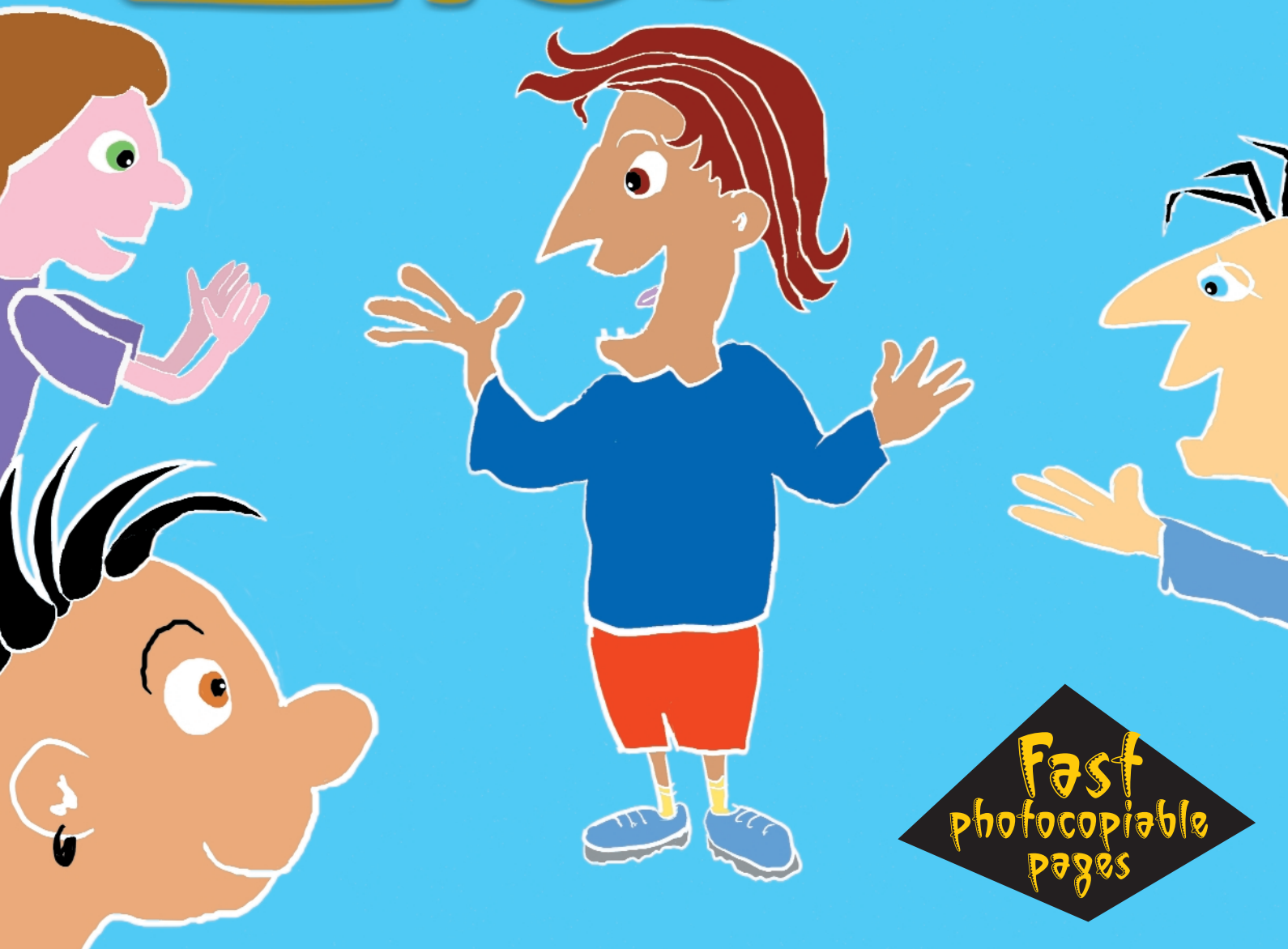


L O W E R



P R I M A R Y

Speaking and Listening



Fast
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pages



Speaking and Listening

Lower Primary

Ready-to-go ideas and activities promoting students' speaking and listening skills, across the Learning Areas.

Tim Tuck

Blake
EDUCATION
Better ways to learn

INTRODUCTION

Speaking and listening, with their vital roles as primary modes of communication, have an important place in the school curriculum.

This book provides teachers with ideas and activities to help students develop skills and confidence in speaking and listening. The various starting points, BLMs and task cards can be used to complement integrated classroom work or to teach specific skills, or can be dipped into as required. These activities will help develop students' skills and strategies in speaking and listening, expand their knowledge of the structure and features of spoken texts and provide opportunities to experiment with a variety of texts and contexts.

