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\*Worked with Corrie Lusch to develop basic ideas for the lesson\***

**The Social Skill: Listening**

**The Character Pillar this skill supports: Responsibility**

**The Developmental Asset this skill supports: Achievement Motivation**

**Background: Listening skills are important for the rest of the students’ lives. Modeling good listening skills and allowing time for practice is beneficial for everyone involved.**

**Objective/ Goal:** The students will be able to listen to a speaker without interrupting and practice giving feedback.

**Anticipatory Set:** Teacher will begin by leading students in a game. First, the rules of the game will be shared for Simon Says. Listening is important in this game because if you do not listen, you may lose. This will get the students some physical activity. Once the game is finished, the teacher will ask the kids why listening is important in a game like Simon Says? Then we will brainstorm other times that listening is important and make list on teacher paper in easel.

**Direct Instruction:** The teacher will begin instruction with a book, Why Should I Listen? By Mike Gordon. The teacher will then have the students gather around quietly as she creates a list on the teacher easel. The teacher will list the things that good listeners do with a little image drawn next to each. This will include: eyes on speaker (draw eye balls), mouth is quite (mouth with finger over it or an X), hands in lap (hands folded).

**Model:** The teacher will model by role playing with the para. The teacher will speak about something and have the para interrupt. Then look at the students and ask them “How do you think that made me feel when she interrupted me?” The students will say “sad, mad, annoyed” or whatever feelings they come up with. The teacher will say, “Yes that made me sad, because I didn’t get to finish what I was saying. I’m not sure Mrs. \_\_\_ cares about what I said.” Then the teacher will try to speak again. The para will follow the rules that we came up above and then respond to the teacher with positive feedback to show understanding. Initiate discussion with the students about which one showed the para being a good listener.

**Guided Practice:** The students will be numbered off into partners or assigned specific partners depending on what makes sense. They will either read a book to each other or share something that happened over Thanksgiving. The student listening first will be expected to follow the listening rules and then ask a question about the book or statement the other student made. Once they complete round one, the students will switch roles. The timer will be set for about 10 minutes each, so the teacher has time to walk around and work with the students. The teacher must observe and give reinforcement where needed to encourage students to be better listeners or help guide questions.

**Independent Practice:** The students will be given independent practice during the next reading lesson. The teacher will read a book and have the para write down who utilizes the skills taught during this lesson. If there are any students who seem to have issues, she will write it down and the para will do some extra practice listening with the students. If more independent practice is needed for all of the students, we will do a class nature walk. The students will be given a sheet with pictures of things that are seen outside. If they hear these things, they have to check it off and in class describe the sounds they heard.

**Closure:** After the lesson is completed, the teacher will gather the students again. We will go over the things that good listeners do while pointing at our new chart on the teacher easel. Then, the students will each share a time it is important to listen based on the list we came up with earlier OR they can choose to share a quick sentence about a time they were a good listener/spoke to a good listener.