

Oral Language Long Term Plan

Room XX, Term 4, 2014

KEY COMPETENCIES:

- Relating to Others
- Participating and Contributing
- Managing Self
- Thinking
- Using language, texts and symbols

GROUP 1: Chatterboxes (more confident speakers)

Children's names go here...

GROUP 2: Whisperers (less confident speakers)

Children's names go here ...

LEARNING INTENTIONS	SUCCESS CRITERIA I know I can do this when I can:	DELIBERATE ACTS OF TEACHING AND LEARNING <i>(Tell, model, question, explain, prompt, direct, give feedback)</i>
<p>WALT use measurement vocabulary</p> <p><i>(Maths strand)</i></p>	<ul style="list-style-type: none"> ○ know words that relate to our topic ○ use measurement vocabulary when talking about my maths ○ compare things I measure using the correct words (centimetre, millimetre) ○ ask a question about someone else's maths using maths vocabulary 	<ul style="list-style-type: none"> ○ Maths vocabulary (metre, centimetre, perimeter, millimetre, ruler, length, width, height, longer, shorter, wider, estimate, measure, etc) ○ How to use the vocabulary in a sentence, when solving a problem, when talking about what we are measuring ○ Ask about what others have measured to find out more, ask if I am not sure (teacher, buddy) ○ Difference between different units of measure, how we solved a problem using maths vocabulary, ○ Use measurement vocabulary during math group discussions ○ Refer to vocabulary chart, previous work, modelling books

<p>WALT explain how something works or why something happens</p> <p><i>(Explanation writing)</i></p>	<ul style="list-style-type: none"> ○ know what "explaining something" means ○ put my ideas in order before I speak ○ explain my ideas logically and in sequence ○ explain how something works ○ explain why something happens ○ use words related to my topic 	<ul style="list-style-type: none"> ○ Vocabulary (explain, sequence, reason, how, why, main idea, introductory statement, conclusion, time connectives, appropriate topic words as required) ○ Examples of explanations or texts, listening to children sharing writing, asking questions about a piece of text; Brainstorms and writing plans ○ How to identify main ideas in an explanation text, use exemplars and examples to explain structure ○ Give children time to answer questions before re-asking other children or re-phrasing the wording of a sentence ○ Hamburger chart (layout of explanation writing), modelling books, exemplars
<p>WALT justify how I feel about a topic</p> <p><i>(Reading Non-fiction texts)</i></p>	<ul style="list-style-type: none"> ○ think about how I feel about a topic ○ talk to others about why I feel that way about a topic ○ respect that others can have different opinions ○ explain why I think how I do (opinion and justify) 	<ul style="list-style-type: none"> ○ Joining a conversation, waiting for turn, speaking clearly, prosodics (tone, speed, pace, volume), sequence ideas - using sequencing words (then, next, after that); Using key words in discussions (main ideas); ○ What is an opinion is, what justify means, why we need to listen to and respect the opinions of others ○ Vocabulary (justify, opinion, judgement, compare, feelings, etc) ○ Practice sharing ideas and opinions, justifying of feelings and ideas and acceptance of ideas of others (non-judgemental) ○ Point out possible discussion ideas within texts for children to state opinion, justify ideas
<p>WALT present information to the class</p> <p><i>(Science topic - Planet Earth and Beyond)</i></p>	<ul style="list-style-type: none"> ○ stand still and look at the audience ○ know what I am talking about (science topic I have researched) ○ use a clear speaking voice ○ speak at a good speed so others can understand ○ listen to feedback about my topic from others ○ talk about how I researched my topic ○ talk about how I presented my information (teacher conference with rubric) 	<ul style="list-style-type: none"> ○ Use of <i>Non-Verbal Feedback when listening</i>: phatics and fillers - mm, uh-huh, wow; body language - nod, shake head, facial expressions - smile, frown, etc; giving helpful feedback about presentations ○ Key topic words (i.e., technical words for a specific topic - link to science and explanation topics) ○ How to use De Bono's Hats: talking about our learning (blue hat), what we know (white hat); comparing helpful and not helpful research (yellow and black hats) ○ Reminders of good speakers and listeners, what a good presenter looks like and sounds like, constructive feedback from children, reminders of research process undertaken (1-1 rubric conference)