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Chants We Can Change - Year 2

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Teacher quick start

Five lessons for Year 2 · Spoken chants and word patterns

Prepare once

Use the supplied original chants, display pages and native presentation. Copy the needed low-ink practice pages with answer pages kept for adults. Cut the colour role/action and challenge cards; scissors are for adult preparation. Gather books, pencils, a light empty box, place pictures and optional picnic props. No recording, instrument, purchase or other unit is needed.

Teach the pattern

Read a complete short exchange, then model Listen → Echo → Change → ... A caller gives a cue; the group responds. Teach refrain as a line that comes back. Speak at a steady, comfortable pace. Gentle knee taps can support meaning; do not treat each syllable as one beat or judge volume. Parcel gate/walk rhyme, but not every chant line needs to rhyme.

Make participation possible

Read directions aloud. Children may speak, point to words, pictures, act, draw, use a communication device or have an adult record their exact response. Offer short chunks and extra rehearsal. Record the means and support used. Check reproduction by hearing/seeing the actual pattern, not by assuming a written answer proves it. Use comfortable small actions, seated alternatives and an empty pretend parcel.

Gather evidence

Use practice observations from Lessons 1–4. Keep Picnic R22 and its example answers unseen until Lesson 5. Record identification, actual reproduction and deliberate experiment separately on R23/R25. The eight-question quiz checks taught examples; it does not replace the fresh performance assessment. Use the reflection page afterwards to choose a next step.

Find the resources

R01–R26 are identified in lesson plans and the contents page. Matching red answer/example pages immediately follow R06, R08, R10, R12, R20 and R23. Open creative answers are examples; other meaningful, orally tested patterns are acceptable.

Lesson 1 • Hear the response

45 minutes • R01-R07 • Presentation slides 2-8

Learning and success

Learning: identify a repeated response and reproduce a short caller/group exchange. Success: I can point to the words that return, say the response after a cue and keep the words in order.

Prepare and equip

Display R01–R03. Cut R04 caller/group cards and R05 action/pattern cards; give pairs the matching cue/response pairs. Prepare R06 and keep R07 for checking. Use a book and pencil cup. Children need only prior experience echoing a short phrase.

0-5 min • Hear the whole chant

Read all six R03 lines at an easy spoken pace. Children listen first. Ask, “Which words came back?” Accept pointing or oral words. Show R02 to name caller and response; do not start with a definition quiz.

5-15 min • Teacher model

Say, “I listen to the whole cue. Caller: Pick up your book. I answer: Ready to learn.” Model one exchange accurately and once with “Ready to play”. Ask which matches the original. Say, “When I echo, I hear the same words and order.” Tap gently only to support the heard rhythm.

15-25 min • Guided practice

Use C1/C2, C3/C4 and C5/C6 from R04. One half of the class calls, the other responds, then swap. Ask children to show which role starts. Use A1/A2 to keep the response stable. Pause between exchanges so every child can join without a speed demand.

Lesson 1 • Apply and check

25-45 minutes • Teacher record on R06

25-37 min • Independent application

Children complete R06 question 1 and order the displayed lines. Then each child reproduces one cue and its response to a partner or adult. The teacher hears a sample from every child across the session and records the actual words, support and next step in the R06 box. A correct circle alone is not reproduction evidence.

37-45 min • Plenary and change

Use A3 to change “Pick up” to “Open”: “Open your book. / Ready to learn.” Ask, “What changed? What stayed?” Say, “Our caller action changed. Our gro... response stayed.” A learner tries a meaningful caller change orally; the listener names it.

Support • Core • Extension

Support: show C1/C2 only, echo two or three words at a time after pointing and adult recording. Core: identify the whole response and independently reproduce a cue/response. Extension: reproduce two exchanges and compare the original and a changed caller cue without losing the response.

Evidence and next teaching

R07 key: response Ready to learn, sequence boxes top-to-bottom 2, 3, 1, 4. If roles are reversed, reteach using the cue-response pair. If words are omitted, model shorter chunks then join them. If accurate, move to hearing repeated chunks inside longer lines. Do not expect handwriting or confidence.

Teacher notes

Keep open caller changes meaningful: opening a book or picking up a pencil fits the classroom context. Each learner should hear the whole original before echoing or experimenting.

Lesson 2 • Parcel word patterns

45 minutes • R08-R11, R14 • Presentation slides 9-13

Learning and success

Learning: identify repeated word groups, reproduce an exchange and compare two versions. Success: I can find the response, say it after a caller cue, hear gate/wait and explain a changed place.

Prepare and equip

Display complete R14. Use one light empty box and gate/door/garden pictures in the classroom; this is pretend delivery. Prepare R08/R10, keeping R09/R11 for checking. No off-campus route or hurried passing is required.

0-5 min • Retrieve

Recall Ready to learn from the Beat Crew. Ask who starts. Reproduce the familiar exchange together. Explain, "Today we will listen for word groups in a new chant."

5-15 min • Teacher model

Read all R14 lines. Say, "I hear 'Carry the box' again. The group answers 'Pass it on. We can wait.'" Speak gate/wait slowly in the actual first exchange, then naturally. Say, "Their ending sounds are the same: they rhyme. I listen to sounds, not just spelling."

15-25 min • Guided comparison

Echo one Parcel exchange. Show R10 versions A/B; say both. Model: "Gate changed to door. The whole response stays the same. Gate and wait rhyme; door and wait do not. The repeated response still makes the chant work." Ask pupils to point to the exact changed word and reproduce B.

