

ORAL LANGUAGE AND LISTENING COMPREHENSION

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A. BREADTH AND DEPTH OF LANGUAGE

1. Multiple Meanings

2. Usage

a.

b.

3. Precision

Most Intense

Least Intense

4. Function

B. ACTIVITIES

1. *Naming*

- a. Students prepare for a passage by rapidly naming words, objects, and concepts that are related to the passage topic (e.g., cars).
- b. Students name objects, words, and concepts in more specific categories (e.g., car styles, manufacturers, models or makes of cars, parts that are necessary, parts that are extra, uses for the trunk).
- c. Students rank words, objects, and concepts
- d. Students generate multiple meanings of a word related to the topic (e.g., other meanings of the word *trunk* or *make*).

	Total
Things in a classroom _____	_____
Fruits and vegetables _____	_____
Animals _____	_____
States in the United States _____	_____
Total in one minute	_____

2. *Describing* - Students describe objects or pictures related to the topic using a structured hierarchy:
- Name the object.
 - Name the category(ies) of the object.
 - Name the function, use or purpose of the object.
 - Name the color, size, and shape of the object. Compare it to another object. Make a simile or a metaphor.
3. *Listening and Retelling* - Students listen to the passage as it is read by the teacher. As the teacher reads the story, he or she draws or displays simple pictures or graphics that represent important points of the passage. Students retell the passage with a peer, using the pictures or graphics as prompts.

A New Way of Travel

We see cars everywhere we go. Can you imagine a world without any cars. Cars have been around for only about a hundred years. [Write 100.]

Before cars were invented, people traveled by horse or by a carriage or wagon pulled by horse. Travel was very slow. [Draw wagon.]

At one time cars were a rare sight on the city streets. Cars were expensive. Most people could not afford them. [Draw \$\$\$\$\$\$.]

It took a long time to make a car. There were so many parts to put together. It took a few people many, many hours to put a car together, so there were not many cars available. [Draw four clocks.]

A man named Henry Ford came up with an idea to make cars low cost and faster to make. His idea was known as an assembly line. [Draw a line.]

To assemble a car, many workers stood in a line. Each worker was responsible for putting on only one part of a car. As a car moved down the line of workers, each worker put on their one part. [Write 1.]

With more workers and each worker responsible for putting on only one part repeatedly, more cars were made in a shorter period of time. [Draw one clock.]

All of the cars were similar, with the same parts and colors, and less expensive. [Draw \$\$.]

The world would be a very different place without cars.

4. *Questioning* – The teacher asks several types of questions. Some questions demonstrate students' recall of information from the passage. Other questions are designed to enhance oral language. Still others are designed to develop the application of world knowledge and personal experiences to the text.
- a. Is this passage fiction?
 - b. How long have cars been around?
 - c. What did people do before they had cars?
 - d. Why were there so few cars when they were first invented?
 - e. Describe the assembly line.
 - f. How would your life be different without cars?

C. LESSON PLANS

LESSON ONE

PURPOSE: “Today, you will listen to a fable. It has a lesson. Listen and be ready to tell me the lesson. First, let’s do some naming.”

NAMING:

1. Name insects.
2. Name insects that crawl.
3. Name insects that fly.
4. Name insects that you might find in your house.
5. Rank insects by size.
6. Name multiple meanings for the word *bug*. [e.g., an insect, to bother, a small listening device, a germ or infection, a problem]

DESCRIBING OBJECTS/PICTURES:

Use pictures of an ant and a grasshopper. Students describe each picture using the Describing Hierarchy:

- Name the object.
- Name the category(ies) in which it belongs.
- Name the function, use, or purpose.
- State the color, size, and shape. Make a comparison. Make a simile or metaphor.

RESTATE PURPOSE. READ PASSAGE AND DRAW PICTURES FOR RETELLING:**The Ants and the Grasshopper**

One cold winter’s day, some ants were busy drying their corn. The corn had gotten damp in the rain. [Draw several ants on the board.]

A grasshopper came up and begged for a few kernels of corn. “I am very, very hungry,” said the grasshopper. “Could you give me some corn?” [Draw a grasshopper on the board.]

