**ADD COMMENTS ABOUT SPEAKING TO YOUR LIST OF FREQUENT COMMENTS**

Every day you make comments about behavior, about writing, about typical school things:

 *Anthony, no one else is moving.*

 *I’m going to count down from three.*

 *Make a better choice.*

 *You are so smart.*

 *I love how Table 6 has gotten to work.*

 *That’s a good word to use.*

 *Very good introduction, Jayden.*

 *I need you in your seat.*

**Add some speaking comment to your typical comments.**

 *You had a* ***nice gesture*** *as you shared your summary, but there are no penguins in the Arctic.*

 *Yes, 56 is the answer and I* ***loved your voice*** *as you said it.*

 *I noticed the way you made* ***eye contact*** *with the class as you explained.*

 *You looked so* ***poised*** *as you said that! But why do think 4 is the answer?*

 *Yes, that’s right, and by the way, nice* ***voice.*** *We heard every word.*

 *I need you in your seats looking* ***poised****.*

**ADD A SPEAKING SKILL TO DAILY ROUTINES (LINING UP, DISMISSING TABLES…)**

We have many daily routines and often make comments such as:

 *Give yourselves a pat on the back.*

 *If you can do that, thumbs up.*

 *Which team is ready to go first?*

 *Who’s being our leader?*

**This week, add a speaking skill to one of those routines:**

 *Give yourselves a pat on the back* ***gesture!***

*If you can do that, let me see a* ***gesture*** *of thumbs up.*

 *Which team is ready to go first? I’m looking for the best* ***eye contact.***

*Who’s being our leader? Who has the best* ***poised*** *stance?*

**ADD A SPEAKING TERM TO A NON-SPEAKING ACTIVITY**

Be creative about sneaking a speaking term into a totally unrelated activity:

 *We are going to measure the circumference of each of your heads. I’m going to wrap some yarn around your head, cut off a piece, and then go measure it. Line up and be* ***poised*** *as I wrap the yarn around your head.*

 *Let’s read that page aloud. “Cat told Dog, the party is by the dock. Don’t be late.” Look at the picture. What kind of* ***gesture*** *does Cat have? Do you think the party is on a boat? Why do you think so?*

 *As I read this, listen for details about the Statue of Liberty. Also, notice*

*how I change* ***speed*** *to emphasize those details.*

**MAKE A COMMENT ABOUT SOMETHING YOU SEE IN NON-ACADEMIC TALK**

Notice a child speaking in the hallway or at recess or at lunch. Some will give you an opportunity to sneak in a speaking comment as you walk by:

 *Wow, you must be talking about something exciting! I heard* ***a lot of******life*** *in your voice.*

 *You had a crazy* ***gesture*** *there. What were you talking about?*

 *That is the fastest sentence I’ve ever heard. Your* ***speed*** *was amazing!*

**GIVE A SHOUT OUT TO SOMEONE YOU HEAR MAKING A SPEAKING COMMENT**

At the next faculty meeting, give a shout-out to someone who had a cool comment or activity or lesson about PVLEGS:

 *I heard Mrs. Jennings use* ***voice*** *as if it is just part of class expectations. She was doing a math lesson and said, “Lily, how many did you see?” Lily said, “10 on the bottom and nine on top.” Stephanie said,“Oops,* ***voice****!” and Lily replied, “10 on the bottom and 9 on top.”*

 *Andre was talking to a student about his Bronco jersey and said, “Look at me. The whole time you are talking to me, make* ***eye contact****. Don’t look over there. Keep looking at me.”*

In Alyssa’s class something for a math activity was missing from a Ziploc bag. A child came to her holding up the chip and said, “I found it!!” Alyssa said, “Good job! And nice **gesture** as you held it up for me to see.”

**CATCH YOURSELF USING AN OLD TERM AND RESTATE IT**

Habits are really really really hard to break. Catch yourself using an old phrase and repeat it using new language:

 *“I can’t hear you” and “Say it louder” becomes “****Voice,*** *please. I can’t hear you” and “****Voice,*** *say it louder.”*

 *“Read that with expression” and “I like how you added expression” becomes “Read that with some* ***life****” and “I like how you added* ***life****.”*

 *“I don’t like to listen to robots” becomes “I don’t like to listen to robots. Add some* ***life*** *as you share your sentences about the Arctic.”*

 *Teacher: “Which one would get to the door first?” Student points and says, “That one.” Teacher: “Don’t just point. Use your words” becomes “Don’t just* ***gesture.*** *Use words instead of pointing.”*

*“I need you to leave your glasses alone” becomes “****Poise,*** *I need you to leave your glasses alone.”*

**ADD A SPEAKING REQUIREMENT TO AN ACTIVITY’S INSTRUCTION**

Sharing is a typical activity; discussions are common; reading aloud is common; answering questions are common. Add a sentence to your instruction:

 *I want to share the sentence you wrote with the vocabulary word in it. Think about* ***speed*** *as you read it.*

 *Who can tell us what we are supposed to do? Make sure you look at each class member and use* ***eye contact*** *as you tell us.*

**MAKE A CROSS-CURRICULAR COMMENT**

A music teacher: “I know you have been learning about speaking well and have been told about **Speed**. You speed up or slow down to give words more interest and impact. Speed is important in music, too. We call it Tempo and you will see terms such as adagio and allegro…”

A language arts/social studies/science teacher: “How many of you are in band/orchestra/choir? You know about tempo, right? Some parts of a piece are slow, some are faster. Tempo changes the feeling of the music. We can adjust the tempo of our speaking, too. Let’s learn about Speed, adjusting pace to improve our speaking.”

A reading teacher: “Idioms are tricky. Let’s read this story with idioms. Look at the picture on page 12 with all the people ‘hanging by a thread.’ Look at their **facial gestures.**  From the looks on their faces, is hanging by a thread a good thing? Why do you say so?

**EVERY TIME YOU ASK STUDENTS TO SHARE, INCLUDE A PVLEGS ELEMENT**

“Who wants to share their writing? And as you do, let’s focus on **poise** today.”

“Who can tell us the rules of Doctor Dodgeball? Make sure you pay attention to **voice** because the gym is a tough space for hearing.”

“We are going to continue our discussion, but let’s think about **eye contact.** Let’s look at each other, not just the teacher.”

**NOTICE AND COMMENT ON NATURALLY OCCURRING PVLEGS**

“Yes, those are the rules. And I loved the way you **gestured** as you showed how the ‘doctor’ taps the kids who were out so they can get back into the dodgeball game.”

“Wow, you seem pretty excited about this. There was a lot of **life** in your voice as you shared your idea.”