

Let's Light Up Our Listening

Effective listening is the foundation for developing relationships. To listen effectively, children must be able to identify and demonstrate listening behaviors. The use of visual and verbal clues helps children get ready to listen and show that they are listening.

SEL COMPETENCY

Relationship Skills

SKILL communication

MATERIALS

- ✓ Discovering Projectable 3.1.1
- ✓ Connecting Projectable 3.1.2
- ✓ Printed copy of Projectable 3.1.2
- ✓ Student Journals
- ✓ Family Connection take-home worksheet

CLASSROOM CONFIGURATION

- ① whole class ② whole class
- ③ whole class/small groups
- ④ individuals

OBJECTIVES

Children will

- ✓ identify listening behaviors;
- ✓ demonstrate how to listen to others.

★ COMMON CORE CONNECTION

This lesson addresses the following Common Core Standards:

SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION

- ✓ SL.1.2

SPEAKING AND LISTENING: PRESENTATION OF KNOWLEDGE AND IDEAS

- ✓ SL.1.4, SL.1.5, SL.1.6

SKILLS Progression



LAST YEAR, children remembered to use listening behaviors using the Listening Light.



THIS YEAR, children will get ready to listen using the Listening Light and will show that they are listening while pretending to be trains.



NEXT YEAR, children will demonstrate how to listen to others by describing their favorite outdoor activity.

1 DISCOVERING 7 MINUTES

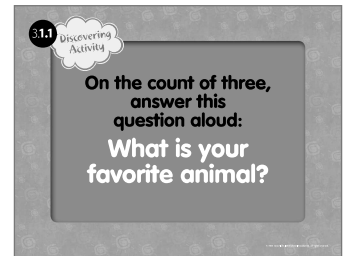
Lesson Link

ACTIVITY 1

Welcome children to Unit 3 in which they will explore ways to listen to others, be a respectful classmate, and work with others, as well as identify and effectively handle bullying situations. Tell children that today's lesson is about listening. Show **Discovering Projectable 3.1.1**. Read the question aloud, and then tell them that on the count of three everyone should say their answers aloud. The goal is to create a situation in which everyone is talking at once. Continue to display the projectable and ask several volunteers to report on their classmates' favorite animals.

SAY: *Name two classmates who like the same animal you like. Name one classmate who likes an animal you do not like. Name another animal mentioned by a classmate.*

Students will be unable to say how all answered even if they did hear some answers. Ask two volunteers why they think it was difficult to tell about their classmates' favorite animals. Guide children to recognize that it is hard to listen when everyone is talking at once, but it is easier to hear if they are ready to listen.



2 CONNECTING 8 MINUTES

INSTRUCTION

Remind children of what happens when everyone talks at once. Invite children to think about how they can get ready to listen.

ASK: *What can you do to get ready to listen? What behaviors do you use when you listen?*

Elicit ideas from children about listening behaviors that show they are listening. Guide them to identify behaviors such as not moving or talking and looking at the speaker. Write their ideas on the board.

Introduce the Listening Light

Display the Listening Light projectable (**Connecting Projectable 3.1.2**). Explain that the Listening Light is like a traffic signal, and each color has its own meaning that will help them get ready to listen.

Red Light = STOP moving and stop talking.

Yellow Light = LOOK at the speaker.

Green Light = LISTEN to the speaker.



Community Connection

Ask children to name people they see when they are out in their community with a family member. Examples include neighbors, store clerks, firefighters, and postal workers. Encourage children to observe how their family members listen to people in their community. Have them watch to see if their family members STOP, LOOK, and LISTEN when listening to others. Use questioning to help children recall and share their observations.

ASK: *How could you tell when your family member was listening? Did he (or she) STOP talking? Did he (or she) LOOK at the speaker? Did he (or she) LISTEN by following a message given by the speaker?* For example, a child may tell about a conversation between a family member and an elderly neighbor who talked about a grandchild. The child may say that his or her family member looked at the neighbor while he or she spoke and that the family member responded with an appropriate statement or question that showed he or she was listening.

Family Connection

Send home the Family Connection take-home worksheet called **Get Ready to Listen Up!** to reinforce the idea that the Listening Light can be used in different situations. Children share the meaning of each color of the Listening Light with a family member and then play a Listening Light game that encourages continued practice at home.

Applying Across the Curriculum

MATH Clap a pattern of simple rhythms while children listen. Then invite children to repeat the clapping patterns. Gradually increase the complexity as children are able to accurately repeat the rhythm patterns.

MUSIC Sing the following song to the tune of:

*Listening children sing this song
Doo-dah! doo-dah!
Listening children get along
Oh! Doo-dah day!

