

Unit Seven Overview: I Can Listen to Sounds

Unit Seven teaches children to listen carefully to sounds, voices, animal sounds, and spoken words. This unit comes after visual noticing because children have already practiced looking carefully, matching, finding what is different, and remembering pictures. Now children begin to use their ears in the same careful way. They listen, point, make sounds, compare sounds, clap word parts, and notice whether spoken words sound long or short.

Unit Seven does not teach letters yet. Children are learning to listen carefully to sounds and spoken words so they will be ready later to hear beginning sounds in words.

Unit goal	Children learn to listen to familiar sounds and spoken words, connect sounds to pictures, make animal sounds, hear same and different, hear loud and quiet, clap word parts, and notice long and short spoken words.
Student pages	8 student pages, plus the unit title page.
Main teaching method	The teacher models first with voice, body, and real sounds. The whole class practices together. Then children use the workbook page by pointing, touching, clapping, saying, or responding with a gesture.
Teacher reminder	This unit should be playful and active. A noisy classroom is not always a bad classroom. Children are learning to listen, speak, move, and use their voices with control.

Skills in this unit

- listening for animal sounds and matching them to animal pictures
- using the voice to imitate animal sounds
- hearing whether two sounds are the same or different
- hearing and responding to loud and quiet sounds
- using the voice, hands, and body with control
- clapping the parts of spoken words
- hearing whether a spoken word sounds long or short
- matching a whole spoken word to a familiar picture
- reviewing listening skills in short, playful tasks

Development in this unit

Physical	Children use ears, eyes, hands, voices, and bodies together. They point, clap, tap, imitate sounds, and respond with movement.
Social	Children listen to the teacher and to one another. They take turns, copy the group, and learn that sounds can be shared in a joyful way.
Emotional	Children gain confidence using their voices. Quiet children may begin by pointing or copying with the group. Review pages should feel encouraging, not like a test.
Cognitive	Children compare, remember, and sort what they hear. Cognitive means thinking and understanding.
Language	Children hear and practice English vocabulary for animals, classroom objects, weather, and familiar things. They also begin to hear the sound structure of spoken words.

Teacher Training: Why listening to sounds matters

Some teachers may think that young children are learning only when they recite facts, repeat answers, or sit quietly. This is not true. For 3-year-old children, learning often happens through listening, moving, copying, pointing, speaking, and playing with the teacher.

Listening to sounds is an important pre-literacy skill. Before a child can read letters or words, the child must learn to hear and notice spoken sounds. Later, children will need to hear that words begin with sounds, have parts, and can be compared. Unit Seven prepares children for that future work without showing any letters yet.

A child who can say “cow” has learned a word. But a child who can hear “cow,” point to the cow, make the cow sound, clap the word cow, and compare cow with banana is using the word in deeper ways. The child is applying understanding, not only repeating information.

This unit also helps children learn self-control. They learn to make a sound when the teacher asks, stop when the teacher stops, use a loud voice and a quiet voice, and listen before answering. These are classroom skills and pre-reading skills at the same time.

Do not turn these pages into formal tests. Teach first. Practice together. Let children respond with voices, bodies, pointing, or gestures. The goal is not perfect answers. The goal is growth in listening, speaking, attention, and confidence.

How to teach each listening page

1. Hold up the student page or show one page to the class.
2. Say the page title.
3. Point to each picture and name it clearly in English.
4. Teach or review any new vocabulary before children use the page.
5. Model the sound, word, clap, or response first.
6. Let the whole class practice together before asking individual children.
7. Let children answer by pointing, touching, saying, clapping, copying, or using a gesture.
8. Repeat the activity in a different order but stop before children become tired.
9. Praise listening, trying, using the voice, and careful attention.

A note about extension activities in Unit Seven

Extension activities in Unit Seven are not extra work. They are part of the teaching. Children need many short chances to listen and use sounds during the day. A listening game can happen during morning gathering, story time, outdoor play, transition time, free exploration, or while children are waiting. Keep activities short, joyful, and safe. Choose one or two. If children become too loud or too tired, return to a calm routine.

Important teaching note: In this unit, children are not memorizing facts about sounds. They are practicing how to use listening. A child may be able to repeat the word “same,” but that does not mean the child can hear whether two sounds are the same. The teacher must give many concrete examples and let children apply the idea with their ears, voices, hands, and bodies.

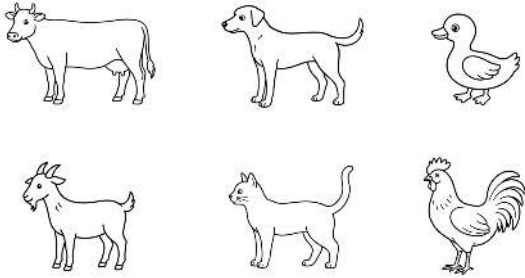
For many teachers, it may feel strange that young children are making animal sounds, clapping words, whispering, or moving during a lesson. These activities are developmentally appropriate. A 3-year-old child learns through action, repetition, play, and relationship with the teacher. Quiet recitation alone is not enough for this age.

Use short practice many times. A one-minute listening game before going outside can be just as valuable as a workbook moment. Children need repeated practice in different parts of the day so the skill becomes useful, not just something they did once on paper.

Teacher Notes

Use the space on this page to write down notes, reminders, or ideas for the lessons in Unit 7 so that next time the unit is taught, teachers can remember what helped the children, what the class may need to practice more, and what ideas could be shared with other teachers.

