

TEL Ted: Whole Class Teacher Guide



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Contents

| | |
|---|-----------|
| 1. AN INTRODUCTION TO THE PROGRAM | 3 |
| 1.1 Introduction | 3 |
| 1.2 TEL Ted: NELI Intervention | 4 |
| 1.3 TEL Ted: Whole Class | 4 |
| 2. CORE TEACHING ELEMENTS | 5 |
| 2.1 Active Listening | 5 |
| 2.2 Introduction | 5 |
| 2.3 Vocabulary or Narrative Skill Development | 6 |
| 2.4 Plenary | 8 |
| 2.5 Rewarding | 8 |
| 3. HOW TO STRUCTURE AND DELIVER TEL TED: WHOLE CLASS | 9 |
| 3.1 Session Content | 9 |
| 3.2 Session Timings | 9 |
| 3.3 Weekly Timetable | 10 |
| 3.4 Adapting TEL Ted: Whole Class | 10 |
| 4. FREE CHOICE CENTER | 13 |
| 5. ASSESSMENT | 28 |
| 6. PLANNING AND RECORD-KEEPING | 29 |
| 6.1 Example Week of TEL Ted: Whole Class Sessions | 30 |
| 7. PROGRAM STRUCTURE | 31 |
| 8. ORGANIZATION OF MATERIALS | 40 |
| 8.1 Extra Materials | 40 |
| 9. HOW TO USE THE SESSION GUIDES | 42 |
| 10. TEL TED: WHOLE CLASS TEACHING SESSION GUIDES | 44 |
| 10.1 Part 1 Topic 1: My Body | 44 |
| 10.2 Part 1 Topic 2: Things We Wear | 65 |
| 10.3 Part 1 Topic 3: People Who Help Us | 85 |
| 10.4 Part 2 Topic 1: Growing | 105 |
| 10.5 Part 2 Topic 2: Journey | 126 |
| 10.6 Part 2 Topic 3: Time | 146 |

| | |
|---|------------|
| 11 APPENDICES | 165 |
| 11.1 Index | 165 |
| 11.2 Template Planning and Record Sheet | 167 |
| 11.3 Flashcard Games | 168 |
| 11.4 Word Card Games | 170 |
| 11.5 Song Activities | 171 |
| 12. HELPFUL TERMS | 172 |
| 13. REFERENCES | 172 |
| 14. REPRODUCIBLES | 174 |

1. An Introduction to the Program

1.1 Introduction

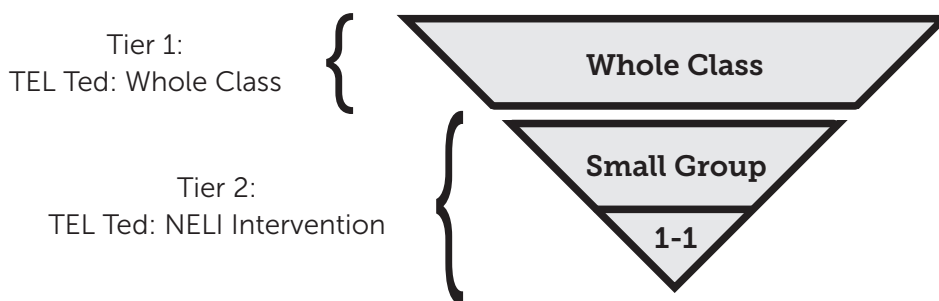
TEL Ted: Whole Class is part of the TEL Ted program—a complete oral language tool kit to **Teach Everyone Language**.

The TEL Ted program includes:

- language assessment (LanguageScreen)
- staff training
- targeted intervention (TEL Ted: NELI Intervention)
- whole class instruction (TEL Ted: Whole Class).

TEL Ted: Whole Class can be delivered alongside the TEL Ted: NELI Intervention (Fricke, Bowyer-Crane, Snowling, & Hulme, 2024; 2018), which provides targeted support to students who show weaknesses in their oral language skills. The whole class activities are related to, but distinct from, those in the intervention. When the whole class and intervention elements are delivered together, all students are exposed to the vocabulary knowledge and narrative skills introduced in the intervention, and the students in the intervention group(s) have additional opportunities to review and extend their knowledge and skills. Whole class activities can also be reused throughout the year to revisit and review learning. Together, the intervention and whole class instruction provide a multi-tiered system of support for language, an approach which has been shown to improve language outcomes (e.g., West et al., 2024).

Figure 1: A multi-tiered system of support for language instruction through the TEL Ted program



TEL Ted: Whole Class can also be delivered independently of the intervention. You might choose this approach if there are no students with significant language difficulties in your class, or if your school does not have the staff resources required to deliver the intervention sessions.

Whichever path you take, the guidance contained within this Teacher Guide and the accompanying online training will help you to achieve the best possible results in your whole class lessons. For example, most activities in the **Session-by-session guide (pp.44–164)** include “Step up” and “Step down” suggestions to help you pitch your lessons to the needs of the students in your class. What’s more, by including activities from the **Free Choice Center (pp.13–27)**, your students will have more opportunities to practice and

embed the language they have been taught—this is an important part of effective language instruction.

