

Talk Move Match

Listen carefully, clear up a detail, and add a fitting comment.

3.1.A "listen actively, ask relevant questions to clarify information, and make pertinent comments;"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Watch your teacher model the exchange first. Work with a partner. A reads Message 1 first; B reads Message 2 first. Keep the other message covered until you have heard it. Finish each spoken exchange before writing that stage's notes. Answer Questions 1-3 after both stages.

Messages for our class - made-up practice situations

- ① Message 1: Our class will make a welcome board on Friday. Bring a drawing of a place you like at school. Put your drawing in the blue tray on Thursday. You can work with a partner, but each child needs a drawing. We will add the pictures to the board together on Friday morning.
- ② Message 2: We will share favorite books on Tuesday. Bring a book you can tell us about. It may come from home or our class shelves. Keep it at your desk until sharing time. You do not need to read the whole book aloud. Tell us one reason you like it.
- ③ Try again: A question can help you understand a word or detail. For example, ask, "What do you mean by ____?" or "Do I need to ____?" Listen to the answer before commenting. A fitting comment connects to the message, such as, "That helps me because ____." Use your own words; the starters are helpers.

2 ANSWER WITH EVIDENCE _____ Use the passage

- ① What important idea did you hear in YOUR listening turn?

2 Write the question you asked to understand a detail. What answer did you hear?

3 Write your comment. How did it fit the message or answer?

3 YOUR TURN _____ Your own words

Each partner needs this worksheet and a pencil. Both people must listen, ask a question that clears up a detail, listen to its answer, and make a connected comment.

1. Listen, ask, and comment

A reads Message 1 aloud while B keeps it covered. B tells the main message, asks a question to check a detail, and listens. A answers using the message, or says the detail is not given. B makes a comment that fits. Switch jobs using Message 2. Write one thing you learned from listening.

2. Use the answer

Now each person asks one more useful question about the message they heard. Listen to the answer and add a fitting comment. Tell your partner which detail is clearer now. Write your new question and what became clearer.

PART 1 • READ AND MARK

Watch your teacher model the exchange first. Work with a partner. A reads Message 1 first; B reads Message 2 first. Keep the other message covered until you have heard it. Finish each spoken exchange before writing that stage's notes. Answer Questions 1-3 after both stages. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What important idea did you hear in YOUR listening turn?	Accept the one message this learner heard. Message 1: prepare a drawing for the welcome board, in the tray Thursday for Friday. Message 2: bring a favorite book for Tuesday and explain why you like it.
2	Write the question you asked to understand a detail. What answer did you hear?	Example: May I use a class book? Yes, a book can come from home or the class shelves. Accept an actual relevant question and an accurate answer.
3	Write your comment. How did it fit the message or answer?	Example: I will choose a book from our shelves because I already know one I like. It connects to the answer about where books can come from.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Message 1 example: B says, "We are making a welcome board. If I draw with a partner, do we turn in one drawing or two?" A says, "Each child needs a drawing, so two." B comments, "We can draw together and still put both pictures in the blue tray on Thursday."

Message 2 example: A asks, "Do I have to read every page aloud?" B answers, "No. Tell one reason you like the book." A comments, "Then I will choose one funny part to tell about." A later asks whether the book stays at the desk before sharing. B confirms that it does. The desk detail is now clearer.

Before pairs begin, model the full exchange with another adult or a child: Say, Bring one pencil. The listener asks, Do I need crayons? Reply, No, just one pencil. The listener comments, Then I will put a pencil in my bag. Read each stage aloud and guide the role switch as needed. Observe every learner's actual listening, relevant clarifying questions, attention to the answers, and connected comments. A written response alone is insufficient. A useful check question counts even when the message states the detail. Do not invent facts for questions the message cannot answer. No cards, cutting, random roles or extra copies are needed.