



# Listen and Tap

Level: BB1.7 Phoneme Segmentation

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## Lesson One – Prior Knowledge

### Before Reading

- Extend prior knowledge and vocabulary around the book cover and title page.
- Read the title to the students. Discuss the title and the cover photo. Tell the students that this picture gives a clue about the story. It tells you who is in the story, where the story is set, and what time of year it is.
- Tell the students that they will learn about why the baby bird is learning to listen and tap as you read the book to them.

- Turn to the title page. Tell the students that before you read them the book they are going to find out some things about the real animals. Click on the woodpecker picture. Tell the students that this bird is a woodpecker. Discuss the word *woodpecker* and ask the students what it tells them about woodpeckers. Add to, or correct their knowledge as necessary.
- Tell the students – *Woodpeckers live in large trees in forests. They use their beak to make a hole in the tree. They live in the hole. Woodpeckers also use their beak to get insects that live in the bark of trees. They eat these insects. A woodpecker’s tongue is very sticky. The insects stick to the tongue, then the woodpecker eats the insects.*
- Click on the cat picture. Remind the students that they have met cats in previous books so they know a lot about them. Have them share their knowledge. Then tell the students – *A baby cat is called a kitten. A female cat can have well over 100 kittens in her lifetime. Cats usually have more than one kitten at a time. A group of kittens born at the same time is called a litter. There can be up to eight kittens in a litter. A cat called Dusty had 420 kittens in her life.*

### **During Reading**

- Use the audio or turn down the volume and read the complete book to the students with the appropriate intonation and pacing.

### **After Reading**

- Discuss what the student’s liked and didn’t like about the story, then ask them to think about the part they liked the best.
- Have the students give a personal response to the story and draw the part they liked the best part.
- Write the student’s dictated caption using the following sentence frame. *“I like the part when...,” said...*
- Have the students write or copy their own name.
- Invite volunteers to share their pictures with the class, talk about the part they liked the best, and read the caption.

## Lesson Two

### Comprehension Strategies – Summarizing

#### Before Reading

- Invite the student's to read the title with you.
- Have them recall the facts they learned about cats and woodpeckers in the previous lesson.
- Tell the students that as you read the story this time you are going to ask them to tell you what happened in just one sentence.

#### During Reading

- Turn the audio down and read the story.
- Invite the students to participate in the reading by asking them questions as you read. Introduce the appropriate language for your ELL students who may not have the English words they need. Have them repeat the words you supply to consolidate meaning and pronunciation.
- Page 6/7 - After reading say – *Tell me in one sentence what has happened in the story so far.*
- Page 8/9 - After reading say – *Tell me in one sentence what happened on this page.*
- Page 14/15 - After reading say – *Tell me in one sentence which animals baby bird has seen so far.*
- Page 24 - After reading say – *Can you tell me in one sentence what the story was about?*

#### After Reading

- Ask the students some literal comprehension questions about the story, for example –  
*What did Baby Bird want to do? Why?*  
*What game did Daddy Bird teach Baby Bird?*  
*How do you play the Listen and Tap game?*  
*Who did Baby Bird see first?*  
*What words did Baby Bird tap out when she saw the man?*  
*Why does Daddy Bird teach Baby Bird the Listen and Tap Game?*
- Ask some inferential questions, for example –  
*Do you think that Listen and Tap is a good name for the game? Why?*  
*What do you think Cat is trying to do?*  
*Why do you think Cat is up the tree when Dog is lying under the tree?*  
*How do you think Cat felt after he swam across the pond.*
- Discuss with the students how good they think they think they would be at playing *Listen and Tap*.

## Lesson Three - Exploring the Setting

### Before Reading

- Tell the students that today they are going to learn some more about where the story took place. They are going to learn about the setting. They are going to learn the names of some of the things in the photos.
- Turn to page 6/7. Click on the background and a popup box with the background photo only will appear (to remove the photo click on the X on the top right hand corner of the photo). The aim of this part of the lesson is that ELL students and students who speak English, but have very limited experiences, will have English language words that they can use in the following discussion.
- Invite the students to look closely at the photo and tell you all the things that they can see. Invite volunteers to come and point to the item they are naming.
- Elaborate on the students' comments, for example – *Yes, this photo shows you woods. Big groups of trees are called woods. Some people call woods, forests.*
- Elaborate on things that the students do not mention, for example - *Tree trunks are covered in bark. Some bark is rough, some is smooth. The bark you can see in the photo is rough.*
- Repeat this sequence with the other pages where the background differs, that is pages 10/11, 14/15, 18/19 and 20/21.

### During Reading

- Turn the audio down and read the story reinforcing the setting. As you read, stop and discuss the setting further, for example –  
Page 2/3 - Say – *Look at the hole in the tree. Do you think a woodpecker made this hole? Do you think its nest is inside?*  
Page 6/7 - Say – *What sort of noise do you think Cat's paws are making on the fallen leaves?*  
Page 8/9 - Say – *Can you see the sunlight coming through the trees? What does that tell you about the weather?*  
Page 12/13 - Say – *What time of year is it when leaves change and fall?*  
Page 14/15 - Say – *You can see the reflections of the birds and the man in the water. This tells you the water is clear.*

### After Reading

- Have the students discuss the setting – What can they say about the time of year. How is it the same as/different from where they live?
- Collect leaves to make a forest mural. Have students suggest describing words and attach them to the mural as labels.