Using all the elements provided in this Teacher Guide will help you plan and deliver effective lessons to your class and *teach everyone language*.

1.2 TEL Ted: NELI Intervention

TEL Ted: NELI Intervention is a targeted intervention, delivered to students who show weaknesses in their oral language skills in the early years of school. The intervention improves students' oral language skills and supports literacy development. It improves students' vocabulary, develops their narrative (storytelling) skills, encourages active listening, and builds confidence in independent speaking.

Randomized controlled trials have demonstrated that the intervention significantly improves the language skills of students who take part (e.g., West, et al. 2021). Independent evaluations of a national rollout of the intervention in the United Kingdom have shown four months of additional progress in oral language for those who participate in the intervention, with the most socioeconomically disadvantaged students showing seven months of additional progress (Smith, et al. 2023). There are very few students with language difficulties who will not benefit from the program, and it has been found to be just as effective for those who are learning English as for students with English as their first language (West, et al. 2021).

The TEL Ted: NELI Intervention comprises 20 weeks of small group and individual sessions. The fully scripted intervention (Fricke, Bowyer-Crane, Snowling, & Hulme, 2024; 2018) is available in two parts with Teacher Guides with reproducibles and flashcards:

- Part 1 (Weeks 1 to 10)
- Part 2 (Weeks 11 to 20).

1.3 TEL Ted: Whole Class

TEL Ted: Whole Class provides teachers with the tools they need to deliver language enrichment activities for their whole class. It is ideally delivered alongside the TEL Ted: NELI Intervention, although can also be used independently. The activities are related to, but distinct from, those in intervention. This means that all students will be exposed to the vocabulary knowledge and narrative skills introduced in intervention, and that the students in the intervention group(s) (if you are running the intervention) will have additional opportunities to review and extend their knowledge and skills. TEL Ted: Whole Class activities can also be reused throughout the year to revisit and review learning.

TEL Ted: Whole Class activities include:

- | | |
|------------------------------------|-------------------|
| ■ Action songs | ■ Stories |
| ■ Teacher-led games | ■ Activity sheets |
| ■ Digital slides with activities | ■ Flashcard games |
| ■ Narrative sequencing activities. | |

3.4 Adapting TEL Ted: Whole Class

When using TEL Ted: Whole Class, you will have a wide range of abilities to teach and needs to cater for. You will know how best to suit the needs of the students you teach, but please be assured that the TEL Ted: Whole Class materials are designed to be flexible and adaptable to support you in working with your class. Although each session follows a set structure, you can choose the activities which best suit your class. What's more, the activity instructions provide a guide, but you are free to adapt your delivery of each activity as needed.

3.4.1 Scaffolding

Due to its flexible nature, TEL Ted: Whole Class will be suitable for most students, although students with sensory needs may or may not be able to access the program fully depending on the nature and severity of their difficulties. It's also important to be aware of students who may have communication or behavioral difficulties. For example, the Listening Rules encourage students to look at the person who is speaking and to sit still, but this may not be appropriate for everyone. Students with physical disabilities will be able to access TEL Ted: Whole Class, although some activities may need to be adapted to consider their specific needs.

In the training, you were provided with a Scaffolding Toolkit that covered:

- Multicontextual Clues
- Pronouncing Words
- Extending Vocabulary
- PEER and CROWD Strategies.

In addition to these teaching tools, TEL Ted: Whole Class supports you to scaffold your lessons with these features:

Color

Images on the Whole Class Slides almost all use color frames or backgrounds to support students' responses. If students aren't ready to say a new word or explain a scene, they can tell you the color of the frame. Or, if even this is too much, you can let them point then clarify their answer for them, e.g., *This one, on the orange circle? Yes, you're right, the dog on the orange circle has the longest nose. Good work!*

Step up/Step down

In the Guide and on the right-hand panel of the Slides, you will see arrows beside elements of the teaching notes.

⇓ This icon flags a suggested approach for students who need more support to complete the task.

⇑ This icon flags a suggested approach for stretching students who are ready for a challenge.

Narrative Options

Text for the intervention stories is provided at two levels: the simpler level is the version used in the intervention, and a more advanced version is given to extend students' narrative skills.

Advanced Uses

The Program Structure tables in Section 7, **pp.31–39** list Advanced Uses of Vocabulary to use with more confident speakers.

3.4.2 Free Choice Center

In addition to your Whole Class and Intervention sessions, you can use the activities from the Free Choice Center in **Section 4**. These activities are designed to use in Free Choice Time, to embed students' learning from Whole Class lessons. They provide students with additional opportunities to use the language they have been learning. Activities include, e.g., role play, activity sheets, construction.

4. Free Choice Center

These activities are designed to use in Free Choice Time, to embed students' learning from Whole Class lessons. They provide students with additional opportunities to use the language they have been learning. Activities include, e.g., role play, activity sheets, construction.

Extend and adapt these activities to suit your students and classroom, providing scaffolding opportunities as appropriate.

You should set up a selection of these activities for students to explore each week. Ensure that you have already presented the Special Words for the activities you set up—use the Session numbers to guide when to introduce these activities; e.g., you might set out activities for the language you presented in the previous sessions

Adults working with the group should encourage students to talk about what they are doing and say the relevant Special Words as they work. Consider the PEER and CROWD techniques to help students progress their narrative skills.

