



 **SCHOLASTIC**

TEACHING GUIDE

How Do We Listen?

By Jenna Laffin

ISBN: 9789814776585

Lexile Measure: 460L

CONTENTS

Introduction	p. 2
Vocabulary	p. 3
Teaching Guide	p. 4
Literal Questions	p. 7
Inferential Questions	p. 9
Comprehension Check	p. 10
Discussion	p. 11
Creative Activity	p. 12
Extension Activity	p. 13
Parents' Guide	p. 14
Book Recommendations	p. 16
Answer Key	p. 17

ABOUT THE BOOK

Listening means you respect the person who is talking. Readers will learn good manners while enjoying fun tunes in this informational and illustrative text. Song lyrics, guided reading activities, musical notes, and a glossary are included in the back matter. This book contains a CD and online music access.

GENRE: Non-Fiction

RELATED SUBJECTS:

Manners & Etiquette

ABOUT THE AUTHOR

Jenna Laffin started writing stories before she even knew how to spell. She won a poetry contest in third grade judged by Garrison Keillor, and went on to get a degree in creative writing from Dartmouth College. She currently divides her time between Minnesota and Madrid, where she is training as a flamenco dancer and illustrator. On the weekends, he works as a guardian for 120 aboriginal boys from around Northern Australia who are boarding in Darwin. He loves both of his jobs and hopes to combine them in the near future.

LEARNING OUTCOMES

Students will be able to:

1. show their understanding of the story by filling out the blanks.
2. discuss why each situation belongs to good or bad ways of listening.
3. improve their listening skills while participating in a Whisper Game.
4. listen carefully to the teacher's commands when they play a Simon Says game.

VOCABULARY

No.	Target Words	Definition
1	manners	the way someone behaves around other people
2	respect	to treat someone as if he or she were important
3	instructions	the act of teaching, or giving lessons, or directions on how to do something, or orders on what to do
4	ignore	to pay no attention to something
5	understand	to grasp the meaning of something or the way something works
6	lesson	a learning activity
7	polite	showing good manners
8	care	to feel interest or concern about something

TEACHING GUIDE

How Do We Listen?

Steps	Names of Activities	Descriptions
Before-Reading Activities	Discuss the title, the author, the cover illustration and the genre	Look at the title and the cover illustration. Read the title and the author's and illustrator's names. Ask them to describe what they see. How does the title of the book relate to the cover illustration? Ask students what it is about. Have students talk about the book or the pictures. Talk about the author using the information on the previous page. Discuss the genre of the book. Help students understand the differences between fictions and nonfictions.
	Preview & Predict	Ask students to look at the cover of the book. Have them predict what they think might happen in the story. <Predicting > Read the title. Have students view the photographs. Ask them to tell you what they see.
	Picture Walk	Before reading the book, go through the book page by page. Have students look at pictures and ask questions about them. It helps students to know what the story is about and predict what will happen. Ask: <i>Let's look at the cover. What do you think this story is about? What do you see? What do you think is happening? What do you think will happen next?</i>
	Vocabulary Walk	Have students conduct a word walk to identify words on a page that are unfamiliar. Do not introduce all the unknown words. The words should be key vocabulary that is most important to understand the story.
	Review (After 1 st class)	Ask students what they have learned from the last lesson.
	Retell (After 1 st class)	Have students retell the story by describing important events. Ask: <i>What has happened in the story so far?</i>
During-Reading Activities	Vocabulary Practice (Using Context Picture Clues)	Introduce students to the target vocabulary card you have prepared from the book that have context picture clues that will help to explain their meanings. Ask students to watch for the vocabulary words as they read. Tell them to use clues in the pictures to help them figure out what the words mean.
	Read-Aloud	Read the book aloud with fluency and expression. If possible, project the book on a whiteboard or screen. Ask students to look carefully at the illustrations as they listen, connecting what they hear in the story to what they see in the pictures. Have students run their fingers under the words as they listen. Read the story again and have students listen for the new words. Ask them to raise their hands whenever they hear one. Make sure students understand the new words. *Use literal questions to check students' understanding of a story.

TEACHING GUIDE

How Do We Listen?

