

DEVELOPING A LISTENING SKILLS
PROGRAM FOR GRADE SIX PUPILS
AT GOULDS ELEMENTARY SCHOOL

CENTRE FOR NEWFOUNDLAND STUDIES

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DEVELOPING A LISTENING SKILLS PROGRAM
FOR GRADE SIX PUPILS AT GOULDS
ELEMENTARY SCHOOL

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ABSTRACT

The purpose of this study was to investigate the effect of a planned listening skills program upon a class of grade six pupils. It investigated (1) the effect of instruction upon the listening habits of pupils, (2) the effect of a listening program upon the listening-reading comprehension skills of pupils, and (3) the relationship between listening and other selected variables such as intelligence and sex.

A review of the related literature has indicated that the listening habits and listening skills of pupils can be improved through instruction. Studies have also indicated that an improvement in listening comprehension also results in an improvement in reading comprehension.

The listening skills program used in this study was developed by the intern utilizing the materials from the language arts curriculum and other sources in the school. The program consisted of thirty one-half hour lessons which focussed on the following specific skills: (1) following directions, (2) following sequence, (3) summarizing main ideas, (4) detecting main ideas and details, (5) recognizing cause and effect, (6) visualizing, (7) making inferences and drawing conclusions, (8) organizing and

outlining, and (9) distinguishing fact from opinion.

The study was carried out during the months of February, March and early April, 1980. The subjects included in the study were 29 grade six pupils. Their respective verbal I.Q. scores ranged from 70 to 140.

The effectiveness of the program and the extent to which its purposes were attained were reflected in the formative evaluation that took place during the program, and the summative evaluation which took place at the end of eight weeks.

The formative evaluation revealed that the children became aware of the importance of listening in their daily lives and the need for good listening habits. A noticeable improvement in their listening habits and attitudes was seen by the end of the program.

The summative evaluation revealed that there were significant gains in the listening and reading scores. The findings also revealed that there is a strong relationship between listening and intelligence. Pupils with higher verbal I.Q. experienced the greatest overall gain after they had received instruction. The study did not, however, show a distinction between the listening abilities of boys and girls.

It was recommended that teachers explore the feasibility of developing their own listening instruction

programs for skills in which pupils are found to be weak, using the materials from the language arts curriculum and other sources in the school.

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CHAPTER I

THE NATURE OF THE STUDY

I. INTRODUCTION

Language arts consist of four basic communication skills--reading, writing, speaking, and listening. Too often in actual practice the language arts are reduced to reading, writing, and to a lesser extent, speaking. Listening, the most important communication skill from the standpoint of human understanding, is the most neglected one.

Listening as an art is not new in the history of man's cultural development. Long before he learned to read or write, man communicated his thoughts orally to someone who listened and who handed them on to someone else. Throughout history masses of people have been swayed by listening. (Tidyman, Smith, and Butterfield, 1969)

The importance of listening as a language arts skill, however, is relatively new; so new, in fact, that it has not yet materially affected classroom practices. The skill has been taken for granted, apparently under an assumption that as the child matures mentally he acquires without conscious effort facility in listening, or that listening facility is acquired as a by-product of other

language experiences. It is now apparent, as Burns (1966) points out, that the child does not learn to listen well either by growing up or through casual experiences. The child does not necessarily learn how to listen by listening.

Primary and elementary teachers are all too familiar with children who do not listen with discrimination, or comprehension, and who do not or cannot follow directions without numerous repetitions. Taylor (1973) says, "Almost daily, one faces situations in which people half hear, ask for repetition of what was said, or are unable to follow verbal directions competently and accurately." (p. 4)

This situation is not surprising when one considers the negligible amount of instruction provided in listening, and the lack of a sequential developmental listening program in our elementary schools.

II. NEED FOR THE STUDY

Listening has been neglected in the language arts curriculum for too long. It has been acknowledged from time to time, and occasionally an entire lesson has been devoted to it, but it has never been given the attention it deserves.

Although listening is seldom taught in our schools, researchers and educators have been aware that more time is spent listening than reading, writing or speaking.

Most of our school instruction occurs in a speaking-listening context. Nevertheless, our elementary schools place little emphasis on the development of the listening skills of our children. (Aggarwal, 1976)

Listening plays an important role in the lives of children. Wilt (1950), who studied 568 children in sixteen classrooms, investigated the amount of time spent in each of the language arts. She discovered that children spend an average of more than two and a half hours listening during a five-hour school day. Especially interesting is the fact that this amount was more than twice the amount estimated by teachers.

A more recent but smaller study by Wingerden (1965) reveals that listening instruction still remained at the bottom of the language arts list. Of the respondents, 52.9 percent reported that there was little direct planned listening instruction in their program. These studies indicate that children still spend much time in an activity for which they receive little instruction.

A survey made by Brown (1967) reveals that less than one percent of the content of all the language arts textbooks published in the period 1959-1964 was devoted to listening instruction. Because so little mention is made of listening in the language arts textbooks, teachers are often unaware of the importance of listening and therefore seldom know how to teach it.

In Newfoundland, the curriculum guides for the language arts include listening as one of the skills to be taught but they do not outline a developmental program of listening skills. It is left up to the classroom teacher to determine what should be taught in listening, what materials should be used and how listening should be taught. The Ginn and Nelson Integrated Language Programs purport to teach listening but they seem to consist mainly of having children "Listen to the story to find out what the boy does on rainy days," or "Listen to this poem for enjoyment." There is no acknowledgement that there may be specific skills which need to be taught before the child can listen for the main idea, for details, or to remember sequence. The emphasis in these programs seems to be more on the product rather than the process--that is to say that these programs do not see listening as a specific skill like reading or writing which is acquired in an orderly fashion through developmental levels. Listening is a skill that is seldom passive and must be taught just as surely and with as careful planning as any other language skill. (Crink and Buntley, 1955) It is the view of this intern that there are as many levels in listening as there are in reading and that each level of instruction should increase in difficulty which would be effective in increasing listening efficiency.

Landry (1969) endeavoured to account for the neglect of listening in schools. He isolated three causal factors--traditions, time, and training.

Traditionally, many teachers have believed that listening is a skill which develops naturally by the child on his own. It does not require teaching. Research and personal experiences have clearly indicated that a child does not grow in listening merely by growing up. Consistently, studies carried out by Duker (1968) and Childers (1970) have proven that instruction in listening does improve listening abilities.

Another tradition in listening is that some teachers have equated listening with hearing. They have assumed that if the child has the ability to hear, he also has the ability to listen. Thus, they have concluded that there is no need to teach listening.

Listening is much more complex than hearing and it implies more than just hearing. According to Taylor (1973), hearing is the process by which speech sounds in the form of sound waves are received and modified by the ear. Listening, on the other hand, involves giving active and conscious attention to the sounds for the purposes of gaining meaning. It involves comprehension of meanings heard as well as the relating of these sounds to our experiences.

A third tradition is that listening is difficult to measure. It is unlike reading or spelling which is relatively easy to measure and evaluate concretely. Consequently, listening was relegated to the background in favour of the more measurable skills.

Landry's second cause for the neglect of listening is time. Since the language arts comprise primarily reading and writing, many teachers feel that there is no time to add another subject. Once listening had been placed in a secondary position, it was very difficult for it to find its way into an already overcrowded curriculum. Other things would have to be sacrificed and because so little was known about the nature of listening, teachers prefer to emphasize subjects where they could see the results of their investments.

The third major factor which has caused teachers to neglect listening is their own training. Many teachers do not know how to provide meaningful instruction in listening because they themselves have never received training in this vital area. In the past listening was not part of the teacher training program. Therefore, it was neglected by those teachers in the schools.

Anderson (1954) reported that in many classrooms the only instruction in listening that children received was the quite useless admonition to "pay attention" and "listen carefully." However, though research is burgeoning,

one is still left wondering how quickly the new ideas are filtering through into school practices.

III. PURPOSE OF THE STUDY

Listening is the most important factor in a child's acquisition of academic skills, in his learning how to communicate effectively, and in his gaining the ability to relate with others in a mutually satisfying manner. Recent research refutes the notion that listening is a "natural ability." Listening is a specific skill, like reading, which needs to be taught.

Effective listening is more than just hearing. The listener is involved in what he hears and makes an individual response. In order to encourage effective listening, meaningful selections should be provided as part of the language arts instruction throughout the elementary years.

Elementary schools in Newfoundland lack a well planned listening skills program. The language arts textbooks presently used in the elementary schools have either woefully ignored listening or have relegated listening to incidental attention only. For example, the Teacher's Resource Book for the Nelson Integrated Language Program includes listening but does not acknowledge specific listening skills. It mentions listening only in connection with an introduction to a story or a poem to enhance the

reading of that story or poem. It blends listening with other language arts areas but does not emphasize listening as a distinct language arts area.

Because learning is so dependent on listening, and because most children are not accomplished listeners, a developmental listening improvement program is needed in the elementary schools. These existing situations prompted the intern to develop a short experimental program in listening to use with a class of grade six children in the Goulds Elementary School.

The purpose of the study is threefold:

- 1) to investigate the effect of listening instruction upon the listening habits of grade six children;
- 2) to examine the effect of an experimental listening program upon the listening-reading comprehension skills of grade six children;
- 3) to investigate the relationship between listening and other selected variables (i.e., intelligence and sex).

IV. LIMITATIONS OF THE STUDY

An experimental study of the nature as outlined above does have a number of limitations. They are:

- 1) The study is to be performed on a very small sample. There are only 29 children in the study.
- 2) The study involves only one school.
- 3) There is no control group in the study.

- 4) The study is to be carried out in the intern's own classroom.
- 5) The study is of a short duration--8-week period.

CHAPTER II

REVIEW OF RELATED RESEARCH

I. INTRODUCTION

Listening plays a very important role in our lives.

Kopp (1967) asks:

Just how important is oral communication? Man in all his wisdom has discovered only two ways to settle differences--by using words and by using weapons. Democratic, peaceful resolutions of problems involve discussions; listening is a necessary half of this dualism. (p. 115)

Neville (1959) asserts that "more failures in academic and social growth can be traced to inability to listen than to any other single aspect of the language arts." (p. 232)

Listening is the first of the language arts that the child develops and the process that provides the foundation upon which the other language skills are built. Williams (1961) underscores the fact that "Listening is the basis for so much of our learning whether it is learning to read in first grade or listening to lectures in college." (p. 66)

Despite the importance of listening in our lives, it has been neglected, not only as an area of instruction in our schools, but also as an area of research. It was

not until 1917 that the first research in listening appeared, while 1881 marked the beginning of reading research. By 1948 only three research reports in the field of listening had been published, while over 3,000 studies had been published in the field of reading. (Nichols, 1961) Since then, however, there has been a greater emphasis on listening in research.

This chapter will review that portion of the research devoted to the nature of listening, listening and the other language arts, the teaching of listening, and listening instruction.

II. THE NATURE OF LISTENING

"Listening" is layman's terminology. The experts would use "auding" to describe listening. In the true sense of the word, listening is only a part of auding. A number of researchers (Brown, 1954; Taylor, 1964; and Horrworth, 1966) all have noted this distinction. Horrworth (1966) explains that:

Auding equals hearing plus listening plus cognizing. . . . Hearing is the process by which sound waves are received, modified and relayed along the nervous system by the ear. . . . Listening is the process of directing attention to and thereby becoming aware of sound sequences. Affective behaviour and attitudinal responses are implied. . . . Cognizing denotes all the various aspects of knowing which have to be brought to the situation in order for the message to have meaning and to be interpreted. These aspects

include perception, judgement, reasoning, remembering, thinking, and imagining. . . . Auding is thus the gross process of listening to, recognizing and interpreting spoken symbols. (p. 859)

Auding is an active not a passive process.

Hampleman (1958) recorded that

. . . as in the field of reading, authorities in the field of listening have finally discovered that a child must bring a combination of experience and intelligence to the listening situation. (p. 51)

The difference between decoding and reading is the same as that between listening and auding. In auding, the material is made meaningful and interpreted.

In Children and Oral Language (1964) listening is identified as a learned receptive skill:

It is a personal, often private absorption of ideas and attitudes expressed through oral language. To listen implies attention and responsive thinking, sometimes only casual, often quite intent and indeed critical. Listening differs from hearing, which is a physiological process and does not involve interpretation. Listening varies according to the purpose of the listener, his background and interest in the topic, and the situation in which he listens. (p. 3)

Jacobs (1963) views listening as a tool:

In listening the individual hears familiar sound combinations to which, in terms of his experience, he brings meaning and from which he simultaneously takes meaning, and acquires, thereby, sources for reaction, interpretation, and knowing. (p. 141)

Listening as a communication skill is defined by Nichols (1965) as a dual-phased phenomenon:

Obviously hearing and listening are not identical. They are most clearly perceived as two distinguishable phases, the hearing of sound and the interpreting of sound, of a total process usually called aural assimilation. If the first phase, hearing, is identified as the perception of sound only, then it is the sound phase of the process--the attachment of meaning to the aural symbols perceived--which has come to be largely accepted as the definition of listening. (p. 6)

Irwin and Rosenberger (1961) view listening as a process of complex skills. They delineate four steps in the listening process: (1) hearing, (2) understanding, (3) evaluating, and (4) responding.

. . . first you hear a series of sounds which you call words. Second, you understand the meaning of those words in the context in which you hear them. Third, you evaluate the meaning to decide whether you accept or reject the idea expressed. Fourth, you respond, that is, you convey your reaction to the meaning by bodily movement, facial expression, or audible response to a great or small degree, as the occasion warrants. (p. 42)

From this examination of the nature of listening, it is evident that listening is much more significant than merely hearing. It is the process of hearing, listening to, recognizing, and interpreting or comprehending spoken language in terms of past experiences and future courses of action. Listening is really an individual creative act. Each listener brings to the listening situation his experiences, personality, mental set, and manner of thinking.

III. LISTENING AND THE OTHER LANGUAGE ARTS

Speaking and listening, writing and reading are reciprocal processes of communication. We speak to be heard, and we listen in order to respond. Speaking is to listening as writing is to reading. The act of speaking is incomplete without a listener, while writing is non-communicative without a reader.

Listening and reading, which are both receptive communication acts, are alike in that both require the application of similar language and thinking skills. Both may be seen as the two major subclasses of a larger category of human behaviour called "language processing," which is the reception and interpretation of messages. (Walker, 1975) Research shows a wide agreement on two principles of information processing that operates in reading and listening:

- 1) Cue Sampling: The ability of the organism to select information from the array of sensory stimuli which assails him. The total information contained in a set of sensory input is never utilized because of the presence of redundancy.
- 2) Message Reconstruction: The meaning of the original message is actively recreated by the receiver from the partial cues of fragments perceived--like a paleontologist who, using a few bone chips, is able to reconstruct a model of a prehistoric dinosaur. (Neisser, 1967)

However, there is a fundamental difference between listening and reading. The reception of stimuli in listen-

ing is aural; in reading, visual. The listener is helped by pronunciation, pauses, gestures, intonation, and tone; the reader relies on spelling, paragraphing, italics, headings, and marginal notes as guides to meaning. The listener usually cannot control either the rate of presentation or the number of repetitions. In reading, the child can control both. If something makes no sense, he can reread, and then reread again, pausing to consult the dictionary to determine the meaning of a crucial word. Such luxury is not the listener's prerogative. The ephemeral words are spoken at a rate he does not choose, and it is often impossible to hear the same thing over again; if he misses part of the message he cannot fill in the details at a later time. (Thorn, 1974; Donoghue, 1975; and Anderson, 1972)

Studies by Larsen and Feder (1940) indicate that up to about fifth grade children generally learn more and remember better through listening than through reading. However, since reading allows the child to go back and reread, reading becomes more effective as the difficulty of the material increases.

Listening ability is basic to reading. Weintraub (1967), Brown (1965), and Ruddell (1966) have noted a fairly high correlation between scores on listening and reading tests.

In a study of 46 children in grades 2 through 4, Barbe and Carr (1957) suggested that listening ability may be a better predictor of reading potential than mental age, the significant correlation between listening ability and mental age notwithstanding.

In carefully conducted studies by Pratt (1953), Hogan (1953), and Kelty (1955), it was reported that significant gains were made by the group exposed to listening training, while the group having no instruction made little gains.

Winter (1966) found a significant relationship between listening comprehension and total school achievement as measured by achievement tests.

Fawcett (1966), in a study to determine the effectiveness of teaching listening skills to fourth, fifth, and sixth grade children, and to investigate the relationships of listening ability to selected variables, reported that (1) direct instruction in listening can significantly influence listening ability, and (2) there is a high correlation between listening comprehension and scores on standardized achievement tests in the areas of reading, language, and arithmetic.

Taylor (1972) used the Science Research Associates Listening Skills Builder Program, the Science Research Associates Listening Programs and the Audio Reading Progress Laboratory to study the effectiveness of a concentrated

program of listening experiences administered regularly to third grade children. She concluded that third grade children who participated in a planned regularly scheduled listening program made significantly greater gains in standardized achievement tests than did children who did not participate in the program.

Vineyard and Bailey (1960) investigated the inter-relationships of reading ability, listening skill, intelligence, and scholastic achievement. The researchers found that

- 1) Reading ability, listening skill, and intelligence are highly related to one another and each is substantially related to scholastic achievement.
- 2) Upon the partialling out of the influence of any one variable each pair of other variables still remain significantly correlated although somewhat reduced in strength.
- 3) Upon the partialling out of the influence of both intelligence and reading, listening skill remains significantly correlated with achievement as does intelligence when both reading and listening are partialled out. However, upon the partialling out of both intelligence and listening, the relationship between reading and achievement falls below the level of significance.

Brown (1965), Condon (1965), and Jackson (1966) have also noted a strong relationship between listening and intelligence, and intelligence and reading.

Durrell (1969) found that when separate grade norms, percentiles, or stanines were used for the raw

scores in listening, a child whose listening and reading vocabularies are equal would be identified as a marked "over-achiever" in reading. The use of a listening grade equivalent to reading grade maintains the true relationship between listening and reading.

Summary

Listening skills are fundamental. Our communication most of the time is through speaking and listening--not through reading and writing, and as Wilkinson (1970) points out, the less able our children are, the more this is true. Many (1965) says that for children in the lower grades, for children who are poor readers, and perhaps for boys especially, listening is the most important avenue for learning. This, of course, applies to a large percentage of adults too, whether or not they can read.

Flowers and Crandell (1973) say that "The receptive language function plays an integral and highly important role in a child's ability to learn in all areas of academic endeavour." (p. 32)

Hollingworth (1964), who reviewed the literature dealing with listening and reading achievement, concluded that improvement in listening does have a positive effect on reading achievement. He says that

- 1) Listening provides the vocabulary and the sentence structure that serve as a foundation for reading. Reading success depends upon the child's aural-oral experiences with words.

In a very real sense the child reads with his ears, mentally pronouncing the words himself.

- 2) Without the ability to hear and interpret sounds, the child cannot learn phonics.
- 3) Words most easily read are those that have been heard or spoken.
- 4) Comprehension of instruction given in reading depends first of all on being able to listen to it. (pp. 121-123)

Review of the research shows that improving listening is likely to improve other language arts.

IV. THE TEACHING OF LISTENING

The educational values of listening in school are obvious. Most of the motivation, directions, explanations, and information are oral and require a listening class. In the primary grades much more learning is received by listening than by reading; but, as learning intake from reading increases in the intermediate and upper grades, the necessity for careful, discriminating listening also increases. Therefore, although there is less listening, the demands for quality in listening are greater.

Greene and Petty (1975) point out that "Children do not learn to listen as well as they should simply by growing up." (p. 115) Hatfield (1956) says "Listening is an art as complex as reading and is improvable through instruction and guided practice." (p. 91) Research evidence by Hogan (1953); Edge (1961); Pratt (1963); and

Shane and Mulrey (1963) also indicates that instruction can improve listening abilities.