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Ready-to-Go
Speaking and Listening Lower Primary

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Activities requiring little or no preparation that will help you promote your students' speaking and listening skills

Take Your Own Time	16
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27 Blackline masters containing activities for students covering:	
Texts	BLMs 1–8
Contexts	BLMs 9–14
Language Features	BLMs 15–18
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Task cards which draw together and consolidate skills taught in the Quick Starts and BLMs, containing clear step by step instructions for students

HOW TO USE THIS BOOK



TEACHERS' FILE

This section explains how to make the most of this book. It contains ideas for classroom organisation, background notes on speaking and listening, technology tips, assessment ideas and suggestions for involving parents.

QUICK STARTS

This section is also for teachers. It features 20 ideas for activities that will help students develop oral language skills, widen their knowledge and appreciation of different spoken texts, and better understand the structure and features of spoken communication.

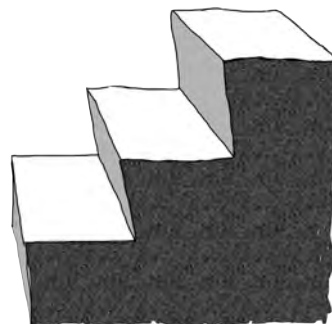


TAKE YOUR OWN TIME

Now it's the students' turn! Here are 27 blackline masters (BLMs) covering the four main strands of speaking and listening. Each BLM addresses a specific outcome (summarised at the bottom of the page) and the BLMs can be used in almost any sequence. Some BLMs are related: 25 and 26 are two parts of a readers' theatre sequence and BLMs 18 and 21 relate to speeches. Feel free to adapt BLMs to suit individual students or classes.

STEP BY STEP

This section comprises eight task cards written for students. The cards build on skills and concepts introduced in the BLMs but involve higher thinking skills and more complex activities. As such they can be used in activity centres or as extension work for more capable students.





TEACHERS' FILE



BACKGROUND NOTES

Planning for speaking and listening

Purposes

Students can speak or listen:

- To express feelings, experiences and ideas through:*
 - holding informal classroom conversations
 - participating in structured class and group discussions
 - recounting real and imaginary events
 - telling or retelling stories.
- For entertainment through:*
 - listening to stories told by the teacher, or other students, or on a tape
 - performing readers' theatre scripts
 - listening to and singing songs
 - telling riddles or jokes.
- To develop relationships through:*
 - holding informal conversations
 - greeting and farewelling people
 - interviewing visitors
 - participating in group activities.
- To request or give information or instructions through:*
 - asking questions to clarify instructions
 - performing message monitor duties
 - delivering a short oral presentation
 - guiding another student through a known process.
- To express thoughts or predict outcomes through:*
 - offering an opinion on a discussion topic
 - justifying a point of view
 - predicting the outcome of a science experiment
 - suggesting the end to an unknown story.

Learning to speak and listen

Students in Lower Primary should be able to interact with a variety of people (teachers, known adults and their peers) for a range of purposes, and in both spontaneous and structured situations. Remember that students arrive in the classroom from a variety of backgrounds and although many have developed the necessary spoken language skills, others will need to have basic skills introduced and have opportunities to practise them.

Learning about speaking and listening

Students also need to learn *about* the language they speak and listen to. They need to develop an awareness of society's expectations when using spoken language, learn to recognise the organisational structures and characteristic features of different spoken texts, and learn strategies for speaking and listening that assist communication with others.

Audiences

Students need to interact with a variety of audiences. These audiences should initially be teachers, peers and known adults—preferably in small numbers! As students gain confidence, expand both the size and variety of audiences to include:

- family members
- other classes and teachers
- other schools (eg through exchanging recorded tapes)
- school assemblies
- senior citizens
- local community members
- visiting speakers.

Texts

Students need experience with recognising a range of spoken word texts. Classroom discussion and instruction will emphasise structures, purposes and audiences. Texts could include:

- choral speaking
- conversations
- dictation
- discussions
- jokes and riddles
- oral presentations
- plays
- quizzes
- songs
- speeches
- storytelling.



CLASSROOM ORGANISATION

The daily program

The integration of regular spoken language activities into the daily classroom program means skills are modelled, practised and reinforced not only on a regular basis but within a meaningful context. Daily integrated activities could include:

Morning talks/news

Vary routines so students have opportunities to occasionally share with the whole class as well as sharing more regularly with a partner (see 'Listening news relay' on page 12). A roster will help students and their parents be organised for 'show and tell' sessions. Students can also be allocated topics in advance ('Bring a picture of yourself as a baby') or asked to contribute to a current affairs discussion ('What do you think about the fire at the high school?').

