Chapter 4

Oral Language
On Games...
Scaffolding Games?

- How can games be scaffolded?
  - Specific examples?
  - Can it be done inconspicuously?
Group Activity

- **Scenario**
  - Multi-skilled ESL class (Low – High Intermediate)
  - 6th grade students: Mixed gender & background
  - MS class is studying figurative language
  - MS teacher asked you to help...
    (and provided the excerpt on next slide)

- **Assignment**
  - Design a scaffolded activity that will challenge but not demoralize each of your students...
  - You decide how & how long to work on this...
Sample Reading...

Jane heard the knock and flew to the door. Just as she had hoped, it was Ron, with a smile a mile wide on his face.

“You are as pretty as a picture,” Ron told Jane as he greeted her with a bear hug. “I’m glad I didn’t cash in my chips when I was in that prison they call a hospital. I would never have found out how you had blossomed while I was away from home.

“It sure is great to be back. Even the house smiled at me when I came up the walk. And your smile was like the sun shining on me. I’m sure lucky to have a sister like you waiting around to welcome me back!”
Quotable...

We listen a book a day, talk a book a week, read a book a month, write a book a year.

(Loban, 1980)

So...

What should/does that mean to our teaching? Does/should it change our perspective on “literacy”?
More Quotables...

- “...teachers do from 65 - 95% of the talking in most classrooms.”
- “In natural, day-to-day experience, oral and written language uses are not kept separate and isolated from one another.”
- “...competence in reading and writing is a much later development (than oral skills) and is not universally achieved.”
Interrelations: Written & Oral

Dynamic Interrelationships among oral and written language

- Listening (Receptive)
- Speaking (Productive)
- Reading (Receptive)
- Writing (Productive)
Beginners in Groups

- Student feels involved
  - (not neglected or ostracized)
- Student contributes meaningfully
  - (albeit in small or nonverbal ways)
- Promotes language development
  - Low-risk activity
On Error Correction

- Control natural tendency to correct
  - Minimal correction
  - Most serious/conversation stopping errors
- Model appropriate grammar & vocab
  - Repeat with correct form
  - May be phrased as a question
- Patient listening...
Specific Suggestions

- Literature Study Circle
- Non-verbal clues
- Verbal Strategies
- Group/Pair work

- Arts + Language = Natural Scaffold
Implementation

- Choose two of the Games/Activities on the following slide, then suggest:
  - Literacy goals
  - Appropriate levels
  - Time needed (prep & implementation)
  - Implementation plan for success
Activity Categories

- Songs
- Drama / Dramatizing Poetry
- Show & Tell
- One Looks, One Doesn’t
- Recreation of (Wordless) Books
- Dubbing a TV Show
- Choral Reading
- Riddles & Jokes
SOLOM

- Discuss the Evaluation Guide
  - Page 144
Homework:

- Network...
  - Talk to another teacher this week about reading in their classroom. Find out:
    - What their favorite reading activity is
    - What do they recommend for teaching reading
    - Choose any subject area (not just Lang. Arts)
  - Report to us on what they say...

- Chapter 5: Emergent Literacy