Guide adults who are supporting you in the classroom to engage with and scaffold these activities to support students' language development.

Narrative Sequence cards are available for all of the TEL Ted: Whole Class stories in the Digital Resources Library: <https://resources.oxedandassessment.com>. After the whole class has heard each story, you could print them out and cut them into cards for students to practice telling the story at school in the Free Choice Center, or at home. For a Free Choice Center activity, you might prefer to enlarge the cards.

The page numbers refer to the notes in the Whole Class Teacher Guide. Reproducible activity pages are at the back of the Teacher Guide.

PART 1, Topic 1: My Body

SESSION 1: Introducing Ted

| | |
|--|---|
| | You will need: Ted puppet and a selection of other toys and puppets |
| | Set up a table or small area where students can play with Ted alongside other toys, including some puppets if possible. |

SESSION 2: wrist, ankle, shake

| | |
|---------------------|--|
| wrist, ankle | You will need: Activity Sheet 1 (p.174), coloring pencils |
| | Students trace over the pale line to draw Ted and then color him in. Tip: If you are using this Activity sheet after later sessions, use this activity to talk about other parts of the body too (later Special Words: Session 3—fingers, thumbs; Session 4: toes, feet). |
| | You will need: Activity Sheets 2a–2c (pp.175–177), coloring pencils, glue, scissors |
| | The students color in the characters. They can glue on features if they wish and cut out figures if you want to practice cutting skills. |

SESSION 3: fingers, thumbs, throw, catch

| | |
|------------------------|---|
| fingers, thumbs | You will need: Paper, coloring pencils, scissors, glue |
| | The students trace around their hands, making sure they get the detail of their fingers and thumbs. They can decorate these and then cut them out and take them home or you can make a display. |
| throw, catch | You will need: Soft balls, bean bags, hoops and containers to aim into |
| | Have a small area in the room where students can practice throwing and catching , or set up a similar area outside. Students tell their friend to catch or throw . |

SESSION 4: toe, feet, fast, slow

| | |
|-------------|--|
| feet | You will need: Sheets of paper with numbers on them, small toys |
| | Place a number of small toys on the table (animals, characters, cars, etc.) and six sheets with 0, 1, 2, 3, 4 or 5 written on. |
| | Students place the toys on the sheets, according to how many feet each toy has. |

Session 5: No new vocabulary

| | |
|----------------------------|---|
| toes, feet, fingers | You will need: Two sets of Narrative Sequence cards for <i>Panda's Day At The Beach</i> (you might like to enlarge the copy you make if using them in this way) |
| | Students play with the picture cards and put them in sequence to retell the story—they could do this for a favorite toy or a friend, adding details as suits their language skills. |
| | You could set up a storytelling area, or maybe have a special storytelling hat for them to wear. |

SESSION 6: body, head, small, big

| | |
|-------------------------------|--|
| body, head, small, big | You will need: Various toys with different sized heads and bodies , two boxes (one big and one small) |
| | Have a selection of toys with various head and body sizes (large dolls, plush toys, action toys, miniature figures) and two boxes (one big and one small). Start off with big toys in the big box and small toys in the small box. Let the students play. |
| | At the end of the session encourage them to put the toys back so the big heads and bodies go into the big box, and the small ones into the small box. |

Part 1 Topic 1: My Body

Stories: *The Gingerbread Man* (Intervention & Whole Class);

The Dinosaur Park (Whole Class only) **Songs:** Shake!; When I Move My Body

| Session Number | New Vocabulary | Advanced Uses of Vocabulary |
|----------------|--|--|
| 1 | Intervention group: Introduction to TEL Ted: NELI Intervention | |
| 2 | wrist ankle shake | shook/shaken/shaking shake the head/shake well before using shake with fear/in anger, milkshake |
| 3 | fingers thumbs throw catch | threw/thrown/throwing caught/catching finger/thumb throw away/throw a party/a horse throws its rider catch a cold/catch a bus/catch a thief/catch fish in a net/to catch on fire |
| 4 | toe feet fast slow | toes/foot faster/fastest slower/slowest the foot of the bed/on foot, foot (unit of measurement) |
| 5 | Review Session: My Body 1 | |
| 6 | body head small big | smaller/smallest bigger/biggest headache/the head of the table |
| 7 | wash dry dirty clean | washed/washing dried/drying/drier dirtier/dirtiest cleaner/cleanest clean (verb), e.g., clean your room/cleaning, etc. a dry cough change into clean clothes/clean up (the mess or before dinner)/clean a house |
| 8 | teeth tongue bite lick | tooth bitten/bit/biting licked/licking have a bite to eat |
| 9 | scratch pet (verb) rough smooth | scratched/scratching/a scratch petted/petting roughest/rougher smoother/smoothest/smoothly |
| 10 | Review Session: My Body 2 | |

8. Organization of Materials

The bank of activities provided in Section 10 (pp.44–164) are supplemented by various additional resources:

- Digital slides to display on an interactive whiteboard
- Audio files of songs and stories
- PDF narrative sequencing cards to print
- Flashcard games, word card games, and song activities (see Section 11.3 to 11.5 (pp.168–171))
- Reproducibles (see back of Teacher Guide).