Oral reports and presentations

Oral reports and presentations can be utilised in all curriculum areas, although explicit teaching of skills will initially be required. Students could report on processes ('This is how my group grew the pumpkin seeds'), describe experiences ('Then we were shown the bakery oven') or share results of investigations ('This chart shows all the four-sided shapes we could make').

Class meetings

Class meetings offer students opportunities to not only share ideas but to take on a variety of roles in chairing, recording or monitoring. Consider daily meetings to prepare and organise students for upcoming activities, and weekly meetings to discuss important issues or to raise concerns. Introduce the concept of an agenda and encourage students to contribute to it.

General guidelines

Develop guidelines for classroom speaking and listening through class discussion and consensus. Ensure that guidelines are prominently displayed in the classroom where they can be referred to at appropriate times. Guidelines might include:

When I'm speaking, I:

- make eye contact*
- speak clearly
- don't rush or speak too slowly
- keep on the topic
- use courteous and polite language.

*Be aware that eye contact is considered impolite in some cultures.

When I'm listening, I:

- make eye contact
- pay attention to the speaker.

When I have a conversation, I:

- take turns with the other person
- listen to what was said
- think about what was said.

Speaking and listening centre

Create a speaking and listening centre in your classroom. This could include:

- a listening post and tape recorders (see the technology tips section)
- taped texts including instructions, poetry, songs or interviews, as well as stories
- puppets that can be used for role-play and performing scripts
- a collection of scripts such as multiple copies of readers' theatre scripts, plays and choral works.



CLASSROOM ORGANISATION

Guided listening

Focus students' attention on what to listen for by providing direction before a story, talk or presentation. For example, before reading *The Very Hungry Caterpillar* discuss what foods caterpillars normally eat. Then ask students to listen for the foods mentioned in the story. If necessary, remind students what to listen for during the story or reading. When you finish, listen to and discuss responses. Guided listening can be used not only to focus on factual content, but to draw attention to style, characterisation or techniques such as repetition.

Visualising

To 'visualise' means to imagine or 'see in one's mind'. A mental picture is a useful, easily recalled visual summary of the spoken text. Introduce the skill by asking students to close their eyes as you read a short text. As you read, they are to make a mental picture of the scene in their minds. Students then draw a picture of what they saw. Compare and discuss the drawings. Use longer passages to develop this skill. Be aware that some students may find it harder to visualise than others.

Sharing circles

Use sharing circles to promote non-judgemental discussion. Students pass a neutral object (such as a smooth stone or stick) around the circle. Only the holder of the item may speak; all comments must be addressed to the topic; no 'put-downs' are allowed; and students may pass at anytime.

Storytelling

Storytelling skills are best developed through modelling and practice.

- Relate stories to the class (instead of reading aloud).
- Have students discuss differences between reading a story and telling a story.
- Encourage students to 'tell stories' about themselves and their experiences.
- Use joke-telling as a stepping stone to longer narratives.

Group voices

Take opportunities to raise your students' voices together as one! Readers' theatre develops expression and narrative; choral reading emphasises flow and rhythm; and echo reading is useful for modelling specific oral skills. Oh, and don't forget to sing together—just for fun!

Listening process poster

Introduce students to the four stages of the listening process:

1. Become aware of a sound and focus on it.
2. Understand the message.
3. Decide if the message is important.
4. Remember the parts of the message we think are important.

Create a wall chart that draws attention to the stages of the listening process. Students can refer to the chart and use it in their self-assessment.



TECHNOLOGY TIPS

Video cameras

Like tape recorders, video cameras offer much potential. They can be used in self-assessment of oral presentations, or to tape visiting speakers or record readers' theatre productions. Young children are usually less self-conscious about appearing on video and will also quickly learn how to

Software

Kid Pix

Kid Pix has a number of sound enhancements and allows you to record your own dialogue and commentary to add to a sequence of pictures. The digital puppets (with their keyboard-synchronised mouth movements) can be used by students when creating their own plays.

Presentation software

It is easy in *Powerpoint* to create student-friendly templates that can be used for individual or group presentations. Reinforce that the program is there to *support* their presentation, not *be* their presentation!

Max's Sandbox

Created by the South Australian Department of Education, *Max's Sandbox* puts a kid-proof 'wrapper' around Office programs (Windows only) then sweetens the deal with items such as text-to-speech conversion and sound recording. Website: <http://www.maxssandbox.com>

Kidspiration

Known mainly as a graphic organiser, *Kidspiration* (Windows and Mac) will also read back typed text and has a 'sound mode' where you simply point to a graphic to hear the word pronounced. Be aware that this is an American program so some pronunciations may differ. Great for vocabulary development.

