



Do You Hear What I Hear?

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Subject: Language Arts	Grade Level: 4 th and up
Time Required: 30 Minutes	Standards: Standard: 3 Information and Communications Technology

Overview	This lesson plan can be used with any of the listening comprehension questions for the Life on the Range videos. Using one of the Life on the Range videos, students will practice using the listening comprehension strategy of asking questions based on the title and introductory picture of a video.
Goal(s) & Objective(s)	Students will ask questions based on the introduction to a video. Students will answer the questions they asked, or worksheet generated questions, to show they have understood the content of the video.
Prerequisites & Materials	<p>Materials:</p> <ol style="list-style-type: none"> 1. Whiteboard space or an overhead projector 2. A computer with a projector 3. A “prop” to get students attention about the video you have chosen – such as a stuffed animal (goat, sheep, sheepdog, or cow), a weed, a road sign, a map of Idaho...anything from the video that is interesting and a main topic 4. Copies of the comprehension questions or questions students generate for the Life on the Range video students will be watching. (**See website for comprehension questions to all the different videos)
Teaching Activities: <i>Instructional Approaches/Strategies</i>	<p>Introduction:</p> <ol style="list-style-type: none"> 1. Students are better listeners when they are taught how to listen to different forms of media. The Life on the Range videos are documentary news clips made to inform, and lend themselves well to this type of listening task. <p>Procedures</p> <ol style="list-style-type: none"> 1. Hold up the prop and tell students they will be watching a video about a topic related to the prop. Ask them any questions they thought of when you held it up. (Why is that interesting to me? Will there be a graded assignment? Who will it be about? – any questions you have can be used to make you a better listener.) The video is a short documentary,

	<p>which means it is about a specific topic and is made to inform about that topic. Documentaries are like news stories, or feature articles in a magazine or paper. They answer questions such as “Who, what, when, where, why, and how” about a topic.</p> <ol style="list-style-type: none"> 2. Project the opening page of the video students will be watching. Ask students what questions/topics they think of when they see it. Then organize their questions into “Who, what, when, where, why, and how” questions on a white board or overhead projector. For example, for the “Ray Holes – The Goat King” video, some questions may be “Who is Ray Holes?” “Why is he called the goat king?” “Where is he from?” 3. Three options: <ol style="list-style-type: none"> a. If you want students to get specific information about the topic from the video, first go over any vocabulary that may be needed to answer the questions. Then use the listening comprehension sheet for the video. b. If you want students to understand the basic topic of the video, but are not concerned about specifics: Have students write questions they generate as a class/group/individual on a sheet of paper, leave a space, and answer their own questions. Or, have students fill out a KWL (Know, want to know, learned) about the content they can see from the first page (see the individual vocabulary lessons for examples of a KWL) c. If you want students to use context to learn vocabulary during the video: Have students fill in a KWL (Know, want to know, learned) using the vocabulary words listed for each video on the comprehension question sheet (see the individual vocabulary lessons for examples of a KWL). <p>Closure</p> <ol style="list-style-type: none"> 1. Go back to questions students mentioned at the beginning to be sure they answered their questions, and ask if they were surprised by anything, or found the listening strategy of preparing by asking questions useful. Emphasize that this can be useful in a variety of places where they need to listen – club meetings, how-to sessions, etc.
Assessment:	Use attached keys to correct student work.

Background: For more on how to teach listening strategies, go to <http://www.nclrc.org/essentials/listening/developlisten.htm>