Whenever these accompanying materials are needed, they are clearly referenced as part of the relevant activity. Some activities require the sourcing of additional materials or props—these are listed at the top of each activity.

8.1 Extra Materials

Table 3: Extra Materials Required (NOT PROVIDED)

| Material | Session Reference |
|---|--------------------------|
| Part 1 | |
| Pencils | 9, 13, 27 |
| Coloring pencils/crayons | 2, 7, Ext. 1, 17, Ext. 2 |
| Paper | 9, Ext. 1, 20, 27 |
| Flyswatters | 6 |
| Rough and smooth objects | 9 |
| Clipboards | 9, Ext. 2 |
| Scissors | Ext. 1, 17 |
| Glue | Ext. 1, 17 |
| A selection of clothes | 11, 17, Ext. 2 |
| A selection of toys | 11 |
| Musical instruments | 15 |
| Doll (optional) | 16 |
| Objects from the classroom (optional) | 18 |
| Items being reused for a new purpose | Ext. 2 |
| Hole puncher | Ext. 2 |
| String | Ext. 2 |
| Envelopes | 20 |
| Stickers or stamps | 20 |
| Mailbox | 20 |
| Ball or plush toy | 27 |
| Wordcards from Digital Resources Library (optional) | All sessions |

| Material | Session Reference |
|---|-------------------|
| Part 2 | |
| Pencils | 7, 10 |
| Coloring pencils/crayons | 8, 16 |
| Clipboards | 8 |
| Poster putty | Flashcard games |
| Scissors | 11, 16, 22 |
| Glue | 16, 22 |
| Bag or container | 2, 6, 9 |
| Seeds | 4 |
| Soil | 4 |
| Pots (for planting seeds) | 4 |
| Fruits/vegetables with seeds in them | 4 |
| Colored blocks/counters (yellow, green, red, blue) | 6 |
| Measuring tape | 7 |
| Scales | 7, 10 |
| Shoes | 7 |
| Books | 7 |
| Mugs | 7 |
| Spoons | 7 |
| Soap dispenser | 7 |
| Small plant (optional) | 8 |
| Cards with key vocabulary written on them | 9 |
| Potatoes, carrots, apples, oranges, onions | 10 |
| Chair | 11 |
| Red and green cards | 11 |
| Play money or counters | 12, 16 |
| Slips of paper for tickets | 12, 16 |
| Backpack | 16 |
| Suitcase | 16 |
| Items for a vacation (e.g., toothbrush, towel, books, toys) | 16 |
| Toy food (optional) | 16 |
| Package or letter | 19 |
| A ball | 19 |
| Watches | 23 |
| Clocks | 23, 24 |
| Stopwatches | 23, 24, 27 |
| A list of activities done at school during the week | 27 |
| A bag of things important to you | Ext. 6 |

10. TEL Ted: Whole Class Teaching Session Guides

If you are following the TEL Ted: NELI Intervention, plan your Whole Class lessons by selecting from sessions that the intervention group have already completed—check with the paraprofessional. Otherwise, create plans to move at a pace that suits the needs of your class.

As well as the scaffolding suggestions provided, take further opportunities to extend each student's language as appropriate to their individual level of development. Refer back to the guidance provided in the training and use the handouts from there if you have printed them out.

See the corresponding activities in the Free Choice Center (**pages 13–27**) for classroom activities you can set up to enhance learning on this topic.

10.1 Part 1 Topic 1: My Body

Check:

- The sessions the intervention group have completed (if you are following the intervention)
- How you plan to scaffold your lessons
- Which Free Choice Center Activities you want to use.

Session 1

Establish a Routine

You will need: Ted puppet, **Song 1: *Ted's a Happy Bear***, **Song 2: *The Listening Song***, **The Listening Rules Poster** or **My Body Slide 2**



Tell the students it's time for a TEL Ted session. If it works for your setting, whenever it's time for a TEL Ted session with Ted, play **Song 1: *Ted's a Happy Bear***. If you're going to use this routine, play the song now. Tell the students that when they hear this song, they must finish what they are doing, clean up, and sit down with you before the song ends.

Song 1: Ted's a Happy Bear

Chorus:

Ted is happy, Ted's a happy bear.

Ted is happy, Ted is a happy bear.

Because Ted loves to run,

Ted loves to play.

Ted loves to chat to his friends every day.

Ted loves to hear what his friends have to say,

And tell them about his day.

[Chorus]

Because Ted loves to dance,

Ted loves to sing. He listens to stories and always joins in.

Ted loves to learn and he'll try anything,

And that is why we sing.

[Chorus]

Oh yeah, Ted is a happy—very, very happy, Ted is a happy bear.

Show the class the puppet. Tell the students that this is Ted, and explain that he loves to talk and listen. He also likes to play games!

Tip: If you are running the TEL Ted: NELI Intervention, ask if any of those students can tell the class Ted's name. What else can they tell the class about Ted? (He's friendly, and he likes to play.) Prompt them based on their intervention session, e.g., *Whose friend is he? What game does he like to play? He is [paraprofessional's name]'s friend; he likes playing hide and seek.*

Ask the class to close their eyes while Ted hides. Once he is hidden (in an easily discernible place), ask the students to open their eyes and look around until they can see him.

