MESSAGE TO ABC READERS
Listen and Learn teaches children what listening is, how to listen, and why it’s important to listen. This book talks about ways to listen in a positive manner and what to do when someone doesn’t listen to you.

Asset Information:
- #2: Positive Family Communication
- #3: Other Adult Relationships
- #15: Positive Peer Interaction and Influence
- #21: Achievement Expectation and Motivation
- #22: Children are Engaged in Learning
- #24: Enjoyment of Learning and Bonding to School
- #33: Interpersonal Skills
- #37: Personal Power

LESSON

Conversation Starter:
Before you start, sit in a chair in the front of the room. Have the students be seated on the rug in front of you. Most Kindergarten rooms are set up so that the children have assigned spaces in rows on the rug. Introduce the yoga activities (see attached sheet –Yoga) to help focus the students. You can do this every time you read or when the students become restless in the middle of a lesson. Make sure everyone is comfortable and sitting cross-legged “like a pretzel” or “crisscross like applesauce”.

When you meet your class you want to have a conversation that goes something like this:
Good morning everyone! My name is ________________, and I am _______________‘s mom/dad/grandparent. I am a volunteer for Project Cornerstone’s ABC program. Every month, I will be coming to your classroom to read a story and do an activity with you. We will be learning how alike and different we are and how we can all get along together. We are going to have fun!

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Before we start, I want to learn your names because we will be talking together. My name is __________. Can you all say it? (Pause for them to say your name.)

Let’s see if you all have your name tags on. I would like to learn your names, so when I point to you please say, “My name is __________.” It may take me a little while, but if you help me I will learn them.

Go around and have students introduce themselves or you can sing the name game song “Good Morning” from Circle Time Activities for Young Children by Deya Brashears and Sharron Werlin Krull.

One more thing is that we have to have a few rules for ABC time because we want to make sure everyone has a turn and feels safe to share their ideas. Here are a few rules we can start with:

1. Raise your hand.
2. Listen to each other.
3. It is OK to say “I don’t know.”
4. When telling stories, use words like he, she, a friend, a boy, a girl etc...

Read the Book:
To make the reading more interesting, you can bring in big glasses and fake ears to put on while reading the book. One reader did this every time she read the whole year.

Now we are ready to read our first book—Listen and Learn by Cheri J. Meiners. (Show book.) What do you think this book is about? Who are the people on the cover? Who is in the book? Some students may forget about Rule 1, so say something like “I really like the way Justin is raising his hand quietly” or redirect the whole class by saying, “Show me how we raise our hands.”

Read the pages slowly. Have the students sitting in front able to see the book clearly. Hold the book to the side, read, and then move it across the room so all can see. As you read each page, ask the students to describe what’s happening in this picture. Remember to raise your hands.

At this point, the students have been doing lots of listening and may be getting restless. Have them refocus with the yoga exercise or do a simple follow the leader game described in the group activity section.

Discussion:
You may want to read through the book once and then go back and ask the questions or it may seem more natural to ask them as you go. Chose a few of the following questions (The more important questions are in bold text.):

1. **What three things do you do when you listen?**
2. What are some times we listen as a group? How do you know it’s your turn to speak?
3. **What can you do, if you need help listening?** (Talk about paying attention, ignoring other sounds, listening with whole self, tuning in and tuning out distracting noise, etc.)
4. **When do you need to use your listening skills?** (Conversations, telephone, on the video chatting, watching TV, school, following directions, playing sports etc.)

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5. What are some times when listening and talking can solve problems?
6. What are some things you like to talk about with your family and friends?
7. **What do you do with your body and eyes when you listen? What is respect?**
   (“When you show respect to people, you show that you think they are important. Listening shows that you think they are important. Listening shows that you think a person’s ideas are important.”)

**GROUP ACTIVITIES:**
Choose one of the following activities for the class.

**Level 1: Listening with your eyes and body**
Let’s see who remembers: What do we use to listen (body, eyes, and ears)? Now we’re going to play a listening game where you use your eyes to listen and pay attention to what I’m doing. Using your body and eyes, I want you to mirror what I am doing. (Move your body in different ways with no sound—turn around, touch the ground, arm circles, stand on one foot, roll hands, shake hands, etc. Start with one motion and have them copy what you do. Once that is easy, move to the next part of this activity.

Wow, you’re all really good listeners! In fact, you’re such good listeners that I’m going to make it harder. I’m going to do two or three motions in a row, and you should copy my motions after I snap my fingers. Remember, wait until I snap my fingers! (Then bend down, touch your toes, put your hands on your hips, and snap your fingers for them to repeat the motions. Then, wiggle your hips, touch your shoulders, fold your arms, etc. Continue making up your own combination of moves.)

**Level 2: Simon Says**
We’re going to play “Simon Says,” which is a listening game that uses your ears and your body. Here are the rules. I am going to be Simon, and when I say, “Simon says ....” you have to do whatever it is that Simon said to do. If I don’t say, “Simon says”, you don’t do it. For example, if I say “Simon says jump two times,” you should jump two times. But if I say, “Clap once,” no one should clap because I didn’t say, “Simon says.”

Now, usually, in Simon Says, you have to sit down when if you do something that Simon didn’t say to do. But because we’re practicing listening, we’re going to change the rules! In this game, the whole class wins when everyone in the class follows directions to do what Simon says and doesn’t do what Simon doesn’t say to do. Is everybody ready to play?

**Mystery Sounds**
Materials: pre-recorded sounds or bring in items that make sounds, a container or way to hide what the object is

Tell the students you are going to play a listening guessing game. Warm them up with listening to what they hear in the classroom. Everyone has to be very quiet and listen. Ask what sounds do they hear? Then tell them you have some items in a box and they have to guess what is making that sound. Play the tape or make the sound and have students guess. Some ideas would be a timer, clock, i-pod, phone ring, musical instruments, etc.
Listening Walk
Materials: paper, crayons and large paper

Have the students go on a listening walk. Start inside but then continue outside. As you walk around the school stop and have them use their listening ears to listen for sounds. When you get back ask the students to draw a picture of what they heard and combine them on one large paper for a mural.

Role-play
Role-plays are fun to do with all ages. Keep it simple for kindergarteners, model what you want them to do, and check for understanding before you let them start. You will need a partner to do this. Role-play having a conversation of what you like to do with a friend. Use the actions from the book and over emphasize listening, nodding, smiling etc. Pair students up and have them decide who the listener is and who the talker is. Have them talk for a minute about what they like to do. Then ask the listener to say back what they heard. Then change roles and do again.

CLOSING

Three Minute Huddle
This is to help the students remember what they learned and should only take about 3 minutes. It is done at the end. You can choose one of the following:

• So, let’s talk about the important listening rules that we learned from this book. (Show sign from lesson.) They are to keep quiet, look at the speaker, and think about what they hear.
• Show me what a five star listener looks like.
• What are the 3 things we learned about listening today?

21st Century Skills:
Here is a key to the 21st Century skills used in this lesson:

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<thead>
<tr>
<th>21st Century Learning Skills</th>
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</thead>
<tbody>
<tr>
<td>Collaboration</td>
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<tr>
<td>Critical Thinking</td>
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<tr>
<td>Communication</td>
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<td>Creativity</td>
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