

Standards-Based Lesson Template

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Teacher:	Stefanie Dimotakis
Class:	Language Arts
Lesson/Unit Title:	Listening to Your Peers
Abstract/summary of lesson:	Students will work with each other to practice listening to what their peer says and then correctly summarize the information.
Students will know...	<p>Students will know what facts and descriptive details are.</p> <p>Students will know what an accurate summary sounds like when a person shares information.</p> <p>Students will know what it sounds like to speak in a clear voice.</p>
Students will be able...	<p>Students will be able to accurately summarize what a peer has stated.</p> <p>Students will be able to recount an experience with appropriate facts and descriptive details.</p> <p>Students will be able to summarize a peer's information with a clear voice.</p>
Standards/Skills addressed	<p>CCSS.ELA-Literacy</p> <p>SL 3.4 Students will recount an experience with appropriate facts and relevant, descriptive details, speaking clearly and at an understandable pace.</p>
Performance tasks/projects:	<p>The skill expected of the students is to be able to accurately summarize an experience that I will give them at the end of the lesson. This requires them to show that they are using their listening skills.</p> <p>SL 3.4 Students will recount an experience with appropriate facts and relevant, descriptive details, speaking clearly and at an understandable pace.</p>
Test and quiz questions or essay prompts:	<p>The students will be given an experience by the teacher and be asked to write a summary and share the summary with another student.</p>
Other evidence to be used (e.g., observations, evaluation of work samples, discussion):	<p>When the students are practicing the skills of listening, summarizing, and using adequate details, the teacher will be moving throughout the class and be taking data as they share with their peers.</p>
Student self-assessments:	<p>The students will have a chance to get immediate feedback from their peers. After listening to a peer share and then having the chance to summarize what the peer stated, the first peer will immediately agree or disagree with the second peer as to if they accurately summarized the information provided.</p>

Objectives

Students will be able to accurately summarize what a peer has stated.

Students will be able to recount an experience with appropriate facts and descriptive details.

Students will be able to summarize a peer's information with a clear voice.

Motivation:

I will have the students watch this clip, <https://www.youtube.com/watch?v=EPQjUJFVFC4>, from the Despicable Me movie and discuss with the students the importance of listening to others through a series of questions.

1. What happened to make Agnes upset?
2. How did she state her feelings?
3. Was this the best way to solve the problem?

Presentation:

I will explain to the class how important it is to be a good listener. This includes not interrupting the speaker and asking clarifying questions if need be.

Application/Activities:

The students will practice using these skills by answering some questions about themselves. The listener will have a sentence stem to help them restate what was said using a complete sentence.

Sentence stem: If I understand you correctly, you said _____.

I will have a student helper assist me as I show the students what is expected of them when they are the listener and when they are the speaker. I will use question #1 to do this. I will make sure the students can see the correct way of speaking clearly and use descriptive details when giving my answer as well as when I summarize the student's response.

Then I would have the students pair up, I use A/B partners, and have them practice with question #1. I will monitor the students and assist as needed.

After sharing question #1, I will have all the students come back together and record what they discovered about being the listener and the speaker. Then I will have the students switch roles, and the listener will now be the speaker and they will answer question #1.

This will continue for questions #2 and #3.

1. What was your favorite part of summer break and why?
2. What do you like to do for fun and why?
3. Would you rather go to the county fair or Disneyland? Give reasons for your answer.

Materials needed:

The materials needed will include the questions and sentence stem. The questions and sentence stem will be displayed through the document camera.

The students will need a piece of paper with the sentence stem already on it for the assessment piece.

Assessment/Evaluation:

The students will be assessed informally as I am monitoring the class, but the official assessment will occur at the end of the lesson.

The students will listen to my answer to question #2 and then write the summary on the paper. They will be expected to use descriptive details.

After writing their summary, they will again sit with a partner and share what they wrote. Then the other partner will share what they wrote.

Closure/Reflection:

At the end of the lesson, I will ask the students to reflect back to the lesson. Specifically focusing on their ability to be a good listener. They can share out any things they noticed during the lesson.

I will explain that listening is an important skill they will be using throughout the entire school year as well as the rest of their life.