⇓ Students can point to where they see him.

⇑ Students can describe where they see him.

Choose a student who is less confident with language to collect him and bring him back to you.

Tell the class that they will be seeing Ted a lot since he will be helping them all as they take part in some fun activities over the next few weeks. Explain that Ted has some important Listening Rules to help them with the activities. Run through the Listening Rules with the students. You can use the poster or the digital slide (**Slide 2**). Talk about the importance of looking, listening, sitting still, and being quiet when others are talking. You could also talk about any other class rules you already have, e.g., discuss how you ask the class to be quiet.



Play **Song 2: The Listening Song**. Perform actions with the song, e.g., pointing to eyes for *Look*, a finger to the lips for *Be quiet*, etc. Encourage the students to join in with the actions. We recommend you use this song at the start of every session once students are sitting with you.

Song 2: The Listening Song

It's time to look, listen, sit still.

Sit still—be still.

It's time to look, listen, sit still.

Please be quiet when someone's speaking.

Hush.

Are you ready?

Yes, we're ready—to look, listen, sit still.

We'll be quiet, when someone's speaking.

And we'll look, listen, sit still.

And learn.

Understand the Listening Rules

Which Animal is a Good Listener?

You will need: My Body **Slides 3–10**, Ted puppet



Look at the two animals on **Slide 3** together. Ted thinks that one of the dogs is listening carefully and the other is not. Ask the students which dog Ted would choose as his best listener. Say, e.g., *Which dog is listening carefully? Is it the dog on the green circle or the dog on the blue circle? Can this dog listen well if it's playing with its ball?* Ted might whisper the answer to you.

The next slide reveals Ted's answer. Praise students if they get it right and ask Ted to identify a student who is listening well now. Repeat with the next slides.

Practice Listening Skills

Ted is Hungry

No equipment needed



Ask students to wiggle their fingers whenever they hear Ted's name. Say the names of some of the students and insert Ted's name, e.g., *Ruben, Bella, Ted, Rafael...* When you have played this game a couple of times, tell the students you are going to tell them a story about Ted and they must still wiggle their fingers whenever they hear Ted's name.

Tip: If you are running the TEL Ted: NELI Intervention, those students have done a similar activity with a different story about Ted. They stood and touched their noses when they heard his name.

One day, Ted was feeling very hungry. He went to the kitchen to see what he could find to eat. Ted found lots of delicious food. Ted found cheese and cucumber and tomatoes and lettuce and butter and bread. Ted liked all of those things and he couldn't decide what he wanted to eat. "I know!" Ted said with a big smile on his face. "I'll make a sandwich." And what do you think Ted put in his sandwich?

Tip: You could stop here and ask who remembers what Ted's options are, and what they think he will choose.

Well, remember, Ted was feeling very hungry, so Ted made a very big sandwich. First, Ted buttered one piece of bread, then Ted put some cheese on the bread. On top of the cheese, Ted put some cucumber. On top of the cucumber, Ted put some tomato. On top of the tomato, Ted put some lettuce. And last of all, Ted spread some butter on another piece of bread and put that on top of the lettuce. "There!" said Ted. "A perfect sandwich for a hungry bear!"

↓ Ask the students to act out eating a sandwich. Make it into a game by describing different sandwiches to eat (e.g., nice, yucky, big, small, making sure you are using words that they will understand).

↑ Ask the students what the sandwich would look and taste like. Would they like it? Will Ted? How easy would it be to eat? What else could they put in a sandwich like this?

Session 2

New Vocabulary: *wrist, ankle, shake*

Introduce the topic (V)

No equipment needed



Explain that you are going to be learning lots of words about the body together. Ask what body words the students already know.

↓ Name body parts and ask students to point to them. Pay close attention to students' understanding of words and their ability to name parts of their body. Check they know the word *hands*.

↑ Point to body parts and ask students to name them. Challenge students with, e.g., elbow, palm.

Present and Practice the Special Words (V)

Shake and Touch

No equipment needed



Ask the students to stand up and follow your instructions. Model the actions at first, then gradually allow students to understand them more independently. For example: **Shake your wrist**, **Touch your ankle**, **Bend your wrist**, **Put your ankles together**.

⇓ If students are struggling, include more basic language, e.g., *Move one hand*, *Move your hands*.

⇑ Invite a confident speaker to the front to play the role of teacher.

Listen to a Story (N)

The Gingerbread Man

You will need: My Body **Slides 11–20**

Tip: If you're running the TEL Ted: NELI Intervention, check with the intervention paraprofessional that the students have already heard this story in their sessions—you may want to use this story in another week if not.



Tell the story using the digital slides. If you are running the intervention, these slides show re-illustrated versions of the resource cards that the intervention group have already seen, so they will be in a good position to answer questions about the story.

With the slides, use the text in black to retell the story.

⇓ Point to key elements on the illustrations to engage students and help them to understand.

⇑ If your class is ready for an extended and richer version of the story, use the text in gray.

