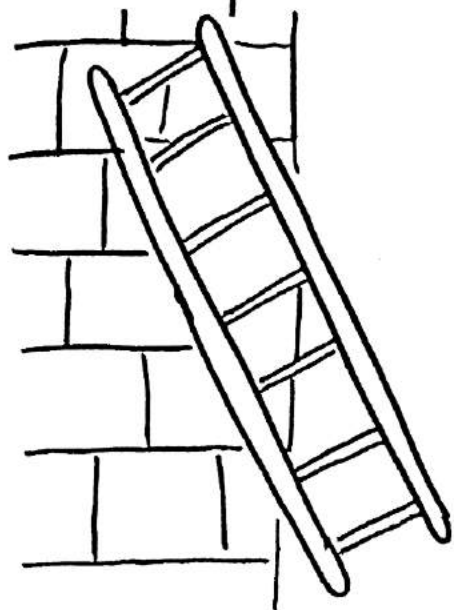
low

The bridge is
too
for the
lorry.



The bird is
flying

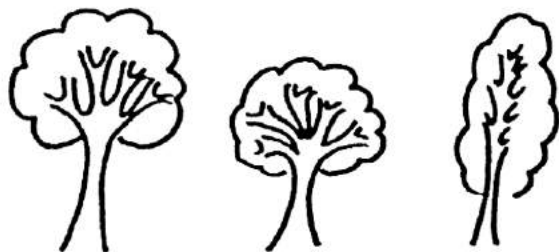
The apple is
..... so mummy
can pick it.



Draw a man
low on the ladder.

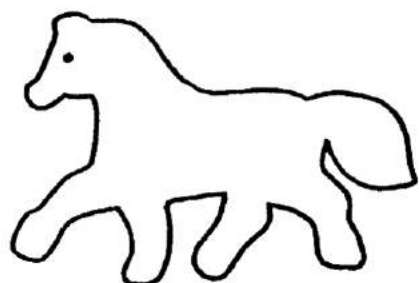
The man is

Colour the tree in the middle.



I coloured the tree in the

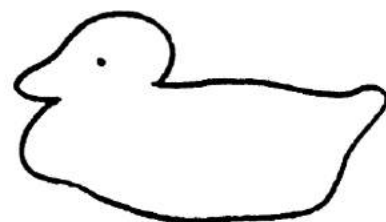
Which animal is in the middle ?



horse



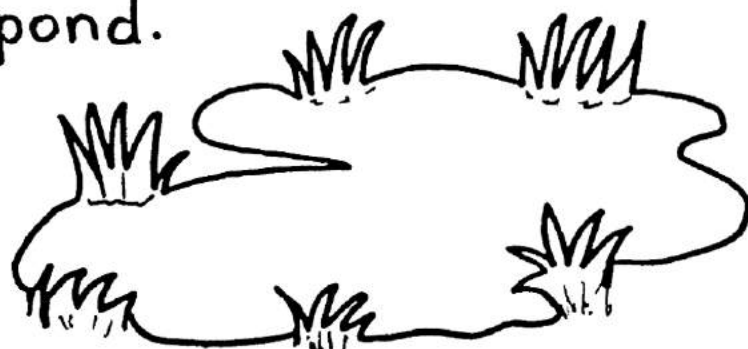
pig



duck

The is in the

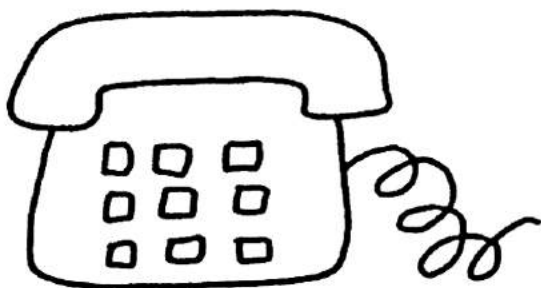
Draw a duck in the middle of the pond.



I drew a duck in the
of the pond.

