

Talk It Through

Notice listening, questions, and shared ideas in a group talk.

CCSS.ELA-Literacy.SL.2.1 "Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline one place where a student listens or builds on another person's idea.
Circle one question that helps the group understand an idea.

The Garden Book Talk

- ① Ms. Lee read the class a short book about city gardens. Then she asked four students to talk in a group. "What did you notice?" she said. Omar waited until Ana finished. "I noticed the gardens gave people fresh food," he said.
- ② Ana nodded and added, "Yes, and neighbors worked together there." Jada was not sure what the word neighbors meant in the book. She asked, "Do you mean people who live nearby?" Ana answered, "Yes. They can help plant and water."
- ③ Omar said, "I agree with Ana. The book shows that a garden can bring neighbors together." Ms. Lee asked the group to share one idea with the class. Jada said, "Our group thinks gardens give food and help people work together."

2 ANSWER WITH EVIDENCE Use the passage

1 What did Omar do before he shared his idea?

2 What question did Jada ask to understand the word neighbors?

3 What group idea did Jada share with the class?

3 YOUR TURN Your own words

Prepare three lines about a book or topic your class studied: an idea, a question, and a way to add to someone's idea. Then actually talk with a partner or small group. Take turns sharing ideas; ask your question about a received comment, wait for the reply, and add a related idea. You may change your prepared lines to fit what you hear. Below, record your question, the actual reply, and your addition. Teacher helps and observes; use spoken or supported written exchanges.

PART 1 • READ AND MARK

Underline one place where a student listens or builds on another person's idea. Circle one question that helps the group understand an idea. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What did Omar do before he shared his idea?	He waited until Ana finished speaking.
2	What question did Jada ask to understand the word neighbors?	She asked if neighbors meant people who live nearby.
3	What group idea did Jada share with the class?	Gardens give food and help people work together.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Example exchange record:

My question: What do you mean by taking turns at the book swap?

Partner's actual reply: Each person can choose one book before anyone chooses a second.

My addition: Adding to your turn-taking idea, we could make a line so everyone gets a chance.

Accept source answers in varied wording. For Part 3, help learners choose a familiar class text/topic and actually exchange ideas with a partner/group. Observe each learner listening, asking a related question, receiving a reply and adding a linked idea. Check the three-line record against that real exchange; preparation or reciting all sides of an invented script alone is incomplete. Accept supported speech, dictation or accessible written exchanges; no fixed sample reply required.