Session 3

New Vocabulary: *fingers, thumbs, throw, catch*

Present and Practice the Special Words (V)

Shake and Touch

You will need: **Flashcards** (wrist, ankle, thumbs, fingers), print out Word cards for the same (optional)



Repeat the Shake and Touch game from Session 2 by asking students to copy your actions. Include the additional words for this session (mime **catching** and **throwing**), e.g., **shake** your **fingers**, **throw** a ball.

⇓ If necessary, support students with the special words, focusing on the students who are struggling to remember them. Play a flashcard game to reinforce the nouns (see Section 11.3, **p.168**).

⇓ Check the students know the words *arm*, *hand*.

⇓ Help the students pronounce **throw**.

⇑ Extend the vocabulary you use for the game as appropriate to your class, e.g., include: *palms* (*catch the ball between your palms*), *grab*, *reach up high*. Repeat new vocabulary to ensure it sticks.

⇑ Put students in groups of three to four and, in an appropriate space, invite them to give each other instructions as you have modeled.

⇑ If you are working with students who have had at least one year's reading instruction, once they are familiar with the words from the flashcards, play a word card game (see Section 11.4, **p.170**).

Understand Story Elements (N)

Spot the Differences

You will need: My Body **Slide 21**



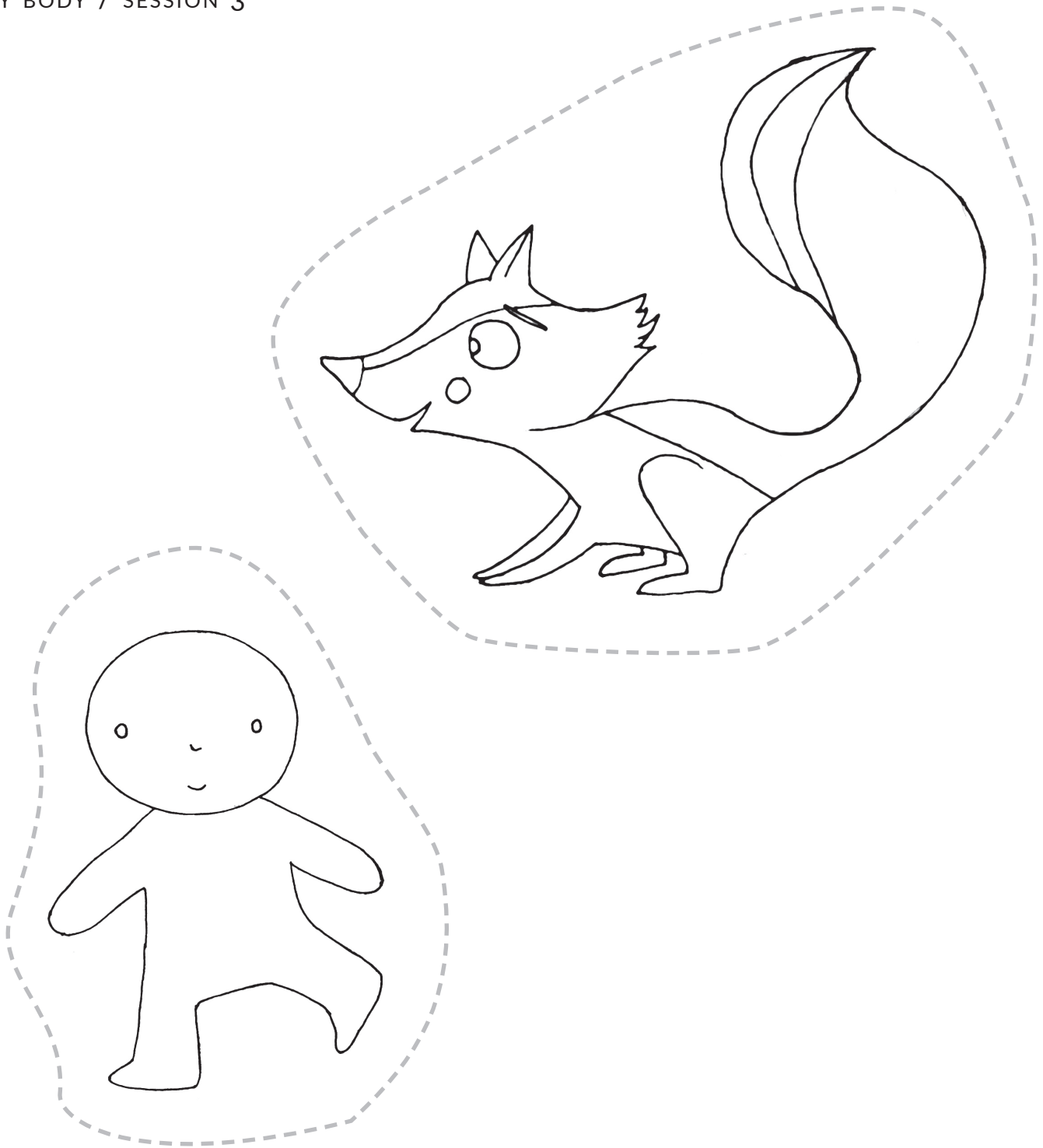
Talk about the picture in the green frame on **Slide 21**. Ask students to identify the characters. Tell them that four changes have been made to the picture in the blue frame and they must find them. The changes are:

- Color of house
- Missing glasses
- Missing tail
- Gingerbread Man's facial expression.

