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**Language Strategies for Little Ones** is a multifaceted tool for developing the communication skills of students in kindergarten and first grade. The lessons integrate whole language philosophy, classroom curriculum concepts, literature-based intervention techniques, and strategies for self-prompting.

This resource capitalizes on students' visual strengths by providing creative, visual reminders of strategies. Memorable strategy names help students internalize their use. Homework assignments and vacation calendar activities help encourage the use of the strategies in other settings.

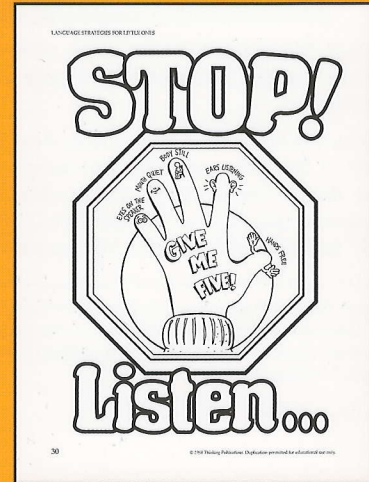
The program components include lessons, homework activities, skills checklists, parent newsletters, and a summer calendar. These materials work together to maximize learning, generalization, and skill maintenance. They provide activities that will appeal to students with different learning styles, so each child has an opportunity for success in learning about communication.

Communication goals focus on three primary areas: (1) language comprehension, (2) oral expression, and (3) story grammar knowledge, which, to enhance remembrance, will be called simply "story knowledge" in the lessons. An organizational chart cross references individual lessons to lesson objectives. Creative links to curriculum appear through a variety of materials (e.g., various graphics and posters help students practice listening skills, compare time periods, and learn about seasons, climates, and land regions).

**Little Ones** is an ideal tool for schools implementing an inclusion model. Activities are interactive and include reading, writing, role-playing, and art. Suggestions for adapting lessons for small group settings and suggestions for varying lessons are numerous.

Use **Little Ones** in small group, large group, or classroom settings. Educators who strive for students to become independent learners and generalizers of skills in the classroom, at home, and, eventually, in work environments will find this resource useful.

The lessons are appropriate for students in kindergarten and first grade, or those who are functioning at that level developmentally. Although most activities are written for group participation, the lessons are adaptable for one-to-one remediation of students with language disorders or learning disabilities.



### GIVE ME FIVE: STOP AND LISTEN (PART II)

**GOAL**  
To improve listening skills

**BACKGROUND INFORMATION**

The Give Me Five Stop and Listen strategy addresses listening versus hearing, use of appropriate listening body language, and key words and phrases to signal the need to listen. The main focus of this lesson is to provide students with a strategy that helps them be prepared and attentive for the task of listening. We sit "stop-out" of listening situations from time to time, but if we don't bring ourselves back, we can lose track of what is being said. The "give me five" signal can be used by educators to bring students to attention and encourage students bring themselves back to a listening situation. In this lesson, students will be given an active listening job to keep them alert and listening throughout a story.

**OBJECTIVES**

1. Use appropriate body language—eyes on the speaker, mouth quiet, body still, ears listening, and hands flat—during a longer listening situation.
2. Listen and then signal when specific sound words are used within a story.

**MATERIALS**

1. Emotion character (recommended but not necessary; see page 12)
2. Social application story: *Fraction Lesson about Listening* (Created earlier)
3. *Let's Go Home, Little Bear* (1976), by Martin Waldell, illustrated by Barbara Firth (If desired, substitute another book such as *The Happy Hedgehog*, 1982, by Martin Waldell, illustrated by Jill Reeson. It is preferable that the book have sound words or objects that might make sounds like, in this story, the bear has such words as "chidding" and "mooing.") It is more enjoyable if the sound words do not match the students' production of the sound words.
4. Give Me Five poster (Created earlier)

**INTRODUCTION**

**Tie-in to Prior Learning**

Have Emotion ask the students if they can remember why it is important even for frogs to be good listeners. Review the list of reasons from the Emotion lesson about listening summary page (see page 8).

LANGUAGE STRATEGIES FOR LITTLE ONES

checklist of positive outcomes for listening (i.e., words, safety, learning) as a review from the previous lesson (see page 29).

**Focus/Relevancy**

Have Emotion explain how it is fun practice to be a good listener. Ask the students to give the thumbs-up signal if they think that listening is an important skill for children too.

To allow the students to share how listening is important in their lives, use the A/F/I pair discussion technique (see page 18). In Emotion explain that sometimes it is hard to listen in a long time. He can tell a story about having to listen at long school when Professor Green was teaching about ways to keep the pond pollution free. He talked for a long time, and Emotion had to work hard not to daydream about going swimming.

**LESSON ACTIVITIES**

1. Show the book *Let's Go Home, Little Bear* (1976), by Martin Waldell, illustrated by Barbara Firth. Point out the following literary highlights:
  - Book cover (Discuss: What season does it show? How do they know? Do the students think the story is made up or real?)
  - Vocabulary—*plod, glower, path, stream, water, orders, cry* (Discuss: demonstrate what plodding would look like; let students pretend to walk in deep snow)
  - Multiple meaning words—*normal, make, get, where, down, back, lay*
2. Introduce the students' next listening task by discussing the importance of listening for key words or phrases teachers or speakers often use to signal an important message. When the students hear certain words or phrases such as "Give me five" ("This is important" or "I hope you're listening carefully,") the students should immediately demonstrate appropriate listening body language (see page 18). Explain that there will be times when students will need to actively listen for extended periods of time. The students may have to give themselves reminders to keep listening, just as they did when they role-played being distracted by their pencils and then ignoring the distraction.
3. Introduce the active listening task in which the students give the thumbs-up signal when they hear the following sound words.

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