



Date: \_\_\_\_\_

## Active Listening

### PLAN

**Component:** Phonological Awareness  
**Instructional Activity:** Active Listening  
**Materials Needed:** N/A

 **Approximate Time:**  
5 minutes  
 **Click here for video example**

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

### OBJECTIVE

#### State the objective(s).

Let's learn how to actively listen when I am sharing information. Active listening is important because it helps make sure you get all the information you need. Active listening also shows the person talking that you care about what they have to say. You will know you have it when you can show what active listening could look like and you can remember the information that was shared.

### REVIEW & VOCABULARY

#### Review prerequisite skills and teach related vocabulary.

First, we are going to talk about the phrase *active listening*. What phrase? Students respond.  
*Active listening* means you give your full attention to the person speaking. You are trying to fully understand what they are saying. When you are actively listening, you may respond to the speaker by smiling or nodding your head.

*Teacher tip: You may also consider teaching the word "information" if that is appropriate for your group of students.*

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I DO IT!

**Demonstrate.** *Teach the new skill. Model with clear explanations. Verbalize your thinking process.*

Watch and listen as I show you what *active listening* could look like, sound like, and feel like.

First, I put my eyes on the person talking. *Active listening* can look like: eyes watching. Model.

Then, I make sure I am not making any sounds with my mouth. Sounds could be like talking, humming, or whistling. *Active listening* can sound like: voices off. Model.

Next, I try to hold my body still. My hands are still. My feet are still. *Active listening* can look like: calm body. Model.

When the speaker is talking, I can smile or nod to show that I am listening. Model.

*Teacher tip: There may be students for whom these expectations are not developmentally or culturally appropriate. For example, some cultures teach that children having eye contact with an adult is disrespectful. In another instance, a student may not have the ability to hold their body still. In those cases, create expectations that are suitable, and teach and model in the same fashion.*

WE DO IT!

**Provide guided practice.**

Let's try together. I will say the step and you show me how to do it.

Put your eyes on the speaker. Eyes watching.

Turn any mouth sounds off. Voices off.

Hold your hands and feet still. Calm body.



If students need support with:	Then try this:
Remembering the steps...	Consider coming up with a hand gesture for each reminder. This is also beneficial later because you can use the hand gesture if a student needs a reminder without saying any words or interrupting the flow of a lesson.

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### YOU DO IT!

**Provide independent practice.**

**Now I will call on one student to show us what *active listening* can look like.**

Call on one student: \_\_\_\_.

**Show us what to do when you are actively listening to a speaker.** Student responds.

Have 2-3 students to show you the routine.

**Today we learned one way to show that we are really listening to the information someone is giving us. In our classroom we call this *active listening*. Great work!**

### ASSESS

**Assess students (formally or informally).** *Determine the level of mastery for the stated objective.*

Observe individual students as they respond during guided and independent practice.

Scaffold or correct all errors. Provide specific feedback for accurate responses.

You can give reminders of this routine anytime you are going to do something that requires students to really listen. Also, consider reviewing this lesson following long periods of time when students are out of school, such as winter break.

### ENRICH/ EXTEND

**Enrichment/Extension.** *Provide enrichment and extension activities for students who need less support.*

See the Simon Says activity for practice opportunity.