I'll listen to what you say,
You listen to me, today.
Listening helps us get along,
As we work and play.*

Model getting ready to listen with the Listening Light

Now perform a role play to model getting ready to listen using the Listening Light. Ask for three volunteers to help you. One volunteer will point to and call out the colors on the Listening Light. The second volunteer will be the speaker and will describe what he or she did after school on the previous day. You will be the listener. Have the speaker begin, then engage the third volunteer in a conversation about your day to show that you are not listening to the speaker. After about 30 seconds, stop the role play for an explanation.

SAY: *I've forgotten to listen to the speaker. I need to get ready to listen. Let's use the Listening Light and see what happens.*

Restart the role play and have the first volunteer begin to call out the colors on the Listening Light. When the color red is called out, use exaggerated actions to show that you have stopped moving and talking. When the color yellow is called out, look at the speaker. Stop the role play for another explanation.

SAY: *By not moving and not talking and by looking at the speaker, I've used listening behaviors to show that I am ready to listen. Now the speaker can talk, and I will listen. I used the Listening Light to get ready to listen and then to show the speaker that I was ready to listen.*

When the volunteer calls out the color green, show that you are listening by nodding your head and keeping eye contact with the speaker. After modeling, ask the following questions to check for understanding:

ASK: *What listening behaviors did I use to show that I was ready to listen? What listening behaviors did I use to show that I was listening attentively?*

Post a printed copy of the Listening Light. Explain that they will use the Listening Light many times as they learn more about listening. Point out listening behaviors to children as they use them each day.

3 PRACTICING 10 MINUTES

ACTIVITY 2

Explain the Getting Ready to Listen activity

Explain that small groups will practice getting ready to listen using the Listening Light by pretending to be trains. Model moving around the room making train noises. Then ask three volunteers to demonstrate. Have each child place hands on the shoulders of the child in front. As the volunteers move around the room, call out colors from the Listening Light in order.

Children practice getting ready to listen with the Listening Light

Divide children into triads using a creative grouping strategy. Once everyone is grouped, remind them what each color means and tell them what they should do for each color. When you say the following:

- Red light—children STOP moving and stop making noises.
- Yellow light—children turn and LOOK at the speaker (you).
- Green light—children LISTEN to the speaker's message.

Finally, tell children that when you call green light, you will give them a message such as: "Stop at the station (your desk) to pick up passengers." Explain that they should follow your message to show that they are listening.

Begin the activity with children moving around the room for one minute. Call out each color in order. After calling green light, remember to give children a message that they can follow to show that they have listened. Repeat the activity

several times. As children practice, circulate to check for understanding and provide feedback that is both positive and constructive. Examples of green-light messages:

- Blow your whistle as you pass the crossing.
- Slow down as you pass the station (your desk).
- Unhitch the cars. (Return to your seats.)

REMEMBER to use your Quiet Signal as a way to transition from one round of practice to the next.

Reflecting

Children use their journals to reflect individually and as a class on what they learned in this lesson.

What?	What does listening look like?
So what?	What do you look like when you are listening?
Now what?	Who do you think would like to see you being a good listener?

4 APPLYING 5 MINUTES

As children complete the Applying page in the Student Journal, have them think about what the colors of the Listening Light mean to them, how the colors help them remember to listen, and about a situation when they might use the Listening Light.

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Walk around the room while children are practicing and note how well they act on green-light messages.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Review responses on the Applying page in the Student Journals to determine how well children can apply good listening to other situations.

Reflecting Resource: Student Journal p. 33

3.1 Reflecting Use words and pictures to reflect on what you've learned about listening in this lesson.

What? What does listening look like?

So What? What do you look like when you are listening?

Now What? Who do you think would like to see you being a good listener?

Applying Resource: Student Journal p. 34

Applying What does each color of the Listening Light mean to you? How do you think each color helps you remember how to listen well? Write words for each color in the space provided below.

My Listening Light



Finish this sentence.
I will use my listening light to

BUILDING SKILLS BEYOND THE LESSON

Play a Game!

REINFORCEMENT

PRACTICING Play a copycat game with children to reinforce getting ready to listen. Use hand gestures and body language to model STOP, LOOK, and LISTEN. For example, place your hands in your lap, keep your body still, and keep your eyes on the speaker. Have children mimic your actions after each step. (You will have to identify a focal point in the room and pretend a speaker is standing there.)

Write and Draw!

APPLYING Reinforce acting on oral messages (i.e., showing that they are listening) by having children write and draw simple pictures on your command. Messages could include: draw a square (or circle or triangle); color the square (or circle or triangle) red; write the word dog (or cat) in green.

Create a Poster!

ENRICHMENT

PRACTICING Have children create a Listening Light poster that uses words and pictures to identify listening behaviors for each color of the light. Remind children that listening behaviors for the green light should show that someone is listening. Post the posters in the classroom or around school.

Act It Out!

APPLYING Have small groups act out the situations children wrote about in their Student Journal, and how they would use the Listening Light to get ready to listen. Remind children to show that they are ready to listen when they reach the green light.