Steps	Names of Activities	Descriptions
During-Reading Activities	Shared Reading	Reread the book and ask students to read their copies at the same time. Once students have learned the new vocabulary and have a basic understanding of the story, encourage them to read the text aloud with you. *Use inferential questions to stimulate students' critical thinking skills and help deepen their understanding of a story.
	Choral Reading (Reread for Fluency)	1. Select a Passage 2. Group Work Assign each group a part to read 3. Model Have the children listen to you. 4. Read Together Have the children read along with you. 5. Independent Readings Have the groups read aloud without you. Monitor progress and provide feedback. For optimal fluency, students should reread three to four times.
	Model Fluency	Read aloud fluently with expression and intonation. Have some students read the pages of the story and check WCPM (Words Correct Per Minute). Check Fluency: WCPM
	Checking Comprehension	Check if students fully understand the text by asking comprehension questions.
After-Reading Activities	Discussion	There are 8 types of discussion questions. Use these types of questions to promote discussion. 1. Analytical Why do you think the character acted as he/she did? 2. Affective How do you feel about what you have read? 3. Associative What does this story remind you of? 4. Hypothetical What would have happened if...? What if the doctor didn't help her? 5. Predictive What do you imagine will happen next? 6. Critical What should the hero have done when...? 7. Remedial What should be done about the problem? 8. Evaluative What do you like and dislike about this story? *Use Discussion Activities. Please refer to p. 12.

TEACHING GUIDE

How Do We Listen?

Steps	Names of Activities	Descriptions
After-Reading Activities	Questions to Share	<p>Use 3 different types of questions which will help students comprehend better by making connections. Encourage students to share their responses with a partner or a small group.</p> <ol style="list-style-type: none"> Text-to-Self: A connection between what they read and their own life experiences. Which animal do you think looks funniest on a bike? Explain why. Text-to-Text: A connection between what they read and other books by the same author, stories from a same theme etc. Do you think pets like cats and dogs ever think thoughts about humans? What might a pet cat or dog think? Text-to-World: A connection between the book and events in real world. What other book have you read that had make-believe animals that talk and do crazy things?
Extension Activities	Role Play	Choose one scene in the story and let students take roles. Practice in a group and then have them act out in front of the class. Each group can choose a different situation from the book.
	Alike and Different Character Analysis) *Use Resource #1 Venn Diagram and distribute copies to students.	Tell students to select two characters from books that they have read. Create a Venn Diagram which shows how the characters are alike and how they are different.
	Story Map *Use Resource #2 and distribute copies to students Problem Solution Chart *Use Resource #3 and distribute copies to students.	<p>Discuss the problem that arises in the story. Talk together about the problem the character has and how he/she solves it. Ask:</p> <p><i>What problem does he/she have?</i></p> <p><i>How does he/she solve their problem?</i></p> <p>After discussing it, have students fill out the chart.</p>
	Summary	<p>Have students tell the story in their own words. Show pictures of the book or give some vocabulary clues to aid students. Ask:</p> <p><i>What happened in this story so far?</i></p> <p><i>Look at the board. There are some important clues. You can retell the story using these words.</i></p>
	Composition *Use Resource #4-1, 4-2, 5-1, 5-2 and distribute copies to students.	After reading the books, writing activities can be used. Have students write book reviews, essays, letters to the character/author etc.

LITERAL QUESTIONS

Page No.	Questions
4 ~ 5	<ol style="list-style-type: none"> 1. What do you do with your ears? (I listen with my ears.) 2. What does listening show? (Listening show good manners.) 3. What does listening mean when the person is talking? (It means that you respect the person who is talking.) 4. How does listening help you? (It helps me learn.) 5. If you don't listen while a teacher is giving instructions, what would happen? (I may not know what to do.)
6 ~ 7	<ol style="list-style-type: none"> 1. Do you listen with your toes? (No, we don't.) 2. Do you listen with your nose? (No, we don't.) 3. How do we listen? (We hear with our ears.) 4. What helps us listen? (Our eyes, hands and ears help us listen.)
8 ~ 9	<ol style="list-style-type: none"> 1. Who is not listening to the teacher? (Lion) 2. What happens when you ignore your teacher and talk to your friends? (I won't understand the lesson.) 3. Do you think Lion can know the answer? Why or why not? (He can't know the answer because he didn't listen to the teacher.)
10 ~ 11	<ol style="list-style-type: none"> 1. Look at the teacher. How does she feel? (She is angry.) 2. Who gets the right answer? (Giraffe and Alligator) 3. Did Lion get the right answer, too? (no) 4. Why is that? (He didn't listen to the teacher.) 5. What would happen if he listened to the teacher? (He would know the answer.) 6. Do you listen to the teacher? (Yes, I do.)
12 ~ 13	<ol style="list-style-type: none"> 1. Do you listen with your toes? (No, we don't.) 2. Do you listen with your nose? (No, we don't.) 3. How do we listen? (We hear with our ears.) 4. What helps us listen? (Our eyes, hands and ears help us listen.)
14 ~ 15	<ol style="list-style-type: none"> 1. When should we listen? (all the time) 2. What are Frog, Lion, and Alligator doing? (They are watching movies.) 3. Where are Wolf, Rhino and Giraffe? (They are at a park.) 4. What are Rhino and Giraffe doing? (They are talking.) 5. What is Elephant doing? (He is riding a bike and ringing his bike's bell.) 6. Do you think Rhino and Giraffe hear the bell ringing? (No. They are talking.)