Tape recorders

A combined tape recorder/CD player/radio is ideal for the classroom. Look for a counter (either mechanical or electronic) to help with rewinding tapes. Second-hand high-quality tape decks are available quite cheaply. Look for one with microphone sockets and level controls. Yes, they are a little more complex to use but give superior sound-recording quality and visual feedback on sound levels (via meters). Check with the school resource centre (or with parents) for old tape recorders that students can use in group work or for:

- providing aural feedback for oral presentations
- creating aural class magazines and radio broadcasts
- recording soundtracks for presentations
- archiving storytelling sessions.

Microphones

Most tape recorders have built-in microphones, but external ones have several advantages in that they:

- give better sound quality
- don't pick up 'hum' from the tape recorder
- give 'interviewers' confidence (something to hold on to)
- allow placement more accurately within a group.

Check the microphone plugs when you're buying. Newer tape decks and computers need a smaller plug than older tape decks. Adaptors are cheap and useful.

Recording on computers

Both Macs and PCs have built-in sound recording programs. Access microphone settings through the Control Panel. Students could use the computer to record and play back short phrases of speech, to experiment with pace and tone or to create sound files. Encourage experimentation: most basic sound programs offer special sound filters that can speed up and slow down speech, add echo and reverse the sound.



ASSESSMENT

Student assessment

You can assess students' speaking and listening skills, abilities and attitudes by:

- observing group activities and participation
- compiling portfolios of class work
- making audio or video recordings.

To determine whether students are meeting the outcomes, create a speaking and listening rubric; or develop a sliding scale ranging from 'no indicators evident' through to mastery of an outcome.

Here are some good questions to ask when assessing student speaking and listening abilities:

What range of *experiences* have students been exposed to?

- activities—discussions, presentations, oral reports, storytelling
- different audiences—known adults, peers, unknown younger children
- technology—tape recorder, video camera, telephone
- speaking and listening for different purposes—instruction, entertainment, description, direction.

What *attitudes* are students developing?

- willing participation in partner, group and class discussions
- confidence in conversation and discussion
- respectful and courteous response to others' contributions.

How are their speaking and listening *skills* developing?

- listens to and follows instructions
- speaks clearly and on topic
- takes turns
- adjusts speech patterns to audience.

Self-assessment

Give students simple checklists for self-assessment—BLM 18 is a good starting point. Have groups evaluate their effectiveness, perhaps through the sharing circle technique (see page 8), so that the focus is on the group's rather than individual's performance.

Teacher assessment

Students learn about spoken language as they hear (and see) it being spoken. Are you:

- actively listening to what your students say?
- demonstrating a love of spoken language?
- taking the time to engage in humour and word play?
- modelling clarity and demonstrating how to engage an audience



PARENT INVOLVEMENT

Involve parents in the classroom speaking and listening program. Actively encourage parents to:

- be story-tellers in the class. Stories could include childhood stories or experiences in other times or countries
- help with (or be the subject of) interviews and oral histories
- attend choral reading, readers' theatre and other assembly items as audience members
- assist with group work, or by tape recording stories, or by providing an extra 'known adult' audience.

Pass on to parents ways in which they can encourage and develop their children's speaking and listening skills.

- Eat meals away from the television, to encourage conversation.
- Provide opportunities for children to give directions and follow oral instructions, for example to help cook a meal by following spoken instructions.
- Have discussions and share information about the day's activities.
- Play listening games such as 'Simon Says'.
- Reinforce turn-taking in conversation, clear speaking and respect for others' opinions.



QUICK STARTS



What can you hear outside?

Have the class lie on the floor in a comfortable position or sit at their desks with their heads resting on their folded arms. Instruct them to listen carefully for sounds they can hear outside the classroom. Tell them to remember each sound and not move until a set time has passed. Indicate the end of the listening period with a soft chime or bell. List, discuss and categorise the sounds heard. Gradually increase the listening period. Encourage and reward concentration.



Soundtrack

Tell students that you are going to make a soundtrack for a movie that only they can see. Have the class shut their eyes. Make a series of sound effects and noises using objects in the classroom. Have students share the movie they saw as the sound effects were being played. Swap roles and ask a student to create the soundtrack for the class.



Silence is golden

Give your students the opportunity to experience periods of silence (or at least quiet) to contrast with the noise and bustle of the busy school day. Start with just a minute of silence (or less if your class is silence impaired!). Allow students to rest in a comfortable position, but be strict with enforcing the silence rule. If your classroom is not conducive to silence, play relaxation music for a short 'recharging' period each day.



