

Speaking and Listening

Paraphrasing

Informal Topic:
deserts

Formal Topic:
post offices

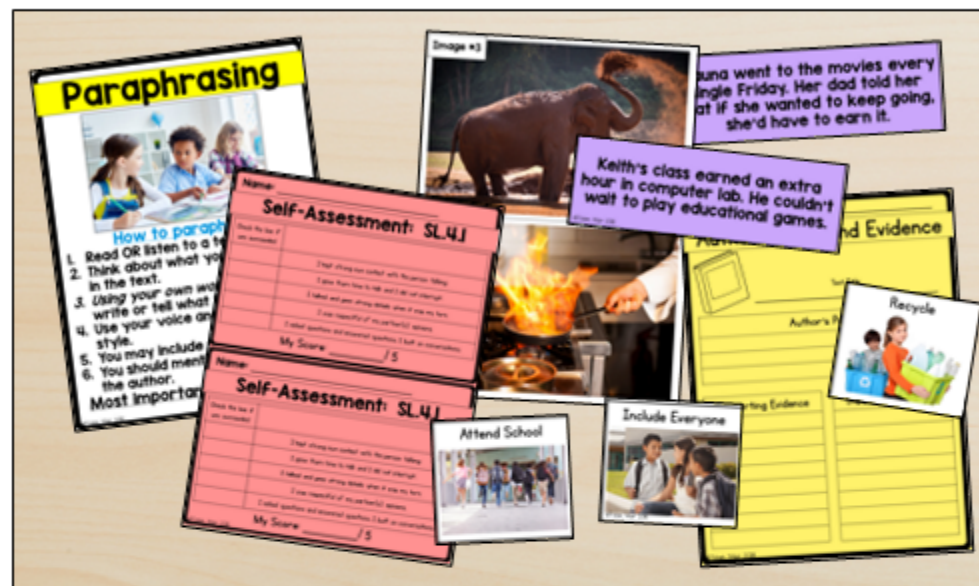
Obey Road Rules

Volunteer

Respect Property

2. Think about what you hear in the text.
 3. *Using your own words,* write or tell.
 4. Use your voice in your own style.
 5. You may include your own ideas.
 6. You should mention the author.
- Most important**

What Teachers Say



"I adore this resource. I have used this for the last 2 years and plan on using it again this school year. The creator provides a great set of sources to introduce speaking and listening skills to my fourth grade students. It's easy to use and ready to go, and has saved me personal time as it's ready to go."

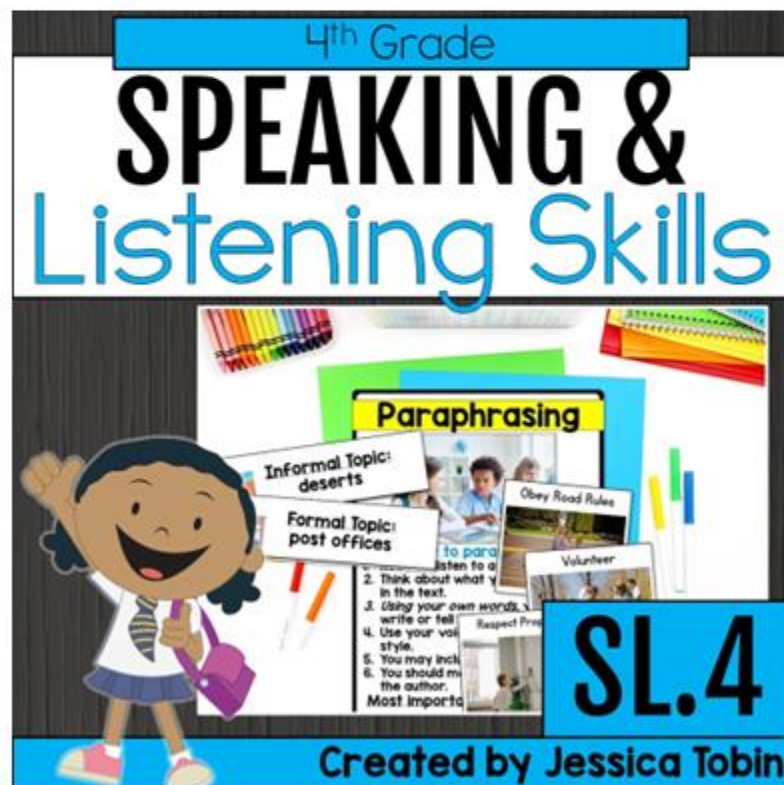
"I really enjoyed using this resource for a very difficult standard. It helped my students understand paraphrasing versus summarizing, and how to have good productive conversations. I used this in an accelerated learning environment and it was super helpful to push the rigor for my students."

"Love this! Lessons were engaging, and I could definitely see an improvement in my students' speaking and listening skills."

SL.4

Within this Speaking and Listening Unit, you'll find activities for all SL standards.

- Mini Lessons for each standard
- Assessments at the end of each mini lesson
- Extra activities to add to your rotation



There are six mini lessons within this unit. They may take between 5 to 10 days to complete, depending on how long your ELA block is. Activities range from group work, partner activities, whole group lessons, and independent activities.

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Mini Lessons (cont.)

There are six mini lessons within this unit. They may take between 5 to 10 days to complete, depending on how long your ELA block is. Activities range from group work, partner activities, whole group lessons, and independent activities.

4th Grade Language Vocabulary Lesson

SL.4.1

I can report on a topic or recount an experience.

Report on a topic or event, and doing so recall an organized manner, using appropriate facts and relevant details to support main ideas or themes.