Lesson 1: I Can Listen to Animal Sounds

Mini picture of student page I Can Listen to Animal Sounds 	Page goal Children listen to familiar animal sounds and point to the animal picture that matches the sound. Answer key / expected response Expected responses: child points to or touches the named animal when the teacher makes the sound or says the animal word: cow, dog, duck, goat, cat, or rooster. Pointing near the picture can show understanding.
---	---

Teacher training: why this matters

Physical	The child uses hearing, looking, and pointing together.
Social	Children join a playful group listening activity and learn to wait for the teacher's sound.
Emotional	Animal sounds are fun. They help children relax and participate without fear.
Cognitive	The child connects a sound with a picture and a spoken English word.
Language	Children hear and practice English animal vocabulary.

Teacher Script

Teacher: "This page says: I Can Listen to Animal Sounds."

Teacher: "Look at the animals."

Teacher points and names: "Cow. Dog. Duck. Goat. Cat. Rooster."

Teacher: "Listen. What animal says moo?" Pause.

Teacher: "Point to the cow."

Teacher: "Listen. What animal says woof?" Pause.

Teacher continues with duck, goat, cat, and rooster.

Teacher: "Good listening. You heard the animal sound."

How to teach the page

1. Before opening the workbook, introduce the English animal names and animal sounds.
2. Let children imitate the sounds together. This should be playful.
3. Show the workbook page and name each animal again.
4. Make one animal sound. Ask children to point to the animal.
5. Repeat in a different order. Use the animal name if children need help.

If a child cannot do it yet

- If a child does not point, let the child listen and watch the class.
- If a child points to the wrong animal, say, “Listen again. Moo. This is the cow.”
- If a child only imitates the sound and does not point, accept the sound and model pointing again.
- If children are too excited, pause and use a quiet listening voice.

Extension activities

- **Animal Sound Guessing:** Make one animal sound while children listen: “moo,” “woof,” “quack,” “baa,” “meow,” or “cock-a-doodle-doo.” Children point to the animal, say the animal name, or copy the sound. Use one sound at a time so the activity stays calm and clear.
- **Sound Behind the Back:** Hold a toy animal or animal picture behind your back or hide it from view. Make the animal sound. Children guess the animal by pointing to the picture on the page or saying the word. Then show the hidden picture so children can check.
- **Animal Sound Walk:** Walk around the classroom or outdoor area and pretend to meet animals. Say, “I hear a cow. What sound does a cow make?” Children answer with the sound or point to the cow picture. Keep it playful and slow.
- **Quiet Animal, Loud Animal:** Make the same animal sound two ways: quiet “moo” and loud “moo.” Children copy. This prepares children for the later loud/quiet page while still using familiar animals.
- **Animal Book Sounds:** During story time, use a picture book with animals if one is available. Pause when an animal appears and ask, “What sound does this animal make?” Children may answer together so shy children can join without being singled out.
- **Find the Animal Sound:** Place animal picture cards or drawings around the room. Make one animal sound. Children walk or point to the matching animal. This gives listening practice with movement.

Teacher Guidance

This page begins Unit Seven by teaching children to listen to meaningful sounds and connect those sounds to pictures. Animal sounds are a good place to begin because they are familiar, playful, and concrete. A child does not have to understand letters or printed words to hear “moo” and look for the cow. This is why animal sounds are useful for pre-literacy. The child is learning to listen, remember, choose, and respond.

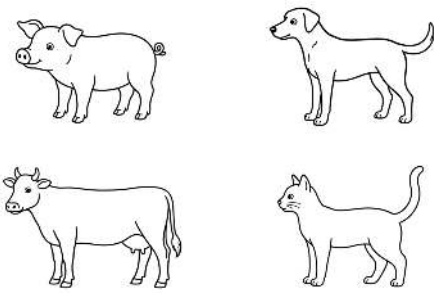
Teach the animal names and sounds before children use the workbook page. Do not open the book and immediately ask children to point. First show or name the animals. Say the English word clearly: cow, dog, duck, goat, cat, rooster. Then make the animal sound and let children copy. Children should have fun imitating the sounds. This play is not wasted time. It gives children practice with English vocabulary, voice use, listening, and memory.

A child may respond in different ways. Some children will point to the animal. Some will make the sound. Some will say the animal name. Some may only watch at first. These are all steps toward learning. Do not force a shy child to make a loud sound alone. Let the whole group answer together first so children feel safe.

Use this page to teach careful listening, not noise. Make one sound at a time. Pause. Let children think and point. If children become too excited, stop and say, “Listen.” Then continue with a quieter voice. Children are learning that they can make sounds, stop making sounds, and listen again when the teacher asks.

This page also prepares children for later sound work in words. Later they will need to hear that words can begin with the same sound or different sounds. Before that, they need many concrete experiences hearing clear, familiar sounds and matching them to meaning.

Lesson 2: I Can Make Animal Sounds

Mini picture of student page I Can Make Animal Sounds 	Page goal Children look at an animal picture and use their voices to make or imitate the animal sound. Answer key / expected response Expected responses: child points to or names pig, dog, cow, or cat and makes or imitates the animal sound. Sounds may vary. The important response is that the child connects the picture with an appropriate sound.
--	--

Teacher training: why this matters

Physical	Children practice using the mouth, lips, tongue, breath, and voice.
Social	Children make sounds together and learn to take turns when ready.
Emotional	Using animal sounds helps shy children speak in a playful, low-pressure way.
Cognitive	The child remembers a sound and connects it to a picture.
Language	Children practice English animal words and expressive language.

Teacher Script

Teacher: “This page says: I Can Make Animal Sounds.”

Teacher: “Point. Make the sound.”

Teacher points: “Pig. The pig says oink, oink.”

Teacher: “Or the pig can make a snorting sound.”

