

Attention and listening group activity pack



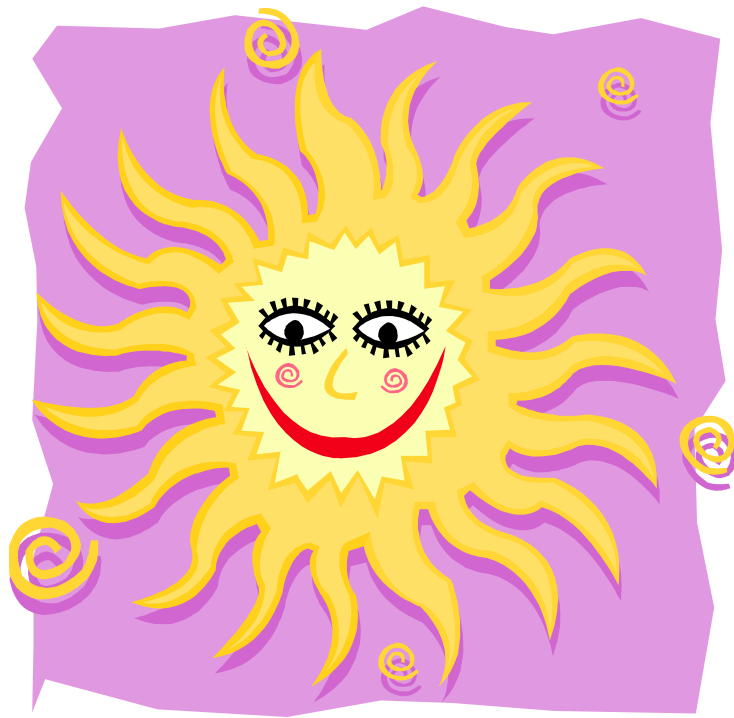
Produced by: Emily Bruce
Sue Heaven
Heather Jenkins

Crown Copyright 2008 Letters and Sounds: Principles and Practice of High Quality Phonics Phase One Teaching Programme (The National Strategies)

Contents Page

- i. Introduction for user
 - 1- Hello Activities
 - 2- Listening Activities
 - 3- Vocabulary Activities
 - 4- Songs
 - 5-Appendices:
 - 1- Listening Group session plan
 - 2- Listening Groups Records

Introduction



Introduction

Welcome to the Listening Groups pack! The following provides some information on how to use the pack and how the structure of the groups works. We hope you find it useful; we have tried to make it as practical as possible and have included resources which can be photocopied and laminated.

Background

It has been well documented that children are finding it more difficult to listen thus affecting their language development. One possible reason for this could be that children are growing up in increasingly noisy homes leading to them having poor attention and listening skills. Children are then finding it more difficult to learn upon entry into the Foundation Stage with their language development being particularly at risk. Teachers are continually reporting that on entry into the Foundation Stage children are finding it increasingly difficult to listen and attend. Research has also pointed to the fact that the vocabulary of children entering nursery is deteriorating (Ann Locke, 2002/3), thus affecting children's attainment across the curriculum.

The idea to set up listening groups in nurseries came from discussions between staff in Sure Start West Mansfield local Speech and Language Therapists and teaching staff in local schools. Rather than targeting Speech and Language therapy time to children with already identified difficulties, the idea of the listening groups was to give all the children in the Foundation Stage an opportunity to develop their attention and listening skills, thereby enabling them to access the curriculum within the foundation stage. Since then the Rose Review (2006) has led to a plethora of materials aimed at supporting children's listening and attention skills. In this document, we have incorporated the activities found in phase 1 of Letters and Sounds (The National Strategies Primary DFCSF Ref: 00113-2008BKT-EN).

The Basics

Each group runs for 20-30 minutes depending on the numbers and abilities of the children. A group of 6 is ideal. The same group should be run twice a week with the same children.

Principles

1. Children learn more effectively visually than auditorily. We aim to assist their listening by producing as many visual props as possible. Basic signing is used throughout the sessions alongside object, pictures and symbols (depending on the abilities within the group (see appendix).
2. Children who struggle to listen and attend also find it difficult to organise themselves. Each group is structured in exactly the same way and a timetable of activities is used during every session (see appendix).

Structure of Groups

Listening role – Each group starts with a run through of the listening rules (see appendix). Each rule is signed, symbolized and explained. Reference is made to these rules throughout the session e.g. ‘John that was very good listening’, ‘Ben, good sitting please’

Timetable – The structure of the group is introduced to the children. A symbol for the activity is stuck on the timetable as it is explained. This is then removed when the activity is completed. The children love doing this and it helps them to know how long the group is going to last.

Hello Activity – The aims of this are to help the children and staff to get to know each other and feel comfortable in the group. The repetitive structure of the activities appeals to children. Turn taking and looking at the person who is speaking are heavily encouraged during this activity.

Listening Activity – These activities aim to help the children to develop their attention and listening skills.

Vocabulary Activity – These activities aim to improve the vocabulary of the children. Vocabulary sets are used based around the vocabulary children are exposed to everyday and are meaningful to them such as: animals, toys, transport and food.

Song – The groups all finish with a song, this could be a nursery rhyme or another song that is regularly sung within the setting. It is important to offer a choice of songs so the children have to express a preference. Examples of symbolised nursery rhymes can be found in the pack (see appendix).

Praise, Stickers, Rewards – Praise is an important element of the sessions, praise all the children for genuine attempts at sitting still, listening, waiting etc. Stickers and rewards can be given to all children at the end of the session along with reinforcement of what their sticker or reward is for e.g. ‘good sitting’, ‘good waiting’, ‘good listening’ etc.

Advice to the user

The groups are designed to be flexible and we find that the activities need to be repeated more than once for the children to gain the maximum benefit from them. The idea is that each week a ‘hello activity’, a ‘listening activity’ and a ‘vocabulary activity’ is chosen. These could be the same as the previous week – it is up to you!

Attention Level	Effect on Language
<p>Level 1: 0–1 year Child very distractible. Attention fleeting.</p>	<p>Child cannot attend to what you say.</p>
<p>Level 2: 1–2 years Child can attend to own choice of activity for a longer period of time but cuts self off from everything else.</p>	<p>Your speech interferes with the activity the child is doing. Child needs to ignore you to concentrate.</p>
<p>Level 3: 2–3 years Still single channelled attention but begins to attend to adults.</p>	<p>Child can listen if he stops activity and looks at an adult. Needs adult to help to do this.</p>
<p>Level 4: 3–4 years Single channelled but more easily controlled.</p>	<p>Child looks automatically when adult speaks. Can shift attention from task to speaker.</p>
<p>Level 5: 5–6 years Integrated attention well established.</p>	<p>Child listens well in class.</p>

Hello activities



HELLO ACTIVITY

1.1 HELLO SONG!

You will need: A good singing voice!

Instructions: Get the children to sit in a circle. Choose one child to sing 'hello' to first (song below). Encourage the children to look at the child they are singing to and use the 'thumbs up' sign for 'hello' as you sing. Ask the child who has just been singing to choose the next child. Continue until everyone has been welcomed.

Song: To the tune of 'Nice One Cyril'!

Hello Jack
Hello Jack
Hello Jack
It's good to have you here!



HELLO ACTIVITY

1.2 PASS THE SMILE!

You will need: A smile!

Instructions: Have the children sit in a circle. Take it in turns to go around the circle. Start the game off by smiling to the child on your left. They then have to pass the smile on to the person on their left until the smile returns to you.



HELLO ACTIVITY

1.3 PASSING TEDDY AROUND CIRCLE!

You will need: A teddy to pass round the circle.

Instructions: Have the children sit in a circle. Pass the teddy to the child sitting next to you, and say their name. Explain to them that they should then pass the teddy to the child next to them and say their name. Continue passing the teddy round the circle until everyone has had a turn.



HELLO ACTIVITY

1.4 THROWING THE BALL/BEAN BAG!

You will need: A ball/bean bag or similar object, to throw to the children

Instructions: Have the children sit in a circle. Explain to them that when you throw the ball/bean bag to one of them, you are going to say their name. That child then throws the ball/beanbag to another child and says their name. Continue this until everyone has had a turn.

Variations: Use a glove puppet to say the name of the child, and throw this instead of a ball/bean bag.



HELLO ACTIVITY

1.5 HIDING SONG!

You will need: A big blanket!

Instructions: Children sit in a circle. One child goes under the blanket. The group sings to the tune of 'Tommy Thumb'.
"Jack Smith, Jack Smith where are you?"
"Here I am, here I am! How do you do?"
When the group sings 'hear I am' child pops out and waves.
Encourage children to listen for 'Here I am!'

N.B. This needs to be done when the group know each other quite well. Some children are quite shy and prefer to wrap the blanket around their shoulders or sit on the blanket and jump up at the right time.



Hello activities covering the following aspects of letters and sounds

Aspect 4	Rhythm and Rhyme	Hello Song
	Rhythm and Rhyme	Hiding Song
Aspect 6	Voice Sounds	Passing Teddy around a circle
	Voice Sounds	Throwing the ball/beanbag
	Voice Sounds	Hiding Song
	Voice Sounds	Hello Song

Listening activities



LISTENING ACTIVITY

2.1 FAST/SLOW GAME

You will need: An instrument that can be played either fast or slow, e.g. maracas, drums. Symbols for fast and slow.

Instructions: Show the children the fast/slow symbols and demonstrate that the instrument can be played either fast or slow. Tell the children that when they hear the instrument played slowly, they have to dance slowly, and if it is played fast, they have to dance fast.
The children can also take turns to shake the instrument fast or slow for each other.

Variations: Have the children walk around in a circle rather than dancing if they prefer.



