

Education Transfer Plan



ETP Title: 'Can You Hear Me Now?'

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Grade Level: K-2

Format: Word Document

Abstract: My ETP will focus on the development of a comprehensive unit of instruction (CiAB) based on the listening standards for first grade. My choice of this topic stems from the fact that I would like my students to understand the value of listening and the power it has to make them more successful in school. Too often, good listening is not a skill that is modeled in the home and students enter school with little understanding of how to listen. It is my hope that my ETP will provide a course for understanding and practical application of listening for learning. The state content standards will provide me with the structure I will use for my objectives. The skills used in this unit will be taught in a progressive sequence; each skill will build upon the one taught previously.

Describe the need that your ETP will fulfill in your classroom, teaching or school.

What are the main objectives of your plan?

My students don't often understand that listening isn't a passive process, but an active skill that they must practice. The main objective of my ETP are to implement and model good listening skills within my classroom in an effort to encourage better listening from my students and, perhaps, better academic performance. CiAB will be the instrument I use to do that.

Describe how your ETP will align with NBC or State Standards.

1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

1.1 Listen attentively.

1.2 Ask questions for clarification and understanding.

1.3 Give, restate, and follow simple two-step directions.

Organization and Delivery of Oral Communication

1.4 Stay on the topic when speaking.

1.5 Use descriptive words when speaking about people, places, things, and events.

Describe the connections between your ETP and your Summer fellowship.

The focus of this project is to develop instructional materials for Leaders as Teachers at Applied Materials. The Course in A Box (CiAB) project will include several courses tailored to meet the instructional needs of those managers who must train their team in an effective and timely manner as well as meet the learning needs of each of the team members. Essentially, Course in A Box is a comprehensive course for instruction in one little box. My ETP will mirror the structure of CiAB. I will use the templates for the instructor and student guides from CiAB to develop the unit and lessons using the state standards for listening as a spring board for my objectives and content.

What kinds of materials or resources will you need to gather in order to make your ETP a success?

Listening skills research, drawing materials and supplies, access to power point & presentation materials, LCD projector, chart paper, wireless access and support from my school site administrator.

ETP Details:

Lesson #1: Introduction to Listening: Telephone Game

Standards:

1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper *phrasing, pitch, and modulation*.

1.1 Listen attentively.

Preparation:

- Time: 25-30 minutes
- Materials: Chart paper & markers

- Post chart paper on the board in front of whole group.
- Explain to students that you will be working on your listening and speaking skills. Also explain that students will need to follow directions very closely to be successful.
- Have a secret message in mind at the start of the lesson.
Note: good secret messages have a "hook" that elicits student's interest. Also, it's great if you connect the message with something you've been learning in another content area.

Set Up:

- Students sit in a circle or on the edge of a rug.
- Instructor models with a student volunteer how to play the telephone game by cupping your hands over your mouth and whispering a message in the student's ear.
- Instructor explains that it is very important that students use their whisper voice when telling their neighbor the secret message.

Procedure:

- Instructor explains that the game will begin at one end of the rug and end at the opposite end of the rug after every student has had a chance to participate & whisper the message.
- Instructor explains that the first student to listen & the last student to listen will say the message they heard out loud for the whole group.
The class will compare both messages.
- Instructor will initiate discussion by asking, "Did the secret message change?" &/or "Why or how did the message change?"
- Instructor will list student responses on the chart paper.
- Instructor will explain to the whole group that listening is an important skill that you have to practice every day.
- Instructor can ask why students think that listening is so important.

Lesson #2: Artists & Listeners

1.1 Listen attentively.

1.2 Ask questions for clarification and understanding.

Preparation:

- Time: 45-60 minutes

- Materials:

Follow the Directions and Draw It All by Yourself!

Scholastic Professional Books

Item #: NTS914007 www.scholastic.com

Or

Any simple illustration that students can replicate and can be posted on the overhead projector, LCD projector or a poster.

- Blank drawing paper
- Pencils
- Crayons
- Clip boards
- *enough for half of the students in the class
- Chart paper
- Markers
- Instructor explains to whole group that they are going to participate in an activity that will help them become better listeners.
- Instructor explains that students will be split into groups of two and one person in their group will be a Communicator and the other will be an Artist. Instructor explains that each person will have a chance to be the Communicator and the Artist.
- Instructor assigns roles (Communicator or Artist in each pair) to students around the room and explains that the Artist must face the back of the classroom and the Communicator must face the front of the classroom and the Artist.
- Instructor allows time for pairs to get situated.
- Instructor explains each role to the whole group:

Communicator

- Faces Artist
- Can talk
- Gives directions
- Can look at Artists drawing
- Cannot use hands to point or show
- Cannot get up from chair
- Cannot touch the pencil

Artist

- Can draw
- Cannot talk
- Faces the Artist
- Cannot get up from seat
- Cannot peek at the board

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Lesson #2: Communicators & Artists (continued)

Procedure:

- Instructor assigns a few volunteers to pass out clip boards, pencils, crayons and paper.
- Instructor explains to whole group that they may not start drawing until the instructor says "go". Allow students time to gather all their materials.
- Explain to students that Artists need to practice their best listening, and then post illustration on the board.
- Tell students that they will have 10 minutes to finish their illustration.
- Say "go" and start time. Explain to students that you will tell them how much time they have left.
- After ten minutes, tell Artists to put down the crayons and pencils. Ask both Communicator and Artist to write their name on the back of the illustration and hand them in.
- Now tell the whole group that the Artist & Communicator are going to switch places. Allow students to get situated. Assign a paper passer to pass out blank pieces of paper. Remind students of their roles & the "no peeking rule".
- Post new/different illustration on the board.
- Start time & say "go".
- Tell Artists to put down their pencils after ten minutes.
- Ask Communicator & Artist to write their name on the back of their illustration and hand it in to you.
- Assign students to collect supplies
- Post chart paper
- Instructor initiates whole group discussion by asking students what characteristics were important for the Artist's role?
 - Other sample questions:
 - "What did the Artist have to do to draw correctly?"
 - "How did the Artist show good listening?"
 - "Was it difficult just listening and not being able to talk?" "How does not talking help you listen?"
- Instructor lists student responses on chart paper.

Assessment:

- Most assessment in this unit will be performance based. Each student will be assessed based on the behavior they exhibit.
 - The option of developing a student-made rubric would help the student’s understanding of correct listening behavior and peak their interest in the subject matter as well.
 - The rubric shown below is based on two student developed criteria. This rubric was used to assess student’s performance after each lesson. Occasionally, students were allowed to assess other student’s performance using the rubric as well.
- Note: Using a few content standards in the rubric is useful as well.

Listening Rubric

Listener	None of the Time	Some of the Time	Most of the Time	All of the Time
Focuses attention on the speaker				
Responds appropriately by following directions and/or asking a question.				

* All of the Time = Model Listener

Students could also be given the option to perform a one act play or skit in groups of 2-3 that illustrates