Physiological Ability of Children

Perhaps the first step to take in helping children to listen well is to make sure that they all have the physiological ability. Any child exhibiting signs of being hard of hearing should be tested with the audiometer.

Possible malfunctions may exist in

- 1) Auditory acuity--the ability to receive sound waves of various frequencies at various intensities.
- 2) Binaural hearing--the ability to locate the direction of a noise in space.
- 3) Auditory discrimination--the ability to distinguish between sounds.

Failure to locate a child with poor hearing may prove disastrous for his educational and emotional well-being.

Characteristics of the Good Listener

Another important role of the teacher in helping children to become good listeners is to ask them to draw up a list of the good qualities that effective listeners possess. This technique of having the children identify the characteristics themselves is recommended by most authorities because it enhances the children's awareness of listening. (Smith, 1972; Anderson, 1972)

Burns and Broman (1975) list a number of characteristics of good listeners:

- 1) They concentrate alertly and consciously.
- 2) They are able to identify the central idea of the speaker.
- 3) They are able to identify and relate the supporting ideas of the speaker.
- 4) They can retain the logical sequence of the topic, mentally maintaining a running summary of the speaker's points.
- 5) They ask mental questions and listen for answers as the topic is discussed.
- 6) They critically identify emotional tones or catch phrases of the speaker.
- 7) They relate other knowledge to the topic as it is being presented, making justifiable inferences.
- 8) They make mental notes of agreement and disagreement and later ask various questions for clarification. (pp. 99-100)

Other characteristics of good listeners are mentioned by Wagner, Hosier and Blackman (1970):

- 1) They show patience in hearing the other person out.
- 2) They respect the other person's right to express an opinion.
- 3) They are interested in comparing points of view with someone else.
- 4) They are concerned with broadening their viewpoint rather than defending their position.
- 5) They disagree politely.
- 6) They do not interrupt the speaker.
- 7) They make intelligent use of what they hear. (p. 9)

Pflaumer (1971), in a study in which he compared people's personalities with the way in which they listen, identifies the following characteristics of "The Ideal Listener":

The ideal listener primarily keeps an open, curious mind. He listens for new ideas everywhere, integrating what he hears with what he already knows. . . . He looks for ideas, organization and arguments but he always listens to the essence of things. . . . He stays mentally alert by outlining, objecting, adding illustrations of his own. He is introspective but he has the capacity and desire to critically examine, understand and attempt to transform some of his values, attitudes and relationships within himself and with others. (p. 97)

Ross (1966) found that good listeners rated higher than poor listeners on I.Q., reading, socioeconomic status and achievement but not on hearing tests. Obviously listening is much more than hearing; too, listeners with the same hearing acuity will often receive widely different messages from the same sound because of the meaning the listener brings to the communication. Good listening is an active not a passive skill and children must be aware that it is also thinking-related. The listener not only thinks with the speaker but also anticipates the potential direction of his thoughts, and objectively evaluates the verbal evidence offered in terms of the speaker's purpose as he perceives it. An additional skill that Wilt (1970) says the good listener possesses is the ability to be selective; he must know how to "tune out" unwanted noise and distractions.

Characteristics of the Poor Listener

It is suggested that in addition to having children identify the positive characteristics they should possess if they are to be good listeners, they should also be asked to determine the characteristics of poor listeners, and as they do so, they can check which shortcomings they themselves have.

Here is a sample list of characteristics of poor listeners presented by Williams (1974):

- 1) The listener fails to listen to all that is being said.
 - a) He oversimplifies key relationships.
 - b) He is inattentive; he concentrates on his own replies.
 - c) He is insensitive to the speaker's verbal and nonverbal cues.
- 2) The listener makes inaccurate assumptions and distorts the message.
 - a) He fails to realize the ambiguous nature of language.
 - b) He is unwilling to tolerate new experiences and information.
 - c) He fails to recognize his own sentiments and attitudes which lead him to disguise, distort and repress the speaker's intent.
- 3) The listener fails to distinguish between statements of fact, value and opinion.
- 4) The listener fails to understand the speaker's generalized purpose.
- 5) The listener fails to identify correctly conclusions derived from inconsistent and fallacious reasoning.

- 6) The listener fails to discriminate between what is, what is right and what should or ought to be. (pp. 53-56)

The Art of Teaching Listening

There is an art to teaching listening just as there is to teaching any other area of the language arts curriculum.

The teacher as a listener. Since listening is an acquired skill, it is learned, partially, through imitation. This shows the importance of the role of the teacher. He, too, must be a good listener, for if the teacher is not an attentive and appreciative listener himself, he may unconsciously be fostering poor listening habits among the children. One way the teacher can increase his effectiveness as a listener is to have a checklist of questions to which he can periodically refer for self-evaluation. Logan and Logan (1972), Horrworth (1966), and Stewig (1974) all emphasize the importance of teacher self-evaluation. The following teacher checklist is presented by Stewig (1974):

- 1) Do I have a harmonious relationship with my class?
- 2) Do I listen attentively to children when they talk, and express my interest and appreciation in what they say?
- 3) Do I practice the rules of courtesy with all children as well as adults?
- 4) Do I make myself available for listening?
- 5) Do I plan as carefully to help children learn to listen for various purposes as I do to help learn to read for various purposes?

- 6) Do I teach the children to be courteous listeners at all times?
- 7) Do I involve the children in setting standards for listening?
- 8) Do I encourage good listening by limiting the amount of talking I do?
- 9) Do I keep in mind that children spend more time in listening than in other communication skills?

The listening climate. The teacher should be sensitive to the listening situation that he creates in his classroom. Gibb (1960) carried out research into "defense reductive climates" suggesting that this is what teachers should establish to promote learning. The way in which the teacher presents what he says to the listeners is the key. The speech behaviour perceived by the listener should possess characteristics of:

- 1) Description rather than evaluation.
- 2) Problem orientation as opposed to control.
- 3) Spontaneity rather than strategy.
- 4) Empathy not neutrality.
- 5) Equality as opposed to superiority.
- 6) Provisionalism rather than certainty.

Trubowitz (1975) says:

If teaching involves establishing positive relationships, if it requires the ability to perceive and feel with another person, if it aims to have children express their feelings and ideas freely, then we need school and class environments where children feel they are truly heard. We need teachers who can hear and respond. (p. 320)

Methods of teaching. There are a variety of techniques that the teacher may employ in developing listening skills. Some of them are:

- 1) Listening centre. A set of headphones, a record player, and a tape recorder should be set up in an appropriate corner or section of every classroom. The teacher can prepare listening activities which the children can go to the listening centre and use when they have free time, or a more structured situation can be set up by the teacher.
- 2) Discussions. Large and small group discussions are very valuable opportunities for teaching listening skills. Here a very important concept, reciprocity, can be developed. It is that sense of the other person, that delicate sense of somebody else with rights. In small group discussions, children are given the opportunity and the challenge to try to "get onto someone else's wavelength," for, in order to discuss profitably they have to make that effort to understand what the other person is really saying so that they are not guilty of repeating what the speaker has already said or talking at odds with him. This is a very difficult skill to master.
- 3) Illustration or visualization. Read a descriptive paragraph aloud and have children paint or draw the picture presented.
(Schiller, 1969)
- 4) Cloze procedure. Kennedy and Weener (1973) found this to be effective in improving listening comprehension because the ability to use contextual information is important to both reading and listening comprehension. Training children to attend auditorially to the contextual cues in a sentence has been found to improve their comprehension of what was read. The oral cloze procedure consists of reading out sentences and ringing a bell or a buzzer in place of deleted words. The children fill in the blanks. It is said to be so successful because it causes the

children to pay attention to units larger than the word. Cloze procedure disrupts the listening process and requires a shift from some type of matching to a search procedure. The successful outcome of this search is the generation of a word which is syntactically and semantically consistent with the remaining words in the sentence.

- 5) Listening games. Games afford many opportunities to present desired learnings or to give additional repetition or drill in a variety of ways. Because of the many settings in which the same learning or skill can be practised, the child's interest is maintained. Listening games can give, in an interesting way, the additional practice necessary to "fix" certain learnings. They can eliminate meaningless repetition and rote learning. (Wagner, Hosier, and Blackman, 1973)

There are, of course, many other ways in which listening skills are built. Real listening power is not arrived at by only one road--a large number of avenues are needed to help the child reach his goal.

Two of the most important factors in improving listening skills, whatever technique is used, are: (1) the listener must be interested, and (2) the listener must have a purpose for listening.

The Listening Program

Although a certain amount of growth in listening will result from attention to listening in daily instruction, greater growth will be achieved when a planned program of listening training in a pleasant climate is provided.

Such a program should outline the specific purposes of listening. There are numerous classifications of the

purposes of listening, but most of the researchers (Duker, 1961; Taylor, 1973; Marcus, 1977; Lee and Rubin, 1979; Logan, Logan and Patterson, 1972) generally agree on the following:

- 1) to follow directions
- 2) to distinguish between fact and opinion
- 3) to identify main ideas
- 4) to summarize main ideas
- 5) to make inferences and draw conclusions
- 6) to sense emotions and moods
- 7) to visualize
- 8) to outline
- 9) to follow sequence
- 10) to recognize cause and effect
- 11) to recognize and judge effects of devices the speaker may use to influence the listener.

When children listen for a purpose, they get more out of the experience than when their response is undirected. Children learn to listen better when they establish a purpose for listening in an atmosphere conducive to listening. If children are to listen effectively, they must have something worthwhile to which to listen, a reason for listening, someone to whom they care to listen, and facility for listening.

Experience of the children, their previous learning and general background, should be considered in planning listening situations. Much care should be taken in order that planned listening is really planned and that the methods and materials suit the type of listening intended, fill the needs, and are suited to the experiential background and listening level of the children.

Three approaches to the teaching of listening may be defined:

- 1) Correlated: Listening skills may be correlated with the entire instructional program--math, science, social studies, etc.
- 2) Integrated: Listening may be taught by integrating it with the other language arts skills.
- 3) Separated: Listening may be taught separately.

Lewis and Nichols (1965) and Hildreth (1954) recommend that listening be taught by integrating it with the other aspects of the language arts. They maintain that since listening is one of the communication skills and that listening in natural situations always deals with other content, its skills are best learned by integrating them with the other language arts skills. Landry (1969) says this is fine to some degree, but there are specific skills needed for various listening purposes, just as there are specific skills needed for various reading purposes, which are best developed through specific situations and lessons, not by just being told to "sit up straight and

pay attention." Of course, this does not imply that listening should not be correlated and integrated into the curriculum too. Just as every subject teacher is supposed to be a teacher of language, so the language arts teacher should be a teacher of listening when he is conducting a lesson on reading or spelling. This intern is of the opinion that, in addition to this incidental teaching, times should be set aside when the main focus of the lesson is listening. Obviously it cannot be taught in isolation. The child has to listen to something; it may be to a story being read aloud or to a discussion on the similarities between two poems. The difference between this and a reading lesson per se is that the teacher's primary objective during the listening period is to develop good listening habits and he will have his lesson plan structured around certain skills that he wants to work on during this time.

The teaching program aimed at improving the listening skills of children may utilize either the commercial programs or teacher-made programs.

A distinguishing feature of most commercial programs is their highly sequential, organized nature. Such programs identify a specific set of listening subskills to be improved, often specify procedures for teacher and child, and typically make provision for evaluation of how well the skill is learned.

Commercial programs provide a solution to the problem of a teacher with too many subjects to prepare in too short a time. In a real sense, however, no such program meets the specific needs of the children in a particular classroom as effectively as can one created especially by the teacher in that situation.

A major advantage of a teacher-made program is its flexibility. As he senses children's listening problems, the teacher can alter and adapt the sequence of experiences in response to the needs of the particular group.

Regardless of which program is used, the teacher plays an important role in children's listening. A publication of the Akron Public Schools (1956) suggests the following tasks for the teacher of listening.

- 1) Regard what the child has to say as important.
- 2) Help the child choose content suitable to the interest and maturity of the group.
- 3) Plan with the children so that they sense the purpose for which they are listening in a given situation.
- 4) Help the group set up standards for listening.
- 5) Provide many opportunities for child participation by answering, questioning, adding to, and discussing what they have heard.
- 6) Make provisions for children to participate in follow-up experiences in drawing, telling, and writing.
- 7) Guide children to judge the value of what they have heard.
- 8) Adjust the length of listening time to the maturity of the group.

Summary

In the review of research on the teaching of listening, the following points were noted:

- 1) The demands for quality of listening are greater as quantity of listening diminishes.
- 2) Children should be encouraged to identify themselves characteristics of good and poor listeners.
- 3) The teacher should set himself as a model listener.
- 4) Children should know the purpose for listening.
- 5) Children need many opportunities for meaningful listening using a variety of techniques and materials in a classroom atmosphere conducive to listening.

V. RESEARCH IN LISTENING INSTRUCTION

Recent research supports the assumption that listening ability can be improved with instruction.

A representative study is that of Fawcett (1963) who created and used exercises to develop listening ability of fourth, fifth and sixth grade levels. She compared pretest and posttest scores on the Sequential Tests of Educational Progress: Listening Comprehension Test of this group with scores of a matched control group which received no instruction in listening. Analysis of her data showed that children who received instruction in listening scored significantly higher on the listening test.

Lundsteen (1963) investigated the effects of instruction on discriminating, or critical listening. She isolated and taught to fifth and sixth grade children three specific, critical listening skills: (a) detecting a speaker's purpose, (b) evaluating propaganda in a speaker's presentation, and (c) evaluating arguments. She then compared their performance on a test constructed for the experiment with that of children who had received no instruction and found a statistically significant gain by the group which received instruction.

Lundsteen (1965), in a follow-up of her earlier study, investigated the degree of permanence of learnings and the amount of transfer to in-school and out-of-school activities. One year later she administered the test used in the previous study to children from the original experimental and control groups, and requested that children in the experimental group write anonymously of the ways in which they had used the critical listening lessons during the year. She found that the group which had received instruction still scored significantly higher on the experimental test and that children in this group reported instances of transfer of learnings.

Hogan (1953) used 189 children from eight classes of fifth and sixth graders as experimental and control groups over a six-week period, with the experimental group listening to readings, radio programs, sound motion

pictures, individual and group reports, discussions of standards for listening, and differentiating between fact and opinion in radio advertising. Children were pretested and posttested on materials based on a radio transcription. Superior gains were made by the experimental group.

Pratt (1953) used 40 classes of sixth-grade children randomly assigned to experimental and control groups and had the teachers in the experimental group teach one lesson for each of five weeks, followed by practical applications of the skill later in the week. Results on a pretest and posttest constructed by Pratt showed differences in gains significant at the .01 level and favouring the experimental group.

Edgar (1961) matched two groups of fourth, fifth, and sixth grade children. The experimental group used ten half-hour recorded lessons and the control group read the same material and answered the same questions on it. The instructional materials included the use of analogy, exposition, vocabulary practice, and the story approach. On a posttest eight weeks after pretest, Edgar found that all methods contributed to significant general gains, but that analogies seemed to be the best of the devices used.

Devine (1961) used two matched groups of pupils at the ninth grade level and taught lessons designed to improve critical listening abilities. As in the other studies, Devine found a statistically significant gain by

the experimental group and a superior gain by the experimental group compared to the control group.

In a study involving fifth grade children, Trivette (1961) reported that when specific training was given in listening for main ideas, details, and inferences, not only were gains in these skills significant, but other skills, such as getting word meaning and following directions, also showed improvement.

Canfield (1961), in a study to ascertain the effect of lessons on listening, compared three groups of fifth grade children. One experimental group received direct instruction and practice in listening for main ideas, important details, opinions, relevant and irrelevant details, and transitional phrases; a second experimental group received indirect instruction by listening to selections and discussing their content; the third group, a control group, received only the usual language arts program. He reported that the direct instruction group made the most gains, and the control group showed no significant gains.

Kraner (1963) used a series of taped lessons designed to improve both listening and reading skills of eighth grade children. The experimental group showed a significant gain in listening and reading skills as measured by standardized tests. Especially outstanding gains were made in following directions in both listening and reading.

Nesbitt (1968) compared the listening performance of first grade children with one year of preprimary instruction with that of children who had not received such instruction. She found significant intergroup differences in listening performance, favouring the group that had received preprimary instruction.

Although these studies were all of short duration and involved various teaching procedures, they do support the assumption that listening abilities improve with instruction.

CHAPTER III

METHODOLOGY

I. PURPOSES AND OBJECTIVES

Review of the related research has shown that the listening habits and listening skills of children can be improved through instruction. Studies have also shown that an improvement in listening comprehension results in an improvement in reading comprehension. With this in mind, the intern developed and conducted a short experimental program in listening with a class of grade six children to

- 1) investigate the effect of listening instruction upon the listening habits of grade six children
- 2) examine the effect of an experimental listening program upon the listening-reading comprehension skills of grade six children
- 3) investigate the relationship between listening and other selected variables, such as intelligence and sex.

The experimental program was developed around the following specific skills:

- 1) to follow directions
- 2) to follow sequence
- 3) to summarize main ideas
- 4) to detect main ideas and significant details

- 5) to recognize cause and effect
- 6) to visualize for the purpose of illustrating
- 7) to make inferences and draw conclusions
- 8) to outline
- 9) to identify mood
- 10) to distinguish fact from opinion.

It was hypothesized that children exposed to such a program would experience a significant increase in their listening ability.

II. DESCRIPTION OF THE POPULATION

The intern is presently teaching in the Goulds Elementary School, Goulds. Like many other schools in the province, Goulds Elementary does not offer a systematic program in listening.

With this in mind, the intern approached the principal seeking permission to develop and test a listening program with his (intern's) class of grade six children. The principal, being aware of the relationship between listening and other academic areas, was eager to cooperate. He agreed that a daily, half-hour block of time be made available in the intern's class schedule for a period of eight weeks. It was advantageous to the intern to conduct the program with his class for he had already gained insights into the work habits, behaviour problems, and academic strengths and weaknesses of the children prior to the

implementation of the instructional period. He knew which children could work independently, and which children needed individual attention. His familiarity with the children allowed him to keep the class running smoothly during the time that the project was in session.

For the purpose of this study, the subjects included all the 29 children in the intern's class. There were 19 boys and 10 girls. The children came from families of different religious denominations and family income, and they manifested a wide range of abilities and interests. One child was repeating grade six; another student was doing his entire reading program in the special education class; five other children spent from 2 to 4 half-hour periods per week remedial work in reading and/or language with the remedial language arts teacher. On the Canadian Test of Basic Skills, which was administered in October of 1979, the grade equivalent scores ranged from a low of 3.0 to a high of 8.2 in vocabulary, and a low of 3.2 to a high of 8.1 in comprehension. The class mean for vocabulary was 5.5 and for comprehension, 6.1. The results of the test are given in Table I. The Peabody Picture Vocabulary Test was administered prior to the formal implementation of the instructional package. The verbal intelligence scores ranged from a low of 79 to a high of 140, with a class mean of 103.4. The results of the test are shown in Table II.

