

Oral Language Lessons Lesson One

Objective: Help children use extended discourse
Grouping: Large or small group
Materials: Sharing Hand planning guide; Sharing Hand poster

Procedures:

- Model how to use the Sharing Hand. Use your hand (make a happy face on the palm of your hand) and/or use the Sharing Hand poster. Point to each finger for the *wh*- questions and the palm of your hand for the *how* question.
- Explain: “If you include the *who, what, when, where, why,* and *how* when you share, it helps those who are listening understand. That’s why a happy face is placed in the palm of the hand.”
- Retell a simple event and then ask the Sharing Hand questions (e.g., Who is it about? What is happening? When did it happen? Where did it happen? Why did it happen? How did it happen?). As you ask each question, point to the appropriate finger and to your palm for *how*.
- Ask individual children to tell a story or personal narrative. Model and have the other children point to their fingers and to their palm when they hear the *who, what, when, where, why,* and *how*.
- Use the Sharing Hand congratulation (e.g., high five or handshake) each time a child includes most or all of this information.
- Give children practice using the Sharing Hand as a guide as they share personal narratives or explanations with partners.
- Ask each of the *wh*- questions as you point to the corresponding finger on your hand to assist children who have difficulty telling about an event.
- Have children who are having difficulty with all of the questions focus on only two or three of the questions (e.g., *who, what, when*). Gradually add questions one at a time.
- Use the Sharing Hand planning guide when preparing lessons for listening to storybooks, information books, or a shared writing activity in which the group tells about an event or describes a classroom project.

Home Link:

Provide a copy of the Sharing Hand for parents to use with their children when discussing events or storybooks at home.

"The Sharing Hand" Planning Guide

Before a Sharing Hand lesson, write your questions.

Who?



What?



When?



Where?