Lesson 2 · Apply and listen

25-45 minutes · R08 and R10

25-37 min · Independent practice

Children complete R08, including saying the two lines in order to a listener, and R10 with oral/drawn/written or adult-recorded answers. Partners rehearse both versions at a comfortable pace. Record one concrete listener comment, such as “You changed gate to door”. Teacher hears each child’s short exchange and records the actual reproduction.

37-45 min · Plenary

Ask, “Does the door version still make sense? Which words still repeat?” Hear two answers and compare them against the printed texts. Rehearse the full response once more. Invite a garden destination with the same response, naming the change rather than claiming it rhymes.

Support · Core · Extension

Support: point to the repeated response, use the gate/door pictures and model short chunks. Core: identify the whole response, reproduce accurately and explain the changed destination. Extension: identify both. Carry the box and Pass it on as repeated groups; explain why the door version works without rhyme.

Evidence and next teaching

R09 key: whole repeated response, pass it on. We can wait; gate/wait; sequence 2, 1. R11 key: response stable, gate-door, gate/wait rhymes, B still repeats the response. If a learner judges rhyme by repeating, compare the spoken endings. If meaning is unclear, act a slow, patterned delivery then re-say the exchange.

Access and safety

The group can respond with speech, symbols or a recorded device phrase. Keep hand actions small; no child needs to carry or pass a real parcel to show the word pattern.

Lesson 3 • Change one part

50 minutes • R12-R17 • Presentation slides 12-14

Learning and success

Learning: deliberately change a word group and test sound and meaning. Success: I can reproduce the original, choose one meaningful change and tell a listener what stayed and changed.

Prepare and equip

Display R14 and R15. Cut the eight challenge cards on R16/R17. Use R12 with R13 kept as examples. The challenge key is on this lesson's second page. R04/R05 may provide role reminders. Provide gate/door/garden pictures and pencils.

0-5 min • Retrieve

Speak a gate exchange; children respond. Ask which whole response is repeated and which words rhyme. Tell them, "A new version can keep a chosen part without keeping every sound."

5-15 min • Teacher model

Show R12 original. Say, "I choose the destination. I change gate to garden. I keep 'Carry the box' and the whole response. Now try both versions aloud." Perform them. Ask a listener to name the changed word. Model a second choice: keep gate but change the response ending from We can wait to We will wait.

15-25 min • Guided rehearsal

Use R15 zones cut/shape/clang first and challenge P1. Reproduce the card first, then change back to open while keeping Ready to learn. Class names what stayed. Complete one model row of R12 together, then invite a different meaningful change. An open example is not a compulsory answer.

Lesson 3 • Pattern Switch

25-50 minutes • Eight-card key and listener checks

25-42 min • Independent game

Pairs choose caller/group roles and draw P1–P8. Say the card's original once. Choose one action, place or response change; hold the challenge card beside the mat and place a role/action card, or point, in the matching R15 zone. Speak/act the new version. Name the stable and changed parts. Listener checks words against the key and whether the new version makes sense. Swap roles and try another card. Complete R12 with one tested version and a specific listener note. Cooperative progress; no elimination or speed/loudness reward.

Challenge key • P1-P4

P1 Pick up your book / Ready to learn: keep response, change book to pencil. P2 Put pencils in place / Ready to learn: keep response, change pencils to book. P3 Clear a space / Ready to learn: keep response, change cue to Open your book. P4 Carry the box to the gate / Pass it on. We can wait: keep whole response, change gate to door or garden.

Challenge key • P5-P8

P5 Carry the box to the door / Pass it on. We can wait: keep Carry the box and Pass it on, change response ending to We will wait. P6 Carry the box to the garden / Pass it on. We can wait: keep response, change garden to gate. P7 Pick up your book / Ready to learn: keep cue, change response to Ready to read. P8 Clear a space / Ready to learn: keep response, change cue to Share a pencil. Other meaningful versions possible if the learner names and tests the chosen change.

42-50 min • Planning and differentiation

A listener reports the exact stable chunk and one change. Support: choose between two familiar destinations and echo in chunks. Core: one intentional change with a test and explanation. Extension: try two different responses, select one and explain sound/meaning. If the original is lost, return to its cue/response before changing it.

Evidence and next teaching

R13 gives one possible garden version, not the only answer. Record original accuracy, intentional change and actual trial. If a learner changes everything by accident, highlight one stable response. If only louder/faster, ask for an actual word or action change. If coherent, proceed to planning a short chant.

Lesson 4 • Build our chant

50 minutes • R18-R21 • Presentation slides 15-20

Learning and success

Learning: create and rehearse a short caller/group pattern. Success: I can write, draw or say two cues with one repeated response, make a deliberate change and check it with a listener.

Prepare and equip

Display R18. Cut R19 caller/group/action prompts. Prepare R20; keep R21 for checking. Provide an adult scribe or picture choices if helpful. Clear comfortable personal space; seated versions are equally valid.

0-5 min • Retrieve

Say a known cue/response. Ask how a listener knows a response means. Invite one specific change from Lesson 3. Make clear that composing still starts with hearing and reproducing a supplied example.

5-15 min • Teacher model

Read complete R18. Model small comfortable actions. Say “Step, then clap / Move, then stop.” Reproduce it. Change the order. Clap, then step with the same response. Then test the alternative response Clap, then stop. Say, “I choose which chunk stays and which changes.” Point to each role and compare both versions aloud.