TABLE I
Canadian Test of Basic Skills
 October, 1979
 Student Grade Equivalents

Student	Vocabulary	Comprehension
1	7.4	7.9
2	7.3	7.1
3	6.1	5.4
4	6.9	6.8
5	7.6	7.5
6	8.2	7.3
7	7.0	6.3
8	7.0	7.3
9	6.3	7.6
10	6.4	6.0
11	6.6	7.2
12	5.9	8.1
13	4.7	5.1
14	4.4	5.5
15	5.5	5.9
16	5.7	6.2
17	4.9	6.7
18	3.7	5.2
19	3.4	6.0
20	5.5	6.0
21	6.0	6.3
22	3.4	5.6
23	3.9	5.2
24	4.4	5.0
25	5.2	4.4
26	5.5	6.0
27	4.4	5.7
28	3.0	3.2
29	3.4	5.1
Total Mean Score	5.5	6.1

TABLE II
Student Profile
I.Q. as Measured by PPVT

Student	I.Q.
1	140
2	124
3	124
4	122
5	121
6	121
7	111
8	111
9	109
10	109
11	108
12	106
13*	105
14	103
15	102
16	102
17	101
18	99
19*	97
20	95
21	95
22*	94
23*	90
24	89
25*	89
26	88
27	84
28*	82
29*	79
Total Mean Score	103.4

*Students receiving remedial help

III. INSTRUMENTS AND MATERIALS

The intern developed his own instructional program of 30 half-hour lessons in listening. The lessons, which were aimed at developing greater proficiency in the specific skills outlined earlier in this chapter, were as follows:

Lessons 1 and 2:	Following directions
Lessons 3 to 6:	Main ideas and details
Lessons 7 and 8:	Cause and effect
Lessons 9 to 11:	Sequence
Lessons 12 to 15:	Inference and conclusions
Lesson 16:	Creative listening-- visualizing for the purpose of illustrating
Lesson 17:	Creative listening-- visualizing for the purpose of identifying mood.
Lessons 18 and 19:	Note-taking and summarizing
Lessons 20 and 21:	Organizing and outlining
Lessons 22 and 23:	Critical listening--to analyze commercial advertising and public service ads as to approach and presentation, person- alities and purpose; fact and opinion
Lesson 24:	Understanding character; making notes; and recalling facts
Lesson 25:	Sequence and inference
Lesson 26:	Main ideas and details; inference

Lesson 27:	Inference; sequence; main ideas; cause and effect; fact and opinion
Lesson 28:	Cause and effect; main ideas and details; visualizing; word meaning
Lesson 29:	Main ideas and details; sequence; cause and effect; fact and opinion
Lesson 30:	Main ideas and details; fact and opinion; sequence cause and effect; inference

Each lesson was stated in terms of skill or skills to be developed and the procedure for instructing the lesson. The children were instructed beforehand what they were expected to listen for; i.e., the purpose for listening. Each lesson was preceded by a discussion of the skill to be developed which, in turn, was followed by a discussion of children's responses (see the lessons). Each lesson was presented live by the intern because it combined speech, gesture, and eye contact all in one.

IV. DESCRIPTION OF THE PROCEDURE

Prior to the formal implementation of the instructional program, the intern administered the Durrell Listening-Reading Test, Intermediate Level, Form DE. The test measures both vocabulary knowledge and comprehension ability for listening and reading.

Before administering the pretest a brief discussion was held on the importance of and the need for listening

skills. The following points were emphasized:

- 1) We listen to learn about things
- 2) We listen to learn and remember facts
- 3) We listen to understand the ideas and feelings of others
- 4) We listen just for enjoyment
- 5) We listen to gather information for making decisions.

The whole purpose of the discussion was to help children feel comfortable, to stimulate and motivate them to listen well.

After the testing session, the test was corrected. The raw scores were converted to grade equivalents.

The day of commencement of the instructional program, the intern wrote on the chalkboard Logan's (1960) seven levels of listening and discussed them with the children. The seven levels of listening were:

- 1) Little conscious listening on the part of the child and then only when he is the center of interest; easily distracted by people and things.
- 2) Half-listening; the child more interested in his own ideas, waiting to "break in."
- 3) Passive listening; the child just sitting there, with little or no reaction.
- 4) Sporadic listening; the child showing interest if the conversation is closely related to his own experience, but shutting off the current when the conversation turns away from him.
- 5) Listening; some reaction shown through comments or questions.

- 6) Listening; indication of sincere emotional and intellectual response.
- 7) Highest level of listening; complete understanding of what is being said. (p. 176)

The purpose was to point out to the children that all children listen at one or more of these levels throughout the day. In order to acquire the highest levels of listening skills, they need guidance and that this particular program was aimed to help them develop effective listening skills.

During the program there were two discussion sessions. The purpose of these discussions was twofold:

- 1) to help increase children's awareness of the importance of good listening
- 2) to maintain children's enthusiasm and intense interest throughout the program.

The children were divided into groups and were asked to discuss and report to the class the following things:

- 1) List different kinds of listening situations in school and outside which call especially for accurate listening.
- 2) What are some rules for good listening?

A posttest was administered at the end of the instructional period, using the Durrell Listening-Reading Test, Intermediate Level, Form EF. The raw scores were converted to grade equivalents and a t-test was then applied to determine whether there was a significant difference between the pretest and posttest means. These data will be discussed in more detail in the next chapter.

CHAPTER IV

FINDINGS AND DISCUSSIONS

INTRODUCTION

This chapter reveals the outcomes of the study. The findings are presented in three sections. Section one deals with the effect of instruction upon the listening habits of grade six children in the study.

Section two deals with the relationship between listening and reading comprehension skills of the grade six children in the study.

Section three deals with the relationship between listening and other selected variables (i.e., intelligence and sex) of the grade six children in the study.

I. LISTENING HABITS

There were no behaviour problems of any significance during the period of the project. Most of the children demonstrated a very positive attitude toward the program. The intern noticed that the children became more attentive not only during the periods of listening instruction but also during instruction in other subjects. Class discussions became more interesting and discipline improved.

The intern held two 30-minute discussion sessions during the period of the project. The first discussion session, held during the third week, focussed on the question: "What are some of the different kinds of listening situations in school and outside which call for accurate listening?" The children were divided into small groups of four to six. Following the group discussion, each group then reported to the whole class. The following kinds of listening situations emanated from their discussions:

- 1) Listening to follow directions in doing school work, and in learning to play an unfamiliar game.
- 2) Listening to announcements made by the principal over the public address system or by the classroom teacher. In listening to announcements, they stated that it was important to listen for what, when, and where.
- 3) Listening to class discussions to hear the opinions of other children or to reach conclusions.
- 4) Listening to telephone conversations.
- 5) Listening to a passage read by the teacher to see pictures, to note character description, to identify figurative language, etc.
- 6) Listening to teacher's instructions and explanations.
- 7) Listening to news and favourite programs on television.
- 8) Listening to school radio broadcasts.
- 9) Listening to group reports by other children.

The second small group session was held during the sixth week and focussed on the question: "What are some rules for good listening?" The following suggestions generated from their discussion:

- 1) Listen quietly; keep noise at the lowest level possible.
- 2) Look at the speaker to show your interest.
- 3) Listen the first time so you do not miss anything.
- 4) Pay close attention to directions and try to remember them.
- 5) Think before asking or answering questions.
- 6) Take notes to help you keep the main points in mind.
- 7) Understand the purpose for listening.
- 8) Concentrate on what the speaker is saying.
- 9) Listen for key words and phrases.
- 10) Listen for and try to remember sequence.

The group responses to the two questions were indeed favourable. This intern is convinced that such a technique was worthwhile in that it helped increase children's awareness of and interest in the importance of good listening. The discussion periods also did much in maintaining the children's enthusiasm and intense interest throughout the program.

At the end of the program, a brief questionnaire was given to gain further insights into the personal feelings toward the total listening program. There were six questions

on the questionnaire. The responses were very helpful to the intern in evaluating the success of the program (see Appendix I).

The first question was: "Did you enjoy the listening skills program?" All the children responded with a definite yes. The second question was: "What skills did you particularly find difficult and would like to have more practice in?" Seventy-three percent (19 out of 26) of the respondents indicated that they found some lessons difficult and would like to have further practice. The skills which they listed were:

- 1) Finding cause and effect relationships from a long passage.
- 2) Writing a summary.
- 3) Detecting sequence.
- 4) Fact and opinion.
- 5) Completing an outline.

To the third question, "Were any lessons too long?", 57.7 percent (15 out of 26) indicated that there were some lessons which overtaxed their attention and concentration span. The intern found that the following lessons extended well beyond the half-hour period:

- 1) Lesson 9: Detecting sequence in sentences and paragraphs.
- 2) Lesson 10: Detecting sequence in paragraphs.
- 3) Lesson 15: Drawing conclusions.
- 4) Lesson 25: Detecting sequence and making inferences.

- 5) Lesson 28: Finding cause and effect, main ideas and details; and visualizing for the purpose of illustrating.

The fourth question was: "Did the listening program help you? If so, list four or five ways that you found it helpful." The responses that the children gave strongly indicated that the program was beneficial to them. Some of the responses were:

- 1) I pay closer attention to the directions and explanations given by the teacher.
- 2) I listen to the ideas of others.
- 3) I listen to my friends so I will know what to say when they are through talking.
- 4) I listen for the main ideas of a talk.
- 5) I listen better to important announcements from the principal's office.
- 6) I now enjoy more listening to poetry, stories, and music.
- 7) I can follow directions better.

All the children answered yes to question five, "Do you think that listening should be taught in school?" and to question six, "Would you like to have another listening program?"

The responses to the questionnaire were indicative of the success of the experimental program in improving the listening habits and attitudes of the children involved in the study. There was a marked difference in their total approach to listening by the end of the program.

II. LISTENING AND READING

The hypothesis that children exposed to such a short-term program in listening would experience a significant increase in their listening and reading ability was upheld.

Listening and Reading Vocabulary

The mean of the grade equivalent scores of listening vocabulary in the pretest was 6.4 and in the posttest it was 6.8. The difference between the two means, over an eight-week period, was 0.4 of a grade. When measured by the t-statistic, this was a significant gain at the .05 level. (See Table III).

The mean of the grade equivalent scores of reading vocabulary in the pretest was 5.8 and in the posttest it was 6.1 showing a mean gain of 0.3 of a grade. This result was significant at the .05 level when measured by the t-statistic. (See Table III).

Using Pearson product moment correlations, a relationship of .80 was found between the means of listening and reading vocabulary. When this correlation was tested using the t-statistic, the resulting value of t, which was 6.53 compared with the critical value of t which was 2.06, showed the results to be significant at .05 level. (See Table IV).

TABLE III

Pretest and Posttest
Comparison of Grade-Equivalent Means
For Durrell Listening-Reading Test

	LISTENING			READING		
	Vocabulary	Comprehension	Total Listening	Vocabulary	Comprehension	Total Reading
Posttest	6.8	6.5	6.6	6.1	6.8	6.3
Pretest	6.4	5.8	6.1	5.8	6.1	5.9
Difference	0.4	0.7	0.5	0.3	0.7	0.4
T-Value	5.56	3.50	3.57	3.33	4.67	5.71

N = 26

TABLE IV
Correlations Between Different
Listening and Reading Components

Components	Correlation r	t-Values	Critical Value	Level of Significance
Vocabulary	.80	6.53	2.06	.05
Comprehension	.45	2.46	2.06	.05
Total	.88	8.97	2.06	.05

Reading and Listening Comprehension

Normally, according to Durrell (1970), during an eight-week period of instruction, a class would be expected to experience a mean gain of 0.2 of a grade in reading comprehension. The mean of grade equivalent scores of reading comprehension was 6.1 in the pretest and 6.8 in the posttest. Over an eight-week period, the class gained 0.7 of reading comprehension. This result, when compared with an expected result of 0.2 is highly significant when measured by the t-statistic. (See Table III).

The mean of grade equivalent scores of listening comprehension in the pretest was 5.8 and in the posttest was 6.5 showing a mean gain of 0.7 of a grade. When measured by the t-statistic, the results were found to be significant at .05 level. (See Table III).

Using the Pearson product moment correlations, a relationship of .45 was found between the means of listening and reading comprehension. When this correlation was tested using the t-statistic, the resulting value of t which was 2.46 compared with the critical value of t which was 2.06 showed the results to be significant at .05 level. (See Table IV).

Reading and Listening

The mean of total listening grade-equivalent scores was 6.1 in the pretest and 6.6 in the posttest. This was

a mean gain of 0.5 of a grade over a period of eight weeks. The mean of total reading grade-equivalent scores in pre-test was 5.9 and 6.3 in posttest with a mean gain of 0.4 of a grade. When measured by the t-statistic, the results were found to be significant at .05 level. (See Table III).

Using the Pearson product moment correlations, a relationship of .88 was found between the means of total listening and total reading grade-equivalent scores. When this correlation was tested using the t-statistic, the resulting value of t which was 8.97 compared with the critical value of t which was 2.06 revealed the results to be significant at .05 level. (See Table IV).

From the above analyses, it would be reasonable to conclude that there is a positive correlation between listening and reading vocabulary, between listening and reading comprehension, and between listening and reading.

III. LISTENING AND OTHER SELECTED VARIABLES

In addition to relationship between listening and reading, investigators have been interested in the relationship between listening and such variables as intelligence and sex.

Listening and Intelligence

Brown (1965), Condon (1965), Jackson (1966), and Winter (1966) all have noted a significant relationship

between listening and intelligence. This study also indicates a similar relationship favouring children with an I.Q. of 100 and over. The mean of the grade-equivalent scores on the pretest (before any instruction) for the children whose I.Q. was 100 and over was 6.8. The mean of the grade-equivalent scores for the children with an I.Q. under 100 was 5.3. The mean of the posttest grade-equivalent scores for the children with an I.Q. of 100 and over was 7.5, showing a mean gain of 0.7 of a grade over an eight-week period of instruction. The mean of the posttest grade-equivalent scores for the children with an I.Q. under 100 was 5.4, showing a mean gain of only 0.1 of a grade. This study shows that the children with an I.Q. of 100 and over not only scored higher before instruction but also showed the greatest gain after instruction. (See Table V).

Listening Differences Between Boys and Girls

An examination of the test results reveals that there is no difference between boys and girls of this study in listening. Both sexes showed a mean gain of 0.5 over an eight-week period. (See Table VI).

Studies in this area, however, appear to be conflicting. Hollow (1955), in a study of fifth-graders, reported that there was no significant difference between the means of the scores of boys and girls on the listening

TABLE V
Relationships Between
Intelligence, Listening and Reading

Components	I.Q. 100 and Over	I.Q. Under 100
Listening (Posttest)	7.5	5.4
Listening (Pretest)	6.8	5.3
Difference	0.7	0.1

Note: All scores are given in grade-equivalents.

TABLE VI
Comparison of Grade-Equivalents
for Boys and Girls

	Boys	Girls
Listening (Posttest)	6.7	6.5
Listening (Pretest)	6.2	6.0
Difference	0.5	0.5

Note: All scores are given in grade-equivalents.

tests (the mean of the boys' scores was 33.17; the girls', 32.71). Hampleman (1955) and Nichols (1948) found boys' listening ability superior to girls in materials they called "hard". Hampleman suggested that the difference may have been due to a greater interest in the materials by the boys. Nichols suggested his difference might be due to greater motivation by males. Lundsteen (1964) reported that girls appeared to be better critical listeners than boys. The difference was significant.

CHAPTER V

SUMMARY AND IMPLICATIONS OF THE STUDY

INTRODUCTION

The purpose of this chapter is to present a summary of the purpose of this study, the methodology and procedure used for the study, and the findings revealed by an analysis of the data. The general implications, derived from evaluation of the findings of this study are presented as they relate to the teaching of listening and for further research.

I. SUMMARY

The Purpose and Procedure of the Study

The purpose. This study investigated the effect of a planned listening skills program upon a class of grade six children in the Goulds Elementary School. It investigated: (1) the effect of listening instruction upon the listening habits of children, (2) the effect of a listening program upon the listening-reading comprehension skills of children, (3) the relationship between listening and other selected variables such as intelligence and sex.

Instrumentation and procedure. The listening skills program used in this study was developed by the intern

utilizing the materials from the language arts curriculum and other sources in the school. The program consisted of 30 lessons which focussed on the following specific skills: (1) following directions, (2) following sequence, (3) summarizing main ideas, (4) detecting main ideas and significant details, (5) recognizing cause and effect, (6) visualizing for the purpose of illustrating, (7) making inferences and drawing conclusions, (8) outlining, (9) identifying mood, and (10) distinguishing fact from opinion.

The experimental program was implemented by the intern in his class of 29 grade six children during the months of February, March, and early April. There was one 30-minute period a day for four days a week. The children were told at the beginning of each lesson the purpose for listening. A discussion preceded each lesson and there was a discussion at the end. Each lesson was presented live by the intern.

There were two 30-minute group discussion sessions held during the project. The first session, held during the third week, focussed on the different kinds of listening situations in and out of school which called for attentive listening. The second discussion centered around rules for good listening. At the end of the program a short questionnaire was administered to gain further insights into the personal feelings toward the total listening program.

A pretest was given prior to the commencement of the project and a posttest at the end. The raw scores for the different components of the tests were converted to grade equivalents. Pearson product moment correlations were used to determine a relationship between listening and reading vocabulary, listening and reading comprehension, and total listening and total reading. The correlations were then tested for significance using the t-statistic.

Summary of Findings

Listening habits. The children demonstrated a high level of morale and enthusiasm throughout the program. The small group discussions helped the children become aware of the importance of the role of listening in their daily lives and the need for good listening habits. The responses to the questionnaire also indicated that they enjoyed the program and that they had benefited much from it. There was a noticeable improvement in their listening habits and attitudes by the end of the program.

Listening and reading. Analyses of the test scores revealed that the gains of the posttest over the pretest for the different components were significant at .05 level when measured by the t-statistic. The gains in grade-equivalents were as follows: listening vocabulary, 0.4; listening comprehension, 0.7; total listening, 0.5; reading vocabulary, 0.3; reading comprehension, 0.7; and total reading, 0.4.

Significant correlations were found between the different listening and reading components when calculated according to the Pearson product moment technique and tested using the t-statistic at .05 level.

Listening and other variables. The findings revealed that there is a strong relationship between listening and intelligence. Children of high intelligence appear to be better listeners than children of low intelligence. In this study the children with an I.Q. of over 100 scored higher on the pretest and also experienced the greater overall gain after they had received instruction.

The findings of this study showed that there was no difference between the listening abilities of boys and girls.

II. IMPLICATIONS OF THE STUDY

The general implications arising from the findings of this study are presented as they relate to (1) teaching listening, and (2) the need for further research.

Implications for Teaching Listening

1. The findings of this study concur with studies reviewed in Chapter II specifying the need for listening skills programs in schools. The responses of the discussions and to the questionnaire in this study suggest that listening is an important skill and, like its ally reading, it can be improved through instruction and emphasis should be

given to it in school.

2. Teacher-made materials adapted from the language arts curriculum and other material sources in the school can be as effective and attractive as the expensive commercial listening materials.

3. Teacher-made materials that are purposefully planned and presented in a pleasant classroom climate can increase the listening and reading achievement of grade six children.

4. The instructional program for listening should be initiated early in the school year so that there will be adequate time for follow-up and reinforcement.

5. Lessons in listening should be short--about 30-minute periods--once or twice a week. Provision should be made at the completion of each lesson for follow-up of the skill in other disciplines.

6. Each lesson should have a purpose and the children must be informed about the purpose for listening. The teacher should not entreat children to listen "because listening is important" but rather "because when I have finished giving the directions there are three activities you are to do." This procedure puts listening into a very practical framework; the child begins to realize that unless he listens, he will be unable to accomplish the task.

7. Findings of the study reveal that the children were weak in finding cause and effect, writing a summary,

detecting sequence, distinguishing fact from opinion, and completing an outline. This suggests that children should be given many opportunities for developing these skills in reading and subject-content areas.

Implication for Further Research

The findings of this study reveal that further research is needed using a larger sample to discover whether there is a difference in the listening abilities of boys and girls. There seems to be no general agreement in the studies reviewed about the relationship between listening and sex.