LISTENING ACTIVITY

2.2 MONSTER AND MOUSE GAME!

You will need: A drum, a picture of a monster, a picture of a mouse

Instructions: Introduce the monster and mouse pictures to the children. Demonstrate that when the monster walks he makes **'big loud stomping feet'** – and link it to a **loud** drum. Demonstrate that when the mouse walks she makes **'small quiet feet'** – and link this it a **quiet** drum beat. Practice with the children making monster and mouse feet. The children have to listen for when you change the drum beat and be either a mouse or a monster.

Variations: (e.g. making it harder/easier/changing roles)
You can make it easier by Using two different instruments for each creature.
Let the children use the drum, can they link the right drum beat to the creatures?
Introduce new vocabulary that helps them to discriminate and contrast sounds such as slow, fast, long, and short.



LISTENING ACTIVITY

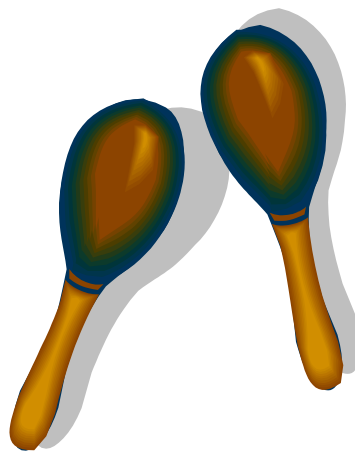
2.3 SHAKE AND STAMP

You will need: 2 different musical instruments
E.g. drum maracas

Instructions: Firstly demonstrate to the children that when they hear the drum they have to stomp their feet. Practice this. Then when they hear the maracas they have to shake their bodies, practice this with them. The children have to then listen to you alternating the use of each instrument and carry out the matching action.

Variations: To make it harder – add a third instrument with a different action. E.g. castanets – clapping.

Change roles: Let the children take lead, when they use the instruments can they all remember which actions match the instruments.



LISTENING ACTIVITY

2.4 MUSICAL BUMPS

You will need:

A tape recorder/cd player and lively music!

Instructions:

(I'm sure you know how to play this one)
Play the music and encourage the child to dance.
When you stop the music the children must sit down as fast as they can.

Variations:

e.g. making it harder/easier, reversing the roles.
Children must stop still when music stops (musical statues).



LISTENING ACTIVITY

2.5 READY STEADY GO GAMES

You will need: Different equipment, depending on what game you play e.g. bubbles, ball, skittles

Instructions: This is useful for children with poor attention skills and can be done using a variety of games. The main element of this game is to practice waiting for the 'go'. Choose an activity the children like e.g. skittles. The children have to wait for 'ready steady Go' before they are allowed to do the activity e.g. roll the ball to the skittles, blow the bubbles, roll the ball to each other etc.



LISTENING ACTIVITY

2.6 LISTENING TAPES

You will need:

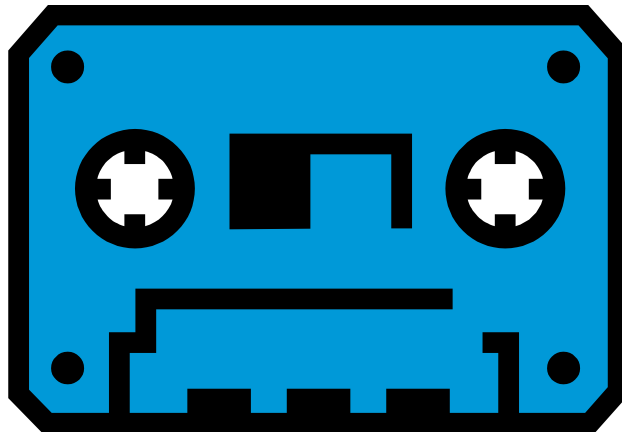
‘Look Hear’ – LDA Language cards (available from Winslow Press)
Tape recorder

Instructions:

Use tape 1, side 1 ‘human sounds’ or tape 3 side 2 ‘animal sounds’.
Each sound is played twice. Lay the picture cards out in the middle of the group. Play the sound and get the children to take it in turns to find the correct picture to go with the sound.

Alternative:

Give each child a picture, when they hear the sound that they are holding they must jump up!



LISTENING ACTIVITY

2.7 ANIMALS IN A HOOP

You will need:

1 hoop
A variety of different toy animals
E.g. dog, house, cow, cat, pig, duck, sheep,
snake

Instructions:

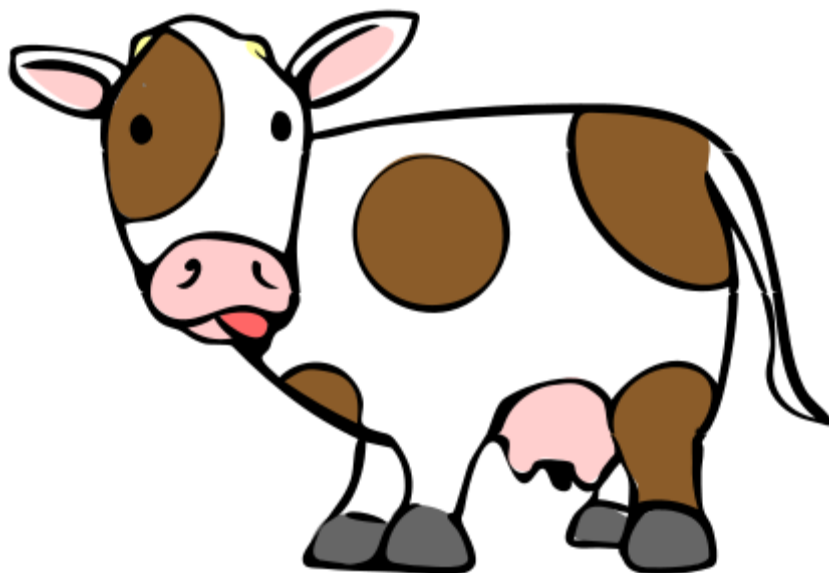
Each child is given a toy animal
Practice each child's animal noise
Children then gather around the hoop
Tell the children that you are going to make animal
noises, when they hear their animal's noise they have
to jump into the hoop.

Variations:

How to make it harder;
Describe the animal, the children have to guess it and
then whoever has the animal jumps in the hoop.

Change Roles:

The children take it in turns to be the leader and make
an animal noise.



LISTENING ACTIVITY

2.8 TICKING CLOCK

You will need:

1 egg timer (that makes a loud ticking noise or alarm)

Instructions:

First make all the children cover their eyes. No peeking!!!

If ticking is too quiet set the egg timer and alarm. Hide the egg timer in the nursery.

Go back to the children, tell them to uncover their eyes and all go and find the egg timer.

Repeat several times.

Variations:

You can make this harder by

The children taking it in turns to individually find the egg timer.



LISTENING ACTIVITY

2.9 FOOTPRINTS GAME

You will need:

A set of footprints (these could be cut out and laminated)
A set of different musical instruments (e.g. maracas, drum, bells and castanets)
Bricks or stacking cups

Instructions:

Lay out 3 – 4 footprints in a line, and ask the children to line up behind them. Choose one of the instruments e.g. bells. Explain to the first child that they are going to walk to the next footprint when they hear the bells, but not if they hear a different instrument. Choose instruments at random to make a noise with and sit behind the child so they can't see the instrument being shaken. Once the child has got to the last footprint, they put down a brick to make a tower. The next child then has their turn.

Variations:

To make it easier, use fewer instruments to reduce the choice. If a child has very poor attention, use just one instrument and tell the child to only move when he hears that instrument.

To make it harder, tell the child they can only move when they hear two instruments, and in the right order, e.g. they can only move if they hear the bells, then the drum. You could also make it harder by using two instruments that sound very similar, or by increasing the number of instruments they have chosen from.

Alternatively, children can move in a different way when a different instrument is played e.g. shakes for running on tiptoe, triangle for fairy steps etc.



LISTENING ACTIVITY

2.10 SHOPPING GAME

You will need:

'Fake' food e.g. fruit/veg, cereal boxes, cakes etc.
Shopping basket.

Instructions:

Take food out of the bag asking the children to identify them as you do so. Be aware that some items will be more difficult for the children than others. Give one child the basket and ask him to give you one of the items. Continue round the group. Then increase the level of difficulty by asking them to give you 2 and 3 items. Obviously some children will succeed at a higher level than others – alter the number of items you request allowing the ability of the child.



LISTENING ACTIVITY

2.11 MAKING NOISES WITH ANIMAL PUPPETS

You will need:

A good selection of animal glove puppets.

Instructions:

Tell the children that the animals are going to make some noises but they might not be the right noises. You may need to go through the expected sounds before beginning this. Ask the children to check they know what sounds each animal makes. Choose one animal e.g. cat. Tell the children that the cat is going to make a noise. If it makes the correct noise, e.g. 'meow' they have to stand up. If it makes the wrong noise, e.g. 'woof woof', they have to keep still until they hear it 'meow'.

Variations:

To make it easier, (e.g. with a group of children with very poor attention), do the game as a ready steady game. Make the correct animal noise every time, and ask them to stand up when they hear the noise. To make it harder, increase the number of animals making the sounds.



LISTENING ACTIVITY

2.12 STAND UP IF YOU'RE

You will need:

Optional – Items related to a category, e.g. plastic food
Pictures related to a category, e.g. pictures of transport.
Categories you could use can include food, animals, and toys.

Instructions:

Have the children sit in a circle, and tell them they are going to stand up in response to what you say. Choose a theme, e.g. clothes vocabulary and tell them to 'stand up if you're wearing trainers', 'stand up if you're wearing trousers' etc. The children should sit down after each instruction.

Variations:

It may be useful to like the topic to any topics they are working on in school at the time. For example if working on food, give each child a piece of plastic food and ask them to 'stand up if you've got an apple', 'bread', 'a biscuit', etc.

To make it harder, use categories rather than individual items, e.g. with food items; 'stand up if you've got fruit' 'vegetables' etc.

