

# Listen, Take Note!

PRIMARY

Teacher Edition

# SAMPLER

A unique system of instructional strategies  
and practice opportunities for listening and note taking  
for early elementary grade students



SILVER MOON PRESS  
NEW YORK

By Jump Start Press.

© 2009 Silver Moon Press

ISBN#: 1-893110-57-5

ISBN-13#: 978-1-893110-57-1

No part of this book may be reproduced by any means  
without permission from the publisher.

All rights reserved. Printed in USA.

Silver Moon Press

New York, NY

(800) 874-3320

# TABLE OF CONTENTS

INTRODUCTION .....	2
PART I. LEARNING TO LISTEN .....	3
A. TQLR: A Listening System.....	3
B. Active Listening.....	10
C. Listen, Retell, and Summarize.....	14
PART II. TAKING NOTES .....	17
A. Quick Draw.....	17
B. Organizing With Charts.....	19
C. Organizing With Webs .....	21
PART III. LISTENING FOR UNDERSTANDING .....	23
A. Main Idea and Details .....	23
B. Character, Setting, and Plot.....	26
C. Sequence .....	30
D. Cause and Effect.. .....	31
PART IV. PRACTICE .....	33
A. Narratives.....	33
B. Nonfiction.....	39

## INTRODUCTION

*Listen, Take Note!* is a supplement to your daily instructional program in English language arts. *Listen, Take Note!* provides the following unique features for teaching early elementary school students:

- a unique system for listening and note taking (TQLR)
- instructional strategies to help master listening and note-taking skills
- effective instruction to prepare for assessments. Teacher-read stories help build oral comprehension—not reading comprehension—appropriate for primary grade students.
- multiple practice opportunities
- scripted teacher’s guide that includes mini lessons and sample responses for all activities
- tips

## ORGANIZATION

*Listen, Take Note!* is divided into four major sections.

**Learning to Listen.** This section provides students a research-based system for developing listening skills. After you teach each step, students practice what they have learned. Also included are lessons with specific strategies for developing listening skills.

**Taking Notes.** This section focuses on note taking. A mini lesson precedes each practice activity. This allows students to develop a variety of note-taking techniques and to use them alone or combined.

**Listening for Understanding.** In this section students learn how to listen to a variety of short stories organized both in narrative and expository print. They learn the significant features of these texts and signal words associated with specific types of print.

**Practice.** This section provides students with multiple opportunities to practice what they have learned. Varied genres and texts provide students with well-rounded practice opportunities.

## A SPECIAL NOTE ABOUT THE TEACHER EDITION

Your guide provides:

- a research-based system to teach students how to listen
- a step-by-step process to teach listening and note taking
- sample answers for all questions
- graphic organizers

# PART I

## LEARNING TO LISTEN

### I-A.TQLR: A Listening System

Just as there are systems for learning to read, there are systems for learning to listen. One such system is called TQLR. TQLR stands for Tune In, Question, Listen, and Review. First help students understand the components of this system. The student edition contains a mini lesson. Next model this process. Then guide students to practice it.

Tell students to use this process with all the listening activities in this book. In addition, students can use this system when viewing videos, while listening to audio, during class instruction, watching television, and for many other activities.

#### DIRECTIONS

Teach students the TQLR system with the mini lesson on pages 1–2 of their book. Read “The Iroquois League: Five Tribes Work Together.” Follow the script below for the TQLR system with “The Iroquois League: Five Tribes Work Together.”

#### Tune In and Question

Place chart paper on the board, and SAY TO STUDENTS:

*This is what you should say to yourselves: “I am ready to listen. I have a sheet of paper and my pencil to take notes, and I have cleared my desk of everything. I am now ready to listen to the story.” Now I am going to think out loud as I read the story.*

#### The Iroquois League: Five Tribes Work Together

Question: *I think I have heard of the Iroquois before. I wonder who they are.*

Long ago, five Native American tribes had a problem. These five nations of the Iroquois, also known as the people of the longhouse, had been fighting each other for years. Then one day, a leader came with an idea for peace.

