

# Speaking For Beginners

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# Why?

- Explicit practice needed.
- Is integration enough?
- Where will it come from?

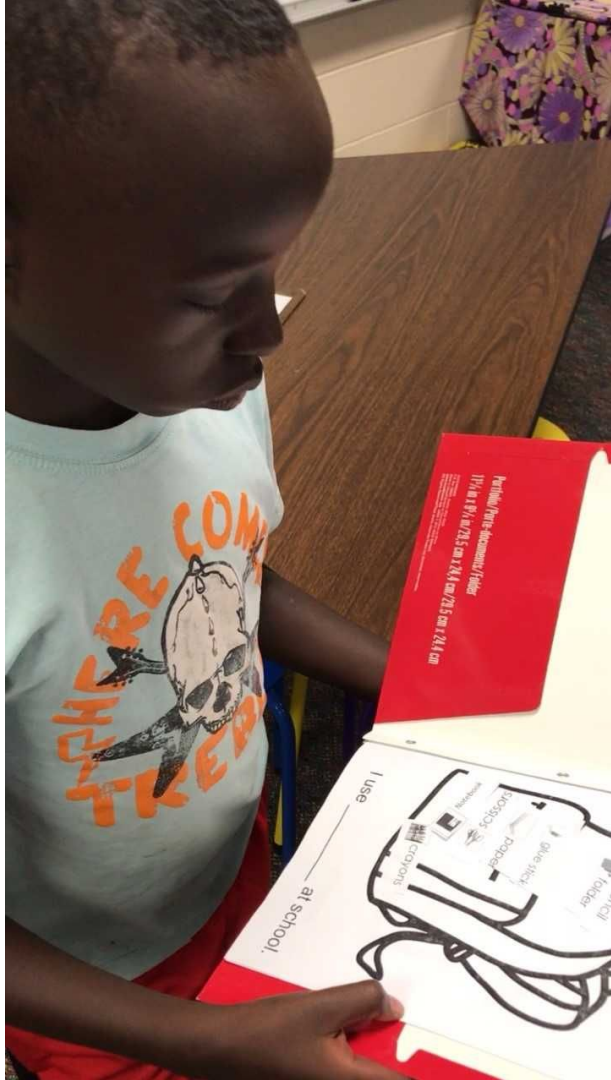
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# Who?

- WIDA levels 1-3
- Lack conversational skills
- Grades 3-5

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# What?

- Treasure Chest Old Curriculum
  - <http://reading.macmillanmh.com/treasurechest/>
  - 5 days on a topic
    - Listening
    - Speaking
    - Writing
    - Reading
-

# Speaking Rubric

- Google Doc
- Once every 9 weeks
- Student Friendly
- WIDA specific

Language Level	Language Complexity	Vocabulary	Language Forms & Conventions	Classroom Observations 3-5 Descriptors
<b>0</b>	I do not respond.	I do not respond.	I do not respond.	I do not respond.
<b>1</b>	I respond with single words, phrases I have learned, and other memorized words and sentences.	I only use words that I see and hear frequently in school or my classes.	I can be understood when I am using memorized words and sentences. When I try to produce my own sentences, it may be harder to understand what I want to say.	-I can express basic needs. -I can name pretaught vocabulary. -I can recite words or phrases from pictures, words, and modeling. -I can answer yes/no questions.
<b>2</b>	I respond with short phrases and short sentences	I use general words that I have learned. I may have trouble finding the right word when trying to communicate new ideas.	I am easy to understand when giving simple answers. I may have problems with no knowing the right word, putting sentences together, or pronouncing words when communicating new ideas.	-I can ask simple everyday question. -I can restate content based facts. -I can describe picture, phrases, objects with phrases or short sentences. -I can share basic social information with peers.
<b>3</b>	I respond with short and long sentences. Some of my sentences are longer and I sometimes include details to make my ideas more clear.	I use general and some specific language related to the topic. I may sometimes have trouble finding the right word.	I am easy to understand most of the time. I may sometimes have problems with sentence structure, pronunciation, or word meaning when giving longer responses.	-I can answer simple content based questions. -I can retell short stories/events. -I can make predictions. -I can offer solutions to social problems. -I can present content information. -I can problem solve.
<b>4</b>	I respond with many different sentence types and length. My thoughts are well organized and fit together well. I provide details to make my ideas clear.	I use specific and some technical language related to the topic. I occasionally have to think about the right word to use.	I am almost always easy to understand. I sometimes make small mistakes with sentence structure, grammar or punctuation, but they don't interfere with my ability to communicate my ideas.	-I can answer opinion questions with details. -I can discuss stories. -I can give content reports. -I can offer solutions to problems. -I can compare/contrast topics.
<b>5</b>	I respond with many different sentence types and lengths, and I can give a longer response. My ideas are organized and my ideas are supported with details.	I use technical vocabulary related to the topic. I know the correct words to communicate my ideas.	I am fluent. I make few errors, and the errors I do make do not interfere with my ability to communicate.	-I can justify opinions with evidence. -I can give content based oral presentations. -I can sequence steps and problem solve. -I can explain experiments in details.

# Activities

## *The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12*

by Linda New Levine, Laura Lukens, and Betty Ansin Smallwood

Developed as part of Project EXCELL  
(EXceptional Collaboration for English Language Learning),  
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### Principle 1. Focus on Academic Language, Literacy, and Vocabulary

#### Primary Strategies:

- 4 to 1
- Anticipation Guides
- Choral Reading
- Closed Sort Tasks
- Cloze Passages
- Cognates
- Collaborative Dialogues
- Content Learning Logs
- Dialogue Journals
- Dictations
- Directed Reading/Thinking(DRTA)
- Graphic Organizers
- Graphic Organizers for Writing
- Guided Reading
- H Charts
- Information Gap
- Inside - Outside Circle
- Jigsaw Reading
- Key Sentence Frames
- Language Experience Approach (LEA)
- Mix and Match
- Model Academic Language
- Open Sort Tasks
- Peer-Assisted Learning Strategies (PALS)
- Paraphrase Passport
- Picture Walk
- Question-Answer Relationships (QAR)
- Reader's Theatre
- Reciprocal Teaching
- Report Frames
- Shared Reading
- Shared Writing
- Story Maps
- Teach the Text Backward
- Teacher Read Aloud
- Text to Graphics and Back Again
- Think-Write-Pair-Share
- Word/Picture Banks

#### Additional Strategies:

- Concept/Idea Maps
- Contextualize Language
- Cornell Notes
- Give One – Get One
- I Have... Who Has...?
- Line Up
- Patterned Oral Language
- Roving Charts
- Self-Assessment Scales for Vocabulary Learning
- Snowball
- Structured Note-Taking
- Stir the Class
- T Charts
- Teacher Talk
- Think-Pair-Share
- Think-Pair-Share Squared
- Ticket to Leave
- Total Physical Response
- Varied Grouping Formats
- Varied Questioning Formats
- Wait Time
- Wait Time Two



# When?

- 10-15 minutes DAILY

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# How?

- Monday: introduce
  - Tuesday: speaking
  - Wednesday: activity
  - Thursday: writing
  - Friday: speaking/listening buddies
-





# Monday

- Intro videos: Wondergrove and Brainpopjr
- Introduce on Smart Board
- Students cut and glue



I am \_\_\_\_\_ at recess.

[Extend Here](#)

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1. I have...



shooting

Who has...



kicking

## Tuesday

- I say, You say
- Introduce activity



1. I have...



shooting

Who has...



