

ENGLISH STANDARDS OF LEARNING
ENHANCED SCOPE AND SEQUENCE

ORAL LANGUAGE
LESSON PLANS



Commonwealth of Virginia
Department of Education
Richmond, Virginia
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ORAL LANGUAGE Lesson Plan → Sayback

Organizing Topic

Discussion

Related Standard(s) of Learning

6.2 d, 7.1 b, d, 8.2 a, b, c

Objective(s)

- The student will listen to other students' ideas and paraphrase what they hear.

Materials needed

- Paper and pencil
- Overhead transparency with sample student work
- Writing assignment of any type

Lesson procedure

1. Choose a writing assignment for which the students have already selected a topic and done some brainstorming work.
2. Ask permission of a student to use his or her prewriting work, and display the student's work on the overhead. The transparency should show the topic selected and a web or other graphic organizer outlining ideas for the writing assignment.
3. Ask the student to explain briefly
 - why he/she chose that topic
 - how he/she is thinking of developing the topic.
4. Then, "say back" what you heard the student say, modeling accurate restatement or paraphrasing of the student's ideas.
5. Invite the student to clarify, correct, or give feedback about your restatement of his/her explanation.
6. Invite class comments about the "Sayback": Was it accurate? How was it helpful?
7. Have each student pick a partner and do a "Sayback" on his or her topic and development ideas.
8. Have partners switch roles so that everyone has a chance to give and to receive feedback.
9. Direct students to continue to work individually on their writing assignment.

ORAL LANGUAGE Lesson Plan → Waxing Lyric

Organizing Topic Presentation

Related Standard(s) of Learning 6.1 c, d; 7.2 c; 8.2 d, f

Objective(s)

- The student will analyze a lyric poem for meaning.
- The student will contribute to a discussion on how to perform a lyric poem orally in order to enhance its meaning.
- The student will evaluate the oral performance of a lyric poem.

Materials needed

- A lyric poem selected by the teacher and scripted for oral performance
- Student copies of the selected poem without the scripted parts
- Transparency listing the characteristics of a lyric poem
- “Rubric for Oral Performance of Poetry” handout (see next page)

Lesson procedure

1. Lead a discussion of the characteristics of poetry. Some aspects about which to ask students are
 - rhyme
 - rhythm
 - repetitionAsk, Why are these devices especially effective when heard as opposed to read?
2. Explain that it is not a coincidence that “lyric” and “lyrics” are essentially the same word. Ask the students to copy down the characteristics of a lyric poem from the overhead; these will include
 - expressing a single thought or feeling
 - emotional
 - usually short
 - musical in rhythm
 - using condensed language (or figurative language).Emphasize that all lyric poems express a thought or convey an impression, as opposed to telling a story.
3. Distribute the pre-selected lyric poem to the students, or direct them to it in the textbook. Have the class read the poem aloud. Then, read the poem again to the class.
4. Have the class discuss the characteristics of the poem: What is the single feeling or thought that the author is expressing? What makes the poem musical? What kind of condensed language does the author use?
5. Ask for volunteers to perform the poem, and give scripted copies to those students.
6. Distribute the Rubric for Oral Performance of Poetry to the class, and read it aloud. Check for understanding.
7. Have the students do a first read-through of the poem, and give them support and suggestions.
8. Have them do a second reading of the poem, and allow the rest of the class to give them input.
9. Have the students perform the poem while the class uses the rubric to score the performance.
10. Lead a discussion of how well the oral performance enhanced the meaning of the poem in general. Carefully emphasize to the students before the discussion the need to stay away from remarks about any one student.

Rubric for Oral Performance of Poetry

Rating	Planning/Teamwork	Preparation	Explanation	Execution
4	Student is an essential participant in group discussion of poem. Student works co-operatively with group to make decisions and rehearse performance.	Student is completely prepared, and group performance is smooth and well-rehearsed.	Group gives clear explanation of how choices they made in performing poem enhance the meaning of the poem.	Student speaks with fluid speech and inflection. Movements and gestures make the meaning of the poem clear. Holds attention of entire audience with eye contact.
3	Student participates in group discussion of poem. Student stays on task with group to make decisions and rehearse performance.	Student is prepared, and group performance is acceptable and mostly smooth.	Group gives an explanation of how choices they made in performing the poem enhance the meaning of the poem.	Student shows satisfactory use of inflection, but does not consistently use fluid speech. Movement and gestures help audience visualize meaning. Consistent use of direct eye contact.
2	Student is sometimes off task in group discussion. Student mostly cooperates with decisions and rehearsals	Student is somewhat prepared. Group could have used more rehearsals — performance is not smooth.	Group gives an incomplete explanation of how choices they made in performing the poem enhance its meaning.	Student displays some level of inflection. Very little movement or descriptive gestures. Minimal eye contact.
1	Student rarely participates in group discussion. Student is not involved in decisions and off task in rehearsals.	Student is not prepared. Group performance is not acceptable.	Group has no explanation of how their choices for performing enhance the poem’s meaning.	Student shows consistent use of monotone. No movement or gestures. Little or no eye contact.

ORAL LANGUAGE Lesson Plan → Becoming Narrative

Organizing Topic Presentation

Related Standard(s) of Learning 6.1 c, d; 7.2 c; 8.2 d, f

Objective(s)

- The student will analyze a narrative poem for meaning.
- The student will contribute to a discussion on how to perform a narrative poem orally in order to enhance its meaning.
- The student will evaluate the oral performance of a narrative poem.

Materials needed

- A narrative poem selected by the teacher and scripted for oral performance
- Student copies of the selected poem without the scripted parts
- Transparency listing the characteristics of a narrative poem
- “Rubric for Oral Performance of Poetry” handout (see previous page)

Lesson procedure

1. Lead a discussion of the characteristics of poetry. Some aspects about which to ask students are
 - rhyme
 - rhythm
 - repetition.Ask, Why are these devices especially effective when heard as opposed to read?
2. Introduce the definition of *narrative poetry*, relating the word *narrative* in this context to words the students already know, such as *narrator*.
3. Ask the students to copy down the characteristics of a narrative poem from the overhead; these will include:
 - telling a story
 - using elements of a story, such as characters, setting, conflict, rising action, climax, falling action, and theme;
 - using condensed language (or figurative language).Emphasize that all narrative poems tell a story or part of a story.
3. Distribute the pre-selected narrative poem to the students, or direct them to it in the textbook. Read the poem aloud. Have the class read the poem aloud with support. Then, read the poem again to the class.
4. Lead the class as they discuss the characteristics of the poem: What is the story? Who are the characters? Is there a conflict? What is the climax of the story? What is the theme of the poem?
5. Ask for volunteers to perform the poem, and give scripted copies to those students.
6. Distribute the Rubric for Oral Performance of Poetry to the class, and read it aloud. Check for understanding.
7. Have the students do a first read-through of the poem, and give them support and suggestions.
8. Have them do a second reading of the poem, and allow the rest of the class to give them input.
9. Have the students perform the poem while the class uses the rubric to score the performance.
10. Lead a discussion of how well the oral performance enhanced the meaning of the poem in general. Carefully emphasize to the students before the discussion the need to stay away from remarks about any one student.