

Lesson Plan

English as a Second Language

Grades K - 5

Tell Me: Building Oral Language Acquisition

Learning Objective and Standards

Learning Objective: Students will build fluency by using sentence stems.

Goal 1, Standard 2 (as defined by TESOL – Teachers of English to Speakers of Other Languages) To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

Progress Indicators

- describe a perfect day
- recount events of interest
- describe a favorite character in a book or a beloved family member or friend
- express enjoyment while playing a game
- talk about a favorite meal
- imitate a classmate's response to a teacher's question or directions
- practice recently learned language by teaching a peer

Organizational Framework

Classroom: Whole group; small group

English Proficiency Level: Beginner-Intermediate

Language of Instruction: English

Materials

White Board/Chalkboard, Index Cards

Lesson Design

As a whole group, the teacher reviews three sentence starters on the board and provides examples from his own point of view. For example: 1) A perfect day is when . . . 2) My favorite meal is . . . 3) A good person knows . . .

(I have found that it is very effective to use a book with which the class is familiar and to do the stems from the perspective of the character in the book. For example: In the Three Little Pigs, if I'm the wolf then I would say: A perfect day is when the pigs invite me to have dinner at their house.)

As students get more comfortable with the stems, they can add more detailed descriptors. (e.g., instead of just saying "dinner," the students can substitute kinds of food the wolf would have at the pigs house: "A perfect day is when the pigs invite me to have rabbit tacos, rice, and chocolate cake at their house.)

Students can break out into groups of two to develop their sentences with corresponding pictures. Encourage student pairs that are heterogeneous. Pair a strong oral language student with a student who needs support. I like to use story paper that is designed with a blank space at the top and writing lines at the bottom. Students draw pictures to match their words.

As an extension, advanced students may identify the different parts of speech in a sentence: noun, verb, adjective, etc.

As a closing activity, pairs of students share their pictures and writing with other pairs until the whole class has shared.

Teacher models correct presentation and listening skills.

Next steps: Post the students work around the classroom. Encourage students to practice using stems orally and during shared reading. As they get comfortable using the stems, they can practice using the stem from the perspective of a character in a book instead of just themselves.

Resources

- TESOL website of standards: http://www.tesol.org/s_tesol/sec_document.asp?CID=113&DID=315
- Ideas for book titles: <http://www.teachersfirst.com/100books.cfm>
- Story Paper Template: http://www.steps4kids.com/writing_templates.html