Question: *I wonder what the leader’s idea was.*

The leader took an arrow from each tribe. “Just one arrow is easy to break,” he said. Then he tied five arrows together to make a bundle. “This

bundle is much stronger,” he said. These arrows showed why the tribes should stop fighting and work together. Today, people call this man the Peacemaker. This is because he helped the five tribes learn to work together. The tribes began to call themselves the Iroquois League.

Question: *I wonder how else the leader helped the tribes work together.*

The Peacemaker gave the League 13 laws to follow. To record these laws, he made a belt of colored beads. The beads formed designs that had special meaning. Today, we know about the history of the Iroquois League because of these beads.

Question: *Wow, that is interesting! I wonder what other types of symbols the Iroquois had.*

The five tribes agreed to follow the laws and work together, so they all buried their weapons under a tall pine tree. The roots of this “Great Tree of Peace” spread out to the north, east, south, and west. The chiefs of the five tribes met under this tree. The “Great Tree of Peace” became a symbol of the League.

Question: *Why were they also known as the people of the longhouse?*

Another symbol of the League is the longhouse. A longhouse is a home built from logs and poles covered with tree bark. Some longhouses were the length of a football field! Different families lived together in a longhouse. Each family had its own fire, but all lived under one roof peacefully.

Question: *That was a long time ago. I don't think a lot of people live in longhouses today. Do the Iroquois people still work together?*

Many years later, a sixth tribe joined the League. Together the tribes became known as the Six Nations. The Iroquois League is still here today. Now, governments study it as a model of how people can work together.

Question: *I understand what this passage is about. Do you?*

## **DIRECTIONS**

Now read the story a second time without questions. This time model the Listen and Review components of TQLR. Record your students' responses to the Listen and Review components on the chart paper.

### **Listen and Review**

#### SAY TO STUDENTS:

*Now I am going to read the story a second time. Then together we'll record some notes for listening and reviewing.*

## **The Iroquois League: Five Tribes Work Together**

Long ago, five Native American tribes had a problem. These five nations of the Iroquois, also known as the people of the longhouse, had been fighting each other for years. Then one day, a leader came with an idea for peace.

The leader took an arrow from each tribe. "Just one arrow is easy to break," he said. Then he tied five arrows together to make a bundle. "This bundle is much stronger," he said. These arrows showed why the tribes should stop fighting and work together. Today, people call this man the Peacemaker. This is because he helped the five tribes learn to work together. The tribes began to call themselves the Iroquois League.

The Peacemaker gave the League 13 laws to follow. To record these laws, he made a belt of colored beads. The beads formed designs that had special meaning. Today, we know about the history of the Iroquois League because of these beads.

The five tribes agreed to follow the laws and work together, so they all buried their weapons under a tall pine tree. The roots of this "Great Tree of Peace" spread out to the north, east, south, and west. The chiefs of the five tribes met under this tree. The "Great Tree of Peace" became a symbol of the League.

Another symbol of the League is the longhouse. A longhouse is a home built from logs and poles covered with tree bark. Some longhouses were the length of a football field! Different families lived together in a longhouse. Each family had its own fire, but all lived under one roof peacefully.

Many years later, a sixth tribe joined the League. Together the tribes became known as the Six Nations. The Iroquois League is still here today. Now, governments study it as a model of how people can work together.

## Listen

### WRITE ON CHART PAPER:

1. *This story is about: The Iroquois League is an important example of how people can work together.*
2. *The important details are: The Iroquois League was made up of five tribes that were fighting. The Peacemaker helped them work together.*

## Review

### WRITE ON CHART PAPER:

1. *This story is about: The Iroquois League is an example of how people can work together.*
2. *Some important details are: Five fighting tribes agreed to work together but still keep their names. The Peacemaker made laws to help them.*
3. *This story relates to what I already know because: I understand that the Iroquois League shows how groups can work together.*
4. *Organize your notes: (see “Sample Outline” below)*

### Sample Outline:

1. *The Iroquois League was formed*
  - A. *Five tribes were fighting*
  - B. *The Peacemaker had an idea to work together*
2. *The Iroquois League has symbols*
  - A. *The laws were recorded with beads*
  - B. *The tribes met under the “Great Tree of Peace”*
3. *The Iroquois League still exists today*
  - A. *A sixth tribe joined the other five*
  - B. *Governments study it as a model of how to work together*

## DIRECTIONS

Now have students use the TQLR system on their own. Read “Yo-Yo!” aloud to the class twice. The first time, pause where indicated in the following script and tell students to write their questions on the lines provided on page 2 of their book.

