



Activity 19: Follow My Lead

Clearly stated activity purpose supports the literacy skill focus.

Purpose: To develop listening skills; to give and follow one- and two-step directions

Number of People: 2 (Partner Activity)

Materials: Farm Zoo Oral Language Mat; Friendly Farm Animal Counters; BLM 9

Teacher-Supplied Materials: Legal-size file folder

Detailed instructions provide teachers with guided practice support for each activity.

Advance Preparation: Read the Activity Card and have all materials easily accessible in the Center. Make available BLM 9: 2 copies per child and 1 copy to introduce the activity.

Prepare Children: The steps in this activity should be explained and demonstrated by both the teacher and children. Remember to use the following routine when introducing the activity: I do it (explaining and modeling); we do it together (shared and guided); you do it (in a small group, with a partner, or independently). Set expectations for the activity by talking to children about good speaking and listening behaviors, including giving clear directions and listening carefully. Show children how to set up the Barrier Game (see Step 1 on Activity Card 19). Put the mats on either side of the file folder so each child cannot see what the other child is doing. Explain how to play the game. Tell children that 1 person will be the speaker (giving the directions) and the other person will be the listener (following the directions). Remind children that the file folder is in place so they cannot see what the other person is doing. The speaker puts an animal on the mat and tells the listener what she or he did. The listener tries to put the matching animal on the same place on his or her mat. Use the farm animal counters and mat to model possible directions using such position words and phrases as **beside, next to, between, on, right, left** (for example, *I put a yellow duck on the roof of the barn.*). Remind children to listen carefully and to tell exactly where to put the Farm Animal Counter. Tell children to continue playing until all the animals are placed. Tell children to check how they did by removing the file-folder barrier. Show children BLM 9. Explain how to complete the Follow My Lead Checklist for Speaking and Listening. Remind children they use 1 column of BLM 9 (either Speaker or Listener) the first time they do the activity. They use the other column of BLM 9 when they trade jobs in Step 8. Review the instructions for the Learn More activity. Tell children they will use the second copy of BLM 9 when they do the Learn More activity. Introduce the Activity Card step by step (see **Appendix, Prepare Children**, page 57, for more information).

Teaching Tips: Teachers may want to create a Position Word Card to remind children of prepositions to use in giving directions (see **Appendix, Activity 19**, page 61, for an example). Refer to the **Effective Speakers and Listeners** chart, page 3, for additional information for setting expectations for good speaking and listening behaviors. If children need more effective feedback on the clarity of their directions or the correctness of their responses teachers may decide to have children check their responses after each move.

Note: For more information on the use of Barrier Games see pages 75–77 in *Comprehensive Literacy Resource for Grades 1–2 Teachers* (ETA/Cuisenaire 2005). For more activities to develop speaking, listening, and vocabulary skills, see pages 51–81 in *Comprehensive Literacy Resource for Grades 1–2 Teachers* (ETA Cuisenaire 2005) and pages 195–216 in *Comprehensive Literacy Resource for Kindergarten Teachers* (ETA/Cuisenaire 2003).

Direct references are provided to Miriam P. Trehearne's *Comprehensive Literacy Resource* book series and the research base.

The Research Base: Learning to give and follow directions through barrier games helps students build listening skills, concept knowledge, and an understanding of the language of instruction (Trehearne et al. 2003). When students self-assess, they gain insights about their learning. These insights help them monitor their learning and provide practice in giving themselves descriptive feedback (Davies 2000).

Oral Language & Phonological Awareness:
Speaking, Listening & Vocabulary Development • Grade Level 1

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Teacher's Notes