Teacher: “Now you make the pig sound.”

Teacher continues with dog, cow, and cat.

Teacher: “Good. You used your voice.”

How to teach the page

1. Teach pig before using the page. Pig may be new vocabulary.
2. Show the pig picture. Say “pig” slowly and clearly.
3. Teach “oink, oink,” or make a gentle pig snorting sound. The snorting sound can be especially fun for children to imitate.
4. Review dog, cow, and cat.
5. Point to one picture at a time and let children make the sound.

If a child cannot do it yet

- If a child does not make a sound, let the child point only.
- If a child makes a different but reasonable animal sound, accept it and model the English classroom sound.
- If a child is shy, let the whole class answer together first.
- If children become too loud, say, “Now quiet animal voices.”

Extension activities

- **Teacher Points, Children Sound:** Point to one animal picture. Children make the animal sound together. Then point to another animal. This helps children move from hearing sounds to producing sounds.
- **Child Animal Leader:** Let one child choose an animal picture. The class makes that animal sound. The child does not need to speak if shy; pointing is enough. The teacher names the animal clearly for the class.
- **Animal Sound Echo:** The teacher makes one animal sound, and children echo it. Try short sounds first, such as “meow” or “moo.” Then try fun sounds like a rooster or pig snort. Keep the sounds gentle and controlled.
- **Soft Pig Snort:** Teach pig as a new vocabulary word if children do not know it. Say “pig,” show the picture, and make a soft “oink” or gentle snorting sound. Children may copy the sound. Keep it funny but not wild.
- **Animal Sound Circle:** Children sit or stand in a circle. The teacher points to one animal picture and everyone makes the sound. Then the teacher points to another. This gives group practice without pressure on one child.
- **Animal Sound and Movement:** Add a simple movement to each animal sound: cow stands still and says “moo,” dog walk (crawling on the floor), duck waddles slowly, cat stretches, rooster stands tall. This helps children connect sound, word, and body.

Teacher Guidance

This page asks children to use their own voices. Speaking, imitating, and making sounds are important parts of oral language. A child who makes an animal sound is practicing mouth movement, breath, voice control, memory, and confidence. These are real language skills, even though the activity feels like play.

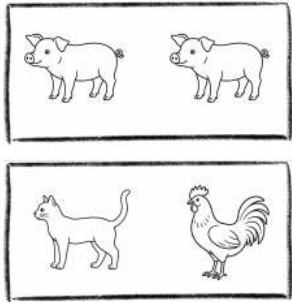
Teach pig before completing the workbook page. Pig is new vocabulary, so children need to hear the word, look at the picture, and practice the sound before they are expected to answer. Say, “Pig.” Let children repeat if they are ready. Then make the sound. The teacher may use “oink, oink,” or may make a gentle pig snorting sound. The snorting sound can be especially fun for children to imitate.

Do not expect every child to produce the same sound perfectly. Animal sounds are different in different languages and homes. The goal is not one perfect English animal sound. The goal is for children to connect the animal picture, the English animal name, and a playful sound. If a child gives a different reasonable sound, accept the effort and model the classroom sound again.

This page should not become a performance that embarrasses children. Begin with the whole class. Then invite small groups or ready children to try. A quiet child may point to the animal while the class makes the sound. That child is still participating and learning.

Use books and free exploration to deepen the vocabulary. If the teacher has animal picture books, read one and pause for children to make the sounds. The teacher may also set out animal books during free time so children can point, talk, and imitate sounds naturally. Repeated joyful exposure helps children remember new words far better than one recitation.

Lesson 3: I Can Hear Same and Different

Mini picture of student page I Can Hear Same and Different 	Page goal Children listen to two sounds and decide whether they are the same or different. Answer key / expected response Expected responses: child points to the pig/pig box when the two sounds are the same and points to the cat/rooster box when the two sounds are different. Child may also say “same” or “different,” put hands together, or move hands apart.
---	--

Teacher training: why this matters

Physical	Children may answer by pointing or using hand gestures.
Social	Children practice listening before answering with the group.
Emotional	The visual boxes make an abstract listening idea feel safe and concrete.
Cognitive	The child compares two sounds and decides whether they match.
Language	Children hear and may use words such as same and different.

Teacher Script

Teacher: “This page says: I Can Hear Same and Different.”

Teacher: “Listen. Same or different?”

Teacher points to the top box: “Pig. Pig. These are the same.”

Teacher points to the bottom box: “Cat. Rooster. These are different.”

Teacher: “Listen: oink, oink. Oink, oink. Same or different?”

Teacher: “Listen: meow. Cock-a-doodle-doo. Same or different?”

Teacher: “Good listening.”

How to teach the page

1. Practice without the workbook first.
2. Make two sounds: “moo, moo.” Say, “Same.” Put hands together.
3. Make two sounds: “moo, woof.” Say, “Different.” Move hands apart.
4. Then use the page. Explain the pig/pig box and the cat/rooster box.
5. Make two sounds and let children point to same or different.

If a child cannot do it yet

- If a child does not understand same/different, use the pictures: “Pig and pig are the same. Cat and rooster are different.”
- If a child points randomly, model again with hand gestures.
- If the class struggles, use only very different sounds at first.
- If children are ready, continue without pictures.

