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RDE#13

Jen ([permalink](#))

Created on Monday, 06/16/2008 3:37 PM by [Jennifer](#)

1. Chapter seven is about listening. There are four different levels of listening. Marginal listening is when you are listening to background noises. Appreciative listening is when you are listening to something for entertainment. Attentive listening is when you are listening to gain information that is often then remembered. Finally, Critical listening is when you listen and then evaluate or judge the information. In order to develop listening, there are four strategies Farris suggests using when teaching: provide purpose, create a good listening atmosphere, provide a follow up experience, and use a teaching strategy that promotes positive listening habits. The Direct Listening Activity, or DLA, is meant for a single student or a whole class. It includes prelistening, listening, and follow-up as well as an activity that provides purpose. Previous knowledge should be shared before hand and after the DLA, closure should be provided with a follow-up activity. The Directed Listening-Thinking Activity, or DL-TA, is meant for small groups and uses higher level thinking and divergent thinking skills. The teacher reads the story, stopping at pivotal points where the students then predict. After reading, students predict based on clues and their experience on the next story.
2. "Children must be taught how to listen and observe so they can understand, appreciate, and evaluate the information presented to them" (pg 267). This is important in order for students to learn so they know the process involved and be lifelong learners.
3. I loved the Fable books. I remember reading them as a child. They have great morals that can be applied to everyday life no matter how old you may be.
4. I applied some of your time-out strategies while working in a Nursery. I had this child who decided that running around the church during the children's message would be correct behavior. Needless to say, I immediately took him down to the nursery and he was put on time out. He cried the whole time which bothered my volunteers more then it bothered me. Once his time out was done and we discussed the correct behavior to be using in church, he was fine. This experience also goes to show how parents disciplinary procedures can affect how their children act, and not always for the better.
5. I enjoyed the books you passed out in class for daily warm ups. I feel as though daily warm ups are a great way to have children quickly practice their analytical skills as well as their writing skills.

Comments

1. Good summary, I especially like the part where you talk about how to promote and encourage good listening.
2. Just like anything else, good listening skills can also be taught.
3. I liked them as well. I have not read many fables but I liked them and their morals were really meaningful.

4. This sounds like an excellent way to out things from class to use outside of the classroom.

5. I agree and like being able to look at all the different books as well. They are helpful and serve as great resources.

Friday, 06/20/2008 9:18 PM by [Melissa](#)

1. A fine summary that has many needed details. I like how you highlight the different levels of listening skills, "There are four different levels of listening. "

2. Yes, life-long skills that develop good people and a well-organized society.

3. Students love the fables, too. They are fascinated by the morals and lessons that society-of days-gone-by wanted their children to know.

4. I am pleased to learn that you tried the time out strategy. Let the child cry out his/her poor behavior and learn how to act in a proper way.

5. There are so many resources for teachers to help students become the writers they truly can become. I am pleased that you felt the texts to be worthy.

Monday, 06/23/2008 10:07 AM by [DAVID](#)

Christine ([permalink](#))

Created on Sunday, 06/15/2008 4:47 PM by [Christine](#)

1. Chapter seven of Farris focuses on listening. Listening consists of receiving auditory input, attending to the received auditory input, and interpreting and interacting with the received auditory input. Listening is the language art that is least attended to. Most teachers do not feel comfortable teaching this skill because they were not trained to do so. Children need to be taught listening skills and have the opportunities to use the skills. Teachers can promote effective listening by speaking with clarity, speaking directly to the students, beginning with an overview of the material being presented, and encouraging the students to ask questions. The four levels of listening are: marginal or background, appreciative, attentive, and critical. Marginal listening is when one can distinguish between someone's voice and the noise from a busy street. Appreciative listening is listening to a reader, speaker, or singer for enjoyment. Listening to seek new information that can be remembered is called attentive listening. This requires concentration and interaction such as being able to sequence a story's events. While learning attentive listening skills, students should be taught how to take notes so they learn how to get the facts correct. Critical listening occurs when a listener evaluates and judges information. The four strategies to help students develop good listening skills are: provide a purpose for listening, eliminate distractions, provide follow-up experiences, and promote positive listening habits. Teachers can practice listening skills by using read alouds, writing workshops, reader's theatre, and retellings. Directed listening activities (DLA) can be used for the development of specific skills such as finding the main idea in a story. In directed listening activities students are required to prelisten, listen, and follow-up. Directed listening-thinking activities (DL-TA) allow students to listen and make predictions. In a DL-TA, a teacher reads part of a story, then stops and asks the students to make predictions. The students then share their predictions and the teacher continues reading. If the students find that the earlier predictions they made are not correct then they must make new predictions.

2. "When we are curious about a child's words and our responses to those words, the child feels respected." (pg 271) We should model good listening skills to our students. If we give them the respect of listening to them they will do the same for us.
3. I found it interesting that students hear only 50 to 60 percent of the teacher's message to them. That just tells us how much we really do need to teach listening skills.
4. I liked how this chapter provided a categorized list of books to use for teaching listening skills. This is a helpful list for trying to find books to teach critical listening skills.
5. I thought the books that were passed around during class today would make great classrooms tools. I especially liked the book with the prompts to write daily journals.

