

Reply to a Comment

Conversation Activity

The worksheets are titled "Reply to a Comment" and contain several prompts for conversation. Each prompt is accompanied by a small icon and a blue arrow pointing to a blank line for a response.

Worksheet 1 (Left):

- Prompt 1: "I watched a really good movie yesterday." (Icon: TV) → "What was something you watch?"
- Prompt 2: "My family is going on a trip during the school break." (Icon: Suitcase) → "Where are you going?"
- Prompt 3: "I like the treats my mom bakes for the holidays." (Icon: Pie) → "What kind does she make?"
- Prompt 4: "I am good at making sandwiches." (Icon: Sandwich) → "What kind of sandwiches do you like to make?"

Worksheet 2 (Right):

- Prompt 1: "My grandma is coming for a visit." (Icon: Grandma) → "That's nice, how long is she staying?"
- Prompt 2: "I want to get a new Lego set." (Icon: Lego) → "Which set do you want to get?"
- Prompt 3: "I can hardly wait for the weekend to come." (Icon: Calendar) → "Are you doing something fun?"
- Prompt 4: "My brother did something really nice for my mother's birthday." (Icon: Birthday) → "What did he do?"

The central image shows a staircase with colorful steps in shades of pink, blue, and green.

Reply to a Comment



Directions:

The original set has 24 comment cards (red bubbles) with 24 adjoining reply cards (blue arrow). Cards are rectangles 3 ½ x 2 ¼ inches. There are 4 sets to a page. Print them out on cardstock. Cut them apart on the horizontal lines. Fold the cards on the vertical lines and glue or laminate shut. This will create a sturdy card with a front and a corresponding back. Directions are also provided for a conversation scaffolding activity.

The cards provide examples of things people frequently say during a conversation and are meant to be used for structured practice. Students read the comment side first and then use their reasoning to figure out a reply that could keep the conversation going, without changing the topic or dominating it. Students are told that the reply is a suggested answer and it is possible to provide another answer. If this is a group activity, it can be discussed by members of the group.

A conversation scaffolding activity is included as a way to bring the developed skills to the conversation level, but still provide structure and a visual representation. Please read the directions that are provided separately for that activity.

These cards are also part of my social skills bundle which includes:

- The Size of the Problem, Bad Thing Good Thing Perspective Taking Activity, It's How You Say It, Unexpected and Expected Behavior Task Cards, Reply to a Comment Task Cards.



Reply to a Comment



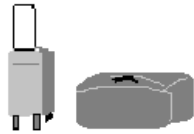
I watched a really awesome movie yesterday.



What was it? Is it something I would like to watch?



My family is going on a trip during the school break.



Where are you going?



I like the treats my mom bakes for the holidays.



What kind does she make?



I am good at making sandwiches.



What kind of sandwiches do you like to make?





Reply to a Comment



I like to watch football.



I do too. What teams do you like?



We had to take my dog to the vet on Saturday.



Is he OK? What happened?



I have a lot of homework to do.



What do you have to do?



I am reading a really good book.



What is the title?
Would I like it?



Conversation Scaffolding

- For some students, having a conversation is not a natural event. They may need work on some basic skills in a more structured activity. They need to know the differences between a comment and a question. They need to know how to start a topic, how to add to a topic and how to encourage another person to talk by responding to what they said. One way to illustrate this is to use paper shapes to represent a comment, question, and change of topic.
- Prepare ahead some die cut shapes to represent questions, comments, and change of topic. I use rectangles for comments, octagons for questions, and wedge shapes for change of topic. Each person in the conversation gets their own color of shapes. This provides a good visual of who contributes to the conversation and what part they played.
- Review the differences between questions and comments. Then talk about the ways comments and questions can be used to join a conversation or include someone else into a conversation. Tell them it is important to use their detective skills to figure out what questions can be asked from a comment to continue the conversation. Practice using the comment cards to develop your detective abilities.
- Try out your newly acquired commenting skills using the conversation scaffolding activity. As students talk, have them place a paper down on the table in a linear fashion representing their comment, question or change in topic. An adult may need to monitor the paper trail if students forget to put their shapes down. After a few minutes of conversation look at the trail. What does it tell you? Try again and see what it looks like for the 2nd round.
- Everyone should have a chance to participate and one color should not dominate. There should be several color exchanges before the topic is changed. Are all students represented by the colors for both commenting and asking questions? Is one person changing topics frequently? Talk with the students about the pattern that is created and see if they can make changes in the way they participate.
- Can you tell what happened in the following conversations? Which conversation had speakers who dominated the conversation on their particular topic?



Conversation 1



Conversation 2