Extension activities

- **Same or Different Sounds:** Make two sounds. They can be the same, such as “moo, moo,” or different, such as “meow, cock-a-doodle-doo.” Ask, “Same or different?” Children may answer with words, point, or use a gesture.
- **Hands Together, Hands Apart:** Give children a movement response. If the two sounds are the same, children put hands together. If the sounds are different, children move hands apart. This helps children answer even if they cannot say the words yet.
- **Animal Sound Pairs:** Use animal sounds from the first two lessons. Say two sounds slowly: “woof, woof” or “quack, meow.” Ask children to listen before answering. This builds careful listening and self-control.
- **Body Sound Pairs:** Use simple body sounds: clap/clap, tap/tap, clap/stomp, tap/knock. Ask, “Same or different?” This shows children that same/different listening can happen with many kinds of sounds, not only animals.
- **Teacher Makes a Mistake:** Say, “These are the same,” after making two different sounds. Let children help correct you. Keep it playful. This makes mistakes safe and helps children listen carefully.
- **Story Time Same/Different:** During a story or picture talk, choose two animal sounds from the story and ask, “Are those sounds the same or different?” Keep it quick so it does not interrupt the story too much.

Teacher Guidance

This page teaches auditory discrimination. Auditory discrimination means hearing whether sounds are the same or different. This is a very important pre-literacy skill. Later, children will need to hear that two words begin with the same sound, or that two words have different beginning sounds. They cannot do that well until they have first practiced comparing easier sounds.

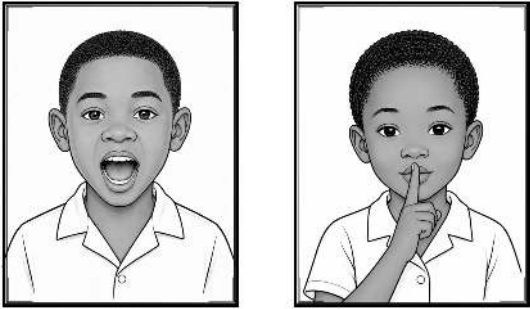
Use the pictures as helpers, but remember that the real skill is listening. The pig/pig box shows same. The cat/rooster box shows different. Before using the page, practice with voices and bodies: “Moo, moo. Same.” “Moo, woof. Different.” Let children show same by putting hands together and different by moving hands apart. These gestures help children understand before they can explain with words.

Do not make this a quick right-or-wrong test. Young children may need to hear the two sounds several times. Repeat calmly. If a child answers incorrectly, say, “Listen again,” and make the sounds again. The child is learning how to compare, not just trying to guess the answer.

After children understand the page, continue the exercise without pictures. Make two animal sounds, two claps, two drum sounds, or two spoken words. Ask, “Same or different?” Children may answer aloud, point to a picture, give thumbs up or thumbs down, put hands together or apart, stand up or sit down, or use another simple class signal. This lets the teacher practice the same skill during many short moments of the day.

This page also teaches thinking words. Same and different are not only workbook words. Children will need these ideas when comparing pictures, objects, sounds, letters, and later words. Use the words often and in meaningful situations: “These sounds are the same.” “These sounds are different.”

Lesson 4: I Can Hear Loud and Quiet Sounds

Mini picture of student page I Can Hear Loud and Quiet Sounds 	Page goal Children listen to a sound and decide whether it is loud or quiet. Answer key / expected response Expected responses: child points to the loud boy picture when the sound is loud and points to the quiet girl picture when the sound is quiet. Child may also say “loud” or “quiet,” or use a class gesture.
--	---

Teacher training: why this matters

Physical	Children learn to use the voice, hands, and body with control.
Social	Children practice classroom self-control: make a sound, stop, listen, and respond.
Emotional	Children learn that loud and quiet can both be safe when the teacher guides them.
Cognitive	The child compares volume and chooses the matching picture.
Language	Children learn vocabulary for loud, quiet, voice, clap, drum, and whisper.

Teacher Script

Teacher: “This page says: I Can Hear Loud and Quiet Sounds.”

Teacher: “Look at the boy. He is using a loud voice.”

Teacher: “Look at the girl. She is showing quiet.”

Teacher: “Listen. Loud or quiet?”

Teacher makes a loud drum sound. Children point to loud.

Teacher makes a quiet finger tap or quiet drum sound. Children point to quiet.

Teacher: “Good. Loud. Quiet.”

Teacher repeats the activity with other sounds.

How to teach the page

1. Introduce the two pictures before beginning.
2. Ask: “Which picture looks loud? Which picture looks quiet?”
3. Use a real drum if available. Make one loud sound and one quiet sound.
4. Use claps: loud clap and quiet clap.
5. Use voice: loud word and whisper word. Do not encourage shouting at one another.
6. Let children point to loud or quiet.

If a child cannot do it yet

- If a child confuses loud and quiet, exaggerate the contrast gently.
- If children begin shouting, stop and model quiet again.
- If a child is sensitive to loud sounds, use softer examples and let the child cover ears if needed.
- If a child cannot answer with words, pointing is enough.

Extension activities

- **Loud and Quiet Drum:** Use a real drum if available. Tap it loudly one time and quietly one time. Ask, “Was that loud or quiet?” Children may point to the loud or quiet picture, say the word, or copy the sound.
- **Loud Clap, Quiet Clap:** Have children clap loudly, then clap quietly. Remind them that loud does not mean wild or unsafe. The goal is to control the voice and body.
- **Quiet Voice, Loud Voice:** Say a familiar word in a quiet voice and then a loud voice: “cow,” “banana,” “teacher,” or “mat.” Children copy. Use a strong voice, not an angry or shouting voice.
- **Animal Volume Game:** Make animal sounds loudly and quietly: loud “moo,” quiet “moo,” loud “meow,” quiet “meow.” Children listen and identify which sound was loud or quiet.
- **Sound Leader:** One child makes a quiet clap or loud clap, or uses musical instruments to make a loud sound or quiet sound. The class listens and says or shows whether it was loud or quiet. The teacher should help the child keep the sound safe and controlled.
- **Quiet Listening Moment:** Ask children to sit quietly and listen for a real sound: a bird, a footstep, rain, a voice, or a door. Ask, “Was the sound loud or quiet?” This helps children notice sounds in real life.