Comments

1. Your summary is fine. I esp. like the words, "Children need to be taught listening skills and have the opportunities to use the skills." Yes, we must teach the students these skills and then allow them to hone them by practicing good listening in a variety of settings.

2. Absolutely, respect begets respect.

3. The stats are fascinating and do support the teaching of these often overlooked skills.

4. This text is a terrific reference book that I hopw will be useful to you for years to come.

5. I recently bought these books at Barnes and Noble. Yes, it is nice to know that there are books for sale to assist teachers in developing prompts and to encourage writing in our students.

Monday, 06/16/2008 10:41 AM by [DAVID](#)

1.) Your summary covers all the points very nicely.

2.) respect is so important

3.) I actually thought children listen less then that so I was presently suprised.

4.) I agree. I plan on using many things from this text later in life.

5.) I wrote about this too and hope to use something similar in my teaching

Monday, 06/16/2008 3:38 PM by [Jennifer](#)

Post on June 12 2008 ([permalink](#))Created on Thursday, 06/12/2008 11:59 PM by [Kylie](#)

1. In chapter 7, Farris discusses the language art of listening; a receptive skill. By listening, we are able to hear our surroundings which allow us to interpret environmental sounds. Listening is an aural way to lead to comprehension development. Out of all the language arts, listening receives the least amount of attention in a classroom. Listening has four different levels. First, marginal listening is the least demanding but most frequently used type of listening. Marginal listening is also known as background listening in which you are able to distinguish between someone's voice and noise from a busy street. Second, is appreciative listening which happens when individuals listen to a reader, speaker, singer, or music for enjoyment. Teachers commonly overlook the development of appreciation listening skills. Third, is attentive listening which is when someone is seeking information that usually is remembered. Attentive listeners are required to concentrate and interact in order to ensure comprehension of the spoken language. Fourth, critical or analytical listening requires a listener to evaluate and judge information. The listener has the job of reflecting upon, evaluating, and judging that information. Surprisingly, children use more critical listening more frequently than adults. Farris then discusses strategies for organizing for listening. DLA or directed listening activity follows the traditional format of basal reader lessons; however, rather than reading, a student listens to the text as it is being read. The students are required to prelisten, listen, and follow up. Listening is the most important language art in the learning process.
1. "Listening is the language skill with which we all begin the learning process, and which we depend on throughout life" (pg. 265). I choose this quote because you never think of listening as a skill, but more of an innate process. It is something that continues throughout our lives and is something that most people can depend on.
1. I am a deaf education major so listening skills are fascinating to me. I often think how things would be different for me if I were born without the ability to hear. A lot of things I am sure, but the reality is that there are people born without that skill. Deaf children are often a grade and many reading levels behind what their perspective age group is. It's like you skip listening and have to learn the rest of the language arts without that knowledge. Since it is the beginning of the process it takes longer to continue through the process.
1. Today in class we read this story about a kangaroo and this family. The title was bad kangaroo which we learned today that there is no such thing as a bad student. Anyway, I thought this short story taught a pretty powerful lesson. The little kangaroo was doing things at school that his parents do at home. This really taught me that a student that you may struggle with behaviorally, you can never assume their reasoning and the influence behind their actions or words.
1. In my last blog I said that I wasn't sure if I would have rather studied and taken a final or do this literature unit. I got my books today and I'm starting to see how it is going to develop. I know it's going to be a ton of work but this will be one less thing I will have to do when it comes time to use it in my classroom. I was going to borrow the books from the library but then I thought that if I am going to use this in my classroom I better have the books to take with me to do the

lesson!!!

Comments

1. Your summary is fine. I like your words, "The listener has the job of reflecting upon, evaluating, and judging that information. Surprisingly, children use more critical listening more frequent than adults." Let's use this knowledge of children using their "critical listening" skills to our advantage as instructors.

2. We must teach listening or our students will not have this skill to depend upon!

3. My first year teaching academics, I had a deaf student. I used a trainer device and he had a special teacher who assisted him in language arts and spelling. Josh was a fine student and socially was loved by all of his peers. He is current majoring in college in computer technologies. He learned to focus his attentions and read lips rather well. A fond memory that I have not thought about in quite a while.

4. We must never blame the student alone for poor behavior. Poor behavior often manifests itself from outside influences. Look carefully toward the rare students who seem to chronic in their misdeeds. The fable teaches a very important lesson for us all.

5. Yes, you will soon see how meaningful this last assignment is going to be. Make it useful and geared toward the grade level you think you plan on teaching. Enjoy, and I mean that.

Saturday, 06/14/2008 6:49 PM by [DAVID](#)

1. Nice summary.

2. This is true. I never really realized that we were taught how to listen.

3. That is interesting to think about.

4. I also enjoyed the lesson that came out of the story today.

5. I am happy that we have the chance to develop our lessons now and have them corrected before we take them into the classroom.

