

Tapping Words

Lesson 11

Timed Lesson (One Minute)

Instructions: The instructor will say a sentence like this: *Let me show you how to do it.* Each word must be clearly enunciated while a nice loud tap is made. When you model or correct the tapping, make sure to emphasize a tap coordinated with each word.

When you hear a mistake, make sure to immediately correct and model the correct response. This will involve carefully issuing the prompt and even clarifying the expectations. The timer keeps on going.

Tap as you say each word. For instance, if a student gave three taps for the word tricycle, you would say, *'tricycle is one word, one thing,'* and demonstrate it as one tap. Compound words such as basketball and tonight can cause particular difficulties.

Instructor: *I am going to say a sentence. I want you to repeat the sentence and use your index finger to make a tap for each word as you say it.* Remember to say the sentence slowly and clearly while tapping.

For example when you say: *My mother is a very good cook.* Tap seven times. You may have to correct those students who tap twice for 'mother' or 'very.' Remind the students that you are only tapping **words** not **syllables**.

1. The baboons were riding tricycles. ----- (5 taps)
2. Keep the dill pickles off my hamburger!----- (7 taps)
3. We built a hut in the forest. ----- (7 taps)
4. "Good try!" shouted the coach. ----- (5 taps)
5. Why do my feet smell so bad? ----- (7 taps)
6. Let's go to the basketball game tonight. ----- (7 taps)
7. Are there horses in the ocean?----- (6 taps)
8. My French uncle calls snails escargot.----- (6 taps)
9. We were up so high my ears popped. ----- (8 taps)
10. That pirate doesn't have teeth. ----- (5 taps)

Developing Expressive Language

Activity 11

Oral Expression Activity (Untimed)

This activity and the following questions are designed to stimulate the student's brain while building language skills and depth of knowledge. The sentences are the sentences from the previous lesson.

You have many options when choosing which **(bolded)** questions to pursue with your student or class. If no interest is shown in a particular question, move on.

1. The baboons were riding tricycles. (The instructor should show pictures of baboons.) **What could be sillier than a baboon riding a tricycle?**
2. Keep the dill pickles off my hamburger! **What do you like on your hamburger? What are some things you do not like on your burger?**
3. We built a hut in the forest. **What is your favorite piece of playground equipment? Why do boys and girls like to climb trees?**
4. "Good try!" shouted the coach. **What is a coach? Why do coaches often shout so loudly?** (Many children do not know what a coach is nor have they ever had one. This can be quickly explained. Then move to another question.)
5. Why do my feet smell so bad? **What is it about some people's feet that can make them stink so badly? What is the best smell in the world?**
6. Let's go to the basketball game tonight. **What would you like to do tonight? What are some things you love to do outside?**
7. Are there horses in the ocean? **What is a sea horse? Besides fish, what lives in water?**
8. My French uncle calls snails escargot. **People eat snails and frogs. Why? Have you ever eaten a snail?**
9. We were up so high my ears popped. **If you looked out the window of an airplane, what do you think you would see?**
10. That pirate doesn't have teeth. **Tell me what a pirate looks like. How could you tell a female pirate from a male pirate? What are some things that pirates do? Draw a picture of a mean pirate.**

Building Vocabulary

Lesson 11

Monkey

Instructor: *I am going to give you some hints about an animal we all know. If you think you know which animal I am talking about, please don't say anything out loud, but raise your hand. I will then call on you and see what you think it is before I give another clue.*

Instructor gives the clue: *I live in the trees of the jungle, but I am not a bird. Who am I?* The instructor calls on someone who has a hand raised. After their guess, the instructor gives another clue. Reinforce good behavior from the raised hand, instead of shouting out answers.

I have very long arms and a tail. Who am I? The instructor calls on someone who has a hand raised. After their guess, the instructor gives another clue.

I like to eat coconuts and bananas. Who am I? The instructor calls on someone who has a hand raised. If no one has guessed the animal, the instructor gives another clue.

I have great balance and can swing from tree to tree. Who am I? The instructor calls on someone who has a hand raised. When someone guesses the animal, the instructor begins a discussion about the animal.

- *Why do people laugh at monkeys?*
- *Where do monkeys live?*
- *What do monkeys like to do?*
- *What do you think monkeys eat?*
- *What other animals do monkeys resemble?*

Developing Expressive Language

Singing

Brother John

(French folk song)

Are you sleeping, are you sleeping
Brother John, Brother John?
Morning bells are ringing, morning bells are ringing,
Ding dong ding; Ding dong ding!

(In French)

Frère Jacques, Frère Jacques,
Dormez vous? Dormez vous?
Sonnez les matines , Sonnez les matines,
Din, din, don! Din, din, don!

Note: This can also be changed into a name song. The instructor will have to make sure they can fit the name of the child into the rhythm of the song. Don't forget to teach this as a round. The instructor will have to be musically and rhythmically creative to have some names fit smoothly within the tune of the song.