



**International Center  
for Leadership  
in Education**



**Gold Seal:**

Copernicus Education Gateway

<b>Author(s):</b> <i>Marsha Kucker</i>			<b>Lesson Title:</b> <i>I Can Listen</i>			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
<i>K-4</i>	<i>5-8</i> <i>XX</i>	<i>9-12</i>	<i>A</i> <i>XX</i>	<i>B</i>	<i>C</i>	<i>D</i>

**Instructional Focus:**

Listening – Students listen for a variety of purposes appropriate to the grade level.

Speaking – Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

**Performance Task**

Much learning takes place through effective listening. Children should be taught how to listen at a very early age. This lesson helps reinforce good listening habits.

1. Lead a brief discussion on why it is important to listen carefully at school, especially when the teacher is talking. Some points to be listed deal with politeness, knowing what is going on, and becoming more involved and interested.
2. Tell the class you're going to read them a story and ask some questions when you are finished.
3. Ask them if there are some things they could do to listen better. Make sure to include sitting very still, looking at the teacher, keeping hands and feet quiet and to themselves, thinking only about what the teacher is saying.
4. Read the story to the children. Try to get all children to listen carefully without stopping to correct any child for misbehaving or not listening.
5. When finished with the story, ask the questions you have prepared. Praise the children who have been good listeners. Encourage all to practice the good listening habits discussed in step three every day at school.

**ICLE Essential Skills**

Follow oral or written directions. (ela 4)

Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 20)

Listen for enjoyment to narratives of personal experiences, stories, drama, performances, lectures, and readings. (ela 47)

Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela 51)

Participate in formal and informal book talks with teachers, fellow students and other groups. (ela 75)

**Scoring Guide:****Scale:**

- 4** The student addresses all important aspects of the question.  
The response demonstrates in depth understanding of the content.  
Where appropriate, the student offers insightful interpretations, evaluation, or extensions (generalizations, applications, analogies).
- 3** The student addresses most important aspects of the question.  
The student demonstrates understanding of important information in the passage even though some less important idea or details may be overlooked or misunderstood.
- 2** The student addresses some aspects of the question.  
The student understands some important information from the passage, but gaps in her or his understanding are evident.
- 1** The student's response is either totally irrelevant or totally wrong.
- 0** The student makes no response to the question.

**Keywords**

<b>English Language Arts</b>	<b>Mathematics</b>	<b>Science</b>
<b>Reading</b>	<b>Algebra</b>	<b>Earth Science</b>
<b>Writing</b>	<b>Geometry</b>	<b>Life Science</b>
<b>Communications</b> <b>Discussion</b> <b>Listening</b> <b>Retell</b> <b>Communication</b>	<b>Statistics</b>	<b>Chemistry</b>
<b>Literature</b>	<b>Calculus</b>	<b>Physics</b>
<b>Other</b>	<b>Trigonometry</b>	<b>Other</b>
	<b>Other</b>	