LITERAL QUESTIONS

Page No.	Questions
16 ~ 17	<ol style="list-style-type: none"> 1. What are Lion's parents doing? (They are talking about a picture.) 2. Is Lion listening? (yes) 3. What are they talking about? (They are talking about their grandfather.) 4. What should you do when they are talking about someone you don't know? (We should listen.) 5. What should you do to respect people when they are talking? (We should listen.)
18 ~ 19	<ol style="list-style-type: none"> 1. Who is talking? (Alligator) 2. Are her friends listening? (yes) 3. Do you think it is a good story? (yes) 4. Why do you think that? (They are smiling when they listen to her story.) 5. Who should we listen to? (Just about everyone.)
20 ~ 21	<ol style="list-style-type: none"> 1. Do you hear with your toes or nose? (no) 2. How do we listen? (We hear with our ears.) 3. What do our eyes, hands and ears do when we listen? (It helps us to listen more clearly.)

INFERENCEAL QUESTIONS

Questions

1. Let's say you are talking to your friends but they're not listening to you. How do you feel? Do you think they respect you?

2. Are you a good listener? Why or why not?

3. Why should you listen at the movies?

4. Look at the page 15. Why do you think we should listen when we walk around outside?

5. What would happen when you don't listen at the movies?

6. What do you learn from the book?





7. How do our eyes and hands help us listen?

Name: _____

Date: _____

ACTIVITY 1: How Do We Listen?

Check the right answer. Fill in the blanks.

Questions	Answers
How do we listen?	ears <input type="checkbox"/> toes <input type="checkbox"/> eyes <input type="checkbox"/> nose <input type="checkbox"/> hands <input type="checkbox"/> We hear with our _____. With the help from our _____ and _____, it's clear.
When should we listen?	It is polite to listen _____. <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;">In class <input type="checkbox"/></div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;">At the movies <input type="checkbox"/></div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;">With friends <input type="checkbox"/></div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;">Walking around outside <input type="checkbox"/></div> </div>
Why should we listen?	We listen to show people we _____ them. It is polite to listen _____. Listening shows we _____. A good story is _____. Listening helps you _____.
Who should we listen to?	Just about everyone <input type="checkbox"/> Only someone we know <input type="checkbox"/> Just friends <input type="checkbox"/>

Name: _____

Date: _____

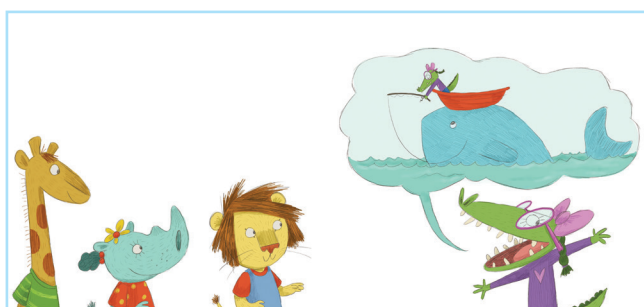
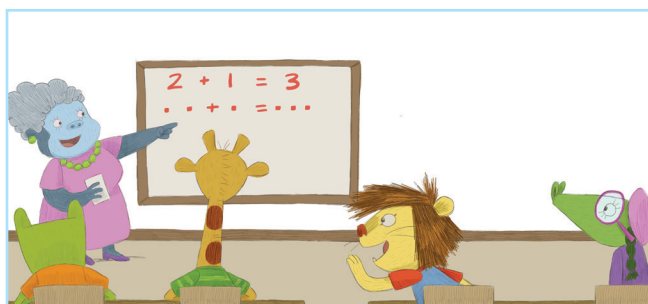
ACTIVITY 2: Let's Talk!