Properties and Relationships
Section 9. Space Level III

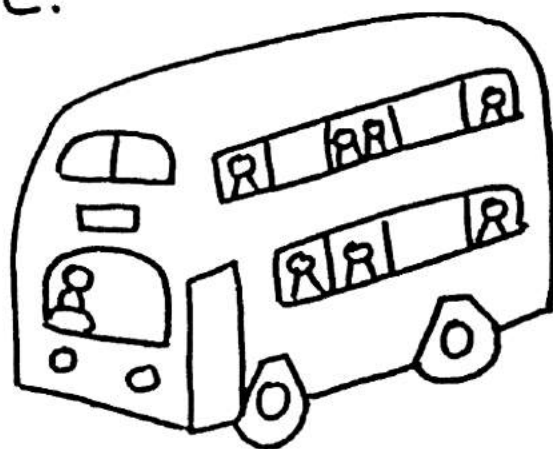
side



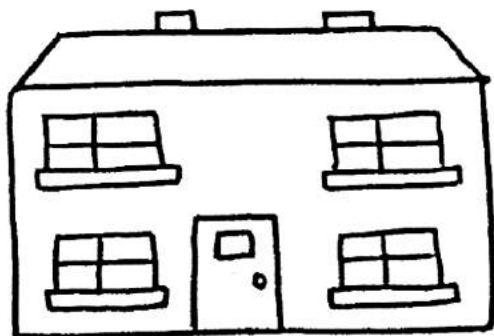
The wire is coming out of the of

the telephone.

The door is on the of the bus.



Draw a garage on the side of the house.



The garage is at the

How many windows on the side of the house ? windows on the



Properties and Relationships
Section 9. Space Level III

together



The 2 girls are
going shopping
.....

The 2 boys
are having a
bath



The cats are
sleeping
in their basket.

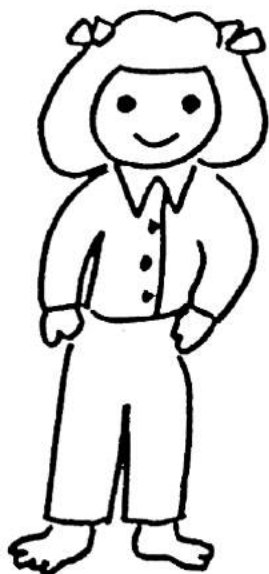
Draw some fish
swimming together
in the tank.



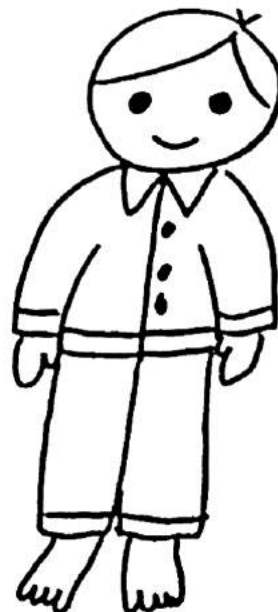
The fish are swimming

Properties and Relationships
Section 10. Time Level III

always



Girls wear nighties
and pyjamas.



Boys

..... wear
pyjamas in bed.



Cats lick
themselves to have
a wash.

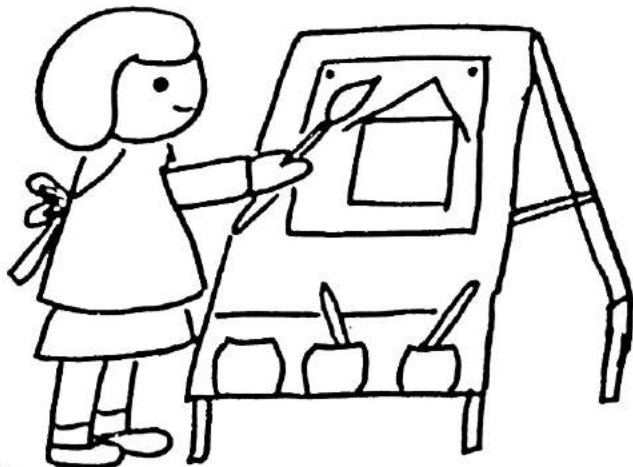
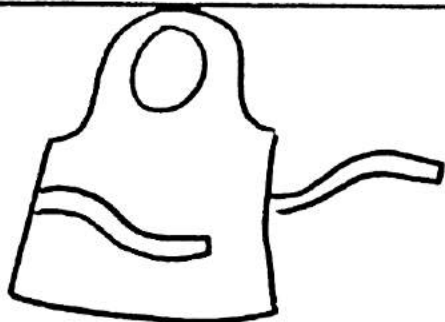
Tiny babies

..... drink
milk.



Properties and Relationships
Section 10. Time Level III

before

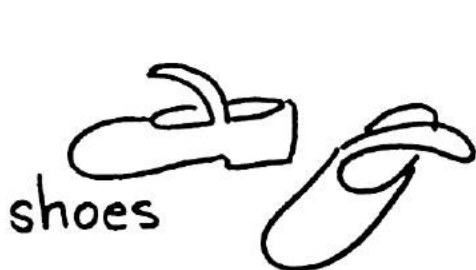
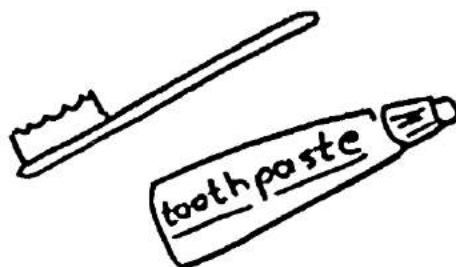


Put an apron on
..... you paint.