Vocabulary

recount

recount

Activities to Teach

Step 1: Students will create a story showing an experience with a problem, with three story elements. They will use their own experiences. Partners will share, compare, and they are finished.

Step 2: Students will tell their story to the class. They will be asked to ask questions of the story. They will be asked to ask questions of the story.

Choose your character:

Choose your setting:

Choose your story:

Choose your ending:

Choose your title:

Choose your character:

Choose your setting:

Choose your story:

Choose your ending:

Choose your title:

Choose your character:

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4th Grade Speaking & Listening Lesson

SL.4.2

I can add audio recordings to my presentation.

Add audio recordings and visual displays when appropriate to enhance the presentation.

Vocabulary

audio recording

audio recording

Activities to Teach

Step 1: Students will choose one of the four topics to present. They will write a short story about it.

Step 2: Then, students will use a recording device to record their presentation. They will be asked to add audio recordings to their presentation.

Step 3: Then, students will present their presentation to the class. They will be asked to ask questions of the presentation.

Peculiar Prompt:

A monkey gets lost in a hot desert.

Peculiar Prompt:

Students can't find the teacher anywhere.

Peculiar Prompt:

Your mom and dad are...

Peculiar Prompt:

A monkey gets lost in a hot desert.

Peculiar Prompt:

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Formal & Informal English

Formal English:

- standard English
- follows grammar rules
- used with teachers and elders
- how you would write a paper at school

Informal English:

- how you talk to friends
- uses expressive language
- used with friends and family
- used in casual settings

Formal English:

- standard English
- follows grammar rules
- used with teachers and elders
- how you would write a paper at school

Informal English:

- how you talk to friends
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Assessments

Each lesson is wrapped up with a summative assessment. Within this assessment, the students are asked to check off whether or not they were able to complete the standard within the guidelines.

The image displays a collection of eight self-assessment cards, each designed for a specific standard. The cards are color-coded and arranged in a collage. Each card includes a header for the student's name and the standard being assessed. Below the header is a table with columns for 'Check the box if you succeeded' and a list of skills. At the bottom of each card is a 'My Score' field.

Self-Assessment: SL.4.1 (Pink card)

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 details when it was my turn.
☐	I was respectful of my partner(s) opinion.
☐	I asked questions and...

My Score: _____ / 5

Self-Assessment: SL.4.3 (Blue card)

Check the box if you succeeded	
☐	I can listen to a text being read aloud clearly for parts and reasons.
☐	I can identify at least one or two points on author notes.
☐	I can identify at least one or two reasons for each part the author notes.
☐	I can find evidence in the speaker's text for that part.
☐	I can understand the difference between a point and a reason.

My Score: _____ / 5

Self-Assessment: SL.4.5 (Orange card)

Check the box if you succeeded	
☐	I can create a presentation with a clear main idea and theme.
☐	I can add notes regarding to my presentation.
☐	I can add visual displays to my presentation.
☐	I can listen and observe others' presentations respectfully.
☐	I can find the main idea or theme in a partner's presentation using the notes resulting in visual displays.

My Score: _____ / 5

Self-Assessment: SL.4.6 (Green card)

Check the box if you succeeded	
☐	I can identify what formal and informal English is.
☐	I can differentiate between situations where both are needed.
☐	I can give examples of both formal and informal English.
☐	I can use both formal and informal English when appropriate to task.
☐	I can differentiate between situations where either should be used.

My Score: _____ / 5

Self-Assessment: SL.3.4 (Purple card)

Check the box if you succeeded	
☐	I retold a fictional story that I created.
☐	I retold an experience in my life with descriptive detail.
☐	I presented on a nonfiction topic with relevant sentences.
☐	I presented on a book that I read with relevant sentences.
☐	I spoke clearly of an acceptable pace.
☐	I could retell and build upon others' stories and experiences.

My Score: _____ / 6

Self-Assessment: SL.4.2 (Yellow card)

Check the box if you succeeded	
☐	I can listen to a text or a portion of a text read aloud and comprehend.
☐	I can paraphrase what I heard or read.
☐	I can request the author or speaker by using my own words while paraphrasing.
☐	I can paraphrase information presented in other media.
☐	I can assist my classmates who paraphrase what I've written or spoken.

My Score: _____ / 5

Self-Assessment: SL.4.6 (Light Green card)

Check the box if you succeeded	
☐	I can identify what formal and informal English is.
☐	I can differentiate between situations where both are needed.
☐	I can give examples of both formal and informal English.
☐	I can use both formal and informal English when appropriate to task.
☐	I can differentiate between situations where either should be used.

My Score: _____ / 5

Extra Resources

You're also provided with **additional activities** that will help guide instruction.

Activity 1

Draw a card from the pile.

Share with your partner how you feel about each hot topic.

Listen to how they feel about each topic.

Activity 2

Draw a sentence stem from the pile.

Complete the sentence with at least one complete sentence. Explain why.

Then, listen to how your partner feels about the topic.

Activity 4

Draw an event from the pile.

Share your experience with that event.

Listen to your partner's talk. Ask for more information. Use accountable talk to carry the conversation.

Activity 3

Draw one character and one setting card from the pile.

Tell a verbal story using 3 complete sentences to your partner about your picture.

Listen to them add 3 more sentences to complete your story.

Activity 5

Work with a group of 3 or 4 friends.

Player 1 draws a card and puts on their forehead. No peeking.

The others help to give clues or hints about the picture. They can use the word itself when explaining. No hand movements.

Next player gets to guess.

Feeling excited	Achieving something	Helping a friend in need
Feeling anxious	Failing at something	Helping an adult
Feeling upset	Being responsible	Making a responsible choice
Feeling nervous	Being respectful	Being kind to another
Feeling proud	Being safe	Having patience