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Clap, Chant and Copy - Foundation

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Using this teaching week

Five lessons of about 40–50 minutes develop listening and copying of original action chants. Short rehearsals can be spread across the day. The teacher reads every prompt; fluent reading is not required. Four original texts are provided: Tap Along, Hello, Echo, March and Rest, and Pass the Pattern. Keep their words and line divisions unchanged.

Prepare the editable presentation and quiz, the colour displays/cards/mats, pencils and copies of the relevant low-ink sheets. Cut large cue/model cards only if useful; adults prepare them. No instruments, thrown objects, small craft pieces, running or loud voices are needed. Keep movement space clear. A finger or dot trail replaces a loose game counter.

Model each whole chant twice before children respond. Agree on a safe knee, table, seated-foot or finger action. Rest is a brief pause. An even underlying tap continues while speech may vary; do not equate taps with written words, syllables or the count in a chant. Formal rhythm notation and musical ability are not assessment goals.

Accept voice alone, a partner echo or an agreed gesture/action performance. Record what the learner actually reproduced and the support used. A picture choice alone cannot prove oral copying. Never score accent, confidence, independent reading, handwriting, physical speed or coordination.

Use the conference record A15b during baseline/practice and a fresh copy for the final conference. Write exact observed words/actions, preservation of the agreed pattern, any feature noticed and the next teaching step. Keep essential assessment in lesson 5; composing new text is an optional extension only.

Lesson 1: Hear it, then copy

Intention: hear a complete phrase, then copy its words and agreed actions. Child criteria: I wait until the model ends; I echo the same line; I notice a line that comes back. Prior learning: experience of listening and taking turns, without assuming chant knowledge. Equipment: presentation slides 2–6; A3a Tap Along; A4 cue cards; A6 with adjacent key; A15b teacher record.

Baseline (5 minutes): separately model “Tap your knees and clap with me.” and “Hands lie still; we wait and see.” Once each, invite an echo. Observe actual response and help rather than choosing the boldest solo performer. Hand-d/te/finger response is equally useful. Record any copied words/action and whether the learner waited for the model.

Explicit teaching (10 minutes): read all four Tap Along lines twice. Demonstrate comfortable knees or table taps and a clap/finger cue. Show LISTEN before the complete first line, then ECHO once it ends. Say, “My model comes first. Your echo follows it.” Deliberately start an echo too early, discuss why part of the model was missed, and re-model successfully.

Expected response: the child reproduces “Tap your knees and clap with me.” in the original order after hearing the whole model. Approximated speech, supported voice/AAC and agreed gestures are recorded honestly. Read lines 1 and 4 again; both have identical words. The counting line is different. Ask children to show the repeating line, then echo it.

Lesson 1: Practice and observation

Guided practice (10 minutes): point to A3a while reading each line. Pairs choose an A4 LISTEN/ECHO cue and a safe action. Adult performs one line; pair waits and echoes. Use only the agreed phrase and action so the echo has a clear model. Repeat the first/last line to compare what stayed the same. Give feedback about words, entry or the action actually observed.

Independent supported application (10 minutes): teacher reads A6 task 1 and performs Tap Along. Children circle or point to A, “Tap your knee and tap with me.” Key: this line returns at positions 1 and 4. Each child then echoes that whole line; adult scribes observations in the bottom box or A15. A correct echo is supporting evidence, not the performance itself. Save task 2 for lesson 2.

Support: model a single short line again, keep the large action cue visible and use shared echo, AAC or fingers/table as agreed. Core: echo the complete taught line after one whole model and identify that it repeats. Extension: copy the same words in a second agreed action model; discuss what stayed the same. Do not replace the taught chant with an original poem.

Record: actual words/action, waiting for the whole model, whether the returning line was identified, re-model/partner/AAC support and next step. Example: “Echoed complete first line after second model; used table cue; needs a reminder to wait.” Finish by letting children show the listen cue and explain or gesture how it helped.

Lesson 2: Steady beat, changing words

Intention: explore an even tap and the pattern of spoken words/pauses without treating them as identical. Child criteria: I copy an even tap; I hear the whole phrase; I copy a modelled rest. Prior learning: lesson 1 listen/echo routine and Tap Along. Equipment: presentation slides 7–10; A1; A2a/b; A3a/b; A5; A6 task 2; A7 and key; A15b.

Retrieve (5 minutes): children echo Tap Along's repeated line. Explicit model (10 minutes): place a finger on A5's four spots and cycle through even tap at a comfortable pace. Continue the even pulse while saying the phrase line naturally. The four spots repeat; they do not count words, syllable or total beat in a line. Show the separate spoken phrase on A2a.

Then stop the pulse demonstration and model the natural speech rhythm of "Hands lie still; we wait and see." Include a short pause after "still". Invite children to copy that phrase and pause. On A2a compare the even tap with sounds that can be quicker, stretched or pause. Do not mark one clap under each written word or score syllable number.

Introduce Hello Echo by reading the four lines twice. Echo one complete line at a time. A physical row is not necessary. When performing "Wave your hand, then tap it slow." explicitly agree/model the pace. The word slow is not a direction to let an underlying beat drift unnoticed. Expected: the learner copies the actual demonstrated pace/pause, not a guessed speed.

Lesson 2: Hearing the rest

Guided practice (10 minutes): children follow A5's even finger-tap cycle while the adult speaks naturally over it. Let a partner listen to an agreed short model, wait and echo. Return to the rest after "still"; model with/without that rest and ask what changed. No formal terminology answer is needed: pointing to still hands or showing the pause is valid.

A6 task 2: perform Hello, Echo. Key B is "Hello, hello, come join our row"; it repeats as lines 1 and 3. Children identify the line and then echo it. Row/slow down share rhyming endings; every line need not have the same syllable count or action pattern. Assess the actual model-copying turn.

A7 listening task (10 minutes): use the exact four A6 performance pairs on the Listening Scripts page. Children hear both versions, circle/point to the performance with the rest and show where it came. Keys are 1 A, 2 B, 3 A, 4 B. Adult can scribe "still", "Rest", "listen" or "respond at". After a choice, re-model the chosen paused version and hear the child echo it.

Support: show echo, adult tapping alongside, visible rest cue and one re-model. Core: preserve the agreed even tap or short pause in an actual response. Extension: show an even tap continuing while the same text is spoken differently, then describe the difference. Do not assess musical aptitude.

