

PART I

TEACHING LISTENING

I-A. TQLR: A Listening System

Just as there are systems for reading, there are systems for listening. One such system is called TQLR. TQLR stands for Tune In, Question, Listen, and Review. First, students need to understand all the components of this system. A mini lesson is provided in the student edition. Next, model this process. Then students will apply this process to a new passage. Remember, students should use this process consistently throughout all the listening passages provided in this book. In addition, students can use this process when viewing videos, while listening to audio, during daily class instruction, at home while viewing television, etc.

DIRECTIONS:

Review the TQLR system with students. This mini lesson is found on pages 1–2 of the student edition. Now, you will model the TQLR system by reading the story “How We Got Blue Jeans” out loud. Below, you will find a model script for the TQLR process on “How We Got Blue Jeans.”

Tune In:

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

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

How We Got Blue Jeans

Question: I wear jeans all the time, but I never wondered where they came from.

A long time ago a businessman named Levi Strauss opened up a dry goods business in San Francisco.

Question: I wear Levi jeans. I wonder if this is why they are called Levis?

Dry goods are those items that are not food but which we still need such as cloth, thread, leather, paper, etc. Levi spent twenty years building

up his business, and he became very successful. One of Levi Strauss's customers, a tailor by the name of Jacob Davis, bought lots of cloth from him. Jacob had a customer who kept ripping his pants pockets. Jacob tried to think of ways to make his pockets stronger. One day he had a great idea. He would put metal rivets at the points of the pocket corners and in all the other places trousers usually tore. A rivet is a type of bolt that is usually used in machinery, but it worked perfectly in keeping the pockets from ripping.

Question: I wonder if I could put rivets on my jackets and make them last longer?

The pants were an instant hit! Jacob worried that someone would steal his idea. He thought that he would apply for a patent—the legal way to own an idea—on his rivet idea. But there was a problem. He did not have enough money to pay for the patent. He decided he needed a business partner. He thought of Levi, who agreed that there was a lot of potential for this new product. In 1873 they were granted a patent.

Question: I wonder if any other types of clothing have patents?

The men started making a great deal of money on their new and improved pants. However, they decided to make their new pants even better. They thought that if they had a stronger fabric, then even more people would want to buy these fabulous trousers. They decided to use denim. Denim was used to make many kinds of work clothing, but never before had rivets been used. Using rivets on the denim pants to make them stronger was the beginning of the manufacture of jeans as we know them today.

But the story of jeans does not end there. As you know, there are many brands of jeans you can buy today. That is because the patent ran out in 1908. That meant that many other companies were now permitted to produce denim pants with rivets—or what you and I call jeans.

Question: I wonder if jeans will get even better and stronger in the future?

DIRECTIONS:

Now read the passage a second time straight through. This time model the Listen and Review components of this strategy. Record your students' responses to the Listen and Review components on the chart paper.

How We Got Blue Jeans

A long time ago a businessman named Levi Strauss opened up a dry goods business in San Francisco.

Dry goods are those items that are not food but which we still need such as cloth, thread, leather, paper, etc. Levi spent twenty years building up his business, and he became very successful. One of Levi Strauss's customers, a tailor by the name of Jacob Davis, bought lots of cloth from him. Jacob had a customer who kept ripping his pants pockets. Jacob tried to think of ways to make his pockets stronger. One day he had a great idea. He would put metal rivets at the points of the pocket corners and in all the other places trousers usually tore. A rivet is a type of bolt that is usually used in machinery, but it worked perfectly in keeping the pockets from ripping.

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The men started making a great deal of money on their new and improved pants. However, they decided to make their new pants even better. They thought that if they had a stronger fabric, then even more people would want to buy these fabulous trousers. They decided to use denim. Denim was used to make many kinds of work clothing, but never before had rivets been used. Using rivets on the denim pants to make them stronger was the beginning of the manufacture of jeans as we know them today.

But the story of jeans does not end there. As you know, there are many brands of jeans you can buy today. That is because the patent ran out in 1908. That meant that many other companies were now permitted to produce denim pants with rivets—or what you and I call jeans.