Sunday, 06/15/2008 4:55 PM by [Christine](#)

Samantha ([permalink](#))Created on Thursday, 06/12/2008 9:11 PM by [Samantha](#)

1. Chapter 7 is *Listening: A Receptive Skill*. Listening is a language art that actively begins prior to birth and continues to be an important, interactive process throughout life. Children should be taught listening strategies explicitly, with ample opportunities to put them to use so that they eventually become automatic. The listening process consists of three primary steps: (1) receiving the auditory input, (2) attending to the received auditory input, (3) interpreting and interacting with the received auditory input. Teachers must recognize the importance of listening with in the classroom. Teachers should also conduct periodic checks of their own listening. There are four levels of listening: marginal or background, appreciative, attentive and critical or analytical. Students can practice effective listening by using the author's chair, reader's theater, reading aloud to the class etc. The process of listening is somewhat similar to that of reading in terms of the importance of literal and inferential comprehension. When children engage in conversation with a partner or in a small group, a brief mini lesson on the aspects of conversational listening is beneficial. Special needs students may require additional reminders of the proper rules of conversation. In addition to the approaches of reading to students and the reading-while-listening activities, two other strategies concerned with listening instruction have been developed: the directed listening activity and the directed listening-thinking activity.

2. "Listening is a language art that actually begins prior to birth and continues to be an important, interactive process throughout life" (p.267). I chose this quote because in fact listening is the least recognized language art. Listening is the language art we probably start the earliest in our lives and yet it is the language art least looked at.

3. Today Dr. Walker introduced us to 'A Character Study'. I thought it was a great idea. It allows the students to be creative and give ideas for the characters, plots and settings. It is a great idea because free-writing can be stressful trying to figure out what to write, and with the character study, it gives you options.

4. Today I learned more about time-out than I had previously known. I had always figured timeout would be a part of my classroom and then I learned isolation was the worst punishment. Today we went learned that instead of being the worst punishment, it sounded as if isolation is the most effective punishment. I have seen teachers put students out in the hallway as a punishment as well, which we now know is wrong. I have never thought of doing a favored activity while a student is in time-out. I thought that was a good idea.

5. A few examples of prompt books and warm-up books were passed amongst the class today. I thought they were great tools and ideas for my classroom. I would like to get a routine going and start every with warm up writing of some sort.

Comments

1. You summary is wonderful and I esp. like the words, " The process of listening is somewhat similar to that of reading in terms of the importance of literal and inferential comprehension." Yes, we all understand better when we utilize our best honed listening skills.

2. Let's change this current trend and place listening to the forefront of our lessons.

3. Yes, provide your students with lots of options and allow them to create the scenario that best fits their ideals for a story or written piece.

4. Make "time-out" a place where students do not wish to go and you will have students who will follow the rules and have very little behavior disruptions.

5. I am pleased that you and others liked the resources that I have shared with you. I hope that you will now know that there are books to assist you in lesson development.

Saturday, 06/14/2008 6:42 PM by [DAVID](#)

Julie ([permalink](#))

Created on Thursday, 06/12/2008 4:24 PM by [Julie](#)

1. Chapter seven focuses on the most neglected language art, but by far not the least- listening. Although it is hard to actually tell if someone has listened to what you had to say, you can try to question. There is a list of interventions given that I like for how to try and make your students to become effective in listening. A few examples are to be CLEAR, watch reactions in faces for signs of understanding, and encourage questioning afterwards. Marginal (background) listening is the ability to tell the difference between two sounds that are going on at once and be able to focus on the one you need to. Appreciative, attentive, and critical listening are other levels. Critical listening fosters the analysis of information you have received. Guidelines on how to listen are: give them a purpose to why they have to listen in the first place, keep distractions to a minimum to the best of your ability, and have the students listen to each other not just you. There are instructional approaches given for special needs and ELL. There are directed listening activities. For example have suggestions thought up ahead of time that will help them understand the reading at hand. There are also directed listening-thinking activities that have to do with schema. Steps are written out for how this can be done. I like the step of accepting predictions without judgement.

2. " There are many benefits to appreciative listening. This level of listening allows for the sharing of quality literature with children, thereby introducing them to new concepts and experiences" (p.272).

I think that appreciative listening opens many windows for literature and is worthwhile. As the chapter explains, it is aesthetic in nature and has a wide range of things included for the listener to enjoy whether it be from a conversation with a friend or some performance being relayed to them.

3. I liked in the very beginning of the chapter the peering into the classroom section of sharing time. The specific scenario was wonderful I think because it involves multicultural talk, and helps the class to get to know fellow students and enhances public speaking.

4. I am glad that you had copies of books for us to look at. The Skillstreaming books were awesome and I really enjoyed the Daily Warm Ups Journal Writing series. I liked the quotes and thought the questions and insights for reflection and writing were extraordinary and a great way for children to write and express themselves.

5. The quote: "The best way to write is to write" is true. Even if what you are writing is nonsense, most of the time something will eventually come to you and one random idea could spark the thing you are looking for.

Comments

1. Good summary, I like how you added in examples to along with the main points.

2. This kind of listening is important because this is how children learn new literature and how it is read.

3. I really like how this book has the classroom scenarios in it. It lets us see what real teachers do.

4. I liked them as well. I wrote down the name and information from the book. I hope to be able

to use it in my classroom some day.

