

# Habits of Learning



## Listening

*I can listen with my ears, eyes, mouth, and body.*

Dear Parents and Teachers:

The Habits of Learning lessons are meant to be taught over a 5-day period. Lessons are scripted and require little preparation time. Notes to you, the teacher, are given in dark blue. The script is written in black. Before each lesson, gather or print any materials listed. Then, simply read the lesson aloud and follow the blue instructions.

### DAY ONE: INTRODUCTION

We have been hard at work learning all about some great Habits of Learning. This week we will learn about Listening. The mantra for Listening is “I can listen with my ears, eyes, mouth, and body.” Repeat it with me. [Repeat mantra together.](#)

Wow, that sounds pretty silly. How in the world do you listen with your mouth? I thought our mouths were for talking? Hum!

I would like to show you a short video and song that will help us understand our mantra this week. In this video it will tell us how to be good listeners. [Warning, this is a Sesame Street video and older children might think it is too young for them. If you think this will be a problem, you can do one of two things: let your students know the video might be a little young for them, but that the message of the song is what is important. Or you could present the song as a poem or sing the song yourself. You are the best judge of what will work well.](#)

Thanks for watching that video with me. Let’s play it a couple more times to learn the words to the song. Here is a little cheat sheet to help us learn the words.

## MATERIALS BY DAY:

1. Video link and player for *Elmo Knows How to Listen*, printed word sheet for the song.
2. Video link and player.
3. The book *My Mouth is a Volcano* or video link and play. How to NOT Interrupt poster.
4. How to NOT Interrupt poster and *My Mouth is a Volcano* copy work sheet.
5. Game cards

## THE IMPORTANCE OF DEVELOPING LISTENING SKILLS

1. Listening improves language. When a child listens to what others have to say, they develop a larger vocabulary and become stronger communicators.
2. Listening develops literacy. If a child is not able to attend to a conversation, they will miss key development in speech patterns, grammar, and reading ability.
3. Listening aids social development. As children begin interacting with others, listening skills strengthen friendship, social acceptance, and self-concept.
4. Listening improves attention span. At a young age, children can improve their attention span by using active listening skills and learning when to speak while they are listening.
5. Listening (specifically problems in this area) can apprise parents and teachers of a learning problem. Even before a learning disability starts to affect academic progress, a deficit in listening skills can be a cue that a child has a deeper, underlying learning problem. Intentionally teaching listening skills and help improve overall academic outcomes.

## DAY ONE: CONTINUED

Repeat the song a few times until you feel everyone has the words memorized. Do the hand actions as the song is sung. Cup your hand around your ear, point to your eyes, making a quiet gesture with your finger over your mouth, and finally, bring your hand down in front of yourself and shift body to listen.

Wonderful work! I think you have it. I hope the words to that song will stay with you as we learn all about listening.

Let's play a short game to make sure you got all the parts of listening. This game is a bit like red light/green light. You can move around the room and even talk a little, when I say listen I want to see you show me what it looks like and sounds like to listen. Remember: ears, eyes, mouths, and bodies!

Play the game for as long as time allows. Praise student's efforts and offer feedback on how they do.

That was fun, thanks for playing! Let's come back to our seats and say our Listening mantra one more time. "I can listen with my ears, eyes, mouth, and body."



## DAY TWO: ASKING QUESTIONS

Welcome to day two of learning about Listening. Let's get our brain focused by saying the mantra that goes with Listening. "I can listen with my ears, eyes, mouth, and body." Excellent.

Yesterday we learned a fun song that will help us always be good listeners. Today we will watch a short video that will help us understand why it is important to be good listeners. We will also learn about a BONUS skill that will make you an amazing listener. Let's watch the video now.

Use the link on the video link blog to pull up this video.

How did the boy feel when his teacher turned away from him? **The boy said he felt "not really good."** Yes, when we are good listeners, people feel better and we have better friendships.

