

# Recall & Recital: What Did You Do? Immediate Recall of Single Action

Student will learn to recall a single, completed action using the correct verb tense.

## Suggested Materials

★ **LB11 Language Builder: Verbs & Action Words**



The actions best suited to this lesson are largely the same as those in the *Non-Verbal Imitation* lesson.

Gross Motor	Fine Motor	Regular Verbs	Irregular Verbs	Loss	Lost
• Clap (hands)	• Roll ball	become	become	lose	lost
• Raise arms	• Stack blocks	begin	began	make	made
• Wave	• Push car	bite	bitten	mean	meant
• Knock	• Ring bell	blow	blew	meet	met
• Tap head	• Shake tambourine	break	broke	pay	paid
• Arms out (to side)	• Bang drum	bring	brought	put	put
• Stormp	• Put on hat	build	built	read	read
• Pat tummy	• Honk horn	buy	bought	ride	rode
• Slap knees	• Shake snow globe	catch	caught	rise	rang
• Cover ears (with hands)	• Put on sunglasses	choose	chose	run	ran
• Tap shoulders	• Rock doll	come	came	run	ran
• Touch toes		cut	cut	say	said
• Tap the table (with hand)		deal	dealt	see	saw
• Stand up		dig	dug	send	sent
• Sit down		dive	dove	set	set
• March		draw	drew	shake	shook
		drink	drank	shoot	shot
		drive	drove	shut	shut
		eat	ate	sing	sang
		fall	fell	sink	sank
		feel	felt	sit	sat
		fight	fought	sleep	asleep
		find	found	slide	slid
		fly	flew	speak	spoke
		freeze	froze	spend	spent
		get	got	split	split
		give	gave	stand	stood
		go	went	stand	stood
		grow	grew	swim	swam
		hang	hung	swing	swung
		hear	heard	take	took
		hide	hid	tear	tore
		hit	hit	tell	told
		hold	held	think	thought
		keep	kept	throw	threw
		know	knew	understand	understood
		lead	led	wear	wore
		leave	left	win	won
		let	let	write	wrote
		lie	lay		

Regular past tense verbs are formed by adding -d, -ed, or -ied to the verb.

Irregular verbs are verbs that do not follow the typical rules for tenses. These verbs do not end with -d, -ed, or -ied; rather they change their forms completely into a new word. This is a list of common irregular verbs:

Student:

Projected activities for: \_\_/\_\_/\_\_ to \_\_/\_\_/\_\_

Monday	Tuesday	Wednesday	Thursday	Friday

## IEP Goals

When given a single-step direction in any location within the learning environment,    *student name* will complete the direction and then state the action just completed when asked in 4 out of 5 opportunities as recorded through teacher observation and weekly data collection.

## Notes

---



---



---



---



888-501-8880 | stageslearning.com



888-501-8880 | languagebuilder.com/oris

# Recall & Recital: What Did You Do?

## Immediate Recall of Single Action

### 🎯 Lesson Focus

Student will learn to recall a single, completed action using the correct verb tense.

### 📄 Lesson Format

The primary lesson is for 1:1 instruction with a teacher or therapist.

### 📍 Location

This lesson starts as an indoor activity with the teacher and student in close proximity to each other and will progress to more natural environments around the school.

### 🔧 Preparation

- Assemble a list of actions/tasks that the student is able to complete independently.
- Find a place in the room where the student can complete these actions without interruption.
- Secure any materials the student needs to complete the actions.

### 📋 Procedures

1. Sit in a chair facing the student.
2. Make sure you have the student's attention.
3. Ask the student to perform a 1-step, mastered action such as: "Clap."
4. Wait for the student to respond by doing the appropriate action.
  - If you have to prompt the student to complete the action, either the student is not ready for this lesson, or you need to choose a different action.
5. Reinforce the student with verbal praise. Then, ask the student what they did: "Great job! What did you do?"
6. Prompt as necessary.
7. Wait for the student to respond correctly: "I Clapped."
8. Reinforce the student with a primary reinforcer.



### ✅ Prerequisites

The primary prerequisite for *What Did You Do? Immediate Recall of Single Action* is:

- ★ **Lesson 94:** *Following Single Directions Away From Seat*

This lesson also requires knowledge of past tense verb formation as taught in:

- ★ **Lesson 39:** *Past & Present Verb Tenses*

If the student is struggling with the correct verb tense, you may want to review **Lesson 39**. This may be particularly important with irregular verbs.

### ★ Standards

#### Head Start

- ★ P-ATL 8, IT-LC 5

#### Common Core

- ★ ELA.W.K.8

#### ABLLS-R

- ★ H42, H47

#### VB-MAPP

- ★ IV 14-c, IV 15-h

### 📁 Record Keeping

#### Data Sheet

- ★ *Communication-Based Lessons*

#### Home Communication Sheet

- ★ *Communication Skills*



### Teacher Tip

Practice asking the student to go to a frequently attended location. Give the instruction: "Go to the sink." – "Where did you Go?" – "I Went to the sink."