5. I think that this quote is true as well. It goes along with the old saying that "practice makes perfect"

Thursday, 06/12/2008 8:13 PM by [Lisa](#)

1. I agree with Lisa, I liked how you reference examples to support your main ideas. I also appreciated how you focused on the ESE and ELL students and mentioned the DLA and DL-TA methods.

2. Appreciative listening uplifts everyone, both read/speaker and listener alike. Let's all show more of this kind of listening in our own lives and spread it like an epidemic!

3. I love the "real" classroom aspects of Farris' text and glad to see others do too.

4. I am glad that you liked the resource books that i shared with the class. As novice teachers, it is important to know that there are books available to assist you in lesson development.

5. The National Writing Project (NWP) promotes this practice of keeping the writing utensil moving throughout the writing session. Yes, sometimes nonsense is written but other times great ideas germinate! Those who just say they "can't" think of anything to write or just refuse to write produce nothing and learning zip.

Saturday, 06/14/2008 6:36 PM by [DAVID](#)

Ashley Post on June 12 2008 ([permalink](#))

Created on Thursday, 06/12/2008 11:22 AM by [Ashley](#)
 Updated on Thursday, 06/12/2008 5:29 PM by [Ashley](#)

1. Chapter seven discusses the importance of listening. It is important for children to be taught this aspect because it helps them understand, appreciate and evaluate the information they gather when listening to someone or something. Listening starts way back in the womb. By the time a baby is born, it can recognize its mother's voice. After a few weeks, the baby is more intune with everything they are surrounded by. The listening process has three steps: Receiving the auditory input, Attending to the received auditory input and Interpreting and interacting with the received auditory input. These steps make listening a very active process and not passive. When we hear new information, we must solely focus on what is being said. We need to weed out the background noise and other distractions that may keep us from learning anything. Background noise is a main factor when listening. We need to make sure that when we teach, the environment is as quiet as possible so that our children gather what is being said. Younger children tend to listen more closely to teachers because they have limited reading skills, however, with the older children, they tend to "tune out" because they can predict what the teacher will say. When developing listening skills we should have a purpose for the listening-make it interesting. Also, as said before, the environment should be suitable for listening, no distracting sounds. Third, there should be follow-up exercises to go along with what is being taught. Lastly, the teacher should provide techniques to promote the listening. The best way for our children to be excellent listeners is to be a model and be excellent listeners ourselves. There are four levels of listening. 1) Marginal and background noise- the person can tell the difference between the busy street noise and the sound of someone's voice. 2) Appreciative- a person listens to music, listens to a speaker, etc. for enjoyment. 3) Attentive- the person is focusing on what is being said because there is importance to it. 4) Critical or analytical- the person listens and evaluates the information. It mentions again about the guidelines for developing listening strategies. Along with this it has added great examples of the type of things that we could do as teachers to create a fun listening environment all of which we already know a lot about. The author's chair, reading aloud to the class, writing workshops, reader's theater and retelling- these are all wonderful ideas. It is important to remember that majority of the time we are the main focus for these children in our classroom. If we as the teacher show enthusiasm and excitement towards the reading activity or what have you, these children are going to want to listen to find out what's going on. Keep that in mind.'

2. "Listening is the language skill with which we all begin the learning process, and which we depend on throughout life" (pg 265).

This is very true. Listening is the best tool sometimes because when you JUST listen, you can learn so much. Listening allows us to hear great stories, hear views and opinions from all types of people and most of all, listening to the teacher is how we get things done and learn. I think listening plays a big part in learning.

3. I really like the books Dr. Walker shared with us. The book that had nothing but quotes was really awesome. Great way to post a quote-a-day for your students.

4. I liked the new stories we had to start today. I liked the chart we talked about before hand. It's a great idea to brainstorm all kinds of goofy ideas and then let the students mix and match their own goofy stories. Great way to bring in their attention. It makes it fun for the student and it also gets them writing.

5. I'm looking forward to working on my literature unit this weekend. I have found the books I am going to use and I think I will be able to create some really great activities to accompany them...at least I hope so. Have a great weekend! P.S. Thank you Zoe for getting us out of class early :o)

Comments

1. Very nice, detailed summary.

2. I wrote a very similar quote. How many times do we hear 'listening is key'? It's just a shame how overlooked listening is out of the language arts.

3. I also wrote about the books. Great for morning messages as well.

4. I absolutely agree. It is a great way for students who freeze when they have to free-write. This way there is a whole plethora of ideas for them to choose from. It can also be fun, like you said!

5. I am so not looking forward to doing this literature unit. I am still looking for books and do not have much time on my hands. I really wish we went over the assignment earlier. Haha!! I'm glad we got out of class early as well!!

Thursday, 06/12/2008 9:18 PM by [Samantha](#)

1. Your summary is well-written and includes all of the main ideas. I agree with your words, "The best way for our children to be excellent listeners is to be a model and be excellent listeners ourselves." Make Piaget proud and model what you want your students to be able to do and model these skills well.

