SL.3.1 Lessons & Activities

3rd Grade Speaking & Listening Lesson	SL.3.1
	I can engage effectively in a range of collaborative discussions.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Vocabulary	Materials
participate, collaborate, conversation	Anchor charts, Talking Sticks Card Story, Students, Read aloud or partner book, SOTS Topic Cards

Activities to Teach

Step/Day 1: Introduce and discuss the rules for successful speaking and listening. Ask students to repeat and discuss with a partner why each step is important.

Step/Day 2: Students will Pair-Share-Share for each talking card. To Pair-Share, students will stand up and mix up around the room when the teacher says stop, they will pair up with the closest person and share. The "share" is about the talking card. Students will share their opinion on why each topic is important for a third grader to do. Each student gets 30 seconds to share. Then Pair up again.

Step/Day 3: Students will sit in a circle of four children. They will sit face each other. When the teacher displays a story starter strip on the board, student 1 will say 1 sentence about the story to start it off. Then, they will take turns adding two sentences to the story, and they work their way around the circle at least one time. Repeat for three more story starter cards.

Step/Day 4: Teacher will read a fictional book aloud to the class, or partners will read a book together side by side (depending on how independent your readers are). After they finish reading the story, students will answer one question at a time to participate in a conversation about the story they just read.

Step/Day 5: Students will turn and talk with the person sitting next to them to communicate about a science or social studies topic. The teacher will pick a science or social studies topic. The teacher will display the topic on the board and students must verbally communicate to discuss the topic.

Self Assessment
Students will complete the self assessment given.

Conversations

Rules for collaborative conversations:

1. Keep eye contact with the person talking.
2. Do not interrupt
3. It is your turn when the other person finishes a thought or question.
4. Respect others' opinions, ideas, and questions.
5. Always support your questions and sentences.

Mariah's mom told her she had to start doing chores around the house for allowance.

Once upon a time, there lived a horse, a mouse, and a barn cat in an abandoned barn.

A witch named Wilma lived in an old haunted house at the corner of Halloween Street.

Sara's brother, Denny, leaves for Army training tomorrow. It's their last day together for the next three months.

This story made me feel... because...

The character reminded me of...

This story reminds me of...

This relates to my life because...

The best part of the story was... because...

The setting of the story was... which changed the story by...

Name: _____

Self-Assessment: SL.3.1

Check the box if you succeeded	
	I kept strong eye contact with the person talking
	I gave them time to talk and I did not interrupt
	I talked and gave strong detail when it was my turn
	I was respectful of my partner(s) opinions
	I asked questions and answered questions I built on conversations

My Score _____/ 5

Name: _____

Self-Assessment: SL.3.1

Check the box if you succeeded	
	I kept strong eye contact with the person talking
	I gave them time to talk and I did not interrupt
	I talked and gave strong detail when it was my turn
	I was respectful of my partner(s) opinions
	I asked questions and answered questions I built on conversations

My Score _____/ 5

SL.3.2 Lessons & Activities

3rd Grade Speaking & Listening Lesson	SL.3.2
	I can determine the main ideas and supporting details of a text read aloud or information presented in media.

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Vocabulary	Materials
main idea, supporting detail	Anchor charts, Fiction questions, Nonfiction questions, YouTube story, Audio story, Nonfiction texts, Fiction texts

Activities to Teach

Step/Day 1: Students will read a fictional text with another partner and answer the question cards after they have finished.

Step/Day 2: Students will read a nonfiction text with another partner and answer the question cards after they have finished.

Step/Day 3: Teacher reads aloud fictional text. On each page, students will turn and talk with a partner closest to them to share their feelings about what is happening on each page. After they've shared their feelings, they must ask a question as well to that partner for further information (no rebuttals).

Step/Day 4: Teacher will locate a video on YouTube of a story being read aloud and animated. (Please watch through first for safety.) Show students, then read the book aloud. Ask students to discuss with a partner the differences they saw between the book and the video.

