

Date: _____


Simon Says


PLAN

Component: Phonological Awareness

Instructional Activity: Simon Says

Materials Needed: N/A

 **Approximate Time:**
5 minutes

 **Click here for video
example**

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

We're going to practice listening. You've learned how to listen actively. That means using your whole body to listen. We're going to practice active listening by playing a game.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary.

When you practice *active listening*, you do three things. First, you look at the person who is speaking. Next, you turn your mouth sounds off. Last, you hold your hands and feet still. Let's practice. I'll be the speaker; you be the listeners. Show me:

1. **Eyes watching.** Wait until all eyes are on you, then continue.
2. **Voices off.** When eyes are on you and voices are turned off, continue.
3. **Calm body.**

Please review the Active Listening activity for how to explicitly teach active listening prior to playing the game.

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Simon Says

I DO IT!

Demonstrate. *Teach the new skill. Model with clear explanations. Verbalize your thinking process.*

Now we'll play a game. Maybe you have already played Simon Says before! I will ask you to do something. If I say "Simon Says" first, then you should do it. If I don't say Simon Says, then don't do it.

This time, I will give two directions instead of just one. I will say, "First, do this," and "Next, do that." If I say Simon Says, you must do both things in order. If I don't say Simon Says, don't do anything.

My turn. Watch and listen. If I say Simon says first touch your nose and next touch your knees, I would have to touch my nose and then touch my knees, because Simon said to do it. Model.

WE DO IT!

Provide guided practice.

Do it with me. Get ready to listen!

Simon says, first clap once, then tap your knees twice. Students and teacher clap once, then tap knees twice.

What did you do first? Students: clap once

What did you do next? Students: tap my knees twice

Why did you do it? Because Simon says so!

Let's do another one together. Get ready to listen!

First, touch your head, and next, give me a great big smile!

Students and teacher should remain still. If students do the actions, scaffold by saying, "Did Simon say to do it?"

Good listening! Simon didn't say to do it, so we didn't!



If students need support with:	Then try this:
Remembering the steps...	Go back to playing with only one command until students are more proficient.

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Simon Says

YOU DO IT!

Provide independent practice.

Now it's your turn. I'll be Simon. Listen actively--with your whole body--then do what you're supposed to do.

Listen. Simon says first touch your knees, next turn around once. Watch for student responses. Scaffold and correct as needed.

Listen again. First sit down, next stand up. Watch for student responses. Scaffold and correct as needed.

Continue the routine using the following commands:

- **Simon says first blink your eyes twice, next touch your shoulders.**
- **First wiggle your fingers, next wiggle your nose.**
- **First jump once, next clap your hands twice.**
- **Simon says first stretch both hands up high, next reach down and touch the floor.**

Today we practiced listening by playing Simon Says. I hope you had fun!

ASSESS

Assess students (formally or informally). *Determine the level of mastery for the stated objective.*

Observe individual students as they respond during guided and independent practice.

Scaffold or correct all errors. Provide specific praise for accurate responses.

ENRICH/EXTEND

Enrichment/Extension. *Provide enrichment and extension activities for students who need less support.*

When students are proficient at doing two commands, build to three commands. For example, Simon says first touch your head. Next touch your shoulders. Last touch your toes.