Listen: Write on Chart

1. Identify the main idea: *This passage is about how jeans, as we know them today, were invented.*
2. What are the significant details that support the main idea? *Working men tore their trousers, so rivets were added to make the pants stronger; Jacob Davis wanted to buy a patent to protect his rivet idea; Jacob Davis and Levi Strauss decided to make the working man's pants out of denim so that the pants would be even stronger.*
3. What information do you think is unimportant and can be eliminated? *Levi Strauss was from San Francisco.*
4. What key and signal words did you hear? *Jeans, denim, patent, working men.*

Review: Write on chart

1. What is the main idea? *Levi Strauss invented jeans as we know them today.*
2. Identify three details that support the big idea: *Used rivets, received a patent, used denim, made them strong, many companies copied Levi's idea.*
3. Reflect upon what you have heard: *I wonder if someone will invent something that will make jeans even better.*
4. Reflect upon how this relates to what you already know: *I now understand why my jeans last so long. Inventions grow out of need.*
5. Organize your notes: Have students categorize the notes you have taken into a rough outline.

Sample outline:

1. *Levi Strauss owns a store*
 - A. *He sells cloth*
 - B. *Pants need to be stronger*
2. *Uses rivets*
 - A. *Pants with rivets are a hit*
 - B. *He gets a patent*
3. *Strauss invents jeans*
 - A. *Uses denim*
 - B. *People wear his design even today*

DIRECTIONS:

Now have students go through the TQLR process on their own. Read “Yeti: The Abominable Snowman of the Himalayas.” During this first reading, pause where indicated and have students record their questions in the spaces provided on pages 2–3 of the student edition.

SAY ALOUD TO STUDENTS:

You now need to tune in. Clear your desks of all materials except for your book and a pencil. Open to page 2. Watch me as I read the passage, and concentrate on my words. When I pause during the reading, record a question or thought that you have in the space provided.

Yeti: The Abominable Snowman of the Himalayas

There exists a great mystery in the world today. It is a story that many believe to be true, and some believe to be false. No one can say for sure. It is the story of a giant creature called the Yeti, or the Abominable Snowman. He is said to look like a giant ape and live high up in the Himalayan Mountains, where very few people live.

SAY ALOUD TO STUDENTS: *Think of a question you have about the passage, and write it down.*

In 1925 a group of English explorers saw a figure that they could not identify. They called it Yeti. One of the explorers said that the figure was clearly that of a human being but somehow different. The great figure was pulling up plants. Yet before any of the explorers could take a picture, Yeti disappeared right before their eyes.

SAY ALOUD TO STUDENTS: *Think of a question you have about the passage, and write it down.*

Thinking they must have been mistaken, they went over to investigate where they believed the Yeti was last seen. Sure enough, there were footprints in the snow. The footprints were very much like those of a human being. They showed five toes, as well as a heel mark. What was unusual about these footprints, however, was that each was two feet apart. The explorers followed fifteen footprints before they lost the trail of the Yeti in the trees. The team didn’t think it was a man they saw, but they were not sure as to what else it could have been.

SAY ALOUD TO STUDENTS: *Think of a question you have about the passage, and write it down.*

As time went by there were other sightings and Yeti stories. Most of these stories came from reports of tracks that were found or shapes that were seen in the distance. Rarely were there face-to-face meetings with the creature. The only people who claimed to have met Yeti face-to-face were the people who lived in the area where tracks were found.

In 1938, there was another sighting of Yeti. A traveler became snow-blind and was close to death. He claimed that he was rescued by a nine-foot tall Yeti and was nursed back to health by him before finally being able to return home.

SAY ALOUD TO STUDENTS: *Think of a question you have about the passage, and write it down.*

In 1951, two British mountain climbers found the clearest Yeti tracks ever seen and photographed them. Each print was 13 inches wide and 18 inches long—much bigger than the average human foot. These tracks seemed fresh, so the mountain climbers followed them until the tracks disappeared on hard ice.

