

Grade: TK		Subject: Socio-Emotional Unit	Theme: Following Directions
<p><b>Essential Question:</b></p> <p>How do we complete a task?</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Visual prompts (photos, drawings, or icons) for storytime behavior: eyes, ears, lips, hands, feet.</li> <li>• <u>Howard B. Wigglebottom Learns How to Listen</u> (Howard Binkow) [Online animated book at: <a href="https://wedolisten.org/media/">https://wedolisten.org/media/</a>]</li> <li>• Visual prompt (photos, drawings, or icons) to describe listening rules: <ul style="list-style-type: none"> <li>○ Stop – Picture of “stop” traffic sign</li> <li>○ Look – Picture of eyes</li> <li>○ Listen and think – Picture of ears and/or child thinking</li> </ul> </li> <li>• Long paper strips (to create a handband for each child)</li> <li>• One pair of paper rabbit ears attached to each headband</li> <li>• Crayons, markers, or colored pencils</li> <li>• Freeze signal (i.e., bell, chimes, whistle, or other instrument)</li> <li>• Music player</li> <li>• “Shake My Sillies Out” (Raffi) [Online video at: <a href="http://youtu.be/e2TbrRz8pLo">http://youtu.be/e2TbrRz8pLo</a>] [Online lyrics and arrangements at: <a href="http://www.raffinews.com/educators/music#.Ugu2JeDIbnE">http://www.raffinews.com/educators/music#.Ugu2JeDIbnE</a>]</li> <li>• <u>Clap Your Hands</u> (Lorinda Bryan Cauley)</li> <li>• “If You’re Happy and You Know It” (Traditional) [Online lyrics and song download available at: <a href="http://kids.niehs.nih.gov/games/songs/childrens/happyandmp3.htm">http://kids.niehs.nih.gov/games/songs/childrens/happyandmp3.htm</a>]</li> <li>• Talking stick (i.e., small branch or plastic tube decorated with paint, glitter or beads) or small stuffed toy</li> </ul>		<p><b>Integration of Catholic Values:</b></p> <p>Catholic Identity Element: School John 13:34-35 “Love one another” Psalm 100:1 “Make a joyful noise to the Lord.</p>
<p><b>Enduring Understanding:</b></p> <p>1) It is important to listen to and understand all directions before completing a task.  2) A task is an activity that needs to be finished.  3) If you do not understand the directions, ask for help.  4) Sometimes directions have more than one step.</p>			<p><b>SLE(s):</b></p> <p>***Please refer to your school SLEs.***</p>
<p><b>Standards:</b>  SE-3G Complete a task  SE-5D Follow one and two-step directions</p> <p><b>ELA Standards Connections:</b>  ELA-SL1 Follow agreed-upon rules for discussions  ELA-SL2 Use appropriate language and style for different settings (e.g. church, classroom, playground)  ELA-SL3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood  ELA-SL4 Speak in complete sentences using age-appropriate language  ELA-LG1d Understand and use question words (e.g., who, what, where, when, why, how)</p>			

<b>Concepts:</b>  SE-3G <ul style="list-style-type: none"> <li>listen</li> <li>task</li> <li>complete</li> </ul> SE-5D <ul style="list-style-type: none"> <li>directions</li> <li>follow</li> <li>one-step directions</li> <li>two-step directions</li> </ul>		<b>Skills:</b>  SE-3G <ul style="list-style-type: none"> <li>With a visual prompt, students will describe good listening.</li> <li>With a visual prompt, students will identify listening rules.</li> <li>Define a task</li> <li>Follow listening rules to complete a task</li> </ul> SE-5D <ul style="list-style-type: none"> <li>Explain how to follow directions</li> <li>Listen and repeat one-step directions</li> <li>Follow one-step directions</li> <li>Listen and repeat two-step directions</li> <li>Follow two-step directions</li> </ul>		<b>Social-Emotional Development Connection:</b>  See standards.	
<b>Summative Assessment:</b> One-on-one performance assessment <ul style="list-style-type: none"> <li>Students will complete a one-step task with the teacher. The teacher begins the assessment by saying, “Clap your hands.” The teacher continues the assessment with “stomp your feet” and “shout ‘Hooray!’” (SE-3G)</li> <li>Students will complete two-step tasks with the teacher. The teacher plays a one-on-one “Simon Says” game with each child. The teacher begins by reviewing the rules, and then alternates saying and not saying “Simon Says” throughout the assessment. The teacher plays the game with the movements: clap your hands, stomp your feet, shout “Hooray!” The teacher uses the following combinations of movements to assess two-step task completion: clap your hands and stomp your feet; clap your hands and shout “Hooray!;” stomp your feet and shout “Hooray!” (SE-5D)</li> </ul>					
<b>Instructional Sequence</b>					
Day 1:  O With the help of the whole group, students will describe good listening using visual prompts; identify listening rules using visual prompts.  M – see below A – see below	Day 2:  O With the help of the whole group, students will define a task; follow listening rules to complete a task.  M – see below A – see below	Day 3:  O With the help of the whole group, students will listen and repeat one-step directions; follow one-step directions.  M – see below A – see below	Day 4:  O With the help of the whole group, students will listen and repeat two-step directions; follow two-step directions.  M – see below A – see below	Day 5:  O Explain how to follow directions  M – see below A – see below	

