

Level 2 - Listening Log

After acquainting students with audiobooks and working through the *What's Your Listening Style?* and *Active Listening* activities in Level 1, students are ready to move on to the more in-depth activities of Level 2. Focusing on the same areas as Level 1—active listening, character development, and setting—the Level 2 activities are more comprehensive and push students for greater detail. These activities are designed to be used all together or broken out and used individually to focus on specific objectives, such as understanding character development or setting.

The following activities are included in Level 2:

- 1.) Listening selection – Students reflect on their choice of audiobook prior to listening and make short predictions about what the audiobook will be like. (*Page 2*)
- 2.) Daily Listening – Students track their listening, write brief reflections and predictions about their listening, and draw a memory map to help them remember what they hear. Instructors can use this tool to monitor progress and assess engagement. (*Page 3*)
- 3.) Character Development – Two activities, *Developing Character with Narration* and *Character Clues*, guide students to understanding techniques of character development, including accents or dialect, the emotion in a character's voice, how others describe the character, and what actions the character takes. (*Pages 4-6*)
- 4.) Understanding Setting – Two activities, *Creating the Setting with Sound* and *Seeing the Setting*, help students understand how both the audio and the text create a distinct setting for the story. Students answer questions about the audio techniques used to create the setting—such as music, sound effects, and accents—as well as questions designed to encourage students to think about where and when the story takes place and how the setting is similar or not to settings from their own life. (*Pages 7-9*)
- 5.) Understanding Point of View – Students pay special attention to the book's narrator and how the point of view affects both how the story is told and their connection to the characters. (*Page 10*)

Listening selection Name _____ Date _____

Audiobook title:

Author & Narrator: _____

Total listening time: _____

Pre-listening reflection: Why did you choose **this** audiobook?

Does this audiobook seem like it will be something new for you, or does it remind you of a favorite book, TV show, game, or movie?

Prediction: What **genre** do you think this book will be? Circle your prediction.

Science Fiction: Will there be cool technology, time travel or freaky science in the make-believe story? Will it take place in outer space or in the future?

Mystery: Will there be a detective with a problem to solve by following clues?

Fantasy: Will the action take place in a magical place? Will there be creatures, monsters or ghosts? Will characters have impossible powers?

Realistic Fiction: Will this be about people doing regular activities like school, sports or hobbies with their family, friends, or pets?

Adventure / Survival: Will this book be action-packed with life or death adventures?

Historical Fiction: Do the make-believe characters live in a real time in history, with the book giving you true history facts in the fictional story?



Daily Listening Name _____ Date _____

Audiobook Title: _____

Start Track _____ Time _____ **Stop** Track _____ Time _____

Reflection: Before you start to play the book, think about what happened the last time you listened & write down any questions about what will happen next.

Memory Map: As you listen, draw or write words to help you remember what you hear. You may want to pause the book. Use the back of the sheet for more room if needed.

Prediction: After you stop listening, predict what will happen next. What clues from the text helped you make your prediction?



Developing Character with Narration

- What is the name of the performer (or performers) who narrates this audiobook?

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- Describe how the narrator creates characters.

Use the terms in the table below to analyze how the narrator creates characters. Check the box next to the narrator's style and jot down some examples from the story of when that style is used. Keep in mind that the narrator may use more than one style.

| Style | Did the narrator do this? | When? Jot down an example. |
|---|---------------------------|----------------------------|
| Fully-voiced (a distinctive sound for most characters) | | |
| Partially-voiced (some main characters have separate voices, others may sound similar) | | |
| Accents and dialects (making the characters sound as if they are from a particular country or region) | | |
| Emotion (narrator allows you to hear feelings) | | |
| Engagement (narrator keeps you interested in the characters) | | |
| Stereotype (does the narrator respect a character's differences, or does the narrator create a stereotyped voice) | | |
| Character match (does the narrator sound like the character's age, are the male & female voices convincing) | | |

Character Development

- Does the narrator’s style help you understand the characters? Why or why not? Use evidence from the table you completed above to support your answer.

Character Clues: Choose a character in your book and answer these questions.

- Is this person a **Protagonist** (main character) or **Antagonist** (against the main character)?

- Describe the character. Use these qualities to help you cite examples.

| | |
|--------------------------------------|--|
| Character’s Name | |
| What s/he does | |
| What s/he says | |
| What others say about him/her | |
| What s/he looks like | |

Character Development

Based on the information in the chart above, describe the character. In addition to the evidence you collected in the chart, consider the following questions as you write your description:

- How would you describe the character's personality? Use evidence or examples from the text.
- Is the character a stereotype? What in the text makes you think that?
- Does the character change or stay the same in the book? Provide examples from the story.

- Do you think you could be friends with this character? Why or why not?



Creating the Setting with Sound

- Does the audiobook help you picture the setting? Does hearing the audio interact with the author’s words to shape a “movie in your mind” more easily than reading?

Use the terms in the table below to analyze how the audiobook uses sound to create a setting. Check the box next to the audiobook techniques and jot down some examples from the story of when that technique is used. Keep in mind that the audiobook may use more than one technique to create the setting.

| Audio Technique/Characteristic | Did the audiobook use this? | When? Jot down an example. |
|--|------------------------------------|-----------------------------------|
| Musical tags | | |
| Authentic narration (characters have cultural accent or dialect) | | |
| Pronunciation of foreign or non-standard terms | | |
| Mood & tone (narrator’s voice sounds modern or old-fashioned) | | |
| Sound effects (added sounds, altered electronic effects, or vocables—non-word sounds made by the narrator) | | |
| Vivid performance (narrator’s inflection and pacing creates an image of the environment) | | |
| Soundscape (the combination of all audio ingredients) | | |

- Would you transform this audiobook by adding or subtracting any audio that would help listeners understand the setting better? Why or why not?

Seeing the Setting: Describe where and when the plot action is taking place

- Describe **when** the action is taking place. Support with evidence from the text: Is the action taking place in current times, the past, or the future? Do you know an exact year, or just a general idea? How much time has passed in your book—is the action taking place over a day, week, months, years?

- Describe **where** the action is taking place. Support with evidence from the text: In what place does the action happen—a neighborhood, city, or country? In what place in history or in a culture—a castle or a homeless shelter?

Understanding Setting

- Is the setting like any place you've ever been? Why or why not?

Point of View: Describe who tells the story and how it is told

- Who is/are the **narrator/s** of your book—a character that is part of the book, or someone outside of the story, who describes the plot and action?

- There are three types of point of view.
 - 1.) **First person** point of view—a character from the story describes what happens through their eyes and you learn their feelings and emotions in a “I see and feel” way of description
 - 2.) **Omniscient** point of view, where you know what all the characters are doing and feeling, in a “He did and felt this, while at the same time she was doing and feeling that” way of description
 - 3.) **Third person limited point** of view, where the story follows just one person and you are told what is being said, done, thought, and felt by only one person, in a “She did this and thought that” way of description

Which point of view is the story told from? Cite an example that demonstrates this type of point of view.

- Does your book’s **point of view** make you feel connected to the characters, plot, and author’s intent? Why or why not? Cite examples from the text.
