



Interaction: Lesson 2 (K-2)

Interaction: Build Relationships:

Treat others with respect
Communicate effectively
Seek out and offer help when needed

Example Practices That Address Relationship Skills:

- Engage families and community members
- Model effective questioning and responding to students
- Plan for project-based learning
- Assist students with discovering individual strengths
- Model and promote respecting differences
- Model and promote active listening
- Help students develop communication skills
- Demonstrate value for a variety of opinions

The Goals:

As an Arkansas graduate,
I am:

- An effective communicator
- An active listener
- A supporter of others

Personal Competency Addressed: In early elementary (K-2), I am learning to:

- ✓ Pay attention to others when they are speaking
- ☐ Understand the importance of respecting personal space
- ☐ Take turns and practice sharing
- ☐ Practice using encouraging comments
- ☐ Demonstrate the use of verbal etiquette (e.g., use please, thank you, excuse me, etc.)
- ☐ Initiate positive interactions with other students most of the time (e.g., invent/set up activities)
- ☐ Identify trusted adults
- ☐ Ask for help from adults and peers in socially acceptable ways
- ☐ Recognize when another needs help and offer assistance
- ☐ Recognize safe and responsible touch
- ☐ Determine how to seek assistance from peers and/or adults to resolve conflict, when appropriate

Learning Objectives:

I can identify reasons why listening carefully is so important.

Materials and Preparation:

- Anchor Chart ([Example](#)),
- Marker for writing on chart
- Sticky notes (1-2 per student)
- Writing utensils for students
- Writing journal or paper for written response
- [Listen and Draw \(Easy\) Script](#)
- [Listen and Draw \(Hard\) Script](#)
- Internet and device to show video

Key Vocabulary:

Carefully: in a way that deliberately avoids harm or errors; cautiously

Your feedback is invaluable to us. Please alert us to any inactive links, concerns, and/or suggestions regarding this lesson [here](#).

Infer: to figure out based on evidence

Introduction (1 min):

Why Should I Listen? video (Length - 3:38)

“Today as we watch this read aloud, I want you to listen carefully and watch for reasons that you think it is important to listen carefully. As the story is read, we are going to stop and discuss these reasons together so that we can understand the importance of being good listeners and why it’s so important to pay attention while others are speaking.”

Explicit Instruction/Teacher Modeling (5-7 mins):

***Teacher Note:**

As the story is read, you will push pause on the video to make predictions about what happens when the main character does not listen and chart what happens when he doesn’t. (Anchor chart example below)

Model: “Boys and girls, today we have an anchor chart ([example](#)) that we are going to create that will help us understand why it is so important to be a good listener and what can happen if you aren’t.”

(Play the video and stop at 1:17.) In the story, the main character (he) didn’t listen...to his teacher at the museum (add to anchor chart). What do you think happened when he didn’t listen? (let students predict) Let’s listen and see what happened.

(Stop video at 1:22). What happened when he didn’t listen? The book showed us that...he got left behind. (Add to anchor chart) How were you able to infer that he was left? (The lights were off and no one else was around.) Great job! Now I want to see if you can help me by listening to the story and helping me fill out more of this anchor chart.

Guided Practice (5-7 mins):

(Continue playing video. Stop at 1:36) When did he (the main character) not listen now?...at Isobel’s party. (Add to anchor chart). What do you think will happen because he didn’t listen? (Restart video and stop at 1:52) What happened?...He wasn’t prepared and got embarrassed. (Add to anchor chart) Fantastic job. Let’s see what else we learn about being a good listener.

