

## Lesson Plans

### Listening

#### Objectives

The student will:

- Demonstrate understanding of major ideas by sequencing events.
- Distinguish vowel sounds of English
- Listen to fluent models of oral reading
- Develop vocabulary by listening

#### Procedures

1. Write these symbols for vowel sounds on the board:

*/ā/ /ē/ /ī/ /ō/ /ū/ /ă/ /ě/ /ĩ/ /ö/ /ů/ /r/ /ou/.*

Say the sounds. Symbols vary, depending on which dictionary is used. Use the sounds and symbols that are found in the student dictionaries in your class.

2. Write the following words on the board:  
*day, be, die, go, blue, cat, get, sit, got, up, bird, out.*

Show students how the words on the board correspond to the vowel sounds above.

3. Write these words on the board, and have students match each word with the correct vowel sound. (They are shown here in the same order as the symbols.) Then have students think of additional words having the same sounds, and write them on the board.

*wait, key, why, own, you, cat, head, fish, not, lunch, squirm, found*

**Note:** The matching activity online will require students to match words having the same vowel sounds.

### Speaking

#### Objectives

The student will:

- Generate criteria to evaluate oral presentations

### Procedures

1. Ask students how they would evaluate an oral presentation.
2. Have students brainstorm a list of criteria. Write all ideas on the board.
3. Working together, narrow the list to the 5-10 most important criteria.
4. Suggested list follows:
  - a. volume
  - b. rate of delivery
  - c. correct pronunciation of words
  - d. holding the attention of the audience
  - e. appropriateness of the selection for the audience
  - f. enunciation / diction (speaking clearly)
  - g. expression
  - h. staying within a time limit, if applicable
  - i. correct grammar
  - j. eye contact
  - k. appropriate posture
  - l. fluency or smoothness of delivery

This list will be used to evaluate student's storytelling assignment in the *Other Activities* section.

### **Writing**

#### Objectives

The student will:

- Capitalize and punctuate quotations correctly
- Use apostrophes correctly in contractions and possessives

#### Procedures

1. Point out the use of apostrophes in the contractions *let's*, *don't* and *I'm*. Remind that the apostrophe stands for a missing letter or letters. Ask students to identify which letters are missing in the contractions above. Point out the irregularity of the contraction for *will not* (*won't*).
2. On the board or overhead, display the following words and have students write the correct contractions: *it is*, *we are*, *you have*, *I will*, *we would*, *we had*. Add others if additional practice is needed. Check student work.

3. Show students the following examples of quotations:
  - a. Fish asked, "Do you want to play?"
  - b. Cat said, " I want you to be my lunch."

Point out placement of capital letters, commas, quotation marks, and end marks.

4. Have students write the following sentences correctly. Then check.
  - a. She said I will put you outside for the rest of the day
  - b. fish asked do you want to be my friend
  - c. cat said stop squirming

Answers:

- a. She said, " I will put you outside for the rest of the day."
- b. Fish asked, "Do you want to be my friend?"
- c. Cat said, "Stop squirming!"

## **Other Activities**

### Objectives

The student will:

- Analyze oral presentations for effects on listeners
- Adapt spoken language to the audience
- Present a dramatic interpretation of a story
- Use appropriate volume, pitch, rate, and tone for the audience and setting

### Procedures

1. Have your students listen to a storyteller. Whether you tell the story yourself or use a recording, make sure the story is appropriate for the listeners.
2. After listening to the story, remind students about the criteria for speaking they developed (in the Speaking Lesson Plan).
3. Have students discuss and evaluate the story, using the criteria previously listed.
4. Take students to the library. Each student will select, read, and prepare a story they will retell to the class. Guide students to make appropriate selections. Simple, familiar folktales will be good choices. Allow several days for students to prepare. Advise students that you will use the criteria the class has already established for evaluating their presentations.