



I Listen

by Marvin Buckley

Overview

This book helps children understand the importance of listening.

Literacy Focus *Word Count: 84 words*

High Frequency Words

go, have, it's, my, put, school, something

Content Words

time, listen, crossing guard, roads, safely, hand, teacher

Reinforcing Decoding Skills

- **Long Vowel Sounds:** *i, a* (*time, late*)
- **Vowel Digraphs:** *oa* (*roads*)
- **Contractions:** *it's, can't*

Print Conventions

- **Capitalization:** Personal pronoun *I*

Comprehension/Thinking Skills

- **Recalling and retelling**
- **Matching pictures and text**
- **Connecting information to real-life experiences**

Writing/Speaking and Listening

- **Writing about listening**
- **Sharing experiences about listening**
- **Discussing reasons for listening**

Observe/Assess

See Retellings on page 170.

Social Studies Focus

Content and Thinking Skills

- **Understanding that listening is important**
- **Observing effects of listening**

Background Information

Understanding the significance of listening is an important part of a child's development. Identifying situations in which people talk and listen helps children understand how to communicate effectively with others. Children can learn that listening skills contribute to their safety, their success in school, and cooperation from those around them.

Correlation to National Standards Social Studies

- **Individual Development and Identity**

See Standards Chart on page 208.

Literacy Focus

Set the Scene

Discuss with children what happens when everyone in the class talks at once and no one listens. Ask children why it is important to listen to others.

Read and Discuss

Cover and Title Page

Show children the cover and title page. Read the title and the author's name. Draw attention to the word *I* in the title. Point out that the word *I* is always a capital letter. Invite children to look through the pictures in the book. Discuss what they think the book will be about.

Pages 2–3

Read the text on pages 2 and 3. Then ask:

What happened because the little girl listened to her mom?

Pages 4–7

Continue the questioning strategy, asking children what happened because the girl listened to others.

Page 8

Read the text with children. Make sure they realize that in the story the girl's classmates listen to her after she follows the rules the teacher gave the class.

Respond

- Have children find the word *time* on page 3. Write other words with a long *i* sound on the board. Repeat the procedure for the word *late* and *road*. Have children identify other words with the long *a* and the long *o* sounds.
- Write *it's* on the board, explaining that the 's stands for the letter *i* that has been left out. Help children find other contractions in the book. Write the contractions and the words they are formed from on the board.

○	○	○
it's	it is	
don't	do not	
can't	cannot	



Words in Sentences

Activity Master, page 80

Have children use a word from the Word Bank to complete each sentence on Activity Master, page 80.



English Language Learners

Point out the quotation marks on page 2 and explain that they are used to set off the exact words a speaker says. Help children find other direct quotations in the text and identify who is speaking.

Social Studies Focus

Social Studies Concept

Listening is an important social skill. Those who listen carefully learn that others will also listen to them. Listeners profit from understanding directions.

Activities

Wise Old Owl

Read aloud or recite the nursery rhyme "A Wise Old Owl Lived in an Oak." Ask children why the owl heard more when he spoke less.

Whispering Game

Arrange children in a circle and explain that you will whisper something to a child, who will whisper it to the next, and so on. The last child to hear the message says it aloud. Discuss the results. Emphasize the need to listen carefully.

Listening and Not Listening

Divide the class into small teams and describe a scene, such as a bus driver telling children to sit while the bus is moving. Have the teams decide what might happen if the people in the scene do not listen to the speaker.



What Would Happen?

Activity Master, page 81

For Activity Master, page 81, have children choose the sentences that tell what happens after listening to each person.

Name _____

I Listen

Use a word from the Word Bank to complete each sentence.

Word Bank

listen
safely

teacher
crossing guard

hand

I _____ when people talk to me.

I put up my _____ to let my teacher know I have something to say.

A _____ helps me cross the street.

The crossing guard helps me cross the street

_____.

I like it when my _____ listens to me!

Name _____

I Listen

Cut out the sentences. Paste them on the line to tell what happens after listening to each person. Use your book for help.

I listen to the crossing guard.

I listen to my teacher.

I listen to my mom.



I cross the road safely.

I get to school on time.

I put up my hand.