## Day 1:

O

With the help of the whole group, students will describe good listening using visual prompts; identify listening rules using visual prompts.

M

- The teacher gathers students to the Morning Meeting area by using a transition signal (i.e., gathering song, hand signal, bell, chimes, whistle, or other instrument).
- The teacher says that she will read a book and reminds students, “We show that we are ready to listen to the book when we take care of our bodies.”
- The teacher shows the visual prompt of eyes, ears, lips, hands, and feet.
- The teacher reads Howard B. Wigglebottom Learns to Listen (Binkow)
- When finished, the teacher shows the pages with pictures of Howard listening well: at storytime, crossing the street, and at home.
- The teacher asks students to describe how Howard shows he is listening well. (Describe listening rules)
- Teacher introduces the visual prompt of listening rules and explains what each visual cue means:
- “Stop” means stop what you are doing.
- “Look” means look at the speaker’s eyes.
- “Listen and think” means think about what you hear in order to understand.
- The teacher and students say the listening rules together, while the teacher points to each item. (Identify listening rules)
- Students go to tables to complete bunny ears project.
- Students may decorate bunny ears with crayons, markers, or colored pencils.
- The teacher tells students to return to the Morning Meeting area when finished or to wait for the transition signal to do so.
- Students wear bunny ears headband to the Morning Meeting area.
- The teacher and students review the visual prompt of listening rules.
- The teacher introduces a freeze signal (i.e., bell, chimes, whistle, or other instrument). She plays it in front of the class and explains how this sound is different from the school-wide bell that they may hear throughout the day.
- The teacher asks students if they know what “freeze” means.
- She demonstrates what “freeze” means, using her body.
- The teacher asks students if they what “melt” means.
- She demonstrates what “melt” means, using her body.
- The teacher explains the class will play a freeze game. She designates an area in which the students can move freely until they hear the freeze signal. She models her “freeze” pose, then points to the listening cues she is demonstrating by using the visual prompt of listening rules.
- The class plays the freeze game. (Follow listening rules to complete a task)

A

Students describe listening rules together, using book prompts (Describe listening rules);  
Students say the listening rules together, using the visual prompts (Identify listening rules)

## Day 2:

O

With the help of the whole group, students will define a task; follow listening rules to complete a task.

M

- The teacher gathers students to the Morning Meeting area by using a transition signal (i.e., gathering song, hand signal, bell, chimes, whistle, or other instrument).
- The teacher says that she will read a book and reminds students, “We show that we are ready to listen to the book when we take care of our bodies.”
- The teacher shows the visual prompt of eyes, ears, lips, hands, and feet.
- The teacher reads Howard B. Wigglebottom Learns to Listen (Binkow)
- When finished, the teacher re-reads the page with a picture of Howard listening well at storytime.
- The teacher asks students to describe how Howard shows he is listening well, using the visual prompt of listening rules.
- Students stand up and form a circle, then sit in place.
- The teacher introduces a talking stick or stuffed toy. She explains that the stick or stuffed toy will be passed around the circle and that everyone will get a chance to hold it.
- The teacher explains how the student who is holding the stick or toy has a “task.” A task is like a job. It is something that needs to be finished. When you hold this stick or toy, your task is to talk.
- The teacher asks three volunteers to repeat the definition of a task, then invites the whole class to repeat the definition of a task together. (Define a task)
- The teacher explains, “If you are not holding anything, you are a listener.”
- The teacher models the activity by passing the talking stick or stuffed toy to a student and asks the class, “What is this friend’s task when he/she holds this stick/toy?”
- Wait for students to respond, “to talk.” (Define a task)
- The teacher affirms, “Yes, your task is to talk when you hold this stick/toy.”
- The teacher prompts the student, “Can you say your name? Begin with, ‘My name is \_\_\_\_.’” (Follow listening rules to complete a task)
- The teacher prompts the student to pass the talking stick or stuffed toy to another student.
- The teacher makes sure each student has a turn to speak. (Follow listening rules to complete a task)
- When the entire class has completed a turn with the talking stick or stuffed toy, the teacher introduces the song “Shake My Sillies Out” (Raffi) and models the movements: shake, wiggle, clap, jump, yawn.
- The teacher explains that the students will have a new task.
- The teacher asks three volunteers to repeat the definition of a task, then invites the whole class to repeat the definition of a task together. (Define a task)
- The teacher explains the new task is to shake, wiggle, clap, jump, or yawn when Raffi tells us to.
- The teacher models the song, pausing the music at the end of each verse, so students can practice the listening rules in order to perform the corresponding movement with the lyrics. (Follow listening rules to complete a task)
- Repeat song in its entirety for mastery.