Teacher Guidance

This page teaches children to listen for volume. Volume means how loud or quiet a sound is. Children are not only hearing a sound; they are noticing how strong or soft the sound is. This builds careful listening and self-control.

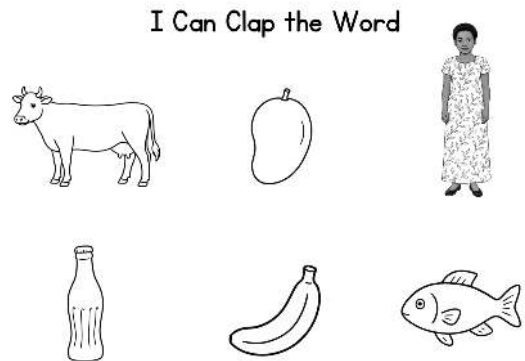
Introduce the two pictures before beginning. Ask, “Which picture looks loud?” and “Which picture looks quiet?” Let children notice the open mouth and the quiet finger. This short conversation matters because the pictures are symbols. The children need the teacher to connect the picture to the idea before they can use the page well.

Use teacher-controlled sounds. The teacher may use a real drum, a loud clap and a quiet clap, a loud dog sound and a quiet dog sound, a spoken word and a whispered word. A loud word and a whisper are especially helpful because they teach children voice awareness. Say “dog” in a strong voice, then whisper “dog.” Ask children which one was loud and which one was quiet.

Do not teach children that loud means shouting wildly. The loud picture means a strong voice or strong sound, not an angry voice and not unsafe noise. The teacher should model a controlled loud sound and a controlled quiet sound. Children can copy only when the teacher invites them to copy.

This page can be used many times because the pictures represent loud and quiet in general. The teacher can return to it with drum sounds, claps, stomps, animal sounds, spoken words, whispers, and sounds heard outside. Repetition with many examples helps children apply the idea, not merely recite the words loud and quiet.

Lesson 5: I Can Clap the Word

Mini picture of student page I Can Clap the Word 	Page goal Children listen to a spoken word and clap the parts (the syllables) they hear. Answer key / expected response Expected responses: child claps with the teacher for the pictured words: cow (1), mango (2), teacher (2), bottle (2), banana (3), fish (1). Exact counting is not required.
---	---

Teacher training: why this matters

Physical	Children coordinate listening with hand movement.
Social	Children clap together with the group and follow the teacher's rhythm.
Emotional	Clapping is playful. It helps sound work feel joyful rather than difficult.
Cognitive	Children begin to hear that spoken words can have parts.
Language	Children practice vocabulary and early syllable awareness.

Teacher Script

Teacher: "This page says: I Can Clap the Word."

Teacher: "Listen. Clap the word."

Teacher points to the picture: "Cow." Clap once.

Teacher points to the picture: "Man-go." Clap two times.

Teacher points to the picture: "Teach-er." Clap two times.

Teacher points to the picture: "Bot-tle." Clap two times.

Teacher points to the picture: "Ba-na-na." Clap three times.

Teacher points to the picture: "Fish." Clap once.

How to teach the page

1. Name all pictures first.
2. Say the whole word naturally.
3. Clap the word with the children.
4. Do not talk about letters or spelling.
5. Let children clap with the group before asking individual children.

If a child cannot do it yet

- If a child claps once for every word, let the child clap with the teacher again.
- If a child is off rhythm, praise the effort and model slowly.
- If clapping is difficult, let the child tap knees or the mat.
- If children become too excited, clap quietly.

Extension activities

Clap Names: Clap children's names slowly and kindly. Do not embarrass children or make fun of names. The goal is to hear the parts (the syllables) of a spoken word. Children may clap with the teacher even if they do not understand every part yet.

Clap Classroom Words: Use familiar classroom words: teacher, table, chair, mat, book, bottle, basket. Say the whole word first, then clap the parts. Children clap with the teacher.

Clap Animal Words: Use animal words from the unit: cow, dog, cat, pig, goat, rooster. Say the word naturally, then clap it. Some words have one clap, and some have more. Do not explain too much; let children hear and feel it.

Move the Word: Instead of clapping, children can tap knees, pat the mat, step feet, or touch shoulders for each word part. This gives variety and helps children who need movement.

Picture Book Clapping: During a picture book, choose a few familiar words from the pictures and clap them with the children. Use only a few words so the story still feels like a story.

Find Something and Clap It: Ask a child to point to something in the room: table, chair, mat, book, cup. The teacher says the word clearly, and the class claps it. This connects clapping words to real objects.

Teacher Guidance

This page introduces syllable awareness in a very simple way. The teacher does not need to use the word syllable with the children. For the children, the task is "clap the word." They are learning that some spoken words have one beat and some have more than one beat.

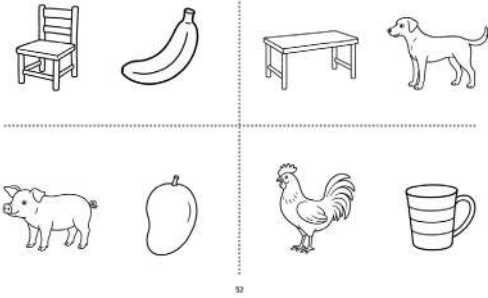
This is not reading, spelling, or counting letters. Children are listening to spoken English words. A child may see the cow picture and hear "cow." The child claps once. A child may see the banana picture and hear "banana." The child claps three times. The child is learning to hear parts inside a whole spoken word.