SAY ALOUD TO STUDENTS: *Think of a question you have about the passage, and write it down.*

Scientists studied these photographs but could not identify them as coming from any known animal. There are many more people who have claimed to have encountered Yeti. There have even been expeditions to find Yeti. However, not enough proof has been found to say that he is real. Not enough evidence has been found to say that he doesn't exist. What do you think?

SAY ALOUD TO STUDENTS: *Think of a question you have about the passage, and write it down.*

Sample student answers (pages 2–3 of the student edition):

1. *What is an Abominable Snowman?*
2. *Is he real?*
3. *Where does he go?*
4. *How tall is he?*
5. *Is he nice to everyone?*
6. *Where are the photographs now?*
7. *Has anyone seen him recently?*

DIRECTIONS:

SAY ALOUD TO STUDENTS:

Now I am going to read the passage a second time. As I read, write down your responses in the Listening section on pages 3–4 of your book.

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claimed to have encountered Yeti. There have even been expeditions to find Yeti. However, not enough proof has been found to say that he is real. Not enough evidence has been found to say that he doesn't exist. What do you think?

Possible student answers (pages 3–4 of the student edition):

Identify the main idea: *Yeti is a great mystery.*

What are the significant details that support the main idea?

1. *He is not human.*
2. *Many people claim to have seen him.*
3. *Scientists have searched for evidence of him.*
4. *No one can say for sure if he is real.*

What information do you think is unimportant and can be eliminated?
Many of the explorers were British.

What key and signal words did you hear? *Great mystery, 9 feet tall. disappears, footprints, photographs, not enough proof that he does or doesn't exist.*

DIRECTIONS:

SAY ALOUD TO STUDENTS: Now that you have heard “Yeti: The Abominable Snowman of the Himalayas,” complete the Review section in your book on pages 4–5. Use all your information from Questioning and Listening to help you.

Sample student answers (page 4 of the student edition):

What is the main idea? *Yeti is a mystery yet to be solved.*

Identify three details that support the big idea:

1. *He does not appear to be human.*
2. *People have found and photographed footprints.*
3. *Scientists are still struggling to find the truth.*

Reflect upon what you have heard: *If they find Yeti, would people be able to visit him?*

Reflect upon how this relates to what you already know: *There are other mysteries that remain unsolved.*

Sample student answers (page 5 of the student edition):

1. *Yeti is a mystery.*
 - A. *There are many stories about him, but only a few people have claimed to see him.*
 - B. *He just disappears in front of people's eyes.*
2. *There is some evidence that he exists.*
 - A. *People have taken pictures of his footprints.*
 - B. *A man claims Yeti saved his life.*
3. *Still remains a mystery.*
 - A. *Scientists can't prove that he exists.*
 - B. *Scientists can't prove that he doesn't exist.*
 - C. *More evidence is needed.*

TEACHING LISTENING . . . CONTINUED

I-B. Active Listening

Students should be encouraged not only to recall information but also to construct and extend meaning. In this exercise the reader stops after each paragraph to share ideas about comprehension, analysis, and evaluation. This will be helpful in teaching students what they could and should be thinking about when listening to a passage.

Begin by modeling the process with the story “The Man Who Became Rich Through a Dream: A 1001 Nights’ Tale.” Use the script provided to model the “active listening” process. After you have modeled this process for your students, have them apply the process to the passage “The Parrot.”

DIRECTIONS:

TEACHER READS ALOUD:

I am going to read a passage to you. Every paragraph or so I will stop and let you know what I am thinking.

The Man Who Became Rich Through a Dream: A 1001 Nights’ Tale

I wonder what this story will be about?

Once there lived in Baghdad a wealthy man who had lost all his money and was forced to earn his living by hard labor. One night this man had a dream in which another man told him, “Your fortune is in the city of Cairo. Go there and seek it.”

I wonder if he will go to Cairo and get rich?

So he set out for Cairo. He arrived there after dark and found a place to sleep at an inn. As things have a way of happening, that night a band of thieves broke into the inn.

I wonder if anything will happen to the man?