2. I agree, listening is a big part of learning. Pass on this significant message to all of your students.

3. Thank you for recognizing my resources that I share with you. Knowing books like this are out there for teachers to use is most helpful.

4. Graphic organizers even as posters may be helpful for some students. Try to assist all of your students so everyone is able to meet your expectations.

5. I am pleased that you are planning on enjoying the creation of your literature unit. People who see joy in their work tend to do their work in a most excellent fashion.

Saturday, 06/14/2008 6:29 PM by [DAVID](#)

Tammy ([permalink](#))

Created on Thursday, 06/12/2008 12:44 AM by [Tammy](#)

Updated on Thursday, 06/12/2008 1:06 AM by [Tammy](#)

1. Chapter seven discusses listening as a receptive skills. It is stated in the introduction that listening actually begins prior to birth and continues to be an important , interactive process throughout life. It is also stated that children not only should be taught listening strategies but have the opportunities to use them as well so they eventually become automatic. Farris reviews the factors in effective listening, some examples include giving clear and concise instructions, avoiding ambiguity, speaking directly to students, speaking with clarity, and encouraging students to ask questions. There are four different levels of listening marginal or background, appreciative, attentive, and critical or analytical. Marginal listening occurs when one is able to distinguish between someone's voice and the noise from a busy street, according to Farris. Appreciative listening occurs when an individual listens to a reader, speaker, or singer for enjoyment. Attentive listening requires concentration and interation on the part of the listener to ensure comprehension of the spoken message. Lastly, critical listening requires a listener to evaluate and judge information and also becoming a reflective processor of a message. In critical listening there are also inquiry strategies which include categorizing, cause and effect, describing, explaining what happened, generalizations to real life, compare and comtrast, making predictions, and problem and solution. As teachers, we can help students develop better listening by following four steps, (1.) Providing a purpose for listening, (2.) creating an atmosphere for listening by eliminating distractions, providing interesting lead-up activities, and being flexible in arranging student seating for all listening activities, (3.) providing follow-up experiences to listening activities, (4.) using teaching strategies that promote positive listening habits in which students must listen not only to the teacher but to each other.

2. "Listening is the language skill with which we all begin the learning process, and which we depend on throughout life." (page 265) (I. Tiedt and S. Tiedt)

-I chose this quote because there is so much truth behind it. Listening is something we have done since birth and will continue to do throughout our entire lives. We will also become better listeners as individuals the more you practice listening.

3. In the beginning of the semester Dr. Walker explained to us that listening is the language art that is most forgotton which is also discussed in chapter seven. I could definitely see how this could be true especially after reading the chapter. I think listening could be most

forgotten because even though you could show you are listening, it is also something that could be overlooked as well. In the end, listening could be assessed through comprehension for example, but if there is no assessment, it would be difficult to tell if a student actually was truly listening.

4. I never was aware that there are different levels of listening before reading the chapter. I thought this was very interesting because students tend to use each of these levels on a daily basis.

5. I enjoyed reading the biography today. It was really well written and informative. I never heard of her before reading it but it is definitely something I would like to read more about. It's motivational knowing how much she would go through to stand up for her passion of reporting as a woman.

Comments

1. Your summary is very thought out and very informative.

2. I like this quote- I think it is very truth based and its nice to hear something like this especially because listening is a forgotten language art.

3. Agree- listening seems more like a function of life just as someone breathes. Little does anyone know that it takes practice and skill to listen!

4. The research behind not only listening but in all the language arts is amazing and very useful and informative.

5. I liked how we read as couples because it really transitioned and varied the learning approach and style.

Thursday, 06/12/2008 3:37 PM by [Kylie](#)

1. Your summary is clear and concise. I really like how you included, "...giving clear and concise instructions, avoiding ambiguity, speaking directly to students, speaking with clarity, and encouraging students to ask questions." Use these ideas and they will serve you well as you instruct students.

2. I love the quote and your analysis is masterful. Yes, the more we practice listening the better listeners we become.

3. Now you see reasons why I wish you to include all of the language arts within your literature unit. All too often experienced educator neglect to include listening and I would not want anyone of my students to continue this horrible act of leaving it out.

4. Use these different level of listening in your lessons and teach your students well; lead them to become masterful listeners.

5. Nellie Bly is an inspirational figure for everyone. However, a class filled with young women, I really felt compelled to be sure you all knew her life-story. Pass it on!

Saturday, 06/14/2008 6:23 PM by [DAVID](#)

Lisa ([permalink](#))

Created on Wednesday, 06/11/2008 5:41 PM by [Lisa](#)

1. This chapter is about listening. This is one of the language arts that teachers do not spend enough time on in the classroom. Lower-level listening skills can cause a student to not answer a lower-level question correctly. Teachers can make modifications to help improve listening skills, such as limiting the amount of distractions, speak with clarity, watching for facial expression, and give clear instruction. There are four levels of listening; marginal, appreciative, attentive, and critical. Reading to the students has proven to be a successful way of improving listening skills. The teacher should set some rules for speaking in the classroom to keep it organized. Special needs students can improve their listening skills by making sure they are looking directly at the face of the speaker, using visual imagery, and learning turn taking. Direct listening activity requires three steps; prelisten, listening, and follow up. Direct listening-thinking activity is when the teacher will read the story aloud to a certain point and then stops and has the student make a prediction.

