Instructional/Learning Activity Task Template:

Overview

Unit Title: Language Use and Conventions

Annotation: This task is to inform the students of the appropriate behaviors that good listeners display during the Reader’s Workshop time.

Grade, Subject, Topic, Author: Kindergarten, Readers Workshop, What Good Listeners Do, Ashley Gallagher

Special Notes To Teacher:
- Though this lesson is intended for the beginning of the school year, kindergarteners will need many opportunities to learn/practice good listening skills.
- Prior to this demonstration you may want to ask a student to help you demonstrate “ineffective listening habits” during the worktime. You may discuss with him/her possible behaviors to exhibit during the retelling of a recent experience. Example – eyes not focused on speaker, interrupting, talking to others, rolling around on carpet, etc.

Standards

Focus Standard/Element(s):
ELAKR6 The student gains meaning from orally presented text. The student:
  a.) Listens to and reader a variety of literary (e.g. short stories, poems) and informational texts and material to gain knowledge and for pleasure.

Complementary Standard/Element(s):
ELAKLSV1 The student uses oral and visual skills to communicate. The student:
  a.) Listens and speaks appropriately with adults and peers.

Learning Goals

Essential Question(s):
What are the three parts of Reader’s Workshop?
What do good listeners do?
How do you become a good listener?
Why is being a good listener important to Reader’s Workshop?
Knowledge: The students will know that good listening skills are a vital part of Reader’s Workshop. The students should also become familiar with expectations of appropriate behavior during this time. They should understand that good listening habits are important to show respect in the Reader’s Workshop community.

Skills: Students will be able to generate a class list of the habits and behaviors of good listeners (this reference chart will be displayed as a classroom artifact).

Balanced Assessment for Task

Assessment Method/Type: Teacher Observation and checklist (see attached)

Description/Directions for Assessment: The teacher observes the students’ responses and behaviors during the opening and closing portion of Reader’s Workshop and will record their listening habits on the checklist. The teacher will also evaluate the student work sample from the independent worktime. Please note - the checklist can be ongoing and could be used over several days.

Student Work Samples (optional):

Procedures, Directions, and Resources

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

Opening: After the students have gathered at the whole group meeting area, explain that in this lesson, they will generate a list of habits that will reflect what they will do when they are actively listening (being good listeners). Make certain students understand that this lesson will help them differentiate between listening for a purpose (to be informed) and casual listening (for pleasure). Have students brainstorm a list of good habits of listeners and write their responses on the chart labeled “What Good Listeners Do.” One effective way to help the students understand what good listeners do is to model what good listeners “DO NOT DO.” The teacher will invite one student to the teacher’s chair to retell an event that has recently taken place. As this student is speaking, the child that the teacher prepared before this lesson will begin to show inappropriate listening behaviors. Stop after a moment and ask the class if everyone was being attentive. Next, have another student share. This time remind all students to display active listening behaviors (make eye contact, nod and ask questions if clarification is needed, etc). When the speaker is finished, you may choose to repeat a point or two to make certain the students understand what the speaker has stated. After this, ask students if everyone was displaying good listening behaviors and have then explain why. Finally, ask the two speakers to explain how it felt to be listened to versus not being listened to. The teacher will refer back to the chart of “What Good Listeners Do” and allow students to add to the list. (See attachment)

Worktime: The students will be dismissed to their independent work areas to draw/label/write about a habit of a good listener. The students will be given construction paper, crayons and pencils to complete this task and should spend about ten minutes working on their products. While the students are working
quietly, you should walk around the room, being sure to remind students to add lots of details to their drawings and to use the words on the chart to help them label or write about their illustration.

Closing: Gather the students back on the carpet to summarize the lesson for the day. Remind students that in order for the Reader’s Workshop to be successful, the class must demonstrate good listening skills when the teacher or a classmate is speaking. Allow individuals to sit in the teacher’s chair and briefly share their drawing and discuss the “good habit” it represents. (You might want to post the drawings on a chart [see attached] to use as a classroom artifact so that it will serve as a reminder as to what good listeners do). Finally, tell the students that now they will have an opportunity demonstrate these good habits as you read a story aloud. While reading, be sure to observe the students’ behaviors so that you can make notes on your checklist.

**Resources, Materials, and Equipment:**

Chart paper
Markers
Read aloud
Checklist (see attached)
Construction paper
Crayons
Pencils

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

Remediation: Have another student review good listening habits with the individual or small group.

Extension/Enrichment: Have students practice “turn and talk” to their neighbor stating one fact they liked or disliked about the read aloud. (The students will sit knee-to-knee for two minutes discussing the read aloud. One student will speak at a time, while the other student demonstrates attributes of a good listener --- nodding head, using eye contact, waiting for the speaker to cease speaking before he/she begins.)
*Below is an example of a chart representing what your students might state good listeners do verses what good listeners don’t do.

<table>
<thead>
<tr>
<th>What Good Listeners Do:</th>
<th>What Good Listeners Do Not Do:</th>
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<tr>
<td>Make eye contact.</td>
<td>Look around the room.</td>
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<tr>
<td>Sit quietly.</td>
<td>Not focus on the speaker.</td>
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<td>Ask questions when needed.</td>
<td>Make noises.</td>
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<td>Keep their legs crossed and their hands in their laps.</td>
<td>Interrupt.</td>
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<tr>
<td>Raise their hands and wait to be called on.</td>
<td>Move around on the carpet.</td>
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<td>Distract others.</td>
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The chart below is an example of what your classroom artifact might look like when completed. The students created illustrations regarding the habits of good listeners. Some students were able to label or write about what good listeners do, while others simply drew a picture.

* This is a student work sample produced during the independent worktime.
Lesson: What Good Listeners Do

<table>
<thead>
<tr>
<th>Eyes are focused on speaker (+/-)</th>
<th>Legs are crossed / hands are in laps (+/-)</th>
<th>Ask questions when needed (+/-)</th>
<th>The student draws, labels and/or writes about the habits of good listeners (+/-)</th>
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- Students who need remediation
+ Students who need extension