

Listening Lesson Adapted from Stanford

Standard: Construct meaning from oral presentations using grade-appropriate listening.

**Sharing an opinion:**

**The teacher will model giving their opinion about the following topic: What I like to do in my free time after school.**

Opinions are stronger if you have reasons to back them up.

For example: I like to dance. The first reason I like to dance is because it is good exercise. The second reason is that I enjoy listening to music. The third reason is that I like to meet new people.

Strong listening: body still, facing the person, no writing, eye contact

**The students will then write down one word examples on the following template from what they heard from the teacher's example:**

Speaker \_\_\_\_\_

Opinion \_\_\_\_\_

Reason \_\_\_\_\_

Reason \_\_\_\_\_

Reason \_\_\_\_\_

**Establish partners A and B. Partner A speaks and Partner B listens.**

**Introduce the following gesture: My first reason is (hold up one finger and listener does the same), my second reason is (hold up two fingers, listener mimics), my third reason is (listener mimics)**

Partner B takes notes. No note taking while the other person is talking.

Partner B tells A what they have heard. I heard you say \_\_\_\_\_

Switch partner roles.

Repeat process in various lessons increasing in complexity and adding academic topics and vocabulary.

Students will be evaluated on: Facing the speaker, eye contact, responding to and mimicking gestures, being able to repeat three items the speaker says, taking accurate notes but not while the speaker is speaking. (see rubric provided)