

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Georgia Performance Standards Framework for English Language Arts-Grade 1

Instructional/Learning Activity Task Template:

Overview

Unit Title: **Response to Literature; Listening, Speaking, Viewing; Lesson 1**

Annotation:

This activity task is meant to support the Response to Literature Unit.

There are six activity tasks all focused around one Read-aloud. It is suggested teaching the speaking, listening, and viewing lessons first, then the ELA skill lessons, vocabulary lessons, and reading comprehension lesson last. These tasks can build on one another to scaffold the students' learning. The activities are centered on one book, but the lesson structures could be used for any book.

To gain meaning from a teacher Read-aloud, first grade students need to know the “behaviors” for good listening. You can expect a first grader to sit still for approximately 7-8 minutes before they need to transition. Therefore, the picture book for this task will need to be read over the course of several days. This will work since you will be using the same text with the other tasks that accompany this lesson.

Grade, Subject, Topic, Author:

**First Grade, ELA
Listening Behaviors
Beth Weathersby**

Special Notes to Teacher:

Depending on the time of year this lesson is taught, you will begin to set the expectation for good listening in your classroom; or, perhaps, you will be revisiting why this skill is so important. This lesson is followed by another listening and speaking task; however, this lesson may stand alone.

Choose a student who reads with fluency to read one short passage from his/her independent books prior to the lesson. You might allow them time to practice. This builds confidence in the reader and will assist you in the role play scenario.

Lessons like these need to be written and repeated often if we want the knowledge to become intrinsic. It will take time, and students must have repeated exposure to what we expect in terms of good listening behaviors.

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Standards

Focus Standard/Element(s):

Response to Literature (We are building background knowledge to be able to respond.)

Complementary Standard/Element(s):

ELA1 LSV1 Listening, Speaking, and Viewing

The student uses oral and visual strategies to communicate.

Elements

- b. Recalls information presented orally
- c. Responds appropriately to orally presented questions

Learning Goals

Essential Question(s): **Why do we need to listen carefully?**

Knowledge: Differences in good listening and poor listening

Skills: Recall orally good listening habits and demonstrate those habits.

Balanced Assessment for Task

Assessment Method/Type:

Teacher observation and student feedback both orally and physically

Description/Directions for Assessment:

You will listen and observe student responses to each role playing situation.

Student Work Samples (optional):

Procedures, Directions, and Resources

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

Opening: approximately 10-15 minutes

- Ask students why they think it is important to listen.
It helps us to learn new information and make sense of our world.
- Demonstrate a role play. Tell the students to watch how you listen.
- As the student reads aloud, model **poor** listening habits such as fidgeting, looking around the room, and maybe interrupting.
- Ask the students what they noticed.
- Repeat the role play again but this time model **good** listening habits.
- Ask the students what was different in this scenario?

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Work time: approximately 10 minutes

- **Allow the students to stand and stretch since the work time consists of more listening.**
- Tell the students their task is to practice what they learned about good listening habits today.
- Introduce the book *P is for Peach* by Carol Crane
- Begin reading 3-4 pages of *P is for Peach*.

Closing: approximately 7-8 minutes

- **Allow a moment for students to move and wiggle below closing the lesson.**
- Ask volunteers to come to the reader's chair (or stay at their desks or floor) and share what they learned today about good listening habits.
- Again, ask the essential question, "Why do we need to listen carefully?"

Resources, Materials, and Equipment:

1. The text *P is for Peach-A Georgia Alphabet* by Carol Crane
2. Choose a fluent reader to read aloud prior to the lesson

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

Remediation:

Use close proximity for any students who struggle to listen. Tell them ahead of time what your expectations are for listening. Put them on the front row or close to you so you are able to tap them or give gentle reminders. Let them model during the role play, after you have demonstrated.

Enrichment/Extension:

Giving fluent readers opportunities to read aloud to the class is one way to practice their oral reading fluency. They will get better at reading fluently by practicing, and other students get better with fluency by hearing what it sounds like. In addition, it builds confidence in the reader. Student might also be given an opportunity to write and present their own role play for the class on good listening and speaking habits.