15-25 min • Guided practice

Use R19 role labels and action prompts to build two cues. Model R20: Caller Step, then clap; Group Move, then stop; Caller Reach, then clap; Group Move, then stop. Circle the stable response in the teacher model. Ask for one new version while keeping roles distinct; do not prescribe one creative preference.

Lesson 4 · Rehearse and improve

25-50 minutes · R20 plan and listener evidence

25-40 min · Independent composition

Each learner plans two caller cues and the same response after both, then records one deliberate new cue or response. Children may draw/point while an adult writes their exact words. Partners rehearse the original and changed version. A listener states one exact repeated chunk and one change. Teacher records whether the original was reproduced and the new version was tried, rather than assuming the written plan was performed.

40-50 min · Plenary

Share two coherent examples. Ask, “Can we predict the group response after the next cue?” If not, choose a response and use it consistently. Say “A helper comment names the words: ‘You changed step to clap’.” Use R21 only as an example after composition; other meaningful plans are accepted.

Support · Core · Extension

Support: use two provided action pictures, one printed response and one-to-one echo practice. Core: two readable/speakable cue-response, one deliberate tested change. Extension: test two response patterns, choose one and justify it by what listeners can hear and understand. Essential evidence is complete without a public performance.

Comfortable action alternative

Seated children may transfer movements instead of stepping/clapping. Replace a reach with a spin and/or pointing. All learners may show a spoken pattern through words, pictures or communication device. These alternatives preserve the same word pattern learning; never grade movement ability.

Evidence and next teaching

R21 original example Step, then clap / Reach, then clap with Move, then stop; change first cue to Clap, then step. Actual oral checks remain blank until observed. If roles merge, rehearse one exchange with two role cards. If response varies accidentally, mark one chosen response and repeat it. If secure, prepare fresh independent transfer.

Lesson 5 • A new chant challenge

55 minutes • R22-R26 • Quiz after the fresh task

Learning and success

Learning: identify, reproduce and deliberately experiment with a new chant.

Success: I can find the repeated response, show an accurate short exchange and test a meaningful change while saying what stayed.

Prepare and equip

Keep fresh Picnic R22 unseen until this lesson; R24 is teacher-only until the independent task ends. Give R23/R25 and optional cup/apple/cloth pictures. Prepare R26 for reflection and the native quiz for taught examples. No public performance, memorisation or purchase is needed.

0-5 min • Retrieve the strategy

Recall Listen, Echo, Change, Try without rehearsing Picnic wording. Fully repeat a taught exchange. Say, "Now you will use that strategy with a chant you have not practised."

5-12 min • Introduce fresh stimulus

Read all six R22 lines twice at a natural pace, explain unfamiliar words such as cloth with the actual prop picture. Point to role labels. Do not identify the repeated response or supply a changed version. Children may look back at the full stimulus throughout the task.

12-32 min • Independent challenge

Use R23: learner identifies the response, reproduces one supplied caller/group exchange and makes one intentional change to an item/action or response. Teacher records actual words or equivalent demonstration, support, what stayed/changed and the result of the spoken/acted test. If rehearsal support is needed, record it; do not convert supported work to an unsupported score.

Lesson 5 • Decide the next step

32-55 minutes • Rubric, feedback, quiz and transfer

32-40 min • Assess and feedback

Use R25 separately for identify, reproduce and experiment. A secure reproduction keeps both roles' words in order at a recognisable comfortable spoken pattern. A secure experiment names a meaningful chosen change, tests it and identifies what stayed. Apply levels to each skill, not an averaged confidence score. After assessment, show R24 as one example. Other sensible items or response patterns may pass.

40-48 min • Taught-example quiz

Read the eight native questions aloud and allow pointing. Answers follow each question. Quiz checks Ready to learn, caller/group roles, Pass it on, give, give, changed place, testing, comfortable volume and repetition versus deliberate change. It contains no Picnic wording or new assessment answers. Use errors to choose a precise teaching focus.

48-55 min • Reflection and transfer

Use R26 fresh two-line mini-pattern: Caller Put your cotton / Group Ready to go. Learner identifies its response, changes one part, tries it and records a listener/strategy note. Ask, "What helped you create your new version?" A drawing or exact adult-recorded response is acceptable.

Support • Core • Extension

Support: shorter echoes with one response pictures, with support recorded and the same skill assessed. Core: identify, reproduce and test one meaningful change independently. Extension: compare two new patterns and explain why one is easier to predict while preserving meaning. Do not grade accent, spelling, confidence or syllable equality.

Evidence and next teaching

If identification is emerging, contrast two short responses and find the returning one. If reproduction needs help, echo cue and response separately then join them. If experimentation is accidental, keep one chunk visible and deliberately change another. For secure learners, try a new literary context and explain the stable/changed parts. Record one specific next action per learner on R23/R25.

Listen, Echo, Change, Try

Use the same words. Make a small change. Give it a go!

1 Listen

Hear the whole line.



2 Echo

Say it the same way.



3 Change

Choose one part to change.



4 Try

Say your new version.
Don't make a sound.



Caller: Pick up your book.

Group: Ready to learn.

New caller: Open your book.

Group: Ready to learn.

The action changed.
The response stayed.



Same words.
New ideas!
You can do it!