### SAY TO STUDENTS:

*I am going to read a short story to you called “Yo-Yo!” You now have to tune in. Clear your desks of all materials except for a pencil and your book. Open your book to page 2. Watch me as I read.*

### **Tune In and Question**

Place chart paper on the board, and SAY TO STUDENTS:

*This is what you should say to yourselves: “I am ready to listen. I have a sheet of paper and my pencil to take notes, and I have cleared my desk of everything. I am now ready to listen to the story and concentrate on the words.” When I pause during the first reading, write a question or a statement you have on the lines provided in your book.*

## **Yo-Yo!**

*Think of a question you have about the passage, and write it down.*

Have you ever played with a *bandalore*? How about a *quiz*?

These are both names for the spinning toy also known as a *yo-yo*. This toy is made of two disks connected by a short rod. A piece of string wraps around the middle.

*Think of a question you have about the passage and write it down.*

No one knows who invented the yo-yo. Some say that people in China made the toy thousands of years ago. Some say the toy came from Greece. A painting on a 2,000-year-old Greek vase shows a young boy playing with this toy. Back then, people made yo-yos out of clay.

*Think of a question you have about the passage and write it down.*

Three hundred years ago, people carved yo-yos out of wood. The toys were very popular in Europe at that time. They were not called *yo-yos*, though. The word *yo-yo* comes from a country called the Philippines. People

have made yo-yos there for hundreds of years. The word *yo-yo* means “to come back.”

*Think of a question you have about the passage and write it down.*

In 1928, a man from the Philippines started a yo-yo factory in the United States. Soon, the toy became popular all over the country. Someone even started a world yo-yo contest. It is still held today. People come to the contest from all over the globe.

*Think of a question you have about the passage and write it down.*

In the 1950s, companies started to make the toys out of plastic. Today, they are made of both plastic and metal. These new yo-yos are easier to do tricks with. There are many types of tricks you can do with a yo-yo. Learning the tricks takes lots of practice.

People have played with yo-yos for more than 2,000 years. You can play with one, too!

*Think of a question you have about the passage and write it down.*

### **Sample Student Answers (from page 2 of the student edition)**

- 1) *What will this passage be about?*
- 2) *Where did the yo-yo come from?*
- 3) *Did people use yo-yos all throughout history?*
- 4) *How did the toy come to America?*
- 5) *Do people still play with wood yo-yos?*
- 7) *I wonder if a friend or family member can teach me how to yo-yo.*

### **DIRECTIONS**

#### **SAY TO STUDENTS:**

*Now I am going to read “Yo-Yo!” a second time. As I read, write down notes on the lines on page 3 of your book.*

## **Yo-Yo!**

Have you ever played with a *bandalore*? How about a *quiz*?

These are both names for the spinning toy also known as a *yo-yo*. This toy is made of two disks connected by a short rod. A piece of string wraps around

the middle.

No one knows who invented the yo-yo. Some say that people in China made the toy thousands of years ago. Some say the toy came from Greece. A painting on a 2,000-year-old Greek vase shows a young boy playing with this toy. Back then, people made yo-yos out of clay.

Three hundred years ago, people carved yo-yos out of wood. The toys were very popular in Europe at that time. They were not called *yo-yos*, though. The word *yo-yo* comes from a country called the Philippines. People have made yo-yos there for hundreds of years. The word *yo-yo* means “to come back.”

In 1928, a man from the Philippines started a yo-yo factory in the United States. Soon, the toy became popular all over the country. Someone even started a world yo-yo contest. It is still held today. People come to the contest from all over the globe.