TABLE VII
Student Profile
Grade-Equivalents for Listening
as Measured by Durrell

Student	Vocab. (Post)	Vocab. (Pre)	Comp. (Post)	Comp. (Pre)	Total (Post)	Total (Pre)
2	9.5	6.6	7.7	6.5	8.7	6.6
3	6.5	6.5	6.5	5.1	6.5	5.9
4	7.6	7.1	9.3	10.0	8.1	7.9
5	8.3	7.0	8.1	8.0	8.2	7.5
6	7.8	7.8	6.5	4.9	7.3	6.5
7	6.3	6.8	8.9	5.8	7.0	6.5
8	7.6	8.1	10.0	8.9	8.3	8.3
9	8.3	7.1	6.9	6.2	7.8	6.8
10	8.3	7.1	8.0	8.1	8.1	7.6
11	7.3	6.5	8.7	8.9	8.0	7.7
12	8.7	8.5	9.7	5.7	8.9	7.3
13	6.7	6.0	5.7	4.9	6.3	5.6
15	7.3	5.7	6.0	5.4	6.8	5.6
16	7.3	5.6	6.7	6.7	7.2	6.1
17	6.4	6.2	4.8	4.4	5.7	5.5
18	4.9	5.5	4.6	4.6	4.8	5.1
19	6.8	7.8	6.9	5.8	6.9	7.0
20	6.4	5.1	4.8	3.9	5.7	4.6
21	7.2	7.3	6.3	4.8	6.9	6.3
22	6.3	5.8	6.2	4.6	6.3	5.3
23	4.7	4.9	4.2	4.9	4.4	4.9
24	5.9	6.4	4.0	4.4	4.9	5.4
26	6.4	5.8	5.6	5.5	6.0	5.6
27	5.0	6.3	4.2	4.6	4.7	5.6
28	5.0	5.5	4.8	4.9	4.6	5.2
29	4.7	4.5	3.2	2.9	4.0	3.8
	(6.8)*	(6.4)	(6.5)	(5.8)	(6.6)	(6.1)

*Bracket, (), indicates grade-equivalent mean.

Note: Students 1, 14 and 25 were absent.

TABLE VIII

Student Profile
Grade-Equivalents for Reading
as Measured by Durrell

Student	Vocab. (Post)	Vocab. (Pre)	Comp. (Post)	Comp. (Pre)	Total (Post)	Total (Pre)
2	8.1	8.5	10.0	8.4	8.6	8.2
3	7.0	5.8	8.1	6.7	7.3	6.2
4	6.5	5.4	6.7	6.7	6.6	6.6
5	7.5	7.1	8.4	7.1	7.8	6.0
6	8.9	9.1	9.7	9.3	9.0	9.0
7	7.3	6.4	10.0	9.7	8.2	7.3
8	7.5	7.2	7.4	8.1	7.5	7.5
9	7.0	7.3	9.3	6.7	7.6	7.2
10	7.6	8.1	6.2	7.3	7.1	7.4
11	8.2	8.1	7.7	8.4	7.9	8.2
12	7.6	7.6	10.0	8.4	8.8	7.9
13	5.5	5.3	4.9	4.1	5.1	4.8
15	6.0	5.7	5.7	4.6	5.8	5.6
16	5.6	4.9	7.2	6.2	6.3	5.5
17	5.8	5.5	6.3	6.3	6.0	5.9
18	5.0	4.9	6.5	5.8	5.6	5.3
19	5.3	4.2	6.0	6.5	5.6	5.1
20	5.6	5.5	6.2	5.1	5.9	5.3
21	6.2	5.9	6.5	5.1	6.3	5.5
22	4.2	4.0	5.1	4.4	4.5	4.1
23	4.1	3.5	4.2	4.1	4.1	3.6
24	4.1	4.0	4.9	3.3	4.3	3.8
26	5.1	4.6	5.1	4.4	5.1	4.5
27	5.3	5.3	5.2	4.8	5.3	5.1
28	3.8	3.8	5.1	4.4	4.4	3.9
29	3.8	3.0	4.2	3.5	3.9	3.1
	(6.1)*	(5.8)	(6.8)	(6.1)	(6.3)	(5.9)

*Bracket, (), indicates grade equivalent mean.

Note: Students 1, 14 and 25 were absent.

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APPENDIX I

A BRIEF QUESTIONNAIRE

1. Did you enjoy the listening skills program? _____

2. What skills did you particularly find difficult and would like to have more practice in?

3. Were any lessons too long? _____

4. Did the listening skills program help you? If so, list 4 or 5 ways that you found it helpful?

5. Do you think that listening should be taught in school?

6. Would you like to have another listening program?

APPENDIX II

Lesson #1Skill Developed: Following DirectionsDirections:

Have you ever given someone directions on how to get to some place? Have you had the opportunity to follow the directions someone has given you? How well did you give the directions? Were they clear and concise? How well did you follow the directions given you? Did you listen well to the directions? Were you able to follow them without difficulty?

Suppose I read to you the following set of directions. How many of you would be able to carry them out exactly in the order they are given? Let's try it! I will ask someone to do them after. "Go to the chalkboard. Draw a square. Put a circle in the square. Write the word cat in the circle. Walk backward to your seat and sit down." (Name), see how well you can perform these directions. Children, did (name) carry out all the directions correctly?

Let's play another game.

- 1) Number your paper from 1 through 4.
- 2) After #1 write the year of your birth.
- 3) After #2 write a year when something interesting happened to you.
- 4) After #3 write your age at the time of your birthday this year.

- 5) After #4 write the number of years that have passed since the interesting event in your life.
- 6) Now add these four numbers, and I will immediately tell each of you if your answer is correct. (The answer is always 2 x the year in which the game is played.)

Did you realize from these two games how important it is to listen very carefully to directions? At what times is it important to listen carefully to directions? Why?

Now listen carefully to the following series of numbers. You will be required to do something for each series. Write the numbers and answers in a column down the left side of the page. Listen carefully, for each series will be called out only once.

Series of Numbers:

- 1) Listen to this series of numbers and write the third one:
5 - 9 - 4 - 2 - 7
- 2) Listen to this series of numbers and write the one next to the last:
3 - 7 - 2 - 9 - 8 - 5
- 3) Listen to these numbers and write the one in the series that is closest to the number 3:
7 - 5 - 0 - 9 - 4 - 6
- 4) Listen to these numbers and write the largest of them:
6 - 2 - 7 - 5 - 8 - 4 - 7

- 5) Listen to these numbers and write a number below 10 that is not mentioned in the series:

6 - 2 - 8 - 4 - 9 - 7 - 1

Now listen to the next exercise which is more difficult.

More Specific Directions:

- 6) Beside #6, write the words "from", "with", "at".
- 7) After #7, write in alphabetical order the words "hat", "red", "ball".
- 8) Write the even numbers between 10 and 24.
- 9) Let's assume that the top of your page is pointing north. Beside #9, draw an arrow showing the direction pointing west.
- 10) If the days of the week were arranged in alphabetical order, write the first day.
- 11) After #11, write this sentence:
There is a shovel at the entrance to the gravel pit.
- 12) Beside #12, draw a triangle inside a circle which is inside a square.

Lesson #2Skill Developed: Following DirectionsDirections:

In our lesson yesterday we learned how important it is to listen well to directions for getting out of school when there is a fire, for carrying out instructions in class, and many other things in our day to day activities.

In our lesson today there are two slightly different types of activities. For the first part, you will be given a sheet of graph paper to do some things on it. For the second part you will be given a plain sheet of paper.

Let's put away all distracting materials and get ready for the exercise. Ready?

Part A

- 1) Start near the top left of your paper. With your pencil, follow a line to the right for 4 spaces. Now go down one space, over to the right 2 spaces, down 1 space, to the right 2 spaces, down 1 space and, right 3 spaces. What have you drawn?
- 2) Start near the top of your paper but to the right of #1. With your pencil follow a line to the right for 4 spaces. Now go down 2 spaces, over to the left 4 spaces, and up 2 spaces. What have you drawn?
- 3) Begin near the bottom left-hand border of your paper. With your pencil, follow a line up 5 spaces. Now go to the right 4 spaces, up 2 spaces, to the right 2 spaces, down 1 space, to the right 1 space, down 1 space, to the left 1 space, down 5 spaces, to the left 1 space, up 3 spaces, to the left 4 spaces, down 3 spaces, and to the left 1 space. What have you drawn?

Part B

Last Saturday Tom and his family went swimming at the Aquarena. At school the following Monday, he told the class about the pool. It was 35 metres long, and 15 metres wide. It was 5 metres deep at one end and 1 metre at the other. There was a 2 metre walk all the way around the pool. Along each of the long sides, there were two tables. There were three diving boards at the deep end.

- 1) In the centre of your paper draw a large rectangle for the swimming pool.
- 2) Mark one side of the rectangle "35 metres", and one end "15 metres". Mark one end "deep" and one end "shallow".
- 3) Draw a line all the way around the pool and mark it "walk". Write the number to show how wide it is.
- 4) Draw circles for the tables, and lines for the diving boards.
- 5) Tom was swimming in water 3 metres deep. Make an X to stand for Tom.

Lesson #3

Skill Developed: Finding the Main Idea

Directions:

The main idea tells what a paragraph is mainly about. The main idea of a paragraph is usually stated in a topic sentence. The topic sentence may be anywhere in the paragraph. For example:

"If you merely glance at a map of North America, it may seem to you that the land areas of Canada and the United States are about the same size. Actually, Canada is the second largest country in the world. The United States ranks about fourth. Canadian territory, including the Arctic islands, extends from near the North Pole to the U.S. border. Quebec province alone has more land area than Alaska, the largest state."

Which sentence tells the main idea?

- a) The United States ranks about fourth.
- b) Actually, Canada is the second largest country in the world.
- c) Quebec province alone has more land area than Alaska, the largest state.

The main idea of a paragraph often is not stated in a topic sentence. It may be only suggested or implied. For example:

- 1) The greatest machine you own is no bigger than your fist. This machine is your heart, working steadily at pumping the blood throughout your body. When you're sitting quietly, this amazing organ beats about seventy times a minute. During periods of activity your heart automatically speeds up to take care of the body's increased demands. Your body's blood pump maintains almost perfect rhythm for your entire lifetime.

Which sentence tells the main idea?

- a) The heart is a tireless, automatic blood pump.
- b) The bloodstream is the body's lifeline.

When you are finding the main idea of a paragraph, it is important to listen to all the paragraph. Listen to all the details which tell about the main idea.

Our lesson today requires you to listen to a series of paragraphs for the purpose of understanding word, phrase, and paragraph meaning. After each number, write (a), (b) or (c). Write your answers in a column down the left side of your page. Now listen carefully.

- 1) "Why don't you call the train station first and find out the schedule," Ben's mother suggested. "That way you'll know exactly when the train is going to leave, and you won't miss it."

A train schedule tells:

- (a) what time trains depart
- (b) what time trains arrive
- (c) how many cars a train will have

- 2) Henry was relieved when he was given a scholarship to study at the University. Now he would no longer need a job at night and could study more. There would be enough money from the award to pay for expenses.

A scholarship is:

- (a) money given to aid a student
- (b) an extra job
- (c) a University student

- 3) "We are going to have an election of class officers," the teacher announced. "However, before we can vote, we must have nominations. To nominate a candidate for an office, just name a student you would like as an officer."

A nomination is:

- (a) an election of officers
- (b) one of the class officers
- (c) naming someone as a candidate

- 4) One of the most difficult tests in a Rodeo is the serpentine test. The trucks have to wind in and out like a snake. The course winds back and forth between barrels which the drivers must be careful not to hit.

A serpentine test:

- (a) is a contest for snakes
- (b) takes place in barrels
- (c) requires turning back and forth

- 5) The traffic had been very heavy that night. Kay Adams, the bus driver, was glad when she finally arrived at the terminal. Now that the route was finished she could let off all the passengers, park the bus, and relax.

A bus terminal is:

- (a) a public parking lot
- (b) the end of a bus route
- (c) the rear part of a bus

- 6) "Look at those nimble mountain goats!" exclaimed Sammy. "They jump from rock to rock so quickly, and yet they never lose their footing."

Something that is nimble:

- (a) jumps up and down very often
- (b) is quick-moving and sure-footed
- (c) moves quickly and often falls down

- 7) "Without water, flowers won't stay fresh," Katherine explained. "No wonder they are withered. It was silly of you not to put them in water."

Something that is withered:

- (a) grows without water and stays fresh
- (b) looks like a fresh flower
- (c) had dried up and lost its freshness

- 8) "Why are you so reluctant to go to the Kline's house, Elsie?" Mrs. Miller asked. "I can see no reason for your not wanting to go. Now stop being so slow about getting ready."

Someone who is reluctant:

- (a) moves very slowly because he is tired
- (b) is slow to act because he is unwilling
- (c) will not do what he is told

Lesson #4Skills Developed: Finding Main IdeasDirections:

After reviewing main ideas, several paragraphs were read. At the end of each paragraph, two sentences were given. Children were required to choose the one which best gave the main idea of that paragraph.

The Paragraphs:

- 1) An early form of basketball was played by some South American Indians. It was played on a large paved court. At each end of the court a stone ring was set high in a wall. A solid rubber ball that was large and heavy was used in the game. The players could not throw the ball with their hands. They had to push it with their knees and hips. The object of the game was to get the ball through one of the rings.
- 1) Beside #1, write (a) or (b) which you think is the main idea of the paragraph.
 - a) South American Indians played a game with a bat and a ball.
 - b) Long ago Indians played a game that involved ring and a ball.
- 2) Fishing has always been a important industry for Canada. Now it is facing a major problem. Fishing grounds are in very poor condition. In some places water has been made impure by waste from cities and from factories. In other places the feeding grounds of fish have been ruined by mud washed away by rain and carried downstream.
- 2) After #2, write (a) or (b).
 - a) Canadian fishing grounds are in a bad condition.

- b) Fish cannot live in muddy water.
- 3) The temples and palaces built hundreds of years ago by South American Indians were made of huge stones. Some stones were twenty-five feet across and weighed hundreds of tons. Yet the Indians did all the heavy work of lifting them into place without the help of machines. The stones in the buildings were so well put together that not even a knife blade could be passed between them.
- 3) Beside #3, write (a) or (b).
- a) Long ago South American Indians made huge buildings with machines.
- b) The temples and palaces of the South American Indians were well built.
- 4) The remains of plants and animals of long ago are called fossils. When the plants and animals died, they were buried under layers of mud and clay that turned to rock. Their bones remained buried until recent times when the wind and water wore away the soil and rock that covered them.
- 4) Beside #4, write (a) or (b).
- a) Mud and clay turned to rock over thousands of years.
- b) Fossils are remains of plants and animals that lived long ago.
- 5) In 1800 most people in Upper Canada walked or rode horseback over cobblestone streets or dirt roads. Goods were usually carried in wagons pulled by animals. In many parts of the nation there were no roads at all, and people followed animal and Indian trails or went directly across the land. River currents were used to float rafts downstream.
- 5) Beside #5, write (a) or (b).
- a) It was difficult for people to travel in 1800.
- b) In 1800 people travelled on Indian trails.

- 6) Some islands are extremely small, while others are very large. Some islands contain lush vegetation while others are only sparsely vegetated. Some islands are nations, while other islands belong to nations.
- 6) Write (a) or (b) beside #6.
 - a) Great Britain and Japan are important islands.
 - b) Islands can be very different from each other.
- 7) Volcanic islands are formed by the action of volcanoes beneath the surface of the ocean. The lava from an erupting volcano forms cones that rise above sea level, and these cones become islands. Coral islands are formed by tiny animals called coral polyps. These islands are found in shallow, tropical waters.
- 7) Beside #7, write (a) or (b).
 - a) Most of the world's islands are oceanic.
 - b) There are two kinds of oceanic islands--volcanic and coral islands.
- 8) The island continent of Australia has several animals and birds found only on this continent. Some of these are the kangaroo, the koala, the emu, and the cassowary. On the Galapagos Islands are giant tortoises and lizards found only on these islands. And on some islands in Indonesia, there are the Domodo lizards which are found nowhere else.
- 8) Write (a) or (b) beside #8.
 - a) Unusual birds and animals can be found on certain islands and nowhere else.
 - b) Australia has several kinds of interesting birds.

Lesson #5

Skill Developed: Finding the Main Idea

Directions:

After reviewing the main idea, children listened intently to a number of short paragraphs to decide what each was mainly about. They demonstrated their ability in detecting the main idea by choosing the correct ending. They were to write (a), (b), or (c) after each number.

The Paragraphs: (adapted from the Barnell Loft Specific Skills Series E)

- 1) Camels bring to mind pictures of the desert. Yet some camels live where it is very cold and where there is much snow. These camels have long hair. They have feet shaped to travel over snow and ice. Not many people know that camels are animals as fitted to live in cold regions as they are in the warmer places of the world.

The paragraph mainly tells:

- a) How camels help us
- b) Why camels have long hair
- c) How camels are also suited to cold regions

- 2) Air pollution is not a modern problem. People of the Stone Age suffered from the effects of it too. A study of primitive villages in New Guinea showed that smoky fires built by early natives caused illness and death. Four out of five of those more than forty years old had lung disease. This ailment was a leading cause of death among primitive tribes.

The paragraph mainly tells:

- a) Why the study was made

- b) Why bears climbed trees
 - c) How dogs help Indians hunt bear
- 4) Water is many things to many people. To the captain and sailors on a ship, water is their road. To a firefighter, water is a weapon to drown the flames. To the farmer, water means crops to sell. To the engineer, water is a power that creates electricity. Water is life itself to people dying of thirst.

The paragraph mainly tells:

- a) Why firefighters need water
 - b) When water means life itself
 - c) What water means to different people
- 5) The world's highest tides are in the Bay of Fundy, which separates New Brunswick from Nova Scotia. At the head of the bay, tides come in and go out at the rate of about seven feet per hour. The average rise and fall of the water is about forty feet every six hours.

The paragraph mainly tells:

- a) Why a tidal change takes six hours
 - b) How high the tides are in the Bay of Fundy
 - c) Why there are tides
- 6) Bananas are not fit to eat if they ripen on the plants. If bananas are allowed to turn yellow on the plant, they lose their good flavour. What is worse, the skin breaks open, and insects eat the fruit. The banana rots rather than ripens. Only when bananas are picked while the fruit still has a green colour are they desirable for food.

The paragraph mainly tells:

- a) Why bananas are yellow
- b) Why bananas have such a good flavour
- c) Why bananas are picked green

- 7) The fox gets rid of its fleas in a clever fashion. Holding a stick in its mouth, the fox wades into the water backwards. As the water rises, fleas rush toward the fox's head. Then to avoid drowning, they go down its nose and unto the twig. The fox lets go of the twig and comes to shore--minus the fleas!

The paragraph mainly tells:

- a) How the fox gets rid of fleas
- b) Why fleas fear water
- c) Why foxes dislike fleas

- 8) The aardvark is one of the world's strangest creatures. Its snout resembles a pig's. The heavy body is more like that of a bear. The aardvark's tail is like a kangaroo's. Its tongue is like an anteater's. Its ears are like those of a donkey. Even the appetite of the animal is odd. When running wild, it eats termites. When captured, it enjoys eggnog!

The paragraph mainly tells:

- a) How strange the aardvark is
- b) What the aardvark's tongue is like
- c) What the aardvark eats

- 9) Trees keep growing as long as they live. Of course, trees in some areas do not grow during the winter months. At temperatures below the freezing point, sap cannot flow. The growing parts of the trees receive no water or food from the roots. Only with the return of warm weather does sap flow again. Only then do trees begin growing again.

The paragraph mainly tells:

- a) What happens to some trees during the winter
- b) Why sap doesn't flow
- c) Why trees need water

- 10) Do plants make sounds? Scientific evidence shows that they do. Not long ago engineers attached a special microphone to the leaves of plants. They turned up the volume. To their surprise the plant made sounds. Furthermore, engineers learned that each type of plant made a different sound.

The paragraph mainly tells:

- a) Why plants make sounds
- b) When plants make sounds
- c) How we know plants make sounds

- 11) Ships of long ago had many ways of sending signals. Sails were raised and lowered. Sometimes a shield was raised to the top of a mast. For many years baskets made of metal and filled with burning wood or other fuel were used. At other times, flags, lanterns, and the firing of cannons served as signals for ships at sea.

