

CL-02A

Being a Good Student

Grades K–1

Intrapersonal Effectiveness

Listening with My Whole Body

Students learn the five parts of whole-body listening with a chant and motions, sort story characters who are listening or not yet, and practice following short directions.

HOOK
3 min

TEACH
5 min

PRACTICE
9 min

WRAP-UP
3 min

OPTIONAL EXTENSION
+10 min · Listening Freeze

BIG IDEA Good listeners use their eyes, ears, voice, hands, feet and brain.

1 I CAN

- ☐ show the five parts of whole-body listening.
- ☐ tell if a story character is listening or not yet.
- ☐ listen to a short direction, say it back and follow it.

KEY WORDS / PALABRAS CLAVE

listen	escuchar
speaker	la persona que habla
quiet	en silencio
still	quieto, quieta
brain	cerebro
directions	instrucciones

2 MATERIALS

- ☐ Optional: a stuffed animal or puppet to be Camila in the Hook
- ☐ Projector page (p. 4) on the document camera, or copied onto chart paper
- ☐ Worksheet (p. 5), one per student, and crayons or pencils
- ☐ Extension: Listening Freeze page (p. 6) on the document camera
- ☐ Family letter (p. 7), one per student

PREP · 5 MINUTES

- Practice the five listening motions once: point to your eyes, cup an ear, finger to lips, hands in lap with feet on the floor, tap your head.
- Copy p. 5 and p. 7, one per student. Print p. 4 and p. 6 once. Ask the teacher who uses a fidget or wiggle seat, so they keep it during the lesson. (No school Mon., Sep. 7: Labor Day.)

3 STANDARDS

Texas Model
5th ed., 2018

Intrapersonal Effectiveness

ASCA Standards
Mindsets & Behaviors, 2021

M 3 Positive attitude toward work and learning · B-LS 3 Time-management, organizational and study skills · B-SMS 2 Self-discipline and self-control

ELA TEKS
K §110.2(b)(1)(A)–(B)

(A) listen actively and ask questions to understand information and answer questions using multi-word responses · (B) restate and follow oral directions that involve a short, related sequence of actions. (B) is also used in the extension.

ELA TEKS
Gr 1 §110.3(b)(1)(D)

work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions

Social Studies TEKS
K §113.11(c)(14)(E) · Gr 1 §113.12(c)(17)(F)

apply and practice classroom rules and procedures for listening and responding respectfully

Health TEKS
Gr 1 §115.13(b)(3)(F)

identify ways to respectfully communicate verbally and nonverbally. Whole-body listening is respectful nonverbal communication.

Character traits
TEC §29.906(b)(4)–(5)

respect and courtesy · responsibility, including ... self-management skills, and self-control

4 THE LESSON

HOOK 3 min

SAY "Today we'll talk about story characters, not real people. We'll use the names in the stories. This is Camila. She is a story character in kindergarten. Listen to what happens in her class."

TRY 1 "Camila's teacher says, 'Get a crayon and draw a sun.' Camila is talking to a friend. Her feet are kicking. She does not know what to draw."

TRY 2 "Her teacher says it again. This time, Camila faces her teacher. Her voice is quiet. Her hands and feet are still. Her brain thinks about the words. She draws a big yellow sun!"

ASK "What did Camila's teacher ask her to do?" (Get a crayon and draw a sun.) "What helped Camila hear it the second time?" Take two answers, then say: "Camila listened with her whole body."

TEACH 5 min

DO Show the projector page. Say, "Whole-body listening means your eyes, ears, voice, hands, feet and brain all help you listen." Point to each picture. The class echoes each line and does the motion.

- 1 **Eyes look toward the speaker.** Point to your eyes.
- 2 **Ears listen.** Cup a hand behind your ear.
- 3 **Voice is quiet.** Put a finger on your lips.
- 4 **Hands and feet are still.** Hands in your lap, feet on the floor.
- 5 **Brain thinks about the words.** Tap your head.

SAY "Still means calm, not frozen. Some kids listen best with a fidget or standing up. That's okay. Their brains are still listening." Teach the signals on the projector: cup your ear for **listening**, arms in an X for **not yet**.

Some children are taught to lower their eyes when an adult speaks, to show respect. Facing the speaker counts; never require eye contact. Fidgets, wiggle seats and standing at the back are accommodations, and they are still whole-body listening.

PRACTICE 9 min

DO · 2 MIN Listening or not yet? Read each one; students show a signal. For items 2 and 3, ask, "Which listening part can help?"

LISTENING 1. Diego faces the teacher. His hands are in his lap.

NOT YET 2. Lily talks to a friend during the story.

NOT YET 3. Joaquín rolls on the rug while the teacher talks.

LISTENING 4. Iker squeezes a fidget. He faces the teacher and thinks about the words.

