

Directions for Speaking Spots

A.

Say the sentences below in a voice loud enough for everyone in the class to hear.

**We are learning to be good speakers.
Good speakers always speak loud enough for everyone to hear.**

B.

Say the sentences below in a soft voice as if you are talking to just one person.

**We are learning to be good speakers.
Good speakers always speak loud enough for everyone to hear.**

C.

Look at the ending marks of each sentence.
Say the sentences with the right tones for each ending mark.

**Speaking to a group is fun!
I like sharing with the class.**

D.

Say the sentences without tones
for ending marks.

**Speaking to a group is fun
I like sharing with the class**

Directions Speaking Spots (cont.)

E.

Say the sentences below in phrases that make sense and are easy to understand.

It is important to learn how to speak to a group. It is a way of sharing ideas.

F.

Say the sentences below so the phrases, or groups of words, do not make sense.

**It is important to learn
how to speak to a group.
It is a way of sharing ideas.**

G.

Say the sentences below. Remember to look at the people who are listening.

**People speak for different reasons.
A storyteller speaks to entertain.
Do you like to listen to stories?**

H.

Say the sentences below. Look down at the floor while you are speaking.

**People speak for different reasons.
A storyteller speaks to entertain.
Do you like to listen to stories?**

Directions for Speaking Spots (cont.)

I.

As you say the sentences below, move your right hand from left to right in front of your body when you say the words **whole group**. Make a mad face when you say the word **mad**.

**When you speak to a group, speak loud enough for the whole group to hear.
You don't want anyone to get mad!**

J.

Say the sentences below without using any gestures.

**When you speak to a group, speak loud enough for the whole group to hear.
You don't want anyone to get mad!**

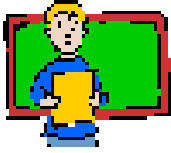
Key:

Effective Strategies are modeled on cards A, C, E, G, and I.

Ineffective Strategies are modeled on cards B, D, F, H, and J.

Student Directions for Centers

Center 1 – Volume



Directions for the Speaker:

1. Sit behind the cardboard.
2. Read the passage. Use a volume loud enough for people on the other side to hear you.
3. Go sit with the others in the group when finished.
4. Listen as they tell you how you did.



Directions for Listeners:

1. Get a Rubric for Speaking, Volume and a pencil.
2. Listen to the speaker behind the cardboard.
3. On the rubric, put an X in the box that tells how well the speaker could be heard.
4. Take turns with the others in the group. Share your rubric with the speaker.

Center 2 – Tone

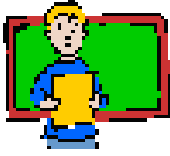
1. Choose a Ziploc bag.
2. Take out one of the strips of paper.
3. Read the sentence on the strip to yourself. Notice the ending mark. Think about how you would say that sentence.
4. Take turns.
5. One person at a time says his/her sentence using the right tone for the ending mark of the sentence.
6. The others in the group listen to the speaker's tone and try to guess what kind of sentence it is.

Hint: Sentences can be:
Telling sentences (.)
Questions (?)
Exclamations (!)
Commands (.)

Center 3 - Phrasing

1. Choose an object from the bag. Don't peek!
2. Think about the name of the object, how it is used, and where you would find it.
3. Turn on the tape recorder.
4. Tell the others in your group
 - The name of the object
 - How it is used
 - Where you would find it
5. Turn off the tape recorder.
6. Repeat steps 1-5 until everyone in your group has had a turn.
7. Rewind the tape and play it.
8. Listen to the tape. Think about the Rubric for Speaking.
9. Tell others in your group how well they used phrasing.

Center 4 – Eye Contact



Directions for the Speaker

1. Get a piece of drawing paper and some crayons.
2. Draw a picture of your pet.
3. If you do not have one, draw a picture of a pet you would like to have.
4. When everyone is finished drawing, take turns and tell the others in your group about your pet. You might want to include
 - Your pet's name
 - What your pet eats
 - Where your pet sleeps
 - What you like to do with your pet
 - When and how you got your pet
 - Something funny about your pet
5. Listen as others in your group tell you how many times you looked at them while speaking.
6. Repeat steps 1-4 until everyone has had a turn.

Center 4 – Eye Contact




Directions for Listeners:


1. Write the speaker's name in a box on the tally sheet.
2. Listen to the speaker.
3. Put a mark in the box every time the speaker looks at you.
4. When the speaker is finished, tell him/her how many times he/she looked at you.


Center 5 – Gestures

1. Get a partner.
2. Choose a poem.
3. Practice reading the poem to yourself.
4. As you read, think of ways you could use gestures to help your partner enjoy the poem more.
5. Read the poem to your partner without using gestures.
6. Read the poem to your partner with gestures.

1. Rubric for Speaking, Volume

	You're Doing Great!	You have the right idea. Practice makes perfect!	See the teacher.
Volume 	You spoke loud enough for everyone to hear you. <input type="checkbox"/>	Almost everyone could hear you. <input type="checkbox"/>	People could not hear you. You spoke too low. <input type="checkbox"/>

	You're Doing Great!	You have the right idea. Practice makes perfect!	See the teacher.
Volume 	You spoke loud enough for everyone to hear you. <input type="checkbox"/>	Almost everyone could hear you. <input type="checkbox"/>	People could not hear you. You spoke too low. <input type="checkbox"/>

	You're Doing Great!	You have the right idea. Practice makes perfect!	See the teacher.
Volume 	You spoke loud enough for everyone to hear you. <input type="checkbox"/>	Almost everyone could hear you. <input type="checkbox"/>	People could not hear you. You spoke too low. <input type="checkbox"/>

Tally Sheet

My name _____

Speaker _____	Speaker _____	Speaker _____
Speaker _____	Speaker _____	Speaker _____

Tally Sheet

My name _____

Speaker _____	Speaker _____	Speaker _____
Speaker _____	Speaker _____	Speaker _____

Sample T-Chart

	When Speaking	
	Do	Don't
Volume		
Phrasing		
Tone		
Eye Contact		
Gestures		

Sentences

The cat jumped out of the hat.

The cat jumped out of the hat?

The cat jumped out of the hat!

Go to the store.

Go to the store?

Go to the store!

Get the fish out of the sink.

Get the fish out of the sink?

Get the fish out of the sink!

Look at the fire outside.

Look at the fire outside?

Look at the fire outside!

See the clown.

See the clown?

See the clown!

The dog ate the slipper.

The dog ate the slipper?

The dog ate the slipper!

My mom has the baby.

My mom has the baby?

My mom has the baby!

List of Suggested Poems

The following poems from WHERE THE SIDEWALK ENDS by Shel Silverstein, HarperCollins Publishers, New York, New York, 1974, lend themselves to gestures:

The Acrobats
Early Bird
Tree House
No Difference
Alice
What a Day
Pancake?