Step/Day 5: Teacher will play an audio book on a CD player. As students listen to the story aloud, they will sketch out illustrations or take notes of characters, events, and settings. Then, they will share with a partner what they learned, what the main idea was, and how they felt.

Self Assessment
Students will complete the self assessment given.

Fiction Question 1: What problem does the character face?	Fiction Ques: Where and does the s take plac	Nonfiction Question 1: What is the main topic? What is the main idea of this text?	Nonfiction Quest: What is one supp detail for this m idea?
Fiction Question 3: How does the character face his or her problem?	Fiction Ques: What is a question you after read	Nonfiction Question 3: What is a second supporting detail for this main idea?	Nonfiction Quest: Why do you think author wrote t text?
Fiction Question 5: Retell the story in your own words.	Fiction Ques: What are th events that h throughou story?	Nonfiction Question 5: What is one new fact you learned from the story?	Nonfiction Quest: What question do still have afte reading the te

Visual Story Ques: Who is the main char the video?	Visual Story Qu How does the st
Visual Story Quest Where is the setting story?	Visual Story Qu How is this vis different from
Visual Story Quest What is the first big happen in the sto	Visual Story Qu Do you prefer hear, or read Explain

Sketch, illustrate, and take notes as you listen to the audio book.

Name: _____

Self-Assessment: SL.3.2

Check the box if you succeeded	
	I asked and answered questions about fictional stories
	I asked and answered questions about nonfiction texts
	I was able to determine the main idea, and supporting details
	I was able to retell or recount key details in the text
	I was able to determine the main idea or information from other media

My Score: _____/ 5

Name: _____

Self-Assessment: SL.3.2

Check the box if you succeeded	
	I asked and answered questions about fictional stories
	I asked and answered questions about nonfiction texts
	I was able to determine the main idea, and supporting details
	I was able to retell or recount key details in the text
	I was able to determine the main idea or information from other media

My Score: _____/ 5

SL.3.3 Lessons & Activities

3rd Grade Speaking & Listening Lesson	SL.3.3
	I can ask and answer questions about information from a speaker.

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Vocabulary	Materials
speaker, information	Anchor charts, Topics, Prompts, Job cards, Goodfeet Topic cards

Activities to Teach

Step 1: Introduce and discuss the rules for successful question-asking. Ask students to repeat and discuss how to respectfully question someone.

Step 2: Students will work in groups of 3 (teacher to match topics and question stems together). They will produce (make a speaker is delivering information on the given topic (pictures cards), then they will find all the appropriate questions that they may ask for that given topic (question/sentence cards) and sort them under good or bad questions/responses.

Step 3: Students will work in groups of 3-4. They will draw a topic card out of the middle of the table. One at a time, they will stand up and briefly present information to their group. Listeners must respond with accountable talk prompts to get more information and elaborate the conversation.

Step 4: Students work in groups of three. One student starts as the speaker, the other two are listeners. Teacher displays the topic on the board and they share why they think each stage is important or unimportant in our world. Then, students will share their opinions using the correct accountable talk prompts to ask questions and add to the conversation.

Self Assessment
Students will complete the self assessment given.

Questioning

Rules for asking questions after a speaker talks:

1. Keep eye contact with the person talking.
2. Do not interrupt.
3. Use the correct respectful cues.
   - I respectfully disagree, because __
   - Why do you think that?
   - Can you tell me more about __
   - Will you explain that more?
   - Couldn't it also mean __
   - So, what you're saying is __

You're wrong about firemen	You aren't right about Chinese N Year.	I cannot believe you said t bananas.	You are not correct about ape	
I respectfully disagree that firemen important than police becaus	I have an opinion about the firecrackers on Chinese New Ye	I believe that this means banana is ripe, it turns	I agree with your statement ab apes being quite humanlike.	
I don't agree with your thoughts on f all.	I think you're opinion on Chinese Year is dumb.	Ripe bananas are not bet green bananas.	I think you're opinion about ape dumb.	
What I hear you saying about firef that they are some of the bravest	I am a bit confused. Can you exp more about when the holiday beg	I don't agree that ripe ban better because...	I am confused about how apes ar different from chimps. Can you expl	
I don't think that's right about fi	You don't know the real meaning o Chinese New Year.	You don't know much abo bananas.	For some reason, I think you're w about apes, but I don't know w	
I would like to add that I think firefig necessary for more than just f	I disagree with your opinions o Chinese New Year because...	Can you explain more ab bananas get spots	I wondering more about an ape's and activity in the wild.	

Speaker

Listener

One-to-one Technology	I respectfully dis because
Recycling	I would like to
Adopting at Sh	Can you tell me about that?
No Homew	I agree with t because...
No Reces	So, what you're sa
Art in Scho	I now realize

Name: _____

Self-Assessment: SL.3.

Check the box if you succeeded

- I listened carefully to what the speaker was saying
- I asked questions to get more information from the sp
- I was able to gather information to clarify things I didn't u
- I respectfully gave my opinion
- I contributed to the conversation after the speaker sp

My Score _____ / 5

Name: _____

Self-Assessment: SL.3.

Check the box if you succeeded

- I listened carefully to what the speaker was saying
- I asked questions to get more information from the sp
- I was able to gather information to clarify things I didn't u
- I respectfully gave my opinion
- I contributed to the conversation after the speaker sp

My Score _____ / 5

SL.3.4 Lessons & Activities

3rd Grade Language Vocabulary Lesson

SL.3.4

I can report on a topic or text, tell a story, or recount an experience.

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Vocabulary: recount, relevant, descriptive

Materials: Character setting cards, Event cards, Setting cards, Event strips

Activities to Teach

Step 1: Students will create a story choosing one character, one setting, and one non-problem, with these three story elements. They will verbally create a story to tell their partners. Partners must listen, comprehend, and retell the story when they are finished.

Step 2: Students will Pair-Share around the room. Each time they stop with a new partner, they will look at the board and see the new topic. They will share their personal experiences with that topic, then listen to their partner's share.

Step 3: Students will work with partners to draw setting cards one at a time out of the middle of the pile. They will tell a story about this setting to their partners, giving relevant and descriptive setting details throughout the story.

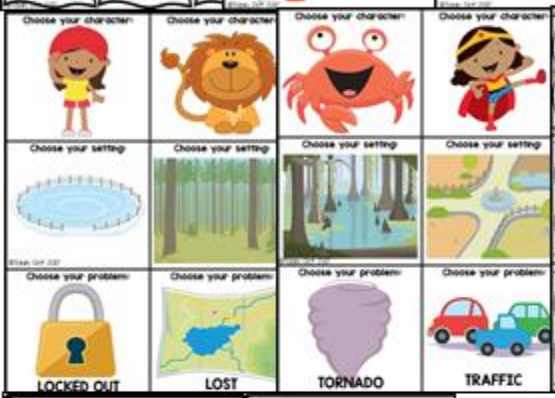
Step 4: Each student will get a topic to research. Look up on chalkboard, literature books at the library and on their research to gain facts and information. After they've done this, talk them to present their information to a group of 3-4 students. Accountable Talk from the listeners is also expected during these presentations.

Step 5: Students choose a fictional story to do a book report on. After they've read the story and familiarized themselves with it, they will write down quick notes about the story for reference. Then, get them to present their book report to a group of 3-4 students. Accountable Talk from the listeners is also expected during these presentations.

Self Assessment

Students will complete the self assessment given.

Choose your character:



Topic: rainforests

Topic: sunscreen

Topic: Declaration of Independence

Topic: animal adaptatio

Topic: community serv

Name: _____

My Topic:

Quick notes for my presentation.

Name: _____

Book Report

Title	
Author	
Illustrator	
Characters	
Setting	
Beginning	
Middle	
End	
Problem	
Solution	
Favorite Part	
Would you recommend? Explain	

Name: _____

Self-Assessment: S

Check the box if you succeeded

- I retold a fictional story that
- I related an experience in my life with
- I presented on a nonfiction topic with
- I presented on a book that I read with
- I spoke clearly at an acceptable
- I sold retell and build upon others' ideas

My Score _____ / 6

Name: _____

Self-Assessment: S

Check the box if you succeeded

- I retold a fictional story that
- I related an experience in my life with
- I presented on a nonfiction topic with
- I presented on a book that I read with
- I spoke clearly at an acceptable
- I sold retell and build upon others' ideas

My Score _____ / 6

SL.3.5 Lessons & Activiti

3rd Grade Speaking & Listening Lesson

SL.3.5

I can create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add relevant visual displays when appropriate to emphasize or enhance certain facts or details.

Creative engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add relevant visual displays when appropriate to emphasize or enhance certain facts or details.

Vocabulary: Drawings, visual displays, audio recordings

Materials: Event cards, Drawing paper 1, Sentence strips, Drawing paper 2, Incomplete pictures, Book to read, Audio recording tools

Activities to Teach

Step 1: Partner 1 will draw an event card and tell a short story about the event card. Partner 2 will listen and draw the story he or she sees in her mind. Then, they will share the illustration and Partner 1 will clarify if that's what he or she originally saw in his or her mind.

Step 2: Students will draw an incomplete picture card and read the sentence about. They will finish the drawing, then color and share with a friend to compare details and thoughts on the sentence(s).

Step 3: Students will use an audio recording tool (supplied through your school or online) to read their favorite story aloud. They will listen to their recordings when they are finished and follow along with the book.

Step 4: Students will verbally record themselves creating a story based on one of the which pictures in the words that they see. Their partner will record a story about the same picture. They will listen to each other's stories and compare.

Step 5: Students will create a 4 stanza poem about the image provided. Then, they will record themselves on an audio recorder and listen to it with partner, assessing how they could have fluidly read better.

Self Assessment

Students will complete the self assessment given.

Event Card

Draw your partner's story.

Two children snuck away from their house and w in the woods. When they walked along the path, t sneaky up ahead.

Rick was very nervous today. He was at the m stand was to his left and a cake stand was to t

The silly penguin slid on his belly down a huge hill the hill was a giant ramp made out of ice, which of freezing cold water. His pals were all waiting bottom.

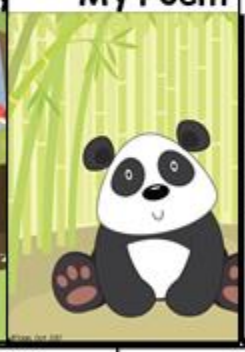
Jana tiptoed along the rock wall, so that she w murky pond water, filled with mud and trash. H on the edge and lost her balance.

Sarah was the only responsible pirate on deck. T was filled with lazy pirates and pirate dogs sleep ship.

Chester couldn't believe he won the dog show dog stood next to him proudly but the 3rd place spotted dog pouted on the other side.

Tell the Story

My Poem



Name: _____

My Poem

Name: _____

Self-Assessment: SL.3.5

Check the box if you succeeded

- I listened to stories and could draw what I visualized
- I added details to illustrations to match what I heard in a story
- I clarified my thoughts on a story by drawing a picture
- I fluidly read my story or poem and told a story with an audio tool
- I clearly told a story and recorded it with an audio tool

My Score _____ / 5

Name: _____

Self-Assessment: SL.3.5

Check the box if you succeeded

- I listened to stories and could draw what I visualized
- I added details to illustrations to match what I heard in a story
- I clarified my thoughts on a story by drawing a picture
- I fluidly read my story or poem and told a story with an audio tool
- I clearly told a story and recorded it with an audio tool

My Score _____ / 5

SL.3.6 Lessons & Activities

3rd Grade Speaking & Listening Lesson

SL.3.6

I can speak in complete sentences appropriate to task and situation

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Vocabulary: complete sentence, incomplete sentence

Materials: Sentence stems, Fictional story cards, Informational

Activities to Teach

Step 1: Students will turn and talk one prompt at a time. A teacher or their one prompt and they'll turn to their partner and give two complete sentences about what they would do and how they would feel for each prompt. Repeat for all ten prompts.

Step 2: Teacher will read the sentence stem aloud. Students will Pair-Share around the room to find a partner to complete the sentence. Repeat for all sentence stems.

Step 3: Students will draw a fictional picture card and explain to their whole is going on with three complete sentences.

Step 4: Students will draw a photograph and explain to their partner what they see in the picture. They will give three complete informational sentences about the image.

Step 5: Teacher will draw a character and a setting and display them on the board. Students will turn and talk with their partner (pairs), to share two complete sentences using the character and setting.

Self Assessment

Students will complete the self assessment given.

Topic: The ice cream truck ju pulled onto your stree

Topic: You just made the basketball team.

Topic: You failed your first spelling test.

Topic: You watched anothe classmate steal a pe

Topic: Your class gets an ext twenty minutes at rec

Topic: You were chose the Class Pre

Topic: Your mom forgot to lunch and give you lu

Topic: You want to play but there is a b

Topic: You were invite best party of t

Topic: You want to ma friend a co

Homework makes m because...

The best meal I eve was... because

A funny thing that ha to me once...

I think I should be pr because...

I am very strong because...

If I won $500, I w

One time I felt left out was...

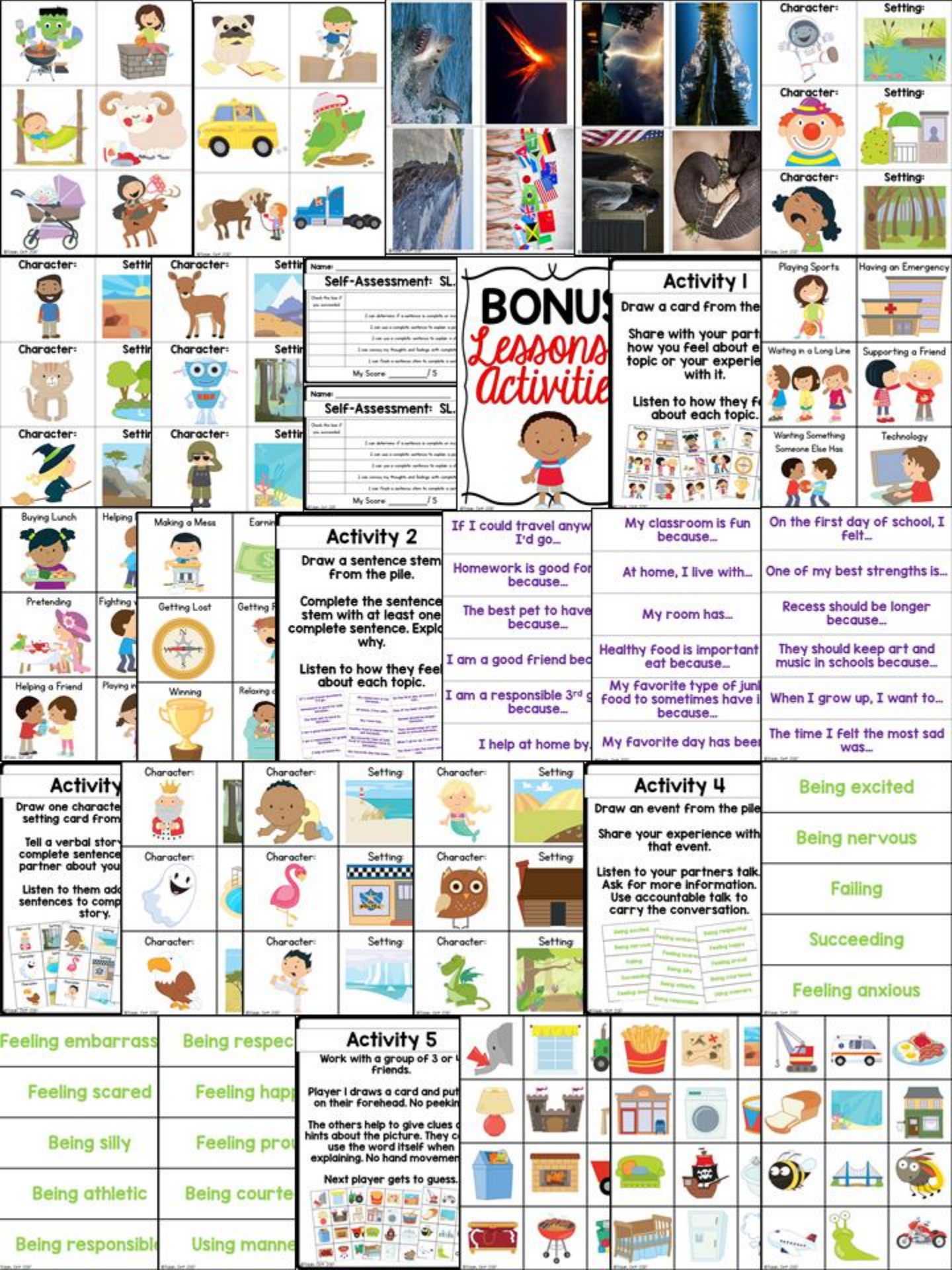
Helping your family out around the house is important because...

Recycling is good for our environment because...

Helping out others is important because...

Snow and ice makes me feel... because...

My teacher is great because...


Character:
Setting:
Self-Assessment: SL.
Name:
My Score _____/5
BONUS
Lessons
Activitie
Activity 1
Draw a card from the
Share with your part
how you feel about e
topic or your experie
with it.
Listen to how they f
about each topic.
Playing Sports
Having an Emergency
Waiting in a Long Line
Supporting a Friend
Wanting Something Someone Else Has
Technology
Buying Lunch
Making a Mess
Pretending
Getting Lost
Helping a Friend
Winning
Activity 2
Draw a sentence stem
from the pile.
Complete the sentence
stem with at least one
complete sentence. Explo
why.
Listen to how they feel
about each topic.
If I could travel anyw
I'd go...
Homework is good for
because...
The best pet to have
because...
I am a good friend bec
I am a responsible 3rd g
because...
I help at home by.
My classroom is fun
because...
At home, I live with...
My room has...
Healthy food is important
eat because...
My favorite type of juni
food to sometimes have i
because...
My favorite day has bee
On the first day of school, I
felt...
One of my best strengths is...
Recess should be longer
because...
They should keep art and
music in schools because...
When I grow up, I want to...
The time I felt the most sad
was...
Activity
Draw one characte
setting card from
Tell a verbal stor
complete sentence
partner about you
Listen to them ad
sentences to comp
story.
Activity 4
Draw an event from the pile
Share your experience with
that event.
Listen to your partners talk.
Ask for more information.
Use accountable talk to
carry the conversation.
Being excited
Being nervous
Failing
Succeeding
Feeling anxious
Feeling embarrass
Feeling scared
Being silly
Being athletic
Being responsibl
Being respec
Feeling happ
Feeling pro
Being courte
Using manne
Activity 5
Work with a group of 3 or
friends.
Player 1 draws a card and put
on their Forehead. No peekin
The others help to give clues
hints about the picture. They c
use the word itself when
explaining. No hand movemen
Next player gets to guess.