Name: _____ Date: _____

One Hand Up, One Voice at a Time

Circle group

In class, many kids want to talk. If all talk at once, it is too loud. We cannot hear.

So we have a rule. We raise a hand. The teacher picks one kid. That kid talks. We listen.

Then the next kid talks. All can be heard.

Questions

1. What if all kids talk at once?

_____

_____

2. What do we raise?

_____

_____

3. Who picks one kid?

_____

_____

4. What do the rest of us do?

_____

_____

5. Why is this a good rule?

_____

_____

Words to know

raise: to lift up
rule: something that tells us what to do
listen: to hear with care

Talk together (every group has these)

1. Find one fact that every group read. How did your sheet say it?
2. What did your sheet tell you that you think another group's did not? Ask them.

3. What is one question about this topic that none of the sheets answered?

Name: _____ Date: _____

One Hand Up, One Voice at a Time

Triangle group

In a class, many kids have things to say. What if all of us talk at once? It gets so loud. We cannot hear a word.

So we have a rule. We raise one hand. The teacher calls on one kid. That kid talks. The rest of us listen.

Then it is the next kid's turn. Every voice can be heard.

Questions

1. What happens if all kids talk at once?

_____

_____

2. What do we raise?

_____

_____

3. Who calls on one kid?

_____

_____

4. What do the rest of us do?

_____

_____

5. Why is this a good rule?

_____

_____

Words to know

raise: to lift up
rule: something that tells us what to do
listen: to hear with care
voice: the sound you make when you talk

Talk together (every group has these)

1. Find one fact that every group read. How did your sheet say it?
2. What did your sheet tell you that you think another group's did not? Ask them.
3. What is one question about this topic that none of the sheets answered?

Name: _____ Date: _____

One Hand Up, One Voice at a Time

Square group

In a classroom, many children have something to share. If everyone talks at the same moment, the room becomes so loud that nobody can understand a single word.

That is why we have a rule. We raise one hand, and the teacher calls on one child. That child speaks while the rest of us listen carefully.

Then it is the next child's turn, so that every voice can be heard.

Questions

1. What happens when everyone talks at the same moment?

_____

_____

2. What do we raise when we want to speak?

_____

_____

3. Who calls on one child at a time?

_____

_____

4. What do the other children do while one child speaks?

_____

_____

5. Why is raising a hand a helpful rule?

_____

_____

Words to know

raise: to lift up
rule: something that tells us what to do
listen: to hear with care
voice: the sound you make when you talk

Talk together (every group has these)

1. Find one fact that every group read. How did your sheet say it?
2. What did your sheet tell you that you think another group's did not? Ask them.
3. What is one question about this topic that none of the sheets answered?

For the teacher: One Hand Up, One Voice at a Time

Each student sheet carries a shape, not a level. The same topic and facts, written three ways.

Circle: One Hand Up, One Voice at a Time

Easier · 47 words · Flesch-Kincaid grade -0.7

1. It is loud and we cannot hear.
2. A hand.
3. The teacher.
4. We listen.
5. All kids can be heard.

Triangle: One Hand Up, One Voice at a Time

This passage · 61 words · Flesch-Kincaid grade -0.3

1. It gets loud and we cannot hear.
2. One hand.
3. The teacher.
4. We listen.
5. Everyone can be heard.

Square: One Hand Up, One Voice at a Time

Harder · 70 words · Flesch-Kincaid grade 4.6

1. The room gets so loud that nobody can understand.
2. One hand.
3. The teacher.
4. They listen carefully.
5. It lets every voice be heard.