

## Speak Ye! Hear Ye!

OLE.7

### TIME

50 minutes, once a cycle

### OVERVIEW

Students develop speaking, listening, and discussion skills using various narrative and expository genres as they plan, prepare, and give a presentation on a given topic related to the current unit of study. Each student is involved in and assumes a different role at each Speak Ye! Hear Ye! session. Students plan the agenda and prepare for their roles through collaborative group work and learning centres, and then participate in the Speak Ye! Hear Ye! sessions.

### LEARNING OUTCOMES

Through this learning experience (LE), students will achieve specific learning outcomes (SLOs) in various subject areas. Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified.

#### English Language Arts

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- 3.1.2 *Ask Questions* — Formulate relevant questions to focus information needs for an inquiry.
- 3.1.3 *Contribute to Group Inquiry* — Contribute to group knowledge of topics to help identify and focus information needs, sources, and purposes for group inquiry or research.
- 3.1.4 *Create and Follow a Plan* — Create and follow a plan to collect and record information within a pre-established time frame.
- 3.2.2 *Identify Sources* — Answer inquiry and research questions using a variety of information sources [such as bulletin boards, art, music, skilled community people, CD-ROMs, Internet...].
- 4.1.1 *Generate Ideas* — Focus a topic for oral, written, and visual texts integrating ideas from experiences and a variety of other sources.
- 4.1.2 *Choose Forms* — Select specific forms [such as diaries, narratives, speeches, letters, poetry, mime...] that serve particular audiences and purposes.
- 4.4.2 *Effective Oral Communication* — Use appropriate volume, phrasing, intonation, non-verbal cues [such as body language, facial expression...], and presentation space to enhance communication.
- 4.4.3 *Attentive Listening and Viewing* — Demonstrate critical listening and viewing skills and strategies [such as recognizing main idea and details, identifying inference...] and show respect for presenter(s) through appropriate audience behaviours [such as giving non-verbal encouragement, responding to emotional aspects of the presentation...].

#### Science

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- SLOs related to Scientific Inquiry or the Design Process in Cluster 0: Overall Skills and Attitudes.

**ICT LITERACY SKILLS AND COMPETENCIES**

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which skills and competencies students may achieve, in addition to those identified below:

- basic operating skills
- inquiry using electronic sources
- spreadsheet analysis

**SUGGESTED LEARNING RESOURCES****Software**

- spreadsheet
- web page authoring
- multimedia presentation

**Internet**

- IMYM Links Database: <<http://www.edu.gov.mb.ca/ks4/tech/imym/resources/links.html>>

**Print**

- Appendix C: Index of Teaching and Learning Strategies and Tools
- Manitoba Education and Training. *Grades 5 to 8 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. (See Active Listening, in Strategies That Make a Difference, 8-11.)

**BLMs**

- BLM OLE.5#3: Oral-Presentation Checklist
- BLM OLE.7#1: Speech Delivery Assessment Form
- BLM OLE.7#2: Self-Assessment of Active Listening
- BLM OLE.7#3: You Are the Pollster
- BLM OLE.7#4: Book Talk
- BLM OLE.7#5: Secretary's Report Form
- BLM OLE.7#6: Chairperson's Agenda

**TBLMs**

- TBLM OLE.4#5: Assessing Active Listening
- TBLM OLE.5#1: Assessment Rubric for Oral Presentation
- TBLM OLE.7#1: Speak Ye! Hear Ye! Roles
- TBLM OLE.7#2: Speak Ye! Hear Ye! Teacher Assessment
- TBLM OLE.7#3: Role-Selection Wheel
- TBLM OLE.7#4: Observation Checklist for Speaking and Listening Skills

**SUGGESTIONS FOR INSTRUCTION****Preparation and Set-up**

- Review the possible student roles using TBLM OLE.7#1: Speak Ye! Hear Ye! Roles. Create new roles or combine roles to suit the needs and size of the class. Alternate between easier and more challenging roles, ensuring that students experience all roles, in addition to active listener, within the year (see TBLM OLE.7#3: Role-Selection Wheel).
- While preparing for a Speak Ye! Hear Ye! session, students can use some of the suggested BLMs included in this learning experience. Prepare BLMs for the roles that you and students select. Edit the BLMs according to roles, topics, schedules, and uses. Make copies for students.