Repeat and Response

The caller starts.



The group responds.

A response is
an answer.



First version

Caller:

Pick up your book.

Group:

Ready to learn.

Changed version

Caller:

Open your book.

Group:

Ready to learn.

Repeat: say a word group again.

Refrain: a line that comes back.

Action: gently tap your knees while you speak.



The Classroom Beat Crew



Caller:

Pick up your book.



Group:

Ready to learn.



Caller:

Put pencils in place.



Group:

Ready to learn.



Caller:

Clear a space.



Group:

Ready to learn.



Speak steadily. Listen for the response.

Caller and Group Cards

Use C1 then C2, C3 then C4, C5 then C6.

C1

CALLER

Pick up your book.



C2

GROUP

Ready to learn.



C3

CALLER

Put pencils in place.



C4

GROUP

Ready to learn.



C5

CALLER

Clear a space.



C6

GROUP

Ready to learn.

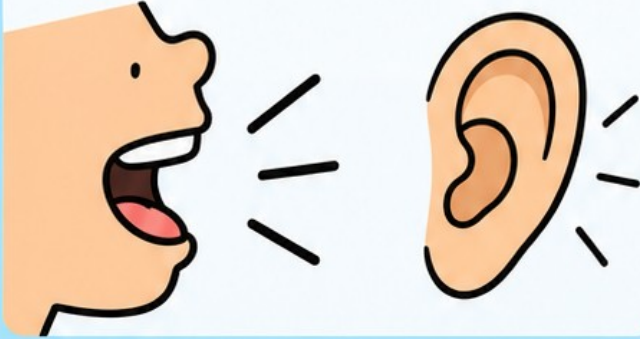


Action and Pattern Cards

A1

ECHO

Say the same words.



A2

REPEAT

Keep: Ready to learn.



A3

CHANGE THE ACTION

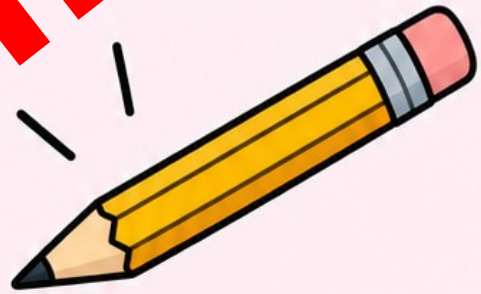
Try: Open your book.



A4

CHANGE THE ACTION

Try: Pick up a pencil.



A5

TEST

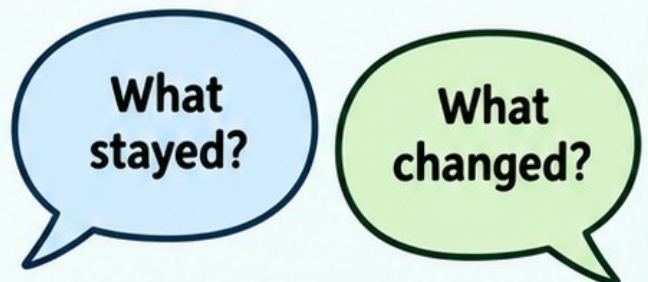
Say both versions. Listen.



A6

NAME THE CHANGE

What stayed? What changed?





Beat Crew Practice



Name: _____

Caller: Pick up your book.

Group: Ready to learn.

Caller: Clear a space.

Group: Ready to learn.



1. Circle the response that repeats.

Ready to learn.

Pick up your book.

Clear a space.

2. Number the lines 1, 2, 3, 4.

☐

Group: Ready to learn. (after the book cue)

☐

Caller: Clear a space.

☐

Caller: Pick up your book.

☐

Group: Ready to learn. (after the space cue)

3. Echo one caller line and its response.

Teacher record:

Line heard: _____

Words repeated accurately: Yes / With help / Not yet

What I heard: _____

Next step: _____





Beat Crew Practice



Name: ANSWERS

Caller: Pick up your book.

Group: Ready to learn.

Caller: Clear a space.

Group: Ready to learn.



1. Circle the response that repeats.

Ready to learn.

Pick up your book.

Clear a space.

2. Number the lines 1, 2, 3, 4.

2

Group: Ready to learn. (after the book cue)

3

Caller: Clear a space.

1

Caller: Pick up your book.

4

Group: Ready to learn. (after the space cue)

3. Echo one caller line and its response.

Caller: Pick up your book.

Group: Ready to learn.

Teacher record:

Line heard: Example only: book cue + response

Words repeated accurately: Yes / With help / Not yet

What I heard: Listen for both lines in order.

Next step: If needed, echo one short chunk again.



Parcel Patterns

Name: _____



Caller: Carry the box to the gate.

Group: Pass it on. We can wait.

Caller: Carry the box to the door.

Group: Pass it on. We can wait.

1. Write or say the response that repeats.

2. Circle the words with the same ending sound.

gate / wait

door / wait

3. Number these lines 1 and 2.

☐

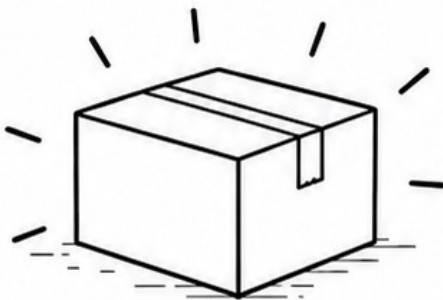
Group: Pass it on. We can wait.