Record the actual pace/pause copied and precise assistance on A7/A15b. Example: "Selected A, then copied rest after still with one visible cue." A correct silent selection alone is insufficient. Close with one shared whole-line echo and check that everyone waits for the model.

Lesson 3: A line comes back

Intention: copy repeated and changed chant/action patterns, including a clear rest.

Criteria: I reproduce the same model; I keep its repeated line or rest; I choose a cue that helps. Prior learning: whole-line echo, even tap and short pause. Equipment: presentation slides 11–12; A3c; A4; A8/A9 and adjacent keys; A11 cards/mat; A15b.

Retrieve (5 minutes): use LISTEN/ECHO and ask a child or pair to demonstrate the pause after still. Read March and Rest twice. The first two lines repeated exactly: “Step, step, tap, tap.” Model small steps on the spot or seated feet/fingers, then two gentle taps. Show how “Hands up high; hands down low.” changes the line. Do not claim all its line endings rhyme.

For “Rest, then start, and off we go.” make a deliberate brief pause immediately after Rest, then two agreed steps/taps. The gestures are an agreed model; they do not count each word. Children hear the entire phrase before echoing. Demonstrate a missing rest, then the successful version, and ask what changed.

Guided A8 (10 minutes), perform the three provided text/action models exactly as specified on the model and Key Guide. Children circle/point to matching cues, then actually echo the words and actions. Keys: row 1 A (step, step, tap, tap); row 2 B (up then down); row 3 A (rest then two agreed steps). Do not accept cue ordering as the sole performance evidence.

Lesson 3: Cues and transfer

Guided A9 (10 minutes): read “Wave your hand, then tap it slow.” and “Hands lie still; we wait and see.” Model each before learners choose/draw a useful cue. A wave/table-tap cue suits the first; still hands and a short rest after still suit the second. Other reasonable safe cues are accepted if agreed and successfully modelled. Reproduce the text after choosing the cue. The key is a sample, not an art standard.

Independent supported Echo Trail practice (10 minutes): adult starts taught A11 card and names its check feature. Perform the whole printed phrase, partner listens and echoes. Partner gives a concrete response, for example “I heard the rest after still.” Move together only after the agreed feature is modelled, allowing another model/retry. This is cooperative practice, not a speed race.

Support: two large cues, teacher/partner echo alongside, a repeated short model and a safe seated action. Score: copy the whole taught phrase with the agreed pattern/rest. Extension: compare two performances where one pause/action is changed and explain what changed. Keep the original words stable.

Observe: compare words/order, agreed action sequence, preservation of a rest and whether a cue helped. Record support and a next action: “Kept words, omitted rest; next time re-model with still-hand cue.” Finish A10 reflection orally, by pointing, drawing, AAC or adult scribing. A meaningful example is waiting for the complete line and using a table cue; confidence is not the assessed feature.

Lesson 4: Partner and group copying

Intention: replicate an approved phrase with a partner/group and give feedback about a specific heard feature. Criteria: I wait and copy; I check a repeat/action/rest; I swap roles fairly. Prior: lessons 1–3 models and access modes. Equipment: presentation slides 13–16; A3d; A11a–c; A12a/b; A13a/b; A14; A15b.

Introduce Pass the Pattern (5 minutes) by reading all four lines twice. Lines 1 and 3 repeat “Pat, pat, clap with me.” Model two pats on knees/table, then clap or the agreed finger equivalent. Pass means taking a modelling/echo turn, not throwing an object. Keep natural voice and allow shared rather than compulsory solo responses.

Explicit game turn (10 minutes): display A11 full model turn. Choose card 3 and say “Hands lie still; we wait and see.” with a pause after still. Child waits and echoes. Partner checks the named feature and says “I heard the rest after still.” If absent, kindly name it, model again and retry. Point one finger along the mat together; no loose counter is necessary.

Pattern Partner (10 minutes): use A12a’s two mats. Model whole phrase and agreed action, echo, check, then swap. Read all six rounds on A12b aloud. Give each learner an actual model-to-echo turn rather than only selecting a card. Useful feedback identifies a missing rest or matched phrase; “louder” and “faster” are not accuracy feedback.

Lesson 4: Stations and refrain

Stations (10 minutes): follow A13b setup. Use clear spacious areas; rotate cards to seated learners if preferred. Each A13a station has a specific taught chant segment and agreed action/pause. Adult/partner models the whole printed line. Learner waits and echoes. Listener checks whole line at Table Tap, agreed pace at Wave and Tap, action order at Step on Spot, or rest after Rest at Rest and Start. Move calmly; no running or instruments required.

Group refrain (5 minutes): use A14's complete Tap Along. Group turns the unchanged first and fourth lines; leader says lines 2 and 3. The leader models the rest after still when agreed. Hear the leader before entering; rotate the leader role without forcing a solo. Shared/AAC/table/finger access is welcome.

Support: adult beside the model, large echo and shared echo. Core: complete an independent or honestly supported model-copying turn and keep the target feature. Extension: lead the same agreed model for a partner and describe a precise difference heard; do not compose replacement on the assessment turn.

Record each learner's observed turn: exact line/actions, repeat or pause preserved, specific feedback given and assistance. Example: "Copied card 10 including rest after Rest; used seated feet; partner provided one reminder." If only picture matching was seen, record it as support evidence and arrange a short live echo before claiming copying.

Close with A10 reflection: child tells/shows a repeated line and what helped listening. Sample answers vary. Choose one useful next-step cue for the final fresh-model conference.

Lesson 5: Listen to a fresh model

Intention: demonstrate accurate replication of a freshly performed taught text and notice one feature. Criteria: I listen to the whole model, copy its words/agreed pattern, preserve a repeat or pause and name/show a feature. Equipment: presentation slides 17–19; A15a child stimuli; A15b record; A16 rubric; chosen large cues. Prior learning: taught chants and access routines, not rehearsed test answers.

Explain (5 minutes): “The line is familiar, but listen to how I perform it today.” Agree on a safe action/access mode before each trial. Show A15a with a supplying feature answers. Perform a natural complete model first; the child can echo. Entering the action/pause arrangement gives fresh transfer while preserving exact text. Do not infer the performance from completed worksheets.

Trial 1: “Tap your knees and clap with me” with the freshly agreed knee/table/finger cue. Observe the whole phrase order after the model. Trial 2: “Rest, then start, and off we go.” with a clear brief rest just after Rest, then agreed steps/taps. Observe the pause and full phrase. Trial 3: “Pat, pat, clap with me.” with two pats and an agreed clap equivalent task when line comes back in Pass the Pattern and hear it again.

Use three short manageable trials per child, with small-group/shared waiting activities while conferencing. A model may be repeated as access support; record it. AAC/partner/gestures may demonstrate the modelled words/action/refrain pattern, but do not report independent speech that was not observed.

Lesson 5: Record and plan next teaching

After each trial, A15b captures actual words/actions, repeated line or rest, feature noticed, and exact help. Ask “What did you copy?” Accept a spoken explanation, AAC or clear demonstration. Suitable features include whole line, two pats then clap, repeated phrase, even tap or rest after Rest. A response does not need formal vocabulary.

Apply A16 only to the task observed. Supported: copying with adult alongside, shorter re-model/partner or two-choice feature cue. Prompted: complete phrase/pattern with a reminder or visible cue. Independent: wait for whole model, reproduce it and keep the agreed feature without a further prompt. Record the access mode separately; an AAC response is not automatically a lower band. Avoid global judgements from one missing feature.

Support: shorten to a taught phrase re-model visibly and allow the established access route; retain the same copying goal. Core: replicate a whole phrase and agreed pattern, then notice a feature. Extension after core evidence: choose a new safe action variation, invent a short line, hear it modelled and copy it. Composition is optional and is not needed to meet the core criteria.

Next steps follow the evidence. If a pause is omitted, re-model the same phrase with a still-hand cue. If entry is early, keep LISTEN visible until the model ends. If only picture sorting occurred, arrange an actual communicative/action echo. If the model was accurately reproduced, vary one clearly agreed feature in the next rehearsal.

Review together: listening comes first; repeated lines stay the same; an even tap and word rhythm can differ. Share one specific successful copied feature. Keep the observation record for future teaching rather than grading accent, neatness, confidence or physical skill.

Listening scripts: A7

Purpose: hear the difference between two performances of the same taught phrase, then actually echo the paused version. Read the phrase naturally; [REST] below means a short deliberate still pause, not words to speak aloud. Agree a natural pace and keep other features stable. Children hear A and B before choosing. They circle/point to the version with the rest; an adult may scribe its position. Then re-model it for their echo.

1. A: "Hands lie still; [REST] we wait and see." B: same phrase without the rest after still. Key A; rest after still. Expected echo: whole phrase with that brief pause, using still hands/table/fingers if agreed.
2. A: "Rest, then start, and off we go." without the extra pause. B: "Rest, [REST] then start, and off we go." Key B; rest after Rest. Keep any agreed steps/taps the same in A and B.
3. A: "Stop and listen, [REST] then we go." B: same phrase without the rest after listen. Key A; rest after listen. Wait for each complete performance before giving a response.
4. A: "Pat, pat, clap with me." without a pause after the second pat. B: "Pat, pat, [REST] clap with me." Key B; rest after second pat. Copy the newly modelled pause, not an assumed fixed metrical pattern.

Record the child's actual echo and support in A7's lower box/A15b. A correct A/B choice supports listening but does not by itself demonstrate reproduction. If necessary shorten/re-model once and record that help. The answer page is an adult guide; do not show it before the listening task.

Model and key guide

A6: Tap Along choice A is the unchanged line at positions 1 and 4. Hello, Echo choice B is the unchanged line at positions 1 and 3. Read the full chant, accept pointing/circling, then hear the child reproduce the selected line. Other rhyming endings do not make a line repeated.

A8 model 1: say “Step, step, tap, tap.” with two small steps/seated-foot cues then two taps. Match A. Model 2: “Hands up high; hands down low.” with agreed up then down cues. Match B. Model 3: “Rest, then start, and off we go.” with a pause after Rest then two agreed steps/taps. Match A. The pictures represent agreed action, not word or syllable counts. Always observe the phrase/action end after session.

A9 sample: wave then gentle table tap for “Wave your hand, then tap it slow.”; still hands and a pause after still for “Hands on still, we wait and see.” Other reasonable safe cues are valid if modelled and copied. The drawing is a memory aid, not an art assessment. A10 sample: “I waited for the whole line. The table taps helped me copy.” Actual responses can help vary.

A11–A13: read every model card/round aloud. Whole line means its original words/order. Repeated line comes back unchanged. Pause is after the named word; action/pace matches the agreed model. The learner must copy the actual complete phrase and feature before a game advance is recorded. Kindly re-model/retry; never eliminate.

A14 choir entry: GROUP repeats Tap Along lines 1 and 4; LEADER reads 2 and 3. A15 trials are fresh teacher performances of taught lines; record real support, not a worksheet grade. A16 bands describe observed copying and feature awareness. Apply no reading, accent, confidence, speed, coordination or neatness criteria.

Listen, Copy, Check

Hear it. Do it. Make sure it matches!

1



LISTEN

Hear the whole phrase.

2



COPY

Wait, then copy the model.

3



CHECK

What stayed the same?

Teacher: Tap your knees and clap with me.

Child: Echo the whole line.



Knees, table or fingers: choose a safe action.



Same words. Same actions. You can do it! ❤️

A Steady Beat



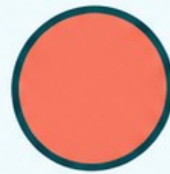
tap



tap



tap



tap



Tap your knees and clap with me.



Teacher-read directions:

Keep an even tap. Say the line naturally while the tap continues. Repeat the tap cycle.



The spots show taps. They do not count the words or syllables.

Words Can Change the Rhythm



I will say the words.
Listen and copy.



Hands lie still.

**Hands lie still, NEXT HERE
we wait and see.**

Copy the teacher's speech and short pause.



Steady beat:
even taps continue.



Word rhythm:
copy the sounds and pauses.



First hear the teacher. No tap-per-word rule.



Tap Along

Teacher reads the chant twice before children echo.

Listen
Join in
Have fun!



Tap your knees and clap with me.



Tap your knees: one, two, three.



Hands lie still; we wait and see.



Tap your knees and clap with me.



First and last lines come back. Use knees, table or fingers.

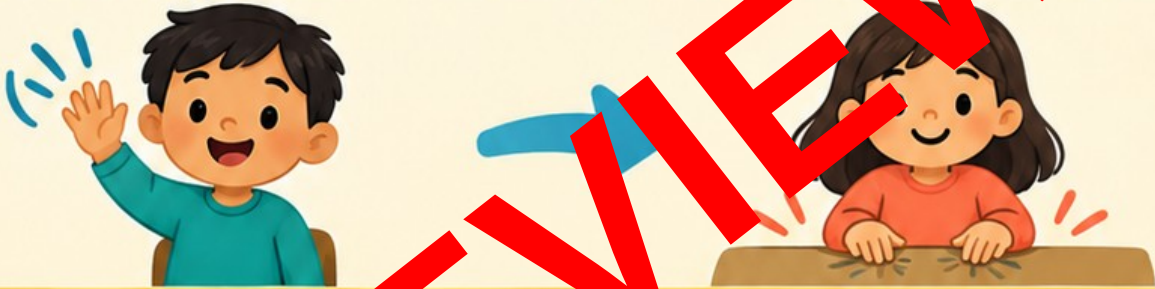


Hello, Echo

Hello, hello, come join our row.



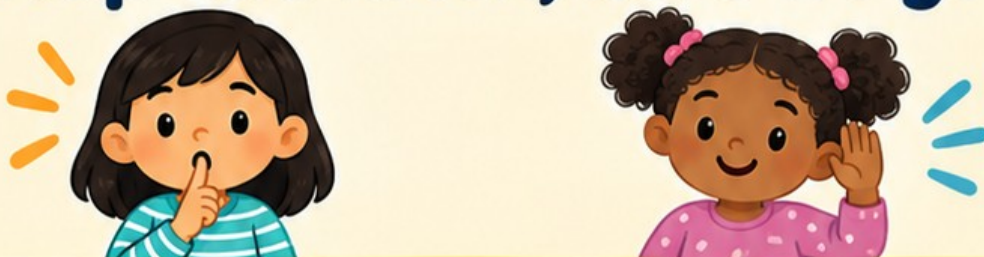
Wave your hand, then tap it slow.



Hello, hello, come join our row.



Stop and listen; here we go.



**Echo one whole line at a time.
You may stay seated.**



March and Rest

Listen, join in and have fun!

1

Step, step, tap, tap.



2

Step, step, tap, tap.



3

Hands up high; hands down low.



4

Rest, then start, and off we go.



Lines 1 and 2 repeat. Pause just after Rest. Seated feet or fingers work too.

Pass the Pattern

Listen • Copy • Take a Turn • Have Fun!

Pat, pat,
clap with me.



Pass the pattern:
one, two, three.



Pat, pat,
clap with me.



Listen, copy,
let it be.



Lines 1 and 3 repeat.
Pass means take a turn. No throwing needed.



Teacher reads the chant twice before children echo.

Copying Cues

Listen • Copy • Practice • Grow! ♥

LISTEN



ECHO



TAP



CLAP



Hear the whole model before echoing.

Copying Cues

Listen and copy the cue.
We can move, be still and have fun!



PAT



WAVE



STEP



REST



Seated choice: use feet, table or fingers.
REST means a short still pause.

The Steady-Tap Mat

Tap your knees and clap with me.

Teacher: model even finger taps. Say the line naturally over the repeating tap cycle.

Child: listen, then copy.



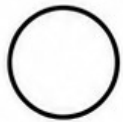
The four spots show a tap cycle, not four words or syllables.

Name: _____

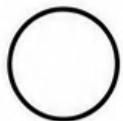
Which Line Comes Back?

Listen to each chant. Circle the line that comes back. Then echo it.

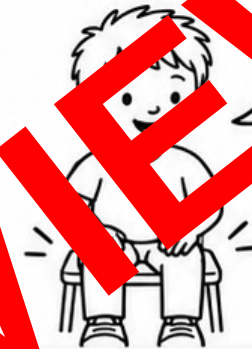
1 Tap Along



A. Tap your knees
and clap with me.

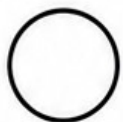


B. Tap your knees:
one, two, three.

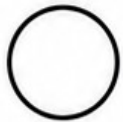


one, two, three!

2 Hello, Friends



A. Wave your hand,
then tap it slow.



B. Hello, hello,
come join our row.



Hello, hello,
come join our row.

My echo — Teacher records the words I copied:

Name: **ANSWERS**

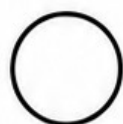
Which Line Comes Back?

Listen to each chant. Circle the line that comes back. Then echo it.

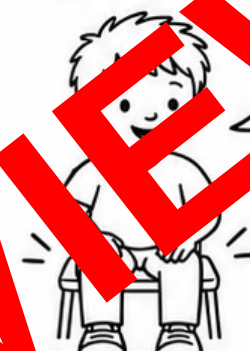
1 Tap Along



- A.** Tap your knees
and clap with me.
Lines 1 and 4

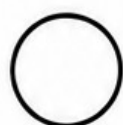


- B.** Tap your knees:
one, two, three.



one, two, three!

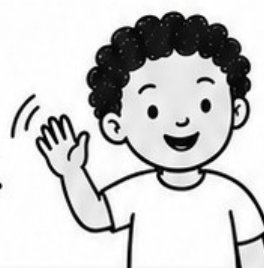
2 Hello, Friends



- A.** Wave your hand,
then tap it slow.



- B.** Hello, hello,
come join our row.
Lines 1 and 3



Hello, hello,
come join our row.

My echo — Teacher records the words I copied:

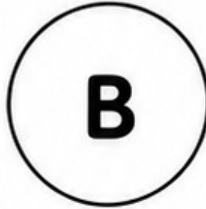
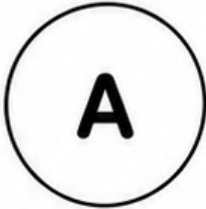
Example: copied the selected whole line with a table-tap cue.
Record actual support.

