

Regional Meeting – November 15, 2006

Word of the Day
Sedulous: persistent, tenacious

Fluency Up-date:

- ◆ gigglepoetry.com

Why are strong oral language skills so important to success in school and in life?

- ◆ “reading ready”
- ◆ communication
- ◆ reading comprehension connection
- ◆ the ability to use precise words (not generic words such as things, stuff)
- ◆ to comment, make on topic remarks, to add to discussion
- ◆ to share connections between background knowledge and skills being learned
- ◆ the connection to writing the way we speak can come later
- ◆ comprehension
- ◆ the ability to express complete thoughts to a listener and peers
- ◆ exposure to life experiences is important to being able transition oral language to understanding
- ◆ interpersonal skills, social skills
- ◆ speaking relates to propelling writing and reading
- ◆ building block to the five components
- ◆ building vocabulary
- ◆ receptive background
- ◆ confidence
- ◆ academic & social functioning
- ◆ building relationships

What opportunities exist for oral language development?

- ◆ Responding to the read-aloud
- ◆ Vocabulary as a school-wide activity
- ◆ Show and Tell - “finding a hook”
- ◆ Turn and Talk
- ◆ At home chart
- ◆ Going out for recess
- ◆ Richer patterns of speaking
- ◆ Sentence stems in high frequency areas
- ◆ Display Tier 2 words

Methods of oral language instruction effectively and consistently implemented in kindergarten, grade one, grade two and grade three?

- ◆ Mondo Publishing: K-3, large pictures to talk about, easel style- double sided – has sentences strips to show “what the author would write about it”
- ◆ Twenty Questions: ask questions about an object in a box to guess what it is. The teacher responds with a “yes” or “no”. Teacher lists the yes attributes of the objects.
- ◆ Morning Message: songs, finger plays, show and tell
- ◆ Choo-Choo Words:
- ◆ Give directions and ask three children to repeat the directions back to the teacher
- ◆ Comic Strips: omit the bubbles, teaches humor and cause/effect, kids come up with their own bubbles
- ◆ Star of the Week
- ◆ Mascot – write or show pictures
- ◆ Guessing Box
- ◆ Use Magazine pictures
- ◆ Read Alouds

Some challenges that make oral language instruction difficult to put into place:

- ◆ ELL learners
- ◆ Lack of prior knowledge
- ◆ Time
- ◆ Technology
- ◆ Shyness
- ◆ Speech disability

What do People do with Language?

Teach	Persuade	Argue
Request	Explain	Encourage
Comment	Demand	Comfort
Affirm	Entertain	Dramatize
Debate	Inquire	Describe
Complain	Praise	Scold
Assist	Annoy	Sing

Ways to Manage Behavior While Increasing Oral Language:

- ◆ All students get a turn
- ◆ Think time: example – sit on hands
- ◆ Set of sticks with student names
- ◆ Turn to your neighbor

- ◆ Wait until everyone has their hands up
- ◆ Prompts: "I agree with..."
- ◆ Toy bucket – whoever has the toy talks

Some Techniques to Build-up and Break-down Language:

- ◆ Definitions
- ◆ Synonyms
- ◆ Antonyms
- ◆ Visual representation
- ◆ Opportunities to share/build background knowledge
- ◆ The internet
- ◆ Rename or rephrase
- ◆ Categorize
- ◆ Graphic organizers

Build-Up These Words:

Big

Huge	Large	Enormous
Gigantic	Humungous	Colossal
As big as a ...		

Snow

Frozen rain	Precipitation	Flurries
Blizzard	Nor'easter	Sleeting
Crystals		

Move

Action	Push	Relocate
Quickly	Migrate	Walk
Transport	Travel	Carry
Transfer	Flee	

Car

Vehicle	Automobile	SUV
Hot Rod	Lemon	Corvette
Transportation		

Tier 2 Words chosen for TEAMMATES (book):

Friendship	Segregation	Humiliation
Apathetic	Despite	Gamble
Challenge	Bravery	Regardless
Initially	Opportunity	Audible
Taunt	Attempts	

Meanings for **Pitch**

Fast/Slow
Black
-in
Tar
Card Game

Music
Sales
-it/toss
Fork
a fit

Roof
Tent
Pine
Steepness