☐

Caller: Carry the box to the gate.



4. Say the two lines in order. Then show the response.



Teacher:

Heard in order: Yes / With help / Not yet

What I heard: _____

Next step: _____

Parcel Patterns

Name: ANSWERS



Caller: Carry the box to the gate.

Group: Pass it on. We can wait.

Caller: Carry the box to the door.

Group: Pass it on. We can wait.

1. Write or say the response that repeats.

Pass it on. We can wait.

2. Circle the words with the same ending sound.

gate / wait door / wait

3. Number these lines 1 and 2.

2

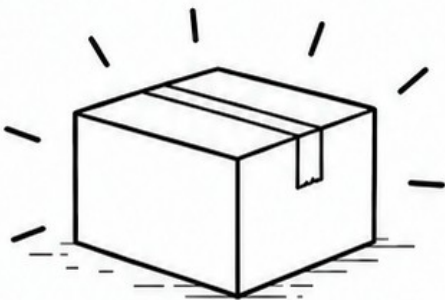
Group: Pass it on. We can wait.

1

Caller: Carry the box to the gate.



4. Say the two lines in order. Then show the response.



Teacher:

Heard in order: Yes / With help / Not yet

What I heard: Listen for the cue, then the full response.

Next step: If needed, echo shorter chunks.

Example only. Record the child's actual reproduction.

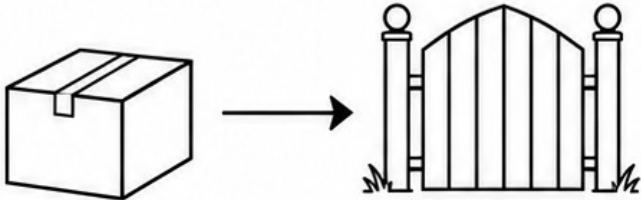
What Stayed? What Changed?

Name: _____

Version A

Caller: Carry the box to the gate.

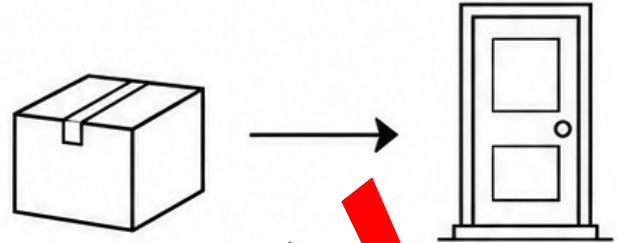
Group: Pass it on. We can wait.



Version B

Caller: Carry the box to the door.

Group: Pass it on. We can wait.



1. Say Version A. Say Version B.

2. What stayed the same?

3. What changed?

4. Which pair rhymes? Circle one.

gate / wait

door / wait

5. Does Version B still have a repeated response? Explain.

Listener check: I heard both versions. Yes / With help / Not yet

Listener comment: _____

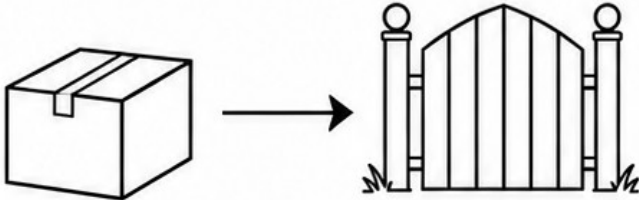
What Stayed? What Changed?

Name: **ANSWERS**

Version A

Caller: Carry the box to the gate.

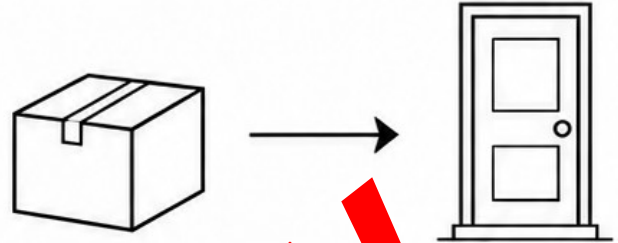
Group: Pass it on. We can wait.



Version B

Caller: Carry the box to the door.

Group: Pass it on. We can wait.



1. Say Version A. Say Version B.

2. What stayed the same?

The group response stayed the same:

Pass it on. We can wait.

3. What changed?

The place changed from gate to door.

4. Which pair rhymes? Circle one.

gate / wait

door / wait

5. Does Version B still have a repeated response? Explain.

Yes. The group repeats the same response.

A chant can repeat words without rhyme.

Listener check: I heard both versions. Yes / With help / Not yet

Listener comment: **Example: I heard gate change to door.**

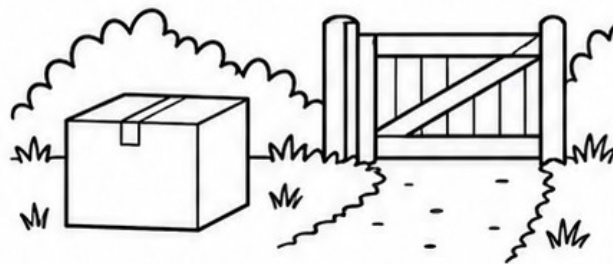
Change One Part

Name: _____

Original exchange:

Caller: Carry the box to the gate.

Group: Pass it on. We can wait.



1. Choose one change: action / place / response

2. My new caller line:

My group response:

3. What stayed the same?

4. What changed?

5. Say the original. Say your new version.

Listener comment: _____



Teacher observation:

Original reproduced: Yes / With help / Not yet

New version tried: Yes / With help / Not yet

Actual words heard: _____

Next step: _____



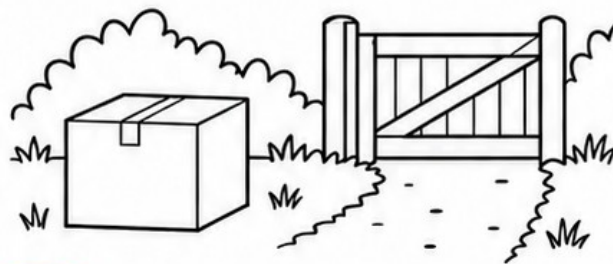
Change One Part

Name: **ANSWERS**

Original exchange:

Caller: Carry the box to the gate.

Group: Pass it on. We can wait.



1. Choose one change: action / **place** / response

2. My new caller line:

Carry the box to the garden.

My group response:

Pass it on. We can wait.

3. What stayed the same?

Carry the box and the whole group response.

Pass it on. We can wait.

4. What changed?

The place gate became garden.

Other meaningful, tested changes are accepted.

5. Say the original. Say your new version.

Listener comment: **Example: The response stayed. The place changed.**



Teacher observation:

Original reproduced: Yes / With help / Not yet

New version tried: Yes / With help / Not yet

Actual words heard: **Record the real trial; do not assume it happened.**

Next step: **If needed, keep one chunk and change another.**



➤ Deliver the Parcel ➤



Caller:

Carry the box to the gate.



Group:

Pass it on. We can wait.



Caller:

Carry the box to the door.



Group:

Pass it on. We can wait.



Caller:

Carry the box to the garden.



Group:

Pass it on. We can wait.



➤ Pretend delivery. Speak steadily. Take turns. ➤





Pattern Switch



1 CUE

Say the caller's line.

2 REPEAT



Keep the chosen response.



3 CHANGE

Choose one part.

4 TEST



Say it. Listen. Check meaning.

PREVIEW



Name what stayed and what changed. Then swap roles.
Hold the challenge card beside the mat.



Pattern Switch • Cards P1–P4

Spot the pattern. Make one change. Keep what stays the same.

P1

Caller:

Pick up your book.

Group:

Ready to learn.



Change the object.
Keep the response.

P2

Caller:

Put pencils in place.

Group:

Ready to learn.



Change the objects.
Keep the response.

P3

Caller:

Clear a space.

Group:

Ready to learn.



Choose a new classroom
action. Keep the response.

P4

Caller:

Carry the box to the gate.

Group:

Pass it on. We can wait.



Change the place.
Keep the response.

Say the original. Make one change. Try it. Name what stayed.

Listen
Think
Change
Try!

Pattern Switch • Cards P5–P8

Same pattern. A new idea!

Small
Changes
Big
Thinking!

P5

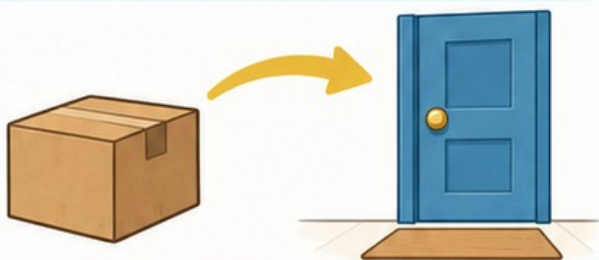
Pattern Switch

Caller:

Carry the box to the door.

Group:

Pass it on. We can wait.



Change the last part of the response. Keep: **Pass it on.**

P6

Pattern Switch

Caller:

Carry the box to the garden.

Group:

Pass it on. We can wait.



Change the place. Keep the response.

P7

Pattern Switch

Caller:

Pick up your book.

Group:

Ready to learn.



Change the group response. Keep the caller cue.

P8

Pattern Switch

Caller:

Clear a space.

Group:

Ready to learn.



Choose a new classroom action. Keep the response.



Say the original. Make one change. Try it. Name what stayed.



Same
actions.
Stronger
together!

Playground Move and Stop

Listen
Move
Be Kind
Have Fun

Caller: Step, then clap.



Group: Move, then stop.



Caller: Reach, then clap.



Group: Move, then stop.



Caller: Clap, then rest.



Group: Move, then stop.



Everyone
can join in!

Use small, comfortable actions.

Seated? Tap feet instead of stepping. Try a gentle hand tap instead of a clap.

Small
actions make
a big difference!

Roles and Actions

Use these cards to help everyone take part. Cut them apart and choose what to use.



T1

CALLER

Start the cue.



T2

GROUP

Say the chosen response.



T3

STEP

Small steps or seated foot taps.



T4

CLAP

Clap or gently tap your hands.



T5

REACH

A comfortable reach or small hand lift.



T6

REST

Pause in a comfortable position.





My Own Chant



Name: _____

1. My original chant

Caller 1: _____

Group: _____

Caller 2: _____

Group (same response): _____

2. My deliberate change

New caller line or group response

What stayed? _____

What changed? _____

3. Try both versions with a listener.

Listener comment: _____

Teacher record:

Original reproduced: Yes / With help / Not yet

Changed version tried: Yes / With help / Not yet

Actual words heard: _____

You can speak, draw or ask an adult to write your words.



My Own Chant



Name: **ANSWERS**

1. My original chant

Caller 1: **Step, then clap.**

Group: **Move, then stop.**

Caller 2: **Reach, then clap.**

Group (same response): **Move, then stop.**

2. My deliberate change

New caller line or group response:

Caller 1: Clap, then step.

Example only - other meaningful versions work.

What stayed the same? **The response: Move, then stop.**

What changed? **The first caller's action order.**

3. Try both versions with a listener.

Listener comment: **Example: You swapped step and clap.**

Teacher record:

Original reproduced: Yes / With help / Not yet

Changed version tried: Yes / With help / Not yet

Actual words heard: **Listen to the real trial; record what the child does.**

You can speak, draw or ask an adult to write your words.

The Picnic Packing Chant

Caller: Pack the cups.

Group: In the basket. Off we go.

Caller: Pack the apples.

Group: In the basket. Off we go.

Caller: Fold the cloth.

Group: In the basket. Off we go.



Listen. Say a short part. Try one change.

A New Chant Challenge

Name: _____



Use The Picnic Packing Chant page.

1. Identify

Write or say the group response that repeats.

2. Reproduce

Choose one caller cue and its response. Say the same words in order.

Teacher record:

Actual words or actions heard/seen:

Support used: _____

Reproduced: Yes / With help / Not yet

3. Experiment

Change one item, action or response. Try your new version.

My new line

What stayed? _____

What changed? _____

Listener comment: _____

Teacher record:

Change chosen and tried: Yes / With help / Not yet

Next teaching step: _____

A New Chant Challenge

Name: ANSWERS



Use The Picnic Packing Chant page.

1. Identify

Write or say the group response that repeats.

In the basket. Off we go.

2. Reproduce

Choose one caller cue and its response. Say the same words in order.

Teacher record:

Actual words or actions heard/seen:

Example: Caller: Pack the cups.

Group: In the basket. Off we go.

Support used: Record actual support used.

Reproduced: Yes / With help / Not yet

3. Experiment

Change one item, action or response. Try your new version.

My new line: Caller: Pack the pears.

Example only. Other meaningful changes work.

What stayed? The group response.

What changed? The packed item: cups to pears.

Listener comment: Example: You changed cups to pears.

Teacher record:

Change chosen and tried: Yes / With help / Not yet

Next teaching step: Use the real trial to choose the next step.

Chant Pattern Rubric

Name: _____

Record each skill separately. Note support and response mode.

Skill	Emerging	Developing	Secure
IDENTIFY	Needs help to find a returning word group.	Finds part of the repeat or needs a prompt.	Identifies the whole repeated response.
REPRODUCE	Needs a model to echo a short part.	Reproduces the exchange with prompts or mixed words.	Keeps the cue and response in order with a recognisable pattern.
EXPERIMENT	Copies or changes without a clear choice.	Chooses a change; needs help to test or explain it.	Makes a meaningful change, tests it and shows what stayed or changed.

Identify level: _____

Reproduce level: _____

Experiment level: _____

Response mode and support: _____

Next teaching step: _____

Identify: compare two responses.

Reproduce: echo short chunks, then join them.

Experiment: keep one chunk and choose one change.

Do not grade confidence, accent, handwriting or singing.

A New Pattern

Name: _____

1. Say this exchange twice.

Caller: Put your coat on.

Group: Ready to go.



2. Find the repeat.

What is the group response?

3. Change one part and try it.

My new caller line or group response:

What stayed?

What changed?

4. Listen and reflect.

My listener noticed:



A strategy that helped me:

You can speak, draw or ask an adult to write your words.

Chants We Can Change Year 2





Our chant goals

Hear a word group that repeats.

Say the pattern the same way.

Change one part and try it aloud.





Hear and answer

Caller: Pick up your book.

Group: Ready to learn.

The caller starts. The group answers.

Then the group response together.



The Classroom Beat Crew



Caller: Pick up your book.

Group: Ready to learn.

Caller: Put pencils in place.

Group: Ready to learn.





The response comes back.

Caller: Hear space.

Group: Ready to learn.

Which words have you heard before?

Sally: Ready to learn.





Caller and group

Caller: Pick up your book.

Group: Ready to learn.

Point to the caller's words.

Now point to the group's words.





Spot the repeated

Recall to learn.

Pick up your book.

Clear a space.

Which line does the group say again?





Echo the pattern

Listen to one caller line and its response.

Say the same words in the same order.

Point to your knees as you speak.

Take turns being the caller.





Deliver the Parcel

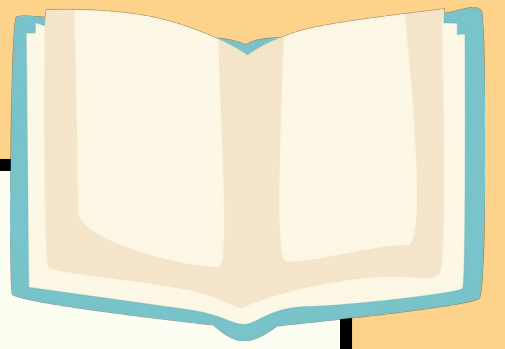
Caller: Carry the box to the gate.

Group: Pass it on. We can wait.

Caller: Carry the box to the door.

Group: Pass it on. We can wait.





The parcel goes on

Caller: Carry the box to the garden.

Group: Pass it on. We can wait.

They say “go” and “wait”.

Their ending sounds are the same.





Word groups that repeat

Count the box

Pass it on. We can wait.