Now here is the hard part, this teacher talked all about using our ears, eyes, mouths, and bodies to listen, just like we learned yesterday. But, she added one thing we could do to become AMAZING listeners. What was it? **Ask questions.**

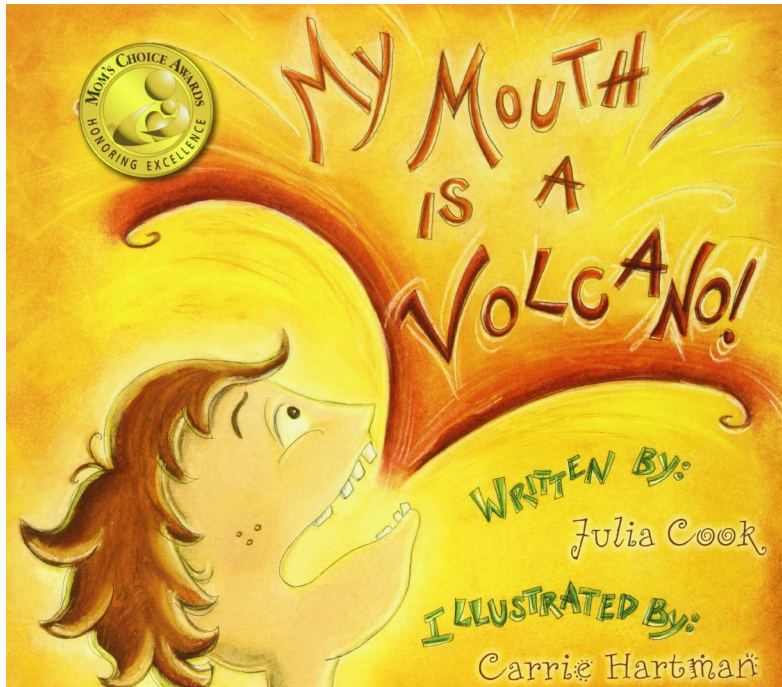
Yes, when you are listening to someone, it is really great to ask questions about what they are talking about. Now, here is the hard part. We have to know when to ask a question. We don't want to interrupt when they are talking, so we have to wait until they are done talking and then ask the question.

I will show you how you can do this. Can someone volunteer to tell me about what they had for breakfast? **Get a volunteer and listen to them talk about their breakfast.** Exaggerate a little bit using the four body language cues learned yesterday. **When they come to a natural break in their explanation, ask a question like "What was your favorite food at breakfast?" or "What do you think you will have tomorrow for breakfast?"**

Thanks for helping me. Give me a thumbs up if you noticed the questions I asked? Give me a thumbs up if you saw me use my ears, eyes, mouth, and body to listen?

Great. Asking follow-up questions can really make you a great listener and help you be a wonderful friend and student.

Let's say our mantra one more time. "I can listen with my ears, eyes, mouth, and body."



## HOW TO NOT INTERRUPT

1. Bite down hard, like an alligator.
2. Take a deep breath.
3. Push your words out through your nose.
4. Wait until it's your turn to talk.
5. Take a deep breath.
6. Breathe the words back into your mouth.
7. Share what you have to say.

## DAY THREE: LITERATURE CONNECTION

I am excited to share with you a special book today. Let's get our minds focused by saying our Listening mantra. "I can listen with my ears, eyes, mouth, and body."

Wonderful. Today will be a good day to start practicing our Listening skills. I am going to share a book with you and while I am reading it to you (or while it is being read to you in this video), I will be watching for great listeners. I will be looking for people using their ears, eyes, mouths, and bodies to listen.

The book I want to share with you today is called, *My Mouth is a Volcano*. This book is about a boy who has a problem with interrupting. Can someone tell me what it means to interrupt? [Get answers and then summarize the definition.](#) Yes, to interrupt is when you talk when someone else is talking. It is talking when it is not your turn to talk.

Let's read this book. [Read the book together.](#)

Wow, I liked that book. Give me a thumbs up if you liked that book too!

I have a poster here that shows us the steps for How to NOT Interrupt. Let's look at them together. [Go over each step, modeling the step and inviting the students to act out the steps with you.](#)

Excellent. I will leave this poster hanging up here as a reminder. We will work on this a little bit more tomorrow so we can really understand how to be great listeners and NEVER interrupt.

Let's close by saying our mantra: "I can listen with my ears, eyes, mouth and body."

