Explicitly teaching prep students’ vocabulary development through big books and role play improves listening comprehension.

Teaching Unit
Listening Comprehension

Explicitly teaching prep students, vocabulary development through big books and role play improves listening comprehension.

Session 1

Introduce visualization as a comprehension strategy:

We are going to learn something to help you understand what you hear. It is ‘making pictures’ in your head. Today you are going to draw pictures on a chalkboard after you hear sounds on the tape recorder. Then you are going to make a picture in your head after you hear a sound. By answering questions you can make pictures in your head and this helps you to listen and understand what you hear.

Teacher demonstrates the strategy - drawing pictures.

Teacher plays recorded animal sound. Teacher demonstrates how to draw ‘sound’ on a chalkboard by thinking aloud whilst the students watch and listen. Teacher suggests what is making the sound and draws the animal. Whilst drawing the animal teacher verbalizes color, size. E.g. Questions using 4w + H questions - What does it look like? Where is it? What is it doing? How does it move?

To help us understand what we hear we can make pictures. When we ask questions we can learn more.

Student Practice

Play another recorded animal sound. Teacher encourages the students to draw what they hear on chalkboards. Teacher questions each student regarding characteristics – What colour is it? Is it big or small? Does it have long hair or short hair? How does it move? Show me how it moves.

To help us understand what we hear we can make pictures. When we ask questions we can learn more.

Teacher demonstrates listening comprehension strategy - mind pictures

Teacher demonstrates how to make mind pictures by thinking aloud whilst the students watch and listen. Teacher suggests what animal is making the sound and thinks aloud. Teacher verbalizes color, size. My kitten is black. It is very little. It is soft to touch. It likes to drink warm milk. Demonstrate how it moves.

E.g. Questions using 4w + H questions.
Student Practice

Play another animal sound; teacher encourages one student to guess. Teacher questions the student to help build mind picture. Question- using 4w+h questions. Teacher requests student demonstrate how the ‘sound’ moves.

*To help us understand what we hear we can make pictures. When we ask questions we can learn more.*

Student Practice

Play another sound; teacher encourages each student to guess. Teacher questions the students to help build their mind picture. Question- using 4w+h questions. Teacher requests students demonstrate how the ‘sound’ moves.

*To help us understand what we hear we can make pictures. When we ask questions we can learn more.*
Session 2

Review- Visual imagery
What can we do to help us understand what we hear?
Make pictures in our heads.
Listen to a recorded animal sound. Students suggest what is making the sound.
Teacher questions students- What colour is it? How big is it? What does it like to eat? How does it move?
We can make pictures in our heads to help us understand what we hear. Asking questions helps us make our pictures like a movie in our heads.

Listening comprehension Strategy- Vocabulary-Synonyms

Big Book-Dan the Flying Man
Pre-Listening Activity-I am going to point to some things on the front cover and I want you to tell me what they are. What is this called? I wonder who this is. What is he doing?
Establish existing knowledge. Select a small number of known words and write on flashcards.

Select one word-e.g. man

Today you are going to make pictures in your heads about words we hear.
Students say the word e.g. man. Teacher implements visualization strategy. Think of someone you know who is a man. In your head make picture of what he looks like?
Ask students to verbally respond to the following questions: What colour hair does he have? What is he wearing? How tall is he? What does he like to do? Show me how he walks, sits, eats.
What is another word that means the same as man? Students generate as many synonyms as possible. Students verbalise words in sentence form. Another word like man is..................
Say sentences about a man. A man wears jeans. Then make up silly sentences. A man wears lipstick. Students work out the sensible sentences and the silly sentences.
Select another word e.g. over
Word becomes more meaningful by students physically moving over different objects-action comprehension. Students say ‘I am going to jump over the...............’
Look at the pictures in the book.
This story is called Dan the Flying man. I wonder where Dan flies. I wonder what things Dan will fly over. I wonder if anyone can catch Dan the Flying Man.
It should be noted students determine the direction of the lessons because as a teacher you work from the students own experiences.

Look at pictures. What is this? What else can you see? Tell me more about the picture.
Look at all the pictures in the book. What happened to Dan? What did Dan fly over?
Did anyone catch Dan?
Review listening strategies.
Making pictures in our head about words we hear helps us understand. Saying words that are like other words helps to us understand what the word means.
Review synonyms for man, over, house and flowers.
Session 3

Listening Comprehension-Vocabulary development

Review words from previous session-synonyms and definitions. Students answer in sentences.