You can use pictures instead of objects but these are harder, so this will depend on the level of your group. You can also make it harder by asking the children about things that aren't in the room, e.g. 'stand up if you've got a pet', 'stand up if you've got a dog', 'stand up if you've got a cat', or about likes and dislikes, e.g. 'stand up if you like ...'

LISTENING ACTIVITY

2.13 COLOURING GAME

You will need:

Sheet with pictures on it for colouring in
One for each child
Crayons

Instructions:

Give one sheet to each child.
Ask the children to colour different things e.g. 'Colour the house red'
'Colour the dogs eyes'
'Colour the car blue'

Try to give commands with 2 main words in them, see underlined above.



LISTENING ACTIVITY

2.14 WHICH INSTRUMENT IS IT?/MATCHING SOUND MAKERS

You will need:

2 sets of matching instruments – 5 pairs are normally enough.

e.g. 2 drums, 2 maracas, 2 tambourines, 2 bells, 2 chime bars

A blanket or cloth

Instructions:

Take a pair of instruments out of the bag and give them to 2 children to play. Point out that they are the same. Put one in the middle of the group and the other under the blanket.

Repeat this with all other pairs.

‘Play’ one of the musical instruments under the blanket and ask 1 child to identify which one it is by listening.

Go round the group getting each child to identify 1 instrument in turn.

If this is easy for them, increase the difficulty by sequencing 2 sounds together and getting them to identify 2 sounds.

Variations:

Develop the activity by playing a simple rhythm or by adding a song to accompany the instrument (e.g. *there is a music man. Clap your hands*) while the hidden instrument is played. This time the listening children have to concentrate very carefully, discriminating between their singing and the instrument being played.



LISTENING ACTIVITY

2.15 STOP AND GO

You will need:

A musical instrument for each child and yourself.

Instructions:

This is a very simple game! The children play their instruments when you say 'go' and stop when you say 'stop'.

Variations:

Get children to take it in turn to be the teacher and shout 'stop' and 'go' to the group.

You could incorporate 'loud and quiet' or 'fast and slow' if the children are able enough.

Use the symbols to help them to understand the concepts. Saying 'this time we're going to play the instruments quietly – go!' etc.



LISTENING ACTIVITY

2.16 READING A STORY

You will need:

A book with a word or phrase repeated in it several times, e.g. Very Hungry Caterpillar, We're going on a Bear Hunt.

Optional: A symbol of the target word, e.g. caterpillar.

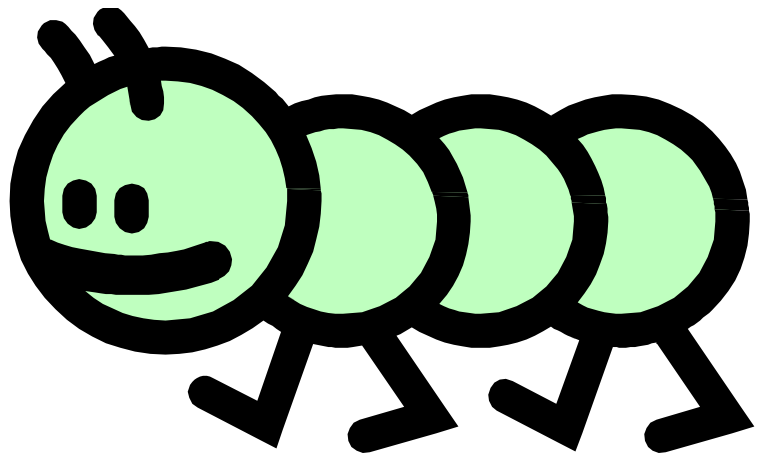
Instructions:

Sit the children in a circle and tell them you are going to read them a story. Tell them that every time they hear the word 'caterpillar' during the story (or equivalent depending on book chosen) they have to stand-up, or an alternative action, e.g. waving.

Variations:

To make it easier, have the children stand-up in response to a phrase instead of a single word. Use the symbol of the word as a prompt to make it easier if necessary.

N.B. This is a very difficult activity, so would be most suitable for a higher level group.



LISTENING ACTIVITY

2.17 LISTENING WALKS

You will need:

Listening Rules, A pair of ears for each child, Miniature Objects and Symbols for environmental noises.

Instructions:

This is a listening activity that can take place indoors or outdoors. Remind the children about the things that good listeners do (e.g. keep quiet, have ears and eyes ready). Invite the children to show you how good they are at listening and talk about why listening carefully is important. Encourage the children to listen attentively to the sounds around them. Talk about the different sounds they can hear. The children could use 'cupped ears' or make big ears on headbands to wear as they go on the listening walk. After the children have enjoyed a listening walk indoors or outdoors, make a list of all the sounds they can remember. The list can be in words or pictures and prompted by replaying sounds recorded on the walk.

Variations:

A Listening Moment - To make it easier, ask the children to name the sound as they hear the same. To make it harder get the children to listen to two similar sounds e.g. car and lorry and see if they can hear the difference.



LISTENING ACTIVITY

2.18 DRUM OUTDOORS

You will need:

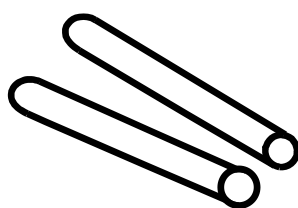
Listening Rules, drumsticks, beaters (wooden stick, metal spoon), a pair of ears.

Instruction:

Give each child a beater or make drumsticks, for example from short pieces of dowel. Encourage the children to explore the outdoor area and discover how different sounds are made by tapping or stroking, with their beaters, a wooden door, a wire fence, a metal slide, and a few items such as pipes and upturned pots you have 'planted'. The activity could be recorded and/or photographed. Ask each child to demonstrate their favourite sound for the rest of the group. The whole group can join in and copy. Ask each child to take up position ready to make their favourite sound. An adult or a child acts as conductor using a signal to play loudly and quietly (see Monster and Mouse Listening Activity).

Variations:

Get the children to turn around and close their eyes and see if they are able to recognise where the sound is coming from and what you are drumming on. Tap out a rhythm and see if the children can copy the same – to make it harder ask the children to turn around and repeat the activity.



LISTENING ACTIVITY

2.19 TEDDY IS LOST IN THE JUNGLE

You will need:

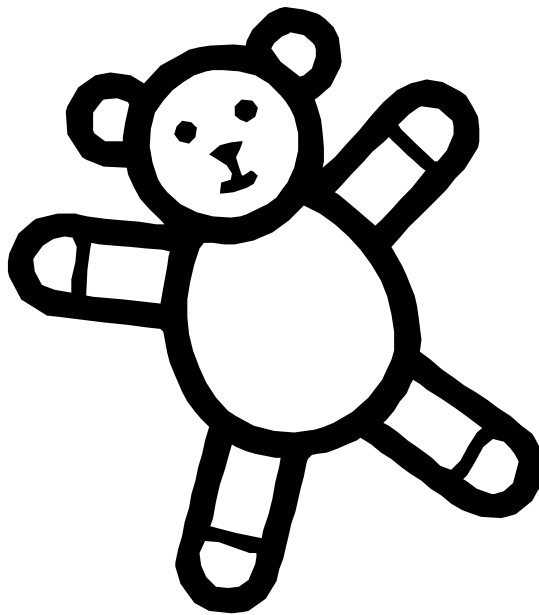
Listening Rules, teddy bear, symbolised nursery rhymes.

Instruction:

One child (the rescuer) is taken aside while a teddy bear is hidden somewhere in the room. Tell the other children they are going to guide the rescuer to the teddy by singing louder as the rescuer gets closer to, or quietly as the rescuer moves further away from the teddy. Alternatively lead the children in singing a familiar song, rhyme or jingle, speeding up and slowing down to guide the rescuer.

Variations:

- a) Clap louder and quieter rather than singing a song to indicate how close one is to the teddy.
- b) Conduct the activity outside.



LISTENING ACTIVITY

2.20 MRS BROWING HAS A BOX

You will need:

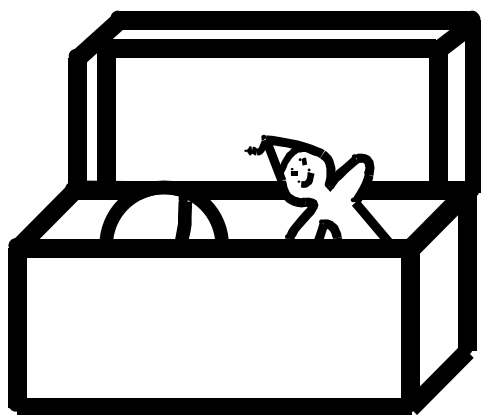
Listening Rules, A box, 6 Noisy Items.

Instruction:

Turn a box on its side with the opening facing away from the children. One by one place between four and six familiar noisy items (e.g. a set of keys, crisp packet, squeaky toy) into the box, pausing to name them and demonstrate the sound each one makes. Sing to the tune of 'Old MacDonald' but using your own name or one of the children's:
Mrs...has a box ee i ee i o
And in that box she has a...
Stop. Gesture and ask the children to listen. Handle one of the objects in the box, out of sight, to make a noise. The children take it in turns to guess what is making the sound. Continue the song but imitating the sound using your voice. *With a zzz zzz here and a zzz zzz there...*
Allow the children to take a turn at making a noise from inside the box and use their names as you sing.

Variations:

To make it easier take the object out of the box and make the sound whilst the children are watching you. To make it harder put objects in the box that sound similar.



LISTENING ACTIVITY

2.21 SOCKS AND SHAKERS

You will need:

Listening Rules, Old Socks, Opaque Plastic Bottles, and Noisy Materials.

