

Indicator #14
Receptive Language

Student acts upon or responds to dominant spoken language showing understanding of intent.**

Research

To succeed in a kindergarten setting children need to acquire skills to follow classroom rules and directions. Teachers play an integral role in modeling effective listening skills. Teacher praise after a child has followed directions and completed a task is a very effective method to help children respond in the proper manner. Students are more likely to follow directions and listen to the speaker if they have built a positive relationship. Within the school setting, difficulties in understanding may lead to attention and listening difficulties which can turn into behavior issues. As most activities require a good understanding of language, it may also make it difficult for a child to engage in the activities and tasks required. Learning within the classroom begins with students being able to follow directions and gather information.

Schutte, R. C., & Hopkins, B. L. (1970). The effects of teacher attention on following instructions in a kindergarten class. *J Appl Behav Anal Journal of Applied Behavior Analysis*, 3(2), 117-122. doi:10.1901/jaba.1970.3-117

Comprehension and Collaboration Evaluating
1.5.PK.C

Respond to what a speaker says in order to follow directions, seek help, or gather information.

The learner will:

- Respond appropriately to simple statements (including two-step directions) and questions

The learner may also:

- Follow two-step directions
- Act upon or respond to simple statements and questions showing understanding of intent

Effective Practices:

- Reinforce following directions
- Encourage children to ask questions to find out more information
- Direct children to multiple sources of assistance and information, including their peers and media resources
- Encourage children to restate comments made by other children

ACTIVITIES

Activity:

Play Simon Says with the class to see who can follow one and two-step directions. After most of the class has mastered following one and two-step directions you may try adding more steps.

Activity Prompts:

Simon Says directions given to the class with one or two steps to begin.

Evidence Collection Strategies:

Teacher will observe students' ability to follow one and two step directions.

Home School Connection:

Ask parents to start using two step directions with their children at home (e.g. brush your teeth and put on your PJs)

Activity:

Teacher gives students a whiteboard or Magnadoodle. Teacher gives directions such as, "Draw a square." Step two,

“Draw a circle below the square.”, “Step three: Put a happy face inside the circle.” Teacher set up the activity stating they will share the directions only once. Students must ensure the board is not visible to others (e.g., by keeping it in their laps) to ensure fidelity. Teacher can add as many commands as appropriate for the class.

Activity Prompts:

Teacher will give directions as stated above.

Evidence Collection Strategies:

At the end of the activity, students will flip the board, hold above their heads and show the teacher. Teachers will observe and document students’ ability to follow directions.

Home School Connection:

- Parents or siblings can play SIMON SAYS at home with kids. ESL students can play in their dominant language as well as English.

Home School Extension:

Students complete the attached worksheet by listening to and then following directions. For example, Step one involves coloring the pictures. Step two requires drawing a circle around the animals. Step three involves drawing a blue “X” around anything with wheels. <https://s-media-cache-ak0.pinimg.com/736x/c8/d0/8b/c8d08bbd7d28ed08002869ea161c1732.jpg>

Activity:

One, Two, Three Red Light Game. Have children move like the animal name provided by teacher. Teacher will continue with many different animals.

Activity Prompts:

“We are going to pretend to be animals. When I say go pretend to be a lion and when I say stop you freeze and stop pretending to be a lion.”

Extension:

The teacher may introduce red light/green light as part of this activity. When the teacher calls out an animal the child will pretend to be like this animal when the teacher says green light. When the teacher says red light the child will have to stop.

Evidence Collection Strategies:

Teacher will observe and document students’ ability to follow the directions as well as act like the animal name called.

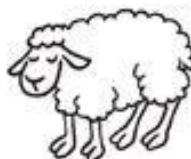
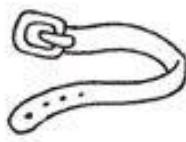
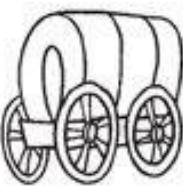
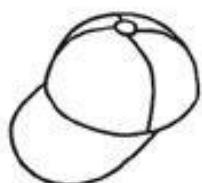
Home School Connection:

Play One, Two, Three Red Light with siblings

Step by Step

Following directions using colors

1. Color the pictures.
2. Draw a red O around the animals.
3. Draw a blue X on the things with wheels.
4. Draw a green □ around things you can wear.
5. Draw a yellow △ around things you can eat.



Hopsalot Says:
Roll pairs of different colored socks into balls. Tell your child to listen carefully as you give specific directions where to put the socks. Example: Put the green socks in the bottom drawer. Put the white socks on top of the dresser. Put the yellow socks underneath the dresser.