2. "Students in the intermediate grades should also learn how to take notes" (276). I think that it is important to have the students take notes even at a younger grade. This is a way to show that they were listening and it will help improve their writing and handwriting skills.

3. I do think that listening is not focused on enough in school. Students can easily fool you and make you think that they are paying attention and they really have no idea what you said. This can even happen in the younger grades. We should do more activities to make sure that we know the students are listening and paying attention.

4. Readers Theater is a great way to help the students increase their listening skills. They will pay attention if they are acting out the play with their classmates, especially if it's funny.

5. I am glad that we took the time in class to talk about our final assignment. Now that we have discussed it I feel much more comfortable with it.

Comments

1. Very concise summary and worded very well!

2. I wish when i was younger we would have taken more notes becuase it would have helped me in the upper grades as well as college.

3. I feel it should also be more focused on in the classroom! It also would eliminate many of the questions children have if they were not listening the first time

4. Reader's theater is a great way to get everyone involved and paying attention, but do not over use it.

5. I also agree, it was very informative, and I am not as nervous to complete it now.

Wednesday, 06/11/2008 10:01 PM by [Stephanie](#)

1. Your summary is very informative but to the point!

2. I agree it is important in all aspects of development that students learn to take notes even in elementary school!

3. Listening is definitely the forgotton language art! I agree more should be done to make sure of it, because in the long run it will benefit the student.

4. I regret being absent on the day we did reader's theater. It sound effective and fun! Hopefully we will do it again.

5. I am much more at ease now that we went over everything especially that they are only activities not lesson plans.

Thursday, 06/12/2008 12:44 AM by [Tammy](#)

1. Great summary. It touched on a lot of great points and is to the point.

2. I totally agree. Taking notes is important and it's done throughout college also if one chooses to go.

3. I agree with this also. I know in my earlier grades I have been guilty of this many times and the number one reason was because the teacher was the teacher was very uninteresting!!

4. I enjoyed this also! Great way to give parts to students who aren't always paying attention. Then maybe, just maybe, we cn draw them in into something that find neat and get them to pay attention more often.

5. I second that! A huge amount of stress has been uplifted!

Thursday, 06/12/2008 5:35 PM by [Ashley](#)

1. I think your summary is brief yet concise. You did include the salient parts of DLA and DL-TA and the ESE and ELL needs.

2. Note-taking skills are a fine way to discover how well students are using their listening skills. As an added bonus, they learn how to take good, logical, organized notes and these skills will serve them well all through life and learning.

3. I agree with all of you who posted, this is truly a needed skill and often overlooked. Problems arise in learning that frequently can be attributed to poor listening. We must retool our teaching to meet this need head-on.

4. Reader's Theatre allows the blending of learning and fun to occur. Maybe this activity will inspire students to appreciate or even love drama.

5. Super! My intent was not to fill you with stress, although the final assignment is worth double the points of the other assignments. You will all do well if you follow the syllabus and the rubric.

Saturday, 06/14/2008 6:16 PM by [DAVID](#)

larissa ([permalink](#))

Created on Wednesday, 06/11/2008 5:30 PM by [Larissa](#)

1. Chapter seven discusses the least employed of the language arts, listening. The chapter begins with a discussion on factors that effect listening among student which could be both external and internal and Farris offers a list of teacher suggestions immediately to promote better listening and comprehension by students. The four suggestions that will most likely improve students listening are 1.) providing a purpose for listening, 2.) creating a classroom atmosphere open to listening, 3.) providing follow-up activities immediately or shortly after the listening experience, and 4.) including instructional techniques that promote listening. There are four levels of listening that are outlined by Farris- Marginal, appreciative, attentive, and critical. Marginal listening is the least demanding but also most frequent type of listening found in the classroom. also known as background listening the listener simply differentiates between what they hear. Appreciative listening is often overlooked in the classroom, it is aesthetic in nature and the individual listening to something purely for enjoyment. Attentive listening is efferent and the person is seeking information through concentration and memorization. Finally, Critical listening calls for the individual to make judgments or evaluate what they are listening to. Analytical listening skills that will promote higher-levels of thinking during critical listening are- categorize, cause and effect, describe, explain what happened, generalize to real life, compare/contrast, and make predictions. Some classroom activities that will promote listening skills among students are- an authors chair, reading aloud to the class, writing workshop, cooperative/collaborative groups, reader's theater, and retellings. Two instructional approaches that a classroom teacher should promote if they care about their students listening abilities are reading aloud, research shows this is beneficial at any grade, and also having students read as they listen to the text read aloud to them. When organizing groups for listening activities or discussions Farris hints it may be helpful to assign students roles during participation, and to refresh student on the rules of conversations or metacommunicative awareness. Special needs students and ELL's are again apt to struggle with listening, special needs students will tend to ignore or misunderstand the rules of listening and conversation while ELL's have difficulty understand a teacher or person who is speaking too fast. In addition to the other instructional methods mentioned earlier, Farris describes the Directed Listening Activity (DLA) and the Directed Listening-Thinking Activity (DL-TA). The DLA follows a traditional basal lesson and incorporates activities for the student as a prelisten, listen, and follow up. The DL-TA lesson procedure begins with a teacher reading a portion of a story and then stopping at a strategic point for students to make predictions.

