

Listen, Tell, Do

Give clear steps and help your partner succeed.

3.1 "Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read with your teacher. Underline words that show order. Circle a polite way to ask for help.

Get ready to talk and listen

- ① Work with a partner. Each pair needs one sheet of scrap paper and two different-colored crayons. Take turns. Face your partner and watch for signs that they understand. Speak clearly, slowly enough to follow, and loudly enough to hear. Listen without interrupting. Say, "Please explain that step," when you need help.
- ② One person is the speaker. Invent three safe steps using the paper and crayons. Use first, next, and last. Tell all three steps aloud without demonstrating them. The listener asks a useful question, restates the steps in order, and then does them. The speaker checks and kindly helps. Reset the materials and switch jobs with three new steps.
- ③ Next, join another pair. Plan three steps for tidying your group table after an art activity. Everyone suggests an idea, asks a question, and adds to a classmate's idea. Agree on three steps. Each person then tells the whole plan aloud. Use kind words when you disagree: "Could we try this because ...?"

2 ANSWER WITH EVIDENCE _____ Use the passage

- ① Do the first partner round. Speaker: give three steps. Listener: ask a question, restate, and follow the steps. Afterward, write the listener's question and the speaker's reply.

- 2** Switch jobs and do a new round. Write one thing your partner said clearly and one thing you did to listen well.

- 3** Do the group-table discussion. Each person asks a useful question and politely adds to someone else's idea. Write one classmate's idea and what you added.

3 YOUR TURN _____ Your own words

After everyone has explained your agreed cleanup plan aloud, record the plan. Then reflect on how your speaking and listening helped.

Our three-step plan

Write one short step per line. Use first, next and last.

My speaking and listening

Write a polite phrase you used. Tell how you helped a partner understand or corrected a misunderstanding.

PART 1 • READ AND MARK

Read with your teacher. Underline words that show order. Circle a polite way to ask for help. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Do the first partner round. Speaker: give three steps. Listener: ask a question, restate, and follow the steps. Afterward, write the listener's question and the speaker's reply.	Observe all three steps being given, restated in order and carried out. Example: Should I put the red crayon on the paper? Yes, place it near the top. The question must clarify this partner's actual instructions.
2	Switch jobs and do a new round. Write one thing your partner said clearly and one thing you did to listen well.	Both learners must now have given, restated and followed a sequence. Accept a specific clear phrase and an observed listening action, such as waiting for the full sequence before restating it.
3	Do the group-table discussion. Each person asks a useful question and politely adds to someone else's idea. Write one classmate's idea and what you added.	Observe each learner's question and connected comment. Example: Lina said to put the caps on. I added that we should check each cap is tight. Do not score a written example as evidence of speaking.

PART 3 • YOUR TURN (SAMPLE ANSWER)

First, cap all the markers.

Next, sort markers and crayons into their boxes.

Last, collect paper scraps from the table.

I said, "Could we collect scraps last so the tools are already put away?" When my partner asked which box to use, I named the crayon box and pointed to it after explaining.

Allow oral rehearsal, read-aloud support and teacher scribing as needed; keep the child's actual oral participation observable. Check relevant questions/comments, ordered oral instructions in both roles, active listening, clear speech with suitable volume/rate/enunciation and audience attention, agreed turns and polite language. Look for complete sentences appropriate to the situation. Use flexible eye contact and accessible communication supports. Model the routine without supplying the exact steps learners will give.