The paragraph mainly tells:

- a) How ships sent signals
- b) Why cannons were used to send signals
- c) How people raised and lowered sails

Lesson #6

Skill Developed: Finding the Main Idea

Directions:

After reviewing the main idea, children listened intently to a number of short paragraphs to decide what each was mainly about. They demonstrated their ability in detecting the main idea by choosing the correct ending. They were to write (a), (b), or (c) after each number.

The Paragraphs: (adapted from the Barnell Loft Specific Skills Series F)

- 1) The Trans-Canada Highway is the first ocean-to-ocean highway in Canada and the longest paved road in the world. After twelve years of work, the 4,859-mile highway was completed in September of 1965. The Trans-Canada Highway makes it possible for the first time for a person to drive from coast to coast and remain within Canada for the entire trip.

The paragraph mainly tells:

- a) How the Trans-Canadian Highway helps
- b) Why the Trans-Canadian Highway was built
- c) Where the longest road is

- 2) Why does a mustang buck so wildly when a saddle or rider is on its back for the first time? Mustangs have the blood of wild horses. Their ancestors roamed the plains, hunted by wolves and mountain lions. They had a built-in terror of being attacked and killed by fang and claw. Instinctively they became all fear and fire when something leaped on their backs.

The paragraph mainly tells:

- a) What animals killed mustangs
 - b) What makes mustangs buck wildly
 - c) Why horses are difficult to train
- 3) Parachutes were invented long before the first airplane flight, but the idea of an airplane coming down in a parachute certainly is new. A recent invention permits a plane in trouble to throw out a parachute that will bring the craft safely back to earth. The inventors hope that large airlines will accept their invitation. It is part of the continuing war on air tragedies.

The paragraph mainly tells:

- a) When the first parachute was invented
 - b) What the new parachute does
 - c) Why there is a war against air tragedies
- 4) The mystery of how salmon can find their way back to their home rivers is solved. The salmon navigates by sun and stars when travelling in the ocean. When the salmon nears the general area of the river in which it was born, it uses its nose. The salmon can remember the smell of the home river that it left as a baby.

The paragraph mainly tells:

- a) How far salmon travel
 - b) What salmon remember
 - c) How salmon find their way home
- 5) The North Pole is not the world's coldest region. Northeastern Siberia, over 1,000 miles south of the North Pole, is the coldest place on earth. Temperatures of 60, 70 and 80 degrees below zero have often been recorded. Oddly enough, you would seldom catch a cold in the world's coldest region. Most germs cannot live in such extreme cold!

The paragraph mainly tells:

- a) Why people don't catch cold
 - b) What the coldest region is like
 - c) What the north pole is like
- 6) Every February, Quebec has a winter carnival. There are parades, street dances, costume balls, and sports events. People carve attractive monuments from ice and snow. The ice sculptures, narrow zigzagging streets, horsedrawn sleighs, and coloured streetlights add a picture-book setting to two weeks of fun in the French-speaking Canadian city.

The paragraph mainly tells:

- a) What the winter carnival in Quebec is like
 - b) How the snow helps
 - c) Why Quebec has a winter carnival
- 7) People of long ago believed that to stumble was a sign of bad luck and a warning of misfortune to come. People of ancient Rome believed this. It was a common belief for thousands of years. It was believed that unseen evil forces made people (or their horses) stumble as a last warning. Should the people not heed this warning, it was their misfortune.

The paragraph mainly tells:

- a) Why people stumble
 - b) What people once believed about stumbling
 - c) What the unseen forces were
- 8) In August of 1873 the first hydrogen-filled balloon was launched in Paris. It landed near a village fifteen miles away. The peasants were terrified. They thought it was a monster from another world. One fired a shot into it, allowing the hydrogen to escape. Others tore the balloon to shreds with their pitchforks.

The paragraph mainly tells:

- a) What the balloon flight proved
 - b) What peasants did to the first hydrogen-filled balloon
 - c) Why the first balloon was filled with hydrogen
- 9) The Saint Bernard dog is famous for rescuing lost travellers. Years ago when people travelled on foot through the Alps of Switzerland, they often lost their way in snowstorms. The intelligent Saint Bernard, with its wonderful sense of smell, found persons who were half buried in snowdrifts and called for help by barking.

This paragraph mainly tells:

- a) Why the Saint Bernard barked
 - b) How the Saint Bernard rescued travellers
 - c) How the Saint Bernard got its name
- 10) Plants which grow in the desert have long root systems. These roots quickly soak up whatever water is available. Desert plants are not like other plants, which have thin leaves and lose most of the moisture sent up from the roots. The thick leaves of the desert plants store water for use in the driest parts of the year.

The paragraph mainly tells:

- a) Why desert plants have thin leaves
 - b) How desert plants get and store water
 - c) What leaves do
- 11) The products of Canadian farms find their way to every continent. These products have made Canada one of the world's major exporters of food. Canada's wheat, cattle, dairy and poultry production has accounted for the largest share of the farmer's contribution to the national income. Farming is carried on in every Canadian province.

The paragraph mainly tells:

- a) How important farming is in Canada
- b) Why Canada exports food
- c) Why farming is important

- 12) A buffalo stampede was a frightening thing to see. The shaggy-headed buffalo, weighing from 1,000 to 2,000 pounds, rushed forward, heads low, smashing, trampling, and destroying everything in their way. Their sharp hoofs kicked up dust as they rushed blindly forward, bringing death and destruction to anyone and anything unlucky enough to be caught in their path.

The paragraph mainly tells:

- a) How heavy buffalo are
- b) What a buffalo stampede was like
- c) Why people are afraid of some animals

Lesson #7

Skill Developed: Finding Cause and Effect Relationships

Directions:

Some things cause other things to happen, a cause produces an effect, or the result of the cause is its effect. Let me write the following sentences on the board.

- i) Haste makes waste.
What is the cause of waste? That's right, haste is the cause of waste.
What is the effect of haste? Yes, waste is the effect of haste.
- ii) My bedroom got wet when it rained because I forgot to close my window.
I forgot to close my window is the cause.
My bedroom got wet when it rained is the effect.
- iii) Your dog was growling because your baby brother was pulling its tail.
What is the effect? Yes, your dog was growling.
What is the cause of the effect? That's right, your baby brother was pulling its tail.

It is usually possible to find a cause for something that happens. The result of the cause is its effect.

Now listen carefully to each sentence which tells about something that happened and why it happened. Decide which phrase tells the cause and which phrase tells the effect. Write cause or effect after each phrase. Write the numbers and answers in a column down the left side of the page.

- 1) Mary fell asleep right away because she had worked very hard all day.

- a) fell asleep _____
- b) worked hard _____
- 2) The constant pounding of the waves ground the small rocks into sand.
- a) rocks became sand _____
- b) waves pounding rocks _____
- 3) The woman opened her umbrella when the rain began to fall.
- a) falling rain _____
- b) opened umbrella _____
- 4) After the man tied the plant to a stick, the plant grew straighter.
- a) straighter plant _____
- b) tied to a stick _____
- 5) The sun was so warm that the fisherman took off his jacket.
- a) warm sun _____
- b) took off jacket _____
- 6) Mark couldn't finish reading the book after the lights went out.
- a) no lights _____
- b) couldn't read _____

Now listen to each of the following paragraphs, the incomplete sentence and the three phrases. Decide which phrase completes the sentence correctly. Write (a), (b), or (c) beside each number.

- 7) Some nations fear their neighbors and guard their borders closely. The United States and Canada have been at peace for more than a hundred years. The border between Canada and the U.S. is the longest freely travelled border between any two nations in the world.

The border is freely travelled because _____.

- a) the nations are far apart
- b) the nations are enemies
- c) the nations are at peace

- 8) There were no written records to tell about the Americas thousands of years ago. But early people left clues behind. They left stone tools and weapons as they moved on in search of game. As the years went by, these things were covered by the earth. There they lay hidden. Scientists search for such objects and use them to fit together the story of the past.

Scientists learn about the past because _____.

- a) They uncover buried objects
- b) they search for game
- c) they mark trails

- 9) People of Canada are becoming a nation of city people far away from nature. For this reason it becomes important to keep some areas of great natural beauty in the nation. Many such areas have been made into national parks. Each year thousands of people visit these parks.

People visit parks because they want _____.

- a) to see areas of natural beauty
- b) to move to the cities
- c) to live in the parks

Lesson #8

Skills Developed: Finding Cause and Effect Relationships

Directions:

In our last lesson we learned that there is usually a cause for something that happens. The result of the cause is its effect. For example: She slipped on the ice and broke her arm. Slipping on the ice is the cause. The effect is a broken arm. Today we are going to continue with that skill. Listen carefully to each paragraph. Write your answers in a column down the left side of the page. Ready?

- A. When Josephine suddenly developed a high fever, her mother called the family doctor without delay.
 - 1. Beside #1, write cause or effect.
high fever
 - 2. After #2, write cause or effect.
Mother called the doctor
- B. Jim had to pay a twenty-five cent fine when he finally returned his library book. The book was two weeks overdue.
 - 3. Beside #3, write cause or effect.
A twenty-five cent fine
 - 4. Beside #4, write cause or effect.
An overdue library book
- C. Mr. Marshall's car had a flat tire. He had driven over a nail which had produced a slow leak.
 - 5. Beside #5, write what caused the incident;
the cause
 - 6. Beside #6, write what happened as a result;
the effect

D. When the class heard that their school's spelling team was to appear on TV, they became excited.

7. Beside #7, write what caused the incident;
the cause

8. After #8, write what happened as a result;
the effect

Now listen carefully to the following passage.

The Passage: ("Androcles and the Lion", Reading Progress:
A Skills Program, p. 4)

Many, many years ago, a slave called Androcles ran away from his Roman master and hid himself in a cave outside the city. Hearing the roar of a lion at the mouth of the cave one day, he realized he could not escape and made ready to die. The lion limped into the cave but, instead of attacking the terrified slave, the great beast lay down in pain, licking its paw. Growing bolder, Androcles crept towards the lion until he was close enough to see that there was a long sharp thorn deep in the animal's paw. Androcles reached out and quickly removed the thorn. The lion was so thankful that it licked the slave's feet, and the man and the beast become friends.

9. Is the following sentence stated as a cause or as an effect? Write cause or effect beside #9.

Androcles ran away from his master.

10. Is the following sentence a statement of cause and effect? Write Yes or No after #10.

Androcles was trapped in the cave.

11. Listen to this sentence:

The lion walked with a limp.

If it is a cause, write cause. If it is an effect, write effect.

12. Beside #12, write cause or effect.

The lion had a sharp thorn in its paw.

13. Listen to this sentence:

Hearing the roar of a lion, Androcles became terrified.

Is it a statement of cause and effect?
Write Yes or No beside #13.

Lesson #9Skill Developed: Detecting SequenceDirections:

Would you like to become detectives? Can you detect the sequence of an action? Here are some guides to help you detect sequence:

- 1) Ask your self questions, such as, "What is happening? What probably happened just prior to the incident? What will probably happen next?"
- 2) Form pictures in your mind so that you will clearly understand what happened first, second, etc.
- 3) Look for key words that will serve as sequence clues. Such words as: then, before, soon, after, finally, later, and now are essential guides.

The purpose of today's activity is to listen to determine sequence in sentences and paragraphs. Number your paper in a column down the left side as you work. Listen for key words that will serve as sequence clues. Listen carefully. Ready?

Sentences:

- 1) Long before the severe rainstorm broke, our dog hid under the bed in fright.

Our dog hid under the bed _____ (before,
after) the rainstorm broke.
- 2) I borrowed a book from the school library,
and then went home to read it.

True or False

I went home before borrowing a book.

- 3) By the time I answered the phone, the caller had already hung up.

True or False

The caller had hung up before I answered the phone.

- 4) William Simpson walked to the service station, which was two blocks away, and telephoned his brother.

William Simpson telephoned his brother _____
(before, after) he walked to the service station.

- 5) A newspaper reporter dashed out of City Hall and ran across the street to the nearest public telephone.

A newspaper reporter ran across the street
_____ (before, after) he dashed out of City Hall.

- 6) The women had been working all night in the heavy rain, and now they were exhausted.

True or False

The women were exhausted while they were working in the heavy rain.

- 7) Soon after the boat was loaded, the captain ordered the crew to make sail.

Write a, or b to indicate order of occurrence.

(b) the captain gave the order to set sail.

(a) the boat was loaded.

- 8) Martin turned the horse loose; then he sat down to rest in the midday sun.

Martin rested _____ (before, after) he turned the horse loose.

- 9) Soon after the sun went down, the fireflies began to appear.

True or False

The fireflies appeared after the sun went down.

- 10) He checked all the burners on the stove after he smelled strong gas fumes.

He smelled gas fumes _____ (before, after) he checked the burners.

The Paragraphs: (adapted from the Barnell Loft Specific Skills Series, Detecting the Sequence,
E

- 11) The water level had fallen. The young swimmers were unable to climb out. Suddenly the oldest boy had an idea. He dove to the bottom. Tugging at a valve, he let out some water. He repeated this until the boys were standing safely on the bottom of the tank--now empty.

True or False

Before he let out some water, the older boy had an idea.

- 12) The earth rumbled. Then the ground broke open. Boats were swallowed up on the river. Houses trembled in Boston. Shortly after, people in Canada felt the shock. It happened more than 160 years ago. But the land has never been the same since the great Missouri earthquake.

a) Boats were swallowed up _____ (before, after) homes trembled in Boston.

b) Cracks opened up _____ (before, after) the earth rumbled below.

- 13) Hollywood had a problem. Where could they find a cat who could follow directions? Its master

volunteered a cat named Syn. After appearing in several pictures, Syn is now a star. It plays leading parts in Walt Disney movies. The pay? Syn earns the handsome sum of \$1,000 per week!

True or False

- a) After Syn appeared in several pictures, its master volunteered its services to Hollywood.
 - b) Syn appeared in movies after Hollywood started a search for a cat who could take directions.
- 14) The rodeo seemed doomed. Heavy rains had made the ground too slippery. Cowboys refused to take part. Then a slender girl volunteered to ride a bucking horse. To the surprise of the cowboys, she rode brilliantly. Embarrassed, they went on with the rodeo. The girl was Bertha Kaepernick, who became the first woman rodeo rider.
- a) Bertha rode a bucking horse _____ (before, after) the cowboys refused to take part in the rodeo.
 - b) Bertha took part in the rodeo _____ (before, after) it rained.
- 15) Most of the tail had been damaged in a midair collision. How could the captain land the ship? If he pulled on the throttle too fast, the ship would crash into the trees. Too slow, and it would slam into the ground. He picked a small field. Then he pulled out the throttle--just in time to glide down to a stop.

True or False

- a) Most of the tail had been damaged before the midair collision.
- b) Before using his throttle, the captain was able to glide to a stop.

16) The robbers thought it would be easy. Ellen Jack, a woman from England, had discovered gold. They would kill her and take the gold. To their surprise, Ellen had slipped up behind them. While the town roared with laughter, she marched them off to jail.

- a) Ellen escorted the robbers to jail _____
(before, after) she had discovered gold.
- b) The people laughed _____ (before,
after) Ellen slipped up behind the robbers.

Lesson #10Skill Developed: Detecting SequenceDirections:

After reviewing sequence, children listened to a number of paragraphs. They demonstrated their ability in detecting sequence by numbering sentences in their order of occurrence.

The Paragraphs: (adapted from the Barnell Loft Specific Skills Series, F)

- 1) The submarine lay on the bottom. How could the crew be brought to the surface 242 feet above? A diving bell was lowered. The trapped men opened the hatch and climbed out of the submarine into the bell. They were brought to the surface. After forty hours, all 33 men had reached the surface and safety.

3 The crew were brought to the surface.
1 The submarine rested on the bottom.
2 A diving bell was lowered.
- 2) Slowly the 40 ton locomotive sank. Bystanders looked at each other in astonishment. Soon only the tops of the smokestacks were visible. Then nothing. The locomotive had completely vanished. Work crews who probed for it found nothing at a depth of 50 feet. The locomotive had been swallowed up by quicksand!

1 Bystanders looked at each other.
3 Work crews found no trace of locomotive at a depth of 50 feet.
2 Only tops of smokestacks were visible.

- 3) Fish for a sea monster? A trawler did exactly that. An enormous metal hook was attached to a heavy chain. Half a steer was then used to bait the hook. Next, the hook was lowered into the sea. Suddenly the chain was pulled down with enormous force. When the chain was raised, the bait was gone and the hook had been pulled completely straight!

1 A trawler fish for a sea monster.

2 Half a steer was used as bait on the hook.

3 The hook had been pulled completely straight.

- 4) Fort Henry was running out of powder. Who would go for more? Young Betty Zane volunteered. The gates burst open, and she dashed through the startled Indians and British. On her return she carried a large bag of gunpowder. This time she ran through a hail of bullets. Incredibly, she was not hit. She had saved the fort!

2 Young Betty Zane volunteered.

3 Betty was not hit.

1 Fort Henry needed more gunpowder.

- 5) How could the insects be stopped? They would soon destroy the entire orange crop. Scientists suggested ladybugs. A shipment was purchased. They destroyed the insects. A few dollars' worth of ladybugs had saved an orange crop worth millions of dollars!

3 The orange crop was saved.

2 Ladybugs destroyed the insects.

1 Insects were destroying the oranges.

- 6) What a mess! When the trapper's wife returned, she found her supplies and equipment in ruins. She had locked the door and windows before she left. How did the wolverine get in? Then

she realized the vicious little beast had come down the chimney! Few people can out-smart the "devil of the north".

- 1 The trapper's wife locked the door and windows.
- 2 The wolverine came down the chimney.
- 3 The supplies and equipment were in ruins.

- 7) The journey was almost over. The radio operator wired the final message to Germany. Then a flame broke out. In moments the Hindenburg became a blazing torch. After the tail sank to the ground, many passengers and crew members leaped to safety. In 33 seconds the entire airship lay in ruins.

- 3 Many passengers and crew members escaped to safety.
- 2 The tail of the airship, Hindenburg, sank to the ground.
- 1 The radio operator wired the final message.

- 8) Could any tightrope walker cross the gorge at Niagara? Blondin not only walked across the rope, but he performed stunts. He crossed on stilts. Then he carried a stove out on the rope and cooked an omelet! For his feats at Niagara, Blondin won international fame as "King of the Rope".

- 3 Blondin won international fame.
- 2 Blondin carried a stove and cooked an omelet.
- 1 Blondin crossed on stilts.

- 9) It all began when signals were misunderstood between the two ships. The Mont Blane was rammed. A fire started. When the flames reached the gunpowder in the hold, it went up with a roar. Ships were tossed across the channel. Part of the city disappeared. It was the great Halifax disaster.

_____ Flames reached the gunpowder.

_____ Signals were misunderstood.

_____ Ships were tossed across the channel.

- 10) To some it looked as if Rafer would never walk correctly again. His foot had been injured in a machine. He was on crutches for months. Finally he walked. Then he ran. Later he even went out for track and became one of the greatest athletes ever to represent the United States.

_____ 2 Rafer went out for track.

_____ 3 He became one of the best athletes to represent the United States.

_____ 1 He hurt his foot.

- 11) Who would row out to the sinking ship? Two other lifesaving crews had already failed. Joshua James agreed to try. He and his men completed the incredible rescue. This was the fourth crew he had saved in the past 24 hours. Joshua was then hailed as America's greatest lifesaver.

_____ 1 The ship was sinking.

_____ 3 Joshua was hailed as America's greatest lifesaver.

_____ 2 Joshua rescued the crew members.

- 12) Libby met a sight that filled her with terror. A cougar was about to spring at her! A hunter tried to help and was attacked by the cougar. As he fell, his gun flew into the air and Libby seized it. As the cougar was about to leap at her, she fired. Her aim was perfect. Libby Collins had saved both herself and the hunter.