Have breakfast
..... you
come to school.

Clean your teeth
..... you go
to bed.



shoes



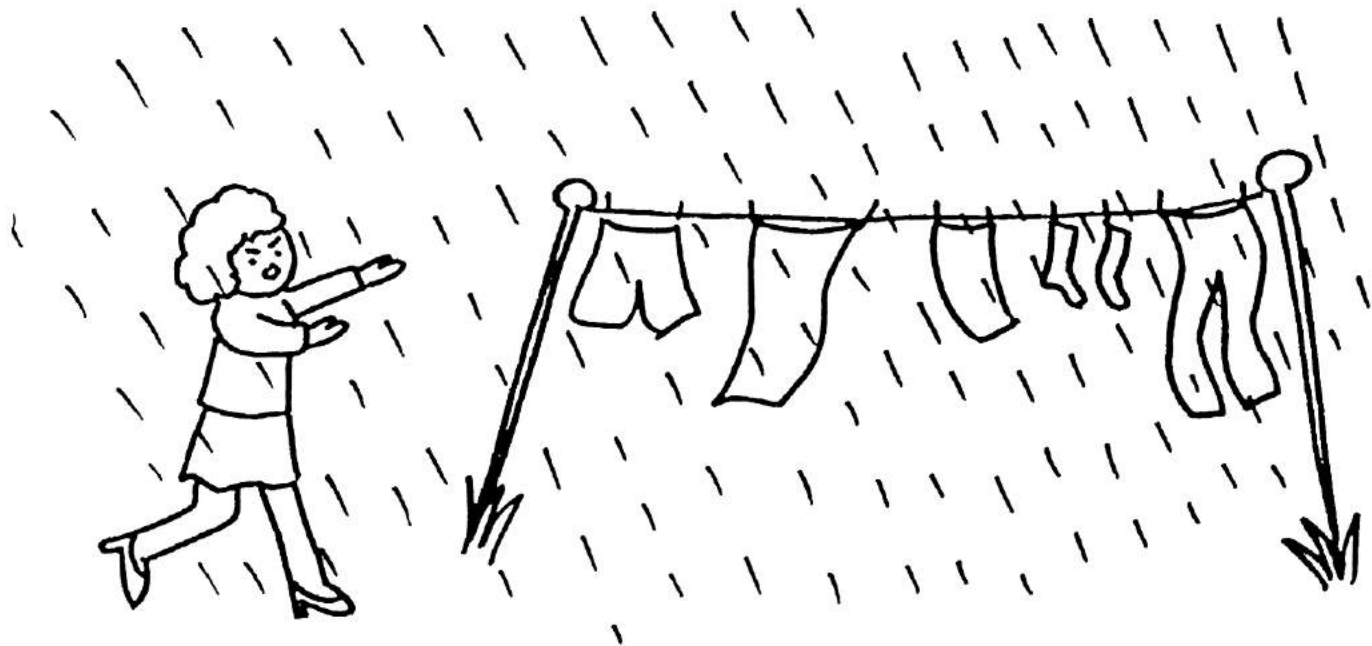
socks

Which do you put on before ?

Put

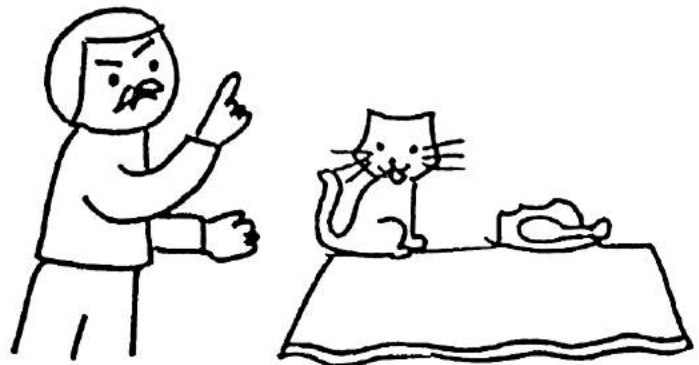
Properties and Relationships.
Section 12. Personal Qualities Level III

