Bean Talk Plan

Read a model talk and notice how it guides listeners.

ELA.3.C.2 "Communicating Orally"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the words that show the order of the planting steps. Circle each bracketed direction that tells the speaker how to use a voice, eyes, hands, or pace, so you can see how the talk helps listeners.

Growing a Bean in a Cup

1. Good morning, class. [Hold up a small bean seed. Say the words carefully in a clear, medium voice.] Today I will explain how our class can grow a bean plant in a clear cup. First, place a folded paper towel inside the cup. Spray the towel until it is damp, not dripping. Then slide the bean between the towel and the side of the cup, where everyone can see it.

2. Next, set the cup near a window, but keep it out of hot, direct sun. [Point to the class window.] Check the towel each day. If it feels dry, add a few sprays of water. Speak slowly when you share the steps, so listeners can follow the order. In about a week, you may see a tiny root begin to grow.

3. Last, bring the cup to our science table and label it with the date. [Look at your listeners, then point to the label.] We will compare the bean each morning and draw what we notice. A plant needs water and light to grow, but too much water can harm its roots. Thank you for listening to my planting plan.

2 ANSWER WITH EVIDENCE

Use the passage

1. Number these parts of the talk in the order they happen: check the towel each day, set the cup near a window, label the cup with the date.

2. What should the speaker point to while explaining where to set the cup?

3. How does the script tell the speaker to use a voice?

4. Why should the speaker talk slowly when sharing the steps?

3 YOUR TURN

Your own words

Write a three-sentence oral talk that explains how to care for a classroom paintbrush. Use First, Next, and Last, and add bracketed directions for one voice or pace choice and one nonverbal cue. Then give your three-sentence talk aloud to a partner, actually using the planned voice or pace choice and nonverbal cue. Your listener repeats the three steps in order and tells you which cue helped. Record that comment below; repeat or clarify a step if needed.

ANSWER KEY

Bean Talk Plan

GRADE 3 · ELA.3.C.2

PART 1 · READ AND MARK

Underline the words that show the order of the planting steps. Circle each bracketed direction that tells the speaker how to use a voice, eyes, hands, or pace, so you can see how the talk helps listeners. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Number these parts of the talk in the order they happen: check the towel each day, set the cup near a window, label the cup with the date.	**1. Set the cup near a window. 2. Check the towel each day. 3. Label the cup with the date.**
2	What should the speaker point to while explaining where to set the cup?	**The class window.**
3	How does the script tell the speaker to use a voice?	**Say the words carefully in a clear, medium voice.**
4	Why should the speaker talk slowly when sharing the steps?	**So listeners can follow the order.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

First, [hold up the brush and use a clear, medium voice] rinse the paintbrush in water until the water runs mostly clear. Next, gently press the bristles on a paper towel and shape them into a point. Last, [point to the drying spot] lay the brush flat on a paper towel to dry.

Accept equivalent wording for the ordered steps and speaking directions. For Your Turn, accept three logical steps with sequence words, an appropriate voice or pace cue, and a nonverbal cue. Teacher arranges partner turns and observes actual oral delivery, not only the script. Check ordered steps, audible clear words and actual use of the planned voice/pace and nonverbal cues. Hear the listener's step summary and cue comment; allow supportive rehearsal and clarification.