Item 2: voice is quiet. Item 3: hands and feet are still. Item 4 is whole-body listening: a fidget can help a brain listen.

DO · 7 MIN Worksheet. Help students write their name. Read each Part 1 item aloud; students circle LISTENING or NOT YET. Read the Part 2 story twice; students draw Camila listening and copy *body*.

Answer key. Part 1: Listening 1, 4, 6; Not yet 2, 3, 5. Part 2: any drawing of Camila listening, such as facing the librarian with a quiet voice and still hands.

WRAP-UP 3 min

SAY "Let's listen like Camila." Say the chant together with the motions: "Eyes look. Ears listen. Voice quiet. Hands and feet still. Brain thinks!"

CHECK "Kayla talks while her teacher reads. Show me the motion for the part that can help Kayla." (Voice is quiet: finger on lips.) Give the family letters to the teacher for take-home folders.

Short on time? Read practice items 1 and 2 only, and do worksheet Part 1 together; students draw Part 2 later.

5 OPTIONAL EXTENSION • 10 MINUTES

Listening Freeze. Students stay in their seats. Show page 6 on the document camera. Cards 1–4 have one step (kindergarten); cards 5–8 have two steps (grade 1).

- 1 Practice the freeze once: eyes look toward you, ears listen, voice quiet, hands and feet still, brain thinks (2 minutes).
- 2 Play. Read a card. One student says the direction back, then everyone does it. Say “Freeze!” and everyone freezes in whole-body listening (6 minutes).
- 3 Last round: give a two-step direction without the page, such as “Clap two times, then touch your shoulders.” Ask, “Which listening part helps us remember the words?” (The brain.) (2 minutes).

No one is out. Students stay at their seats: no running and no touching. A fidget or standing at a seat is fine.

6 SUPPORT EVERY LEARNER

EMERGENT BILINGUALS

The motions and pictures work in any language. Teach *escuchar* and point out cognates: *silence / silencio*, *instructions / instrucciones*. Let partners say the chant in Spanish first. Frame: “___ is listening. / ___ is not listening yet.”

EXTRA SUPPORT

Read every item aloud and point to each picture. Students may point instead of circling. For Part 2, students may draw only, and you can write the word with them. Students who use a fidget or wiggle seat keep it.

STRETCH

Ask: “Why is the brain an important part of whole-body listening?” (It thinks about the words.) Early finishers add a speech bubble with what the librarian might say.

7 QUICK CHECK

During the signals: if many students mix up listening and not yet, replay Camila’s two tries before the worksheet.

After class: I collect the worksheets and sort them into “all 6 right” and “not yet.” They go home through the teacher the next day.

The worksheet is about story characters, not the child, so it is fine to collect. Never use whole-body listening to judge a child who needs to move or who lowers their eyes.

8 PICTURE BOOKS (OPTIONAL)

Lacey Walker, Nonstop Talker by Christianne C. Jones (Picture Window, 2012). A picture book about a girl who talks nonstop. Use it to talk about when to talk and when to listen.

What If Everybody Did That? by Ellen Javernick (Two Lions, 2012). Asks what would happen if everybody broke the same small rule. Use it to talk about class rules.

The lesson works without a book. Preview any book before you read it to a class.

9 KEEP IT GOING SCHOOLWIDE • CYCLE 2

MORNING ANNOUNCEMENT

EN “Good morning, Yellow Jackets! Today, listen with your whole body: eyes look toward the speaker, ears listen, voice is quiet, hands and feet are still, and your brain thinks about the words.”

ES “¡Buenos días, Yellow Jackets! Hoy escuchen con todo el cuerpo: los ojos hacia quien habla, los oídos escuchan, la voz en silencio, las manos y los pies quietos, y el cerebro piensa en las palabras.”

HALLWAY IDEA

Post a big paper “Yellow Jacket Learning Hive” near the library. When a teacher spots a class using a learning skill (whole-body listening, a super skill or the Ready Steps), the class adds a paper hexagon with its class name, such as “Room 12.”

TEACHER TIP

Name it when you see it: “Table 3 faced the speaker and kept their voices quiet. That’s whole-body listening!”

If a student shares something personal: keep the lesson on the characters. “Thanks for telling me. Let’s think about what Camila could do.” If what the student said worries me, I follow up after the lesson using district procedures and my reporting guides (LR-01, CS-01).

Listen with your whole body.

Whole-body listening means your eyes, ears, voice, hands, feet and brain all help you listen.

Whole-Body Listening · Say it and show it.

1 

Eyes look toward the speaker.

2 

Ears listen.

3 

Voice is quiet.

4 

Hands and feet are still.

5 

Brain thinks about the words.

Ojos hacia quien habla · Oídos que escuchan · Voz en silencio · Manos y pies quietos
· Cerebro que piensa



Listening

-  Face the speaker.
-  Quiet voice.
-  Think about the words.
-  Signal: cup your ear



Not yet

-  Talking during the story.
-  Shouting out.
-  Kicking or rolling around.
-  Signal: arms in an X



A fidget or standing up is okay. Brains can still listen!