A

Students repeat the definition of a task (Define a task);

Students say their names when holding the talking stick or stuffed toy (Follow listening rules to complete a task);

Students perform corresponding movement with the lyrics (Follow listening rules to complete a task)

### Day 3:

0

With the help of the whole group, students will listen and repeat one-step directions; follow one-step directions.

M

- The teacher gathers students to the Morning Meeting area by using a transition signal (i.e., gathering song, hand signal, bell, chimes, whistle, or other instrument).
- The teacher says that she will read a book and reminds students, “We show that we are ready to listen to the book when we take care of our bodies.”
- The teacher shows the visual prompt of eyes, ears, lips, hands, and feet.
- The teacher reads Howard B. Wigglebottom Learns to Listen (Binkow)
- When finished, the teacher shows the pages with pictures of Howard listening well: at storytime, crossing the street, and at home.
- The teacher asks students to describe how Howard shows he is listening well, using the visual prompt of listening rules.
- The teacher reviews the visual prompt of listening rules with the students by saying each rule together, pointing to each item.
- The teacher plays the entire song “Shake My Sillies Out” (Raffi) one time, so the students can practice all the movements.
- Student volunteers can stand in front of the class to demonstrate the movements: shake, wiggle, clap, jump, yawn.
- Students stand up and form a circle, then remain standing in place.
- The teacher introduces a listening game using the talking stick or stuffed animal.
- She reviews how each student will have a turn to hold the item. When a student holds the item, it is his/her task to talk.
- The teacher explains, “If you are not holding anything, you are a listener.”
- The teacher models the activity by passing the talking stick or stuffed toy to a student and asks the class, “What is this friend’s task when he/she holds this stick/toy?”
- Wait for students to respond, “to talk.”
- The teacher affirms, “Yes, your task is to talk when you hold this stick/toy.”
- The teacher passes the talking stick or stuffed toy to a student.
- She asks the student, “What is your favorite movement from the song? Begin with, ‘My favorite movement is \_\_\_\_.’” The student chooses: shake, wiggle, clap, jump, or yawn.
- The teacher prompts the class to listen to the student’s response, then repeat the response together. (Listen and repeat one-step directions)
- Next, the teacher prompts the class to do the movement. (Follow one-step directions)
- The teacher explains to the class that students may ask a question if they do not understand what to do.
- The teacher asks the student to pass the talking stick or stuffed toy to another student.
- The teacher repeats this procedure until each student has a turn to speak.
- The teacher explains how they will play a freeze dance game to “Shake My Sillies Out” (Raffi).
- The teacher reminds the students what “freeze” means by playing the freeze signal.
- The teacher explains how she will stop the music and play the freeze signal. Students may continue moving when they hear the music play again.
- The class plays the freeze dance game to the entire song, while the teacher stops the music and gives the freeze signal five times.

A

Students listen and repeat one-step directions as given by individual students (Listen and repeat one-step directions);

Students perform corresponding movement with individual student’s directions (Follow one-step directions)

#### Day 4:

O

With the help of the whole group, students will listen and repeat two-step directions; follow two-step directions.