- Visit another class experienced in Speak Ye! Hear Ye! sessions. Videotape a sample session, with permission, and show it to students.
- Invite a guest speaker (e.g., a representative from Toastmasters International) to model how meetings are run.
- Set up a class binder where all Speak Ye! Hear Ye! meeting reports will be filed.

### Activating Strategies

- Students brainstorm situations where it is necessary to hold business meetings in which participants hold roles or positions, such as chairperson and secretary, and follow an agenda.
- Using a computer and a projection system, show Internet sites that discuss how business meetings are run, or invite an experienced guest speaker to address the topic.
- If available, view a video demonstrating a Speak Ye! Hear Ye! session that was conducted in another classroom or filmed in a previous year. Suggest a need for Meeting Rules and ask students to jot down on an Exit Slip two rules they would consider essential to run a meeting smoothly.
- Use TBLM OLE.7#1: Speak Ye! Hear Ye! Roles to explain the various roles identified for the class. There must always be a chairperson, an evaluator, and a secretary. All students have a role, even if that role is to be an active listener!

### Acquiring Strategies

- Discuss and agree upon basic Meeting Rules. Some rules that the class may choose are:
  - The speaker always stands.
  - No questions or interruptions are allowed during a presentation.
  - Address only the chairperson.
  - All students practise active listening skills.

**Note:** Many of these rules, such as listening to a guest speaker or working in collaborative groups, also apply to other class situations.

- Discuss and agree upon strategies for handling situations that might arise, such as an unprepared speaker or an absent chairperson.
- Set up a regular time for a Speak Ye! Hear Ye! session, such as on a given day and time of the school cycle.
- Students select roles for the first meeting. Thereafter, roles rotate according to the list on the task chart or the selection wheel (see TBLM OLE.7#3: Role-Selection Wheel). Consider designating some roles for the first meeting.
- Assign Speak Ye! Hear Ye! topics from content in the current unit of study in English language arts, mathematics, science, or social studies.
- Chair the first meeting. After the meeting, suggest tips the chairperson can use to run the meeting smoothly.

OR

Ask students to note on an Exit Slip something the chairperson did or said that helped run the meeting smoothly. Record tips on a chart and add to it as opportunities arise.

- Students discuss the meeting evaluator's comments so that they can recommend necessary changes to the agenda and/or to roles and put them in place for the next meeting.

**Note:** This will need to be done for the first few meetings.

- Remind students to check their roles for the next meeting. Remind them of the meeting date so they can be ready.
- Set up some meeting preparation time during class. Ensure that students understand the roles they play. Be available to answer questions and clarify expectations.

### **Applying Strategies**

- Prepare for the next meeting of Speak Ye! Hear Ye!
- Students prepare for presentations using BLM OLE.5#3: Oral-Presentation Checklist.
- Hold Speak Ye! Hear Ye! meetings once a school cycle, or as appropriate.

### **SUGGESTIONS FOR ASSESSMENT**

- Give brief anecdotal feedback for the first few Speak Ye! Hear Ye! meetings.
- Designate specific roles to be assessed on an ongoing basis. Since all students rotate through roles, each will eventually be assessed. TBLM OLE.7#4: Observation Checklist for Speaking and Listening Skills and TBLM OLE.5#1: Assessment Rubric for Oral Presentation are suitable checklists to use.
- Use TBLM OLE.4#5: Assessing Active Listening to monitor students' active listening skills.
- Read students' Exit Slips in which they suggest "two rules for meetings." List suggestions in a chart, share them with students, and provide feedback orally to the whole class on their suggestions and their participation in the process.
- Read students' Exit Slips on "tips to chair a meeting." List tips in a chart, share them with students, and provide feedback orally to the whole class on their suggestions and their participation in the process.
- Read students' completed BLM OLE.7#2: Self-Assessment of Active Listening forms and provide feedback in the allotted space.

### **CONNECTION TO INVENTIONS, INNOVATIONS, AND DISCOVERIES**

- Students presenting at Speak Ye! Hear Ye! sessions will have more confidence while marketing their inventions.

### **LEARNING CENTRE CONNECTION**

- Speak Ye! Hear Ye! can be run as a learning centre in the classroom.

### BLM OLE.7#1: Speech Delivery Assessment Form

Name of Student \_\_\_\_\_ Name of Evaluator \_\_\_\_\_

Topic of Speech \_\_\_\_\_ Date \_\_\_\_\_

Item	Rating Scale			Total
	3	2	1	
<b>Enunciation</b>	<ul style="list-style-type: none"> <li>All words are spoken clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Most words are spoken clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Many words are not spoken clearly.</li> </ul>	
<b>Voice</b>	<ul style="list-style-type: none"> <li>Uses effective modulation.</li> </ul>	<ul style="list-style-type: none"> <li>Uses satisfactory modulation.</li> </ul>	<ul style="list-style-type: none"> <li>Uses minimal modulation.</li> </ul>	
<b>Rate of Speech</b>	<ul style="list-style-type: none"> <li>Rate of speech is well paced.</li> </ul>	<ul style="list-style-type: none"> <li>Rate of speech is, at times, too fast.</li> </ul>	<ul style="list-style-type: none"> <li>Rate of speech is too fast or too slow.</li> </ul>	
<b>Volume of Speech</b>	<ul style="list-style-type: none"> <li>Volume is loud enough to be heard easily.</li> </ul>	<ul style="list-style-type: none"> <li>Volume is inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>Volume is too low.</li> </ul>	
<b>Enthusiasm</b>	<ul style="list-style-type: none"> <li>Displays enthusiasm for the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Displays interest in the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Exhibits minimal interest in the topic.</li> </ul>	
<b>Eye Contact</b> (Consider cultural appropriateness.)	<ul style="list-style-type: none"> <li>Makes effective eye contact.</li> </ul>	<ul style="list-style-type: none"> <li>Makes some eye contact.</li> </ul>	<ul style="list-style-type: none"> <li>Makes no eye contact.</li> </ul>	
<b>Grand Total</b>				

### BLM OLE.7#2: Self-Assessment of Active Listening

Name \_\_\_\_\_ Date \_\_\_\_\_

Active Listening Behaviours	Yes	No
• I listened attentively.	<input type="checkbox"/>	<input type="checkbox"/>
• I looked at the speaker all the time.	<input type="checkbox"/>	<input type="checkbox"/>
• I showed interest by smiling or nodding.	<input type="checkbox"/>	<input type="checkbox"/>
• I asked an appropriate question at question time.	<input type="checkbox"/>	<input type="checkbox"/>
• I offered an appropriate comment.	<input type="checkbox"/>	<input type="checkbox"/>
• I thought about the presentation and tried to understand it.	<input type="checkbox"/>	<input type="checkbox"/>
• I took notes on what I did not understand.	<input type="checkbox"/>	<input type="checkbox"/>
What I do not understand...		
<b>Teacher Comments</b>		

### BLM OLE.7#3: You Are the Pollster

Decide on a survey question. Word your question clearly so that no further explanation is required once it is asked. A survey that simply asks for a favourite... is not suitable.

#### 1. Survey Question

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a) I chose this question because \_\_\_\_\_

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b) I predict that the results of the survey will show that \_\_\_\_\_

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because \_\_\_\_\_

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#### 2. Data Collection

Number of People Interviewed	Gender		Age Range	Grade Range
	Number of Females	Number of Males		

Explain how the terms “total population” and “sample population” are part of your survey.

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#### 3. Data Organization

Decide how you will organize and record the survey data. Will you tally the results, record data in a chart, or use some other organizer? Explain.

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(continued)

**You Are the Pollster (continued)**

**4. Graph**

- a) Decide what type of graph (line graph, bar graph, line plot, created by hand or by computer) would best represent the data.