_____ 3 Libby fired the gun.

_____ 1 The hunter fell.

_____ 2 Libby grabbed the gun.

Lesson #11

Skills Developed: Finding Sequence
Note-taking

Directions:

"An experiment usually has a definite order of steps to be followed." Today you are going to listen to Pasteur's experiment on germs. Listen carefully to the order of steps because at the end you will be given the steps to number them in the correct order. Take notes of key words and phrases which will help you infer sequence.

For many years scientists wondered about the very tiny plants and animals that can be seen only with a microscope. Louis Pasteur, a French scientist, did not believe that they came from nowhere.

"Louis, they seem to come from nowhere," said his fellow colleague, "I have made them myself many times in jars of water."

"Excuse me, sir," said Louis, "but these small plants and animals are living things. They must have, shall we say, parents."

To prove it, Pasteur took several jars and half filled them with water.

"We will heat these to kill any living things that might be in them. Then we will seal each one."

Pasteur took some of the sealed jars and opened them up in the dusty streets and backyards of Paris.

"I'll seal these up again. If tiny plants and animals grow in these jars, I'll try the same experiments in the mountains. The air is purer there."

A month later Pasteur took newly sealed jars to the mountains.

"We will open them at different levels."

A few days later

"Just as I thought--there are tiny plants and animals in the jars that I opened at the lower levels. This is because the air there is not as pure as it is higher up the mountains.

This proves that tiny living things, or germs, do come from somewhere. They grow in air that is not pure."

Pasteur continued to experiment with germs. He found he could kill harmful germs that grow in wine by heating the wine. This process is now known as pasteurization.

Pasteur's studies interested other scientists. Because he had proved that germs grow in air, doctors and nurses began to be much more careful about cleanliness.

Louis Pasteur later found cures for rabies and other diseases. Not only France, but the world, honored him. In Paris, grateful people built a special laboratory for him--The Pasteur Institute--which still stands.

Read the sentences below and decide in what order they happened in the article. Number them 1 to 8 to indicate the correct sequence.

- 4 Pasteur opened some of the sealed jars in the streets of Paris.
- 1 Since scientists did not know for sure where germs come from, Pasteur decided to try an experiment to find out.
- 3 Pasteur heated and sealed the jars.
- 2 Pasteur filled several jars half-full of water.
- 7 Pasteur's experiment proved that germs grow in impure air.
- 5 Pasteur took more jars to the mountains and opened them at different levels.

- 8 Doctors and nurses began to be more careful about cleanliness.
- 6 Pasteur studied what was in each jar under a microscope.

Lesson #12Skill Developed: Making InferencesDirections:

An inference is the act or process of arriving at a conclusion from something known or assumed. It requires the ability to listen to all pieces of information in order to arrive at a conclusion. The answer is not specifically stated but is rather implied. Let's take an example.

- 1) It was very dark. Nothing moved. He walked carefully, aware that a wrong step could lead him into the cold, muddy water of the lake.

Where do you think the character is? (Near the lake).

Today's lesson will help you develop the skill of making inferences. As you work number your paper in a column down the left side.

- 1) Maureen and Tammy sat on the chair and were given a ride to the top of the hill. The cool wind made their cheeks rosy. When they got to the top, they stood and looked at the green, white, and blue world around them. As people started swishing by them, they adjusted their goggles and decided to go. Tammy followed Maureen as they started winding their way through the trees down the snow-covered hill.

Where were Maureen and Tammy?

- 2) Raymond was down on his hands and knees in the telephone booth. The light was dim and he couldn't see very well. Desperately Raymond felt around. He had to call home to let his parents know where he was, or he would be in trouble.

What was Raymond looking for?

- 3) When the signal bell sounded, each child rose from his seat and took his place in line. The lines marched silently out of the school building and stopped some distance away.

"Two minutes," called a teacher, looking at his stop watch. "But it should take less time than that."

What was the purpose of the signal?

- 4) Larry was curled up under a blanket on a chair in the den. Even TV didn't interest him. His head felt like an oversized pumpkin. His eyes streamed. He could not breathe. The stack of used tissues at his side grew steadily as he blew his nose time and again. He was truly miserable.

What was the matter with Larry?

- 5) Gordon was washing dishes in the kitchen after dinner. Suddenly he heard the screech of tires as brakes were slammed on. Then there was a loud crash. When he looked out the window, he saw a crowd of people looking at something in the street.

What had happened?

- 6) Above, somewhere in the trees, a lark was singing. The sound of its voice made Ed feel glad he had taken a walk with his dog. He picked up a stick and tossed it into the tall grass. The dog quickly ran after it and brought it back to Ed. Ed walked along, watching the dog as he bounded after a small animal.

Where was Ed?

- 7) Jan Bell could hear water lapping against the house. She peered out of a second floor window. Only the tops of cars parked along the street were above water. Jan was happy to see her father approaching in a rowboat. Mr. Bell had gone to help sandbag the riverbanks and

had been away all night.

What had happened?

- 8) Mrs. Abraham had stayed home to prepare dinner for her family and their expected guests. Mr. Abraham rushed down to the station and arrived there seconds before the train was due. He paced up and down the empty platform. Every few minutes he glanced at his watch impatiently.

Why was Mr. Abraham impatient?

Lesson #13Skill Developed: Making InferencesDirections:

The skill of making inferences was reviewed with the children after which they listened to several paragraphs. They demonstrated their ability in making inferences by choosing the correct ending. They were to write (a), (b), or (c) beside each number.

The Paragraphs: (adapted from the Barnell Loft Specific Skills Series E)

- 1) How good is a dog's sense of smell? George Murphy left his dog Candy at home when he went to fight in Vietnam. When mail arrived, Candy sniffed with excitement. Out of dozens of letters she was able to pick out the one sent by his master.

You can tell that:
 - a) the other letters had no odour at all
 - b) all letters from Vietnam had a special odour
 - c) each person has a special odour

- 2) An octopus can change colours. Usually the octopus takes the colour of its surroundings. This is not so when it becomes upset. It may get pale all over or turn brown or even purple. The octopus keeps on changing colours, one after another, until it settles down.

When an octopus is the colour of the surroundings, it is:

- a) happy
- b) upset
- c) dead

- 3) Sometimes lions charge toward a hunter. The hunter must shoot the lion in the brain to kill it at once. The brain is the size of a small ball. Even lions shot through the heart will keep charging. Hunters can't stop firing until the lion is dead.

You can tell that:

- a) it is easy to kill a lion
- b) it isn't easy to kill a lion
- c) a wounded lion isn't dangerous

- 4) During colonial days there were no bathtubs or showers in the houses. They were not missed, however. Many people of that time never thought of taking a bath. Most people thought that water caused many diseases. Only the hands and feet were washed, and that wasn't often.

You can tell that people of today:

- a) take fewer baths than people of colonial days
- b) take more baths than people of colonial days
- c) fear water more than people of colonial days

- 5) If there were no air or dust, we would see the stars both night and day. The sky wouldn't be blue. It would look jet-black. With no dust or air, there wouldn't be any twilight. When the sun went down, we would have total darkness.

Air and dust help us to see:

- a) darkness
- b) colour
- c) distance

- 6) Some people think that snakes have to be coiled before they can strike. Don't believe it. It

isn't necessary for a snake to coil its body in order to strike. The snake won't take the time to arrange itself if it sees an enemy close by.

You are safe from the snake if:

- a) it is not coiled
- b) it is coiled
- c) you are far away

- 7) Put a pencil into a glass of water. Look at the pencil at the place where it enters the water. The pencil looks broken, doesn't it? This is because light doesn't travel as fast in water as it does in air. This causes the light rays to bend.

The pencil wouldn't seem to bend if light travelled at:

- a) different speeds
- b) the same speed
- c) twice its speed

- 8) The Indians didn't make tomahawks. They got them from the early settlers. The tomahawks looked like small axes. They were made of metal. Indians used the tomahawks to chop with. They used the tomahawk as a war club and a scalping knife.

You can't tell what:

- a) the Indians used the tomahawk for
- b) the Indians gave for the tomahawks
- c) tomahawks looked like

- 9) People say that moths eat clothes. This isn't true. Moths can't eat clothes. They don't have the right type of mouth. It is the caterpillar that destroys clothes. When the caterpillar becomes a moth, it no longer eats clothes.

You can tell that a:

- a) caterpillar turns into a moth
- b) moth turns into a caterpillar
- c) caterpillar never becomes a moth

- 10) The camel has strong, yellow teeth. It is able to chew almost anything. It doesn't seem to care what it eats. Most camels will eat cactuses. Others have been known to eat bones and blankets. No matter what they eat, they don't seem to get sick.

You can tell that camels:

- a) are very foolish
- b) are like people
- c) have strong stomachs

Lesson #14

Skills Developed: Making Inferences

Directions:

The skill of making inferences was reviewed.

Children then listened to several paragraphs and answered some questions afterwards.

- 1) Last Saturday, I went fishing with my father at Bluewater Lake. We sat in a little boat all day with our lines in the water. When I pulled my line out I thought I had a fish. It was just an old tin can.

Now number your paper from 1 to 5. Write your answers to the following questions:

- 1) Who went?
 - 2) When did they go?
 - 3) Where did they go?
 - 4) What was done?
 - 5) What interesting thing happened?
- 2) "Let down the main sail or we will be swallowed up by this wretched storm-tossed sea," shouted the captain to his crew.

Now number your paper from 6 to 9 and write your answers to these questions:

- 6) Where are these men?
- 7) Who is giving the orders?
- 8) To whom is he giving orders?
- 9) What can they do to save themselves?

- 3) Just as the woman aimed her camera at the antelope, she heard a lion roar loudly behind her and she turned around quickly.

Now number your paper from 10 to 13 and write your answers to these questions:

10) What animal did the woman see first?

11) What did she have in her hand?

12) What animal did she hear behind her?

13) Who turned around quickly?

- 4) Soon after the Indians had completed their rain dance, lightning flashed in the distance and shouts of delight went up from the tribe.

Now answer the following four questions:

14) Who had been dancing?

15) What type of dance was it?

16) When did the lightning flash?

17) How did the Indians react to the flash?

Lesson #15Skill Developed: Making InferencesDirections:

After reviewing inferences, children listened to several paragraphs. They demonstrated their ability in making inferences by choosing the correct ending. They were to write (a), (b), or (c) after each number.

The Paragraphs: (adapted from the Barnell Loft Specific Skills Series F)

- 1) Labrador, a large peninsula in northeastern Canada, is a land with long, harsh winters. The severe climate makes agriculture almost impossible. Only a few hardy vegetables are raised in village gardens. Except for fish and game, the people of Labrador must depend on supplies brought in from other parts of Canada and from other lands.

The story suggests that Labrador is:
 - a) an easy land in which to live
 - b) a great tourist attraction
 - c) dependent on other areas
- 2) Chimpanzees are among the most intelligent of all animals. They are able to recognize numbers. They can even type simple words on the typewriter. Chimpanzees can also concentrate for long periods of time. These amazing apes have been trained to work at a machine for as long as six hours. Their work consists of pushing buttons and pulling levers. They are rewarded with food.

From the story you can infer that most animals can't:

- a) count
 - b) concentrate
 - c) push levers
- 3) In ancient Egypt, cats were worshipped as gods. Egyptians who harmed cats were punished. If an Egyptian killed a cat, the punishment was usually death. Owners of dead cats shaved off their own eyebrows as a sign of mourning. Dead cats were made into mummies. Egyptians even tucked mummified mice into the tomb so that their cats would not be hungry in "cat heaven".

In ancient Egypt it is likely that most cats:

- a) died young
 - b) lived a long, happy life
 - c) had no eyebrows
- 4) Hummingbirds must eat almost constantly to live. Once seven hummingbirds shipped to New York were sped by taxi to the Bronx Zoo. It was not a long trip, but too long for the hungry birds. By the time they reached the zoo, five had become unconscious from hunger, and one had died.

The hummingbirds were rushed to the zoo because:

- a) they were ill
 - b) the zoo was closing
 - c) they needed to be fed
- 5) "Red in the morning, sailors take warning," is an old proverb which warns of rain. Actually there is reason why this old proverb about the colour of the morning sun was so widespread. A red sun indicates that there is dust and moisture in the air. These are two of the important elements that are necessary for rain. Thus there is some degree of truth in the proverb.

You can tell that:

- a) there is no truth to this proverb
 - b) other elements are also important for rain
 - c) rain doesn't need moisture or dust
- 6) The polar bear is one of the cleverest hunters in the animal kingdom. It will swim beneath the ice to a place near a seal's escape hole. The bear then raps on the underside of the ice. Alarmed, the seal dives into the water. Waiting for it is the crafty and hungry bear!
- The writer suggests that the polar bear:
- a) knows the habit of the seal
 - b) digs escape holes for seals
 - c) is a better swimmer than the seal
- 7) The world's saltiest water is found in the Dead Sea, which is located between Israel and Jordan. It is the lowest body of water in the world, some 1,200 feet lower than the Mediterranean. The Dead Sea is about seven times as salty as the ocean. It has no fish and little plant life. Because of the saltiness of the water, swimmers in the Dead Sea cannot sink!

The Dead Sea was probably so named because:

- a) it is so salty
 - b) swimmers can't sink
 - c) it contains almost no life
- 8) More accidents occur in the gymnasium than in any other area within the school building. Failure to obey orders from the gym instructor is believed to be the chief reason for the accidents. While some accidents can be expected during vigorous physical activity, most can be avoided. Safety experts say that those who follow the rules are less likely to be injured.

It is likely that those who obey the rules:

- a) are sure to get injured
- b) are injured less frequently
- c) will never get injured

- 9) "How many whooping cranes this year?" people ask. Each year a count is made of the birds as they arrive in Texas after their 2,500-mile jaunt from their Canadian nesting site. For years the number of the giant birds has dwindled. Hunters, warned that the birds now number less than 50, no longer shoot at America's most spectacular bird.

You can tell that:

- a) people didn't harm whooping cranes
- b) hunters must have killed whooping cranes in the past
- c) whooping cranes will become extinct

- 10) Lacrosse is the oldest organized sport played in North America. This fast, rough game was played by the Indians. Early French and English settlers, after watching Indians play the game, adopted it and made some changes in the rules. Players armed with long sticks try to throw or kick a ball into the opposing team's goal area.

From the story you can tell that:

- a) lacrosse is a very popular game
- b) early settlers learned from the Indians
- c) no changes have ever been made in lacrosse

- 11) Dinosaurs swallowed stones. They swallowed them to help digest food. Chickens do this also, but the stones they swallow are much smaller. The juices inside the dinosaur's stomachs made the stones smooth and shiny over a period of time. These stones are sometimes called gizzard stones. Naturally, they are prized by fossil collectors.

From the story you can tell:

- a) that dinosaurs and chickens have nothing in common
- b) why dinosaurs swallowed stones
- c) that the stones were swallowed by accident

Lesson #16

Skill Developed: Creative Listening--Visualizing

Directions:

In discussing visualization, the intern used an illustration of Norman Rockwell. The illustration used was entitled "Looking Out to Sea." First children listened to a description of the illustration and then drew their own sketch of the scene they visualized. The description was: "An old retired sea captain and a boy, both dressed in sailor's hat, along with the boy's dog, stare at a sailing schooner sailing out past the headland. They are standing on a knoll in the foreground just in front of the buildings and a wharf, where the masts of two more schooners are visible. Gulls are soaring overhead in the blue sky, scattered with white fluffy clouds."

After they had finished their sketch, there was a discussion of things they had included in their scene. Then the 'real' illustration of Norman Rockwell was shown, discussing such things as: "How close is your sketch to the illustration?" "What did you not include in your sketch?" "What words from the paragraph paint a picture?" "What specific details were used to create a clear picture?"

In summarizing, it was pointed out that a descriptive paragraph is one that paints a picture with words. A descriptive paragraph appeals to one or more of the

senses. It is written so that the reader sees what the writer sees, smells what the writer smells, hears what the writer hears, tastes what the writer tastes, or feels what the writer feels. Specific details are used to create a clear picture.

The children then listened to a descriptive paragraph about a skyscraper. They listened for specific details which describe the skyscraper, and the sequence of the details. At the end they drew their own sketch depicting the skyscraper they visualized.

The Paragraph:

The skyscraper was set in a cluster of buildings. Brightly painted benches, and trees and flowers in redwood pots surrounded the building at ground level. The display windows of elegant shops circled the first and second floors. The rest of the building was covered with huge, vertical slabs of gray stone. Between the slabs were long, narrow windows of tinted gray glass. Three antennas rose into the sky from the flat roof.

Lesson #17

Skill Developed: Creative Listening--Vizualization

Directions:

In an attempt to further the refinement of the skill of creative listening--visualizing, children listened to the following descriptive paragraph to note the specific details used to create a picture, the sequential order of the details, and the senses which were appealed. They did not sketch the scene visualized, but rather discussed the scene.

"Creating a pizza makes me feel like a great artist. First, my fingers stretch out the wad of sticky, elastic dough to a wide circle. Then, on this canvas, I paint a layer of spicy, red tomato sauce. I line the outer edge of the artwork with circles of pepperoni. Over the interior I create a pattern of chopped green peppers, shredded, pale-yellow mozzarella cheese, and sliced brown mushrooms. After spending twenty minutes in the hot oven, my masterpiece looks truly good enough to eat."

The children then listened to a paragraph about Pierre's room to do a sketch afterwards. They were to listen for the different things the writer saw in Pierre's room.

The Paragraph:

When I walked into Pierre's room, I thought I had stepped into a jungle. At first all I could see were green plants, vines and dark shadows against the back wall. Then a bird flew across the room just over my head. Then I saw another bird sitting on a perch. When I looked to my left, I saw a snake. I was relieved to see a glass cage surrounding that curled body. The skylight in the ceiling provided the only light in the room. It cast an eerie blue light on Pierre's grinning face.

Lesson #18

Skill Developed: Taking Notes
Summarizing

Directions:

The lesson today will help you develop the skill of critical listening through noting main ideas (facts) and details.

Facts and details are small pieces of information that are often important to learn and remember. For example, suppose you are walking near a large construction area and a worker warned you, "There will be a dynamite blast here in two minutes. Leave this area immediately!" The worker gave you an important fact. Your correct hearing and understanding of the fact could help you avoid harm.

You will find important facts and details everywhere--not only near construction sites. You hear them on television, radio, and when listening to people talk. It will always be necessary for you to be able to work with facts and details.

It is impossible to know everything that a speaker says. You listen to get the small pieces of information that are important so that at the end you can summarize his talk. You write notes of the main ideas and key words.

Listen carefully to each of the following short passages, one at a time, and write notes of the main ideas and key words. Then using your notes, write a sentence or two summarizing each passage.

- 1) The gerbil is well suited to his desert life. He has large earbones so that he can hear very well. He can go a long time without water. His long legs let him travel across the hot sand leap after leap. The gerbil lives on the herbs that grow in desert country in the winter and spring. He likes leaves, seeds, flowers and roots. He often stores away food for future needs.
- 2) Rice is the main food eaten in Japan. It can be cooked in many different ways. The people of this island country also eat much seafood. The Japanese people like fish, which they eat cooked or raw. Shrimp and squid are two popular foods. Seaweed is also a favorite food. At meals, the family sits on floor mats around a low table. Each person is served each different food in a separate bowl. Instead of using forks to pick up food, the Japanese people use two slender sticks called chopsticks. It requires skill to use them.
- 3) There were no written records to tell about the Americas thousands of years ago. But early people left clues behind. They left stone tools and weapons as they moved on in search of game. As the years went by, these things were covered by the earth. There they lay hidden. Scientists search for such objects and use them to fit together the story of the past.
- 4) Jungle mosquitoes could be dangerous. The jungle mosquito is a small long-legged insect that may be harmful to man and animals. These mosquitoes may carry yellow-fever germs. Mosquitoes mainly eat plant juices, but the females can bite a person or an animal and suck blood. When the female bites, it lets germs and poisonous liquids into the body, causing swelling and disease.