## Lesson Four – Exploring Characters

### Before Reading

- Tell the students that today they are going to learn more about the characters in the book.
- Turn to page 6/7. Click on Daddy Bird and a popup box will appear with Daddy Bird only in it.
- Invite the students to recall the facts they know about woodpeckers.
- Invite volunteers to describe what Daddy Bird looks like.
- Have them say what is the same as/different from a real woodpecker.
- Repeat the procedure with Baby Bird. Discuss how Baby Bird is the same as /different from Daddy Bird.
- Repeat the procedure with Cat. Have the students describe cat. Do they know what real cat has these markings?

### During Reading

- Turn the audio off and read the story to the students.
- Invite them to join in as much of the reading as they can
- Use the oral cloze procedure of hesitating before certain words to encourage the students to participate, for example - "Tap .....One .....

### After Reading

- Discuss the characters with the students.  
*Which character do they like the most? Why?*  
*What words can they think of to describe Cat's character?*  
*What sort of a character is Baby Bird?*  
*Does Baby Bird learn things quickly? What does that tell you about Baby Bird?*  
*Is Daddy Bird a good daddy? Why?*  
*Which character would they most like to be? Why?*
- Have the students chose their best character to draw.
- Caption their drawings with "I like.....," said ..... Have the students copy or write independently as much as they can.
- Invite volunteers to share their drawings, say why they like the character they do, and read their caption.

## Lesson Five – Phoneme Segmentation

### Before Reading

- Tell the students that today they are going to learn how to play the *Listen and Tap* game to help them with their writing.
- Say the sounds in *pig*, tapping the board as you say each sound.
- Tell the students that the word *pig* has three sounds so it's three taps.
- Have the students say the sounds in *pig* with you and tap the floor as they say each sound.
- Write *pig* on the board. Point out the three letters that go with the three sounds.
- Say the sounds in *rat*, tapping the board as you say each sound.
- Tell the students that the word *rat* also has three sounds so it's three taps.
- Have the students say the sounds in *rat* with you and tap the floor as they say each sound.
- Write *rat* on the board. Point out the three letters that go with the three sounds.

### During Reading

- Turn the audio off and read the story to the students.
- Page 8/9 - Encourage the students to say *c-a-t* with you, tapping the floor as they say each sound. Have them join in the refrain, *Tap the tree. One, two, three.*
- Page 10 - Encourage the students to say *d-o-g* with you, tapping the floor as they say each sound.
- Page 12 - Have the students say *d-o-g* with you again tapping the floor for each sound. Have them join in the refrain.
- Page 16/17 - Have the students repeat the procedure of saying and tapping with *m-a-n* and *h-a-t*.
- Page 18 - Explain to the students that *shed* has only three sounds but it has four letters. Explain that *s* and *h* together only make one sound / *sh* /.

### After Reading

- Ask the students questions such as –  
*How many taps for dog?*  
*How many sounds are there in hat?*  
*How many sounds can you hear in tree? How many taps will that be?*  
*Look at the word, tree. How many letters are there?.*
- Invite volunteers to say the sounds in *beak*, and *time* and tap as they say each sounds

## Lesson Six – Innovations

- Tell the students that today they are going to make a new story. The new story is going to have Daddy Bird and Baby Bird looking down at cat and noticing different parts of cat's body.
- Write on the board, *This is cat's ...*
- Invite students to name different parts of cats body, for example - *leg*.
- Have the students break *leg* into the sounds and tap each sound.
- Ask them to name the letters they know that make each of the sounds.
- Write *This is cat's leg* on the board.
- Repeat the process with other parts of Cat's body, for example –

*This is cat's head.*

*This is cat's back.*

*This is cat's fur.*

*This is cat's nose.*

*This is cat's tail.*

- Discuss how many sounds the words have and how many letters.  
Associate as many letters with sounds as the students know.
- Have the students draw a cat and write or copy *This is Cat*.
- Have them label as many parts of cat as they can.
- Invite volunteers to share their cats and read the labels they have written.

## Lesson Seven – Revise, Consolidate, Extend

### During Reading

- Turn the audio up and encourage the students to join in as much of the reading as they can especially the refrain and *cat, dog, man, hat, shed*.

### After Reading

- Ask the students what happened at the beginning of the story, and what happened next. Ask them how the story ended.
- Have the students retell the whole story in one or two sentences.
- Invite volunteers to talk more about the setting. What would the landscape look like if the story took place in winter?
- Discuss what might have happened if Cat had been really hungry.
- Have the students use the skills they have learned from the *Listen and Tap* game to write the following sentences –  
*Cat sat on a mat.*  
*Dog sat on a log.*
- Have the students work in pairs or small groups to reread the story at the computer with the audio on.