

SL.2.2 Lessons & Activities

2nd Grade Speaking & Listening Lesson
SL.2.2
 1 can participate in collaborative conversations with diverse partners about grade 2 topics and texts with goals in mind and support ideas.

Includes to Teach:
 Students will discuss the rules for successful speaking. Students will learn to use the rules for successful speaking. Students will learn to use the rules for successful speaking. Students will learn to use the rules for successful speaking.

Self-Assessment:
 Students will complete the self-assessment page.

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.

Includes to Teach:
 Students will learn the rules for collaborative conversations. Students will learn to use the rules for collaborative conversations. Students will learn to use the rules for collaborative conversations.

Self-Assessment:
 Students will complete the self-assessment page.

Helping Others | Being Kind | Being Kind | Physical Ed

Being a Leader | Getting | Technology | Bullying

Feeling Upset | Feeling | Being Kind | Feeling Valued

Jeremy looked down the hill and thought, "I sure hope I don't fall!"

On Samirah's first day of school, she worried she wouldn't fit in.

It was 3:00 a.m., and Lucas still hadn't gone to bed. The people living above his apartment wouldn't stop yelling.

Sutton walked into the animal shelter, eager to find the perfect puppy to adopt.

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... because...

Habitats | **George Washington**

Changing Leaves | **American Symbols**

Camouflage | **Goods & Services**

Self-Assessment: SL.2.1

Name: _____

Check the box if you answered:

I read and understand the person talking.

I give them time to talk and I don't interrupt.

I follow and give strong ideas when it was my turn.

I was respectful of my partner's ideas.

I asked questions and answered questions I had in conversations.

My Score: ____ / 5

SL.2.2 Lessons & Activities

2nd Grade Speaking & Listening Lesson
SL.2.2
 1 can recount or describe key ideas or details from a text, read about or information presented orally or through other media.

Includes to Teach:
 Students will learn to recount or describe key ideas or details from a text. Students will learn to recount or describe key ideas or details from a text.

Self-Assessment:
 Students will complete the self-assessment page.

Who are the characters in the story?

Where did the story take place?

What happened in the story?

What is one question you still have after the story?

When did this story take place?

What happens at the beginning of the story?

What happens at the end of the story?

What problems does the character face?

How does the character solve the problem?

Self-Assessment: SL.2.2

Name: _____

Check the box if you answered:

I answered questions about 'factual' stories.

I answered questions about 'fictional' texts.

I was able to ask questions.

I was able to listen and answer others' questions.

My Score: ____ / 5

Self-Assessment: SL.2.2

Name: _____

Check the box if you answered:

I answered questions about 'factual' stories.

I answered questions about 'fictional' texts.

I was able to ask questions.

I was able to listen and answer others' questions.

My Score: ____ / 5

SL.2.3 Lessons & Activities

2nd Grade Speaking & Listening Lesson
SL.2.3
 1 can ask and answer questions to clarify comprehension, gather additional information, and show understanding of a topic.

Includes to Teach:
 Students will learn to ask and answer questions to clarify comprehension. Students will learn to ask and answer questions to clarify comprehension.

Self-Assessment:
 Students will complete the self-assessment page.

Question
Rules for asking questions after a speaker:

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

One-to-one Technology | **I respectfully disagree because**

Recycling | **I would like to add...**

Adopting a Shelter Animal | **Can you tell me more about that?**

No Homework | **I agree with that because...**

No Recess | **So, what you're saying is**

Art in School | **I now realize...**

Speaker | **Listener** | **Listener**

Hospitals | **Buses**

Police Cars | **Trash Cans**

Parks | **Libraries**

GOOD Responses About Grizzly Bears | **WEA About**

GOOD Responses About Pollution | **WEA About**

What I heard you say about bears is that they're...
 Could you please explain that grizzlies are dangerous?
 I don't understand why grizzlies may be dangerous.

Can you tell me why astronauts are brave?
 I have another question about astronauts.
 I don't like what you say about astronauts.

What I heard you say about pollution is that it is bad for our planet.
 I respectfully disagree about thoughts on pollution.
 One thing I would like to add about pollution is that...

Can you try to explain the form again? I did not understand.
 What I heard you say is...
 I would like to add that...

Self-Assessment: SL.2.3

Name: _____

Check the box if you answered:

I asked carefully to what the speaker was saying.

I asked questions to get more information from the speaker.

I was able to gather information to clarify things I didn't understand.

I respectfully gave my opinion.

I contributed to the conversation after the speaker spoke.

My Score: ____ / 5

GOOD Responses About Astronauts | **WEA About**

GOOD Responses About Islands | **WEA About**

I don't like your ideas about bears.
 I don't agree with you about...
 I think what you said about... is dumb.

You're wrong about astronauts.
 I respectfully disagree about thoughts on astronauts.
 You taught me nothing about astronauts.

Your theories on pollution are wrong.
 You are wrong about pollution.
 Can you please share more about factories causing pollution?

I don't think you know about islands.
 Your thoughts on islands are wrong.
 That isn't even true about...

Self-Assessment: SL.2.3

Name: _____

Check the box if you answered:

I asked carefully to what the speaker was saying.

I asked questions to get more information from the speaker.

I was able to gather information to clarify things I didn't understand.

I respectfully gave my opinion.

I contributed to the conversation after the speaker spoke.

My Score: ____ / 5

SL.2.4

Lessons & Activities



2nd Grade Speaking & Listening Lesson

SL.2.4

I can tell a story or recount an experience with facts and details.

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly in coherent sentences.

Vocabulary
recount
recount
recount

Materials
Character cards
Event cards
Story cards

Level
2nd grade

Activities to Teach
Step 1. Students will create a story choosing an character, one setting, and one main problem, with these three story elements. They will verbally create a story to tell their partners. Partners will listen, remember, and retell the story while they are told.
Step 2. Students will create a story choosing one character, one setting, and one main problem. They will tell at the board and use the new story. They will then share their personal experiences with their class, their class to their partners share.
Step 3. Students will work with partners to draw a picture and use it as a cue for the reader of the story. They will tell a story about the story to their partners, using relevant and descriptive details throughout the story.
Step 4. Students will tell in a circle of 4 or 6 students. They will draw or write a picture to use as a cue. The first person will start the story. They will go around the circle, using the picture as a cue to tell a descriptive story based on their cue.

Self Assessment
Students will complete the self assessment given.

Choose your character:  

Choose your setting:  

Choose your problem:  

INJURY **LOST**

First Day of School 

Getting a New Pet 

Celebrating Holidays 

Going on a Trip 

Couldn't Sleep 

Playing on the Weekends 



Event: going to the movies

Event: working at a bake sale

Event: watching a professional sport

Event: getting lost at the mall

Event: going to a museum

Draw your partner's story.

Draw your partner's story.

Draw your partner's story.

Self-Assessment: SL.2.4

Name: _____

Check the box if you succeeded:

I told a relevant story that I created.

I included an experience or my life with appropriate detail.

I used a picture, relevant sentence.

I shared to others about their stories and experiences.

I used words and facts from others' stories and experiences.

My Score: _____ / 5

Self-Assessment: SL.2.4

Name: _____

Check the box if you succeeded:

I told a relevant story that I created.

I included an experience or my life with appropriate detail.

I used a picture, relevant sentence.

I shared to others about their stories and experiences.

I used words and facts from others' stories and experiences.

My Score: _____ / 5

SL.2.5

Lessons & Activities



2nd Grade Speaking & Listening Lesson

SL.2.5

I can create audio recordings of stories or events.

I can add details to stories to clarify ideas.

Create audio recordings of stories or events, add drawings or other visual details to stories or recordings of experiences when appropriate to clarify ideas, thoughts, and feelings.

Vocabulary
recount
recount
recount

Materials
Character cards
Event cards
Story cards

Level
2nd grade

Activities to Teach
Step 1. Partners will draw an event, create a story about the event, and then create an audio recording of the story on a tape recorder. They will share the recording and partner will clarify if that is what he or she originally said or not.
Step 2. Students will create a personal audio recording about their story. They will add their own details to their story. Their partner will record their experience and add a drawing to clarify. They will share their complete audio recording.
Step 3. Students will draw an experience picture, create a recording of the story, and then create an audio recording of the story. They will share their recording with their partner and partner will clarify if that is what he or she originally said or not.
Step 4. Students will create an audio recording of their story and then create an audio recording of their story. They will share their recording with their partner and partner will clarify if that is what he or she originally said or not.

Self Assessment
Students will complete the self assessment given.

Event Card 

Event Card 

Event Card 

Event Card 

Draw your partner's story.

Draw your partner's story.

Draw your partner's story.

A police officer helped a very upset little girl who spilled her Coke in the library. 

A dog was walking through the woods looking for his friends, when he came across a huge bear with its two baby cubs. 

Alan and Janet liked to play up a hill and were looking for a log to rest and take a drink of water. 

Berg struck a pile of chips and dip, but accidentally knocked it over. 

The king sang a song for the video camera. They were going to pull the king on the news. 

Mitch made a huge ramp out of wood, sticks, and mud, and then he whizzed full speed towards it and tumbled off of the edge. 

Tell the Story



Self-Assessment: SL.2.5

Name: _____

Check the box if you succeeded:

I listened to others and used their what I recorded.

I added details to my story to make it sound like a story.

I shared my thoughts on a story by drawing a picture.

I gave my best effort to include all details in my drawing.

I clearly told others and recorded it with a audio file.

My Score: _____ / 5

SL.2.6

Lessons & Activities



2nd Grade Speaking & Listening Lesson

SL.2.6

I can produce complete sentences when appropriate to task and situation.

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

Vocabulary
complete sentence
complete sentence

Materials
Character cards
Event cards
Story cards

Level
2nd grade

Activities to Teach
Step 1. Students will work with partners to sort the sentences into the complete or incomplete ones. They will read the sentence or phrase aloud and sort together. They will explain to their partner why or why not, then work together to fix the incomplete sentence, then turn to the next sentence.
Step 2. Teacher will read the sentence aloud about. Students will fix the sentence and then read it aloud to their partner.
Step 3. Students will draw a picture of the sentence and then use their partner to fix the sentence.
Step 4. Students will draw a picture of the sentence and then use their partner to fix the sentence.
Step 5. Students will draw a picture of the sentence and then use their partner to fix the sentence.

Self Assessment
Students will complete the self assessment given.

Complete Sentence

Incomplete Sentence

On Halloween, we go to _____

I listened to a man play the piano while I ate my dinner.

My mom said I was old enough to ride the roller coaster now.

Mom told me I could not do _____

My tablet would not turn on, so I grabbed the charger.

Jeremiah was a _____

Fix the mistake

The holiday I celebrate December is...

If I saw a shark in the water, I'd...

When I get overloaded with homework, I...

One time, I failed...

My favorite restaurant eat at is...

I felt scared when...

If I could have unlimited pets, I would...

My favorite dessert is...

If I had \$100, I would...

If I had one super power, I would want to...

If I could go anywhere, I would go to...

I felt extremely happy when...