⇑ Once you have identified the differences together, ask students to turn to a neighbor. Student 1 says: *In the picture in the blue frame, the Gingerbread Man is happy but...* Their partner must finish the sentence. They should do this for one more difference before swapping who starts and repeating the exercise for the other two differences.

TEL Ted: Whole Class **ACTIVITY SHEET 2a**

MY BODY / SESSION 3



Color the characters. Then cut them out.
Put the characters in the order they appear in the story.

Gingerbread Man, fox

TEL Ted: Whole Class **ACTIVITY SHEET 5**

THINGS WE WEAR / SESSION 13

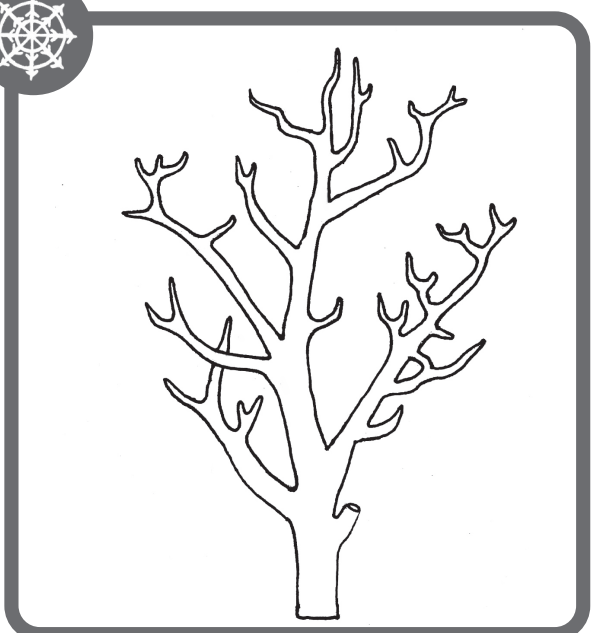
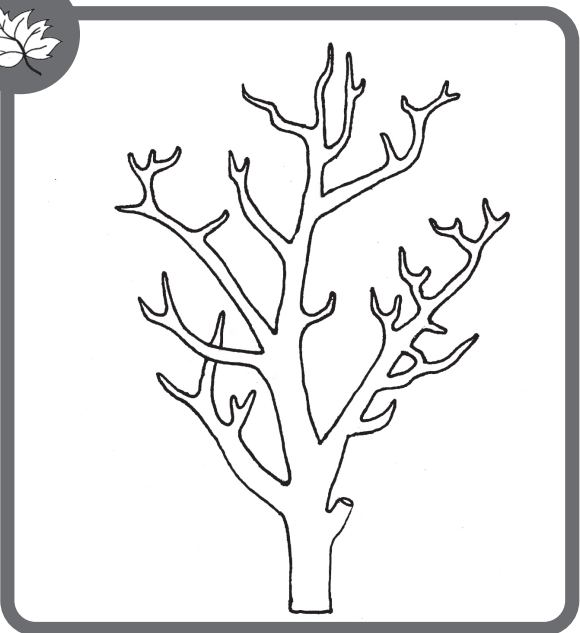
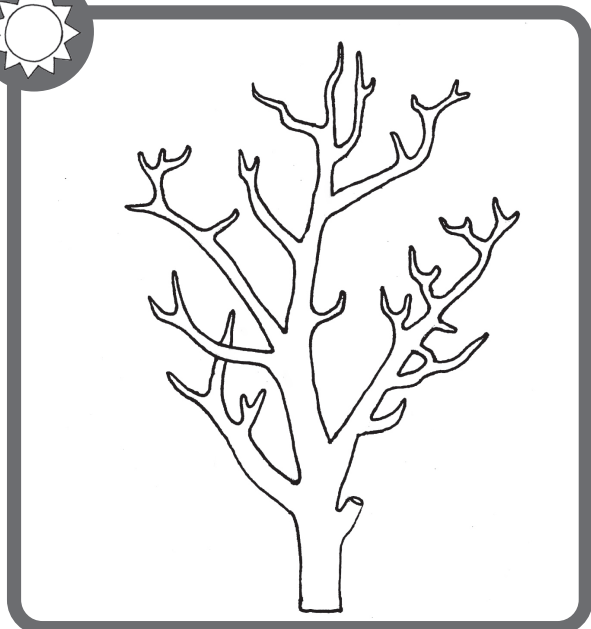
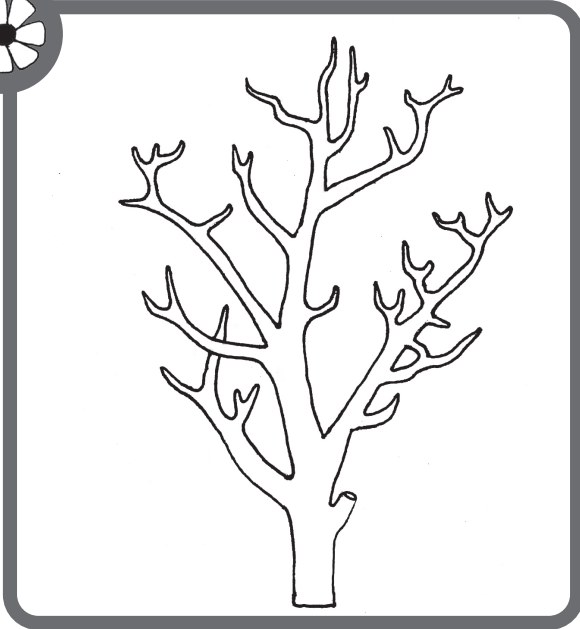