Say the word naturally first. Do not make the word sound strange. Then clap the parts with the children. For example, say "banana," then clap "ba-na-na." Say "mango," then clap "man-go." The goal is for children to feel the rhythm of the word with their bodies.

Three-year-old children will not all clap accurately. Some will clap one time for every word. Some will clap many times because they are excited. Some will watch the teacher and clap late. This is normal. Model again gently. Praise listening and trying: "You clapped with me." "You listened to the word." "Let us try banana again."

This page is an important step toward later reading because reading depends on hearing language. Before children hear individual sounds in words, they first need to hear bigger parts, such as word beats. Clapping words builds listening, rhythm, memory, attention, and oral language. It is not just a fun activity before the real lesson; it is the lesson.

Lesson 6: I Can Hear Long and Short Words

Mini picture of student page I Can Hear Long and Short Words 	Page goal Children listen to two spoken words and choose the word that sounds longer. Answer key / expected response Expected responses: child points to the longer word in each pair: banana, table, mango, and rooster. Teacher may clap the words if children need support.
---	--

Teacher training: why this matters

Physical	Children point and may clap to support listening.
Social	Children practice waiting while the teacher says two words.
Emotional	Clear pairs help children succeed without fear.
Cognitive	The child compares the length of two spoken words.
Language	Children practice useful vocabulary, including table and chair.

Teacher Script

Teacher: “This page says: I Can Hear Long and Short Words.”

Teacher: “Listen. Which word sounds longer?”

Teacher points to chair and banana: “Chair. Ba-na-na. Which word sounds longer?”

Teacher points to table and dog: “Ta-ble. Dog. Which word sounds longer?”

Teacher points to pig and mango: “Pig. Man-go. Which word sounds longer?”

Teacher points to rooster and cup: “Roo-ster. Cup. Which word sounds longer?”

How to teach the page

1. Teach or review table and chair before using the page.
2. Say both words naturally.
3. Ask children to point to the word that sounds longer.
4. If children need help, clap each word together.
5. Remind children that they are listening to the word, not looking for the biggest picture.

If a child cannot do it yet

- If a child points to the bigger picture, say, “Listen to the word. Not the picture size.”
- If a child is unsure, clap both words with the child.
- If a child cannot choose, reduce the task to one pair and model it again.
- If the class struggles, use strong contrasts first, such as chair/banana.

Extension activities

- **Long Word, Short Word Objects:** Use real objects or picture cards. Say two words, such as “chair” and “banana.” Ask, “Which word sounds longer?” Children point to the longer word. If needed, clap both words with the class.
- **Step the Word:** Children take one step for each part of a word. For example, “fish” gets one step, “mango” gets two steps, and “banana” gets three steps. This helps children feel that some words take longer to say.
- **Short Word, Long Word Basket:** Put familiar pictures or objects in a basket. Pull out two at a time. Say both words and ask which one sounds longer. Keep the pairs very clear at first.
- **Clap and Choose:** Say two words. Clap each word with the class. Then ask, “Which word had more claps?” This connects the lesson to the previous clapping page.
- **Long Word Hunt:** Look around the classroom or outside for things with longer names: banana, teacher, table, bottle. Say the word and clap it. Then find a short word: cup, mat, chair, tree.
- **Funny Long Word Voice:** Say a long word naturally, not stretched out: “banana.” Then say a short word: “cup.” Ask children which word took longer to say. Keep it playful, but do not distort the word so much that children learn it incorrectly.

Teacher Guidance

This page builds on the clapping page. Children now listen to two spoken words and decide which one sounds longer. This is still oral language work. The child is not reading the word, spelling the word, or counting letters. The child is listening to how long the word sounds when the teacher says it.

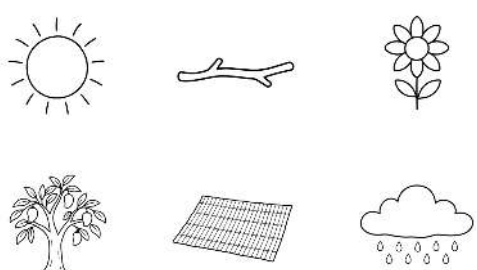
Make sure children do not choose by picture size. The banana picture might look bigger or smaller than the chair picture, but the question is about the word, not the drawing. Say, “Listen to the word.” If needed, point to your ear to remind children to listen.

Teach and review table and chair before beginning. These are useful classroom vocabulary words. Children can look around and see real tables and chairs. Connect the picture to the real object: “This is a chair. Here is a chair in our classroom. This is a table. Here is a table.” Then return to the page and listen to the words.

Use the words naturally. Do not stretch the longer word in an unnatural way. Say “chair” and “banana.” Then ask, “Which word sounds longer?” If children need help, clap both words after you say them. “Chair” gets one clap. “Ba-na-na” gets three claps. Then ask again.

This activity helps children move from copying the teacher to making a small listening decision. They must hear two words, hold them in memory for a short moment, compare them, and point. This is application. It is deeper than reciting “long” and “short.” The child is using the idea with real words.

Lesson 7: I Can Hear the Word

Mini picture of student page I Can Hear the Word  59	Page goal Children listen for a whole spoken word and point to the matching picture. Answer key / expected response Expected responses: child points to or touches the matching picture when the teacher says sun, stick, flower, tree, mat, or rain. The tree is the familiar local tree image used throughout the workbook.
---	---

Teacher training: why this matters

Physical	Children scan the page and point to a picture.
Social	Children practice listening to the teacher's spoken word before responding.
Emotional	Older familiar pictures make this review feel successful.
Cognitive	The child matches a whole spoken English word to a known picture.
Language	Children review vocabulary that prepares for later first-sound work without teaching letters.