Listening news relay

Divide the class into groups of four. Have students take turns sharing their morning news with their group. After a time, randomly allocate the class into new groups of four. Each child then relays the news they heard from one of the members of their previous group. Ensure that all group members receive a turn by enforcing a time limit on each news account and retelling.



Body percussion echoes

Use clapping, clicking and slapping patterns to develop students' short-term auditory memory.

- Clap a short pattern to quickly gain the attention of a noisy group. Students will quickly join in the game and practise their listening skills!
- Pass a clapping pattern around a class circle. On the second time around, vary the pattern by introducing a click or slap.
- Have students work in pairs to echo each other's rhythms.





What's the rhyme, Mr Wolf?

Choose a student to be Mr Wolf and have them stand facing away from the class. Other students (the little pigs) stand several metres away. The pigs call out, 'What's the rhyme, Mr Wolf?'. The wolf calls out a word which the pigs must attempt to find a rhyme for. If a correct rhyme is called out, the pigs take a pace forward. If no one can think of a rhyme within 10 seconds, the wolf can turn and chase the pigs.



Hokey pokey

Choose a student to stand in the centre of the circle. Instead of naming a body part, select a letter of the alphabet, for example:

Put a 't' word in, put a 't' word out
Put a 't' word in and shake it all about.
Do the hokey pokey and turn around
Tell us your word with a shout!

On 'shout', the student in the circle shouts out a 't' word. Swap students and choose another letter.



Draw what I say

Give students blank paper and a selection of coloured pencils or crayons, then have them draw a picture from your oral directions. Begin with simple sequences of instructions such as, 'Draw a square. Colour the square blue'. With practice, students will be able to follow more complex sets of instructions and you could include commands such as, 'Write your name at the bottom of the page in red'.



Choral time

Choral reading is a great whole class activity which can engage students of all abilities. Any writing can become a choral item, but try to choose pieces that offer scope for changes in pitch (different characters), tempo (action), volume (eg to create suspense) and dramatic pauses. Work through the piece with the class, asking for ideas and deciding where the class will speak in unison, question and response, or solo voices.



The pause that refreshes

Use rhyming poems and songs for oral cloze activities. While reading aloud to the class, pause and have students predict the next word or phrase. Emphasise the need to listen carefully to rhyming words, the flow or metre of the verses, and the song or poem's theme or topic. When students appear confident, extend their skills with more difficult passages from stories, notices, classroom instructions or school newsletters.





**TAKE YOUR
OWN TIME**

Freefall recount

Work with a partner. Tell each other what happened to Freefall the clown.

1. Cut out the four cards. Put them in order.
2. Think of a personal comment about the clown. Write its key words on the blank card.
3. Use the cards to help remind you of what you want to say.