**Go** is a common and important irregular verb. **Go** and **Went** are also important parts of the multi-step recall lesson to follow.

## Lesson Progression

### Actions That Can Be Performed While Seated

- Remember, this activity is designed to teach the student to recall what they did, not to teach them how to do the action.
  - » Only use actions that the student has mastered performing on command.
  - » If the student is unable to perform the actions, you need to choose a different action, or go back to **Lesson 10: Following Single Verb Commands**.
- Introduce 1 action for recall, such as **Clap**.
  - » Give the instruction: “**Clap**.”
  - » When the student performs the action, offer a quick verbal reinforcer, and then ask what they did:
    - » “Great job! What did you do?” — “**I Clapped**.”
    - » Reinforce the recall answer with a primary reinforcer until the student has a grasp of the activity. Then, you can phase in verbal reinforcers.
  - » Start with 1-word regular verbs, such as **Clapped, Waved, Knocked** and **Stomped**.
  - » Move to multi-word regular and irregular verbs, such as **Tapped the Table, Slapped my Knee, Bit the Apple, Blew a Whistle**.
  - » Start with gross motor actions, and move to fine motor actions.
  - » Start with actions that can be performed without an object, such as **Clap**, and move to object-related actions, such as **Bang the Drum**.
- Initially, ask the student immediately what they did. Gradually increase the amount of time between them doing the action and asking them for recall. A good way to do this is to use longer and more distracting reinforcers between the action completion and the recall question.

### Actions That are Performed Out-of-Seat (Close Proximity to the Teacher)

- Introduce 1 out-of-seat action, such as **Stand up, Jump, Spin, or March**.
- Follow the progression above.

### Actions That are Performed Away From Seat

- Ask the student to perform an action that requires them to go to another location:
  - » Give the instruction: “**Knock on the Door**.”
  - » The student should get out of their chair, walk to the door, and knock.
  - » “Great job! What did you do?” — “**I Knocked**” or “**I Knocked on the Door**.”
- Initially, follow the student to the door, and ask them to immediately recall their action.
- Work toward having the student walk independently to do the action and return to their seat before you ask them what they did.
- Start with actions only a few feet away from their seat, and work toward actions that take place further away from the seat.
- Remember, if the student is unable to independently perform the action, you may want to review **Lesson 94: Following Single Directions Away from Seat**.

## Generalization

As the student gains mastery over single-step action recall, both at and away from their seat:

- Increase the different actions the student can recall, and work through the list of irregular verbs.
- Increase the distance between you and the student as they follow and recall the commands.
- Have the student follow commands and recall actions in different and more natural environments throughout the day.
- Make sure other staff members know what the student can do and recall so they can also reinforce this activity.
- Use the *Communication Skills Home Communication Sheet* to inform parents and home staff about the student’s recall abilities, so they can practice having the student follow these directions at home. Be sure the parents know which actions have been mastered, at what locations and proximities the recall has occurred, and the time between actions and recall.

## Whole-Child Lesson Ideas

### Verb Dice

Either create two large dice, or use Styrofoam cubes. On one die, write the numbers 1 through 6. On the other, write down six simple verbs the student can do independently, one verb per face. For example, you can write run, jump, skip, hop, spin, or clap. Have the student roll both dice. The student should do the verb for the number of seconds rolled on the number die. You can use a timer to count the seconds, or you can count while the student does the activity. Afterwards, right away, ask: “What did you do?” to help reinforce skills learned in this lesson.

## Prompting

Suggested prompt ideas, in general from least to most invasive:

1. Overemphasize the word “did” in the sentence as a clue to remember to use past tense.
2. Place a corresponding action card on the table, and glance at it to remind the student of the action they just completed.
3. Hold up the corresponding action card and point to it.
4. Give a verbal prompt of the first sound of the appropriate activity recall answer.
5. Model the full activity recall answer using the past tense.

## Next Steps

Once the student has mastered *What Did You Do? Immediate Recall of Single Action*, you can move on to:

- ★ **Lesson 104: What Did You Do? Immediate Recall of Multiple Actions**





# Communication-Based Lessons DATA SHEET



LESSON NUMBER

LESSON TITLE

STUDENT'S NAME

DATE

Instructions or Stimulus Provided: \_\_\_\_\_

Desired Response: \_\_\_\_\_

Target Words or Utterances to Practice: \_\_\_\_\_

Typical Setting for Communication: \_\_\_\_\_

Each time you practice this communication activity, record notes on success of communication, behavior, pronunciation, prompting, or any other information which will be useful to other instructors practicing this communication activity with the student.

Date:	Time:	Setting:	Instructor:

Date:	Time:	Setting:	Instructor:

Date:	Time:	Setting:	Instructor: