

ELPAC Skill

Builders

Grades 3-5

Speaking Domain

Talk About a Scene

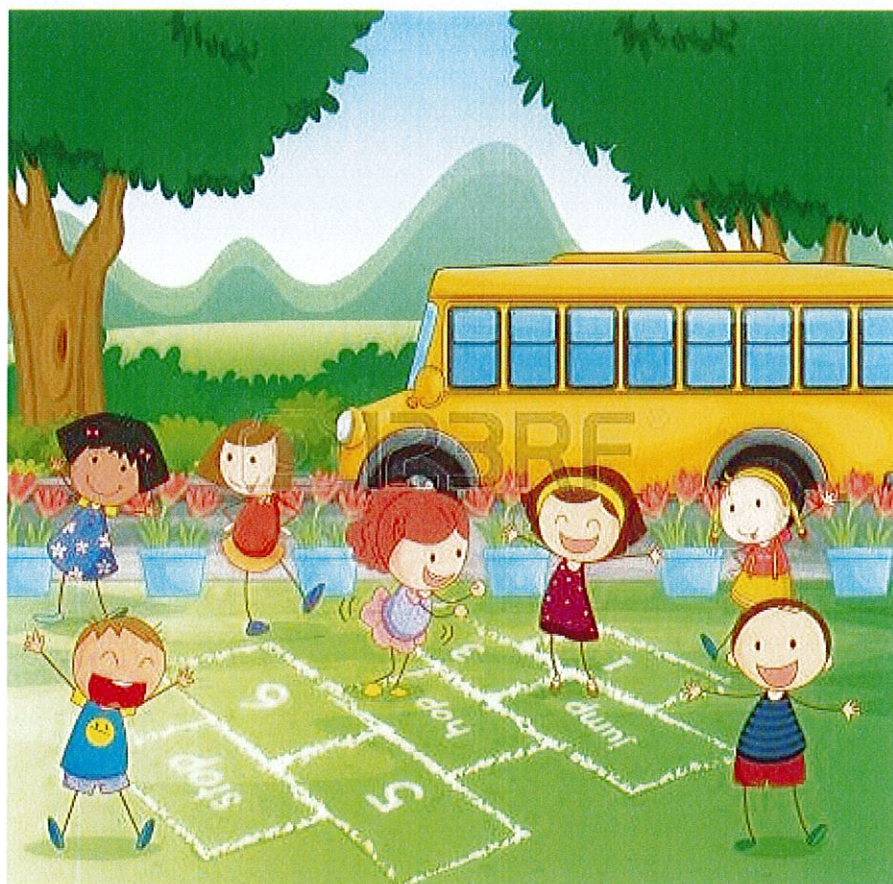
Talk About a Scene Practice #1



Look at the picture. I am going to ask you some questions about it.

1. What is the woman doing?
2. What is in the sky?
3. Describe what the family is doing.
4. Where are the people? How do you know?
5. Describe what the people are wearing.
6. Tell me something else about the picture.

Talk About a Scene Practice #2



Look at the picture. I am going to ask you some questions about it.

1. What is the girl in the purple shirt doing?
2. What is on the ground?
3. Describe what the children are doing.
4. Where are the children? How do you know?
5. Describe what the people are wearing.
6. Tell me something else about the picture.

Support an Opinion

Support an Opinion Practice #1

1. **SAY** I am going to ask you for your opinion.

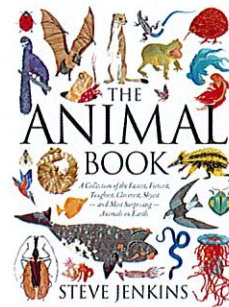
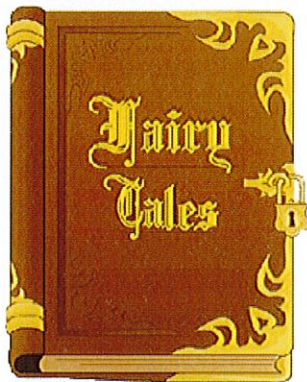
SAY Your class has a choice of what game to play at PE. Would you choose to play basketball or soccer?



SAY Explain your choice by giving relevant reasons to support your opinion.

2. **SAY** I am going to ask you for your opinion.

SAY Your class is starting a new writing assignment. You have a choice to write a fairy tale or an informational article about an animal. Which would you choose to write?



SAY Explain your choice by giving relevant reasons to support your opinion.

Support an Opinion Practice #2

1. **SAY** I am going to ask you for your opinion.

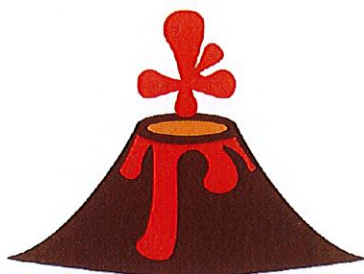
SAY Your class has a choice for a reward for good behavior. You can either choose to have 15 extra minutes of PE time or 15 extra minutes of time on the computer. Which would you choose for your class?



SAY Explain your choice by giving relevant reasons to support your opinion.

2. **SAY** I am going to ask you for your opinion.

SAY Your class is doing a science project. You have a choice of whether to do a project on volcanoes or on animals. Which would you choose for your class?



SAY Explain your choice by giving relevant reasons to support your opinion.

Summarize an Academic Presentation

Summarize an Academic Presentation Practice

- Choose a video, live demonstration, or short TED talk of a science demonstration for the students to view or listen to. Some ideas are below:
 - <https://www.youtube.com/watch?v=W9iuj6drxfk>
 - <https://www.youtube.com/watch?v=Irm3g-GTK9g>
 - <https://www.youtube.com/watch?v=JtHcfwc0Yul>
 - <https://www.youtube.com/watch?v=9d4MUybKAeM>
 - Hoopla Kidz lab channel on YouTube has many additional demonstrations.
 - Use live science demonstrations based on NGSS Standards
 - Have students use the note taking form while classmates are giving presentations.

- Before sharing the information with the students, give these directions:
 - We are going to listen to a presentation about _____. When the presentation ends you will summarize the information you heard. You will explain the main idea, include all the steps in the demonstration, and use relevant details and clear language.
 - Encourage the students to take notes on the presentation. Use the attached graphic organizer at first.

- When the presentation ends, give these directions:
 - Summarize the information you heard. Be sure to:
 - explain the main idea,
 - include all the steps in the demonstration, and
 - use relevant details and clear language.

Academic Presentation Note Taking Sheet

Main Idea of Presentation	
Supporting Detail 1 or Demonstration Step 1	
Supporting Detail 2 or Demonstration Step 2	
Supporting Detail 3 or Demonstration Step 3	
Other Important Information or Additional Steps	

Speech Functions

Speech Functions Practice #1

SAY I'm going to tell you about a situation that could happen to you. Then, tell me what you would say. Make sure your answer is appropriate for your audience.

SAY You want to know what that cafeteria is serving for lunch. What would you say to the cafeteria manager?

(Function: asking for information) The student might say, "What are we having for lunch today?" or "What are you serving for lunch?"

SAY I'm going to tell you about a situation that could happen to you. Then, tell me what you would say. Make sure your answer is appropriate for your audience.

SAY You don't know if you are supposed to stay after school or walk home. You want to call your mom to ask. What would you say to the office manager?

(Function: asking for permission) The student might say, "Can I please call my mom?" or "Can I please use the phone?"

SAY I'm going to tell you about a situation that could happen to you. Then, tell me what you would say. Make sure your answer is appropriate for your audience.

SAY You accidentally kicked a soccer ball over the fence and you can't get it back. What would you say to the yard supervisor?

(Function: asking for assistance) The student might say, "Can you help me get our ball back?" or "I accidentally lost the ball, can you get it for me?"

Speech Functions Practice #2

SAY I'm going to tell you about a situation that could happen to you. Then, tell me what you would say. Make sure your answer is appropriate for your audience.

SAY You want to know what area your class is supposed to play in during recess. What would you say to your teacher?

(Function: asking for information) The student might say, "What is our play area?" or "Where are we supposed to play at recess?"

SAY I'm going to tell you about a situation that could happen to you. Then, tell me what you would say. Make sure your answer is appropriate for your audience.

SAY You want to invite your friend over to your house after school. What would you say to your friend?

(Function: making a request) The student might say, "Can you come over after school?" or "Do you want to come over after school?"

SAY I'm going to tell you about a situation that could happen to you. Then, tell me what you would say. Make sure your answer is appropriate for your audience.

SAY You can't remember which problems you were supposed to do for your math assignment. What would you say to your teacher?

(Function: asking for clarification) The student might say, "What was our math assignment?" or "Which problems were we supposed to do?"

Speech Functions Practice #3

SAY I'm going to tell you about a situation that could happen to you. Then, tell me what you would say. Make sure your answer is appropriate for your audience.

SAY You lost your backpack and want to know if it is in the lost and found in the office. What would you say to the office manager?

(Function: asking for information) The student might say, "Did someone turn in my backpack?" or "Is my backpack in the lost and found?"

SAY I'm going to tell you about a situation that could happen to you. Then, tell me what you would say. Make sure your answer is appropriate for your audience.

SAY You want to know if your friend has finished his homework. What would you say to your friend?

(Function: asking for information) The student might say, "Did you finish your homework?" or "Are you done with your homework?"

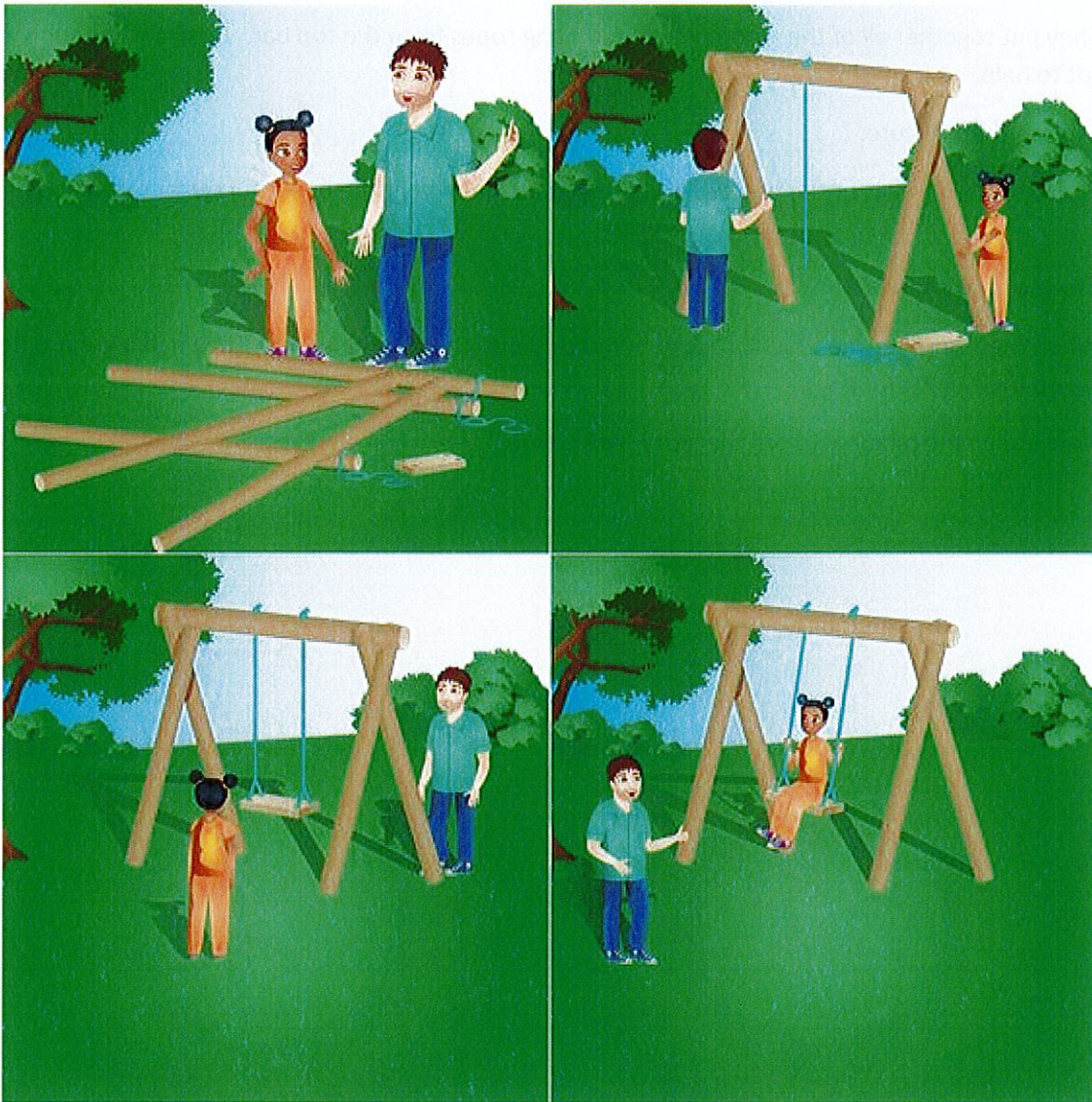
SAY I'm going to tell you about a situation that could happen to you. Then, tell me what you would say. Make sure your answer is appropriate for your audience.

SAY You dropped your lunch on the ground and want to get a new one. What would you say to the cafeteria manager?

(Function: asking for permission) The student might say, "Can I please get a new lunch?" or "I dropped my lunch, can I have another one?"

Retell a Narrative

Retell a Narrative Practice #1



Look at the pictures.

Pause. Point to each of the pictures.

SAY I am going to tell you a story about the pictures. Listen carefully. You will hear the story only once. When I am finished, you will use the pictures to tell the story back to me.

Point to the first picture.

SAY Jessica and her dad were going to build something fun for the backyard. They put all of the supplies they would need on the ground.

Point to the second picture.

SAY They put together all of the wood pieces and hung ropes from the top bar. Jessica was happy that she got to help.

Point to the third picture.