Instruction:

Partially fill either opaque plastic bottles or the toes of socks with noisy materials (e.g. rice, peas, pebbles, marbles, shells, coins). Ask the children to shake the bottles or socks and identify what is inside from the sound the items make. From the feel and the sound of the noisy materials encourage the children to talk about them.

Variations:

- a) Ask questions such as: 'Where might we find shells and pebbles? Support with photographs, symbols.
- b) To extend further one could ask what else might we hear at the seaside and see if the children can name where the sound comes from.



LISTENING ACTIVITY

2.22 NEW WORDS TO OLD SONGS

You will need:

Listening Rules, Symbolised Nursery Rhymes, and Percussion Instruments.

Instruction:

Take a song or a rhyme that the children know well and replace well known words with new ones to suit the purpose e.g. Jack and Jill went up the LANE. Get the children to jump up when they hear the new word. Use percussion instruments to accompany the new lyrics.

Variations:

- a) To make it easier change the rhyming word at the end of the line and jump up with the children.
- b) To make it harder stay seated and do not jump up when the word is changed.
- c) To extend further show the children a copy of the symbolised nursery rhyme and get them to track the words as the adult points to the same – jumping up as they recognise any changes.



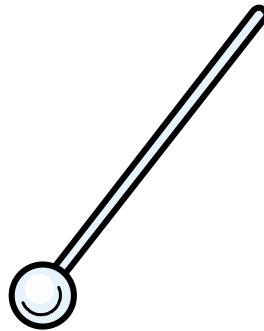
LISTENING ACTIVITY

2.23 MATCHING SOUNDS

You will need: Listening Rules, Percussion Instruments.

Instruction: Invite a small group of children to sit in a circle. Provide a selection of percussion instruments. One child starts the game by playing an instrument. The instrument is then passed round the circle and each child must use it to make the same sound or pattern of sounds as the leader.

Variations: Start with a single sound to pass round the circle. Increase the difficulty by having a more complex sequence of sounds or different rhythms.



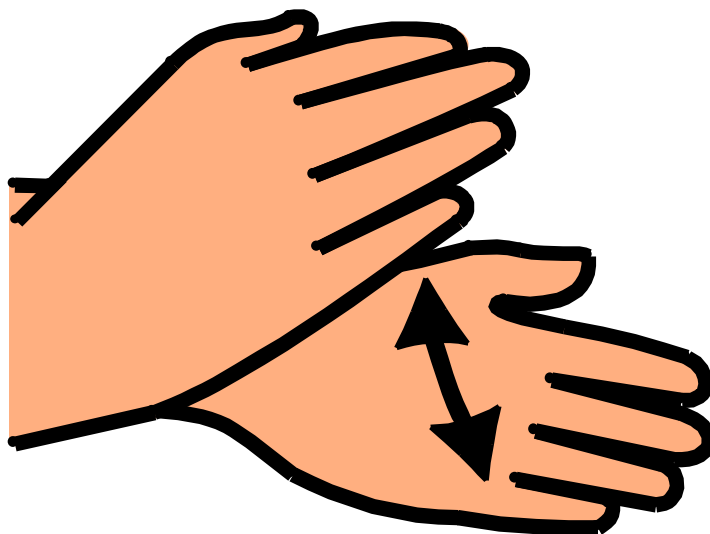
LISTENING ACTIVITY

2.24 FOLLOW THE SOUND

You will need: Listening Rules.

Instruction: All sit in a small circle. The adult begins by producing a body percussion sound which is then 'passed' to the child sitting next to them such as clap, clap, clap. The sound is to be passed around the circle until it returns to the adult.

Variations: To make it easier pass around one sound e.g. one clap.
To make it harder ask if the sound stayed the same all the way around? What changed? Did it get faster or slower?
To make it even harder introduce a simple sequence of sounds for the children to pass on e.g. clap, stamp, clap.



LISTENING ACTIVITY

2.25 NOISY NEIGHBOUR1/NOISY NEIGHBOUR2

You will need:

Listening Rules, A selection of sounds in relation to the story. Symbolised feelings and Pictures of scenarios e.g. at a birthday party, in the swimming pool.

Instruction:

The adults tells a simple story about a noisy neighbour and the children join in. Begin with: Early one morning, the children were all fast asleep (ask the children to close their eyes and pretend to sleep) when all of a sudden they heard a sound from the house next door. At this point make a sound from behind a screen. The story teller continues: Wake up children. What's that noise? The children take it in turns to identify the sound and then the whole group are encouraged to join in with: Noisy neighbour, please be quiet. We are trying to sleep. Repeat the story line with another sound (e.g. snoring, brushing teeth, munching cornflakes, yawning, stamping feet, washing).

Variations:

To make it easier let the children listen to the variety of sounds to be used so they are familiar with the same.

To make it harder ask the children to add their own ideas to the story about the noisy neighbour.

To make it even harder ask the children to suggest a suitable ending to the story and discuss noises that they like, that make them feel excited and noises that make them feel sad.

Ask them when it is a good time to be noisy, be quiet or speak softly using scenarios e.g. at the swimming pool, at a party, with someone who is asleep, playing hide and seek etc.



LISTENING ACTIVITY

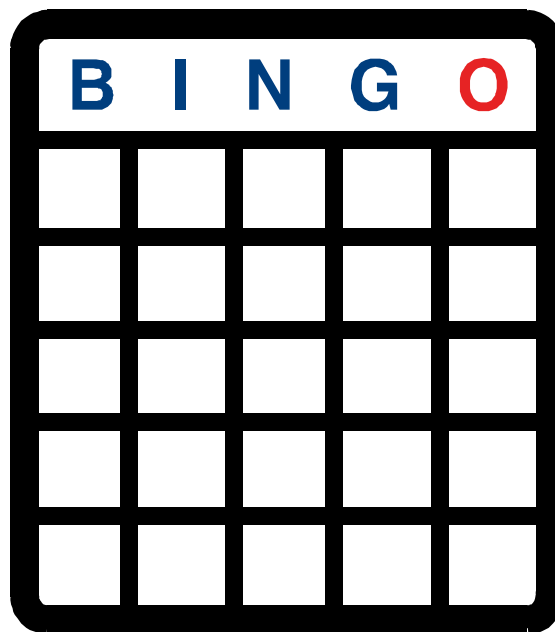
2.26 RHYMING BINGO

You will need:

Listening Rules, a bag, a set of three rhyming objects or pictures and other non-rhyming objects or pictures, a hoop.

Instruction:

Give each child a set of three objects or pictures of objects with rhyming names. (Such pictures are readily available commercially.) Hide in a bag a set of pictures or objects matching the pictures you have given to the children. The children take turns to draw out of the bag one object or picture at a time. Invite the children to call out when they see an object or picture that rhymes with theirs and to collect it from the child who has drawn it from the bag. After each rhyming set is completed chant together and group together inside a hoop the objects or pictures that rhyme. As you name objects give emphasis to the rhyming pattern.



LISTENING ACTIVITY

2.27 PLAYING WITH WORDS

You will need:

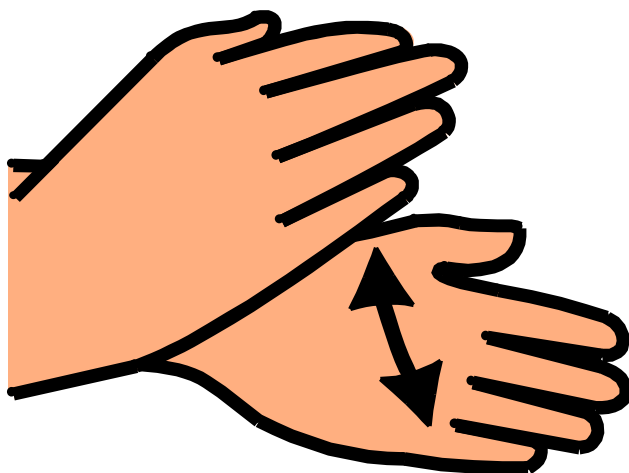
Listening Rules, sets of familiar objects with varying syllables e.g. pencil, umbrella, camera, xylophone.

Instruction:

Show the objects to the children, name them and talk about what they are used for. Wait for the children to share some of their experiences of the objects; for instance, some of them will have used a camera. Then encourage them to think about how the name of the object sounds and feels as they say it. Think about the syllables and clap them out as you say each word. Then clap the syllables for a word without saying it and ask: *What object could that be?* As children gain confidence, try some long words like *binoculars*, *telephone*, and *dinosaur*. To make it more visual you could use bricks to represent the syllables alongside clapping.

Variation:

Think of using the letters s a t p i n e.g. sat, pin, nip, pat, tap, pit and pip, sound them out clapping each phoneme with the children in unison then blend the phonemes to make the whole word orally.

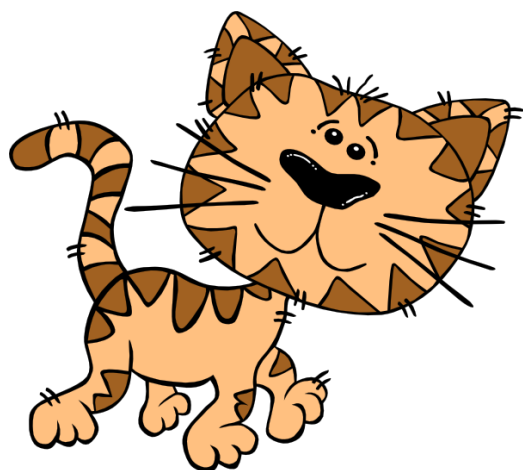


LISTENING ACTIVITY

2.28 RHYMING PAIRS

You will need: Listening Rules, two sets of pictures that rhyme

Instruction: In a pairs game, use pictures of objects with names that rhyme. The children take it in turns to turn two cards over and keep them if the pictures are a rhyming pair. If they are not a rhyming pair, the cards are turned face down again and the other person has a turn. Start with a small core set of words that can then be extended. The children need to be familiar with the rhyming word families before they can use them in a game – spend time looking at the pictures and talking about the pairs.