Type of graph/plot \_\_\_\_\_

Created by \_\_\_\_\_

- b) What is one disadvantage of the chosen method of representation?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**5. Interpretations, Inferences, and Conclusions**

- a) If the collected data is numerical, discuss
  - the range (the smallest and largest values) \_\_\_\_\_
  - the mean (the arithmetic average) \_\_\_\_\_
  - the median (the middle number) \_\_\_\_\_
  - the mode (the most frequent number) \_\_\_\_\_
  - any patterns observed \_\_\_\_\_

- b) Was the data reasonable? Explain. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- c) Compare the results to the predictions. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- d) Make inferences about the results, draw a conclusion, and state an opinion on the final results.
- \_\_\_\_\_
- \_\_\_\_\_

At the Speak Ye! Hear Ye! session, be prepared to explain how the survey was conducted, display the graph, and explain the conclusion.



### BLM OLE.7#4: Book Talk

Share a little about the selected book with the class. Make an exciting speech, attempting to convince classmates to rush out and read the book. Show the book during the book talk.

#### Suggested Format

1. The title of the book is \_\_\_\_\_

2. It was written by \_\_\_\_\_

3. It is a (mystery, fantasy, comedy, suspense, etc.) \_\_\_\_\_

4. I found the book (easy, medium, hard) to read. \_\_\_\_\_

5. Here is (an interesting, my favourite, a sad, etc.) paragraph from the book. Pages: \_\_\_\_\_  
(Record the page numbers and flag the page with a self-stick note.)

6. I thought this book was very (funny, suspenseful, exciting, enjoyable, etc.). \_\_\_\_\_

7. Something interesting that occurred in the story was \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. Another thing that I really liked about this book was \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### BLM OLE.7#5: Secretary's Report Form

Name of Secretary \_\_\_\_\_ Date \_\_\_\_\_

Time Begun \_\_\_\_\_ Time Ended \_\_\_\_\_ Total Time \_\_\_\_\_

#### Review of Previous Minutes

- \_\_\_\_\_ chairperson, opened the meeting.
- \_\_\_\_\_ the previous secretary, read the minutes of the last meeting and adopted them as read.

Choose one of the following:

There were no corrections or omissions.

The following was added/corrected: \_\_\_\_\_

- \_\_\_\_\_ moved that the minutes be adopted as read/corrected.

• \_\_\_\_\_ seconded the motion. The motion was  carried  defeated

#### Agenda Items

- \_\_\_\_\_ shared a wacky animal fact about: \_\_\_\_\_

- \_\_\_\_\_ gave the keynote speech on the topic: \_\_\_\_\_

- \_\_\_\_\_ introduced the speaker.

- \_\_\_\_\_ assessed the speech.

- \_\_\_\_\_ told us about an interesting Internet site called \_\_\_\_\_ where you can get information on \_\_\_\_\_

- \_\_\_\_\_ gave a news report which included (check appropriate)

- |  |   |                                     |
|--|---|-------------------------------------|
| <input type="checkbox"/> school news     | <input type="checkbox"/> community news | <input type="checkbox"/> city news  |
| <input type="checkbox"/> provincial news | <input type="checkbox"/> national news  | <input type="checkbox"/> world news |

- \_\_\_\_\_ talked about (career) \_\_\_\_\_ after interviewing \_\_\_\_\_ by telephone. One interesting fact we learned was \_\_\_\_\_

(continued)

**Secretary’s Report Form (continued)**

- \_\_\_\_\_ discussed the answer to the riddle.
- \_\_\_\_\_ demonstrated \_\_\_\_\_
- \_\_\_\_\_ presented a commercial break, advertising \_\_\_\_\_
- \_\_\_\_\_ gave an impromptu speech on \_\_\_\_\_
- \_\_\_\_\_ presented last meeting’s survey results and concluded that \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ conducted a survey about \_\_\_\_\_
- \_\_\_\_\_ told us about \_\_\_\_\_ birthday.
- \_\_\_\_\_ spoke about an interesting book entitled \_\_\_\_\_  
It sounded \_\_\_\_\_
- \_\_\_\_\_ reviewed the movie entitled \_\_\_\_\_  
It sounded \_\_\_\_\_
- \_\_\_\_\_ presented poetry entitled \_\_\_\_\_  
It was \_\_\_\_\_
- \_\_\_\_\_ entertained us with jokes.