- 5) A hobby is something a person does for fun. Collecting stamps is a quiet hobby that many people enjoy. People collect stamps for many different reasons. Some collectors look for stamps that have pictures of unusual places or things on them. Stamps that are from one country only are collected by others. Still other collectors look for rare stamps. Rare stamps are stamps that are valuable because only a few of them can be found.

Lesson #19

Skills Developed: Note-making
 Writing a Summary

Directions:

Today's lesson will continue with the skill we began in our last lesson. Can you recall the important points we discussed about taking notes and summarizing?

Listen to the following short passage about the zebra. Make simple notes of important points. At the end write a brief summary of the passage using your notes.

The Passage: (adapted from "Zebra" by Bertha Morris
 Parker, The Golden Book Encyclopedia,
 vol. 16, 1959)

The zebra is a cousin of the horse. Zebras can be told from horses easily, however, by their stripes. Zebras are always striped. Horses are never.

Once in a while a circus has a team of zebras that are trained to pull a cart. But zebras are very hard to tame and train. Most of them are bad-tempered.

Zebras are found wild in Africa. They run in small herds. People have killed many for meat and hides. But lions are the worst enemies of zebras. It takes about fifty zebras a year to keep one lion well fed. Perhaps even more zebras would be eaten by lions and other meat-eating animals if their stripes did not protect them. A zebra in tall grass or on a dry plain is hard to see. The stripes break up the outline of the animal's body. Zebras themselves eat grass, just as horses do.

Now write your summary.

Now listen to the following story about two hunters and a bear to write a brief summary afterwards. Make notes of some key points to help you in writing your summary.

The Story: ("The Hunters and the Bear," Reading Progress: A Skills Program, p. 152)

Once there were two hunters who heard that a bear had been seen in the woods near their village. They determined to catch the bear and, as they needed some money, they went to a dealer in furs and offered to sell him the bear's hide. They told him that it was the finest skin they had ever seen.

"But you have not got the skin," said the dealer.

"It is as good as in our hands," answered the hunters. "And in two days it will be in your hands."

"I will pay you when I get the skin, and not before," replied the fur-dealer.

The hunters had to be content with this promise, and they set off into the woods to hunt the bear. They had not gone very far before they heard a crashing sound in the underbrush near them. The bear, big and fierce, gave an angry growl and rushed towards them.

One hunter dropped his gun in fright and clambered up the nearest tree. He did not stop until he had reached the top and he was sure the bear could not follow him.

The other hunter threw himself on the ground. He stiffened his body and held his breath as if he were dead, because he had heard that bears will not touch a dead body.

The bear came up to the hunter lying on the ground, sniffed him thoroughly, and

rolled him over with a flick of his paw. The poor hunter was terrified, but he kept himself from moving or making any sound. Finally the bear, thinking the man dead, ambled slowly away into the woods.

After he was sure that the bear had gone, the hunter in the tree climbed down from his high perch. He bent over his friend, half expecting to find him really dead.

"We are safe now," he said. "The bear has gone. You had a lucky escape. The bear's jaws were so close to you that he almost seemed to be whispering in your ear."

"Oh, he was," replied the other. "He told me that it is foolish to sell a bear's skin before you have caught the bear!"

Now, using your notes, write a brief summary of the story. Try not to leave out any important points.

The summary should draw attention to the following points:

- 1) The hunters' plan to earn some money.
- 2) The fur-dealer's mistrust of the hunters' abilities.
- 3) The bear was not afraid of the hunters.
- 4) One hunter climbed a tree.
- 5) The other hunter played dead.
- 6) The moral of the story.

Lesson #20Skill Developed: Organizing and OutliningDirections:

Most things in our lives are arranged in some kind of order. Visit any large department store. It is not difficult to find things in the store, because everything is arranged in departments. Similar articles are grouped together so that the customer can find things more easily.

The proper organization of information is as helpful to the listener and reader as the organization of objects is to the shopper. Well-organized information makes facts and ideas easier to find. When you see how information is organized, you can understand it better and make better use of it.

There are many different ways of organizing information. One way is to make an outline of the main ideas and details.

The purpose of today's activity is to listen to a short article about kangaroos to complete an outline. A partial outline and details will be passed out to you after you have heard the article. Listen carefully to know where the details should go. Ready?

The Article: (adapted from "Animals of Australia",
Exploring Afar, p. 175)

There are many different kinds of kangaroos. All kangaroos have small heads, short front legs, and long, powerful hind legs and tails. They range in size from one to seven feet tall. Female kangaroos have a pouch in which they carry their babies.

Some kangaroos eat roots, leaves, and fruit. Other kangaroos eat grass and small plants.

Kangaroos are usually gentle and timid. They use their eyesight, smell, and hearing to tell when an enemy is near. They will try to escape by quickly hopping away on their strong hind legs. Full-grown kangaroos have been known to hop as fast as 30 miles an hour, and as high as 30 feet. When cornered, kangaroos can balance on their tails and use their feet and claws as dangerous weapons.

When the babies are born, they are about an inch long. Each baby crawls into its mother's pouch and lives there until it is strong enough to hop around on its own.

Write the words below on the correct lines in the outline.

timid and gentle ... small head ... will fight if cornered ... about one inch long at birth ... can hop 30 mph and 30 feet high ... one to seven feet tall ... females have a pouch ... feed on grass and other plants ... lives in mother's pouch until strong enough to hop ...

I. The Kangaroo

A. Appearance

- 1) _____
- 2) Strong front legs and long hind legs and tail
- 3) _____
- 4) _____

B. Food

1) Some eat fruit, leaves, and roots

2) _____

C. Characteristics

1) _____

2) Uses sight, hearing, and smell to tell
enemy is near

3) _____

4) _____

D. Young

1) _____

2) _____

Lesson #21

Skill Developed: Organizing and Outlining

Directions:

After reviewing how to organize and outline information, children listened to a passage about Alaska to complete a partial outline.

The Passage: (adapted from "Alaska", Exploring Afar, p. 101)

The name Alaska comes from an Indian word meaning "big land" or "main land." Alaska is big, more than twice the size of Alberta.

The first people to settle in Alaska are thought to have come from Asia about 40,000 years ago across a narrow strip of land that once connected Asia with North America. Settlers didn't come to Alaska until the 1890's when the Gold Rush brought many people north. Many returned home penniless, but others settled in Alaska.

The entire area of Alaska is often pictured as extremely cold. This is true of only some parts of Alaska. In northern Alaska, the ground stays frozen all year long. During the winter, the sun sometimes does not shine for weeks at a time. In southern coastal mountains, there are many glaciers, but the southern part of Alaska also has long, warm days and cool nights during the summer, and has quite heavy rainfall.

Farmland is scattered throughout southern Alaska. This area is very proud of its dairy cattle and its vegetable farms. Vegetables grow to an unusually large size in southern Alaska's favorable climate.

Alaska also has important fishing, lumbering, and mining industries. Its salmon and king crab are world-famous. Alaska is rich in tin, gold, silver and copper. In recent years, the con-

struction industry has been booming with the rapid growth of cities and increasing development of industry.

Organize the details below and write them on the lines to complete the outline.

settlers didn't come until the 1890's ...
 lumbering ... gold ... silver ... sun
 sometimes does not shine for weeks during
 the winter ... construction ... vegetables
 ... during the summer the days are long
 and warm and nights are cool ... heavy
 rainfall ... copper ... mining ... salmon
 ... king crab ...

Alaska

I. Settlement history

A. Settled 40,000 years ago from Asia

B. _____

II. Climate

A. Northern Alaska

1. Ground stays frozen all year

2. _____

B. Southern Alaska

1. Glaciers in coastal mountains

2. _____

3. _____

III. Major industries and products

A. Agriculture (farming)

1. Dairy products

2. _____

B. Fishing

1. _____

2. _____

C. _____

D. _____

1. Tin

2. _____

3. _____

4. _____

E. _____

Lesson #22

Skill Developed: Critical Listening--Finding Fact and Opinion
To listen to analyze commercial advertising and public service ads as to approach and presentation, personalities and purpose.

Directions:

Critical listening was discussed with the class. The following points were made. To be a critical listener the pupil must:

- 1) listen to what is said
- 2) identify the speaker's topic and main ideas
- 3) decide if the speaker is trying to influence the listener one way or another
- 4) decide why the speaker may be trying to influence the listener, and
- 5) determine if the speaker is an authority on his topic

Critical listening involves listening for differences between fact and opinion, making inferences and forming judgements.

Following the discussion some commercials and ads were read for the purpose of analyzing them.

You can't believe everything you hear. To find the truth, you must understand the writer's motives for what is said. Listen to this commercial about a new breakfast cereal to discuss some questions at the end.

A. "Attention, mothers! Do your children get the 'drags' or the 'blahs' at school? In the morning, do you think they may be missing out on math or reading lessons because of improper diets? Boys and girls who are bringing home Ds and Fs on their report cards may be showing that they need Breakfast Tune-Up, our new breakfast cereal. Breakfast Tune-Up is the fastest growing cereal on the market. Since Breakfast Tune-Up has more nutritional value than any other breakfast cereal, shouldn't you be a good mother and give your child the very best breakfast cereal?"

- 1) How might mothers feel about this commercial?
- 2) Are there any reasons why people should eat breakfast?
- 3) Do children do poorly in school because they don't eat this particular cereal?
- 4) How does the speaker want mothers to feel after listening to the commercial?

B. HURRY! HURRY! HURRY! ONE-DAY-ONLY SALE!!

Now, for one day and one day only, you can buy the stereo set of your dreams at prices lower than ever before. Eardrum Audio has all the name-brand equipment for 50% off. If you are not delighted with your purchase, return it within 30 days and we guarantee a full refund.

- 1) How does the speaker want possible buyers to feel after listening to the advertisement?
 - a) ashamed for not having purchased the product sooner
 - b) eager to purchase the product immediately
- 2) What effect does the speaker want to have on listeners by using the phrase "you can buy the stereo set of your dreams"?
 - a) to make them believe that they've always wanted a stereo set
 - b) to make them believe that this is the best product for the money

- 3) What impression does the speaker want listeners to get about Eardrum Audio?
- a) that it is a friendly and reliable store
 - b) that it is an expensive store
- 3) Who is the speaker trying to persuade by offering a money-back guarantee?
- a) people who do not want to purchase stereo equipment
 - b) people who are undecided about purchasing stereo equipment

Lesson #23

Skill Developed: Critical Listening--Finding Fact and Opinion
To listen to analyze commercial advertising and public service ads as to approach and presentation, personalities and purpose.

Directions:

Critical listening was reviewed with the children. Then a commercial and a television program were read for the purpose of analyzing them.

A. It was Friday the 13th, and Pete was watching a special T.V. Show about superstitions called "Bad Luck Day". There was a master of ceremonies talking with some people about old superstitions, where they had come from, and if they were really true. Listen with Pete to the concluding statements of the master of ceremonies. Ask yourself if the master of ceremonies is trying to sell a particular product or is he trying to make you think in a particular way?

"So, my friends, as you walk out on the street today and start toward home, don't be worried about the black cat that runs in front of you. No one believes that cats have any magic properties. That cat is probably in a hurry to get home, too. And as you walk down the street, forget the old rhyme, 'If you step on a crack, you break your mother's back'. It's just not so: You might walk around a painter's ladder instead of under it--not because it's bad luck to walk under a ladder--you might avoid getting some paint splattered on your coat. So Friday the 13th is not a bad luck day. It's just another day when you can think of all the superstitions that people used to worry about long ago. Oh, yes: If you get home and break a mirror, don't worry about seven years of bad luck for that's not true either. All you have to worry about is picking up the pieces without cutting yourself and then saving some money to buy a new one."

- 1) What are superstitions?
- 2) Do you believe in superstitions? Why? Why not?
- 3) Did the speaker of this program influence your thinking in any way? How?
- 4) Is the speaker trying to sell a particular product, or is he trying to make you think in a particular way?

B. Your decision to buy a product may be based on advertising. You should always try to find the speaker's real motive; which may be hidden by words.

Listen to this advertisement:

Crispy Crunchies is delicious. It's the perfect breakfast meal--satisfying and nutritious. Wow! is how it makes you feel.

- 1) What was the speaker's purpose in putting the advertisement in the form of a jingle?
 - a) The catchy rhymes will stick in the buyer's head to remind him of the product.
 - b) The advertiser can put the jingle on television.
- 2) What does the speaker of the advertisement promise the buyer?
 - a) success and popularity
 - b) health and vitality
- 3) What is the only real fact the speaker gives you?
 - a) Crispy Crunchies is delicious
 - b) Crispy Crunchies is a breakfast food
- 4) Would it be wise to make a buying decision based solely on the speaker's jingle?
 - a) No, the advertisement does not give enough facts about the product

- b) Yes, the advertisement clearly states that the product is "delicious", "perfect", "satisfying" and "nutritious".

Lesson #24

Skill Developed: Understanding Character

Directions:

Pictures and story descriptions were utilized in the discussion on character. Pictures were used to illustrate what a person's physical appearance can tell about him. For example, facial expressions may show happiness, sadness, anger, loneliness, or pain; posture may indicate strength, athletic ability, energy; dress may be clues to his wealth, occupation, etc.

Story descriptions were used (1) to determine what information is given about a character's personality to predict what he or she might do in a particular situation, (2) to judge a character's personality from what the writer has him say or do, (3) to look for clues to the motives for a character's actions.

The children then did a three-part activity. In the first part, Sylvia Sizzler and Conklin Teapot both won \$500 in the Get-Rich-Quick Lottery. Children listened for brief descriptions of their personalities to predict what each would do in a particular situation.

- 1) Sylvia Sizzler is a sports enthusiast. You may see her at a World Series baseball game or a Stanley Cup hockey match. Because she also loves to travel, she may sail to Brazil to see a soccer game or fly to Wimbledon to

witness a tennis match. She is also a dare-devil and will try any sport with a touch of danger in it. Sylvia will probably spend her \$500 on

- a) a color television set
- b) sky-diving lessons in Australia

- 2) Conklin Teapot believes that he is a financial wizard. He is a gambler at heart, but he never makes what he considers to be a "foolish investment". "Fancy clothes," he says, "are an example of wasted money." After his wife and family, his great love is the stock market. Conklin will probably spend his \$500 on

- a) Universal Lead Piping stock shares
- b) a rhinestone-studded tuxedo

In the second part, the children listened to a story about Hugo Fenster to judge his personality from what the writer has him say or do. They were to answer some multiple-choice questions at the end.

In woodworking class Hugo Fenster was all thumbs. For the first two weeks, the only thing he accomplished was to slam his and everybody else's fingers with his hammer. But there were two words that Hugo Fenster has never said. Those words are, "I can't". Deep inside himself Hugo Fenster believed that he could make a bookcase, so he kept trying. Several times he had to take the whole thing apart because the shelves were lopsided. Then he had difficulty with the sandpaper. He kept scraping his knuckles.

By the end of the term, everybody else had finished four projects. Hugo had finished only one--his bookcase. But it was straight and smooth and glistening with varnish. Everybody chipped in and bought Hugo a book for his bookcase. The following day he took the book back to the store and exchanged it. He had

seen a book he liked better. Its title was Basic Woodworking.

Using the details in the story, answer the following questions about Hugo's personality. Write the letter of your choice beside each number.

- 1) Hugo Fenster has never used the words, "I can't". What does this show about him?
 - a) He has confidence in himself
 - b) He is superstitious
 - c) He is impressed with himself
- 2) Why did Hugo continue to work on his bookcase despite all his difficulties?
 - a) He is afraid of failure
 - b) He is stubborn
 - c) He is not easily encouraged
- 3) Hugo's bookcase was "straight and smooth and glistening with varnish." What does this say about Hugo?
 - a) He is very creative
 - b) He takes pride in his work
 - c) He likes to show he is better than everybody else
- 4) The others in Hugo's class bought him a book. What personality trait of Hugo's were they rewarding?
 - a) his good humor
 - b) his determination
 - c) his shyness

- 5) What personality characteristic did Hugo display when he exchanged his gift for a woodworking book?
 - a) ingratitude
 - b) snobbishness
 - c) enthusiasm

In the final part of the activity, the children listened to two paragraphs for clues to the motives for a character's actions.

- 1) Rupert is afraid of heights, but he doesn't want anyone to know about it. Last week Rupert went to an amusement park with some of his friends. When they wanted to take a ride on the ferris wheel, Rupert was terror stricken. He started to reveal his fear but suddenly changed his mind. With a wildy beating heart, Rupert bought a ticket for the ferris wheel.
 - a) Rupert wants to overcome his fear of heights
 - b) Rupert would rather be frightened on the ferris wheel than have his friends make fun of him.
- 2) Although Sara Hobnail was trained as a welder, she was unable to find a welding job. She had been job hunting for four months. One morning the Leadpipe Construction Company called her to come in for an interview. To her dismay, she was not offered a job as a welder. The personnel manager told her she would have to start as a forklift operator. She wanted to be a welder, but she accepted the job.
 - a) She needed a job, and there was a chance that a welding job would open up
 - b) She didn't want to hurt the personnel manager's feelings

Lesson #25Skills Developed: Sequence, InferenceDirections:

After spending a few minutes reviewing Sequence and Inference, the children listened to a Greek story about Phaethon. At the end they were given some sentences on a sheet to put in correct order. They were also given a few true and false sentences and some short answer questions.

The Passage: ("Phaethon" Reading Progress: A Skills Program. Thomas Nelson & Son Ltd., 1966, p. 20)

Today men are preparing to travel through space. Over two thousand years ago, when the world was young, the Greeks told a story about a young man who rode through space in the chariot of the sun. The Greeks believed that the sun was a chariot pulled by horses and driven by a god.

Helios, the sun-god, lived in the beautiful palace of the dawn, where the rooms were always filled with golden sunlight. To the palace came Phaethon, his son. Phaethon was tanned and adventurous, and his father loved him very much.

"Ask for anything you wish, my son, and you shall have it."

Phaethon answered, "I want to drive the sun across the sky for one day."

"But you can't do that," his father replied. "The horses are too strong for you, you will lose your way in the sky, and . . ."

"But you promised, Father."

No god could break his promise, so the next morning, after the four great white horses had been hitched to the chariot of the sun, Phaethon took the reins and happily left the rosy palace of the dawn. Through the soft mists of the east the sun climbed into the sky.

Soon, however, the horses sensed the weak hands on the reins and started to rear and to wander from the proper path. Down they plunged and the sun skimmed over Africa. Up and up they soared, until Phaethon shivered among the stars. Down again they sped, until the mountains of Greece caught fire and the seas began to boil. The white horses of the sun stormed wildly through the sky, and Phaethon could not rule them.

Zeus, chief among the gods, saw the ruin Phaethon was causing. To save the world, he threw a thunderbolt, which knocked Phaethon from the chariot. The horses, freed from his nervous hand and tired from all their wanderings, trotted quietly to the west. Like a burning comet, Phaethon fell down to the sea. Mermaids found his body and carved upon his tomb:

"Here lies Phaethon who drove
the sun'god's car.
Greatly he failed, but greatly
had he dared."

Sequence

- 1) Now number the following sentences in the correct order. (Sentences to be passed out).
- 7) The horses trotted quietly to the west.
- 4) The horses stormed wildly through the sky.
- 3) The horses sensed weak hands on the reins.
- 1) Phaethon wanted to drive the chariot of the sun for one day.
- 8) Mermaids found Phaethon's body.

- 6) Phaethon was knocked from the chariot.
- 5) Phaethon shivered among the stars.
- 2) The horses were hitched to the chariot of the sun.

Inference

- 2) Write True or False for each of the following sentences.
 - a) The Greeks were the first people to travel in space. (F)
 - b) Helios was a god who kept his promises. (T)
 - c) The horses knew that Helios was not driving them. (T)
 - d) Zeus wished to harm Phaethon. (F)
 - e) Phaethon was over the sea when he was knocked from the chariot. (T)

Listen to the story again to answer some questions about it.