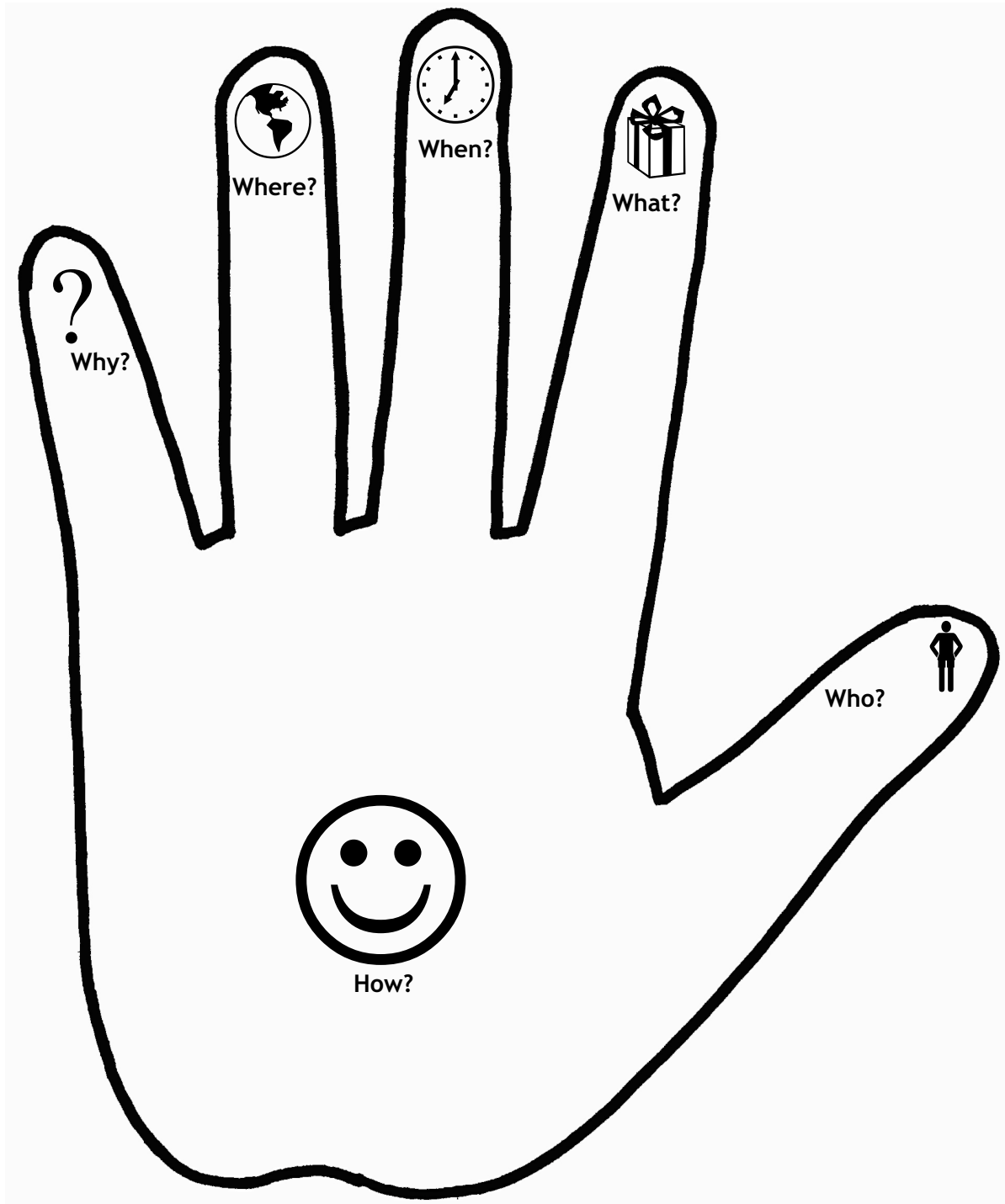


Why?



How?





Oral Language Lessons

Lesson Two

Objective: Help children learn part-whole relationships including labels and functions

Grouping: Small or large groups

Materials: Everyday objects in the classroom and pictures

Procedures:

- Before the lesson begins, identify two- to four-part objects. Objects for teaching part-whole relationships include a chair (legs, back, seat, rungs); a table (top, legs); a pencil (shaft, point, eraser); a desk (top, legs, drawers); a bookcase (shelves, top, sides); a flower (petals, stem, leaves); and a tree (branches, trunk, leaves). Later, use pictures or toy models of objects that have many parts, such as cars, bicycles, trucks, and houses.
- Place a chair in front of the group. Ask children to name the object.
- Point to each part of the chair (the back, the seat, the legs, and if appropriate, the rungs) and encourage children to name each part using complete sentences: "A chair has legs. A chair has a back. A chair has a seat."
- Immediately provide the name of any parts children don't know.
- Have children practice naming the parts until they can name all of them. Then ask them to say the name of the whole object.
- Point to the back of the chair, and ask, "Why does a chair have a back?" Provide scaffolding to help children state clear and concise answers. Repeat with each part of the chair.
- Play the "What if?" game. Ask: "What if a chair didn't have a back?" Help children clarify their responses. Repeat with each part of the chair, and then ask a final question: "Why do we have chairs?"
- Encourage children to determine if other chairs in the room have the same parts as the model chair.
- For other part-whole lessons, begin with a review and have children name the parts, their functions, and play the "What If?" game.
- Discuss objects that don't have common names for all of the parts. For example: A cup has a handle, but the other part does not have a common name. Have the children suggest a name.

- When working with objects with many parts, help the children learn three or four parts one day and then add more parts the next day.
- Whenever possible, show children the connection between the names of parts of objects and the names of parts of the body. For example: "People have legs, and tables and chairs have legs. People have eyes, and a needle has an eye."
- Play the "Do You Know What I Am Thinking Of?" game. Name a part or parts that children have learned. For example: "I am thinking of legs and a back." After children respond, ask, "How do you know?"
- Have the children work in pairs. Each member of the pair draws pictures with missing parts. For example: A chair with missing legs or a toothbrush with missing bristles. Then partners exchange pictures and draw and name the missing parts of the pictures.

Home Link:

- Ask children to look around their house for objects with parts that they have been learning about. Have them notice whether or not the objects at home have the same parts.
- Have the children bring objects or toys with parts from home.