kicking

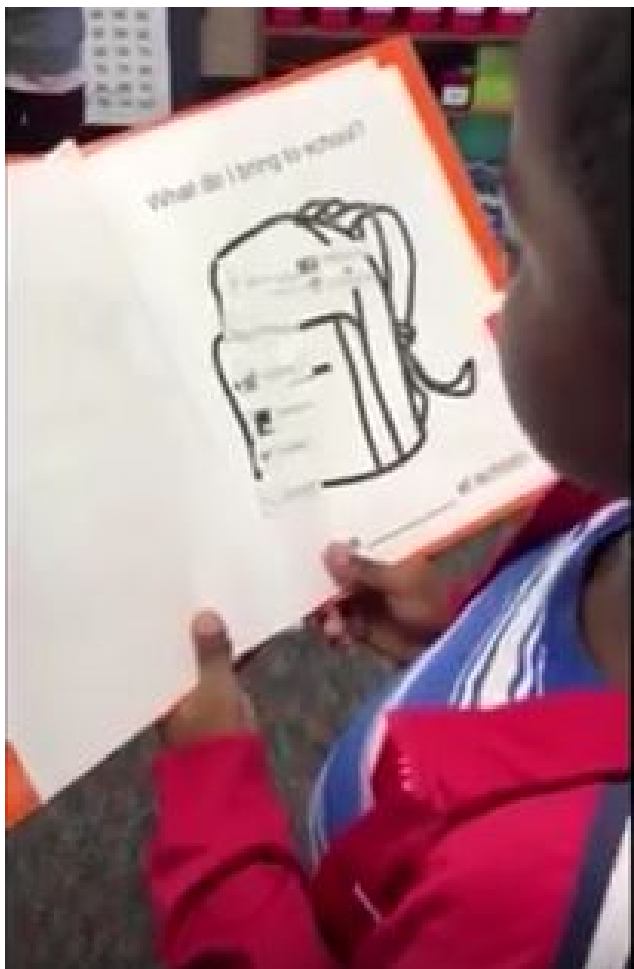
# Wednesday

- We say
- Play activity

I am \_\_\_\_\_ at recess.

# Thursday

- Writing sentences using frame
- Simplify
- Extend



# Friday

- Speaking buddies
- Inside Outside Circle

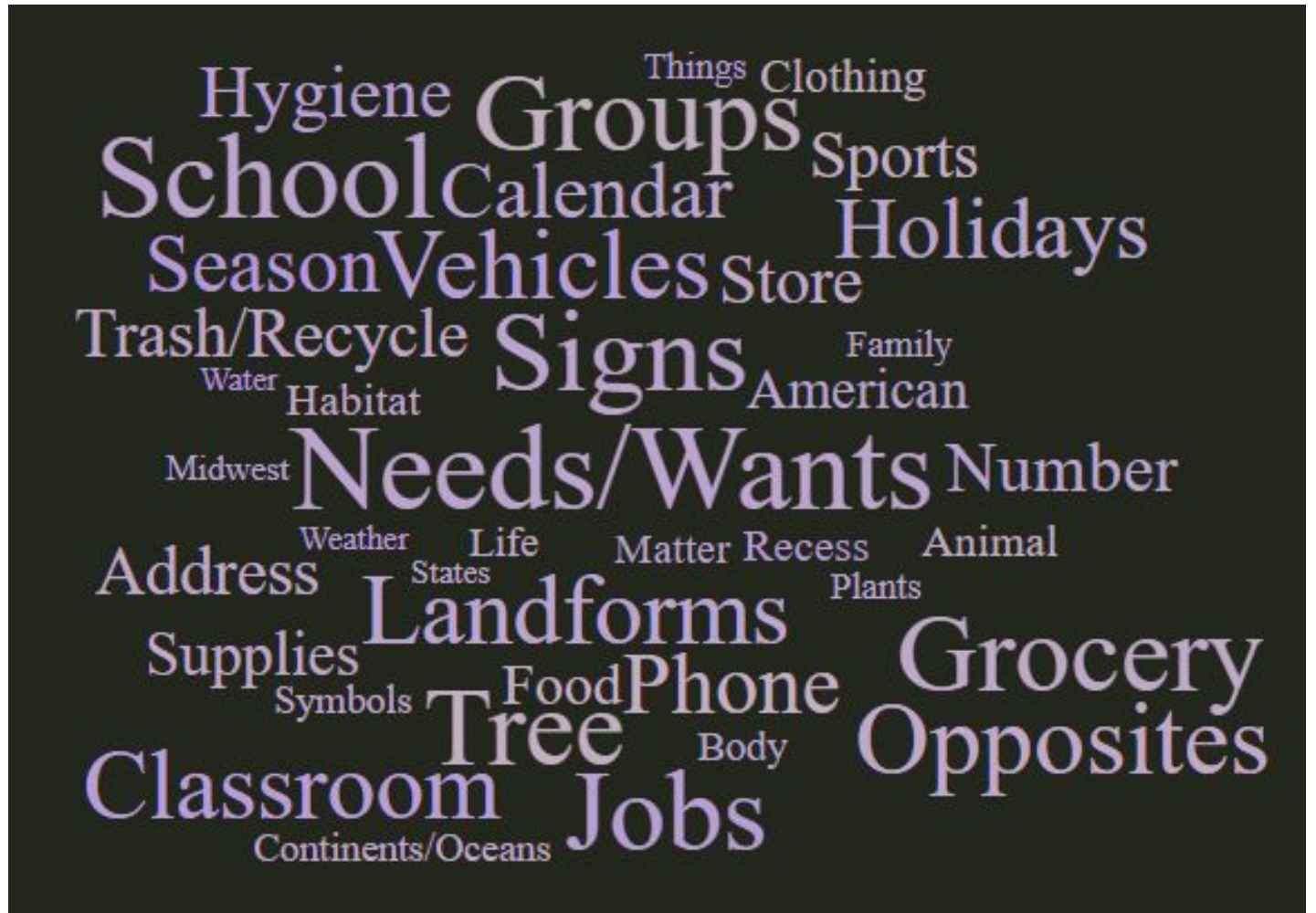
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# Materials

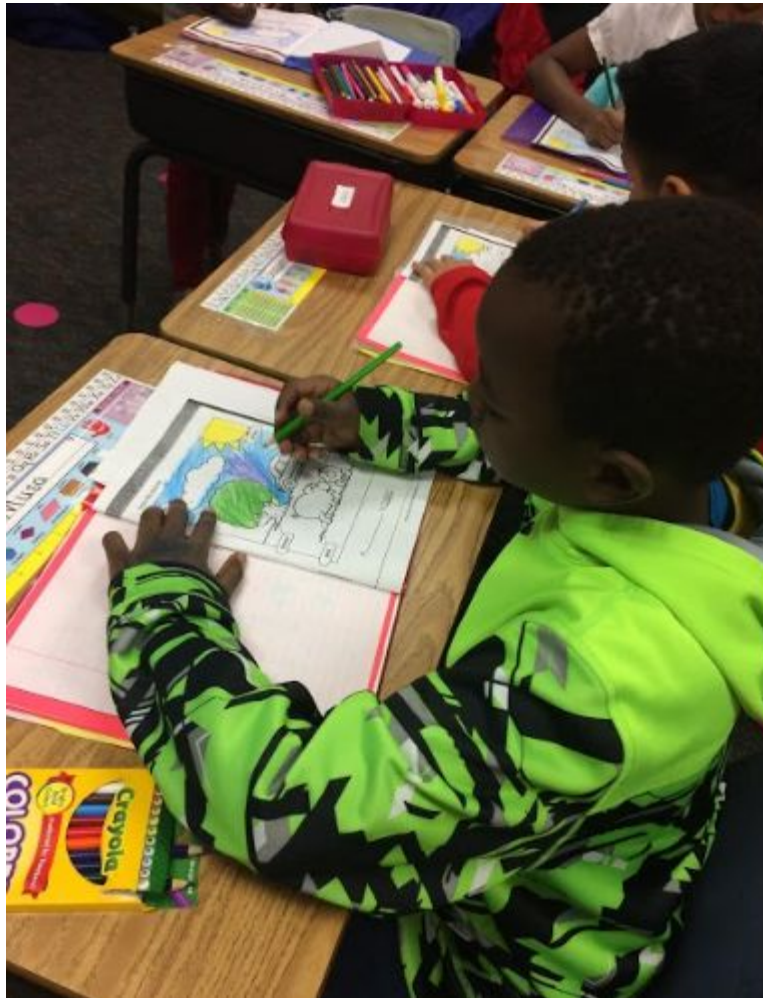
- Student Folders
- Smartboard
- Weekly Printouts
- Teacher Binders



# Topics



Questions?





# Practice Together!

Recess: I have....Who has....



I am \_\_\_\_\_ at recess.

# Practice Together!

Calendar: Month find your abbreviation.  
Put yourselves in order!

Order	Month	Abbreviation
	January	
	February	
	March	
	April	
	May	
	June	
	July	
	August	
	September	
	October	
	November	
	December	

# Practice Together!

Homes: Room sort. Find the room (in 4 corners) your object goes in.