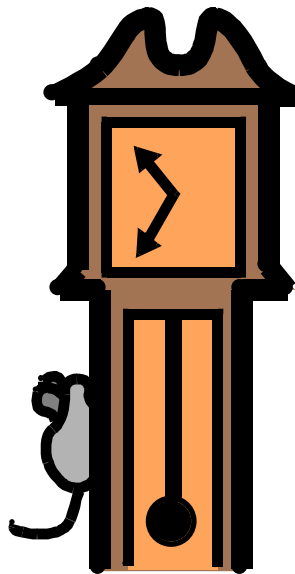
LISTENING ACTIVITY

2.29 FINISH THE RHYME

You will need: Listening Rules, rhymes/stories with rhyming patterns

Instructions: Include a selection of songs within the daily singing session which involve children in experimenting with their voices. Simple nursery rhymes, such as 'Hickory, Dickory, Dock' provides an opportunity for children to join in with *wheeee* as the mouse falls down. Use this to find related words that rhyme: *dock, clock, tick-tock*. Substitute alternative rhyming sounds to maintain children's interest and enjoyment.

Variations: Use books with predictable rhymes that children are familiar with and then stop as you come to the final word in the rhyme. Invite children to complete it. Use plenty of intonation and expression as the story or rhyme is recounted



LISTENING ACTIVITY

2.30 RHYMING PUPPETS

You will need: Listening Rules, two puppets

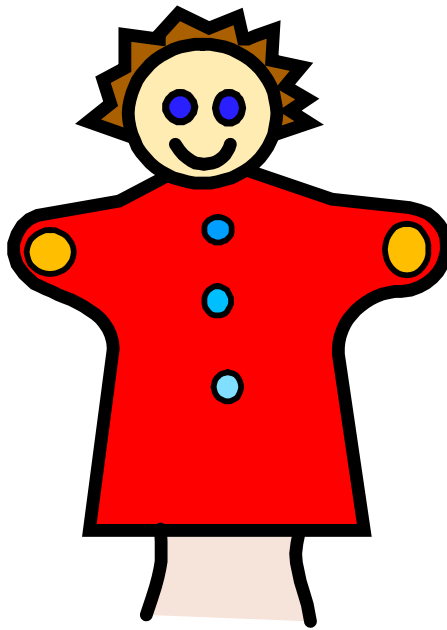
Instruction: Make up silly rhyming names for a pair of puppets (e.g. *Fizzy Wizzy Lizzy* and *Hob Tob Bob*). Introduce the puppets to a small group and invite them to join in story telling, leaving gaps for the children to fill in rhyming words, for example:

Are you poorly Lizzy? Oh dear.

Fizzy Wizzy Lizzy is feeling sick and...dizzy.

Bob is very excited. Today he is going to be a

builder. Hob Tob Bob has got a new...job.

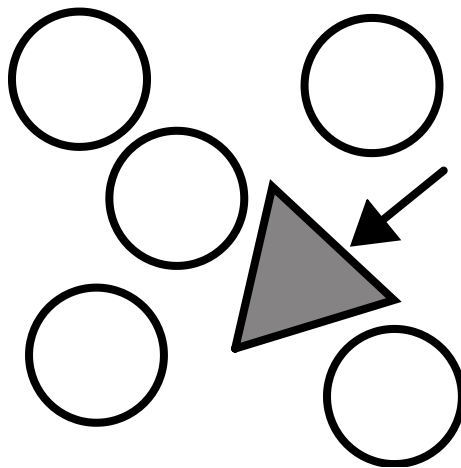


LISTENING ACTIVITY

2.31 ODD ONE OUT

You will need: Listening Rules, objects or pictures that rhyme

Instruction: Put out three objects or pictures, two with names that rhyme and one with a name that does not. Ask the child to identify the 'odd one out': the name that does not rhyme. Start with a small set of words that can then be extended. The children need to be familiar with the rhyming word families before they can use them in a game – spend time looking at the pictures and talking about the pairs.



LISTENING ACTIVITY

2.32 DIGGING FOR TREASURE

You will need:

Listening Rules, two sets of objects suitable for use in the sand tray. Each set of objects must have names beginning with the same initial sound.

Instruction:

Choose initial sounds for each set that sound very different from one another. Bury the objects in preparation for the session. As the children uncover the treasure, group the objects by initial sound and each time another is added recite the content of that set:
Wow! You've found a car. Now we have a cup, a cow, a candle and a car.

Variation:

One could read 'Dear Zoo' and then collect together animals which have the same initial sound (e.g. a lion, a lizard, a leopard, a llama and a lobster) to act out the story. Set up a small toy zoo and join the children as they play with it. Use a toy bus and a bag with the animals in it. Chant the following rhyme and allow each child in turn to draw an animal out of the bag and add an animal name to the list of animals spotted at the zoo.
*Bertha the bus is going to the zoo,
Who does she see as she passes through?
... a pig, a panda, a parrot and a polar bear*



LISTENING ACTIVITY

2.33 TONY THE TRAIN'S BUSY DAY

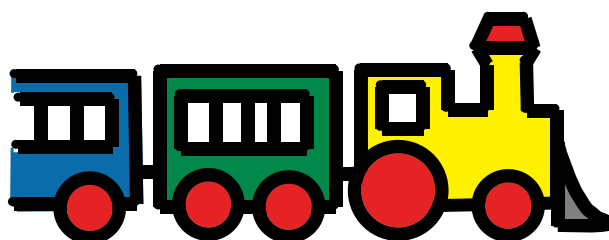
You will need:

Listening Rules, train and a selection of objects starting with the same sound.

Instruction:

A small group of children sits in a circle or facing the front so they can see objects placed on the floor. Use the props to act out a story with the train.

It was going to be a busy day for Tony. He had lots to do before bedtime. So many packages to deliver and so many passengers to carry. He set out very early, leaving all the other engines at the station, and hurried off down the track, clackedy clack down the track, clackedy clack down the track... But he hadn't gone very far when...!!! He saw something up ahead lying on the tracks. 'Oh no!' yelled Tony. 'I must s - t - o - p.' And he did stop, just in time. To Tony's surprise there on the track lay a big brown bear, fast asleep: 'I had better warn the others,' thought Tony and so he hurried back to the station, clackedy clack going back, clackedy clack going back. Tony arrived at the station quite out of puff. 'Whatever is the matter?' said the other engines. 'Toot, toot, mind the...big, brown bear' panted Thomas. 'He's fast asleep on the track.' 'Thank you,' said the others, 'We certainly will.' Continue with the whole object set and encourage the children to join in with saying the growing list of objects. Remember to give emphasis to the initial sound. The aim is to have the group chant along with you as you recite the growing list of objects that Tony finds lying on the track. Make up your own story using the props and ask: *What do you think happens next?*



LISTENING ACTIVITY

2.34 MUSICAL CORNERS

You will need:

Listening Rules, 4 Chairs, 4 sets of objects each containing objects with names that start with the same sounds (four different initial sounds are represented)

Instruction:

Put a chair in each corner of the room, or outdoors. Collect four sets of objects, each set containing objects with names that start with the same sound. (Four different initial sounds are represented.) Keep back one object from each set and place the remaining sets on each of the four chairs. At first, the children sit in a circle or facing you. Name each of the four sets of objects, giving emphasis to the initial sound.

Explain that now there will be music to move around or dance to and that when the music stops the children are to listen. You will show them an object and they should go to the corner where they think it belongs.



LISTENING ACTIVITY

2.35 SILLY SOUP

You will need:

Listening Rules, selection of items with names that begin with the same sound, a bowl and a wooden spoon.

Instruction:

Provide the children with a selection of items with names that begin with the same sound. Show them how you can make some 'silly soup' by putting 'ingredients' (e.g. a banana, bumble bee and bug) into a pan in the role-play area. Allow the children to play and concoct their own recipes. Play alongside them without influencing their choices. Commentate and congratulate the children on their silly recipes. Recite each child's list of chosen ingredients. Make the pattern clear by emphasising the initial sound. By observing mouth movements draw the children's attention to the way we start each word and form sounds.



LISTENING ACTIVITY

2.36 CHAIN GAMES

You will need:

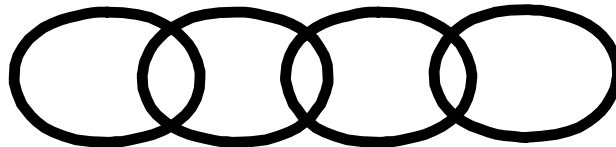
Listening Rules

Instruction:

Working with a small group of children, an adult makes a long sound with their voice, varying the pitch (e.g. eeeeeee). The next person repeats the sound and continues as the next joins in, to form a chain. The sound gets passed as far round the circle as possible. Start again when the chain is broken.

Variation:

Pass the sound round slowly, quickly, make it a high sound, a low sound, loud or quiet.



LISTENING ACTIVITY

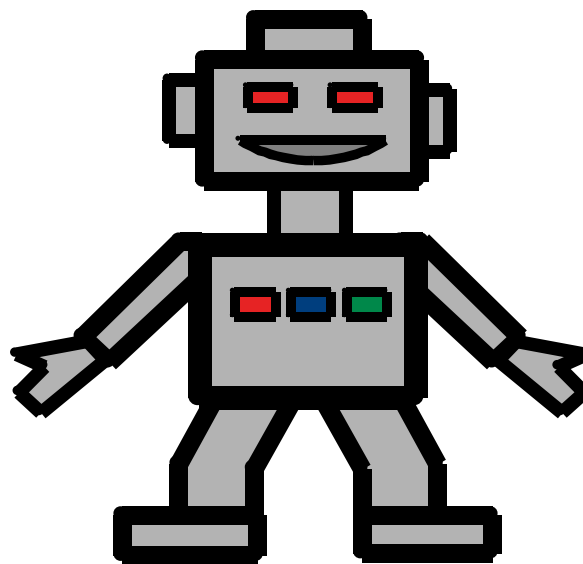
2.37 METAL MIKE

You will need:

Listening Rules, toy robot computer and a bag of pictures of objects.