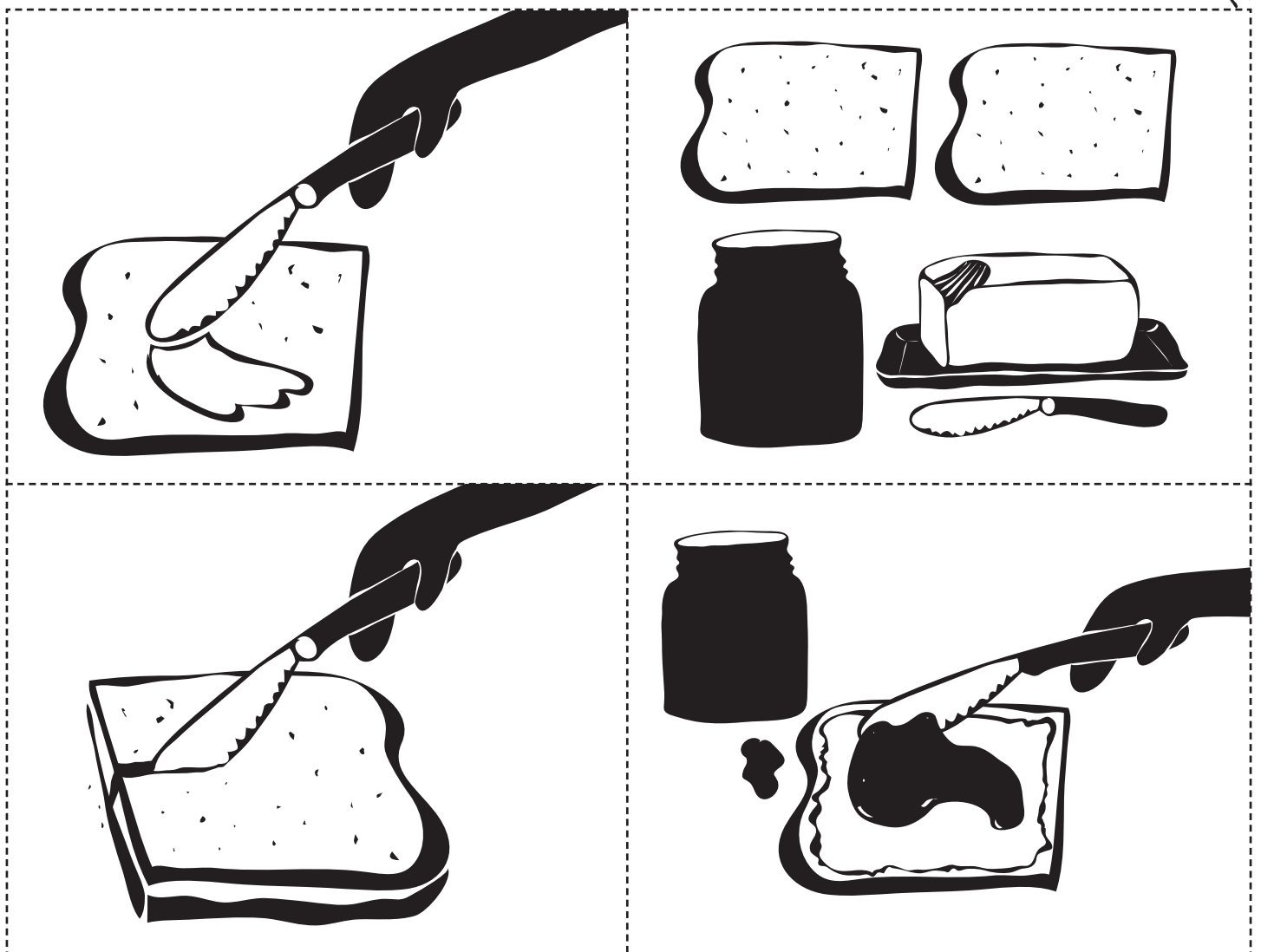


Personal comment

Sandwich procedure

Work with a partner or small group. Tell them how to make a sandwich.

1. Cut out the four cards. Put them in order.
2. Tell your partner or group how to make a sandwich.
Use the four cards to help you remember the procedure.
3. Think of a way to end. You might thank people for listening.



National Outcome 1.1 Interacts informally with teachers, peers and known adults in structured classroom activities dealing briefly with familiar topics.
Tells how to do something using a series of ordered steps.

Describe that picture

Play this game with a partner.

1. Secretly choose one of the pictures.
2. Describe the picture to your partner. Make it tricky for them to guess which one it is!
3. When they've guessed it, let them choose one for you to guess.



National Outcome 1.1 Interacts informally with teachers, peers and known adults in structured classroom activities dealing briefly with familiar topics.

Describes a picture to a partner.