Trace the gray lines to see what each child wants to wear.
Then draw the item of clothing on the child.

boots, helmet, jacket, wear, clothes

TEL Ted: Whole Class **ACTIVITY SHEET 10**

GROWING / SESSION 5

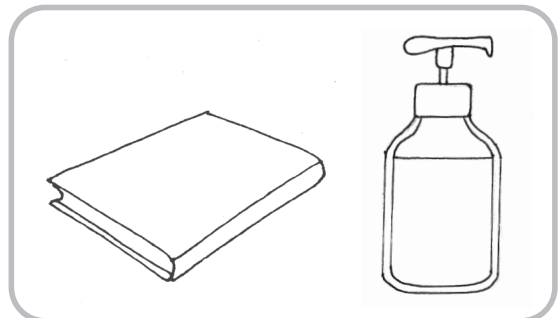
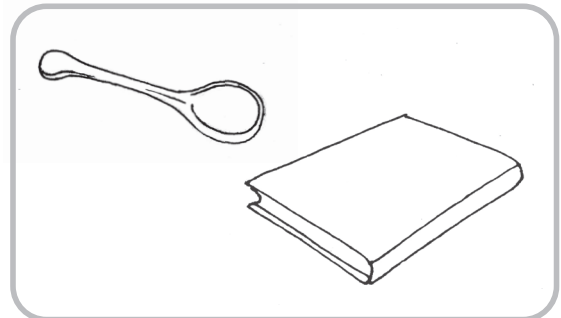
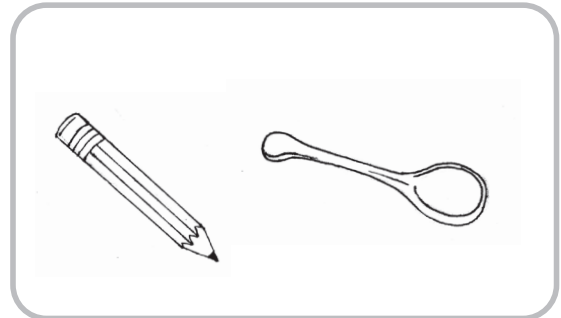
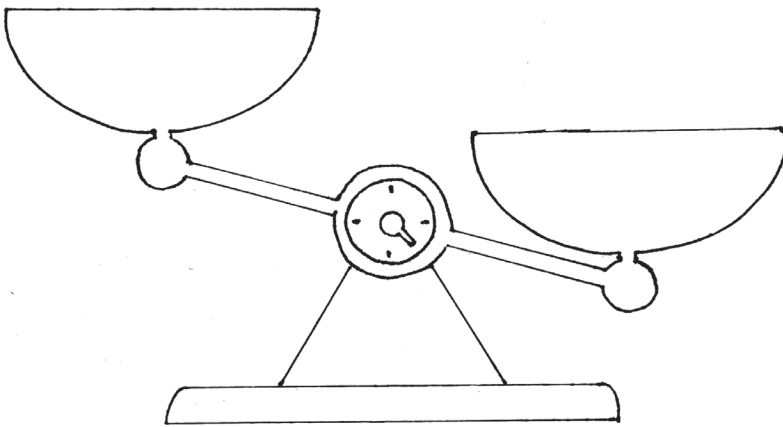


Draw leaves on the trees. How many leaves are on each tree?
(What do trees look like in spring, summer, fall, winter?)

spring, summer, fall, winter, leaves

TEL Ted: Whole Class **ACTIVITY SHEET 11**

GROWING / SESSION 7



Weigh the pairs of objects. Draw a circle around the heavier object.

measure, **heavy** (*heavier, heaviest*), **light** (*lighter, lightest*), **weight** (*weigh*)



TEL TED: Whole Class

Teacher Guide

TEL Ted: Whole Class is part of the TEL Ted program—a complete oral language tool kit to **Teach Everyone Language**. Developed by a team of experts, the TEL Ted program helps students in early education (Pre-K to Grade 1) to build their speaking and listening skills.

TEL Ted: Whole Class helps teachers deliver oral language enrichment to all the students in their class. It targets vocabulary, narrative skills, and active listening. TEL Ted: Whole Class can be delivered alongside the TEL Ted: NELI Intervention, which provides targeted support for oral language and has been shown to improve students' speaking and listening skills and support progress in reading comprehension.

This Teacher Guide contains:

- An overview of the program, including how it fits in with the TEL Ted: NELI Intervention
- Core teaching elements, including active listening, vocabulary, and narrative skills
- Detailed guidance on how to plan and deliver the whole-class sessions
- Information on planning and record keeping, with examples
- Reproducible materials for use in the sessions.

