



Learning to Listen Unit Grade 1 • Ages 5-7

TIME FRAME

Preparation: 10 minutes
Instruction: 30 minutes

MATERIALS

Decide before class what you will need for listening game sounds. See lesson for details.

[Kindness Concept Posters](#): Respect, Responsibility

LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.SL.1.1, 1a-c, 2, 3, 4, 6 Colorado: Comprehensive Health S.3, GLE.1, EO.c; Reading, Writing and Communicating S.1, GLE.1, EO.a,c,d; S.1, GLE.2, EO.a,b,c

[Learning standards key](#)

What Do You Hear?

Students will practice listening attentively to different sounds in their everyday life and will be able to reflect on strategies that make it easier for them to listen.

Lesson Background for Teachers

There may be obstacles in the way of students' listening skills, such as anxiety, classroom distractions or language barriers. Helping students overcome these additional barriers by providing extra support such as a partner, a quiet space, turning the lights off to minimize distraction or allowing a student to sit next to you may make it easier for them to listen attentively.

Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and increase understanding.

LISTEN To hear someone or something on purpose.

RESPECT Treating people, places, and things with kindness.

RESPONSIBILITY Being reliable to do the things that are expected or required in your life, home, community and environment.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Playing Simon Says outside as a way to improve their listening.
- Having visual prompts on popsicle sticks to remind them what they need to do to listen (an eye for "eye on the speaker," "Shh" sign for quiet, seat icon for sit down, etc.)

Resources

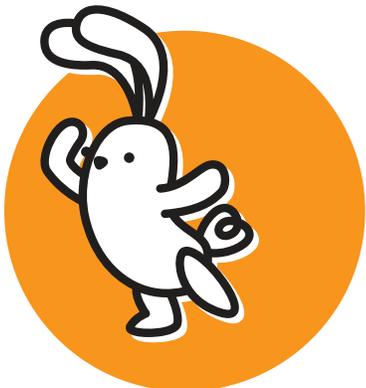
For an additional activity encouraging students to think about all of the different sounds around them, read the book *The Listening Walk* by Paul Showers to the students.

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

The **Share** step in the first lesson of each unit is intended to set the tone for teaching kindness.



The RAK paradigm is the framework for teaching and building kindness skills.



Share (3 mins)

Have students sit silently for 30 seconds, listening to the world around them, then do a pair share and take turns listing all the things they heard.

Inspire

Listening Game (10 mins)

Option 1: What Do You Hear?

*Today we are going to play a **listening** game. I want everyone to close their eyes and put their heads down on the desk. I am going to make a sound and want you to figure out what it is just by **listening**. Raise your hand if you think you know what the sound is and I will call on you. You will need to **listen** very carefully."*

Make common sounds one at a time: zip and unzip a coat, click a ballpoint pen, draw on the chalkboard, sharpen a pencil, wad up a piece of paper, open the door or a drawer, shuffle papers, etc.

For a challenge, invite students to make sounds for their classmates to guess.

Option 2: Simon Says

Today we are going to play a game called Simon Says. Has anyone ever played this game before? In this game, I will tell you to do something, but you should only do it if Simon Says. So, if I say "Simon Says sit down" then you should sit down. If I say "Stand up" but don't say Simon Says, should you stand up? No! If you do an action when I didn't say Simon Says, then you are out.

Gather the class in a circle and start playing the game. If a student gets out, they can sit quietly in the circle. Play until you have a winner.

Empower

Discussion (10 mins)

Option 1: Once students have guessed, have them open their eyes and lift up their heads. Ask these questions:

- Was it easy or hard for you to figure out the sounds?
- Were some sounds easier to figure out than others? Which ones?
- Did you get better as the game went on? Did you listen more carefully?
- I heard a very quiet room. Do you think that it is easier to **listen** when it is quiet? Why or why not?

Option 2: Ask the following questions:

- Was it easy or hard for you to play this game? Why?
- Did you have to **listen** carefully to know what you had to do? Why or why not?

Wrap Up (5 mins)

To gauge understanding of the material, choose from either the evaluation or reflection questions as discussion, writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

Evaluation Questions

- Do you find it easier to **listen** when you are sitting still and being quiet or when you are moving around? Why?
- Why is **listening** important? What are some things you can do to make it easier to **listen** closely?

Reflection Questions

- Do you think **listening** carefully is easy or hard for you? Why? How do think you can become a better **listener**?
- How do you think **listening** shows respect? Who is responsible for **listening**?

Summary

*Today we practiced using our **listening** skills. Being a good **listener** is part of being kind and a good friend. **Listening** to someone else shows that you respect them and care about what they have to say.*



Act (2 mins)

Kindness Minute

***Listen** closely to a friend's story in the schoolyard without interrupting them.*

Kindness in Action

Write down one way you are going to practice listening better to your friends and family at home.