In the 1950s, companies started to make the toys out of plastic. Today, they are made of both plastic and metal. These new yo-yos are easier to do tricks with. There are many types of tricks you can do with a yo-yo. Learning the tricks takes lots of practice.

People have played with yo-yos for more than 2,000 years. You can play with one, too!

### **Sample Student Answers (from page 3 of the student edition)**

What is the story all about? *The yo-yo is a very old toy that is still popular today.*

Details

1. *Names for yo-yos*
2. *Who invented yo-yos*
3. *Yo-yos today*

### **SAY TO STUDENTS:**

*Now that you have heard “Yo-Yo!,” complete the Review section in your book on page 3. Use all your information from the Question and Listen sections to help you. You do not need to write in full sentences.*

### **Sample Student Answers (from pages 3–4 of the student edition)**

1. *The yo-yo is an old toy.*
  - A. *Some people say the yo-yo was invented in China long ago.*
  - B. *There were yo-yos in Greece.*
2. *The yo-yo has had many names.*

- A. *Some people called yo-yos a quiz.*
  - B. *The word yo-yo comes from the Philippines.*
3. *Yo-yos are still around today.*
- A. *A man from the Philippines brought the yo-yo to America.*
  - B. *Yo-yos became very popular in America.*

**Sample Student Answers (from page 4 of the student edition)**

*This story is about how yo-yos are very old toys that are still around today.*

- 1. *The yo-yo has had many names.*
- 2. *No one knows who invented the yo-yo.*
- 3. *Today, yo-yos are made out of plastic.*

*This story is related to what I already know because I know that some toys have been around for a long time.*

**LEARNING TO LISTEN . . . CONTINUED**

**I-B. Active Listening**

Encourage students to recall information and to construct and extend meaning. In this exercise, stop to share ideas about comprehension, analysis, and evaluation. This helps teach students what they could and should be thinking about when listening to a story.

Begin by reading the story “The Two Frogs.” Use the script provided to model “active listening.” Next have students practice active listening when you read the story “The Price of the Smell of Soup.”

**DIRECTIONS**

**SAY TO STUDENTS:**

*I am going to read a short story to you. Every paragraph or so, I will stop to let you know what I am thinking. I will do this to model “active listening.”*

## The Two Frogs

*What will this story be about?*

Once upon a time in Japan, there lived two frogs. One frog lived in a ditch near the town of Osaka. The other frog lived in a stream that runs through the city of Kyoto. The two places were very far apart, so the frogs had never met. But one day they both had the same idea at the same time to travel to another city. So the frog from Osaka decided to visit Kyoto and the frog from Kyoto decided to visit Osaka.

*I wonder if the frogs will ever meet. Will they become friends?*

One morning, each frog set out along the road from Kyoto to Osaka. They started at opposite ends. Halfway between the two towns, there was a mountain. Each frog had to hop a great many hops to reach the top. Each frog was very surprised to see another frog at the top. They nearly fell back down the mountain!

*Will the frogs talk to each other? Will they find out that they are traveling to the other frog's hometown?*

“Hello, friend,” said the Osaka frog. “Where are you going?”

“I am going to Osaka,” said the Kyoto frog. “I am from Kyoto.”

“That’s funny,” laughed the frog from Osaka. “I am from Osaka. I am going to Kyoto.”

*I wonder if they will tell each other about their hometowns. Maybe they will travel together.*

“I wish we were taller,” said the Osaka frog. “Then we could see both towns from here. We could each decide if we wanted to go on.”

*I wonder if they will stand on a rock or something to make themselves taller. Will they be able to see the towns?*

“We could stand up on our hind legs and hold onto each other!” replied the Kyoto frog. “Then we could each see the town where we are going.”

*This seems like a good idea, but I have a feeling it isn't going to work. What if they fall down the mountainside?*

Each frog jumped up and put his front legs on the shoulder of his friend.

The frogs stood tall, stretching as high as they could. They were careful not to fall down. The Kyoto frog turned his nose towards Osaka. The Osaka frog turned his nose towards Kyoto. But the silly frogs forgot that their eyes were in the backs of their heads. Although their noses were pointed towards the places they wanted to go, their eyes saw the places from which they came.