Name: _____

Listen for the Rest

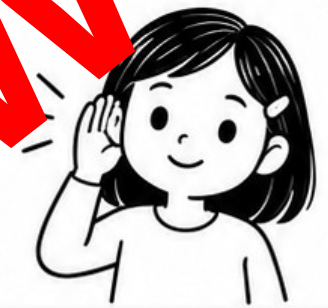
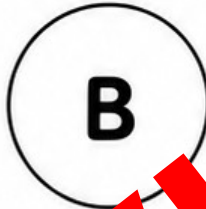
Teacher performs A and B. Circle the performance with the short rest.
Then copy it.

1.



Rest after: _____

2.



Rest after: _____

3.



Rest after: _____

4.



Rest after: _____

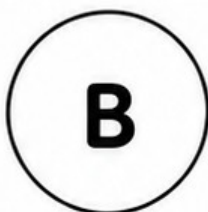
Teacher records my echo and support:

Name: **ANSWERS**

Listen for the Rest

Teacher performs A and B. Circle the performance with the short rest.
Then copy it.

1.



Rest after: **still**

2.



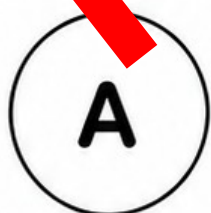
Rest after: **Rest**

3.



Rest after: **listen**

4.



Rest after: **second pat**

Teacher records my echo and support:

Hear the model first; record the copied pause and support.

Name: _____

Copy This Action Pattern

Listen and watch. Circle the cue row that matches.
Then echo the words and actions.

1. Step, step, tap, tap.

A

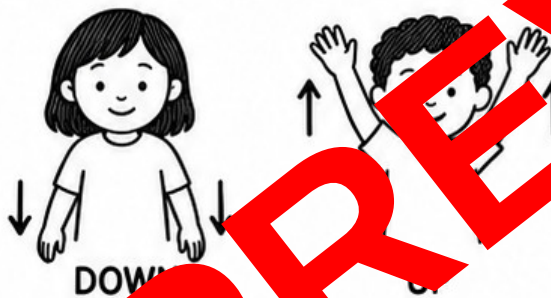


B

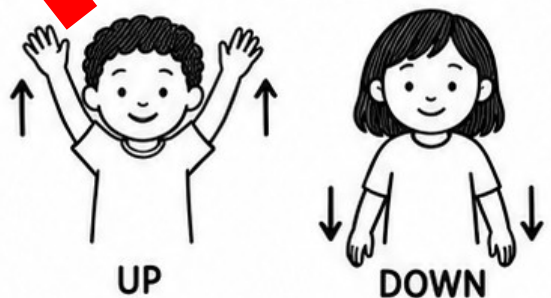


2. Hands up high; hands down low.

A



B



3. Rest, then start, and off we go.

A



B



Teacher notes: actual echo and support

Name: **ANSWERS**

Copy This Action Pattern

Listen and watch. Circle the cue row that matches.
Then echo the words and actions.

1. Step, step, tap, tap.

A

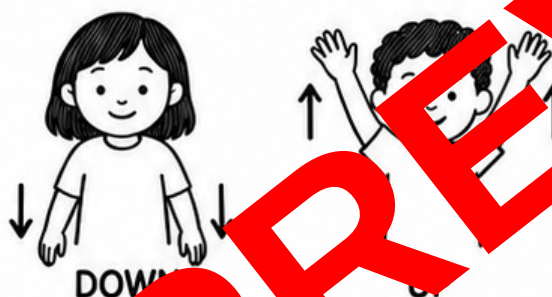


B

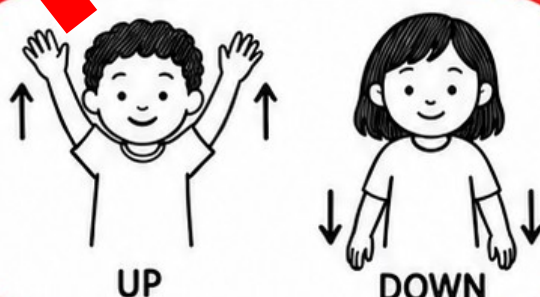


2. Hands up high; hands down low.

A



B



3. Rest, then start, and off we go.

A



B



Teacher notes: actual echo and support

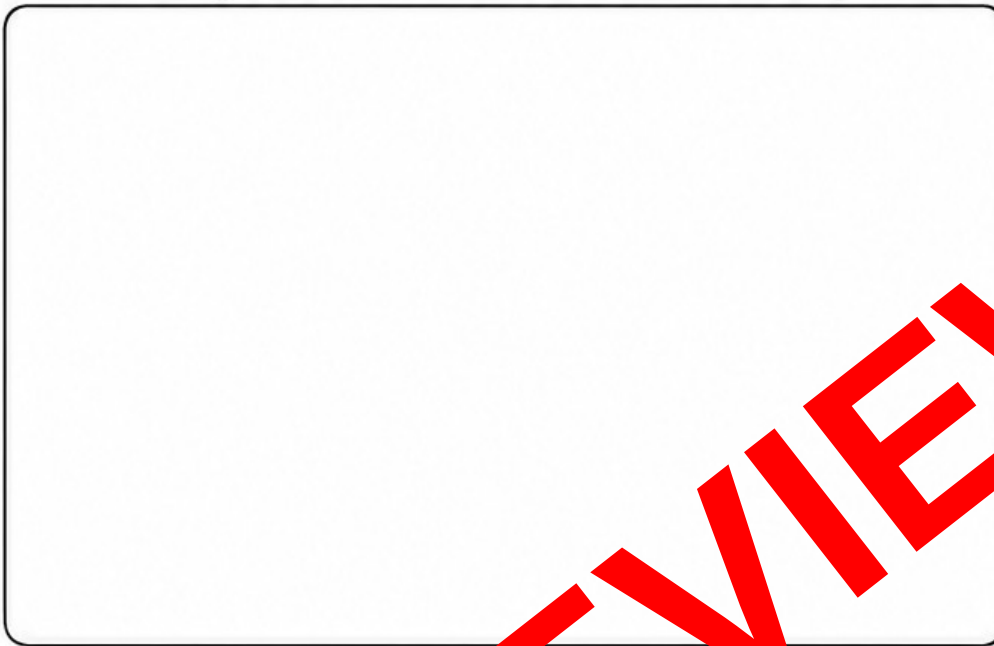
Model 3 uses a pause after Rest, then two agreed steps. —
Copy the spoken phrase as well. —
—

Name: _____

Choose Helpful Cues

Choose or draw an action cue. Hear the whole line, then echo it.