The noise awakened the owners, who called for help. The chief of police and his men came running to their aid. However, the thieves escaped. When the police investigated, they found the man from

Baghdad asleep. Thinking he must be the thief, they grabbed him and whisked him off to jail.

I don't think that it is fair for him to go to jail.

Three days later the chief of police sent for him and asked, "Where do you come from? And what brought you to Cairo?"

"A man came to me in a dream and told me to come to Cairo to find my fortune," answered the man from Baghdad. "But when I came here, the promised fortune did not prove to be true. Instead I am now in jail!"

I wonder if the chief will believe the man.

"You fool," said the chief of police, laughing so hard that all of his teeth showed, "A man has come to me three times in a dream and described to me a house in Baghdad where a great sum of money is supposedly buried beneath a fountain in the garden. He told me to go there and take it, but I stayed here. You, however, have foolishly journeyed from place to place in search of a dream." In an act of kindness, the chief of police then gave the poor man some money and let him go free.

That was kind of the chief to give him money.

The man took the money and hurriedly journeyed back to Baghdad. As the chief of police had described the house and the fountain where the money was to be found, the man had realized that the chief of police was describing his own home back in Baghdad. He quickly returned home and, lo and behold, the fortune promised in his dream was found.

He ended up rich after all; I guess some dreams do come true.

DIRECTIONS:

SAY TO ALOUD TO STUDENTS:

Now I am I going to read another passage called "The Parrot." When I pause, think of questions and write them in the space provided on page 6 of your book.

The Parrot

There was once a shopkeeper who had a beautiful parrot with green feathers, which he kept in a cage by the door of his shop. The parrot was a very unusual bird. Not only was he beautiful, he was also smart and observant. But this bird had a serious fault. He was a gossip, and he could not hold his tongue. He talked about and repeated aloud all that he knew.

Write your question in space #1.

One day the parrot observed his owner mixing sand in the sugar he was going to sell. When a woman came into the store and asked for brown sugar, the bird shouted "Sand in the sugar! Sand in the sugar!"

Write a question or thought you have in space #2.

The customer pocketed her money and ran out of the shop.

The angry storekeeper rushed to the cage and shook it. "You bad bird!" shouted the shopkeeper. "If you tell tales again, I will wring your neck!" And again he shook the cage so that the poor parrot was surrounded by a cloud of his own feathers.

Write a question or thought you have in space #3.

The next day, the shopkeeper was busy mixing brick dust into the cocoa powder.

Write a question or thought you have in space #4.

When a customer came and asked for cocoa powder, the parrot shrieked, "Brick dust in the cocoa! Brick dust in the cocoa!" And sure enough the astonished customer believed the parrot and went away without his cocoa.

Write a question or thought you have in space #5.

Once again, the shopkeeper shook the cage and warned the parrot to stop telling tales. The parrot promised himself never to speak again.

Some days passed, and the shopkeeper made a mixture that looked like butter but was not. A customer entered the store and asked for butter. The parrot exclaimed, "Not butter! Not butter!"

Write a question or thought you have in space #6.

The shopkeeper became so angry that he ripped open the cage, grabbed the parrot, and shook him again and again until his feathers flew all around. But the smart parrot wriggled loose and quickly flew away. "I will find a place where the truth is valued," the parrot said to himself. And so off he flew.

Write a question or thought you have in space #7.

Sample student answers (page 6 of the student edition):

1. *What kind of things would the parrot say?*
2. *Will the customer believe the parrot?*
3. *Will the parrot learn to be quiet?*
4. *Will the parrot continue to make trouble for the shopkeeper?*
5. *What will the shopkeeper do now?*
6. *Why can't the parrot keep his promise to be quiet?*
7. *Where is the parrot now?*

TEACHING LISTENING . . . CONTINUED

I-C. Listen, Retell, Summarize

Students are required to listen, retell, and then summarize the contents of a passage. In this exercise the reader will listen to a passage, retell the important parts in chronological order, and be able to summarize the entire passage in two or three sentences. This will be helpful in teaching students how to listen, retell, and summarize the important parts of a passage.

