

How Do We Listen?

Grade Level: K - 3

Content Areas: Music, Technology and Language Arts

Time Frame: 60 minutes

MATERIALS

How Do We Listen? Book

Recording of telephone conversation between you and someone else

Copy of recorded conversation

OBJECTIVES

Students will:

- Improve their listening skills
- Understand the elements of effective active listening
- Use effective listening skills

VOCABULARY:

Key vocabulary

Before reading, focus on vocabulary. Read the glossary words and their definitions.

Lesson - A learning activity

Manners - The way someone behaves around other people

Polite - Showing good manners

Respect - To treat someone as if he or she were important

FREE SONG

[Click here](#) to download or stream the How Do We Listen? song.

Find other Cantata Learning songs and books at <http://www.cantatalearning.com>.



PROCEDURES/ACTIVITIES

Preparation:

Create a telephone conversation with you and someone else. You will use this recording to ask students to listen and answer questions about the recording.

Lesson Procedure:

1. Start out by reading [How Do We Listen?](#) to students.
2. Tell students they are going to hear a telephone conversation. Have students put their pens down and simply listen. When students are ready, play the recording.
3. Ask students to call out all the names they can remember from the conversation.
4. Put students into pairs. Come up with three questions for students to answer about the conversation. Write the questions on the board and tell them to guess the answers.
5. After a few moments, review the answers with the class.
6. Tell students you are going to play the recording again. Explain they should listen for any other important news from the conversation. Give them a few moments to try to remember any information they can, then play the recording.
7. Tell students to compare their notes, then go through the answers with the class. You may wish to write these down on the board and review.
8. Ask students if they can remember when each of these things happened? Tell students you will play the recording once more and they must shout 'Stop!' when they hear when each thing happened. Play the recording, stopping whenever students call out 'Stop!'.



Technology Extension

Flipgrid is a digital tool that allows students to record and listen to responses. It captures the video and voice of the participants.

After the students listen and sing the Cantata Learning book, have them participate in a Flipgrid activity.

You will go to [Flipgrid](https://flipgrid.com) at flipgrid.com. You can ask them a question such as How do we listen? or What is the importance of listening or something else that you want them to answer and listen to. Each student will record their video responses, which happens in Flipgrid. After all of the students have recorded their response, tell the students they will now have a chance to listen to their friends too. They can even share this with parents and family at home. After this activity, have a conversation about how it was different and/or the same when listening in the library or classroom too.

Language Extension

Put students into pairs and give each pair a copy of the recording script. Tell them to practice the conversation with their partner.

Tell students they are to prepare a similar conversation. Explain they should be two friends catching up on news with each other over the phone. Give them time to prepare their ideas, then tell them to role play their conversation to the class.

You could also have your students turn this in a simple interview process with a grandparent or other family member. They could develop questions to ask in their interview, practicing listening skills along the way.

Music and Art Extension

A fun game to play during this lesson would be Simon Says since it focuses on listening skills.

The directions for **Simon Says** are: One person is designated **Simon**, the others are the players. Standing in front of the group, **Simon** tells players what they must do. However, the players must only obey commands that begin with the words "**Simon Says**." If Simon says, "**Simon says** touch your nose," then players must touch their nose.

To put a fun art twist on this traditional game, you could have them create art while playing Simon Says. For example: You could say, "Simon says paint a green circle" or Draw a small square in the right hand corner." When you are finished, have everyone share their creations in a How Did We Listen When Creating Art.

Standards:

CCSS.ELA-LITERACY.SL.K.2-Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-LITERACY.SL.1.3-Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

CCSS.ELA-LITERACY.SL.2.1.A-Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.3.2-Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

