

BABA **THE** **STORYTELLER**

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SONORA ELEMENTARY RESIDENCY **“LISTENING IS A SKILL” (TK/K/1st)** **Master Teaching Artist: Baba the Storyteller**

Course Objective: TK, Kinder and 1st Grade Students will learn “Listening” as a skill. Each student will gain a greater understanding of listening as a skill while simultaneously being challenged grow as focused, empathic listeners.

Description: Through facilitated discussions, music education, interactive-performance and public presentation, students are led through a series of instructions to enhance their skills of listening, self-observation, and self-monitoring. Students are challenged mentally and physically as their awareness grows that listening is indeed a skill. SEL and Character development are key components of each session of this residency.

SESSION ONE – Introductory Session Listening is a Skill #1

- Lesson:
- Introduction – Norms and Expectations
 - Lesson Structure (what students can expect)
 - Lesson: Listening is a Skill
 - Brain vs. Body – Breathing Exercises (Tale of Two Wolves)
 - Listening vs. Hearing
 - Call/Response Instruction
 - Learning Objective Reward - Music and Stories: King Lion

SESSION TWO – Listening is a Skill #2

- Lesson:
- Review: Body vs. Brain (Two Wolves Tale)
 - What does a listener look like?
 - The body rebels – Breathing Exercises
 - The Eyes as Ears
 - Listening to the inner voice
 - LOR - Music and Stories: The Odd Bird

SESSION THREE – Listening is a Skill #3

- Lesson:
- How Diverse Cultures Teach Listening
 - Teaching West African Song
 - Musical Listening Exam
 - Listening and Ignoring the Inner Voice
 - LOR - Music & Stories: The Honest Woodcutter

SESSION FOUR – Listening is a Skill #4

- Lesson:
- Review “Listening is a Skill” Lessons 1 & 2
 - Drum Cultures and Listening (Tone)
 - Resonance vs. Dissonance
 - Introduction to “The Monkey Mind”
 - Listening to Self vs. Listening to Others
 - Wise Counsel vs. Foolish Counsel
 - LOR - Music and Stories: The Little Palm Tree

SESSION FIVE – Listening is a Skill #5

- Lesson:
- The Power of Our Words
 - Introduction to the Speaking/Listening Heart
 - Want vs. Need
 - Articulating “Need”
 - Articulating “Want”
 - LOR – Music and Stories: “The Price of Anger”

SESSION SIX – Listening is a Skill #6

- Lesson:
- The importance of breathing
 - The role of movement in speaking
 - Sample Fable Presentation
 - Listeners and Speakers working together
 - LOR – Music and Stories: “The Unfortunate Fisherman”

- Key concepts:
- Prosody
 - Tone
 - Reciprocity
 - Self-Awareness
 - Introspection
 - Duality
 - 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

Note: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Grade PreK: Participate in collaborative conversations with diverse partners during daily routines and play.

a. Observe and use appropriate ways of interacting in a group (e.g., taking turns in talking, listening to peers, waiting to speak until another person is finished talking, asking questions and waiting for an answer, gaining the floor in appropriate ways).

b. Continue a conversation through multiple exchanges.

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

a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

b. Continue a conversation through multiple exchanges.

Grade 1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., 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 responding to the comments of others through multiple exchanges.

c. Ask questions to clear up any confusion about the topics and texts under discussion.

Note: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Grade PreK: Recall information for short periods of time and retell, act out, or represent information from a text read aloud, a recording, or a video (e.g., watch a video about birds and their habitats and make drawings or constructions of birds and their nests).

Grade K: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Grade 1: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Note: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Grade PreK: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Grade K: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Grade 1: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

PRESENTATION OF KNOWLEDGE AND IDEAS

Note: Present information, findings, and supporting evidence such that: 1) Listeners can follow the line of reasoning. 2) The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.

Grade PreK: Describe personal experiences; tell stories.

Grade K: Describe familiar people, places, things, and events and with prompting and support provide additional details.

Grade 1: Describe familiar people, places, things, and events with relevant details expressing ideas and feelings clearly and using appropriate vocabulary.

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

Grade PreK: Speak audibly and express thoughts, feelings, and ideas.

Grade K: Speak audibly and express thoughts, feelings and ideas clearly.

Grade 1: Produce complete sentences when appropriate to task and situation.