CROSS

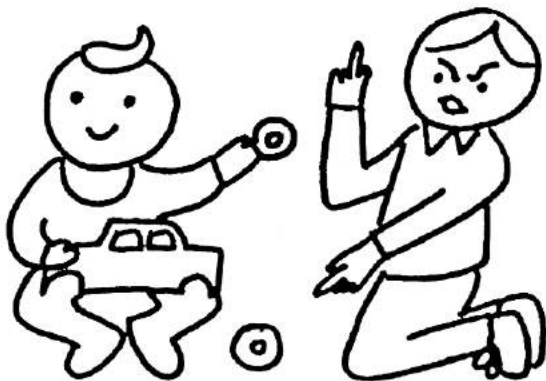


Mummy is

Daddy is



The boy is



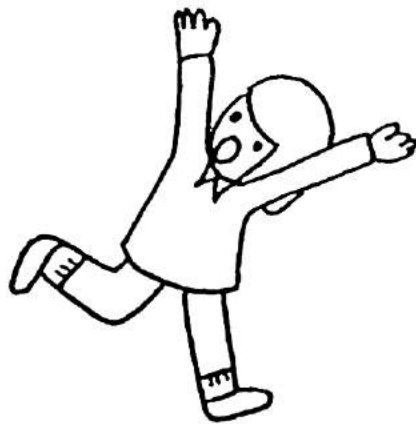
When do you get cross?

.....

Properties and Relationships.

Section 12. Personal Qualities . Level III

frightened



The girl is

.....

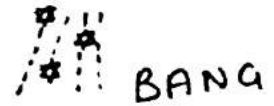
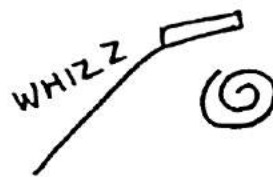
The cat is

.....



The fish is

.....



The baby is

..... of the

fireworks.



What frightens you?

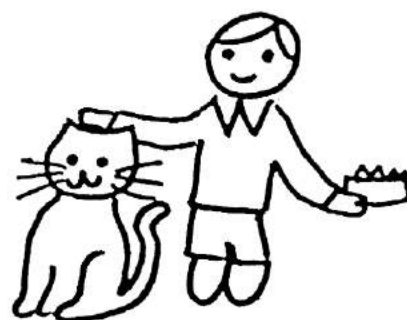
.....

Properties and Relationships.
Section 12. Personal Qualities Level III

kind



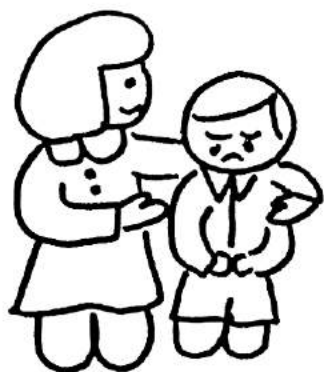
The girl is carrying
the old lady's bags.
The girl is



The girl is not
being

The boy is
.....

Colour the kind person.



What kind thing can you do ?

.....

Properties and Relationships.
Section 12. Personal Qualities Level III

thirsty

Mummy will give
the baby a drink
because he is

.....



Colour the thirsty cat.

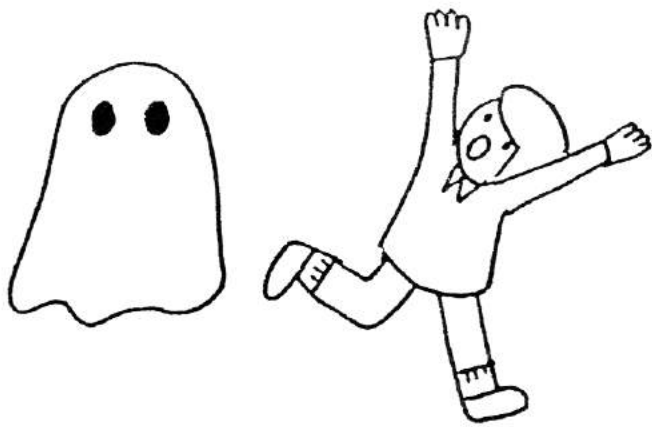


I coloured the cat.

The girl is
so she is having a
drink.



What drink do you like when
you are thirsty?



My



Concept

Consolidation



Book

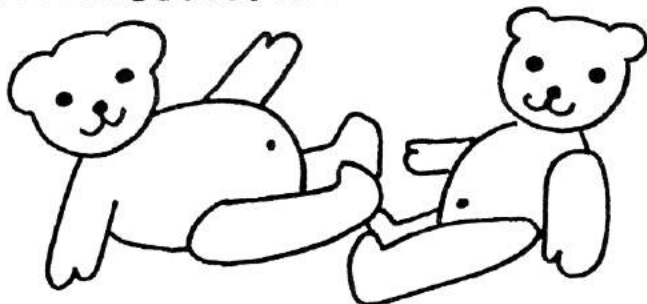
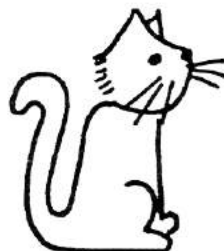
Term

Year

Concepts I have worked on this term.

.....
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Elklan

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