

Listening and Speaking Strategies

Teacher's Guide

Grade Level: 3–5

Curriculum Focus: Language Arts

Lesson Duration: 1 class period

Program Description

A Group Discussion: Air and Space Museum (3:19) – When you are in a class, it is important to use your listening and speaking skills to participate in group discussions.

Listening and Speaking: Taking Turns (3:39) – When you are having a group discussion, it is important to know when to speak and when to listen.

Using Your Karate Voice (6:12) – It is important to remember when to speak loudly and when to speak softly.

Directions in Karate Class (3:54) – Giving and following directions are very important skills.

Responding to Poems: Ollie the Octopus (3:37) – Learning to respond to what you read is an important part of being a good reader and speaker.

Onscreen Questions

- What is your favorite thing to do? Talk with a few friends about what each of you like to do and why.
 - What do you want to be when you grow up? Now ask a friend what they want to be. Listen to their answers and share the information with the class.
 - Are you a good listener? Remember good listening skills at school and when you talk to friends.
 - What voices did you use today? Think of two times today when you used your outdoor voice and two times when you used an indoor voice.
 - Play a game of Simon Says. Take turns giving the directions and listening to the directions.
 - What is your favorite poem? Read it again and consider what the poem is about and its setting.
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Lesson Plan

Student Objectives

- Learn how to be a good listener.

- Learn how to be a good speaker.
- Practice listening and speaking skills with classmates.

Materials

- *Listening and Speaking Strategies* video
- Pencils and erasers
- "Have You Ever..." search paper, 1 copy per student (see Procedures below)
- Computer with Internet access (optional)

Procedures

1. Before beginning the lesson, create a "Have You Ever..." search paper by dividing a piece of white paper into 16 equal squares: Draw four columns down and four rows across the sheet of paper. At the bottom of each square write something that at least one student in the class may have experienced or a quality at least one student may have, such as "broken a bone," "loves pizza," "speaks two languages," "has been on an airplane," or "good dancer." Photocopy one copy of the search paper for each student.
2. To begin, play a few rounds of telephone with the class to demonstrate the importance of having good speaking and listening skills. Then have students watch *Speaking and Listening Strategies* to further explore good skills.
3. After watching the program, talk about experiences when students have had to ask questions or follow directions. Ask them: Why is important to give clear directions? What kinds of situations have you been in when you have had to listen very carefully to someone talking? Why is it important to develop good speaking and listening skills? Have students describe situations when they have not used good speaking or listening skills. What were the results?
4. Explain to students that they will play a scavenger hunt-type game with their classmates. Hand out copies of "Have You Ever..." and tell students that the object of the game is to be the first person in the class to complete the squares. To do so, they must match a classmate's name to the criteria written in a square. Each square must represent a different person, so a winning "Have You Ever..." sheet cannot have one student's name on it in more than one square.
5. Tell students that they will walk around the classroom and ask their classmates questions to fill in the squares on their sheet, such as "Have you ever broken a bone?" If a classmate has broken a bone, they meet the criterion, and the student should write the classmate's name in that square. If not, the student can choose to ask the person a different question or move to a different classmate until they have found one who has broken a bone. Explain to students that they will also answer questions. For example, if Mary is asking John a question, she cannot leave him when he has answered her question. She should wait until John asks his question and they are both ready to move to new classmates.

6. Remind students that everyone in the classroom will be working on their scavenger hunt at the same time, so it is important that students use indoor voices, listen to what their classmates are saying very carefully, and not to run. The first person to fill in all of their squares without repeating a name wins. Tell students to raise their paper and call out if they think they have won.
7. Give students time to complete their scavenger hunt. Walk around the classroom while students are engaged to make sure everyone is playing fairly and nobody is running. Call time when a student has announced they have finished and have students quietly freeze where they are standing while you check the possible winning sheet. If the student is mistaken, have the class resume the activity. If not, ask students to return to their seats.
8. Discuss the scavenger hunt with students. Who learned something new about their classmates? What did they learn? Why was it important to use good listening skills during the scavenger hunt? Why was it important to use good speaking skills?
9. If time allows, students can practice their reading and listening skills online with interactive stories at this Web site <http://www.alfy.com/Storyville>

Assessment

Use the following three-point rubric to evaluate students' work during this lesson.

- **3 points:** Students were highly engaged in class and group discussions; enthusiastically participated in the scavenger hunt; followed the rules of the scavenger hunt without needing teacher guidance or supervision; and demonstrated a clear understanding of the importance of having good speaking and listening skills.
- **2 points:** Students generally engaged in class and group discussions; participated in the scavenger hunt; followed the rules of the scavenger hunt with little teacher supervision or guidance; and demonstrated a basic understanding of the importance of having good speaking and listening skills.
- **1 point:** Students participated minimally in class and group discussions; were unable to participate in the scavenger hunt without constant teacher supervision or refused to participate in the scavenger hunt; and were unable to demonstrate a basic understanding of the importance of having good speaking and listening skills.

