

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 → Say It Like This

Organizing Topic

Presentation

Related Standard(s) of Learning 7.2 a, b, c; 8.2 b, c

Objective(s)

- The student will explore verbal and nonverbal techniques for showing expression and enhancing meaning while reciting a poem.

Materials needed

- A poem memorized by the class

Lesson procedure

1. Have all students in the class memorize the same poem, either as an assignment or through class recitation.
2. Have the students say the poem each day, varying the way it is said. Possible ways to say the poem include the following:
 - The teacher starts the line and students finish it.
 - The students say the poem in a monotone.
 - The students whisper the poem.
 - The students get louder and softer as they say the poem (the teacher can use hand signals to indicate changes in volume).
 - The students say the poem in rising and falling tones, like a chant.
 - The students say each line as a question.
 - Each student says one line.
 - Each student says one word.
 - The students say the poem with a different accent, such as Southern, British, French, etc.
 - The students say the poem with a certain emotion or attitude, e.g., surprise, anger, sadness, happiness, silliness, snobbery, sarcasm, indecision, seriousness, frustration, puzzlement, slyness, etc. Gestures can help indicate tone.
 - The students walk around the room saying the poem.
 - The students clap the accented syllables of the poem.
 - The students perform the poem, acting it out in a group.
3. Have the students discuss how changing one's voice in tone, pitch, emotional content, technique, rhythm, or volume can change the meaning or impact of a poem.

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.

ORAL LANGUAGE Lesson Plan → Poem Alive!

Organizing Topic

Presentation

Related Standard(s) of Learning 7.1 a, b, c; 7.2 a, b; 8.2 a, c, d

Objective(s)

- In a group, the student will perform a poem in order to make its meaning and figurative language clear to the audience.

Materials needed

- An assortment of poems, appropriate to age level (from textbook and/or classroom poetry collections)
- “Rubric for Oral Performance of Poetry” handout (see p. 4)
- Chalkboard or dry erase board

Lesson procedure

NOTE: This Oral Language activity works best after students have done some work on poetry.

1. Distribute the Rubric for Oral Performance of Poetry, and review it with students, answering any questions.
2. Indicate which poems and/or collections are available to choose from for this assignment.
3. Assign students to groups of three or four.
4. Have the students discuss poem choices among themselves and choose one to present. Record student choices on the board to prevent duplication.
5. Have the groups discuss how to present their poem to the class so that its meaning and figurative language become more clear to the class than just a read-through can achieve. Some ideas to suggest include
 - expression — varying pitch and tone to put feeling into the reading
 - volume — raising or lowering the loudness of the voice to make an emotional point
 - speed — varying the pace of the reading to create emphasis and variety
 - choral reading — having more than one person read certain lines or words to give emphasis to important parts
 - movement — using nonverbal gestures and action, such as walking, jumping, sitting, and standing, to add meaning.
6. Once students have a plan, have them practice their performances. During the rehearsals, circulate, acting as audience and coach, and ensuring that all students are participating in the group work.
7. Have students perform their poems for the class. Rate each person’s performance based on the rubric.

ORAL LANGUAGE Lesson Plan → Thanks for the Memory

Organizing Topic

Presentation

Related Standard(s) of Learning 7.2 a, b, 8.2 b, c

Objective(s)

- The student will memorize a poem of the teacher’s choice.
- The student will perform the poem individually.

Materials needed

- A poem selected by the teacher, suitable for whole-class recitation
- Copy of the poem for each student

Lesson procedure

1. Choose a poem for the class to learn. An ideal poem will have 10 to 30 lines, will be appealing to the students, will lend itself well to oral expression, and will be one that is well known. If you wish to do several poems over several quarters or half-quarters, start with a shorter poem and work up to longer ones. Students generally need at least four weeks of daily recitation to memorize a poem.
2. Practice saying the poem aloud before presenting it to the class. It is permissible to read the poem at first, as memorization will follow soon enough with repetition.
3. Distribute the poem to the students, and explain that all the students in the class will be memorizing it. Discuss the meaning and vocabulary of the poem as needed. Have the students say the poem every day, at the beginning or the end of class; memorization will follow from the repetition. Participation is key. Use the following techniques for practice:
 - Ask the students to stand up, repeat words, and mimic your inflections and gestures.
 - Say the title of the poem and the name of the author, and have students repeat.
 - Say the first two lines of the poem, with gestures, and have the students repeat.
 - Add lines each day until the class is repeating the entire poem with gestures.
 - Gradually ask the class to say the poem all together, instead of repeating.
4. Ask each student to say the poem individually, either in front of the class or for the teacher only, at the end of the designated period (half-quarter, quarter, semester). Use this performance for student assessment.

ORAL LANGUAGE Lesson Plan → Tell Me about Your Memories

Organizing Topic Discussion

Related Standard(s) of Learning 7.1, 8.1

Objective(s)

- The student will brainstorm for an interview project.
- The student will give feedback on interview ideas.

Materials needed

- Paper and pencil
- Chalkboard or overhead
- “Memories and Open-Ended Questions” transparency

Lesson procedure

1. Display the following prompt on the board or on a blank overhead transparency:

“What are your earliest memories?”

Ask the students to write five of their early memories.

2. Assist students in choosing specific early memories according to the following criteria: Is this memory specific — i.e., did this event happen at a defined moment in time? Or is this memory vague — i.e., very broad, not one specific event? Does this memory have high memory value — i.e., can you remember a lot about this event?
3. Have the class share some of their memories.
4. Tell the students that now they need to determine whether their memories are specific enough and high enough in memory value to be good subjects for an interview. Ask each student to choose one memory that at least one other family member will also remember.
5. Display the “Memories and Open-Ended Questions” transparency on the overhead, and discuss it with students, using the questions as prompts. Explain that vague as well as specific memories can have high or low memory value, and cite examples of each.