The ants stopped their work and one ant said, “What did you do all last summer? Why didn’t you pick corn for yourself?”

“I was busy chirping and singing last summer,” said the grasshopper. “I could not be bothered to pick corn for myself.” [Draw musical notes on the board.]

“If you spend your summer chirping and singing without a care,” said the ant, “you can spend your winter dancing without supper. We cannot help you for we have much work to do.” The ants laughed and went back to their work.

STUDENTS RETELL THE PASSAGE**QUESTIONS:**

1. Is this passage fiction? How can you tell?
2. Is this passage make-believe? How can you tell? [The characters are insects who talk.]
3. Who are the characters?
4. What is the setting?
5. What is the plot?
6. What lesson does this fable teach? [Prepare today for tomorrow.]
7. How does this lesson apply to your life?

LESSON TWO

PURPOSE: “Today, you will listen to another fable. It has a lesson. Listen and be ready to tell me the lesson. First, let’s do some naming.”

NAMING:

1. Name insects.
2. Name insects that sting or bite.
3. Name insects that are helpful.
4. Name insects that are harmful.
5. Rank insects by helpfulness/harmfulness.
6. Name multiple meanings for the word *bite*. [e.g., a wound, to sink one’s teeth into, a taste, to feel pain, a sharp taste]

DESCRIBING OBJECTS/PICTURES:

Use pictures of a grasshopper and a wasp. Students describe each picture using the Describing Hierarchy:

- Name the object.
- Name the category(ies) in which it belongs.
- Name the function, use, or purpose.
- State the color, size, and shape. Make a comparison. Make a simile or metaphor.

READ PASSAGE AND DRAW PICTURES FOR RETELLING:**The Two Grasshoppers**

One summer day two grasshoppers went in search of a drink of cool water. The summer has been long and hot and the streams and lakes had dried up. They finally spied a well and hopped to it, hoping to get a drink of cool water. [Draw a well on the board.]

They looked down into the deep well. It was quite dark, and they could not tell whether or not there was any water. [Draw a dark circle on the board.]

They began to argue as to whether or not they should hop in. The one grasshopper said, “We should jump in without delay. We will have plenty of water to drink and plenty of water to play in to keep us cool, and we will have it all to ourselves.” [Draw several drops of water on the board.]

“That may be true,” said the second grasshopper, “but suppose that there is no water in the well. We will not only have no water to drink or to play in we will also not have any way of getting out.” [Write the word EXIT on the board and place an X over the word.]

STUDENTS RETELL THE PASSAGE**QUESTIONS:**

1. Who are the characters?
2. What is the setting?
3. What is the plot?
4. What lesson does this fable teach? [Think before you act.]
5. How does this apply to your life?
6. Have you ever done something without thinking first?

PLANNING A LESSON

PURPOSE:

NAMING:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

DESCRIBING OBJECTS/PICTURES:

Use pictures of a _____ and a _____.

Students describe each picture using the Describing Hierarchy:

- Name the object.
- Name the category(ies) in which it belongs.
- Name the function, use, or purpose.
- State the color, size, and shape. Make a comparison. Make a simile or metaphor.

READ PASSAGE AND DRAW PICTURES FOR RETELLING:

The Cat and the Fox

One day a boastful fox was bragging about how clever he was. "I have a whole bag full of tricks," he said to the cat, "I have many tricks in my bag that help me escape from the dogs who are my greatest enemies."

[_____.]

"You are quite lucky," said the cat, "I have only one trick. It usually does work, but it would be nice to have some of your tricks."

[_____.]

"Perhaps on day I will teach you some of my many tricks," said the fox. Just then the cat and the fox heard the dogs barking. [_____.]

The cat quickly scampered up the tree and hid in the thick foliage. "This is my only trick," Said the cat. "I can't wait to see the wonderful trick you use to get away."

[_____.]

The poor fox could not decide which of his many tricks he would use. The dogs came nearer and nearer. The fox thought harder and harder. Before he could decide on a trick the dogs capture him and soon there was no more fox.

[_____.]

STUDENTS RETELL THE PASSAGE

QUESTIONS:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____