

Listening for Learning

Listening is a valuable life long skill needed for learning in any environment. Structured listening lessons help students meet the listening portion of the English Language Arts Standards. Once these standards are met these skills are utilized to aid in the speaking, reading and writing portions of these standards.

Curriculum/State Standard

This project centered around the listening portion of the English Language Arts New York State standards

1. listening for information and understanding,
2. listening for literary response and expression, and
4. listening for social interaction.

Overview

We began engineering a better listening environment by removing as much ambient noise as possible from the classroom. A hierarchy of listening lessons was then developed.

Objectives

Provided with the best listening environment possible:

- The student will increase ability to auditorily process phonemes utilized in decoding and encoding tasks required for reading and writing with 80% accuracy.
- The student will learn to listen for main ideas and understanding of information with 80% accuracy.
- The student will learn to listen in order to give a literary response and speak for social interactions with 80% accuracy.

Continued on the back...

K-3

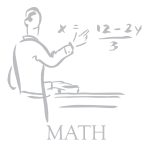
GRADE LEVEL



ARTS



LANGUAGE



MATH

Misc

MISCELLANEOUS



SCIENCE



HISTORY



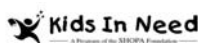
SOCIAL STUDIES

3-9

MONTHS

\$775

TOTAL BUDGET



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“Listening for Learning” project continued...

Materials

To absorb ambient noise from the classroom: carpet, curtains and curtain rods, tennis balls on chair legs, fabric on bulletin boards, ear plugs for quiet seat work.

Other materials included three ring binders, page protectors, construction paper, crayons and colored pencils.

Readiness Activity

We tested the students using the Test of Auditory Comprehension of Language (TACL), an age appropriate language test and the Early Literacy Profile (ELP) which assesses reading readiness skills and reading ability. This information gave us a baseline for each child.

Strategies/Activities

Purchase sound absorbing items and install them in the classroom.

Explain skills of good listening-tune out distractions, keep an open mind, pay attention to the speaker, wait your turn to talk, say what you heard, and ask questions. These were displayed on a listening wall in the classroom. Children were directed to this wall when reminders of good listening skills were needed.

In order to be sure all students could localize to sounds, we implemented sound localization lessons. Students were required to identify where sounds came from.

Auditory discrimination of everyday sounds, first given a limited number of noisemakers, and moving to an unlimited number of environmental noises. Students were required to correctly state what sounds were heard.

Auditory discrimination of sounds at the phoneme level. We used the LIPS program from Linda Mood. Prior to this, students may need direct instruction on discriminating between different phonemes given a closed set of 2 or 3 choices.

A variety of rhyming activities were done to increase students' abilities in this area.

Listening activities were used to develop students' abilities to pick out important information. Students were given a partial drawing and a series of instructions to draw and color specific items. For example, “Draw a sun in the top left corner of your paper.”

Note-taking activities were also used to develop students' listening abilities and abilities to pick out important information. Students again were given a partial drawing and then listened to a story. Students were to “take notes” using a drawing, letters, or words as notes on their paper.

Culminating Activity

The assessments noted in the readiness activity section were to check for progress. Students showed growth in auditory comprehension, rhyming, letter/sound recognition and reading skills.

Evaluation

Students were evaluated formally using the assessments noted above. In addition, students were evaluated per lesson using a tally system based on lesson goals and objectives.

Students who did not meet the criteria for a given lesson later repeated that lesson until criteria were met.