Questions

- 3) When did the Greeks tell the story of the Phaethon?
(over two thousand years ago)
- 4) Where did the sun-god live?
(in the beautiful palace of the dawn)
- 5) Why did Helios not want Phaethon to drive the sun across the sky?
(the horses were too strong)
- 6) Why did the horses wander from the proper path?
(they sensed weak hands on the reins)
- 7) Why did Zeus throw a thunderbolt?
(he saw the ruin Phaethon was causing)

Lesson #26

Skills Developed: Finding the Main Idea
Noting Details
Making Inferences

Directions:

After spending a few minutes reviewing main ideas and details, and inference, the children listened to a story entitled "The Emperor's Pearl". At the end they were given questions on finding the main ideas and making inferences.

The Story: ("The Emperor's Pearl", Reading Progress: A Skills Program, p. 144)

Paragraph 1

In a golden palace in the Forbidden City of Peiping, there once lived a great emperor. To this ruler of the Flowery Kingdom, as China was then called, the Emperor of India once sent a costly and beautiful gift. It was a great gleaming pearl, measuring more than three inches around. Never had such a jewel been seen before in all China! With wide eyes the Chinese emperor rushed to his garden to show it to the nobles of the court. In his great excitement the pearl slipped from his fingers and rolled into a small round hole in a large rock.

1) Now listen to the main ideas and write (a), (b), or (c) beside #1 which you think is the main idea of the paragraph.

- a) the robbery
- b) the accident
- c) the success of the lords

Paragraph 2

Dismayed by this accident, the wise nobles of the court tried to lift the pearl from its hole with slender strips of bamboo. The precious gem, however, fitted too snugly in its resting-place to be moved in this way. The emperor became more and more distressed as these efforts failed. Then a small boy, who had been watching closely, stepped forward and timidly offered to rescue the jewel. The nobles laughed at the idea that the youngster might succeed where they, the wisest men of the land, had failed.

2) Beside #2, write (a), (b), or (c) for the main idea of the paragraph.

- a) the rescue of the pearl
- b) permission to try
- c) the immovable pearl

Paragraph 3

"There can be no harm in letting the boy try," said the emperor. With amused looks, the nobles gathered round to watch the lad.

3) Write (a), (b), or (c) beside #3.

- a) permission to try
- b) a very respected boy
- c) the success of the lords

Paragraph 4

He first made a pile of fine sand beside the hole. Next, he chose a long, thin sliver of bamboo that was both dry and hard. He pushed this sliver down the hole until it touched the pearl. Taking a handful of sand, he poured a small trickle down into the hole while, with the bamboo sliver in his other hand, he turned the pearl over and over, round and round. As the fine sand worked its way under the pearl, the precious jewel slowly rose

in the hole until, at last, the boy was able to reach it with his fingers. Bowing low, he proudly presented it to his emperor.

- 4) Beside #4, write (a), (b), or (c).
- a) the rescue of the pearl
 - b) permission to try
 - c) unsuccessful attempt

Paragraph 5

Laughter now gave way to wonder as the whole court admired the lad's cleverness. He was ever afterwards treated with great respect by the wise nobles of China.

- 5) Write (a), (b), or (c) beside #5.
- a) the wisdom of the nobles
 - b) a very respected boy
 - c) the wonderful court

Noting Details and Making Inferences

Listen to the story again in whole to answer some short questions about it.

In a golden palace in the Forbidden City of Peiping, there once lived a great emperor. To this ruler of the Flowery Kingdom, as China was then called, the Emperor of India once sent a costly and beautiful gift. It was a great gleaming pearl, measuring more than three inches around. Never had such a jewel been seen before in all China! With wide eyes the Chinese emperor rushed to his garden to show it to the nobles of the court. In his great excitement the pearl slipped from his fingers and rolled into a small round hole in a large rock.

Dismayed by this accident, the wise nobles of the court tried to lift the pearl from its hole with slender strips of bamboo. The precious gem,

however, fitted too snugly in its resting-place to be moved in this way. The emperor became more and more distressed as these efforts failed. Then a small boy, who had been watching closely, stepped forward and timidly offered to rescue the jewel. The nobles laughed at the idea that the youngster might succeed where they, the wisest men of the land, had failed.

"There can be no harm in letting the boy try," said the emperor. With amused looks, the nobles gathered round to watch the lad.

He first made a pile of fine sand beside the hole. Next, he chose a long, thin sliver of bamboo that was both dry and hard. He pushed this sliver down the hole until it touched the pearl. Taking a handful of sand, he poured a small trickle down into the hole while, with the bamboo sliver in his other hand, he turned the pearl over and over, round and round. As the fine sand worked its way under the pearl, the precious jewel slowly rose in the hole until, at last, the boy was able to reach it with his fingers. Bowing low, he proudly presented it to his emperor.

Laughter now gave way to wonder as the whole court admired the lad's cleverness. He was ever afterwards treated with great respect by the wise nobles of China.

Write your answers to these questions:

- 6) How did the Emperor lose the pearl?
- 7) Who offered to rescue the jewel?
- 8) Why did the boy turn the gem over and over, round and round in the sand?
- 9) Why was the boy greatly respected by the nobles?

Lesson #27

Skills Developed: Finding Inference, Sequence, Main Ideas, Cause and Effect, Fact and Opinion

Directions:

About fifteen minutes were spent reviewing inference, sequence, main ideas, cause and effect, and fact and opinion. The children then listened to a passage entitled, "The Growth of a Volcano". At the end they were asked some questions relating to the skills reviewed.

The Passage: ("The Growth of a Volcano" Reading Progress:
A Skills Program. Thomas Nelson & Sons
(Canada) Limited, p. 36)

One day in 1943 while a Mexican farmer was ploughing his field, he saw white smoke coming from a crack in the ground. He remembered that the earth had been shaking that morning. As he crept closer to see what was causing this strange smoke, there was a loud noise like the uncorking of a giant bottle.

The farmer ran to his house to save his family. When he looked back, he saw fire and red-hot rocks being thrown from the ground. Little did the farmer realize that he was one of the few people who have ever seen a new volcano being born. He and his family were lucky to escape.

For three days this baby volcano grew larger and larger, as hot volcanic ashes and stones were pushed up from deep within the earth. On the third day, the volcano began to belch forth melted rock or lava. The lava flowed down the sides of the volcano, killing everything in its path. Within the next few months, layer after layer of lava, volcanic rocks, and ashes built up this new volcano to a height of over twelve hundred feet.

The volcano had swallowed up the village of Paracutin and the nearby farms. The farmers were forced to move away to new lands where the fields were quiet. When they become homesick, they can always look back at the Paracutin Volcano, which stands in place of their quiet little village.

Inference

Write (a), (b), or (c) for each of the following questions:

- 1) What did the farmer see coming from the crack in the ground?
 - a) smoke
 - b) giant bottle
 - c) rocks
- 2) Why did the farmer run to the house?
 - a) the earth began shaking
 - b) to save his family
 - c) he saw fire and red hot rocks
- 3) What stands in the place of the village of Paracutin?
 - a) a huge farm
 - b) a new highway
 - c) the Paracutin Volcano

Cause and Effect

- 4) Listen to this sentence and write beside #4 the cause of the incident.

The lava flowed down the sides of the volcano, killing everything in its path.

5) Listen to the sentence again and write the effect beside #5.

The lava flowed down the sides of the volcano, killing everything in its path.

Fact and Opinion

6) Is the following sentence stated as a fact or an opinion? Write F or O beside #6.

The farmer ran to his house to save his family.

Sequence

7) Now beside #7 number the following sentences in the order in which the events happened.

_____ The volcano began to belch forth rock and lava.

_____ Fire and red-hot rocks were thrown from the crack.

_____ The melted rock flowed down the sides of the volcano.

_____ Smoke began to come from a crack in the ground.

_____ The volcano built up to a height of over twelve hundred feet.

Main Ideas

8) A paragraph usually contains one main idea. Listen to each paragraph in the story carefully and write a sentence that gives the main idea of the paragraph.

Possible sentences:

1) A mexican farmer saw white smoke coming from a crack in the ground.

- 2) He saw fire and red-hot rocks being thrown from the ground.
- 3) The volcano began to belch forth lava which killed everything in its path.
- 4) The Paracutin Volcano stands in the place of the village of Paracutin.

Lesson #26

Skills Developed: Finding Cause and Effect, Main Ideas and Details, Word Meaning; Visualizing

Directions:

A few minutes were taken to review the skills above. The children then listened to a story, paragraph by paragraph, to answer some questions.

The Story: ("The Red Squirrel's Choice", Reading Progress: A Skills Program, p. 240)

As the spring flood on the river reached its height, the logs began to come down. In the upper country every tributary stream poured out shoals of logs into the river, which would carry them down to the booms of the sawmills. At some places on the swift river, the logs shot through rapids or plunged over waterfalls.

Cause and Effect

1) Beside #1, write the cause for the following effect:

The logs began to float down-stream.

Write the cause beside #1.

2) Is the following sentence stated as a cause and effect? Write yes or no beside #2.

The logs shot through rapids or plunged over waterfalls.

Main Ideas and Details

3) Listen to the paragraph again and write a heading or a title for it beside #3.

Now listen to the next paragraph.

On a single log, at a most daunting distance from either shore, came voyaging a lonely and bedraggled little traveller. This red squirrel had been chattering gaily on the top of an old tree on the river-bank when misfortune took him unawares. The tree was on a bluff that, undermined by a swift current, had suddenly melted into the racing stream. The squirrel had managed to swim to a passing log, which in a few brief moments had been swept into the main current.

Main Ideas and Details

- 4) What is the main idea of the paragraph? Write (a), (b), or (c) beside #4.
- a) The squirrel chattering gaily on a tree top.
 - b) The squirrel found himself in the water.
 - c) The log swept into the main current.

Word Meaning

- 5) Listen to this sentence and write the word that means "worn away at the base".

The tree was on a bluff that, undermined by a swift current, had suddenly melted into the racing stream.

- 6) Write the word from this sentence that means "wet, soiled, limp".

On a single log, at a most daunting distance from either shore, came voyaging a lonely and bedraggled little traveller.

Cause and Effect

- 7) Is the following sentence stated as a cause and

effect? Write yes or no beside #7.

The squirrel found himself in the water because the bluff on which the tree stood was undermined by a swift current.

Now listen to the next paragraph.

On his long trip not a single change came his way to reach shore, and to make matters worse, even greater dangers lay before him. A little distance ahead, the banks were high and the channel narrow. Here the water turned into a roaring rapid. Terrified, the red squirrel searched desperately for a way out.

Critical Listening: Mood

8) How does the squirrel feel? Write (a), (b), or (c) beside #8.

- a) sympathetic
- b) undaunted
- c) terrified

Cause and Effect

9) Listen to the following sentence stated as a cause and effect and write the cause beside #9.

When he saw the roaring rapids ahead, the squirrel began to search desperately for a way out.

Write the cause.

Now listen to the following paragraph and beside #10 make a sketch of what you visualize.

In this extremity of terror he saw what at other times would have frightened him very much. A row-boat, driven by the powerful stroke of an

old river-man, drew near. As he approached, the man noticed the trembling squirrel on the log. With a grin he thrust out the tip of an oar towards the log, in a sort of shy invitation.

Critical Listening: Visualizing, Anticipating

10) Now make your sketch beside #10.

11) What do you anticipate the squirrel will do?

Write your answer beside #11.

Listen to the next paragraph to find out what the squirrel did.

The squirrel, fortunately for himself, was one of those animals that are sometimes open to a new idea. He did not trust the man, but he trusted him more than the rapids ahead. Promptly he skipped aboard the boat, and perched himself on the stern, as far as possible from his rescuer. Pulling strongly, the old river-man soon escaped from the current and glided towards the shore. Curious to see what the squirrel would do, he stretched out both hands to block the way to safety. Then he waited.

Critical Listening: Inference

12) Write in a complete sentence what the squirrel did.

Now listen carefully to the last paragraph.

The little animal darted along the gunwale. He hesitated, gave a nervous chirrup, and launched himself high into the air. For a moment his little feet struck smartly on the top of the man's head. Then he was off and up the bank into the forest. A moment later from the top of a fir-tree came his shrill chatter.

Main Ideas and Details

13) Write a suitable title or heading for the paragraph beside #13.

Word Meaning

14) Listen to the following sentence and write the word that means "threw forward".

He hesitated, gave a nervous chirrup, and launched himself high into the air.

Lesson #29

Skills Developed: Finding Main Ideas and Details, Sequence, Cause and Effect, Fact and Opinion; Creative and Critical Listening

A. Directions:

After spending a few minutes reviewing the skills to be developed in today's lesson, the children then listened to a passage and a poem to answer some questions. They were instructed to write their answers in a column down the left side of their page.

The Passage: ("All Time Champ", SRA Kaleidoscope of Skills: Arithmetic, p. 19)

Roger Maris was not a famous man in sports at the start of the 1961 baseball season, but he was known as a better-than-average hitter. He had been in the big leagues for four years, and he already had been traded twice. His best season had been 1960, when he hit 39 home runs for the New York Yankees.

Main Ideas and Details

- 1) What is the topic of this passage? Write (a), (b), or (c) beside #1.
 - a) baseball
 - b) the Yankees
 - c) Roger Maris

Sequence

- 2) Write yes or no. Are dates clues in helping you understand sequence? Write yes or no.

Cause and Effect

- 3) Listen to the following sentence. Is it a statement of cause and effect? Write yes or no.

Roger Maris hit 39 home runs for the New York Yankees.

Fact and Opinion

- 4) Listen to the sentence again. Is it stated as a fact or as an opinion? Write F for fact, or O for opinion.

Roger Maris hit 39 home runs for the New York Yankees.

Critical Listening

- 5) Which authority--(a), (b), or (c)--would you consult to verify this statement?

Roger Maris was known as a better-than-average hitter.

- a) your father
- b) a baseball player
- c) a baseball record book

B. Directions

Now listen to the following excerpt from a poem.

What words help you follow sequence? What do you see?

The Poem: ("Usual as Grass", SRA Comprehensive Reading Series, Level L, p. 108)

The sky was always changing--
first a cradle of cloud feathers--second,
a heavenly bakery of fat bread loaves, puffs
of flour, and whipped-cream cakes.

Sequence

- 6) Beside #6, write the words from the poem that help you to follow sequence.

Creative Listening

- 7) Write yes or no beside #7. Can visualizing be described as seeing pictures in your mind?

Main Ideas and Details

- 8) Write (a), (b), or (c). What is the main idea of the excerpt from the poem?
- a) The sky was blue.
 - b) The sky was always changing.
 - c) The sky looked like whipped-cream cakes.

Lesson #30

Skills Developed: Main Ideas and Details
Fact and Opinion
Sequence
Cause and Effect
Creative and Critical Listening

Directions:

After spending a few minutes reviewing the skills in today's lesson, the children then listened to three short passages to answer some questions. They were instructed to do their work in a column down the left side of their page.

The Passage: ("Stones from the Sky", SRA Comprehensive Reading Series, Level 1, pp. 14-17)

People have watched shooting stars for years. In ancient times most people thought meteorites were sent by the gods, and these stones from the sky were kept as holy objects. But the 18th century scientist(s) took a different view. He dismissed as impossible the long accepted view that objects could fall from the sky. Today's geologist knows that it is quite possible; he has examined the evidence--craters and pieces of meteorites found on the earth. He still has questions, however, stemming from his desire for more facts to support his theories.

Main Ideas and Details

- 1) Write (a), (b), or (c). What is the topic of the passage?
 - a) Beliefs about scientists
 - b) theories about meteorites
 - c) beliefs in ancient times

- 2) Write (a), (b), or (c). What is the main idea of the passage?
- a) What was believed about meteorites in ancient times?
 - b) What has been believed about meteorites from ancient times to today?
 - c) What geologists do today?

Fact and Opinion

- 3) Listen to the following sentence:

In ancient times most people thought meteorites were sent by the gods.

Is what the people thought fact or opinion?
Write F or O.

- 4) Write F or O. Is the following sentence stated as a fact or as an opinion?

In ancient times these stones from the sky were kept as holy objects.

Sequence

- 5) In the passage you heard many words and phrases that alerted you to time sequence. Write the letters (a), (b), (c), (d), (e), and (f) beside #5, if the words that follow each letter are clues to time sequence. You will write more than one letter beside #5. Ready?

- a) for years
- b) sent by the gods
- c) the 18th century
- d) a different view
- e) today
- f) in ancient times

Listen to the following passage.

The Passage: ("Sonic Boom--Mystery Through the Centuries",
SRA Comprehensive Reading Series, Level K,
pp. 87-89.

In ancient Egypt, slaves heard a sharp crack as whips were snapped near their heads by angry masters. On the American frontier, cowboys heard a similar sharp explosion whenever they fired their guns. Though they didn't know it, the slave and the cowboy were listening to a sonic boom, the noise created by the breaking of the sound barrier.

It was not until the day of the supersonic jet plane that this ancient phenomenon was sufficiently explained. In the early 1950's, people were baffled by mysterious explosions which seemed somehow connected with the flights of the jet planes. Scientists finally explained these explosions. Sound, they pointed out, travels in waves, like the ripples in a pond, at about 760 miles an hour. At lower speeds, a jet plane travelling through the air pushes these waves in front of it. But when the plane's speed approaches 760 miles an hour, the plane begins to catch up with its own sound. At the very moment the plane's speed reaches the speed of sound, the plane collides with this great wave of sound and creates the explosion known as sonic boom. The crack of the whip, the bang of the bullet, the boom of the jet plane--incidents more ancient and modern are shown by science to be essentially the same thing.

Cause and Effect

- 6) Write yes or no. Is the following sentence a statement of cause and effect?

At slower speeds, a jet plane travelling through the air pushes these waves in front of it.

- 7) Write yes or no. Is the following sentence a statement of cause and effect?

Sound travels in waves.

- 8) Write yes or no. Is the following sentence a statement of cause and effect?

In the early 1950's, people were baffled by mysterious explosions.

- 9) Listen to the following sentence. Is the phrase, "slaves heard a sharp crack", the cause or the effect? Write C or E.

In ancient Egypt, slaves hear a sharp crack as whips were snapped near their heads by angry master.

Sequence

- 10) You heard about three periods in time--ancient Egypt, the American frontier, and the 1950's. Write (a), (b), or (c). These words help you follow:

- a) inference
- b) cause and effect
- c) sequence

Listen carefully to the following passage.

The Passage: ("The Tale of a Tumbleweed", SRA Comprehensive Reading Series, Level I, pp. 234-247.

Nearly two weeks passed before anyone noticed the tumbleweed. By that time it had crossed into Arizona and had travelled all across the state. It had passed the capital and had moved into New Mexico. On a country road, a girl was walking home from school. She carried a bag of books, and as she walked, she raised each foot high off the ground. She looked as if she was marching with an invisible band. Suddenly something sailed over her head and landed right in front of her. She jumped backward and then laughed. "tumbleweed!" The girl reached for it, but a puff of wind snatched the tumbleweed away

and sent it rolling across the top of a barbed-wire fence like an unsteady tightrope walker. Having reached the end of the fence, it started across an open field and the girl hurried after it. She jumped and ran, now here, now there, in a zigzag pattern. The tumbleweed reached a stream and crossed it, finally escaping from the girl and moving slowly toward Texas.

Creative Listening--Inference

- 11) Write (a), (b), or (c). What do you infer about the girl's mood when you hear this sentence?

As she walked, she raised each foot high off the ground.

- a) unhappy
- b) happy
- c) lonely

Cause and Effect

- 12) Write yes or no. Did you hear a chain of events in the paragraph?

- 13) Listen to the following sentence:

A puff of wind snatched the tumbleweed away and sent it rolling across the top of a barbed-wire fence.

Write the words or phrases beside #13 that name the effect or effects in this sentence.

Creative Listening

- 14) Write yes or no. Should the critical listener be a creative listener?

Yes or No.

