

Speak and Play

Give a complete report with facts, details and a clear voice.

CCSS.ELA-Literacy.SL.3.4 "Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read this made-up example. Underline two facts about the game. Circle two details that help you picture it. Later, every learner will give a whole report.

A playground report

- ① Our class plays a game called Hoop Hop. We put four flat hoops in a straight line on the playground. Each hoop is about one big step from the next. One player moves down the line while everyone else waits behind the starting mark. The hoops look like bright rings on the gray ground.
- ② First, the player steps into the first hoop. Next, the player hops with two feet into each of the other hoops. After the last hoop, the player walks back beside the line, away from the waiting children. Then it is the next player's turn. We take turns so that each person has a clear space to move.
- ③ This is a made-up report, not a game you must play. Notice that one speaker introduces the topic, adds useful facts and descriptive details, and puts the steps in order. To help a listener follow a report, speak clearly and pause between ideas. A listener can tell you which detail was clear and which part was too fast.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1 Which two details help you picture the game?

- 2 Why does the example use First, Next and Then?

3 According to paragraph 3, what can a speaker do to help a listener follow a report?

3 YOUR TURN _____ Your own words

Work with a partner. Choose a familiar game, a place at school, or a helpful experience you want to share. Give a complete 30-60 second report or recount. Both partners prepare, speak, listen and try again.

1. Prepare your whole report

Write short notes: your topic, two true facts or events, two descriptive details, and a clear ending. Put events or steps in order. You may choose an imagined story instead if you tell the listener it is made up.

2. Speak and listen

Give your whole report using your notes. Speak clearly at a pace your partner can follow. Your partner names a remembered detail and asks you to repeat any unclear or rushed part. Record the remembered detail and feedback below. Switch roles.

3. Try your report again

Choose one improvement from the feedback and record it. Give your whole report again with that change. Ask your listener whether it helped and record that feedback below. Switch roles so both speakers finish.

PART 1 • READ AND MARK

Read this made-up example. Underline two facts about the game. Circle two details that help you picture it. Later, every learner will give a whole report. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which two details help you picture the game?	Accept the bright hoops, gray ground, straight line or spacing of about one big step. Cite details actually supplied.
2	Why does the example use First, Next and Then?	These words put the steps in order so a listener can follow what happens in the game.
3	According to paragraph 3, what can a speaker do to help a listener follow a report?	Speak clearly and pause between ideas. A listener can say which detail was clear and which part was too fast.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Illustrative full report: I want to tell you about our school library. The library has low shelves beside a wide window. Picture books stand in rows with their colorful covers facing us. I go there with my class on Tuesdays. First, I look for a book. Next, I sit at a round table and read a few pages. Last, I ask the librarian to help me check it out. The quiet room is one of my favorite places to read.

Illustrative feedback: My partner remembered the colorful covers but asked me to slow down when I explained checking out a book. I will pause after each step. After I tried again, my partner could repeat the steps in order.

Listen to every child's complete individual report, story or recount. Require appropriate facts/events, relevant descriptive details, clear speech and an understandable pace. Shared one-sentence moves do not replace this performance. Duration is a practice guide, not a speed test. Support note use and normal communication accommodations. Example facts apply only to the made-up report; pupils use accurate details for their own real topics or clearly label an imagined story. The teacher example must be spoken aloud; its words alone do not demonstrate pace or clarity.