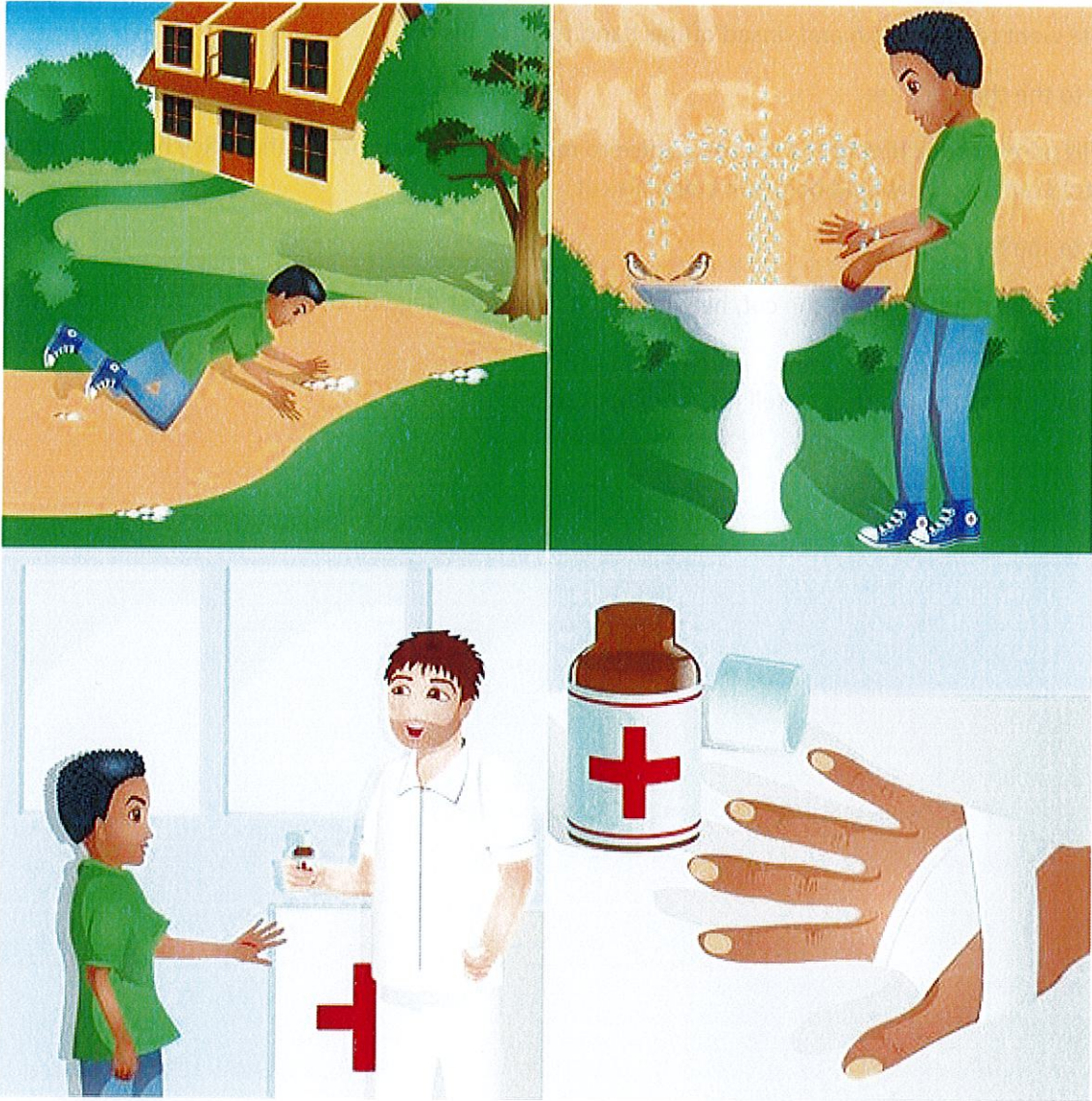
SAY They attached a seat to the bottom of the ropes and looked at the beautiful swing set they had built.

Point to the fourth picture.

SAY When they were finished Jessica asked her dad to push her on the swing. They had a great time playing on their new swing set.

SAY Now use all the pictures to tell the story back to me.

Retell a Narrative #2



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Look at the pictures.

Pause. Point to each of the pictures.

SAY I am going to tell you a story about the pictures. Listen carefully. You will hear the story only once. When I am finished, you will use the pictures to tell the story back to me.

Point to the first picture.

SAY One day when Jose was walking home from the park he tripped over a rock in the road. When he fell he cut his hand on a sharp rock.

Point to the second picture.

SAY He went to a birdbath and rinsed off his hand to clean his cut.

Point to the third picture.

SAY His parents took him to the doctor's office to make sure he was ok. At the office he saw a nurse who told him that he would help him clean his cut.

Point to the fourth picture.

SAY After the nurse cleaned the cut, he wrapped it with a bandage to keep it clean. After that Jose felt much better.

SAY Now use all the pictures to tell the story back to me.