**Adjournment**

- \_\_\_\_\_ chairperson, asked to adjourn the meeting.
- \_\_\_\_\_ moved for adjournment, and \_\_\_\_\_ seconded the motion.

The meeting was declared adjourned by chairperson \_\_\_\_\_

Time of adjournment \_\_\_\_\_

Date of next meeting \_\_\_\_\_

### BLM OLE.7#6: Chairperson's Agenda

Name of Chairperson \_\_\_\_\_ Date \_\_\_\_\_

#### Call to Order

I call this meeting to order. The time is: \_\_\_\_\_

#### Review of Previous Minutes

I would like to ask the previous secretary, \_\_\_\_\_, to read the minutes from the last meeting.

Are there any errors or omissions?

Would someone move the minutes be adopted as read/corrected? Is there a seconder?

All in favour raise their right hand. Carried.

#### Agenda Items

I now call on \_\_\_\_\_ (Call the speakers in the order they are listed on the agenda.)

- Key Note Speaker Introduction \_\_\_\_\_
- Key Note Speaker \_\_\_\_\_
- Key Note Speech Evaluation \_\_\_\_\_
- News Reporter \_\_\_\_\_
- Book Talker \_\_\_\_\_
- Joker \_\_\_\_\_
- Internet Site Reviewer \_\_\_\_\_
- Pollster \_\_\_\_\_
- Poetry Reader \_\_\_\_\_
- Movie Critic \_\_\_\_\_
- Biographer \_\_\_\_\_
- Telephone Interviewer \_\_\_\_\_
- Advertiser \_\_\_\_\_
- Demonstrator \_\_\_\_\_
- Environment Tipster \_\_\_\_\_

#### Adjournment

This concludes our meeting.

Would someone move the meeting be adjourned? Is there a seconder?

I declare this meeting adjourned.

The date of our next meeting is \_\_\_\_\_.

### TBLM OLE.7#1: Speak Ye! Hear Ye! Roles

The content of each cell can be cut and pasted on a "Role Description" index card.

\* Essential role

**Chairperson\***

- fills in the agenda with names of speakers before the meeting (BLM OLE.7#6: Chairperson’s Agenda)
- keeps the meeting running smoothly
- introduces each speaker, other than the keynote speaker, when it is his or her turn to speak
- thanks the speakers
- makes a closing comment after each report

**Secretary\***

- prepares a report using information on the agenda (BLM OLE.7#5: Secretary’s Report Form)
- fills in the details of the Secretary’s Report Form during the meeting
- files the report in the Speak Ye! Hear Ye! binder at the end of the meeting
- prepares to read the report at the next Speak Ye! Hear Ye! session (see Previous Secretary role)

**Previous Secretary**

- rehearses ahead of time by reading BLM OLE.7#5: Secretary’s Report Form of the previous meeting
- presents the minutes of the previous meeting
- makes changes if necessary and asks for approval of the minutes

**Guest Speaker Seeker**

- identifies a suitable guest speaker from outside the school and invites this person to talk about a topic related to the unit of study
- tells the guest speaker how much time he or she has to speak
- knows the correct pronunciation of the speaker’s name
- asks the speaker for facts about his or her speech and some interesting biographical information for the introduction
- introduces and thanks the guest speaker

**Keynote Speaker (Student)**

- prepares, in advance, a one- to two-minute speech on any topic related to the unit of study, using BLM OLE.7#1: Speech Delivery Assessment Form
- rehearses the speech
- delivers the speech

**Keynote Speaker Introducer**

- asks the keynote speaker for facts about his or her speech and some biographical information for the introduction
- knows the topic on which the speaker will speak
- plans and delivers a short, entertaining introduction to the keynote speaker

**Keynote Speech Evaluator**

- prepares, using BLM OLE.7#1: Speech Delivery Assessment Form
- fills out the form
- gives an oral assessment, speaking personally to the speaker
- thanks the speaker, reflecting briefly on one thing learned during the presentation

**Other**

(continued)

**Speak Ye! Hear Ye! Roles (continued)**

**Additional Suggested Roles**

**News Reporter**

- prepares by researching interesting current news related to the current unit of study (see also OLE.5: Share the Learning and OLE.9: Newspapers)
- reports the news
- identifies the news location on a map

