

Listening, vocabulary and oral language / Activity 6

Tell the steps in order

Connect a spoken sequence with clear order words.

Name: _____ Date: _____

Talk and do - adult preparation

Task: make a paper name tent using paper and a pencil. Steps: fold the paper in half; open it slightly to stand like a tent; write a name on the front. Decide which surface will be the front before writing.

1. Tell a partner the steps using first, next and finally.

2. Partner repeats or demonstrates the steps.

3. Spot a missing instruction and repair it.

You may respond by talking, pointing, drawing, writing or using your usual communication tools.

Adult teaching notes

Tell the steps in order / Listening, vocabulary and oral language

This is not a controlled decodable text. Read aloud if needed, and record the support given.

Prepare and model

I say open it slightly, not open it flat, because the aim is a standing tent.

Teach, practise, check

1. Introduce the words using real objects, examples or an accessible demonstration.
2. Model a short speaker-listener exchange. Let partners rehearse with the task visible.
3. Give each learner a fresh turn; the listener checks meaning and the speaker repairs the message if needed.

Answers / acceptable responses

1. A workable sequence identifies folding, standing/opening slightly and writing on the chosen front; writing before standing is also workable if explained.
2. Judge whether the listener can perform the sequence, not whether wording matches exactly.
3. Example repair: open the folded paper slightly so it can stand, rather than just open it.

Support

Reduce the number of objects or choices. Allow extra processing time and usual communication tools. Adult may scribe or offer a starter; do not insist on eye contact or a spoken response.

Extend and transfer

Apply the same language move to a current classroom task with a new partner or new objects. Fade the starter only when it remains helpful to do so.

Observe and revisit

Record what the learner understood and what message they produced separately. Note the exact cue or visual support used; revisit with a new example.