Instructional/Learning Activity Task Template:

Overview

Unit Title: Informational

Annotation: This teaching activity is for the second grade informational writing unit with the instructional task focusing on listening to a variety of media to acquire information as well as using oral language to inform.

Grade: 2, Subject: Listening, Speaking and Viewing, Topic: Listens to and views a variety of media to acquire information, Author: Anita Johnson

Special Notes To Teacher:
- The teacher may want to review the writing and reading units on Information and Report writing. Also tell students rules about interviewing.
- Pre-select partners to interview
- Write 5 – 7 questions they would like to know about their partners. (Make sure the questions are not yes, no answer questions.
- Design a way for them to record their partner’s answers under each heading (example attached)

Standards:
Focus Standard/Element(s):
- ELA2LSV1D – Listens to and views a variety of media to acquire information.
- ELA2LSV1B – Begins to use oral language for different purposes: to inform.

Complementary Standard/Element(s):
- ELA2LSV1A – Interprets information presented and seeks clarification when needed.
- ELA2W1B – Uses traditional organizational patterns for conveying information (e.g., answering questions).
- ELA2W1H - Pre-writes to generate ideas orally.
- ELA2W1T – Uses a variety of resources (interviewing) to research and share information about a topic.

Learning Goals

Essential Question(s):
1. What are other ways to obtain information about a topic?
2. How can we use the research process to communicate what we learn about a subject/topic?

Knowledge:
- The students will understand that interviewing is one way to gather information about a topic.
- The students will understand what good listening looks like.
Georgia Performance Standards Framework for English Language Arts – 2nd

Skills:
- The students will develop 5 questions to ask a classmate during an interview.
- The students will understand what is good speaking.
- The students will demonstrate good listening and speaking.

Balanced Assessment for Task

Assessment Method/Type:
- The teacher will observe during the sharing time to see which students are responding and commenting.
- The teacher will also monitor as students are developing/asking their interview questions.
- The teacher will use the Listening, Speaking, and Viewing checklist to evaluate student responses to questions.

Description/Directions for Assessment:

Student Work Samples (optional):

Procedures, Directions, and Resources

Procedures/Directions (Detailed Steps) with Approximate Duration of Each Step:

Day 1
Opening (15-20 minutes): This lesson will be in conjunction with the Information and Report writing unit. The teacher will gather students in the meeting area. Then tell students that as we continue our study of Informational writing and reading informational texts we will use what we know to help us gather information for writing reports about our friends in this classroom. Students will select a partner about whom they would like to gather information. Then decide what questions they would like ask them. (Tell students their questions may not be yes/no questions). Model some possible questions and how to chart them. (See question/answer web)

Worktime (20 – 30 minutes): Students will return to their seats to prewrite their questions with enough space under each to record their information.

Closing (5-10 min): Teacher will pre-select 2-3 students to share their questions.

Day 2
Opening (15-20 minutes): Remind them of the features of non-fiction texts (subheadings, charts, graphs, maps, bold print…) Tell them they will be free today to incorporate all they have learned during the reading and writing times to gather their information about their friends. Tell them that our focus during this task will be on how you conduct your interview and how you report it to others. Remind them that an interview is when you sit down with a person asking them questions and recording their answers accurately. Relate this to how news reporters do when they are getting information for the news they will report. Review what good listeners and good speakers do. (See good listening/speaking chart). Tell them you will model how to ask/record information. Have a student come to the front and sit next to you. Ask your questions and record your responses like the chart shown. (Questions/answers web)
Georgia Performance Standards Framework for English Language Arts – 2nd

➤ Who is in your family?
➤ Where does your family come from?
➤ What are some things you like to do?
Tell students they will return to their seats to conduct their interview.

**Worktime:** Students will return to their seats to conduct their interviews and record their information on their webs.

**Closing:** Have 2 – 3 students share the information gathered so far. Teacher will listen to see if information is enunciated and partners will listen to see if their responses have been recorded correctly.

**Resources, Materials, and Equipment:**

➤ Chart paper
➤ Checklists (listening, speaking, and viewing)
➤ Question and web example

**Differentiation for Content, Procedures, Process, and/or Learning Environment:**

**Remediation:** Have students conduct an interview by recording their partner responses using a tape recorder. Then present it orally.

**Enrichment/Extension:** Have students do a video project on their partner. Their report can be in the form of a video instead of an oral report.
# Listening Speaking and Viewing Checklist

**Name** ______________________________________________________________

**Partner’s name** ______________________________________________________

<table>
<thead>
<tr>
<th>SPEAKERS</th>
<th>My self rating</th>
<th>How my partner rates me</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did I share my information loud enough so the person at the back of the room could hear?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Did I read my subheadings followed by the information I gathered from my friend?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Did I make eye contact with my audience?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Were my listeners able to see my mouth when I read?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Did I ask my questions clearly?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Listeners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did I listen and record the information given correctly during my interview?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Did I have the correct body language (sit still, eye contact)?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Did I answer the questions asked or did I give too much other information that was not relevant?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
Question/Answer Web example

1. **Who is in your family?** (Students write at least 3 – 4 sentences to answer the question. Thus forming paragraphs)

   ➢ There are six people in _____’s family.
   ➢ He has 2 sisters named _____ and _____
   ➢ He has a brother named _____
   ➢ His mom’s name is _____ and his dad’s name is _____

2. **What are some things you like to do?**
   ➢ _____ likes to play basketball with his friends ____ and ____.
   ➢ He also likes coming to school to learn
   ➢ He likes
### Good Listening/Speaking Chart
(Your chart may look something like this)

<table>
<thead>
<tr>
<th>Good Speaking</th>
<th>Good Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Eye contact is made with the listeners or audience</td>
<td>➢ Hands are folded in your lap.</td>
</tr>
<tr>
<td>➢ Your paper is not blocking your mouth when you read. (the listener can see your mouth)</td>
<td>➢ You sit still and listen</td>
</tr>
<tr>
<td>➢ You read your report loud enough so the person in the back could hear you</td>
<td>➢ You are looking at the reader</td>
</tr>
<tr>
<td>➢ You had intonation in your voice when you read your questions as opposed to the statements.</td>
<td>➢ You listen and make comments about what the reader has read</td>
</tr>
<tr>
<td></td>
<td>➢ You make comments about how the reader has presented</td>
</tr>
<tr>
<td></td>
<td>➢ You recorded information accurately when you interviewed your partner.</td>
</tr>
</tbody>
</table>