Wave your hand, then tap it slow.



Hands lie still; we wait and see.



My teacher records how my cue helped me copy:

Name: **ANSWERS**

Choose Helpful Cues

Choose or draw an action cue. Hear the whole line, then echo it.

Wave your hand, then tap it slow.



Sample: wave, then gentle about tap.



WAVE



TAP



REST

Hands lie still; we wait and see.



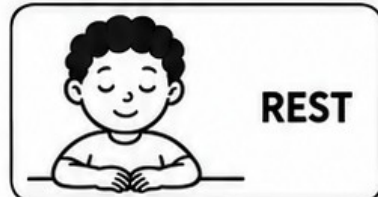
Sample: still hands; short pause after still.



WAVE



TAP



REST

My teacher records how my cue helped me copy:

Answers vary. Observe the actual echo and record support.

Name: _____

My Echo Reflection

Teacher reads: Choose a line. Hear it, then try an echo.

☐ Tap your knees and clap with me.

☐ Hello, hello, come join our row.

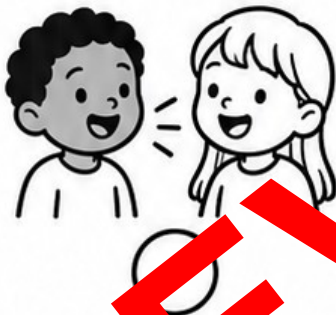


I copied this line using:

My voice



My partner



AAC



My fingers or table



What helped me listen and copy? Tell, point or draw.

An adult can write my words.

Teacher heard/saw: _____

Support used: _____

Name: **ANSWERS**

My Echo Reflection

Teacher reads: Choose a line. Hear it, then try an echo.

☒ Tap your knees and clap with me.

☐ Hello, hello, come join our row.

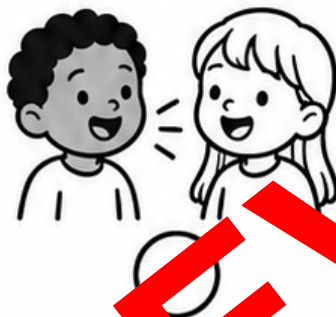


I copied this line using:

My voice



My partner



AAC



My fingers or table



What helped me listen and copy? Tell, point or draw.

An adult can write my words.

Sample 2 waited for the whole line. The table taps helped me copy.

Answers vary; record actual response.

Teacher heard/saw: Copied the whole line after model.

Support used: One adult model and table cue.

Echo Trail

Listen • Echo • Check • Move Together

- 1 Choose a model card.
- 2 Hear the whole line. Echo it.
- 3 Partner checks the named feature.
- 4 If needed, hear it again.
- 5 Move together after a successful copy.

Point along
the trail.
No race,
elimination
or shouting.



Echo Trail: Model Cards

Say the line. Show the action. Children echo.

Voices
Actions
Together!

Let's
learn
and
belong!

1 Tap your knees
and clap with me.



Whole line

2 Tap your knees:
one, two, three.



Action

3 Hands lie still;
we wait and see.



Pause after still

4 Tap your knees
and clap with me.



Repeated line

5 Hello, hello,
come join our row.



Whole line

6 Wave your hand,
then tap it slow.



Modelled pace

7 Stop and listen;
here we go.



Pause after listen

8 Step step, tap, tap.



Repeated pattern

9 Hands up high;
hands down low.



Agreed actions

10 Rest, then start,
and off we go.



Pause after Rest

11 Pat, pat, clap with me.



Repeated line

12 Listen, copy, let it be.



Whole line

Echo Trail: Setup and Model Turn

Listen. Hold the pause. Echo the whole line.

Same words.
Same order.
Together!

1. Setup

Pairs share the mat.
Put model cards beside it.
Agree on one safe action.
Read each card aloud;
children need not read.



2. Model Turn

Card 3: Hands lie still; we wait and see.

Hands lie still; we wait and see.

- 1 Adult models still hands and a short pause after **still**.
- 2 Child waits, then echoes the exact line and pause.
- 3 Partner says: I heard the rest after **still**.
- 4 Move together.
- 5 If the rest is missing, model once more and retry.



3. Key

- ✓ **Whole line:** same words/order.
- ↺ **Repeated line:** it comes back unchanged.
- ⏸ **Pause:** still after the named word.
- 🏃 **Action/pace:** matches the agreed model.

4. Access

Seated hands, fingers, AAC or partner echo are valid.
Record help used.



Hands



Fingers



AAC



Partner echo

♥ Different ways. Same success.

Pattern Partners

Same words
Same actions
Stronger together! 

Pat, pat, clap with me.

Listen
Copy 
Learn
Together!

MODEL

Say the whole line and model two pats, then a clap.



Pat, pat,
clap with me.



pat



pat



clap

ECHO

Wait. Copy the words and agreed actions.



Pat, pat,
clap with me.



pat



pat



clap



Did the words and actions match?
Hear it again if needed. Swap roles.



Use knees, table or fingers;
no compulsory solo.



Pattern Partners: Six Rounds

Listen. Try it with me. We can do it together!

1 Tap your knees and clap with me.

Focus: whole phrase



2 Hands lie still; we wait and see.

Focus: pause after still



Shhh ...
we wait
and see.

3 Hello, hello, come join our row.

Focus: repeated line



4 Step, step, tap, tap.

Focus: agreed actions



5 Rest, then start, and off we go.

Focus: pause after Rest



Pause ...
then go!



6 Pat, pat, clap with me.

Focus: repeated pattern



Model → wait → echo → check → swap.

Feedback: I heard ____ . Try the rest after ____ .
Adult records support.



Move or Tap Stations

> Listen • Look • Move • Have Fun! <

1

TABLE TAP

Tap your knees and clap with me.



You can also tap the table with your fingers.

2

WAVE AND TAP

Wave your hand, then tap it slow.



Wave, then tap it slow.

3

STEP ON SPOT

Step, step, tap, tap.



You can also tap your fingers on the table instead.

4

REST AND START

Rest, then start, and off we go.



