

# Say It, Do It

Give, restate, and follow a connected plan.

**3.1.B** “follow, restate, and give oral instructions that involve a series of related sequences of action;”

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## 1 READ AND MARK \_\_\_\_\_ Read it twice

**YOUR JOB** Underline the action word at the start of each numbered step. Circle details that tell where to put or move something.

### Directions That Work

#### Prepare to listen and act

Work with a partner at a table. Each pair needs three pencils and one eraser. Sit side by side so left, right, near and far mean the same thing to both of you. Use only safe actions on the table. Keep your written plan hidden from your partner until the trial ends.

#### Example: build, then change

These two linked parts make one four-step plan. Steps 1 and 2 set up an arrangement; steps 3 and 4 change it.

1. Lay two pencils side by side, with their points facing away from you.
2. Put the eraser below their near ends.
3. Lay the third pencil across their far ends.
4. Move the eraser to the right of the pencils.

#### The oral trial

The speaker says a complete plan aloud. Before touching the materials, the listener restates the steps in order using their own words. The listener may ask for a repeat or a clearer detail. After the speaker checks the restatement, the listener carries out the heard steps. Both partners compare the actions and final arrangement with the plan. Reset the materials and switch jobs so everyone gives, restates and follows instructions.

## 2 ANSWER WITH EVIDENCE Use the passage

1 Why should the written plan stay hidden from the listener?

---

---

2 In the example, where is the eraser after step 2, and where is it after step 4?

---

---

---

3 What should a listener do before acting if a step is unclear?

---

---

## 3 YOUR TURN Your own words

Create and test your own four-step oral plan with the same materials. Your first two actions should set something up; your last two should change or finish it. Make your plan different from the example.

### 1. Plan privately

Write four connected steps. Name the objects and positions clearly. Ask your teacher to check that the plan is safe and possible. Keep this plan out of your partner's view.

---

---

---

---

---

---

## 2. Give your instructions

Say your full plan aloud. Your partner restates it before acting; clarify if needed. Watch your partner carry out all four steps, then compare with your plan. Record one detail that worked or needed clarification.

---

---

---

## 3. Switch and follow

Reset the materials. Listen to your partner's different plan without reading it. Restate all the steps in order, ask about anything unclear, and then do the actions. Record a step you followed and what you did.

---

---

---

## 4. Check both trials

With your partner, explain whether each set of actions matched the spoken plan. Name one wording change that would make an instruction clearer, or a precise detail that already helped.

---

---

---

**PART 1 • READ AND MARK**

Underline the action word at the start of each numbered step. Circle details that tell where to put or move something. Accept any marking that follows this job and points at the right text.

**PART 2 • ANSWERS**

| # | QUESTION                                                                        | ANSWER                                                                                                        |
|---|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| 1 | Why should the written plan stay hidden from the listener?                      | <b>The listener needs to follow spoken instructions rather than read the plan.</b>                            |
| 2 | In the example, where is the eraser after step 2, and where is it after step 4? | <b>After step 2 it is below the near ends of the pencils. After step 4 it is to the right of the pencils.</b> |
| 3 | What should a listener do before acting if a step is unclear?                   | <b>Ask for a repeat or clarification, then restate the steps in order.</b>                                    |

**PART 3 • YOUR TURN (SAMPLE ANSWER)****Example teacher observation**

Speaker: First, place two pencils side by side with points away. Next, put the eraser near you below them. Then, place the last pencil across their far ends. Finally, move the eraser to the right.

Listener, before acting: I will put two pencils together pointing away, set the eraser at their near ends, put the third pencil across the far ends, and move the eraser to the right. The listener then performs all four actions in that order.

Check: two pencils remain parallel, the third crosses their far ends, and the eraser ends to the right. Both partners reset and repeat with a different student-created plan and reversed roles. A spoken promise without the physical actions is incomplete.

**TEACHER ASSESSMENT NOTES**

Provide one worksheet per child and three pencils plus one eraser per pair. Allow extra processing time and repeats. Observe each child giving a complete sequence, restating the partner's sequence and physically following it in order; written reflections alone do not demonstrate the standard. Require two connected phases, clear position words and a different plan after roles switch. Check actions as well as the final arrangement. Accept safe alternative plans and accurate restatements in students' own words. Keep materials on the table; stop any unsafe instruction.