Listening with My Whole Body

Whole-body listening means your eyes, ears, voice, hands, feet and brain all help you listen.

Part 1 Listening or not yet? Circle LISTENING or NOT YET.

- | | | | |
|---|---|---|----------------------------------|
| 1 |  Ava faces the teacher. | ☒ LISTENING | ☐ NOT YET |
| 2 |  Gael talks during the story. | ☒ LISTENING | ☐ NOT YET |
| 3 |  Bruno kicks his chair. | ☒ LISTENING | ☐ NOT YET |
| 4 |  Lupita thinks about the words. | ☒ LISTENING | ☐ NOT YET |
| 5 |  Julián shouts during the story. | ☒ LISTENING | ☐ NOT YET |
| 6 |  Nora keeps her voice quiet. | ☒ LISTENING | ☐ NOT YET |

Part 2 Listen like Camila! Draw Camila listening with her whole body.

Camila's class is at the library. The librarian reads a story about a big red kite. Camila listens with her whole body.



Camila listening to the story

Camila listens with her whole _____

Word bank: body

Listening Freeze

Listen to the card. Say it back. Do it. When you hear **Freeze!**, show whole-body listening.



1. Draw a star in the air.



2. Buzz like a yellow jacket.



3. Ring a pretend bell.



4. Wave slowly, like a turtle.



5. Drum on your knees, then clap once.



6. Draw a rainbow, then wave.



7. Blow up a pretend balloon, then let it go.



8. Fly a pretend kite, then tap your head.

Freeze! Show whole-body listening.



Eyes look.



Ears listen.



Voice quiet.



Hands and feet still.



Brain thinks.



A fidget or standing up is okay. Brains can still listen!

Listening with My Whole Body

Escuchar con todo el cuerpo

Family letter · Carta para la familia · Grades K-1 · Grados K-1



ENGLISH

Dear Family,

This week, your child's class had a lesson about **whole-body listening** with the school counselor. Whole-body listening means your eyes, ears, voice, hands, feet and brain all help you listen. We practiced with a story character, Camila, and a chant with motions.

THE WHOLE-BODY LISTENING CHANT

Eyes look toward the speaker (point to your eyes) ·
Ears listen (cup an ear) · Voice is quiet (finger on lips)
· Hands and feet are still (hands in lap) · Brain thinks
about the words (tap your head)

TRY THIS AT HOME

1. Play a listening game: give a one- or two-step direction, such as "Touch your nose, then clap two times." Take turns giving directions.
2. When you see good listening, say it out loud: "You heard every word and did both steps. That's whole-body listening!"

TALK ABOUT IT AT HOME

"How did Camila listen with her whole body?"

Some children listen best while moving a little, and in many families children lower their eyes to show respect. Both are fine; facing the speaker counts. Your child may bring home a drawing of Camila listening to a story.

You are welcome to see any counseling lesson or handout. Call the school office at **956-262-4741** and ask for me.

Mrs. Handy, School Counselor

ESPAÑOL

Estimada familia:

Esta semana, el grupo de su hijo(a) tuvo una lección sobre **escuchar con todo el cuerpo** con la consejera escolar. Escuchar con todo el cuerpo quiere decir que los ojos, los oídos, la voz, las manos, los pies y el cerebro nos ayudan a escuchar. Practicamos con un personaje de cuento, Camila, y con un canto con movimientos.

EL CANTO PARA ESCUCHAR CON TODO EL CUERPO

Ojos hacia quien habla (señalar los ojos) · Oídos que escuchan (mano detrás de la oreja) · Voz en silencio (dedo en los labios) · Manos y pies quietos (manos en el regazo) · Cerebro que piensa en las palabras (tocarse la cabeza) (En clase usamos el canto en inglés.)

PARA PRACTICAR EN CASA

1. Jueguen a escuchar: dé una instrucción de uno o dos pasos, como "Tócate la nariz y luego aplaude dos veces". Tórnense para dar instrucciones.
2. Cuando vea que alguien escucha bien, dígalos en voz alta: "Escuchaste todo e hiciste los dos pasos. ¡Así se escucha con todo el cuerpo!"

PARA PLATICAR EN FAMILIA

"¿Cómo escuchó Camila con todo el cuerpo?"

Algunos niños escuchan mejor si se mueven un poco, y en muchas familias los niños bajan la mirada para mostrar respeto. Las dos cosas están bien; basta con estar de frente a la persona que habla. Es posible que su hijo(a) traiga a casa un dibujo de Camila escuchando un cuento.

Puede ver cualquier lección o material de consejería cuando guste. Llame a la escuela al **956-262-4741** y pregunte por mí.

Sra. Handy, consejera escolar