Teacher Script

Teacher: "This page says: I Can Hear the Word."

Teacher: "Listen for the word I say."

Teacher names each picture first: "Sun. Stick. Flower. Tree. Mat. Rain."

Teacher: "Find the sun." Pause.

Teacher: "Touch the stick." Pause.

Teacher: "Point to the rain." Pause.

Teacher continues in a different order.

How to teach the page

1. Name all six pictures first.
2. Use the established tree picture as "tree." Do not replace it with a generic tree.
3. Explain rain by pointing to the cloud with raindrops.
4. Say one word at a time.
5. Let children point or touch. Circling is optional, not required.

If a child cannot do it yet

- If a child cannot find a picture, reduce the choices: “Is this the sun or this?”
- If a child confuses cloud and rain, point to the raindrops and say “rain.”
- If a child names the local tree more specifically, accept it and model “tree.”
- If a child cannot answer, let the child watch the group and try again.

Extension activities

- **Word Hunt:** Say one word, such as “sun,” “stick,” “flower,” “tree,” “mat,” or “rain.” Children point to the matching picture. Then look for the same thing in the classroom or outside if possible.
- **Teacher Says, Children Point:** Place picture cards or drawings around the room. Say one word. Children point to or walk to the matching picture. This gives whole-word listening practice with movement.
- **Touch the Real Thing:** Use real objects when available: mat, stick, flower, tree, or rain if children can see it outside. Say the word and let children point to or touch the real thing. This connects English vocabulary to real life.
- **Fast Find, Slow Find:** Say a word and let children find it. Sometimes give them extra time and say, “Look carefully.” This reminds teachers not to make the activity only about speed.
- **One Word, One Picture:** Hold up two pictures. Say one word. Children point to the matching picture. This reduces the choices for children who need support.
- **Word Echo:** Say one word clearly. Children repeat the word and point to the picture. This gives both receptive language practice and expressive language practice.

Teacher Guidance

This page reviews whole-word listening before Unit Eight begins first-sound listening. The children are not yet being asked to hear the first sound. They are listening for the whole word the teacher says and finding the matching picture.

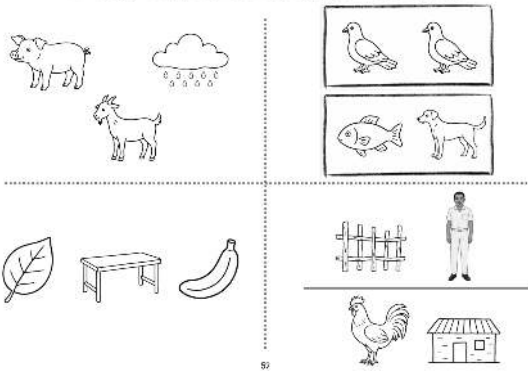
Use the final picture set as: sun, stick, flower, tree, mat, rain. These words bring back familiar pictures that have not all been used recently. This gives children review and keeps the page from feeling like the same animal and food vocabulary again.

Keep the established local tree picture as the word tree. It may look like a mango or local tree, but that is the tree picture children have seen throughout the book and it is familiar in Burundi. Do not replace it with a generic Western tree. Familiar local pictures help children connect school learning to their real world.

Use the rain picture carefully. It should be the familiar cloud with clear teardrop-shaped raindrops. The teacher says “rain,” not cloud. If children point to the rain picture when they hear rain, they are showing that they understand the whole spoken word.

This page may look simple, but it is important. A child must listen to the teacher’s word, remember it, scan six pictures, ignore the other pictures, and point to the matching one. That is language, attention, memory, and visual scanning working together. Give children time to look. A slow response can still be a good response.

Lesson 8: I Can Listen to Sounds - Review

Mini picture of student page I Can Listen to Sounds - Review 	Page goal Children review several listening skills from Unit Seven: sound matching, same/different, clapping words, and hearing long and short words. Answer key / expected response Expected responses: top left, child points to pig, rain, or goat when the teacher gives the matching sound or word. Top right, child points to the same pair for dove/dove and the different pair for fish/dog. Bottom left, child claps leaf (1), table (2), and banana (3). Bottom right, child chooses the longer word in each pair: teacher and rooster.
---	---

Teacher training: why this matters

Physical	Children point, clap, and may gesture across four small sections.
Social	Children review as a group and practice listening to one direction at a time.
Emotional	Review should feel familiar and encouraging, not like a formal test.
Cognitive	Children combine several listening skills in one page.
Language	Children review vocabulary and spoken word awareness before the next unit.

Teacher Script

Teacher: “This page says: I Can Listen to Sounds - Review.”

Teacher: “Listen carefully.”

Top left: “Listen. Point to the sound.” Teacher gives pig, rain, or goat sound/word.

Top right: “Listen. Same or different?” Teacher says the spoken words ‘dove, dove’ for same and ‘fish, dog’ for different. The teacher does not need to make animal sounds for these pictures.”

Bottom left: “Listen. Clap the word.” Teacher says leaf, table, or banana.

Bottom right: “Listen. Which word sounds longer?” Teacher says fence/teacher and rooster/house.

Teacher: “Good listening. You are learning to hear sounds and words.”

How to teach the page

1. Do only one section at a time.
2. Begin with the easiest section for the class.
3. Use the dotted dividers to show children where to look.
4. Model the first item in each section before children answer.
5. Stop early if children are tired. The teacher does not need to complete every possible question.