Instruction:

Encourage a small group of children to sit in a circle or facing the front so they can see you and Metal Mike (a toy robot computer). Sound out and blend the phonemes in their names. Ask each child in turn to take out a picture or an object from a bag. Hold it up and tell the group that Metal Mike is a computer and so he talks with a robot voice. Ask the children to name the object as Metal Mike would and demonstrate it for them in a robotic voice (e.g. 'c-a-t'). Feed the object or picture into Metal Mike and encourage the group first to listen to you and then join in as you say the word exaggerating the sound of each phoneme, followed by blending the phonemes to make the word.



LISTENING ACTIVITY

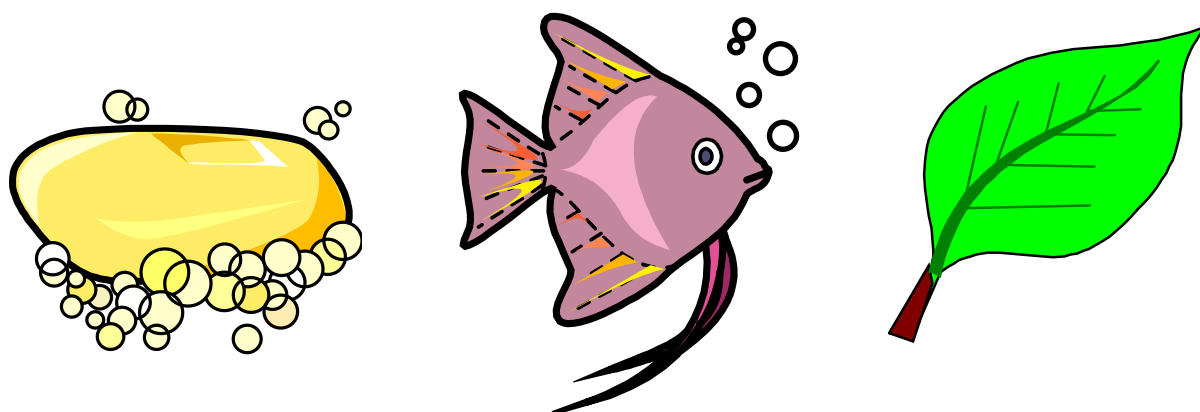
2.38 WHICH ONE?

You will need:

Listening Rules, a selection of familiar objects with names that contain three phonemes (e.g. leaf, sheep, soap, fish, sock, and bus), a puppet

Instruction:

Check that all the children can recognise each object. Bring out the sound-talking toy and ask the children to listen carefully while it says the names of one of the objects in sound-talk so they can help it to put the sounds together and say the word. The toy then sound-talks the word, leaving a short gap between each sound. Encourage the children to say the word and identify the object. All the children can then repeat the sounds and blend them together – it is important that they do this and don't simply listen to the adult doing so



LISTENING ACTIVITY

2.39 CROSS THE RIVER

You will need:

Listening Rules, selection of objects containing two or three phonemes (there can be more than one of the same object) and chalk or rope.

Instruction:

Make a river across the floor or ground outside with chalk or ropes. Give each child or pair of children an object and check that all the children know the names of the objects. The toy calls out the name of an object in sound-talk (e.g. p-e-g). The children who have that object blend the sounds to make the word and cross the river.



LISTENING ACTIVITY

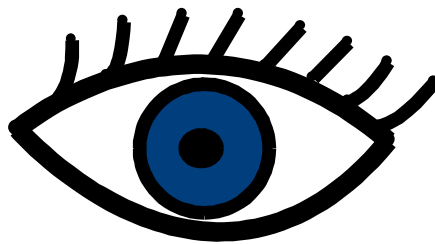
2.40 I SPY

You will need:

Listening Rules, a selection of objects with names containing two or three phonemes and a puppet.

Instruction:

Place on the floor or on a table a selection of objects with names containing two or three phonemes (e.g. zip, hat, comb, cup, chain, boat, tap, ball). Check that all the children know the names of the objects. The toy says *I spy with my little eye a z-i-p*. Then invite a child to say the name of the object and hold it up. All the children can then say the individual phonemes and blend them together 'z-i-p, zip'. When the children have become familiar with this game use objects with names that starts with the same initial phoneme (e.g. cat, cap, cup, cot, comb, kite). This will really encourage the children to listen and then blend right through the word, rather than relying on the initial sound.



LISTENING ACTIVITY

2.41 SAY THE SOUNDS

You will need:

Listening Rules, a puppet, some objects with three phonemes and a bag or box to hide the objects in.

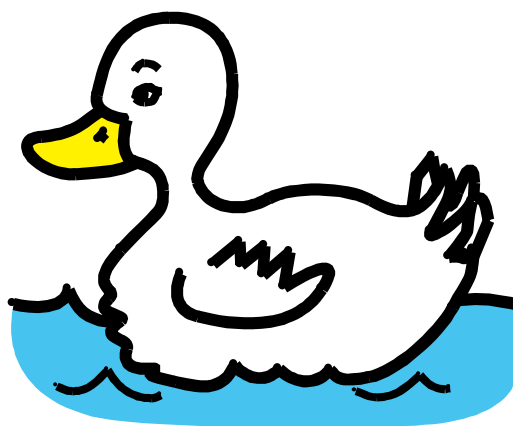
Instruction:

When the children are used to hearing the toy say words in sound-talk and blending the individual sounds to make words, you may be able to ask some children to see whether they can speak in sound-talk. Take out one object and name it, model segmenting the word and encourage the children to have a go at segmenting the same word.

Variation:

To make it harder do not name the object and to make it even harder do not model segmenting.

When the children are very familiar with the activity allow one of the children to see an object, and then ask them to try to say the separate sounds in the name of the object, just like the toy does (e.g. *d-u-ck*). The other children then blend the sounds together to make the word. The child can then reveal the object to show whether the other children are right.

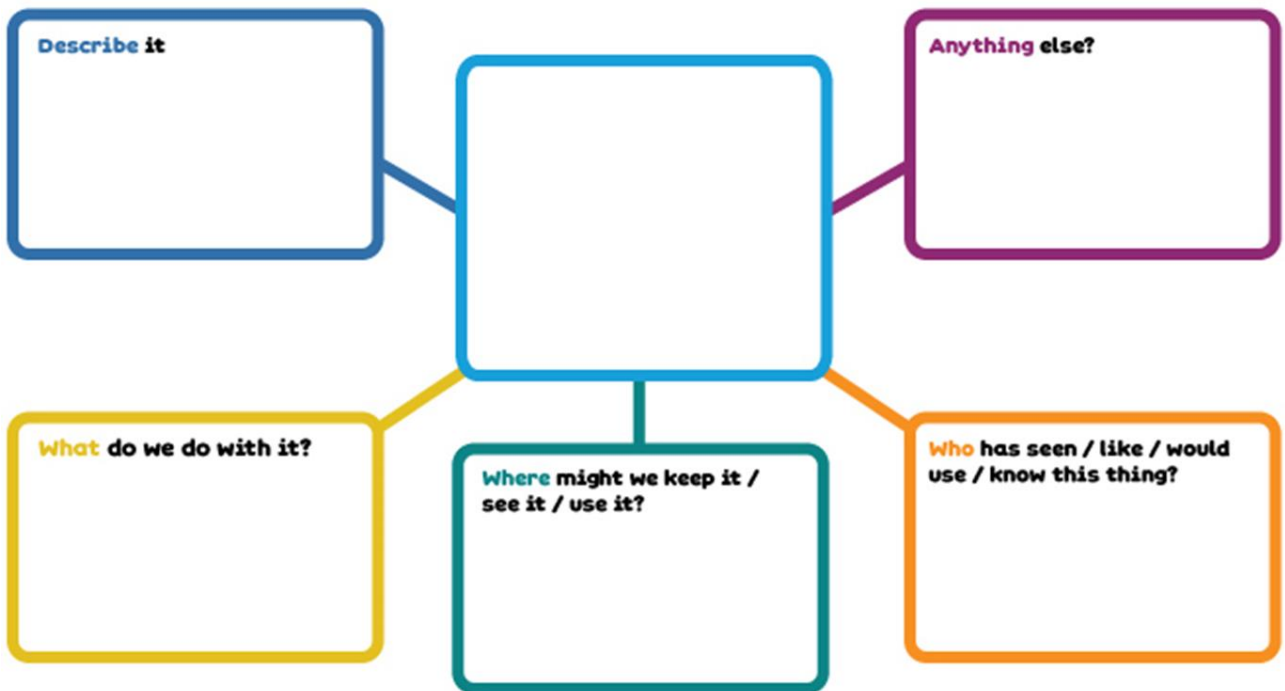


Listening activities covering the following aspects of letters and sounds

Aspect 1	General sound discrimination - environmental	Musical Bumps Ready Steady Go Listening Tapes Ticking Clock Listening Walks Drum outdoors Teddy is lost in the jungle Mrs Browning has a box Shopping Game Stand up if you're... Colouring Game Socks and Shakers
Aspect 2	General sound discrimination – instrumental sounds	Fast and Slow Monster and Mouse Game Shake and Stamp Footprints game Which instrument is it? / Matching sound makers Stop and Go Drum Outdoors New words to old songs Matching Sounds
Aspect 3	General sound discrimination - body percussion	Monster and Mouse Game Shake and Stamp Follow the Sound Noisy Neighbour 1 Noisy Neighbour 2
Aspect 4	Rhythm and rhyme	Rhyming Bingo Playing with Words Rhyming Pairs Finish the Rhyme Rhyming Puppets Odd One Out
Aspect 5	Alliteration	Digging for Treasure Tony the Train's Busy Day Musical Corners Silly Soup
Aspect 6	Voice sounds	Animals in a hoop Making noises with animal puppets Reading a story Chain Games Metal Mike
Aspect 7	Oral blending and	Which One?