***"MOST PEOPLE DO NOT LISTEN WITH THE INTENT TO UNDERSTAND; THEY LISTEN WITH THE INTENT TO REPLY."***

**- STEPHEN R. COVEY**

## WHAT IS COPY WORK AND WHY DO IT?

Copywork is copying by hand a well-written passage, quote, definition, mantra, or verse. Really, you could copy anything, but it is more meaningful when you are writing something timeless or inspiring.

Copywork is important for many reasons. Here are just a few:

1. Improves handwriting.
2. Gives the opportunity to understand the verse.
3. Provides a chance to memorize and internalize the passage.
4. Practices letter spacing, punctuation, paragraphing, and syntax without laborious lessons.
5. Reinforces vocabulary development.
6. Furnishes spelling practice in context of great literature.
7. Supplies a calming activity amidst the chaos of a school day.
8. Creates a dialogue about thoughts, feelings, and ideas.
9. Reinforces values and morals without parent or teacher lecture.

## DAY FOUR: AVOIDING INTERRUPTING PRACTICE

Yesterday we read a really fun book about a boy who had an interrupting problem. We will continue our study of that book today. Before we get started, let's get our minds on task by saying our Listening mantra.

"I can listen with my ears, eyes, mouth, and body." Great work!

Let's look over our How to Not Interrupt poster. There are seven different steps to not interrupting. That's a lot to remember! Ugh!

Well, really, most people just need three or four! That is a lot easier to remember. Most of the time, you can choose to do just one or two of the first five steps.

Which one of these ideas do you think will help you get to step six? Remember step six is when you breathe your words back into your mouth because it is almost your turn to talk.

Let the children discuss which one or two steps from the first five they might like to use.

Wonderful. We are going to work on this copy sheet to help us remember our favorite NOT interrupting skills.

Present students with the copy work papers. It is the one with the volcano on top and the sentence prompt on the writing lines.

On this paper, you will first trace in your best writing the words, "If I feel like I'm going to interrupt, I will" then, write down your favorite strategy for not interrupting. After you have completed the writing part of this paper, you may color in the volcano.

Give the students time to complete this task.

Excellent work. I like how you used your best handwriting and coloring. We will hang these up here to remind us of our good work.

Let's close by saying our mantra. "I can listen with my ears, eyes, mouth, and body."

"You cannot truly listen to anyone and do anything else at the same time."

*M. Scott Peck*

## DAY FIVE: GAME

It is our last day of Habits of Learning: Listening. Let's say our mantra. Can you do it without looking at the poster? "I can listen with my ears, eyes, mouth, and body." Well done! I think you have it!

We have learned so much this week. We have a catchy song that helps us get ready to listen, we know how to ask questions so others will feel good about our listening, and we have learned how NOT to interrupt.

Today we are going to play a game to help us remember all the things we have learned. This game is called "Good Job, Bad Job!"

When you draw a card it will tell you to act out one part of our listening skills. It will also tell you to either do a good job or a bad job. When you get a good job card, you will do the skill correctly. When you get a bad job card, you will do the skill wrong.

We will all try to guess what skill you are trying to show us and if it is a good job or a bad job.

I will do the first one as an example. Let's see if you are good guessers!

## DAY FIVE: CONTINUED

Draw a card and act out the skill either doing it well or not, as prompted on the cards. If you have a large group, you might want to divide into teams or work in pairs.

Okay, now that I have shown you how the game is played, it is your turn.

Play the game as time allows or the cards are all completed.

That was fun. You are all good actors!

I am glad we got to learn together about Listening. You have shown me that you know how to listen with your ears, eyes, mouths, and bodies. You know how to ask good questions and how to wait your turn to talk.

You will be a great friend and polite student because you have great listening skills. Let's end by saying our mantra one last time. "I can listen with my ears, eyes, mouth, and body."

Nice work. I can't wait to see what we get to learn about next week in Habits of Learning.



## EXPLORATION ACTIVITIES

- ⇒ Copywork pages
- ⇒ Quote memorization (or complete as copywork)
- ⇒ Scripture memorization (or complete as copywork)
- ⇒ Memorize the included poem
- ⇒ Read and then narrate from one of the books on the reading list
- ⇒ Complete an activity from the "Ideas to Improve Listening Skills" page
- ⇒ Complete the Hymn Study for "Be Still My Soul"

Detailed instructions and needed worksheets for each exploration activity are given in the resource packet.