How do we listen? Talk about why each card belongs to good or bad ways of listening. Share your ideas. Cut the cards and paste them into the right place.

Good

vs.

Bad



Name: _____

Date: _____

ACTIVITY 3: Whisper Game

Divide the class into 2 teams. Let them stand in two lines (parallel to each other). One player from each team comes to the teacher. The teacher says the secret sentence to them. When the teacher says, "Go.", they go back to their team and whisper the sentence to the person who stands right behind them. The person whispers the sentence to the next player, and so on down the line. The student at the end either writes the correct sentence on the board or says the sentence to the teacher. Then, give points to the team.

- ✓ **2 points: a perfect sentence.**
- ✓ **1 point: a nearly perfect sentence.**
- ✓ **A bonus point: if the team finished first and got the sentence right.**

Try it once again with two new students.

Examples

How do we listen?

Not with our toes, or nose, But we hear with our ears.

It's polite to listen all the time!

We listen to show people we respect them.

A good story is always fun.

Name: _____

Date: _____

ACTIVITY 4: Simon Says

Listen carefully to the teacher's instructions. Teacher will say what you should do. You have to do it when the teacher says, "Simon Says." For example, if the teacher says, "Simon says touch your ears, then you must touch your ears. If the teacher says, touch your ears, you should not touch your ears. If you touch your ears, you are out of the game. Keep playing "Simon Says" until one student remains. The last one remaining wins the game. Are you ready?

1. Touch your eyes.
2. Touch your toes.
3. Jump three times.
4. Turn around.
5. Stomp feet.
6. Shake head.
7. Stand up.
8. Touch knees.
9. Raise your hand!
10. Don't jump.
11. Open your mouth.
12. Shake your head.
13. Wiggle your fingers.
14. Turn your head.
15. Hop on one foot.
16. Clap your hands five times.
17. Close your eyes.
18. Open your eyes.
19. Sit on the floor.
20. Wave your hands.

ACTIVITY 1: Favorite Character

My Favorite Character

Who is your favorite character in the book? Draw your favorite character.

Who is your favorite character and why? What is he/she like? Tell me about the character.

ACTIVITY 2: Favorite part of the story

Tell me your favorite part of the story from the book. Try to say as much as you can remember. If you don't remember the details, you can use the book.

ACTIVITY 3: New Vocabulary

List interesting words or new words you learned from the book. Add definitions and example sentences. Then make your own sentence for each word.

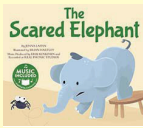
Word	Definition	Example Sentence

Book Recommendations

Read More and Learn More

Use these books and other resources to expand your students' study of the book or theme.

Author Connections



The Scared Elephant

Jenna Laffin

ISBN: 9789811141928

Ages: 4 and above **Pages:** 24

Lexile Measure: AD260L

Territory: ASIA

Elephant is scared of the dark, and Spider is afraid she might get stepped on. But with help from their friends, they learn how to overcome their fears. Learn about emotions as you read and sing-along. This hardcover book comes with a CD and online music access.



I'll Share

Jenna Laffin

ISBN: 9789814776592

Ages: 4 and above **Pages:** 24

Lexile Measure: 540L

Territory: ASIA

Sharing shows you care about what other people need or want. Children will learn good manners while singing along to upbeat music in this informational text. Song lyrics, guided reading activities, musical notes, and a glossary are included in the back matter. This book contains a CD and online music access.



The Sad Squirrel

Jenna Laffin

ISBN: 9789811141911

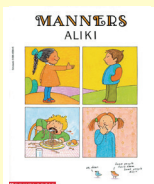
Ages: 4 and above **Pages:** 24

Lexile Measure: AD420L

Territory: ASIA

Squirrel is sad that summer is ending and all the flowers are going away. But with Crow's help, he learns to enjoy the changing seasons and to understand his feelings of sadness. Learn about emotions as you read and sing-along. This hardcover book comes with a CD and online music access.

Theme Connections



Manners

Aliki

ISBN: 9780590453646

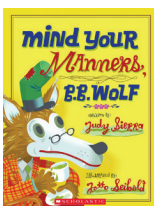
Ages: 4 and above

Lexile Measure: 370L **Pages:** 32

Territory: N/A

A person's manners greatly affect how much others wish to be near them and how they treat them. In this brightly illustrated book, Aliki presents many scenarios and shows the effects of good and bad manners.