*Silly frogs! They are looking at the towns where they are each from.*

“Oh, no!” cried the Osaka frog. “Kyoto is identical to Osaka. It is not worth such a long journey to travel there. I’m going home!”

“I wish I had known that Osaka is exactly like Kyoto. I would not have traveled all this way,” said the Kyoto frog. “I’m going home!” They both fell down into the grass.

*Why don’t they look in the other direction?*

The two frogs said farewell to each other and set off for home. To the end of their lives, each frog believed that Osaka and Kyoto were as alike as two peas in a pod. But in truth, Osaka and Kyoto are as different as two places can be.

*That’s a shame that the frogs never knew what they were missing. Seeing new places is a lot of fun.*

## **DIRECTIONS**

### **SAY TO STUDENTS:**

*Now I am going to read another story to you, “The Price of the Smell of Soup.” As I read the story, I am going to stop every paragraph or so. When I stop, think of questions or thoughts and write them on the lines on page 5 in your book.*

## **The Price of the Smell of Soup**

One day, a kind person gave a beggar a piece of bread.

*Write your question on the lines for 1.*

Because the beggar had nothing to put on it, he went in search of some soup. At a nearby inn, he asked the innkeeper to share some leftover soup.

*Write a question or thought you have on the lines for 2.*

The innkeeper was very greedy. Although he had plenty of extra soup that would go to waste, he turned the beggar away with nothing. So the beggar snuck into the kitchen where he saw a large pot of soup cooking over the fire. He held his piece of bread over the pot in hopes that the bread would get a bit of flavor from the steam.

*Write a question or thought you have on the lines for 3.*

Suddenly, the innkeeper grabbed the beggar by the arm. He accused the beggar of stealing his soup.

“I didn’t take any soup,” said the beggar. “I was only smelling the steam.”

“Well you must pay for the smell then,” said the innkeeper.

*Write a question or thought you have on the lines for 4.*

But the beggar was poor and had no money. So the angry innkeeper took him before a judge. The judge listened first to the innkeeper’s complaint and then to the beggar’s side of the story.

“So, you want to be paid for the smell of your soup?” the judge asked the innkeeper.

“Yes!” shouted the innkeeper.

*Write a question or thought you have on the lines for 5.*

“Very well. I will pay you myself,” said the judge. “I will pay for the smell of your soup with the sound of money.” With that, the judge pulled two coins from his pocket and clicked them together. He put them back in his pocket and sent the beggar and the innkeeper each on his way.

*Write a question or thought you have on the lines for 6.*

**Sample Student Answers (from page 5 of the student edition)**

1. *What did the beggar do with the bread?*
2. *Will the innkeeper share the soup?*
3. *What will the beggar do if the innkeeper catches him?*
4. *How will the beggar pay for the soup?*
5. *Will the judge make the beggar pay?*
6. *That was a fair way to settle the argument.*

## LEARNING TO LISTEN . . . CONTINUED

### I-C. Listen, Retell, and Summarize

Students are often required to listen, retell, and summarize the contents of a story. In this activity, students will listen to a story, retell the important parts in chronological order, and summarize the story in two or three sentences.

Begin by reading the story “Ananse and Turtle – A Folktale from Africa.” Use the following script to model the process of identifying important parts of the story. Then summarize in two or three sentences the content of the story. Next have students practice identifying important parts of the story “Why Bear Has a Short Tail – A Native American Tale.”

#### **DIRECTIONS**

#### **SAY TO STUDENTS:**

*I am going to read a short story called “Ananse and Turtle – A Folktale from Africa.” As I am reading, I will stop to record important parts of the story. When I am finished I will summarize the story. Then you will practice using the listen, retell, and summarize strategy on another story.*

### **Ananse and Turtle – A Folktale from Africa**

One day Ananse the spider picked some yams from his garden. He was about to eat them when there was a knock at his door. It was Turtle. He asked to come in for dinner. Ananse could not refuse because it would be rude. But Ananse was greedy and wanted the yams all to himself. So he came up with a sneaky plan.