	segmenting	Cross the River I Spy Say the Sounds
--	------------	--

Vocabulary activities



VOCABULARY ACTIVITY

3.1 HOT POTATO

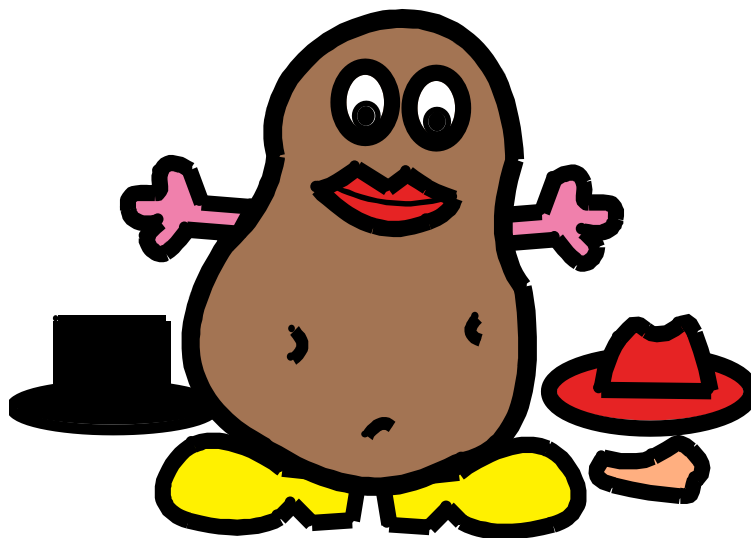
You will need: A potato
A good singing voice

Instructions: Pass the potato around the circle of children whilst singing the hot potato song (see below). When the song has finished, whoever has the potato must tell the group their favourite food/animal/toy.

Extension: Can they remember which food/animal/toy each of them chooses at the end?

Song: To the tune of 'London Bridge is Falling Down'

Sing:
Hot potato, pass it on
Pass it on
Pass it on
Hot potato



VOCABULARY ACTIVITY

3.2 I WENT SHOPPING

You will need: Objects or picture cards of items to buy.

Instructions: Lay the objects on the floor in front of the children. Tell them they are going to go shopping, and you are going to start. Say 'I went shopping and I bought an apple' (or any item from the choice on the floor) put the apple on the floor in front of you. The next child then has to say 'I went shopping and I bought an apple and a biscuit' (or another item from the choice). They then put that item on the floor in front of them. Keep going round the circle until everyone has bought something.

Variations: To make it easier, everyone just has to say what they've bought and not include the whole group. To make it slightly harder, use symbols/pictures instead of objects. To make it much harder, use no picture/object support. This should only be used with a higher level group, as it relies on memory as well as practising vocabulary.



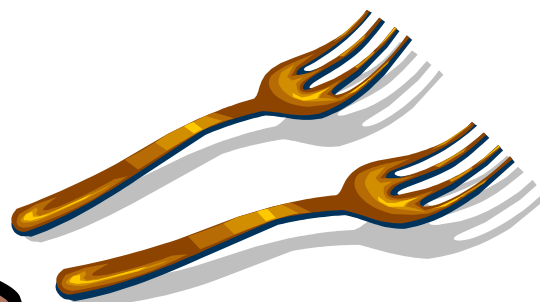
VOCABULARY ACTIVITY

3.3 PASS THE BAG

You will need: One feely bag
Every day objects e.g. spoon, book, teddy, sock, shoe, ball, toy car
Tape recorder/CD player and lively music!!

Instructions: Have the children sit in a circle.
The feely bag of everyday objects is passed around the circle to the music, like pass the parcel. When the music stops, the child who has the bag has to open the bag, pull out an object and name it.

Variations: After the child has named the object ask them a question about it; What is it used for? What colour is it? What does it feel like?
You can use specific categories in the feely bags e.g. foods, toys, action pictures. You can make it really hard by asking the child not to name it but describe the object.



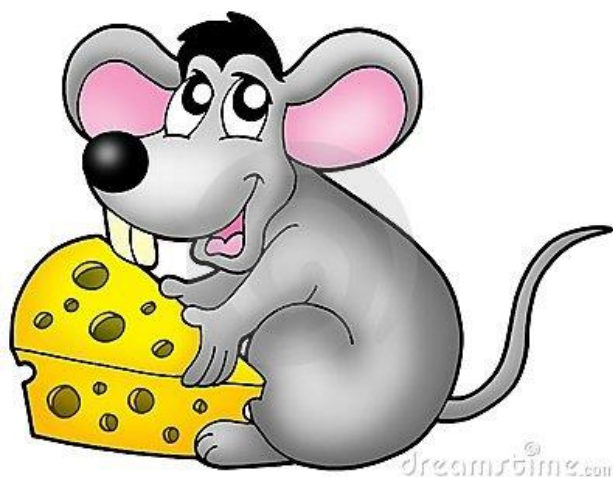
VOCABULARY ACTIVITY

3.4 MONSTER AND MOUSE FOOD GAME

You will need: Pictures of a monster and a mouse
X2 toy plates
Feely bag
Pictures of nice/horrible food
Tape recorder/CD player and lively music

Instructions: Have the children sit in a circle
Place the pictures of the mouse and monster in the middle of the circle. Give both a toy plate.
Tell the children that monster and mouse are hungry. The monster likes horrible food and the mouse likes nice food.
Pass the feely bag with the nice and horrible food pictures around the circle to the music (pass the parcel)? When the music stops, the child who has the bag has to open it, and pull out a picture. The child then has to tell you what it is and whether it would be nice or horrible to eat.
The child then places it on to either the monster's or mouse's plate depending on whether it is nice or horrible.

Variations : You can make this harder by...
Asking the children: What is their favourite food? What food do they hate? You can make it easier by just asking the children to name the pictures.



VOCABULARY ACTIVITY

3.5 FISHING GAME

You will need:

Fishing game – there are several varieties, but you need one that you can attach pictures to.

Verb pictures.

Instructions:

Attach a set of verb pictures to the fish (one to each fish). Each child should take turns to 'catch' a fish, take the picture off and name the action, e.g. "playing", "throwing", "kicking".

Variations:

To make it harder, encourage the child to add to the verb to make a longer sentence, e.g.

Child says "kicking"

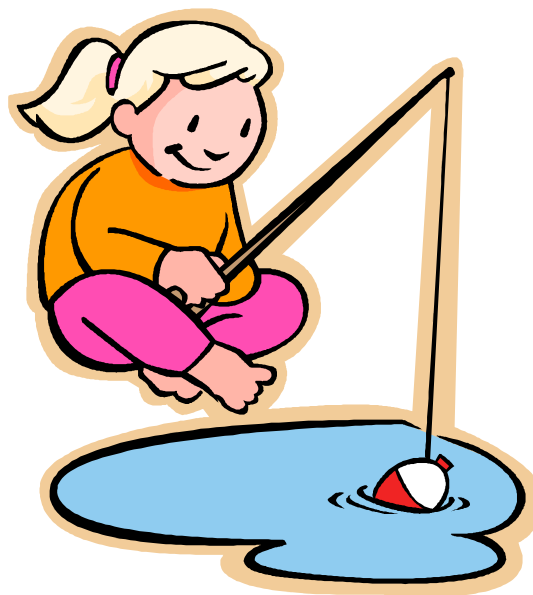
You say "who is kicking?"

Child says "boy"

You model "boy kicking" (or "the boy is kicking" for a more able child)

Another variation:

You can use any vocabulary pictures in this game e.g. food – encourage children to say which 'food' is nice and which is horrible.



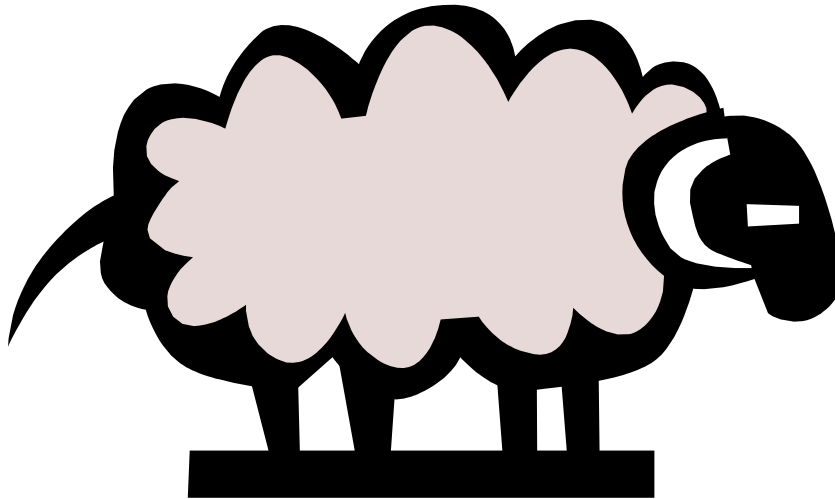
VOCABULARY ACTIVITY

3.6 WHICH ONE'S MISSING?

You will need: 6/8 objects – either fake food, animals or toys

Instructions: Introduce all the objects you are going to use to ensure the children know the names.
Lay the objects out and then ask the children to close their eyes.
Remove one of the objects and see if, in turn, they can spot the missing object.

Variations: You could extend this by removing 2 objects.



