

## Oral Language: Lesson Outline

### LEARNING OUTCOMES

To develop children's concepts, dispositions and skills in relation to:

- Engagement, listening and attention
- Social conventions and awareness of others
- Sentence structure and grammar
- Acquisition and use of oral vocabulary
- Comprehension
- Requests and questions
- Categorisation
- Retelling and elaborating
- Playful and creative use of language
- Information giving, explanation and justification
- Description, prediction and reflection

### Introduction

The Introduction to the lesson sets up the content of the language learning (semantics), i.e., what the children will talk about.

- Clearly identify **theme/topic** of oral language lesson

### PROCESS/PROCEDURE

Brainstorm to elicit known vocabulary (by tier)

Introduce and explain new vocabulary

Set up collaborative pair/group talking tasks where the children use language for a particular purpose in a particular context

Most Oral Language lessons will use a vicarious experience to stimulate talk.

### Presentation

The presentation of the lesson will focus on understanding the content and structure of language – vocabulary development (semantics and morphology) and syntax (sentence structure):

- Vocabulary – known and new embedded in complex sentence structures coherently linked together

Useful Teaching Approaches

- brainstorming
- language games
- class discussion



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### Development

The development of the lesson will focus on exploring and using language, bringing all of the components of language together, with particular emphasis on the use/function

(pragmatics) of language in a range of contexts using a range of language styles (developing communicative relationships through language).

#### USEFUL TEACHING/ LEARNING APPROACH

Independent pair/group work: the talking task will require children to use language for a particular purpose in a particular context.

Many Drama strategies lend themselves well to collaborative pair/group work which facilitates pragmatic language development.

### Conclusion

The conclusion of the lesson will involve a review and recap of the main aspects of language knowledge for the lesson, including

- an oral presentation of pair/group work by children
- a review of target oral language learning by the teacher and children.



## Sample Story Lesson

### The Birthday Party



#### Target Oral Language Learning:

- To stimulate talk on the topic of 'The Birthday Party'
- To elicit oral vocabulary (**known**) based on the topic, e.g., party food, party games, birthday presents
- To introduce **new** vocabulary: party ware, banner, behaviour
- To encourage the children to **express location** clearly and precisely using appropriate prepositions

### Introduction

(Stimulus: Remembered Experience)

Have a whole class discussion on the topic of birthday parties. Begin by asking the children to remember any birthday words they know (*birthday, surprise, balloons, cake, candles, cards, party, presents*).

Draw the children's attention to **the compound word** – birthday.

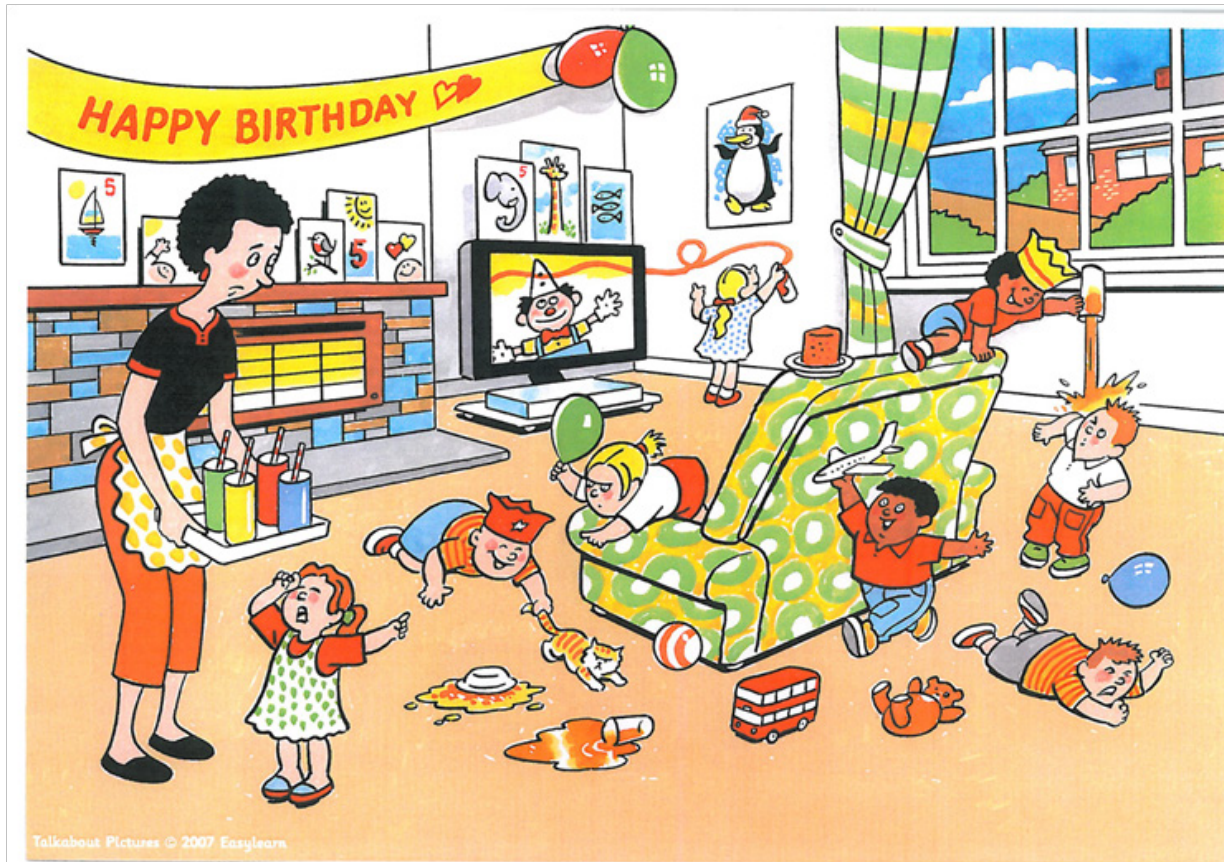
Introduce children to **idiomatic language**: How do you feel when you are at a birthday party? As happy as Larry.