**Pollster**

- creates a survey question
- identifies a survey group and surveys the group
- interprets survey data
- presents data and interpretation of data using BLM OLE.7#3: You Are the Pollster

**Book Talker**

- prepares an oral report using BLM OLE.7#4: Book Talk as a guide
- writes the book title and the author's name on the board prior to the meeting
- presents the book talk

**Poetry Reader**

- chooses or writes a short poem (less than one minute) related to the current unit of study
- memorizes the poem
- recites the poem

**Joker**

- selects three appropriate jokes
- shares the jokes with the teacher
- rehearses telling the jokes
- tells the jokes, pausing for laughter

**Timer**

- becomes familiar with the time allotted for each speaker
- signals the speaker when 15 seconds is remaining
- records the length of each speech on a class list

**Internet Site Reviewer**

- selects one website of the week
- prepares a one-minute review of the website
- creates a link to the website on the class computers
- includes the website on the class website

**Active Listener (three or more students)**

- listens and observes during the Speak Ye! Hear Ye! session
- completes BLM OLE.7#2: Self-Assessment of Active Listening
- submits the completed form to the teacher who comments and gives it back to the student(s)

**Meeting Set-up Organizer**

- arranges the classroom furniture in a circle or another style that is conducive to discussions and presentations
- checks with the chairperson to see whether any items need copying or equipment needs to be set up
- ensures room is straightened up after the meeting

**Movie Critic**

- selects an appropriate movie that is either currently at the theatres or on video
- shares the selection with the teacher
- prepares a one-minute review of the movie
- presents the movie review

*(continued)***Additional Suggested Roles (continued)**

**Biographer**

- selects a famous person related to the current unit of study
- writes a brief biography of the person and finds related resources where interested students can get more information
- presents the biography

**Demonstrator**

- selects an item (real or fictional) related to the current unit of study, such as those used in Mod.1.1: What on Earth?
- designs a demonstration that shows how the item works, explaining its purpose and its strengths
- supplies all materials needed for the demonstration
- cleans up after the demonstration

**Telephone Interviewer**

- selects a person whose job is (or whose interests are) related to the current unit of study
- writes interview questions
- telephones the interviewee, asking the set of questions
- writes a report that summarizes the telephone interview
- presents the report

**Environment Tipster**

- researches to find at least one environmental tip that students can readily use
- creates a poster to display the tip
- posts the tip on the class website or bulletin board

**Advertiser**

- selects an item (real or fictional) related to the current unit of study
- creates a commercial advertising the item's uses and strengths
- presents the commercial

**Other**

### TBLM OLE.7#2: Speak Ye! Hear Ye! Teacher Assessment

Date of Meeting \_\_\_\_\_

Use the following rating scale to assess students' participation during their Speak Ye! Hear Ye! presentation.