Begin by modeling the process with the story “How We Got April Fool’s Day.” Use the script provided to model identifying important parts. Then summarize in two or three sentences the content of the passage. After you have modeled this process for your students, have students apply the process to the passage “They Sparkle, They Twinkle.”

DIRECTIONS:

TEACHER READS ALOUD:

I am going to read a passage called “How We Got April Fool’s Day.” As I read this passage, I will pause and record the important parts of the story. When I am finished, I will write a summary of the passage in two or three sentences. Then you will practice this skill as I read another passage called “They Sparkle, They Twinkle.”

How We Got April Fool’s Day

At some time each one of us has been an “April fool.” This happens when a prankster tells you something that is not true, but you believe it. Once fooled, everyone shouts, “April Fool!”

“But how did such a funny custom start?” you may ask.

Until the 16th century, the New Year was always celebrated in early Spring, on April 1st.

Wow. April Fool’s Day must be really old.

New Year’s was celebrated as it is today, with parties and dances that lasted late into the night. In 1562 a new calendar was introduced and the New Year was declared to fall on January 1st.

Some people did not know about or did not believe that there had been a change in date. These people continued to celebrate New Year’s on the same day as they had in the past, April 1st.

Tricks were played on those who continued to celebrate on April 1st,

and the victims of the tricks were called “April Fools.”

They played tricks on each other just as we do today.

Today the custom continues, and we play small tricks or practical jokes on friends and strangers alike. These jokes are harmless and fun. For example, college students may set clocks back an hour so that their roommates will be an hour late for class. Another common trick on April Fool’s day is to tell someone that his shoelace is untied or to tell someone to look up into the sky to see a UFO. Of course, neither is true. As soon as the victim looks at his shoes or at the sky, he becomes an April Fool.

These are harmless. It’s a good thing people do not get hurt.

April Fool jokes are harmless and are not meant to hurt anyone. At the end of March you may want to think of a joke to play on your parents, teachers, friends, or anyone else who has a good sense of humor.

This day of the year has always been fun.

DIRECTIONS:

TEACHER READS ALOUD:

Now I am going to read a story called “They Sparkle, They Twinkle.” As I read the story, I am going to pause. When I pause, record an important fact in the space provided on page 7 in your book. When I have finished reading, you will write a summary in the space provided on page 8. Your summary should not be more than three sentences.

They Sparkle, They Twinkle

One of the most beautiful and sought after gems of the world is the diamond. But what do we know about these rare gems?

Record an important detail.

Yes, they sparkle and shine and cost a mint. “Why?” you may ask. You may be surprised to find out that diamonds take centuries to create. Millions of years ago there were pockets of a gas known as carbon dioxide that lay beneath the earth’s crust. Great heat and tremendous pressure caused the carbon dioxide to form crystals that today we call diamonds. For millions of years, these precious gems lay hidden below the surface of the

earth, where no one knew they existed. Finally, major volcanic eruptions forced the diamonds close to the surface of the earth.

Record an important detail.

When were diamonds discovered? The first diamonds were found in ancient times. However, diamond madness began in the 1720s, when huge diamond fields were found in Brazil, a country in South America. The most important diamond mines were discovered in South Africa in the 1860s. These mines still are the most famous and prosperous diamond mines in the world.

Record an important detail.

There are even some diamonds that have gained fame and recognition. For example, the Kohinoor Diamond, which weighs 191 carats, is also called “the mountain of light.” This diamond originally came from India but is now owned by the Royal Family of England. The Hope Diamond was also found in India in the 17th century. It weighs 45.52 carats. Many famous people have owned this diamond, including the king of France. Some people believe that this diamond brings good luck. Today you can see it when you visit the Smithsonian Museum in Washington D.C. The largest diamond ever found in North America is the Uncle Sam Diamond. It weighs 41.23 carats. It was found in the state of Arkansas.

Record an important detail.

Next time you see a beautiful sparkling diamond, remember the real story behind these wonderful jewels.