M

- The teacher gathers students to the Morning Meeting area by using a transition signal (i.e., gathering song, hand signal, bell, chimes, whistle, or other instrument).
- The teacher says that she will read a book and reminds students, “We show that we are ready to listen to the book when we take care of our bodies.”
- The teacher shows the visual prompt of eyes, ears, lips, hands, and feet.
- The teacher reads Clap Your Hands (Lorinda Bryan Cauley).
- When finished, the teacher shows the page with a picture of the characters clapping their hands and stomping their feet.
- Students stand up and form a circle, then remain standing in place.
- The teacher introduces the song “If You’re Happy and You Know It” (Traditional) and models the movements: clap your hands, stomp your feet.
- The teacher explains that the students will need to have good listening to hear when the music says to do each movement.
- The teacher reviews the visual prompt of listening rules with the students by saying each rule together, pointing to each item.
- The teacher models the song, pausing the music at the end of the first and second verse, so students can practice the listening rules in order to perform the corresponding movement with the lyrics. (Follow listening rules to complete a task)
- After playing singing and practicing the movements for the first two verses (“clap your hands” and “stomp your feet”), the teacher introduces two-step directions by combining both actions.
- The teacher sings, “If you’re happy and you know it, clap your hands *and* stomp your feet.”
- The teacher prompts the class to repeat what she sang. (Listen and repeat two-step directions)
- Next, she prompts the class to do the movement. (Follow two-step directions)
- The teacher explains to the class that students may ask a question if they do not understand what to do.
- Student volunteers may help demonstrate the combination of movements with the teacher.
- The teacher introduces a final action. She sings and models, “If you’re happy and you know it, shout ‘Hurray!’”
- The teacher plays the third verse of the song, so students can practice the listening rules in order to perform the corresponding movement with the lyrics. (Follow listening rules to complete a task)
- After singing and practicing the movement “shout ‘Hurray!’,” the teacher introduces another two-step direction.
- She sings, “If you’re happy and you know it, clap your hands *and* shout, ‘Hurray!’”
- The teacher prompts the class to repeat what she sang. (Listen and repeat two-step directions)
- Next, she prompts the class to do the movement. (Follow two-step directions)
- The teacher explains to the class that students may ask a question if they do not understand what to do.
- Student volunteers may help demonstrate the combination of movements with the teacher.
- The teacher introduces a final two-step combination. She sings, “If you’re happy and you know it, stomp your feet *and* shout ‘Hurray!’”
- The teacher prompts the class to repeat what she sang. (Listen and repeat two-step directions)
- Next, she prompts the class to do the movement. (Follow two-step directions)
- The teacher explains to the class that students may ask a question if they do not understand what to do.
- Student volunteers may help demonstrate the combination of movements with the teacher.
- Repeat song and two-step combinations for mastery.

A

Students listen and repeat two-step directions during song (Listen and repeat two-step directions);

Students perform two-step directions during song (Follow two-step directions)

## Day 5:

0

With the help of the whole group, students will explain how to follow directions.

M

- The teacher gathers students to the Morning Meeting area by using a transition signal (i.e., gathering song, hand signal, bell, chimes, whistle, or other instrument).
- The teacher says that she will read a book and reminds students, “We show that we are ready to listen to the book when we take care of our bodies.”
- The teacher shows the visual prompt of eyes, ears, lips, hands, and feet.
- The teacher reads Clap Your Hands (Lorinda Bryan Cauley).
- When finished, she models the movements from the story: clap your hands, stomp your feet, shake your arms, take a seat, rub your tummy, pat your head, reach for the sky, wiggle your toes, stick out your tongue, touch your nose.
- Student volunteers may help demonstrate the movements with the teacher.
- Students stand up in place.
- The teacher re-reads the story and invites students to perform the corresponding movements as she reads.
- The teacher reviews the lyrics and models movements for “If You’re Happy and You Know It” (Traditional).
- Student volunteers may help demonstrate the movements with the teacher.
- The teacher explains they will play a game called “Simon Says.”
- The teacher explains that the students will need to have good listening to hear the directions for the game.
- The teacher reviews the visual prompt of listening rules with the students by saying each rule together, pointing to each item.
- The teacher explains the rules for Simon Says. If you hear “Simon says clap your hands,” then your task is to clap your hands.
- The teacher calls three volunteers to stand in front of the class.
- She says, “Simon says clap your hands,” then asks the class, “What task do these friends need to do?”
- Wait for students to respond, “clap their hands.” (Explain how to follow directions)
- The teacher explains, if you hear me say “clap your hands,” without saying “Simon says,” then you freeze in place.
- The teacher calls three new volunteers to stand in front of the class.
- She says, “Clap your hands,” then asks the class, “What do these friends need to do?”
- Wait for students to respond, “freeze.” (Explain how to follow directions)
- The teacher reviews the directions and waits for students’ responses. “When you hear ‘Simon Says,’ what do you do? If you do not hear ‘Simon Says,’ what do you do?”
- If you do not remember these directions, you can ask for help.
- Students stand up in place.
- The teacher uses the movements from the book Clap Your Hands to play Simon Says. The movements are: clap your hands, stomp your feet, shake your arms, take a seat, rub your tummy, pat your head, reach for the sky, wiggle your toes, stick out your tongue, touch your nose.
- The teacher gives one-step and two-step directions for students to follow.
- Game ends when a minimum of 15 directions (one-step and two-step combinations) have been given.
- The teacher reviews the instructions for the freeze dance game.
- The class plays the freeze dance game to “Shake My Sillies Out” (Raffi), while the teacher stops the music and gives the freeze signal five times.

A

Students explain rules of Simon Says