## THE POWER OF PRAISE

Throughout the Habits of Learning lessons, praise statements are scripted throughout the lessons. This is done on purpose; don't skip over these statements.

Praise is a powerful teaching tool that will help shape student behavior.

When I was getting my special education teaching credential, my professors were serious about the power of praise in the classroom. Every time we were observed teaching, our evaluator would take a praise rate. In order to score in the "A" range, we had to average 6 praise statements per minute during the observation!

Yep, you read that right. A praise statement every 10 seconds.

You had no idea when they were going to take your rate, so you had to be constantly positive. For a statement to count it had to be unique and specific. You could not just rattle off a million "good jobs". You had to say things like "Sally, nice handwriting," or "John, thanks for raising your hand."

It sounds ridiculous at first, but the more I praised students at this rate, the more I felt the change as a teacher and in my classroom.

Pouring on the praise was like a shower of sunshine on my students. They felt more confident, worked harder, and tried new things.

My professors said that students with a healthy self-concept needed 2 to 3 praise statements for every 1 corrective statement to maintain their positive view. For students that struggled with their self-esteem or that were frequently corrected, this rate could rise to 10 praise statements for every 1 corrective statement to change the tide of negative emotion.

That was the reasoning behind the almost ridiculously high rate of praise required in our observations. We were teaching students with special needs that often carried the burden of very frequent correction and even ridicule.

To change the tide of negativity in these little student's lives, the teacher needed to literally drench them in praise.

And, you know what? It works! 5

## A ONE-ROOM SCHOOLHOUSE

The Habits of Learning © program was inspired by the formation of *A One-Room Schoolhouse: A Hybrid Homeschool Academy*. As the Schoolhouse program took shape, the founder, Genevieve Peterson, knew the program needed a proactive habit training curriculum to help shape her children and those that would join them. Her desire to instill fundamental, lifelong learning habits with simple, daily instruction and practice inspired The Habits of Learning © program.

Follow our journey on Facebook & Instagram @aoneroomschool

Genevieve blogs weekly at [www.aoneroomschoolhouse.com](http://www.aoneroomschoolhouse.com)

**A One-Room Schoolhouse**  
A Hybrid Homeschool Academy

*Building Faith, Knowledge and Character*

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# HABITS OF LEARNING ©

Education is more than reading, writing, and arithmetic. Although a basic understanding of curricular objectives is important, it is also imperative to develop the lifelong habits needed to learn. In order to continue education beyond the classroom habits of learning must be developed and maintained.

This curriculum has two parts: direct, scripted lessons of ten Habits of Learning to be used in the home or classroom and a progress monitoring grid of these ten habits. The lessons are “open-and-go” with little preparation and few materials. They are designed for ease of use with high efficacy in implementation. The lessons can be taught over a ten-week period, but are designed to be repeated as often as needed. A nondenominational, Christian view is intertwined throughout the lessons. All scripture references are taken from the King James Version of the Bible. Lessons and activities are designed to be used in a multi-age classroom setting but can also be done one-on-one.

The progress monitoring grid is used to help students and teachers/parents reflect on the child’s habits of learning. Stages of habit development are given with specific criteria to monitor growth. Students first learn, then explore the habit. Then after practicing the habit, move on to become motivated in that area of growth. Finally, the student moves to mastery of the habit. Once mastery has been accomplished, the student is encouraged to become a mentor to others to promote mastery in all students.

This program of personal development is based on the most current research in behavior intervention, historical wisdom of great educators, and years of practical experience in both the educational and therapeutic settings of the author. Specifically, Positive Behavior Intervention and Support (PBIS) heavily influenced this work as it provides a process to understand and develop positive behavior in students that is based on both values and empirical research. Both the model of classical education and the work of Charlotte Mason are melded together when considering teaching methods and behavioral development. Finally, the author’s years of professional experience as a school physiologist, education director, and special education teacher honed this curriculum.

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