Questions: Is this memory specific? How can we make it more specific? What will people remember about this?

| Memory | Vague | Specific | High memory value | Low memory value |
|--|-------|----------|-------------------|------------------|
| My first day of kindergarten | | X | X | |
| My first year of school | X | | X | |
| The first time I played basketball with the big kids | | X | X | |
| The day I broke my arm | | X | X | |
| Playing basketball in the summer | X | | | X |
| The day I skinned my knee | | X | | X |

8. Assign partners, and have the students discuss with their partner the memories they have chosen.
9. Have the students report to the class the memory they have chosen and why they chose it. Have them explain why the memory they chose would be good for the subject of an interview.

ORAL LANGUAGE Lesson Plan → Tell Me All about It

Organizing Topic

Discussion

Related Standard(s) of Learning 7.1, 8.1

Objective(s)

- The student will create appropriate questions for an interview project.

Materials needed

- Paper and pencil
- Chalkboard or overhead transparency
- Rubric for interview

Lesson procedure

1. Distribute to the students the rubric for the memory interview assignment (see next page).
2. Explain to the students the expectations for the project: selecting an appropriate subject, preparing open-ended questions about it, taking notes, checking notes for accuracy, and reporting accurately and completely.
3. Have each student select a childhood memory that is specific and is shared by at least one other family member.
4. Model the formulation of yes/no and open-ended questions by putting a transparency with the following examples on the overhead and discussing them with the class:

| Event | Yes/No Question | Open-Ended Question |
|-----------------------|---|--|
| I broke my arm. | Do you remember how upset I was when I broke my arm? | What do you remember about the day I broke my arm? |
| Family vacation | Wasn't that a cool beach we went to when I was seven? | What do you remember about the time we went to Virginia Beach? |
| Moving to a new house | Do you remember how big we thought our new house was? | What were your first impressions of our new house? |
| First pet | Wasn't McDermot cute when he was a little puppy? | What memories do you have of McDermot when he arrived at our house as a puppy? |

5. Have the students write two to three open-ended questions for interviewing a family member about a specific event.
6. Ask the student to share their questions with the class.

Rubric for Interview

| Category | 4 | 3 | 2 | 1 |
|-------------------------|---|---|---|---|
| Preparation | Before the interview, the interviewer selected a specific subject and prepared two to three open-ended questions to ask. | Before the interview, the interviewer selected a specific subject and prepared at least one open-ended question to ask. | Before the interview, the interviewer selected a nonspecific subject and prepared one question to ask. | The interviewer did not select a specific subject <i>or</i> did not prepare any questions before the interview. |
| Note Taking | The interviewer took notes during the interview and made some concluding notes afterward. Notes and quotations were checked with the person interviewed for accuracy. | The interviewer took notes during the interview. No follow-up notes were taken. Notes and quotations were checked with the person being interviewed for accuracy. | The interviewer took notes during the interview. The notes were not checked for accuracy with the person being interviewed. | The interviewer took only incomplete or sketchy notes during or after the interview. |
| Knowledge Gained | The interviewer can accurately and completely report what the person remembered about the event. | The interviewer can accurately report what the person being interviewed remembered about the event. | The interviewer can accurately report some of what the person interviewed remembered about the event. | The interviewer cannot accurately report on what the person being interviewed remembered about the event. |

ORAL LANGUAGE Lesson Plan → We'll Hook You!

Organizing Topic Discussion

Related Standard(s) of Learning 7.3, 8.3

Objective(s)

- The student will view advertisements and identify persuasive techniques used.

Materials needed

- A collection of print, audio, and video advertisements
- “Persuasion Technique Chart (PTC)” handout

Lesson procedure

1. Before the lesson, select a variety of advertisements demonstrating a variety of persuasive techniques, and prepare the Persuasion Technique Chart.
2. Distribute the PTC to the students. Discuss with students the examples on the chart, and ask students to recall examples they have seen or heard.
3. Show students an advertisement, and ask them to identify the persuasive technique(s) used. Have the students enter the advertisement on their chart.
5. Assign students to hunt for advertisements, classify them based on the persuasive technique(s) used, and submit them for class discussion.

Persuasive Technique Chart

| Technique | Definition | Prototype | Examples |
|---|---|--|----------|
| Name calling or innuendo | Creating a negative attitude; hinting or implying; using loaded, emotional, or slanted language | “Don’t buy a gas-guzzling, gigantic SUV — the VW bug is just right for you.” | |
| Glittering generalities or card stacking | Telling only part of the truth; generalizing from a shred of evidence | “He must be the best candidate, since he has had the most experience.” | |
| Bandwagon | Creating a desire to join a large group satisfied with the idea; making one feel left out if not with the crowd | “Thousands of people buy our product, so it must be terrific.” “The lines are out the door for their newest CD. Hurry!” | |
| Testimonial | Using the declaration of a famous person or authoritative expert to give heightened credibility | Nolan Ryan or Arnold Palmer looks into the camera and says, “I use this cream to ease my pain after I work out, so I know it will work for you too.” | |
| Appeal to prestige, snobbery, or plain folks | Using a spokesperson who appeals to the audience — a well-known or appealing person the audience wants to emulate, a person like the audience members with whom they can identify, a person whose lifestyle appeals to the audience | “Maybe it’s Maybelline...” The Ralph Lauren television spots showing beautiful people participating in the life of the rich and famous. | |
| Appeal to emotions | Connecting with emotions, such as loyalty, pity, nostalgia, or fear; love of family, peace, or justice | Hallmark television spots that feature joyous family reunions or “perfect” holiday celebrations. | |

