## Let's teach listen

The act of **LISTENING** helps us to have fun, stay safe, and learn. For example, we enjoy **LISTEN**ing to different music and sounds (e.g., birds chirping, children laughing). **LISTEN**ing also helps keep us safe,. We **LISTEN** for fire alarms, **LISTEN** for cars before crossing the street, or **LISTEN** to instructions about how to do sorthing. **LISTEN**ing also plays an important role in our learning. We **LISTEN** to explore our environment, to learn what others are telling us, and to create relationships. When does the learner enjoy **LISTEN**ing the most?

FIND

Find the word in the vocabulary. **LISTEN** is a verb, so it will typically be a green word. It is often located on the "Home" or "Action" page of many vocabularies. If you can't find **LISTEN**, use the Word Finder feature to learn where it is. If it is not in the vocabulary, you may want to add it.
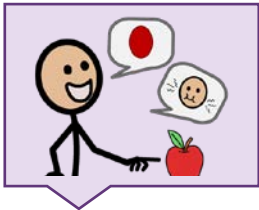
INTRODUCE

Use **LISTEN** in context and try to explain it at the learner's level. Modeling, touching the word in the vocabulary as you say it, may help. Here's an example: "We **LISTEN** with our ears to hear something. We **LISTEN** to music, to people talking, to a dog barking."
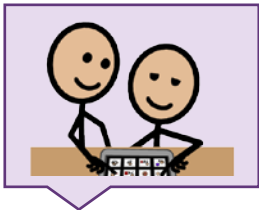
MODEL

Model the word throughout the day, touching **LISTEN** in the vocabulary anytime you say it.
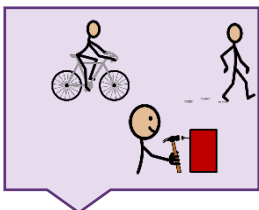"**LISTEN** to me."
"Let's **LISTEN** to music."
"It's because you didn't **LISTEN.**"
"It's time to **LISTEN.**"
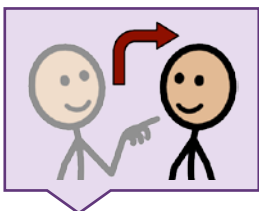"What do you want to **LISTEN** to?"

ENCOURAGE

Create activities to provide lots of models and practice with **LISTEN**.
Book: *Howard B. Wigglebottom Learns to LISTEN,* By Howard Binkow or *Why Should I LISTEN*, by Claire Llewellyn
Activity: Sound Bingo, "Ready, **LISTEN.** What do you hear?"
Game: "Marco/Polo," **LISTEN** for your friends to say "polo"

EXPECT

Create opportunities for the learner to say the word. Make sure to wait and look at them so they know it is expected.
Before turning on the music, "(I want to) **LISTEN (**to music, specific song, specific artisit)."
Provide choices: "Do you want to **LISTEN** to it or watch it?"
Read book above and wait for learner to fill in repeating line "but he didn't (wait)... **LISTEN.**"