Rest ...



then start, and off we go.

Small actions make big learners!

Move or Tap: Teacher Setup

Listen
Echo
Move
Learn!

Place four station cards in spacious areas. Keep walkways clear.

Children move calmly or remain seated as cards rotate.

At each station, adult or partner models the whole printed chant line and one agreed action/pause. Child listens, then echoes the same line and pattern. Listener checks the named feature. Swap roles.



Check these observations at each station:

Table tap:
whole line.



Wave:
modelled pace.



Step:
action order.



Rest:
pause after Rest.



Access and check:

Use a seated table/finger version with equal status.
Record actual echo and support, not picture sorting alone.

Same words. Many ways. Everyone participates!



Our Repeated-Line Choir

♥ Listen • Take a turn • Make music together! ♥

GROUP



Tap your knees and
clap with me.



LEADER



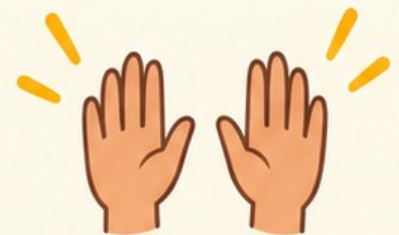
Tap your knees:
one, two, three.



LEADER



Hands are still;
wait and see.



GROUP



Tap your knees and
clap with me.



Hear the leader before entering.
Agree on safe table/knee/finger actions.
Pause after still when modelled.
Repeat, then rotate leader.
Shared or AAC echo is welcome.

Same
words.
Brighter
together!
♥

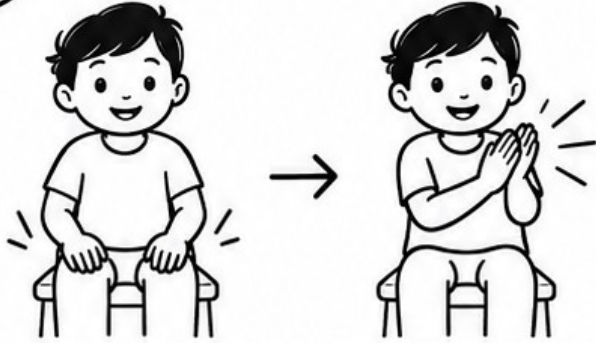
Listen • Respect • Take a turn • Everyone belongs! ♥

Name: _____

Listen-and-Copy Conference

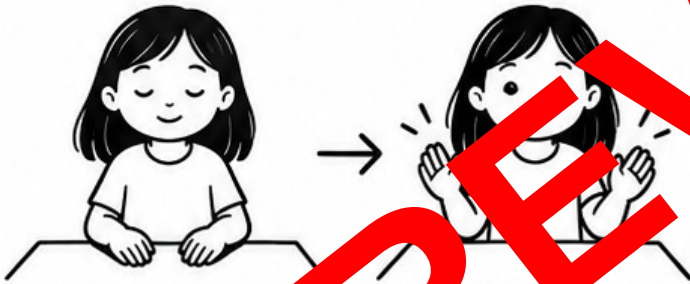
Hear a fresh model before each try. Copy the words and agreed pattern.

- ① Tap your knees and clap with me.



Empty box for student response.

- ② Rest, then start, and off we go.



Empty box for student response.

- ③ Pat, pat, clap with me.



Empty box for student response.

Which line comes back?

Tell or show one feature you copied.

Empty box for student response.

Name: _____ Date: _____

Listen-and-Copy: Teacher Record

Teacher model guide:

- ① Whole Tap Along line, agreed table action.
- ② Pause after Rest, then agreed steps/taps.
- ③ Whole Pat, pat line; child identifies it as repeated in Pass the Pattern.



Trial 1

Actual words/actions: _____

Repeat/pause: _____

Feature noticed: _____

Support: _____

Trial 2

Actual words/actions: _____

Repeat/pause: _____

Feature noticed: _____

Support: _____

Trial 3

Actual words/actions: _____

Repeat/pause: _____

Feature noticed: _____

Support: _____

Support: adult re-model, partner, AAC or gesture — record exactly. Do not infer an oral skill from picture choice. No reading, accent, confidence or coordination score.

Next teaching step:

Name: _____

Literary Pattern Copying

Listen. Copy. Use the words and actions.
You can take your time.

Listen ...
Copy ...
You can do it!



Teacher Rubric

Name: _____ Date: _____

Feature	Supported	Prompted	Independent
Listening	Hears a short model with adult help	Waits with one reminder	Waits for whole model
Phrase and action	Copies part with model or partner	Copies whole phrase with a cue	Copies whole model and agreed actions
Repeat or pause	Copies with adult alongside	Keeps feature after reminder	Keeps agreed repeat or pause
Noticing	Shows a feature from two choices	Names or shows with cue	Names or shows one heard feature

Actual response and access mode:

Support recorded:

Next step:

Assess the observed model-copying task.
Do not score reading, accent, confidence, speed or neatness.

Clap, Chant and Copy Foundation





Our listening goal

- I hear the whole model before I echo.
- I copy its words and agreed actions.
- I keep a repeated line or a short rest.
- I tell on how the feature I copied.





Our first echo

Teacher models each phrase once.

“Tap your knees and clap with me.”

“Hands lie still, we wait and see.”

Listen to the whole phrase. Then echo it.

Teacher records what was copied and any help.





Tap Along

Tap your knees and clap with me.

Tap your knees: one, two, three.

Hands lie still, we wait and see.

Tap your knees and clap with me.

Teacher: read twice. Children: listen first.





One whole line

Teacher: "Tap your knee and lap with me."

Wait until the whole line ends.

Now echo the words and agreed action.

Knees, table, fingers are all useful.





A line comes back

Hear Tap Along again.

Lines 1 and 4 say the same words.

“Tap your knees and clap with me.”

Echo the repeated line.

The counting line is different.





A steady tap

Teacher: tap one finger evenly on the table.

Keep tapping as you say the line naturally:

“Tap your knees and clap with me.”

Children copy the even tap.

Teachers do not count the words or syllables.





Word rhythm and rest

Teacher: say the sounds naturally.

“Hands lie still; we wait and see.

Model a short rest after ‘see’.

Children copy the speech and the rest.

Any sentence and word rhythm can differ.