VOCABULARY ACTIVITY

3.7 DESCRIBING ANIMALS FOR CHILDREN TO GUESS/ANIMAL SOUNDS

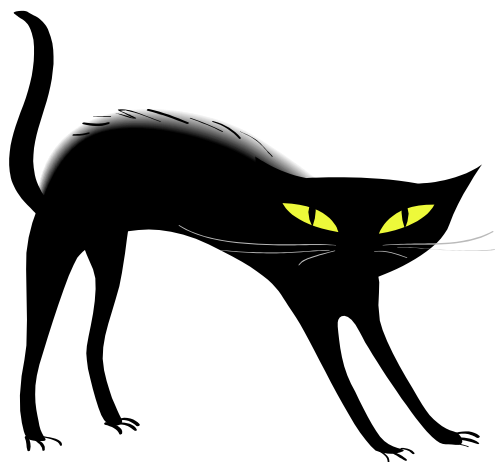
You will need: A set of toy animals, or glove puppet animals

Instructions: Have the children sit in a circle, show them the animals, and put the animals into a feely bag. Tell the children you are going to describe one of the animals for them to guess. You could describe the animal as follows, e.g. For a pig:
It lives on a farm; It has a funny nose,
It's pink, It has a curly tail, It goes "oink, oink".

Or for a cat:
It lives in a house, It has a long tail, It has pointy ears
It has whiskers, It goes "meow"

When describing the animal, do so gradually, so that each new feature gradually reveals the more obvious features of the animal. For example, saying "It lives on a farm" should cue the child into the category of farm animals, but only a pig would be expected to have a curly tail. Leave the sound it makes until last, as this is the easiest description.

Variations: Choose a different category, e. g. clothes, transport, to describe. Using the musical instruments, ask the children to choose from a choice of two instruments which one best represents a chosen animal e.g. which one sounds most like a pig?



VOCABULARY ACTIVITY

3.8 BIRTHDAYS

You will need:

3 different cuddly toys e. g. teddy, dolly, and dog.
Symbols or pictures of 3 category sets
e. g. toys/animals/food.

Instructions:

Explain that it is the toys' birthdays and that dolly likes food, teddy likes animals and dog likes toys.
Each child takes a picture out of the bag, says what it is and must decide who would like it.
This is a good activity for sorting and categorizing.



VOCABULARY ACTIVITY

3.9 FEED THE LION

You will need: Feely bag
Pictures of food
Picture of a lion – mouth cut out

Instructions: Place the pictures in the feely bag and ask the children to sit in a circle.
Pass the bag around the circle taking it in turns to pull out a picture of food.
The children have to name the food on the picture.
Once they've named it, they then feed it to the lion by posting the picture into the lion's mouth.

Variations: You can make this harder by

- Passing the feely bag around the circle to music, like pass the parcel.
- Having a choice of animals to feed e. g. lion, mouse, cat, frog etc....
- Asking the child to tell you "I'm going to feed the lion the cake", "I'm going to feed the frog the ice cream".



VOCABULARY ACTIVITY

3.10 FIND THE GOLD

You will need:

A set of vocabulary pictures, e. g. food, toys, or animals
A piece of 'gold' – (yellow paper)

Instructions:

Put all the vocabulary pictures face down in the middle of the circle and hide the 'gold' under one of them when the children aren't looking.

Have the children take turns to turn over the pictures and name them. Tell the children that whoever finds the 'gold' is the winner.

If the 'gold' is found immediately, hide it again so that every child has a turn at naming a picture.



VOCABULARY ACTIVITY

3.11 STORY SOUNDS

- You will need:** A story book with symbolised key characters, a selection of percussion instruments
- Instructions:** As you read or tell stories, encourage the children to play their instruments in different ways (e.g. *Make this instrument sound like giant's footsteps, a fairy fluttering, a cat pouncing, an elephant stamping*).
- Variations:** To make it easier collect objects or pictures of the key characters and name them, then ask the children to name the characters.
Relate the key characters to one musical instrument e.g. giant linked to a drum, a fairy to a triangle. The children play the drum every time the giant is mentioned and the triangle every time the fairy is mentioned.
- To make it harder, invite the children to make their own suggestions for different characters (e.g. *How might Jack's feet sound as he tiptoes by the sleeping giant? And what about when he runs fast to escape down the beanstalk?*). As the children become familiar with the pattern of the story, each child could be responsible for a different sound.



VOCABULARY ACTIVITY

3.12 HIDDEN INSTRUMENTS/MUSICAL SHOW AND TELL

You will need: Drum, Triangle, Wooden Block, Tambourine, and Cymbal
Photographs and Symbols of the instruments

Instructions: Hide the instruments around the setting either indoors or outdoors before the children arrive. Show the children one of the instruments and name it. Then play the instrument and ask the children to go and find the same hidden instrument. When the finder discovers it they have to name the instrument and play it and the rest of group run to join them. Continue until all the instruments are found. Once all the instruments have been found, invite the children to perform short instrumental music for others.

Variations: To make it easier change the dynamics of the instrument you are playing to know if they are getting closer to the hidden instrument e.g. play loud when they are close and quietly when they are further away.
To make it harder play a simple pattern/rhythm on your instrument and when the child has found the same instrument they have to play the same rhythm.
To make it easier ask the children to name the instrument they have found or the one they like best using picture/symbol support.
To make it harder, use no picture/symbol support and ask them to tell you what they like about the music.



VOCABULARY ACTIVITY

3.13 THE PIED PIPER

You will need: Story of the Pied Piper, different musical instruments

Instructions: Tell the story of the Pied Piper of Hamelin. Use different instruments for the Piper to play, with the children moving in different ways in response. The child at the front decides on the movement and the rest of the group move in the same way. They follow the leader around the indoor or outdoor space, marching, skipping and hopping. Vary the pace and describe the action: slow, slower, fast, faster.

Variations: To make this easier demonstrate the actions for marching, skipping and hopping and before asking the children to carry out the same. Use symbols to represent the actions. To make this harder introduce and model new words by acting them out e.g. briskly, rapidly, lazily, sluggishly, energetically for the children to copy and explore by acting them out in different ways.



Vocabulary activities covering the following aspects of letters and sounds

Aspect 1	General sound discrimination - environmental	Hot Potato I Went Shopping Pass the Bag Fishing Game Which One is Missing? Describing Animals For Children To Guess Birthdays Feed the Lion Find the Gold
Aspect 2	General sound discrimination – instrumental sounds	Monster and Mouse
Aspect 3	General sound discrimination - body percussion	
Aspect 4	Rhythm and rhyme	
Aspect 5	Alliteration	I Went Shopping
Aspect 6	Voice sounds	
Aspect 7	Oral blending and segmenting	

SONGS AND RHYMES

Make sure that singing and rhyming activities are part of the daily routine in small-group time and that extracts are repeated incidentally as events occur (e.g. *It's raining, it's pouring* as the children get ready to go outdoors in wet weather).

Play with rhyming words throughout the course of the day and have fun with them. Sing or chant nursery rhymes and encourage the children to move in an appropriate way (e.g. rock gently to the beat of 'See Saw Marjorie Daw', march to the beat of 'Tom, Tom the Piper's Son' and 'The Grand Old Duke of York', skip to the beat of 'Here We Go Round the Mulberry Bush').

Support a group of children to compile a book of their favourite rhymes and songs. They could represent the rhymes in any way they choose. The book can be used to make choices about which rhyme to say during singing time, or used for making independent choices in the book corner. Children may choose to act as teacher selecting rhymes for others to perform, individually or as a group. Have a bag of objects which represent rhymes (e.g. a toy spider to represent 'Incy Wincy Spider', a toy bus for 'The Wheels on the Bus') and invite the children to choose their favourite.

Roly Poly

Rehearse the rhyme with the actions (rotating hand over hand as in the song 'Wind the bobbin up').

Ro ... ly ... po ... ly ... ever ... so ... slowly

Ro ... ly ... poly faster.

(Increase the speed of the action as you increase the speed of the rhyme.)

Now add in new verses, such as:

Stamp ... your ... feet ... ever ... so ... slowly

Stamp ... your feet faster.

Ask the children to suggest sounds and movements to be incorporated into the song.

Say hello ever so quietly

Say HELLO LOUDER!

Ask a small group to sit in a circle so they can see a selection of rhyming objects (e.g. rat, hat, cat) placed on the floor. Use a bowl and spoon as props to act out the song. Invite the children, in turn, to choose an object to put into the soup and place it in the bowl. After each turn, stir the soup and sing the following song to recite the growing list of things that end up in the soup.

Sing the first part of the song to the tune of 'Pop Goes the Weasel':

*I'm making lots of silly soup
I'm making soup that's silly
I'm going to cook it in the fridge
To make it nice and chilly
In goes... a fox... a box... some socks...*

Throughout the course of daily activities, encourage the children to think about and play with rhyming words. The adult begins with the prompt *I know a word that rhymes with cat, you need to put one on your head and the word is...hat*. This can be used for all sorts of situations and also with some children's names: *I know a girl who is holding a dolly, she is in the book corner and her name is...Molly*. As children become familiar with rhyme, they will supply the missing word themselves.

Our sound box/bag

Make collections of objects with names beginning with the same sound. Create a song, such as 'What's in our sound box today?' (tune of London Bridge is falling down) and then show the objects one at a time. Emphasize the initial sound (e.g. s-s-s-snake, s-s-s-sock, s-s-s-sausage)



Appendices

LISTENING GROUP SESSION PLAN

Session:

Date:

Activities:

Basic Structure:

1. Group rules
2. Timetable
3. Hello Activity
4. Listening Activity
5. Vocab Activity
6. Song

Equipment:

Vocabulary:

LISTENING GROUPS RECORDS

School:	Date:
----------------	--------------

Name:

Name:

Name:

Name:

Name:

Evaluation of group activities/plans for next session: