



## Speaking to Inform

- Speaking to tell others about new rules or procedures.  
Ex. The principal speaks to inform the students that they can no longer bring Pokemon cards to school.
- Morning announcements are spoken to inform.
- Speaking to inform how to do something.  
Ex. A coach speaks to inform when he tells the players what they need to do to play the game better.
- A student speaks to inform when he gives a report about something.



## Speaking to Express Ideas

- Parents speak to express ideas about whether their children should have to wear uniforms to school.
- Students speak to express ideas when they brainstorm possible solutions to a problem.
- Students speak to express ideas about what they have learned or made.
- People speak to express their ideas at meetings.



# Speaking to Entertain

- People tell jokes to entertain.
- Storytellers speak to entertain.
- Actors speak to entertain.

## Game Cards

Did you know that most Indian girls had dolls? Indians used things in nature to make dolls. Dolls were made out of wood, grasses, and cornhusks. Some were made from tree bark and animal skins. Indian girls loved to play with their dolls.

If I could be a Native American I would want to be an Indian who lived in the Plains region. I think it would be exciting to follow the buffalo and live in a tepee.

The Eastern Woodlands Indians often ate wild rice that grew in nearby swamps. Two women would go out in a canoe. One paddled the canoe while the other pulled out the rice plants and shook the rice into the canoe.

I think making pottery is fun. I love the way clay feels when I ooze it through my fingers. It feels cool and squishy. Have you ever made pottery?

## Game Cards (cont.)

The Plains Indians prayed to the Great Spirit before hunting for buffalo. They did this by dancing the Buffalo Dance. In this dance the Indians acted like buffalo being stampeded.

My favorite Indian artwork is weaving. I like to weave paper. It is fun to go over and under. One time I made a placemat by weaving paper strips.

Once there was an Indian brave named Little No Hair. Do you know why he was called this name? You see, when he was a little baby he cried a lot. When he cried he rubbed his head on the blanket his mother wrapped him in. All of that rubbing made him lose his hair! And that's why he was called Little No Hair.

What do you call a wizard that doesn't want to be late?

**Hurry Potter**

*by Samuel, age 7 from Australia*

Why did the cookie go to the hospital?

**Because he felt crummy!**

*by Devon, age 6 from North America*

From

[http://www.surfnetkids.com/games/j\\_misc.htm](http://www.surfnetkids.com/games/j_misc.htm)

## Note to Parents

### “It’s in the Bag” Project

Dear Parent,

Our class is learning how to be effective speakers. To provide an opportunity to practice the skills we have been studying, your child is asked to do an “It’s in the Bag” project. The directions for the project are as follows:

- Students are asked to collect 3-4 small objects that in some way symbolize things that are important to them. The objects can be everyday real objects or pictures of items that are drawn, cut from magazines, or computer generated. Some ideas include: a symbol of their family (possibly a photograph), a symbol of their favorite food (a picture that is drawn, cut from a magazine, or computer generated), a symbol of their favorite hobby or sport (for example, a small soccer ball eraser), a symbol of their favorite book (maybe a small book jacket made of construction paper), a symbol of their best friend (small heart), a symbol of their pet (dog collar, dog biscuit, etc.), or game (game token).
- Next, the student is to decorate a paper lunch bag in a way that reflects him/her. For instance, if she is an avid soccer player, she might draw and color soccer balls on the bag. Make sure your name is on your bag.
- Students are encouraged to practice their speaking skills at home using the bags. They will take one object at a time out of their bag and tell about the object and what it symbolizes. They will be sure to use the skills identified on the Rubric for Speaking as they practice.

The student then places the collected objects in the bag and brings it to school.



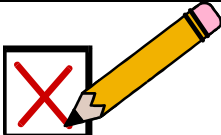
At school students will take turns speaking to the class. The Rubric for Speaking will be used to assess their performance. A copy of the rubric is attached.

The bags are due at school on \_\_\_\_\_.

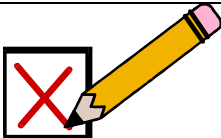
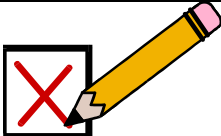
Please encourage your student to practice at home before this date.

Sincerely,

**Rubric for Speaking**  
 LA.C.3.1.1.2.1, LA.C.3.1.1.2.2, LA.C.3.1.4.2.1

	<b>You're Doing Great!</b>	<b>You have the right idea. Practice makes perfect!</b>	<b>See the teacher.</b>
<b>Volume</b>	You spoke loud enough for <b>everyone</b> to hear you.	<b>Almost everyone</b> could hear you.	People could <b>not hear</b> you. You spoke too low.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Phrasing</b>	<b>All</b> of your phrases, or groups of words, made sense and were easy to understand.	<b>Most</b> of the phrases, or groups of words, that you spoke made sense and were easy to understand.	I could <b>not</b> understand you. Your phrases, or groups of words, did not make sense.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Tone</b>	You used different tones for different kinds of sentences and your speech was easy to understand.	You used different tones for <b>some</b> different kinds of sentences. Your speech was easy to understand <b>most</b> of the time.	I could <b>not</b> understand you. The tone of your voice was always the same. Your words all ran together.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Rubric for Speaking (cont.)**  
 LA.C.3.1.1.2.1, LA.C.3.1.1.2.2, LA.C.3.1.4.2.1

	<b>You're Doing Great!</b>	<b>You have the right idea. Practice makes perfect!</b>	<b>See the teacher.</b>
<b>Eye Contact</b>	You looked at the people who were listening the <b>whole</b> time you spoke.	You looked at the people who were listening <b>most</b> of the time. Sometimes you looked at other things in the room.	You did <b>not</b> look at the people who were listening to you.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Gestures</b>	You made <b>gestures</b> while speaking. The gestures made your talk more <b>interesting</b> .	You made <b>too many</b> or <b>too few</b> gestures while you were speaking.	You did <b>not</b> make gestures while you were speaking.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>