**Rating Scale:** 4 = Always 3 = Usually 2 = Sometimes 1 = Rarely

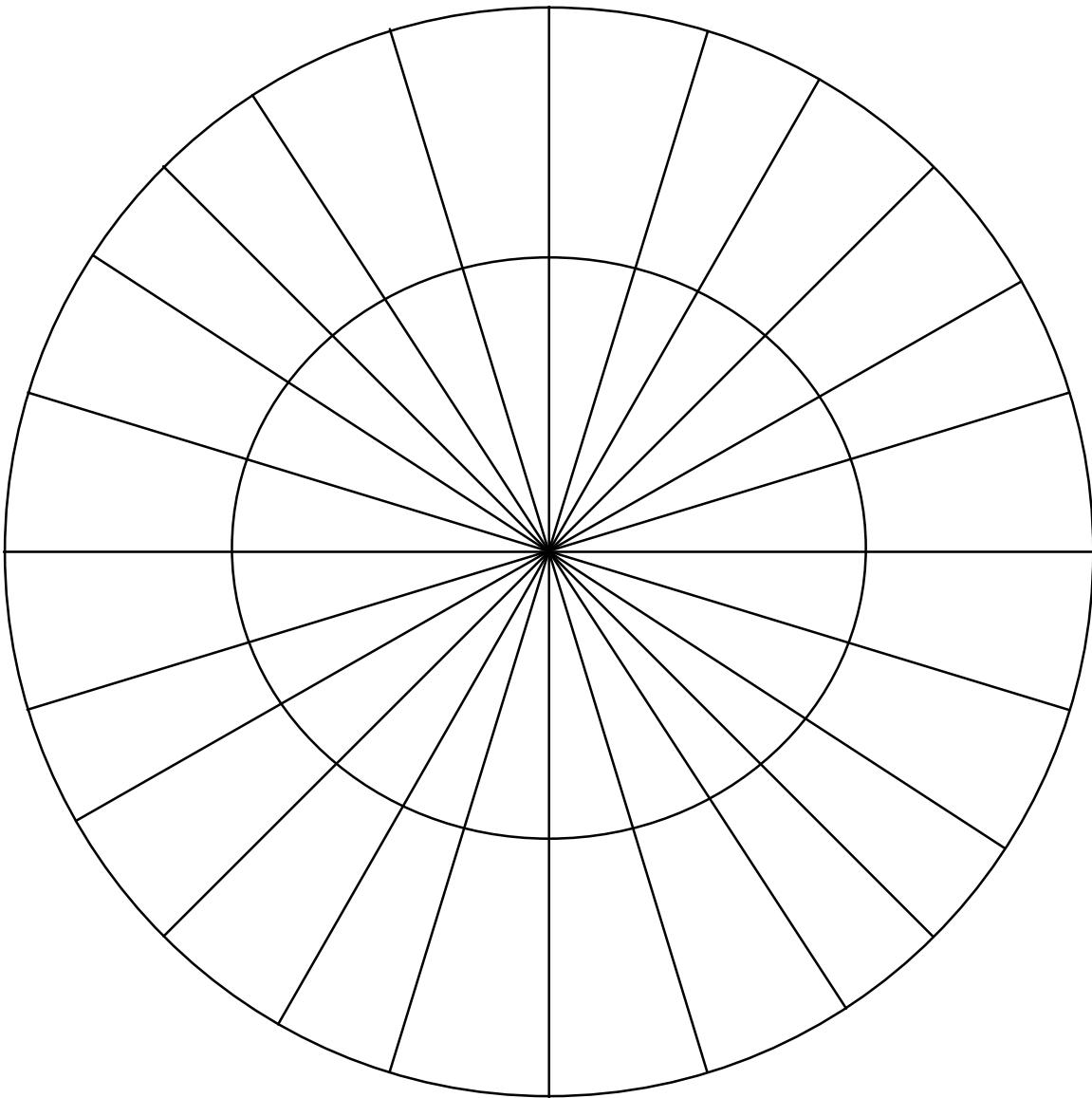
	Student Names											
<b>The Student</b>												
• was prepared with all necessary materials												
• presented all that was required												
• kept content on topic												
• kept content flowing smoothly												
• kept to the time limit (when one is set)												
• spoke clearly												

This BLM is best printed landscape style on legal-size paper. More columns may be added as needed.



**TBLM OLE.7#3: Role-Selection Wheel**

1. Make a circle, using heavy paper stock.
2. Make another circle, half the size of the first.
3. Pin the two circles together at the centre (the smaller one on top of the other), so that they can rotate.
4. Draw as many diameter lines as there are students in the class
5. On the inside pie pieces, write the names of roles, alternating harder and easier roles.
6. On the outside pie pieces, write the names of students.
7. Students play the role identified in the pie piece beside their names.
8. Rotate the inside circle one pie piece over to determine which student will play which role at the next session.



### TBLM OLE.7#4: Observation Checklist for Speaking and Listening Skills

Speaking and Listening Skills	Student Names											
<b>Student As Speaker</b>												
• uses voice appropriately												
• uses sentences in oral communication												
• maintains topic												
• speaks fluently and talks for an appropriate length of time												
• responds to audience on request												
<b>Student As Audience</b>												
• listens attentively												
• asks questions or offers comments												
• takes turns												

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**Observation Checklist for Speaking and Listening Skills:** Adapted from *Grades 5 to 8 English Language Arts: A Foundation for Implementation* (Manitoba Education and Training BLM-95).