Talk So All Join

Notice how classmates change their words and actions so everyone can take part.

2SL2.d "Consider individual differences when communicating with others."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one communication choice in each paragraph that helps a classmate take part. Number your underlines 1, 2, and 3.

Planning the Garden Sign

1. Ms. Chen's class planned a garden sign. Leo uses a hearing aid. When Nia spoke to him, she faced him and used a clear, calm voice. Leo said, "Thank you. I can hear you better when I can see your face."

2. Sam wanted to draw, but his wrist was sore. Priya asked, "Would you like to tell me your idea while I draw?" Sam nodded. Priya listened without rushing him and showed him the picture as she worked.

3. At cleanup, Omar was still learning English. Maya pointed to the blocks and said, "Blocks go in this bin." She used short words and a friendly smile. Omar repeated, "This bin," and put the blocks away. The group thanked him.

2 ANSWER WITH EVIDENCE

Use the passage

1. What did Nia do to help Leo hear her better?

2. Why did Priya offer to draw while Sam told his idea?

3. How did Maya help Omar understand where the blocks went?

3 YOUR TURN

Your own words

With a partner, discuss an idea for a classroom activity. Ask how your partner prefers to share, such as talking, pointing to a drawing or having more thinking time. Attend to the answer and adjust your communication. Check that you understand each other; switch roles. Write two sentences about your actual adjustment and how you checked understanding.

Talk So All Join

PART 1 · READ AND MARK

Underline one communication choice in each paragraph that helps a classmate take part. Number your underlines 1, 2, and 3. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What did Nia do to help Leo hear her better?	**She faced Leo and used a clear, calm voice.**
2	Why did Priya offer to draw while Sam told his idea?	**Sam's wrist was sore.**
3	How did Maya help Omar understand where the blocks went?	**She pointed to the blocks, used short words, and said, "Blocks go in this bin."**

PART 3 · YOUR TURN (SAMPLE ANSWER)

My partner asked for thinking time, so I waited before responding to the drawing idea. I repeated the idea and asked if I understood; my partner said yes.

Accept accurate passage evidence. Arrange the actual exchange with paper and drawing tools available. Observe both learners asking about a preference, responding with a fitting adjustment and checking understanding with the partner. Accept speech, gesture or communication aids. Do not assign, simulate or require disclosure of a disability. The written reflection records what happened; the sample is illustrative and preferences may differ.