

# Bounce Cards for Primary Grades (English)

GRADES K-3

ELA	Math
<p style="text-align: center;"><b>AREA OF FOCUS</b></p> <p><b>I</b> Interdependence of Oral Language, Disciplinary Writing, and Text Engagement</p>	<p style="text-align: center;"><b>AREA OF FOCUS</b></p> <p><b>I</b> Interdependence of Mathematical Content, Practices, and Language</p>
<p style="text-align: center;"><b>GUIDELINES</b></p> <p><b>1</b> Opportunities to engage with grade-level appropriate content and to develop disciplinary practices and knowledge of the subject matter are built through interactive oral language development activities (including speaking and listening).</p>	<p style="text-align: center;"><b>GUIDELINES</b></p> <p><b>1</b> Materials reflect the understanding that students learn language through prolonged exposure and opportunities to negotiate content and ideas in the target language, with scaffolds and supports for further development as needed.</p>
<p style="text-align: center;"><b>SPECIFICATIONS</b></p> <p><b>1b</b> Teacher materials provide guidance on how to engage students in productive and sustained academic discussions in which students negotiate meaning (ask and answer questions) and co-construct knowledge about grade-level texts and content.</p>	<p style="text-align: center;"><b>SPECIFICATIONS</b></p> <p><b>1b</b> Encouragement for students to actively build their own understanding of mathematics, using language, through sustained activities and experiences</p>

## Description of resource and intended audience:

These conversation starters stress the importance of active listening and student discourse, and can be used in any content area. The cards provide three ways for students to participate in a conversation by adding on to what someone said (Bounce), summarizing or paraphrasing to add clarity (Sum It Up), or asking questions (Inquire).

**Materials needed:** Bounce Cards, Discussion Prompts.

**Approximate time needed:** Varies.

### Instructions:

1. Cut apart the conversation cards so that one card can be given to each student in groups of three. Each person will have a role based on the card they get (Bounce, Sum it Up, or Inquire).
2. Select two students to model a conversation with you for the class, but practice with them ahead of time.

3. Model the conversation
4. Discuss three ways to respond in conversation.
5. Allow students to practice.

**Alternate Instructions:**

1. Once students are familiar with each role, you can cut apart an entire row so that every person in the group can Bounce, Sum it Up, or Inquire.
2. Select two students to model a conversation with you for the class, but practice with them ahead of time.
3. Model the conversation.
4. Allow students to practice.

<p style="text-align: center;"><b>Bounce</b></p>  <p style="text-align: center;">Bounce an idea off of a friend.</p> <ul style="list-style-type: none"> <li>• That reminds me of...</li> <li>• I agree, because...</li> </ul>	<p style="text-align: center;"><b>Sum it Up</b></p>  <p style="text-align: center;">Restate what your friend said.</p> <ul style="list-style-type: none"> <li>• You are saying that...</li> <li>• So, you think...</li> </ul>	<p style="text-align: center;"><b>Inquire</b></p>  <p style="text-align: center;">Ask your friend a question.</p> <ul style="list-style-type: none"> <li>• Tell me more about...</li> <li>• How do you feel about...</li> </ul>
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