

BABA **THE** **STORYTELLER**

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SONORA ELEMENTARY RESIDENCY **“LISTENING & SPEAKING SKILL DEVELOPMENT” (2nd/3rd/4th)** **Master Teaching Artist: Baba the Storyteller**

Course Objective: 2nd, 3rd, and 4th Grade Students will develop “Listening and Speaking” as a skillset. Each student will gain a greater understanding of the symbiotic relationship between listeners and speakers.

Description: Through facilitated discussions, music education, interactive-performance and public presentation, students are led through a series of instructions to enhance their Public Presentation and Interactive Listening Skills. Students are challenged mentally/physically as their awareness grows of the bidirectional relationship between listener and speaker. SEL and Character development are key components of each session of the residency.

SESSION ONE – Supportive Listeners & Confident Speakers #1

- Lesson:
- Introduction – Norms and Expectations
 - Lesson Structure (what students can expect)
 - Lesson: Combating Nervousness with Breath
 - Brain vs. Body Review
 - Supportive Listening
 - Heart Listening
 - LOR - Music and Stories: The Angry Lion

SESSION TWO – Supportive Listeners & Confident Speakers #2

- Lesson:
- Review: Body vs. Brain (Two Wolves Tale)
 - What does a supportive listener look like?
 - What does a confident speaker look like?
 - Playing and Pretending (Skill)
 - Fable Assignment – 3 students present
 - LOR - Music and Stories: The Lion in Love

SESSION THREE – Supportive Listeners & Confident Speakers #3

- Lesson:
- Body vs. Brain Breathing Exercises (Anxiety)
 - How the brain works and why (Amygdala Highjack)

- The importance of visualization
- Fable Assignment – 3 students present
- LOR - Music & Stories: The Horse and The Donkey’s Load

SESSION FOUR – Supportive Listeners & Confident Speakers #4

- Lesson:
- Review Brain Basics, Breathing and Visualization
 - Culturally Responsive Listening (Organic Antiphony)
 - Culturally Responsive Listening (Visual Ques)
 - Drawing from a Well of Confidence (Confident Speakers)
 - Fable Assignments – 3 students present
 - LOR - Music and Stories: Donkey in Winter

SESSION FIVE – Supportive Listeners & Confident Speakers #5

- Lesson:
- Review Culturally Responsiveness and Drawing from the Well
 - The importance of Tone
 - The importance of Pacing
 - Pacifying Your Listeners
 - Fable Assignments – 3 students present
 - LOR – Music and Stories: The Two Donkeys

SESSION SIX – Supportive Listeners & Confident Speakers #6

- Lesson:
- Review Tone, Pacing and Pacifying Your Listener
 - Fable Assignments
 - Fable Presentations – Allow as many as desire to present
 - LOR – Music and Stories: The Rabbit’s Resolution

Key concepts: Prosody
 Tone
 Reciprocity
 Self-Awareness
 Personal Response
 Listening vs. Hearing
 Focused Intent
 Resonance (related to focus)
 Dissonance (related to focus)

NOTE: Listed below are the CC Strands in English Language Arts that are directly applicable. Besides the obvious meta-curricula connections of character building, the noted strands offer an opportunity for constructing connections to other instruction and classroom activities beyond the residency.

Note: Excluded from these strands is the Presentation of Knowledge and Ideas in Standard #5 that requires making strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

COMMON CORE ENGLISH LANGUAGE ARTS

Speaking & Listening Strand

COMPREHENSION AND COLLABORATION

Grade 2: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

Grade 3: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

Grade 4: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading

Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)

- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

PRESENTATION OF KNOWLEDGE AND IDEAS

Note: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning. The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.

Grade 2: Tell a story, recount an experience, or explain how to solve a mathematical problem with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences and using appropriate vocabulary.

Grade 3: Report on a topic, text or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary.

Grade 4: Report on a topic, text, procedure, or solution to a mathematical problem, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and use appropriate vocabulary. See grade 4 Language Standards 4–6 for specific expectations regarding vocabulary.

Note: Adapt speech to a variety of context and communicative tasks, demonstrating a command of formal English when indicated or appropriate.

Grade 2: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Grade 3: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Grade 4: Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. See grade 4 Language Standards 1 and 3 for specific expectations.