Vocabulary

directions

Definition: An instruction, indication, or order given with authority

Context: It is important to give directions that are easy to follow and in the right order.

discussion

Definition: An earnest conversation

Context: A group discussion is a great place to share new information.



listen

Definition: To pay attention or make an effort to hear something

Context: Listen to how Kat and Kenny take turns speaking.

question

Definition: An expression of inquiry that invites or calls for a reply

Context: Asking a question is one way to learn more about a topic.

speak

Definition: To talk or express oneself

Context: It is important to take turns when you speak with friends.

Academic Standards

Mid-continent Research for Education and Learning (McREL)

McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit

<http://www.mcrel.org/compendium/browse.asp>

This lesson plan addresses the following national standards:

- Language Arts – Writing: Uses the general skills and strategies of the writing process; Uses the stylistic and rhetorical aspects of writing
- Language Arts – Viewing: Uses viewing skills and strategies to understand and interpret visual media

The National Council of Teachers of English (NCTE)

The National Council of Teachers of English and the International Reading Association have developed national standards to provide guidelines for teaching the English language arts. To view the standards online, go to <http://www.ncte.org/about/over/standards/110846.htm>

This lesson plan addresses the following English standards:

- Students use spoken, written and visual language to accomplish their own purposes.
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Support Materials

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the Discoveryschool.com Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- <http://school.discovery.com/teachingtools/teachingtools.html>

DVD Content

This program is available in an interactive DVD format. The following information and activities are specific to the DVD version.

How To Use the DVD

The DVD starting screen has the following options:

Play Video – This plays the video from start to finish. There are no programmed stops, except by using a remote control. With a computer, depending on the particular software player, a pause button is included with the other video controls.

Video Index – Here the video is divided into sections indicated by video thumbnail icons; brief descriptions are noted for each one. Watching all parts in sequence is similar to watching the video from start to finish. To play a particular segment, press Enter on the remote for TV playback; on a computer, click once to highlight a thumbnail and read the accompanying text description and click again to start the video.

Curriculum Units – These are specially edited video segments pulled from different sections of the video (see below). These nonlinear segments align with key ideas in the unit of instruction. They include onscreen pre- and post-viewing questions, reproduced below in this Teacher's Guide. Total running times for these segments are noted. To play a particular segment, press Enter on the TV remote or click once on the Curriculum Unit title on a computer.

Standards Link – Selecting this option displays a single screen that lists the national academic standards the video addresses.

Teacher Resources – This screen gives the technical support number and Web site address.

Video Index

I. Group Discussion (3 min.)

It is important to use your listening and speaking skills in classroom group discussions. Watch and listen closely to find out more.

II. Listening & Speaking (4 min.)

Learn when to speak and when to listen. Watch a story about a baby shark and learn the rules of good speaking and listening.



III. Using Your Karate Voice (6 min.)

Remembering when to use your indoor or outdoor voice is a necessary skill for good speakers. See how Sammy uses his the correct voice during a typical day.

IV. Directions in Karate Class (4 min.)

Knowing how to give and follow directions is a good skill to have. Watch students in a karate class to learn more about giving and following directions.

V. Poetry (4 min.)

Writers use poems to tell stories in a different way. Listen to the poem "Ollie the Octopus" and discover the similarities between a poem and a story.

Curriculum Units

1. Sharing Thoughts and Ideas

Pre-viewing question

Q: Have you ever had a problem caused by miscommunication?

A: Answers will vary.

Post-viewing question

Q: Why is it important to share your thoughts and ideas in a group discussion?

A: Sharing your thoughts and ideas in a group discussion helps others learn things, especially what's on your mind. By listening to what you have to say, they get information about something being discussed.

2. Taking Turns

Pre-viewing question

Q: When is it more important to be a good speaker? When is it more important to be a good listener?

A: Answers will vary.

Post-viewing question

Q: What rules good do speakers and listeners follow?

A: Good speakers and listeners take turns. If you want to talk when somebody else is speaking, raise your hand. When you are a listener, you need to focus on the person who is speaking and what they are saying.

3. Using an Indoor or Outdoor Voice

Pre-viewing question

Q: What are some differences between speaking outside and in a classroom or library?

A: Answers will vary.



Post-viewing question

Q: Have you ever used an outdoor voice when you should have used an indoor voice?

A: Answers will vary.

4. Using An Outdoor Voice

Pre-viewing question

Q: Give an example of a time you could have used your outdoor voice when you were inside.

A: Answers will vary.

Post-viewing question

Q: How does using the right voice help a person become a good leader?

A: Good leaders give clear directions that are easy to follow. So a good leader makes sure that they use a voice strong and loud enough for everyone to hear.

5. Giving and Following Directions

Pre-viewing question

Q: Have you ever had trouble following directions?

A: Answers will vary.

Post-viewing question

Q: What is important when following and giving directions?

A: Be a good listener when you follow directions. When you give directions, make sure they are in the right order and easy to follow.

6. A Poem Tells a Story

Pre-viewing question

Q: What do you know about poems?

A: Answers will vary.

Post-viewing question

Q: How is a poem similar to a story?

A: A poem can have the same parts as a story, including character, setting, and plot.