Students review words as actions and recall the action in a sentence. I jumped over the ……………
Review words from previous lesson. Suggest synonyms. Recall in sentence form. A word like man is………………
Big Book-Dan the flying Man.

Revisit the story. Students review what happened in the story as a group. Who is in the story? Dan flew over the…………..
Read the story. Re-read the story and students shake a maraca each every time they hear the targeted words.

Act out the story. Each student is given a role. Teacher narrates the story. Students act out the story.

At the conclusion of the ‘play’ Teacher questions students. Who were you in the play? Stories have characters. Characters are the people or animals in a story. The characters are ‘who’ the story is about. Who is the main character in this story? Revisit what the students did when they were the different people/ objects in the story. What role did they play? Encourage the use of synonyms (target words eg. over-above) when answering questions. Teacher gets two students to demonstrate how to ask the question and answer. Students discuss in pairs. Review listening strategies.

When we make actions for words it helps us understand what they mean.

Lesson structure is repeated as set out in lessons 2 and 3 for the remainder of the lessons.
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<th>Lesson 2</th>
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<th>Strategy</th>
<th>Tuning In</th>
<th>Conclusion</th>
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<tr>
<td>Dan the Flying Man</td>
<td>Word knowledge-explore existing knowledge, brainstorm synonyms, action comprehension relating experiential knowledge</td>
<td>Introduction; Practice visual imagery-Listen to a recorded sound-make picture in your head. Target listening. This sound is made by something that you can see on the front cover of the book.</td>
<td>Conclusion: Review words. We make pictures in our heads to help us understand.</td>
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<tr>
<td>(Joy Cowley)</td>
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<thead>
<tr>
<th>Lesson 3</th>
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<tr>
<td>Dan the Flying Man</td>
<td>Role play story</td>
<td>Practice visual imagery. Review words from last session- synonyms, definitions and actions. Identify target words by shaking a maraca every time it is read in the story.</td>
<td>Conclusion: Review words. When we make actions for words it helps us understand what they mean.</td>
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<tr>
<td>(Joy Cowley)</td>
<td>4 W questions and H question after reading the story</td>
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<tr>
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<tr>
<td>Dan the Flying Man</td>
<td>Innovation of text using synonyms.</td>
<td>Practice visual imagery. Review words-Play tic tac toe. Verbalize definitions, synonyms, actions.</td>
<td>Conclusion: Review words. When we make actions and pictures in our heads for words it helps us understand what they mean.</td>
<td></td>
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<td>(Joy Cowley)</td>
<td>4 W questions and H question before reading the story</td>
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**Literacy Focus:** Narratives have Characters- Characterization
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<td>5</td>
<td>Horace (Joy Cowley)</td>
<td>Word knowledge - build on existing knowledge, synonyms, action comprehension.</td>
<td>Review words as Who am I? I am an adult. I am tall. I wear a hat with a propeller. I fly above things. Everyone wants to catch me. Who am I?</td>
<td>Conclusion: Review words. We make pictures in our heads to help us understand.</td>
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<td>6</td>
<td>Horace (Joy Cowley)</td>
<td>Role play story - Action comprehension 4 W questions and H question after reading the story</td>
<td>Practice visual imagery. Review words-Play tic tac toe. Verbalize definitions, synonyms, actions.</td>
<td>Conclusion: Review words. When we make actions for words it helps us understand what they mean</td>
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<td>7</td>
<td>The Farm Yard Concert (Joy Cowley)</td>
<td>Word knowledge - build on existing knowledge, action comprehension, definitions. Front cover and first two pages.</td>
<td>Practice visual imagery. Review words-Play tic tac toe. Verbalize definitions, synonyms, actions.</td>
<td>Conclusion: Review words. When we make actions and pictures in our heads for words it helps us understand what they mean</td>
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<td>8</td>
<td>The Farm Yard Concert (Joy Cowley)</td>
<td>Role play story 4 W questions and H question before reading the story</td>
<td>Review words as Who am I? I am an adult. I am tall. I look after animals. I get mad if wakes me up in the night. Who am I?</td>
<td>Conclusion: Review words. When we make actions for words it helps us understand what they mean</td>
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<td>9</td>
<td>Who will be my mother? (Joy Cowley)</td>
<td>Word knowledge - build on existing knowledge, action comprehension.</td>
<td>Read title without showing the book. Get students to suggest who they think the story will be about.</td>
<td>Review definitions of words</td>
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<td>10</td>
<td>Who will be my mother?</td>
<td>Role play story 4 W questions and H question after reading the story</td>
<td>What helped us work what the story was about/</td>
<td>Review target words suggesting synonyms.</td>
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