"Aliki makes manners accessible to children through colorful cartoon-style illustrations designed to teach some of the basics....Her lively primer sparkles with examples....There's plenty to learn, plenty to look at, and plenty to share in a clever book that demonstrates the importance of manners while it makes learning them fun."--Booklist.



Mind Your Manners, B.B. Wolf

Judy Sierra

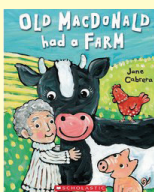
ISBN: 9780545500203

Ages: 4 and above **Pages:** 40

Lexile Measure: AD550L

Territory: N/A

Big Bad Wolf, now old and residing in the Villain Villa Senior Center, is invited to tea by a children's librarian. His best friend, a toothsome crocodile, warns him that he will have to mind his manners. B. B. Wolf makes up a song: "Sip your tea and never slurp, say 'excuse me' if you burp. Smile and have lots of fun, but don't go biting anyone." He remembers to say "please" and "thank you" and he gives a nervous Red Riding Hood, Three Little Pigs, and Gingerbread Boy his biggest smile ever. But when his stomach starts to gurgle, he gets a little mixed-up about what to do when you burp. This hilarious read-aloud story is a gentle reminder for children who are still learning their manners.



Old MacDonald Had a Farm

Gris Grimly

ISBN: 9781338112436

Ages: 4 and above

Pages: 40

Lexile Measure: N/A

Territory: WORLD

This book is about good manners. Manners help people interact positively with each other. The behaviors that make up manners are learned. They do not come easily and they do not come automatically. These behaviors help facilitate interaction with those around us, whether we know them or are meeting them for the first time.

Inferential Questions

1. No, I don't think they respect me. If they do, they will listen to me
2. Answers will vary. Yes. I'm a good listener. I always listen to my teacher, parents and friends.
3. Answers will vary. If we wouldn't listen at the movies, we don't understand the story.
4. If we don't listen while we are walking around outside, it can be dangerous. For example, if we don't listen to the sound of the bike bell, the bike might bump into you.
5. We don't understand the movie.
6. Answers will vary. Listening is very important. I have to listen to everyone all the time. It shows that we respect and care for the people who are talking to us. Listening helps us learn.
7. Answers will vary. When we listen, we can see the speakers' eyes and hands. It helps us to understand what they are saying clearly. When we watch a movie, we can understand the movie more clearly by listening.

Comprehension Check – Activity 1

How do we listen?

ears☒ toes☐ eyes☒ nose☐ hands☒

We hear with our **ears**.

With the help from our **eyes** and **hands**, it's clear.

When should we listen?

It is polite to listen **all the time**!

In class ☒

At the movies ☒

With friends ☒

Walking around outside ☒

Why should we listen?

We listen to show people we **respect** them

It is polite to listen **all the time**.

Listening shows we **care**.

A good story is **fun**.

Listening helps you **learn**.

Who should we listen to?

Just about everyone ☒

Only someone we know ☐

Just friends ☐

Discussion – Activity 2

Good

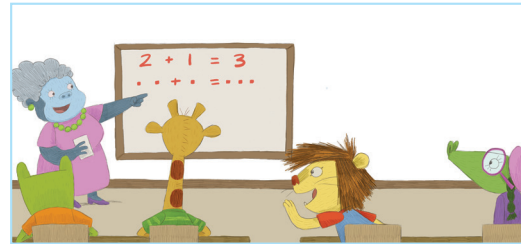


Listening shows people we respect them.



A good story is always fun.

Bad



He ignores his teacher and talk to his friends.
He won't understand the lesson.



They talk to each other while walking around outside. They don't hear bike bell ringing which can cause the bike to bump into them.

Comprehension Check: Parents' Guide – Activity 1

Answers will vary. I like Lion. He is a good listener. He has good manners. He listened to what his parents talked about his grandfather. He also listened to his friend's story. At the beginning,

he didn't listen to his teacher in class. But I think he learned the lesson.

Comprehension Check: Parents' Guide

– Activity 2

Answers will vary. I like the part where Lion talked to his friends in class and he didn't listen to his teacher. He didn't understand the lesson. All of his friends got the right answers, but Lion didn't. So, his teacher was very angry. If he listened to his teacher, he might know the answer. I learned that I should not talk to my friends in class.