



This bird has big feet and long skinny legs.

Look at the big feet that this chick has to help it walk across the lily pads.

PHOTO 16. LONG-LEGGED BIRD ON LILY PADS

ORAL LANGUAGE: PHOTO (Sessions 1, 2 and 3)

SESSION 1 GENERATING A DISCUSSION

- Display the photo so that it's easily seen by all students. Seat them to facilitate group discussion. Give students time to look carefully at the photo. If they're unfamiliar with the topic, encourage them to use what they know about the world, along with picture clues, to help them come up with ideas about the photo's meaning.

- Have students share their ideas, while making eye-contact with each other. As they listen, encourage them to expand upon each other's ideas. You may stimulate the discussion with open-ended prompts. For example:

Talk to me about what you see. Good, Michael, you see a bird walking on leaves. Sylvie thinks the leaves are floating on water. Who agrees with Sylvie? Share your thoughts with the person next to you.

- It may be helpful to take some brief notes during the discussion to help recall the students' ideas later.

SESSION 2 RECORDING THEIR THOUGHTS

- Explain to students that you're going to write down some of their ideas about the photo. If necessary, refer to your notes of ideas discussed earlier. Help them shape their thoughts if necessary.

We talked a lot about the bird in the photo. Now let's choose some of our ideas to record and read.

- Have students repeat their ideas before you write them down so they're comfortable with what you'll record. Then record as many sentences as you see fit, printing their words in easy-to-read text. For example:

This bird is funny-looking.

I wish I could walk on water like this bird.

I will write down our first idea so we can all read it. Then I will record our second idea to read.

TEACHING FOCUSES

To help students:

- Use illustrations as a precursor to language.
- Understand that what they think, they can say.
- Discuss an unfamiliar topic.
- Listen carefully and sometimes expand upon ideas expressed by others.

ELL SUPPORT

Focus on English-language learners' previous knowledge and vocabulary. Work in themes that give them opportunities to use the learned vocabulary in different contexts again and again.

TEACHER TIP

Grammar should be taught within the context of meaningful text.

TEACHING FOCUSES

To help students:

- Understand that what they say can be recorded and then read.
- Develop a one-to-one match between the spoken and written word.
- Read small chunks of text as a unit of meaning (phrasing).
- Use appropriate language to express abstract thoughts (e.g., I wonder, I think, I wish, I believe).



TEACHER TIP

Students usually have logical reasons for their mistakes. Understanding and validating these are important for them to continue to take risks in learning.

SESSION 3 RETURNING TO THEIR THOUGHTS

- Display the photo along with the student-generated sentences. Read the text in a natural way, inviting students to join in as they feel comfortable. Model reading with intonation and meaning. Use a pointer to demonstrate both one-to-one matching between the written and spoken word, and the chunking of text when applicable.

Now let's read what we wrote about this photo. I want to hear everyone reading the text together. If you don't feel comfortable reading the whole sentence out loud, make sure you're at least following the pointer so you can see the words being read. Join in when we come to small chunks of text in the sentence that you do know. Remember, when reading the words together in small chunks, to try to make your reading sound like talking.

- Have students reflect on the text, sharing their responses based on their own personal experiences. When relevant, praise students for using language such as *I wonder*, *I think*, *I wish*, and *I believe* when expressing their personal thoughts.

Bob, you wish you could walk on leaves across water like this bird. Jake wonders what it would be like to be that bird for a day. Tory, you think magical frogs might live under the leaves. I like how you're all sharing these thoughts.

- Keep the photo and the student-generated sentences on display. Students can return to view the photo and reread the text during the day as time permits.

- ✓ Observe students as they practice their reading, noting whether they are able to (1) understand that what they say can be recorded and then read, (2) develop a one-to-one match between the spoken and written word, (3) read small chunks of text as a unit of meaning, and (4) use appropriate language to express abstract thoughts; eg. I wonder, I think, I wish, I believe. Record your observations on your Reading Focus Sheet to facilitate your future teaching.

ORAL LANGUAGE ~ READING: PHOTO, TEXT CARD (Session 4)

Text Card 1

This bird has big feet and long skinny legs.

Text Card 2

Look at the big feet that this chick has to help it walk across the lily pads.

SESSION 4A GENERATING PREDICTIONS

- Choose the most appropriate text card to match the language level of students in the group.
- Introduce the photo to students before revealing the text. Have them discuss both their responses to the photo and their predictions of what the text might be. Record their thoughts. List their predictions separately.

SESSION 4B READING THE TEXT

- Read the text with students. Use a pointer to help students focus on the print being read. Then use the pointer as you reread the text to move students' eyes quickly across it to encourage fluency. Have students join in when they feel comfortable.
- Have students reread the text themselves as fluently as they can. When they come to challenging words, encourage students to take the time to use any strategies with which they are comfortable to help them decode. Explain that the more familiar they are with all the words, the more fluent their reading will be.

Continue to practice by rereading these sentences until you feel completely comfortable with the text and are reading it fluently.

SESSION 4C INTERPRETING THE MESSAGE

- Have students talk about their interpretations of the author's ideas. Invite them to ask questions as they listen to and reread the text.

Who can share what they think the author wants us to know? Talk to a partner about why you think this. Who would like to share questions they have as they read this sentence? Candy, you want to know what helps the bird walk across the leaves. How does the sentence help us answer this question? Share how you think asking questions helps us read the sentence.

TEACHING FOCUSES

To help students:

- Understand the importance of using the photo to focus thoughts as a preparation for reading.
- Learn how to interpret the ideas of others as they read text.
- Read familiar text in a phrased and fluent manner.
- Understand the importance of asking questions of both oneself and the text while listening to text.

ELL SUPPORT

Exploring sound/symbol relationships in English and comparing this with a student's first language is essential to help an ELL student understand the nature of the English language.

ELL SUPPORT

As a teacher of ELL students, be aware of the “silent period” during which beginning language learners are reluctant to speak. Do not force speech production. Students are adjusting to a new environment and absorbing language normally.

- Discuss some of the predictions the students made. Then reread the text to check those predictions.

Gary, you thought the text would explain why the bird can walk across the leaves without sinking. Cameron, you predicted we would find out where the bird is going. Let’s reread the sentence to see if it tells us these things. Some of the predictions are different. All these predictions are good ideas.

- Point out one or two of the high-frequency words in the text. Have students read them aloud.

These words are important for us to know. We’ll see them over and over in the things we read.

Text Card 1: and, big, has, This

Text Card 2: at, big, has, it, Look, that, the, this, to