

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](http://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, and Viewing; Lesson 2**

#### 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 the reading comprehension lessons 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 expected behaviors for good listening. We 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 Lesson 2  
Beth Weathersby**

#### Special Notes to Teacher:

Depending on the time of year this lesson is taught, you will set the expectation for good listening in your classroom; or, perhaps, you will be revisiting why this skill is so important. This lesson will have the students verbalize what good listening looks like and sounds like. The students will then practice these behaviors and reflect on how they did as good listeners.

*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 is good listening behavior.*

### Standards

Focus Standard/Element(s): **Response to Literature**  
(We are building the background to be able to respond.)

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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): **What do good listeners look like and sound like?**

Knowledge: Background knowledge of good listening and speaking behaviors

Skills: To be able to sit still and look at the speaker for at least 7-8 minutes.

### ***Balanced Assessment for Task***

Assessment Method/Type:

Teacher observation and student feedback

Description/Directions for Assessment:

Students will help create a chart of the desired behaviors.

You will observe these behaviors as you do the Read-aloud.

### ***Student Work Samples (optional):***

### ***Procedures, Directions, and Resources***

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

#### **Opening: approximately 7-8 minutes**

- Introduce the read aloud *P is for Peach-A Georgia Alphabet* by Carol Crane
- Ask: What do Good Listeners Look like? Sound Like?
- Write their responses on chart paper. (Try to use their exact words.)  
(see sample chart)

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### Sample Chart

<b>Good Listeners Look Like</b>	<b>Good listeners Sound Like</b>
Eyes on the speaker Sitting with legs crossed Hands and feet still Materials put away Space between all students	Ears on the speaker All voices off Non-moving hands and feet Non-moving papers Silent Pencils

### **Work time: approximately 10 minutes**

- Allow some stretching since they are going to listen some more.
- Begin reading aloud the book and stop whenever someone is not looking at you or making noises
- Ask: “What is not happening while I’m reading? Does it look and sound like what is on our chart?”
- Begin again. If some behaviors appear again, simply stop and look at the students. Do not speak. See if they are able to “self-correct.”
- Read 3 or 4 pages from the text.
- Monitor for the desirable behaviors of good listening.

### **Closing: approximately 5-6 minutes**

- Choose someone to come to the reader’s chair or sit in their desks and reflect on: what went well and what did not go well in terms of good listening today?
- Have others politely agree or disagree.
- Allow 2-3 students to share their opinions.
- Ask the class, “How can get better at listening tomorrow?”
- (Recognize that it takes practice to become good at something.)

### **Resources, Materials, and Equipment:**

1. *P is for Peach-A Georgia Alphabet* by Carol Crane
2. Chart paper
3. Markers

### ***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. Be sure to call on them for answers to check for understanding or simple listening.

## **Georgia Performance Standards Framework for English Language Arts – GRADE 1**

### **Enrichment/Extension:**

Have these students create and illustrate a chart of their own to demonstrate the desired behaviors when we are listening and speaking in school, at home, or even on the playground.