Wombat report

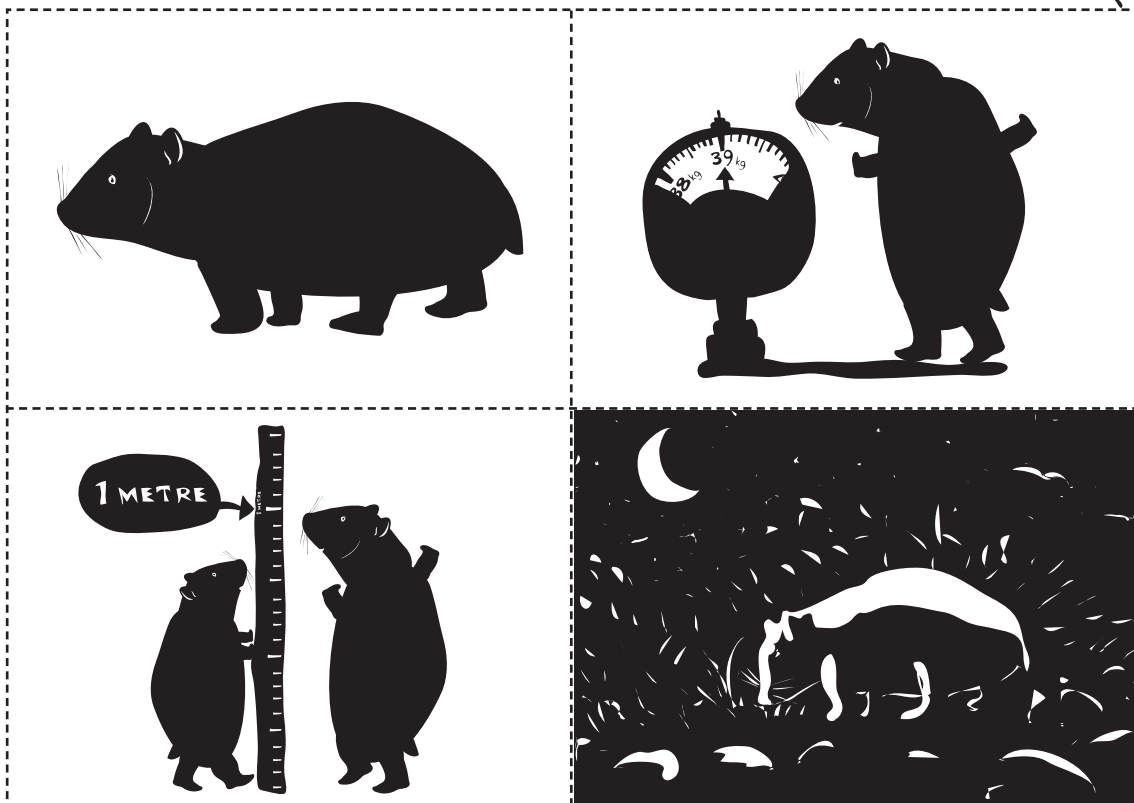


Cue cards are “memory joggers” to remind you of what to say. Use the cue cards below to present a report on wombats.

1. Cut out the four cue cards.
Put them in order.
2. Think about how you will present the information on each card.
3. Read the presentation hints.
Practise presenting your report.
4. Present your report to a partner or group.

Presentation hints

- Speak clearly.
- Make eye contact with audience.
- Stand with good posture.
- Use cue cards.



National Outcome 2.1 Interacts in more confident and extended ways in structured and spontaneous school situations.
Organises and presents an information report to the class.

A book review



Use the cards below to present a response to a picture book.

1. Choose a picture book that you've really enjoyed.
2. Cut out the cue cards. Fill in the blanks.
3. Read the presentation hints. Practise presenting your talk out loud. How will you start? Finish by saying what you liked about the book.
4. Present your talk to a small group.

Presentation hints

- Talk clearly.
- Make eye contact.
- Stand with good posture.
- Don't read the cue cards: use them as "memory joggers".

Card 1

Book title: _____

Author: _____

Illustrator: _____

Hint: Show the cover of the book to your audience.

Card 2

Main character: _____

What happens to him/her: _____

Monologue or dialogue?



A monologue is a long talk or speech by just one person. A dialogue is a conversation with two or more people taking turns.

1. Read the list of spoken texts.
2. If you think the text is a monologue, colour the monologue square. If you think it is a dialogue, colour the dialogue square.
3. Write the letters in the coloured squares on the lines below. The letters should spell out an activity with both monologues and dialogues.