*Ananse does not want to share his dinner with Turtle, but doesn't want to seem rude, so he decides to trick him.*

“Come in and help yourself,” he said with a sly grin.

Turtle sat down, but just as he reached for a yam, Ananse yelled, “Turtle, don't you know better than to come to the table with dirty hands?”

Ananse sent Turtle all the way to the river to wash up. By the time he got back to the house, Ananse had already eaten all the yams.

*Ananse makes Turtle wash his hands, but he eats all the yams while Turtle is gone.*

Turtle just smiled and said, “Thank you for offering to share your meal. If

you are ever by my house, please let me return the favor.”

Days went by and Ananse couldn't stop thinking about getting a free meal out of Turtle, so he set off to find his house.

*Turtle tells Ananse he will share a meal with him, so Ananse sets off to find Turtle.*

Ananse found Turtle on a riverbank just around dinnertime. “Ahh, Ananse, I thought you might show up one of these days,” Turtle said. “Please join me for dinner! Follow me down to my home. I have the table set and the food is all ready.”

Turtle dove to the bottom of the river and began to eat. Ananse jumped into the water, but could not swim to the bottom. He was too light. He kept popping back up to the surface like a beach ball.

*Ananse finds Turtle, but he is too light to swim down to Turtle's house for dinner.*

Ananse had an idea. He grabbed rocks and stuffed them into his jacket pockets. Now when he jumped into the water he sank right down and took his seat at the table.

*Ananse stuffs his jacket with rocks so he is heavy enough to sink to the bottom.*

Turtle said, “Don't you know it is not polite to wear your jacket to the table?”

Ananse started to remove his jacket. As soon as it was off of his shoulders, he zoomed up and POP! He landed on the riverbank. Ananse looked into the water and saw Turtle smiling up at him. Despite his growling belly, he had to smile back when he realized he had been outsmarted.

*Turtle has tricked Ananse and he does not get any of Turtle's dinner.*

## **DIRECTIONS**

### **SAY TO STUDENTS:**

*Now I will summarize this story. A good summary does not tell everything that happens. It only tells the most important details. For example, a good summary of this story would be: Ananse played a trick on Turtle so that he would not have to share his dinner. Then Turtle played a trick on Ananse to teach him a lesson about being greedy.*

*Now I am going to read a story called “How Bear Got a Short Tail – A Native American Tale.” As I read the story I am going to pause every paragraph or so. When I pause, write an important fact on the lines on page 6 of your book. When I have*

*finished reading, write a summary on the lines on page 7. Do not write more than three sentences.*

## **How Bear Got a Short Tail – A Native American Tale**

Long, long ago, Bear had a long tail. He was very proud of it. It was long and black and silky. Bear liked to wave it around so that the other animals would admire it. Fox was growing very tired of Bear bragging about his tail. So Fox decided to play a trick on Bear.

*Record an important detail.*

Fox made a fishing hole in the icy lake near Bear's den. He waited there until Bear came by. "Greetings, Fox," said Bear. "What are you up to?"

"I am fishing," answered Fox. "Would you like to try?"

"Oh, yes," said Bear licking his lips.

"Turn your back to the hole and place your tail inside," Fox said. "Soon a fish will grab it."

"It's so cold that I can't feel anything. How will I know if I caught one?" asked Bear.

"When a fish grabs your tail, I will shout," said Fox. "Then pull as hard as you can. But be patient. Do not move until I tell you."

*Record an important detail.*

Bear nodded, "I will do exactly as you say." He sat down next to the hole. He placed his long tail in the icy water and turned his back. Fox went behind a tree. He waited and watched until Bear fell asleep. As soon as he heard Bear snoring, he crept very close to Bear's ear. He took a deep breath and shouted: "Now, Bear!"

*Record an important detail.*

Bear woke up with a start and pulled his long tail as hard as he could. But his tail had been caught in the ice, which had frozen during the night. As he pulled, it broke off. And so it is that even to this day bears have short tails.

*Record an important detail.*