Peek inside...

**Grade K  •  Listening and Speaking**

### Assistive technology

Use web resources such as the link listed below to allow students to practice following directions.

**Can You Follow Directions From Tina’s World?**

www.earobics.com/games/gameoo/games/tina2/tina2o.html

Follow the directions on the website.

### Visual cues

- Draw simple cues of the direction’s specific elements on the board. For example, if the directions are *walk in a circle and clap your hands*, then draw a picture of a circle and hands on the board.

- Once students follow the directions accurately, erase the cue and ask them to follow the directions again.

### Simplify

- Give single-step directions only.

- Once students show competency, gradually add the second element.

- Assess where the breakdown is occurring, and simplify accordingly.

### Concrete materials

Give students two simple objects and present directions that they can follow using those objects.

- **Put the crayon in the box.**

- **Cover the red crayon with the paper.**

- **Give me the pen and the pencil.**

- **Place the pencil under your chair.**

Follow the directions accurately.

### Multistep Directions

Explain that being able to follow directions is important to doing well at school and other places. Play a game with students in which they have to remember and follow the directions.

- Give specific, simple, two-step directions. Gradually increase length and complexity.

- Get the students’ attention before giving a direction.

- Use an appropriate and varied tone of voice.

- Speak slowly and clearly.

- To increase complexity, use words such as *before*, *after*, *first*, and *finally*. Make sure that students understand concepts in isolation before embedding them in directions.

- Check for understanding throughout the activity.

- Encourage students to ask questions.

Begin the game in which students are directed to place a picture in a given location.

- Have a set of pictures or objects at the front of the room, and then give a two-step direction to each student. For example, *Put up the blue ball and place it under Sam’s chair; pick up the dog and put it beside the trash can.*

- Give three-step directions for the same activity. Activity books such as *Follow Me! Listen and Do Activities* or *Listening Skills for Young Children* provide some good ideas for practicing directions.

- Keep track of students’ errors to evaluate where the breakdown occurs.

- Errors with following directions can be attributed to weaknesses in listening, understanding basic concepts or other vocabulary, understanding the complexity of the language, attending, memory, distractibility, sequencing, and possibly hearing loss. When students make errors, attempt to evaluate where the breakdown occurs. Be vigilant about keeping your directions simple during training stages.

### Activities organized by grade level

- **A** One of five “language areas” critical to success for learning and literacy.

- **B** Each “language area” consists of different learning objectives.

- **C** Activities are presented within an RTI Model with three tiers of instruction.

- **D** Tier 1 activities are geared for the whole classroom.

- **E** Tier 2 activities are designed for in-class instruction with small groups.

- **F** Tier 3 activities provide further differentiated instruction for smaller groups or one-on-one instruction.

- **H** Teacher instruction shown in black text with white background. Student response shown in black text with shaded background.

- **I** Name of the instructional strategy precedes activity at Tier 2 and Tier 3 levels of instruction.

- **J** URLs are active on the CD that accompanies the book.

- **K** Books used in activities are referenced at the end of each grade level.

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