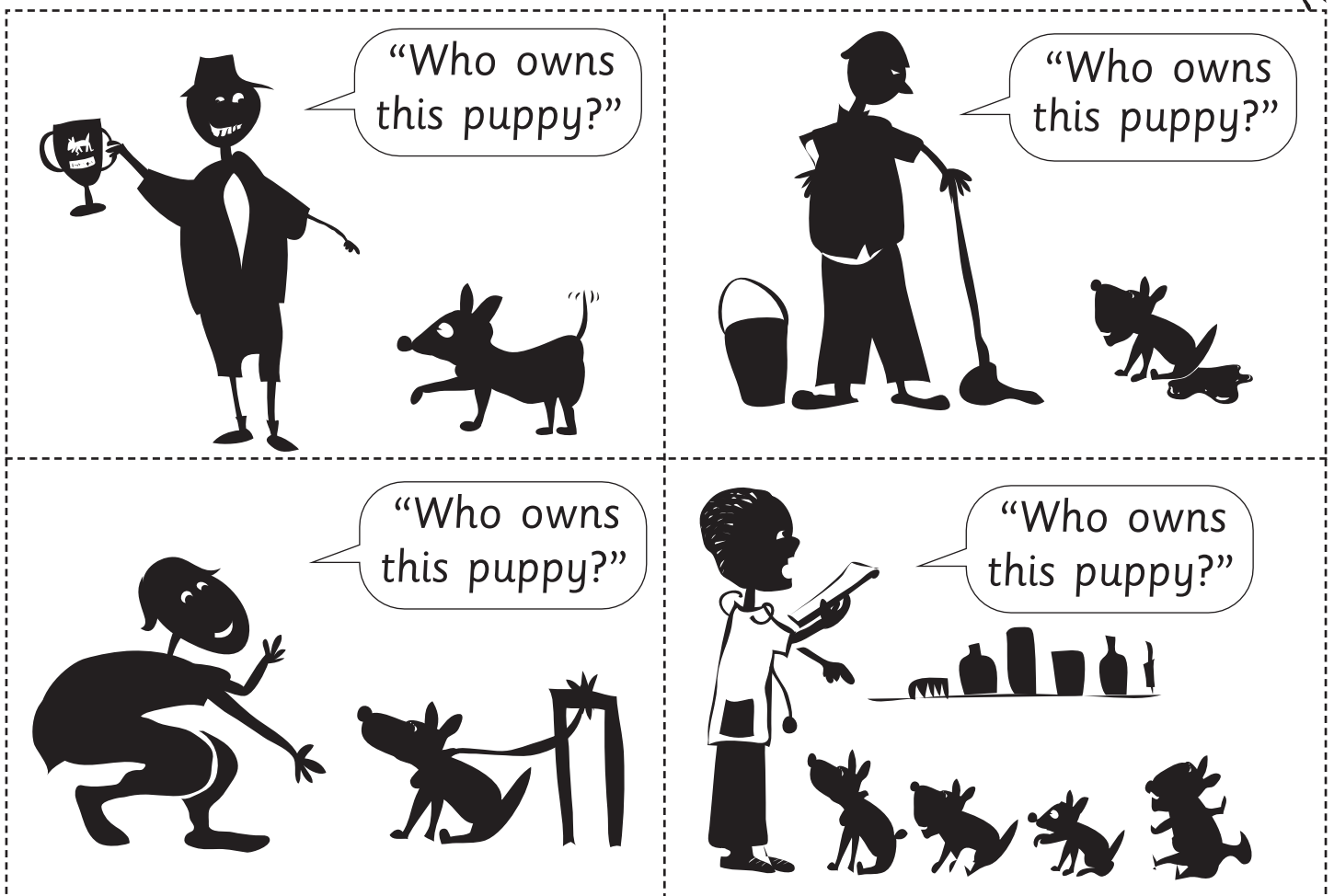
Spoken text	Monologue	Dialogue
Talking on the phone.	L	S
A speech by the principal.	T	A
Giving a book report to the class.	A	R
Arguing about your clothes.	V	G
The teacher praising the class.	E	O
Discussing an activity.	O	P
Telling a story.	L	R
A TV news person reading the news.	A	E
Talking with a friend about the weekend.	N	Y

National Outcome 2.2 Considers how own speaking and listening is adjusted in different situations.
Recognises the difference between a monologue and a dialogue.

Who owns this puppy?

In each picture a person is asking “Who owns this puppy?”. But, because the situations are all different, they’re all saying it in a different way! Work with a partner.

1. Secretly choose a picture.
2. Say “Who owns this puppy?”. Change your voice to match the person in the picture and the way they might be feeling.
3. Have your partner guess which picture you chose.
4. Now it’s your partner’s turn to choose a picture.



National Outcome 1.3 Draws on implicit knowledge of the linguistic structures and features of own variety of English when expressing ideas and information and interpreting spoken texts.

Adopts appropriate tones of voice and intonation patterns to convey meaning.



Speaking and Listening



Ready-to-Go Speaking and Listening provides teachers with ideas and activities to help students develop both skills and confidence in speaking and listening. These activities will expand students' knowledge of the structure and features of spoken texts and provide opportunities to experiment with a variety of texts and contexts. *Ready-to-Go Speaking and Listening* can be used to complement any classroom work across the various Learning Areas. The activities can be used in isolation, in sequence, or dipped into as teachers require.

THE READY-TO-GO SERIES

The Ready-to-Go Series has been designed to help teachers painlessly incorporate important perspectives into their teaching program. Each Ready-to-Go book includes the following sections:

Teachers' File: ideas for classroom organisation as well as background notes, technology tips, assessment ideas, and suggestions for parent involvement

Quick Starts: fun and stimulating activities, games and ideas requiring little or no preparation time

Take Your Own Time: over 25 photocopiable blackline masters which can be used in any sequence, or adapted to suit individual students or classes

Step by Step: task cards written for students, including group and individual activities.

OTHER TITLES IN THIS SERIES

- Ready-to-Go **Art**
- Ready-to-Go **Behaviour Management**
- Ready-to-Go **Celebrations**
- Ready-to-Go **Civics and Citizenship**
- Ready-to-Go **Music**
- Ready-to-Go **Science Experiments**
- Ready-to-Go **Self-Esteem**
- Ready-to-Go **Thinking Skills**

Look out for more new titles coming soon!