Bathroom



Bedroom



Kitchen



Living Room



television



shower



mirror



bathub



table



pillow



bed



window



sink



cabinet



couch



chair



dresser



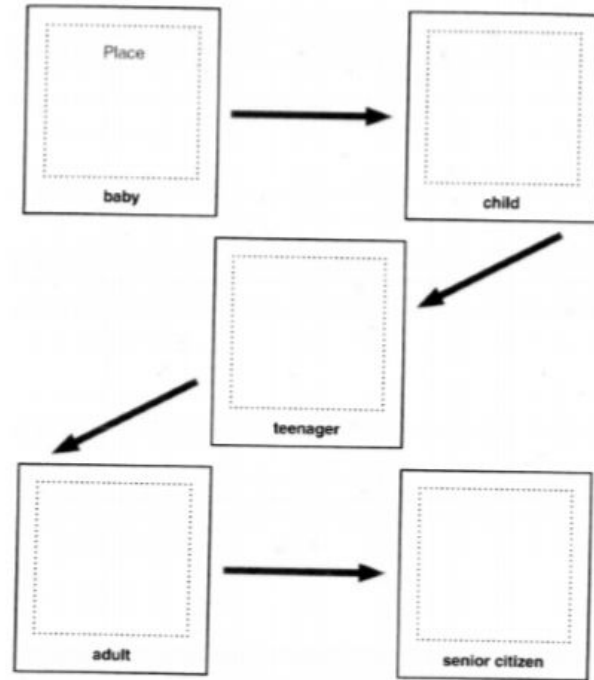
coffee table



toilet

# Practice Together!

Life Cycle: Make a group of 4 that completes the life cycle.



A \_\_\_\_\_ becomes a \_\_\_\_\_.

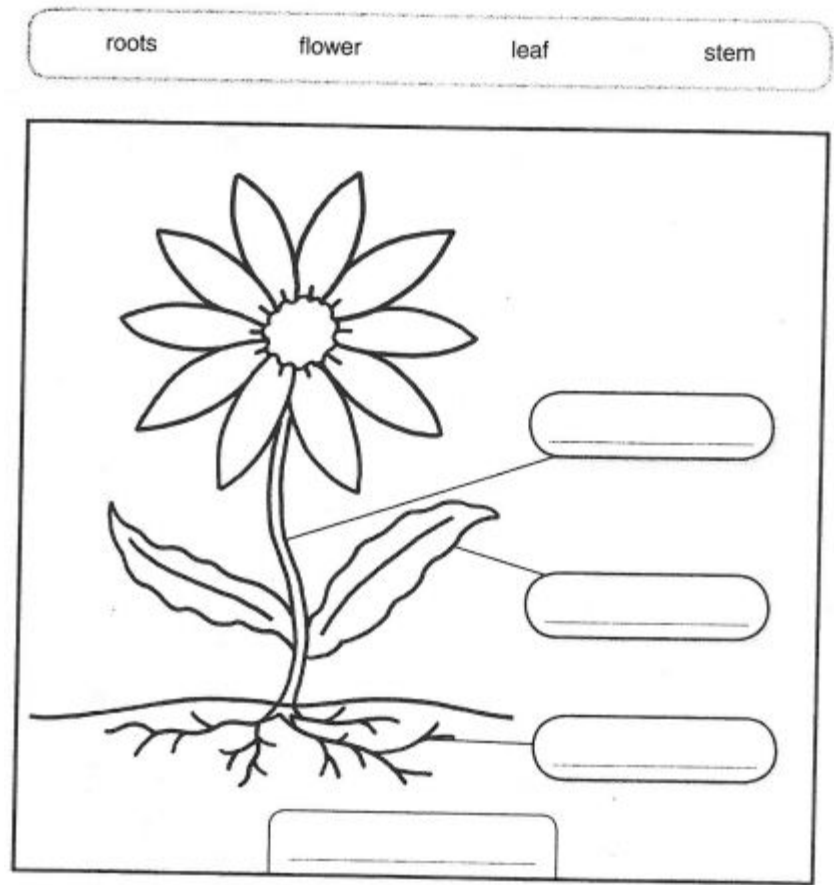
# Practice Together!

Plants: Give one, get one.

Split your paper into 4 boxes.

Draw 1 plant part.

Find 3 people to draw different plant parts.



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62 A plant has \_\_\_\_\_

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