2. "The teacher who eagerly awaits student contributions finds children willing to disclose their thoughts in lively, often animated discussions, which in themselves encourage creative and divergent thinking" (p. 271). I chose this quote because I do believe it is true that if a teacher expects students to participate in discussion and be lively listeners they must promote such attitudes themselves. Personally as a student, when I am in a class I am more likely to participate with meaningful comments and thoughts if I know the teacher cares about what I am saying and is listening. Discussion is important, but teachers need to know how to lead a discussion if it is to be successful.

3. This chapter spoke about reading aloud to students and its importance, I don't think it can be stressed enough. I still collect quality children's literature because no matter what grade level you are assigned as

student teachers and as practicing teachers I think this is a practice that not only promotes listening and reading skills but also appreciation by students.

4. I was glad that we worked with the scholastic series today with the genres activity. I really liked the books that accompanied the teachers manual, a really great deal wfrom scholastic and I think it would be especially helpful for new teachers who need starting points for language arts activities.

I was glad we went over the children's literature unit today, I think everyone was, because it clarified alot of the assignment for me. I am really excited about my topic and although it does seem like alot of work i think the experience will be rewarding and will provide me with a lot of materials for the future.

Comments

1. A fine summary. I like the words, "...Farris hints it may be helpful to assign students roles during participation, and to refresh students on the rules of conversations or metacommunicative awareness." I would recommend using Farris' hints because they are worthy techniques that will assist students in developing finely tuned listening skills.

2. Hopefully, both the biography of Nellie Bly and the Jr. Great Book discussion using the Fable helped to demonstrate useful and effective discussion techniques.

3. I agree and practice the read aloud. Sometimes I even receive comments from students that are negative related to the reading aloud of children's literature but I know this is accomplished instructional practice and continue to model it for its merits.

4. Thank you for your kind words related to the Biography lesson. Vary the genres that you use and try to include them all.

5. I know the work will be worth the efforts. We will all learn from the various presentations and hopefully everyone will take away worthy material to later develop into lesson plans and activities for future students.

Saturday, 06/14/2008 5:49 PM by [DAVID](#)

[zoe \(permalink\)](#)

Created on Wednesday, 06/11/2008 12:54 PM by [Zoe](#)

Updated on Wednesday, 06/11/2008 12:55 PM by [Zoe](#)

1. Chapter 7 focuses on the least emphasized language art in schools, the art of listening. Listening begins prior to birth and continues to be important throughout all of life. Listening should be taught to children explicitly, in the hopes of making listening skills automatic. The listening process consists of three main steps: receiving the auditory input, attending to the received input, and interpreting and interacting with the received input. Chapter 7 covers several facts about the language art of listening, recommendations for how teachers may teach this art, and purposes of listening. In the lower grades listening is a very important part of school, because academic success is closely related to listening. In these primary grades students do not have the strongest reading and writing skills, so much of what they receive comes from listening. In the older grades, however, listening is not as important to the students, and they tend to listen much less. One important way a teacher can improve listening skills is by modeling. If students feel that the teacher is listening to them, they will be more likely to listen to the teacher.

There are four levels of listening; marginal or background, appreciative, attentive, and critical or analytical. Marginal listening is the least demanding but most used. Appreciative listening occurs when something is attended to and listened to for enjoyment. For example, listening to a song on your iPod would be appreciative listening. Attentive listening is the kind of listening that is happening when the listener is seeking information, typically that they must remember. Critical or analytical listening occurs when a listener must not only remember the information, but also evaluate or judge it. There are several ways discussed in the text that teachers may help children to develop each of the types of listening skills.

2. "Generally speaking, however, students hear only 50 to 60 percent of the teacher's message to them" (pg268). I thought this statistic was very interesting, because it says that students only HEAR 50 to 60 percent. I would have guessed that students only LISTENED to that amount, but only hearing half of what a teacher says is crazy!

3. I thought it was interesting that the text pointed out that when a visual is paired with a message students retain the information about 80% of the time, as opposed to 50 or 60%. This just goes to show that it is very important to teach to all student's learning styles. However, it doesn't really help the kinesthetic learners like me! ☹

4. I liked the mini lesson in this chapter about background noise. It said that young children, such as kindergarten age kids, are not always aware of background noise. I had never really realized this, but it is very good to know since I would like to teach very young children.

5. I want to watch more School House Rock!!

Comments

1. The beginning of your summary is very neat and concise, actually covering things I missed in my summary. However, I think it stops a bit short in your reading. I would have mentioned the different instructional techniques that Farris goes over especially DLA and DT-LA as well as how listening is a factor for special needs students and ELL's.