Oral Language Lessons

Lesson Three

Objective: Help children learn the concept of *opposite* and expand vocabulary as they learn words with opposite relationships

Grouping: Small group or whole class

Materials: Everyday objects in the classroom and pictures

Procedures:

- Assemble sets of classroom objects, toys, and pictures that look the same, but differ in some way. Begin with one or two opposite pairs in a lesson. Examples: Size (big-little); feel (soft-hard); weight (heavy-light); condition (full-empty).
- Tell children: "We're going to learn to use an important word, *opposite*. Let's all say that word."
- Model the relationship between two opposite concepts, such as *full* and *empty*.
- Fill one of two identical glasses with water from a pitcher. Do not put water in the other glass.
- Point to the glass with water and say: "This glass is full."
- Point to the glass that has no water in it and say: "This glass is not full—it is empty."
- Then pour the water from the full glass into the empty glass and ask: "Which glass is full? Which glass is empty?" Encourage children to use complete sentences to describe each glass.
- Fill a glass half-full of water and ask: "Is this glass full? Is this glass empty?" Then ask a child to fill one of the glasses. Then ask: "Is this glass full?" Possible responses include: "It's not full and it's not empty."
- Introduce the term *opposite*. After discussing *full* and *empty*, explain: "*Full* is the opposite of *empty*, and *empty* is the opposite of *full*."
- Ask the questions: "What is the opposite of *empty*? What is the opposite of *full*?"

- Have children describe objects that are full and objects that are empty. For example: “The box of blocks is full.” “The waste basket is empty.” “The bookcase is full.” “The toy shelves are full.”
- Present similar lessons with other pairs of opposite words. Be sure to review previously introduced words.
- Encourage children to find other words that have opposite relationships. For example: *Tall* and *short*, *open* and *shut*, *sad* and *happy*, *sick* and *well*, *hot* and *cold*.
- Play the “I’m thinking of a . . .” game with words the children have learned. For example: “I’m thinking of a jar that is not empty. What do you know about that jar?” Encourage children to ask the questions and call on others to respond to their questions.
- Have children sort pictures of objects and people into the categories that have been studied. For example: *Hot* and *cold*.
- Have children draw pictures that illustrate opposite relationships. They can describe their pictures during circle time or small-group instruction.

Home Link:

- Encourage children to find opposites in their home and play the “I’m thinking of a . . .” game with a family member.

Oral Language Lessons

Lesson Four

Objective: Help children learn the vocabulary of school, such as numbers, shapes, directions, categories

Grouping: Small group or whole class

Materials: None

Procedures:

- Model the language of giving directions, so children learn to follow and give them.
- Select prepositions that are important to the instructional language used in school. Examples: *On, over, in, under, near, far, in front of, in back of, between.*
- Introduce two prepositions, such as *on* and *over*.
- Say: "We're going to watch, listen, do some actions, and talk about what we do."
- Demonstrate the prepositions *on* and *over* by placing your hand on your head. Say: "Look, my hand is on my head." Then hold your hand over your head and say: "My hand is not on my head. My hand is over my head."
- Say: "Hold your hand on your head." Then ask: "Where is your hand?"
- Say: "Hold your hand over your head. Now, where is your hand?"
- Ask children: "Hold your hand over your knee. Where is your hand?" Repeat the sequence with ". . . on your knee."
- Quickly move through the action sequences. Expand responses to complete sentences. For example: "My hand is over my head."
- Alternate what you ask children to do so they are unable to predict your next action.
- Emphasize target words. After demonstrating the meanings of words, do not reveal the answers by giving additional demonstrations. Have children respond to the words in your directions.
- Preview previously introduced words and concepts before teaching new words and concepts.

- Include different parts of the body in the directions. For example: “Hold your hand under your chin. Hold your hand in front of your chest.” Responses help target words that children need to learn.
- Use objects or pictures for some demonstrations. For example: Use a box or a paper bag to demonstrate the preposition *in*.
- Incorporate other concepts: Children’s clothing (“Put your hand in your pocket.”); singular and plural directions (“Touch your ear. Touch your ears.”); words describing spatial relationships (“Sam is first in the line. Maria is last in the line. Sam comes before Jim.”); words describing quantities (“Hold up all your fingers. Hold up some of your fingers.”); descriptions of how things can be the same and different (“I’m touching my head. You do the same thing I am doing.”).
- Emphasize the targeted words and sentences at different times during the school day (e.g., read alouds, art activities, play).