

Oral Language: Lesson Outline - Story

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

Target Oral Language Learning

- To encounter interesting language presented through story
- To elicit oral **vocabulary (semantics)** (known) based on the topic generated by

Listen and Think

Brainstorm

Question and Answer

Discuss and Consider

Imagine – Independent Talk

- To introduce **new** oral vocabulary (Tier 1, 2, 3)
- To embed vocabulary in increasingly complex utterances, linking utterances coherently
- To encourage the children to use language (**pragmatics**), e.g., to *ask* questions; to *describe* characters; to *explain* how; to *give instructions* and to *persuade*.

Introduction to the Story

- Introduce the story with a brief, general discussion on a topic related to the story.
- Gradually lead up to the story and ask a purpose question before beginning. This will be the first question you ask following the reading of the story.

Story Presentation

Plan the method of presentation carefully, e.g., tone of voice, gestures, facial expression, pausing, and using teaching props.

Examine the story carefully for interesting language which you can highlight for the children.



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Development (1)

The teacher encourages whole-class discussion of the story that has been read. The language learning focus is two-fold:

1. To draw children's attention to interesting language encountered through the text
2. To elicit and encourage children to use the most complex and interesting language possible
This relates to Element 2 in the Primary Language Curriculum: *Understanding the content and structure of language (Understanding)*.

- Give some examples of pictures you saw in your mind/imagination while listening to the story. (Encourage the children to indicate the people/places/objects they saw.)
- Close your eyes and imagine what you think x looked like. Describe your image to your partner. Focus on x in your description.
- Why do you think that everyone has a different image?
- Can you remember any words from the story that influenced your image?
- With your partner, think of THREE interesting words that x thought/said/did. (Be prepared to scaffold the children here.)

Development (2)

The teacher facilitates pair/group talking tasks where the children respond imaginatively to the story experience. This relates to Element 3 in the Primary Language Curriculum: *Exploring and using language (Exploring and Using)*.

- Retell
- Mapping exercise
- Teacher-in-Role
- Predict/Anticipate/Sequel
- Describe – e.g., different characters, setting and action
- Explain
- Take perspective
- Evaluate, criticise, justify, defend, disagree
- Compare and contrast
- Title
- Beginning/Ending
- Review
- Advertise (persuade)
- Write a poem
- Dramatise – mime, role-play, puppetry, improvise, still-image, hotseat, conscience alley, prepare a script
- Interview
- Telephone conversation

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Conclusion

Children share their responses to the engagement activities.

The teacher recaps on interesting words heard in the story and used throughout the lesson and reviews children's language use during the lesson.

Remember to assign roles when engaging in independent talking tasks:

- question-asker
 - connector
- word wizard
 - presenter

Sample Story Lesson

Happy Birthday Moon (Frank Asch)

https://www.youtube.com/watch?v=HusFHbN_96Y

Target Oral Language Learning:

- To stimulate talk on the topic of 'The Birthday Party'
- To encounter and use interesting vocabulary, e.g., echoed, exclaimed, paddled, doorstep ...
- To encounter and use complex syntax, e.g., fitted perfectly
- To encourage the children to use language for a variety of purposes.

Introduction

Introduce the story with a brief, general discussion on a topic related to the story – Birthdays and Celebrations

Gradually lead up to the story and ask a purpose question before beginning.

What did Bear buy the Moon for his birthday?

Presentation

The story is read aloud to the children by the teacher

using appropriate vocal and facial expression. Eye contact is regularly made with the children during the reading. No illustrations are shown during the reading.

Development (1)

The teacher initiates whole-class discussion of the story that has been read. The language learning focus is:

- To draw children's attention to interesting language encountered through the text
- To elicit and encourage children to use the most complex and interesting language possible.



Sample Story Lesson

This relates to Element 2 in the Primary Language Curriculum: *Understanding the content and structure of language (Understanding)*.

During this part of the lesson, the teacher and children discuss the story that has been read. During the discussion, the teacher focuses on drawing the children's attention, as appropriate, to interesting vocabulary used in the story, e.g., tall, chat, reply, replied, climbed, paddled, hiked, excited, echoed, across, through, into, closer, 'I would like...?' beautiful, shook, waited, crept, tried on, yelled, doorstep, exclaimed, fitted perfectly, chased ...

The teacher keeps these words in mind as he/she engages in discussion with the children about the story.

Discussion points:

- Characters and Settings
- Themes and Issues
- Plot and Structure
- Language and Style



The teacher facilitates pair/group talking tasks where the children respond imaginatively to the story experience.

This relates to Elements 1 and 3 in the Primary Language Curriculum: *Developing communicative relationships through language (Communicating) and Exploring and Using Language (Exploring and Using)*.

- Make up a name for Bear/Moon. (To use language creatively and imaginatively)
- Tell the story again; take the part of the Moon. (To narrate)
- Describe Bear's journey, e.g., across, through, into, paddled, hiked.

Sample Story Lesson

- Listen and Do: mime the actions (To listen and respond)
- Role-Play: Conversation between Bear and the Moon/ Bear in the hat shop (To engage in a conversation)
- Play an echo game (To listen and respond)
- Talk about Celebrating: Birthday, Christmas, New Baby ... cake, candles, presents, party, games ... (To inform, describe, explain, give instructions ...)
- Talk about buying a present for someone: money, shop, town, choose, wrap, card (To recount)

Conclusion

Children share their responses to the engagement activities.

The teacher recaps on interesting words heard in the story and used throughout the lesson and reviews language use.

References

Asch, F. (2005). *Happy Birthday, Moon*. Aladdin Paperbacks.

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https://www.youtube.com/watch?v=HusFHbN_96Y