2. Actually, I didn't even really see that until you pointed it out. I'm not sure which way the text meant for the statement to be interpreted, it tends to make more sense if you think of the student failing to listen rather than hear. I'm not sure myself.

3. I myself am very very visual and slightly auditory, and when the text mentioned this pairing helping learners with their comprehension it reminded me of myself because that is very true. Unfortunately, you are right, there seems to be a lack of emphasis on other modalities of learning during this chapter.

4. Haha, school house rock is fun and very popular which is why I think it will be used as a reward from now on and not a general classroom practice so that we (the students) crave learning more.

Wednesday, 06/11/2008 5:35 PM by [Larissa](#)

1. I agree with Larissa that this summary missed some key elements. However, I thought the inclusion of these words is important, "Listening should be taught to children explicitly, in the hopes of making listening skills automatic." Yes, let's all work towards listening be an automatic aspect in our students' lives.

2. Use the research to be sure that you cover significant material more than once or mastery will never occur!

3. When you add the writing component it does help the kinesthetic learner like you!

4. Yes, background noise often is blocked out by very young children. Notice how noisy the day cares tend to be.

5. See me if you would like to borrow the video. I am available after class. Do you have a VCR in Honeysuckle?

Saturday, 06/14/2008 5:41 PM by [DAVID](#)

Stephanie ([permalink](#))

Created on Tuesday, 06/10/2008 10:06 PM by [Stephanie](#)

1. Chapter 7 focuses on listening as a receptive skill. Listening is one of the least focused on language arts. The chapter begins explaining factors in effective listening and provides ways teachers can help students become more effective listeners. Teachers must model the correct listening skills to their students, and a good teacher should reflect daily on their own actions. Farris moves on further to explain and give examples of the four levels of listening: marginal or background, appreciative, attentive, critical or analytical. There are four guidelines for developing listening strategies. 1) Provide a purpose for listening. 2) Create an atmosphere that aides in good listening. 3) Provide follow-up experiences to listening activities. 4) Use teaching strategies and different classroom activities where students must listen to the teacher and each other. Next, the chapter talks about the different instructional approaches for listening and emphasizes the importance of read alouds in the classroom. It also gives you ways to organize listening activities in the classroom. The text briefly touches on the ways in which special needs and ELL student's can benefit and should be instructed for the language art of listening. The chapter concludes by introducing two other strategies concerned with listening instruction. The first is the directed listening activity or DLA which deals with either individuals, small groups, or an entire class. The second is the directed listening-thinking activity or DL-TA and is best used with groups of six to eight kids. Both of these techniques are structured techniques used in the presentation of listening materials.

2. "For younger children, listening may be the most important language art in the learning process" (Pg. 292). I choose this quote because I feel it is very true, in order to do most things such as talk, learn, etc. you need to be able to listen effectively. I think that it is kind of ironic how it is one of the most important in the learning process, yet it is one of the most neglected language arts in our classrooms today.

3. I was very surprised that we got our assignments back already today! It gets rid of some of the stress on ourselves when we know our grade right away. I know that it is not always possible to get assignments back that quickly. Though, I do not feel it should take a whole semester to get grades back on assignments, like I had some teachers do this past semester. So thank you for being on the ball!

4. I enjoyed the book Tuesday today in class. I like picture books, and I felt the author did a great job with the pictures to tell that story and how she highlighted certain portions of the picture. It is neat when you can look at a series of pictures and you can come up with your own story to follow the pictures.

5. I love doing readers theater, I used this in my teaching reading lesson for my unit plan, and I feel that it is a great way to get everyone involved. Also, a lot of times it allows students to put emphasis on certain parts, and really get into the whole drama aspect of the reading piece. I saw this completed in a classroom when I was observing, and the children really seemed to like doing it.

Comments

1. I think that you provided a good summary that reflects good points that the chapter had to make. I like in the beginning how you said teachers need to model good listening skills. I agree and think while they talk a lot to teach concepts, if you want them to become good listeners, you should set time aside to actually do it.

2. I didn't realize your quote was about listening when I wrote the previous statement- so you know that I must agree with it.

3. I thank you too and appreciate the punctuality with returning of assignments. I know we are all busy and it shows a little extra care when the responses don't take forever.

4. Yes, I loved the picture book! I think it reinvented them for me by looking at Tuesday.

5. I have commented on readers theatre before and agree that it is an exercise that if used right can be so effective.

Thursday, 06/12/2008 3:54 PM by [Julie](#)

1. I agree with both of you, we must make lessons that focus on developing listening skills. A super important language art. Your summary is well-focused.

2. Yes, I see the irony, too.

3. You are both welcome. I try hard to be speedy but do not always have the time to assess the work thoroughly and return assignments as quickly as my students would like. The summer course has allowed me more time to correct quickly and respond in an expedited manner.

4. Students quite often favor the picture books as they release their imaginative thinkings.

5. Terrific, use the lessons and activities I have been conducting in class for inclusion in your own lessons and unit plans.

Saturday, 06/14/2008 5:35 PM by [DAVID](#)