If a child cannot do it yet

- If the page feels too busy, cover three sections and teach only one section at a time.
- If a child cannot answer, let the child point after the teacher models.
- If the class becomes too loud, use quiet voices and quiet claps.
- If children are tired, stop after two sections and return another day.

Extension activities

- **Listening Walk:** Take children outside or near the doorway. Ask them to listen quietly for sounds. They may hear birds, rain, footsteps, voices, animals, wind, or a door. Ask, “What did you hear?” Children may answer with a word, gesture, or imitation.
- **Same or Different Quick Game:** Make two quick sounds during the day: clap/clap, clap/tap, knock/knock, tap/stomp. Children show same or different with hands together or hands apart. This can be done while waiting, lining up, or sitting on the mat.
- **Loud and Quiet Day Sounds:** During the school day, notice real sounds. Say, “That sound was loud,” or “That sound was quiet.” Examples: a door closing, rain falling, children clapping, a bird outside, or a teacher speaking softly.
- **Clap the Day’s Words:** Choose familiar words from the day and clap them: teacher, banana, water, cup, table, rooster, flower. Use only a few words at a time. This keeps word-part listening playful and short.
- **Animal Sound Review:** Review animal sounds as a group game. The teacher points to an animal picture or says an animal name, and children make the sound. Add quiet/loud versions if the class is ready.
- **Long Word, Short Word Movement:** Say two words. Children make a small movement for the short word and a bigger movement for the longer word. For example, “cup” gets one small clap; “banana” gets three claps or three steps.
- **Sound Leader Review:** Let a child choose one sound for the class to copy: clap, tap, stomp, animal sound, quiet sound, or loud sound. The teacher helps keep it safe and calm. This gives children ownership and keeps review playful.
- **Story Sound Pause:** During a picture book or oral story, pause when there is a sound word or animal. Ask, “What sound would we hear?” Children make the sound, then return to the story.
- **Listen Before Answering:** Play a short game where children must wait until the teacher finishes the sound before answering. Say, “Listen first. Then point.” This strengthens self-control and careful listening, which are important for later sound work.

Teacher Guidance

This review page is not a test. It helps the teacher see which listening skills feel familiar and which need more practice. Children are reviewing several different tasks on one page, so the teacher must go slowly and do only one section at a time.

The four sections review different kinds of listening. Children listen and point to a sound picture. They hear same and different sounds. They clap parts of spoken words. They compare long and short words. These are not random activities. Together they build the listening foundation children will need before Unit Eight asks them to listen for beginning sounds in words.

Begin with the easiest section for the class. If the children are tired, choose only two sections. It is better to have a short, successful review than a long review that makes children confused or frustrated. The teacher can return to the other sections another day.

For the same/different section, use the pairs shown on the page but make the sounds orally. For the long/short section, the teacher reads the comparison words. The small line helps separate the two word pairs, but the teacher's voice gives the real direction. Children do not need to understand the whole page by looking at it alone.

Watch how children respond. If a child cannot do one part, return to the easier page that taught that skill. This does not mean the child failed Unit Seven. It shows the teacher what the child needs to practice again. Assessment in preschool means noticing growth and planning more practice, not shaming children.

End with encouragement. Praise careful listening, using voices, clapping words, trying again, and waiting for the teacher's sound. The goal is for children to feel, "I can listen to sounds," and to be ready for the next step in listening to sounds in words.

Unit Seven Observation Checklist

This is not a test. Use it to notice who needs more practice. A child does not need to do every skill perfectly before the class moves on.

Skill	Usually	With help	Not yet
Listens to animal sounds with the group	☐	☐	☐
Points to or touches an animal after hearing its sound	☐	☐	☐
Makes or imitates an animal sound	☐	☐	☐
Uses the new word pig or recognizes the pig picture	☐	☐	☐
Shows same and different with pointing, words, or gestures	☐	☐	☐
Identifies loud and quiet sounds with teacher support	☐	☐	☐
Uses a loud voice and quiet voice with teacher control	☐	☐	☐
Claps one-part words with the teacher	☐	☐	☐
Claps two-part and three-part words with the teacher	☐	☐	☐
Hears that some spoken words sound longer than others	☐	☐	☐
Points to a whole spoken word on a picture page	☐	☐	☐
Understands or uses table and chair as classroom vocabulary	☐	☐	☐
Participates in listening games without fear	☐	☐	☐
Waits and listens before responding	☐	☐	☐
Shows growing confidence using voice, hands, and ears	☐	☐	☐

Teacher Word Bank

Sound awareness	Hearing and noticing sounds. This includes animal sounds, body sounds, voice sounds, and sounds in spoken words.
Oral language	Spoken language: listening, understanding, naming, answering, and speaking.
Vocabulary	The words children understand and use.
Receptive language	Language a child understands. A child may show this by pointing even before speaking.
Expressive language	Language a child uses. In this unit, a child may use words, animal sounds, claps, or gestures.
Phonological awareness	Noticing and thinking about sounds in spoken language. This comes before reading letters.
Syllable	A part or beat in a spoken word. Teachers may say “word part” or “clap the word” with children.
Same	Matching or not different. In sound work, two sounds may be the same.
Different	Not the same. In sound work, two sounds may be different.
Loud	A strong sound. Loud should still be safe and teacher-controlled.
Quiet	A soft sound. Whispering and gentle tapping are quiet sounds.

Long word	A spoken word that takes more time or has more parts.
Short word	A spoken word that is quick or has fewer parts.
Model	To show children what to do or say before asking them to try.
Gesture	A movement that shows an answer, such as thumbs up, hands together, hands apart, or pointing.