Independent Work Time (5-7 mins):

Now that we have worked on filling out our anchor chart together, it’s your turn to be good listeners and tell me when he (the main character) didn’t listen and what happened when he didn’t? You have 2 sticky notes in front of you. I want you to label one with the word WHEN at the top and I want you to label the other with the word WHAT at the top. Now I am going to start the story and I’m going to stop after a few pages. On your sticky note that says WHEN, I want you to write when it was that he didn’t listen. (Start video and stop at 2:03) Ok. I want you to find the sticky note labeled WHEN at the top and write when was it this time that he wasn’t listening. (Give students a few minutes to write-to his mom last summer). Ok, now we are going to listen for what happened when he didn’t listen. (Start the video and stop at 2:14) Now find your sticky note that you labeled with the word WHAT. On that sticky note, I would like for you to write what happened when he didn’t listen. (Give students a few minutes to write- His sister was in danger and could have been hurt.) As you finish writing your answers on your sticky notes, I want you to come up and stick them under each side where they belong. You all have done such great work. Let’s check some of our answers and see if we are all on the same page. (Review the sticky notes and clear up any misconceptions.) Finish playing the rest of the video.

Lesson Activities (8-10 mins):

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Listen and Draw Activity-

- [Listen and Draw \(Easy\) Script](#)
- [Listen and Draw \(Hard\) Script](#)

“Now that we have talked about why it is important to be a good listener, let’s put your listening skills to the text. We are going to do a listening activity to see how well you can listen carefully and follow directions.”

Differentiation:

For students that are struggling to write, they could be limited to only filling out one of the sticky notes, or you could complete the chart orally and discuss.

Assessment (5-10 mins):

Collected data through the responses on sticky notes or answers given orally.

Review and Close (2 mins):

Today we learned from our story why it is so important to be a good listener. Can you think of any other reasons that it is important to be a good listener? Why might we need to be a good listener at school? What could happen if we don’t listen at school?

Optional Activities:

Play a game of Telephone. One person starts by saying a sentence and you see what it ends up as by the time the last person hears it. Discuss the importance of active listening.

Intervention/Support:

If students are continuing to have trouble with paying attention while others are speaking, you may reach out to other experts in your building for more ideas.

Enrichment/Extension:

At the end of the story it talks about how the character feels when people don’t listen to him. For writing, students can fill in the sentence stem: When people don’t listen to me I feel...
For older students: Write about a time when you felt that you weren’t listened to and how that made you feel.

Teacher Self-Care:

Keep a special journal of quotations that inspire you. Whenever you find a new quotation, write it in this journal. When you need inspiration, read from this journal.

Sources:

Sunshine Story. “*Why should I listen?*”, YouTube video, 3:38. 2020. Accessed July 28, 2020.
<https://www.youtube.com/watch?v=WlmGPRJy6FE&feature=youtu.be>

Brown, S. “*The draw my picture game*” Homeschool With Love, August 14, 2017. Accessed July 28, 2020.
<http://www.homeschoolwithlove.com/2013/11/07/draw-picture-game/>.

Teacher Reflection:**To Ask with Students:**

If we do this again, what can I do differently to help you learn more?

Did this activity help you learn more than others we've done? Why?

Classroom Culture:

Are the relationships that I have with my students helping or hindering their ability to learn?

Could the problems I have in my classroom be solved by pre-teaching my expectations or developing rules/procedures to deal with these issues?

Was my demeanor and attitude toward my class today effective for student learning?

What choices have I given my students lately?

Can I explain at least *SOMETHING* about each of my students' personal lives?

Curriculum and Instruction - Assessment and Grading Practices:

Do my assessments really reflect learning or merely task completion or memorization skills?

What evidence do I have that my students are learning?

What new strategies have I tried lately with a student who is struggling?

In what ways do I challenge students who are clearly being successful in my classroom?

Collaboration - Professional Learning Community:

In what areas can I still improve professionally?

Do my actions as a teacher show my belief that all students can learn at high levels?

Do my actions as a teacher show that I take pride in my work?

Are the relationships I have with my colleagues conducive to creating a collaborative culture focused on learning?

Are the relationships I have with my students' parents conducive to improving learning?

Mental Health – Maintain a Healthy Outlook:

What new ideas have I tried in my classroom lately to keep myself energized about teaching?

What have I done lately to relieve stress and focus on my own mental health, to ensure I remain an effective teacher?