

# Talk Time Choices

Teacher-led listening and discussion practice for partners, groups, and the class.

**1.C.1.A.i** "Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade one topics and texts. This includes: Listening actively and following agreed-upon rules for participating in discussions (e.g...."

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Teacher: this page is run aloud. The script and answers are on the guide page.

## 1 CHOOSE A RULE \_\_\_\_\_

|   |      |        |       |
|---|------|--------|-------|
| a | wait | call   | leave |
| b | talk | listen | draw  |
| c | jump | yell   | wait  |

## 2 TALK TOGETHER \_\_\_\_\_

|   |       |        |           |
|---|-------|--------|-----------|
| a | apple | pencil | rain      |
| b | book  | yellow | classroom |
| c | jump  | blue   | cookie    |

**HOW TO RUN THIS PAGE**

Read each prompt and each choice aloud, then give students time to mark one choice. In Part 2, guide students through a partner talk, a small-group talk, and a teacher-led class talk, noticing whether they listen, wait for turns, and stay on the topic.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

**PART 1 • CHOOSE A RULE**

**SAY** “Listen as I read each little talk problem and the words in its row. Which word shows a good way to talk and listen with others? Circle it.”

| ROW | SAY                                                                                                                                  | STUDENTS CIRCLE |
|-----|--------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| a   | A classmate is talking, and you have an idea. The words say wait, call, leave. What should you do before you speak? Circle the word. | <b>wait</b>     |
| b   | Your partner is sharing an idea. The words say talk, listen, draw. What should you do while your partner speaks? Circle the word.    | <b>listen</b>   |
| c   | Two children are taking turns talking. The words say jump, yell, wait. What should you do until it is your turn? Circle the word.    | <b>wait</b>     |

**PART 2 • TALK TOGETHER**

**SAY** “You will talk with a partner, a small group, and the whole class. When it is not your turn, what will you do, listen, wait, or yell? After each talk, listen to my question and circle one word.”

| ROW | SAY                                                                                                                                                                                    | STUDENTS CIRCLE  |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| a   | With a partner, take turns saying one food you like. The words say apple, pencil, rain. Which word names a food and stays on your food topic? Circle it.                               | <b>apple</b>     |
| b   | In your group, take turns naming a place at school. The words say book, yellow, classroom. Which word stays on your school-place topic? Circle it.                                     | <b>classroom</b> |
| c   | Now listen as I ask the class, What color do you like? Raise your hand and wait for a turn to share. The words say jump, blue, cookie. Which word stays on our color topic? Circle it. | <b>blue</b>      |

**WHAT TO ACCEPT**

Part 1 answers are wait, listen, wait. Part 2 answers are apple, classroom, blue; also observe whether each student listens, waits for a turn, and gives a response that fits the discussion topic.