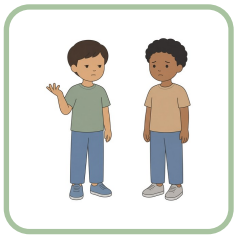
Name: _____

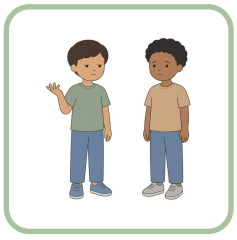
Circle a way to listen.

Look at the pictures. Circle a way to listen.

1

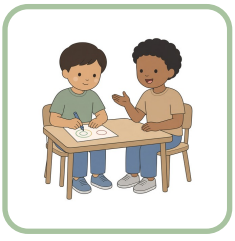




2


3





Trace the word.

Trace the word listen.



listen
listen
listen

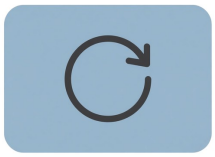
Name: _____

I missed it. What can help? Cut and glue.

Cut out the pictures. Glue the helpers in the box.

Glue here.

✂ Cut on the dashed lines.







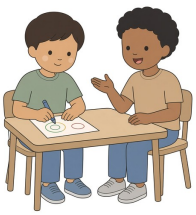


How do you like to listen?

Circle the ways you like.









my way

Name: _____

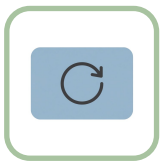
Match the picture to the word.

Draw a line to the matching word.











draw

wait

again

fidget

ask a question

Fill in the word.

Pick a word from the box. Write it in the space.

again · captions · time · question



1. Can you say it _____?



2. Sam turns on _____.



3. Sam needs thinking _____.



4. Sam asks a _____.

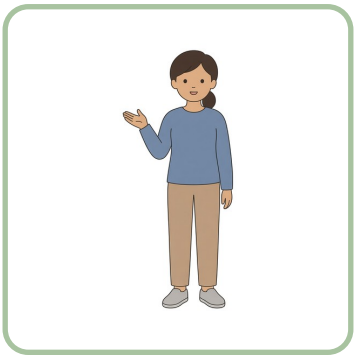
Name: _____

First, next, last.

Put the pictures in order. Write 1, 2, 3.



Sam puts on shoes



Sam's grown-up says, shoes, then car



Sam goes to the car

Thumbs up or thumbs down.

Is it true? Circle thumbs up or thumbs down.

1. I can listen while drawing.

2. Looking away means not listening.

3. I can ask to hear it again.

4. I must answer right away.

Name: _____

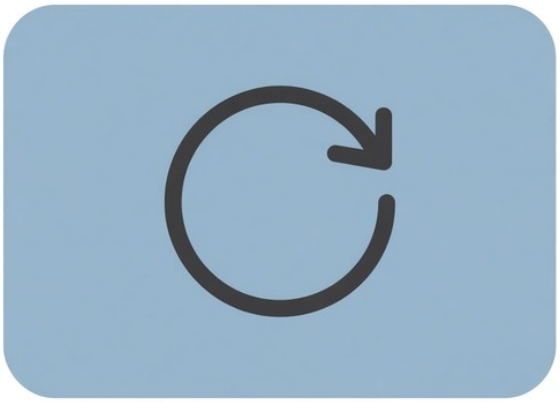
How I listen best.

Draw or write what helps you listen.

1	2	3

When I miss words.

Check what you can do.



- ☐ say again please
- ☐ show the again card
- ☐ ask for slower
- ☐ ask for it written
- ☐ turn on captions
- ☐ ask a friend
- ☐ my own way: _____

Name: _____

What could I do?

Read the story. Show two things you could do.

1. “The room is loud. I miss the words.”

2. “Lee tells me about a new pet.”

3. “My grown-up talks too fast.”

Today.

Today I listened to...

What helped me listen?

Active Listening · Answers

For grown-ups

Name: _____

Answers

E1: row 1: sam listen look down; row 2: sam fidget; row 3: sam-doodles
E2-E4: Any careful try counts. Every picture can go in the box. Any answer is right for the child's own ways.
D1: sam fidget = fidget; sam-doodles = draw; sam lee chat = ask a question; icon card again = again; icon card wait = wait
D2: 1. again; 2. captions; 3. time; 4. question
D3: 1. Sam's grown-up says, shoes, then car; 2. Sam puts on shoes; 3. Sam goes to the car
D4: 1. thumbs up (true); 2. thumbs down (not true); 3. thumbs up (true); 4. thumbs down (not true)
A1-A4: The child's own answers are all right. Suggestions:

Tips for grown-ups

- Do not judge listening by eye contact, stillness or facing the speaker. Check understanding in a low-pressure way instead.
- Allow fidgets, doodling and movement during listening. For many children these improve attention.
- Give one step at a time when needed, with a visual or written backup.
- Teach "again please", "slower please" and "write it please" as normal requests and honor them every time.
- Turn on captions for videos by default.
- Wait after speaking. Processing time varies and is not a sign of not listening.