Hello, Echo

Hello, hello, come join our row.

Wave your hand, then tap it slow.

Hello, hello, come join our row.

Stop and listen, here we go.

Teacher: read twice; model each whole line.





Which performance has a rest?

Teacher performs A, then B:

A: "Hands lie still: [point] we wait and see."

B: the same time without the rest.

Point to A or B then echo the modelled rest.

Teacher: hear the echo; a point alone is not it.





March and Rest

Step, step, tap, tap.

Step, step, tap, tap.

Hands up high; hands down low.

Rest, then stand and if we go.

Teacher: pause after “Rest”; seated actions work.





Repeated and changed lines

Teacher reads: “Step, step, tap, tap

Then reads that same line again

That line repeats. Echo it.

“Hands on high, hands down low.” is different.

Now copy “Rest” with the modelled pause.





Pass the Pattern

Pat, pat, clap with me.

Pass the pattern: one two three

Pat, pat, clap with me.

Listen my, it be

pat me as take a turn; no throwing needed.





An Echo Trail turn

Choose card 3. Teacher models:

“Hands lie still; [rest] we wait and see.”

Child waits, then echoes to line and rest.

Partner: “I heard the rest after still.”

Move together. Re-model and retry if needed.





Pattern Partners

Model: “Pat, pat, clap with me!”

Agree on two pats and a clap.

Partner waits, then copies the same words/actions.

Listener: “The words and actions matched.”

Swap roles: shared echo or AAC is welcome.





Stations and our choir

At each station, hear the whole model first.

Copy its agreed song, action and pause.

Seated table or finger actions count equally.

In Tap Along, the group echoes the refrain:

Each line 1 and 2, the leader says lines 2 and 3.





A fresh model

Teacher: model a taught line with a new agreed safe action, natural pace or short pause.

Children: watch, then copy that exact model.

Teacher observe the words, pattern and support.

Teacher show one feature you heard.





What did we copy?

Teacher repeats a performance to compare.

Did the whole phrase match?

Did the repeated line or rest stay the same?

Show or tell one feature you noticed.

Describe what happened; being louder is no goal.





Our listening review

An echo comes after the who model.

A repeated line comes back unchanged.

Even taps and spoken rhythm may differ.

A rest is a short pause that we copy.

Close your eyes and hear the model again.





Well Done!



PREFE

Clap, Chant and Copy Foundation Quiz





Question 1: Wait, then echo

Teacher: model “Tap your knees and clap with me.”

Child: wait for the complete model.

Echo the whole phrase using your agreed action.

Teacher: listen and record any support.





Feedback 1: Wait, then echo

Expected: the same who phrase used in the model.

Words: "Tap your knees and clap with me."

Knees, table fingers, AAC partner support work.

Record student help; do not score confidence.





Question 2: The line that returns

Teacher: perform all four lines of Tap Song.

Which line comes next? Tap or point.

A: "Tap your knees and clap with me."

B: "Tap your knees: one, two, three."

Now echo the returning line.





Feedback 2: The line that returns

A returns as lines 1 and

“Tap your knees and clap with me.”

Hear the leader echo the whole line.

A silent choir alone does not show copying.





Question 3: Even taps

Teacher: keep a comfortable even tap while saying “Tap your knees and clap with me.”

Child: listen then show the same even tap.

What happens as the words change?





Feedback 3: Even taps

Expected: evenly spaced taps only.

The phrase can fit across repeating tap cycle.

Do not count one tap for each word or syllable.

Record what the learner actually showed.





Question 4: Copy the rest

Teacher models: "Rest, [short pause] then start,
and off we go." Add two agreed small steps/taps.

Child: wait, then copy the phrase and pause.

Seated feet on fingers are valid.





Feedback 4: Copy the rest

Expected: a short pause immediately after “Rest”.

Then copy the agreed steps/taps and full phrase.

Re-model if needed; record the support.

No speech or motor-coordination mark.





Question 5: Hello Echo

Teacher: model one complete line naturally:

“Hello, hello, come join our row.”

Child: wait, then echo the same line.

You can stay seated or use supported speech.





Feedback 5: Hello Echo

Expected: “Hello, hello, come join our show.”

Echo after the whole mode has ended.

The line returns as lines 1 and 3 in the chant.

Record student words, actions and support.





Question 6: Repeated or changed?

Teacher reads “Step, step, tap, tap, twice.”

Then reads “Hands up high; hands down low.”

Which line repeated? Tell, point or echo it.

Copy the teacher’s ordered actions as you say it.





Feedback 6: Repeated or changed?

“Step, step, tap, tap.” repeats lines 1 and 2.

The hands-up/hands-down line is changed text.

Hear the exact line and agreed action sequence.

These lines may not have rhyming endings.





Question 7: Words and actions

Teacher models “Pat, pat, clap with me.”

Use two knee/table taps, then a clap or finger cue.

Child: copy the whole phrase and agreed sequence.

Listener: did each part match?





Feedback 7: Words and actions

Expected: whole phrase plus two pats and a clap.

“Pat, pat, clap with me.”

An agreed accessible cue may replace the clap.

Record copied model, not invented extra actions.





Question 8: A missing pause

Teacher gives two performances of the same line:

A: "Hands lie still: [] we wait and see."

B: no rest after "still".

Which future command? Show it, then echo A.





Feedback 8: A missing pause

The short rest after “still is missing from B.

Expected: child should pause/nod after rest and echoes A.

Re-perform if needed and record the help used.

Do not infer meaning from an unobserved choice.





Question 9: Helpful feedback

Teacher models a pause after Res.

Partner echoes the phrase without that pause.

What useful feedback could you give?

Hear a new model, then try the echo together.





Feedback 9: Helpful feedback

Useful: “Try the rest after Res.”

Or point to the resource and re-model the phrase.

“Be louder” does not identify this missing feature.

Observe the next ech and record support.





Question 10: A fresh model

Teacher models “Listen, copy, act it out.”

Agree on one safe action before the performance.

Child: listen when copy the same words and action.

Tell or show one feature you kept.





Feedback 10: A fresh model

Expected: “Listen, copy, repeat it.”

Copy the freshly assigned action/pattern.

Accept voice AAC partner or gesture access.

Record what was observed and the next step.





Well Done!



PREFE