Question the children on their favourite thing about having or going to a birthday party. (*My favourite thing about having a birthday party is ... I like going to a birthday party because ...*)



## Sample Story Lesson

### The Birthday Party



### Presentation

(Oral Vocabulary Development – known/new: *Understanding the Content and Structure of Language*)

Look at the picture and think about the following: (this can be done as a whole-class activity – using differentiated questions/pair talking task/differentiated activity where some children are encouraged to generate their own questions based on the picture)

1. What event is happening in the picture? How do you know? (Introduce and explain the new words **party ware**, **banner** here).
2. Where do you think the party is? Why?
3. What season/time of year is it?

## Sample Story Lesson

4. What age is the birthday child?
5. Whose birthday do you think it is? Why?
6. What presents do you think the birthday child got?
7. What food/drink are the children having at the party?
8. How do you think the drink got spilt?
9. Whose drink do you think has been spilt?
10. What do you think happened to the bowl?
11. What do you think the girl on the couch might be saying?
12. Why do you think the boy is lying on the carpet and crying?
13. Which children look as if they are having fun?
14. Who might be saying, "I was playing with the plane?"
15. What sounds would you hear if you were at this party?
16. How do you think the kitten is feeling?
17. How do you think the Mother is feeling?
18. How would you describe the children's behaviour?

(Explain the word and support the children to comment on the children's behaviour, e.g., *I think the children's behaviour is ... because ...*)

19. What do you think might happen next?

20. What would be a good title for this picture?

(Talkabout Pictures, 2007)

## Sample Story Lesson

### Development

(Using language for a particular function in a particular style)

*Developing communicative relationships through language/ exploring and using language*

**I-Spy Game** (Model this with the children first, then encourage them to play the game in pairs.)

In the picture, I spy **someone who is...** (sad, angry, mean, annoyed, tired, crying, laughing, playing...)

I spy someone who is... (on/on top of/beside/behind/ between, etc.)

I spy someone who is wearing...

I spy something which is on the... (mantelpiece, couch, wall, floor, window, tray, etc.)

I spy **something which is** beside/behind/over/near

(Teacher supplies the stem – e.g., I spy someone who is on... . Partner A repeats this and completes the clue – I spy someone who is on the couch. Partner B guesses the answer – e.g., I think it is the girl on the couch with a ponytail who is holding a green balloon.)

Partners switch roles each time.

(Language Function: To describe clearly/to express location precisely)

### Party Game

Simon says ... (teacher gives instructions first, then individual children give instructions to the whole class, then children in pairs alternate roles).

(Language Function: To give/follow instructions)

### Narrate

(In pairs) What do you think happened to the little girl who is crying? Tell the story as the cat. Imagine the clown could talk about what he can see through the TV set – what would he tell?

(Language Function: To narrate)

### Conclusion

Pairs/groups are encouraged to present the product of their talk.

Review the language learned during the lesson.