Here these word groups again in the chant.

Speak the chant at a steady, easy pace.





Change the place

First caller: Carry the box to the gate.

New caller: Carry the box to the door.

Both responses: Pass it on. We can wait.

The place changed. The response stayed.





Sound and meaning

Gate and wait rhyme.

Door and wait do not rhyme.

Both versions still make sense.

children can repeat words without rhyming.





Pattern Switch

1. Choose a caller and a group.
2. Say the card's original pattern.
3. Change one part. Try it aloud.
4. Note what stayed and what changed.
5. Listen, check, then swap roles.





Playground Move and Stop

Caller: Clap, then clap.

Group: Move, then stop.

Caller: Reach, then clap.

Group: Move, then stop.





Change the action order

Caller: Step, then rest.

Group: Move, then stop.

Try: Clap, then step.

Keep the response: Move, then stop.





Actions for everyone

Make small comfortable movements.

Seated? Tap your feet instead of stepping.

Try gentle hand tap instead of a clap.

You can show the words with pictures, too.





Make your own version.

Caller: Clap, then stop.

Group: Move, then stop.

New group: Clap, then stop.

Try both responses aloud.

Which did you choose to change?





Rehearse with a partner

Say your caller and a group response.

Repeat the response after each cue.

Try your change. Listen again.

Tell your partner one part that stayed.





A helpful listener

“I heard ‘Mo’ the ‘stop’ again.”

“You changed ‘stop’ to ‘clap’.”

Note the words you heard.

Speak clearly at a comfortable volume.



Our pattern strategy



Listen. Echo. Change. Try.

Which related words helped you?

How did you check your new version?





Well Done!



PREVIEW

Chants We Can Change Year 2 Quiz





I Which response repeats?

Caller: Pick up your book.

Group: Ready to learn.

Caller: Clear a space.

Group: Ready to learn.

Ready to learn. B Clear a space.





I Answer

A: Ready to learn.

The group says these words after each caller cue.





2 Who starts this exchange?

Caller: Pick up your book.

Group: Ready to learn.

Who says "pick up your book"?

A The group B The caller





2 Answer

R: The center.

The center is the center. The group answers.





3 Which word group repeats?

Group: Pass it on. We can wait.

Group: Pass it on. We can wait.

Clear a space.

Pass it on.

C Ready to learn.





3 Answer

P: Pass it on.

We hear this word group in both Parcel responses.





4 Which words rhyme?

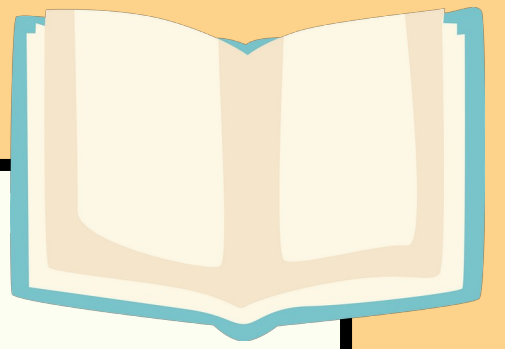
Say each word aloud.

A gate / wait

Bed / or / wait

A book / learn





4 Answer

A gate / wait.

Gate and wait have the same ending sound.





5 What changes?

First: Carry the box to the gate.

New: Carry the box to the door.

Both: Pass it on. We can wait.

The place

The group response





5 Answer

A: The price.

Gate charged the door. The response stayed the same.





6 How can we test a change?

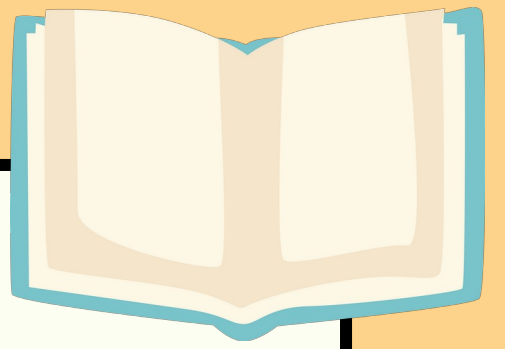
You have a new group response.

What should you do next?

A Sort alphabetically and listen. Does it make sense?

B Only count the letters.





6 Answer

. Say it aloud and listen.

Hear the sound pattern and check the meaning.





7 How can we speak a character?

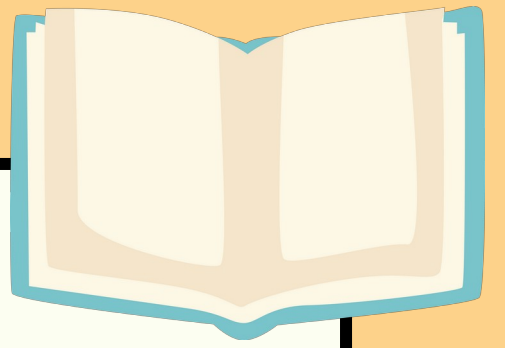
A Every line must rhyme.

B We must shout.

C We can speak to daily at a comfortable volume.



7 Answer



C: Speak readily at a comfortable volume.

Chants can be a repeated pattern without rhyme or shouting.





8 Repeat or change?

Original: step, then clap.

New: Clap, then step.

A: Kept the words in the same order.

B: Deliberately changed the order.





8 Answer

B: I deliberately changed the order.

Repeating keeps the original order. This version swaps the actions.





Well Done!



PREVIEW