

“Jack in the Beanstalk” – Oral Language Program

Monday

<p>Introduction (10 minutes)</p>	<p>Picture chat using specific pictures & label items in the pictures: Teacher tells the children the title of the story. Teacher asks the children to tell her about the pictures e.g. “who would like to tell me about this picture?” If the teacher would like the child to expand on what they’ve said s/he will say “tell me more.”</p>
<p>RAN work (Rapid Automised naming) (3 mins)</p>	<p>Teacher will work through flashcards of items and characters in the story, naming them as they go. Children will repeat them.</p>
<p>Sentence Work (10 minutes)</p>	<p>Children are encouraged to ask questions of their peers regarding who/what they can see in the picture. They will use the question frames “who is this/ what is this?” Students will answer: “this is a...” or Children refer to labeled pictures & complete the sentence.</p>
<p>Read To (15 minutes)</p>	<p>Revise what a good listener does & teacher reads the text to the children. Children imitate the phrases <u>“We must sell the cow. Take her to the market, Jack, and get as much money for her as you can.”</u> <u>“What good are beans?”</u> <u>“Fee Fi Fo Fum!</u> <u>Hen Lay!</u> <u>Harp Strum!</u> <u>Fee Fi Fo Fum!</u> <u>It will do no good to run!</u> <u>I will eat you-</u> <u>Yum Yum!</u></p>
<p>Individual activity (10 minutes)</p>	<p>Students got to their tables and draw a character web. Students may also draw their favourite part of the story.</p>
<p>Share Time (5 minutes)</p>	<p>Children share what the have learnt by answering the question “What have you learnt today?”</p>

Tuesday

<p>Introduction (10 minutes) Ran and Sentence work</p>	<p>Using key pictures from the story, children are encouraged to ask questions of their peers regarding who/what they can see in the picture or what is happening in the picture. They will use the question frames : “who is this?” or “what is this?” or “what’s happening in this picture?” Teacher will work through flashcards of items and characters in the story, naming them as they go. Children will repeat them.</p>
<p>Retelling and Sentence work (10 minutes)</p>	<p>Oral sequencing of story using pictures. Sentence work – retelling the story using the pictures & using the sentence frames. A number of children sequence main pictures from the story and tell the story that is happening in their picture. The first child uses: “In the beginning... “The next children use “After that ...” The last child uses “At the end...”</p>
<p>Synonym Work (10 minutes)</p>	<p>Synonyms – rapid naming of items “What is this? “Asked by the teacher. Can you give me another word that means this? Approx 4 words. House Man Beans</p>
<p>Read To (15 minutes)</p>	<p>Remind children about how to be a good listener. Teacher rereads story-encouraging children to join in.</p>
<p>Group activity (10 minutes)</p>	<p>Children sequence and retell the story in groups using smaller versions of pictures.</p>
<p>Share Time (5 minutes)</p>	<p>Children share what the have learnt by answering the question “What have you learnt today?”</p>

Wednesday

<p>Introduction (10 minutes) Ran and Sentence work</p>	<p>Using key pictures from the story, children are encouraged to ask questions of their peers regarding who/what they can see in the picture or what is happening in the picture. They will use the question frames : “who is this?” or “what is this?” or “what’s happening in this picture?” Teacher will work through flashcards of items and characters in the story, naming them as they go. Children will repeat them.</p>
<p>Retelling and Sentence work (10 minutes)</p>	<p>Oral sequencing of story using pictures. Sentence work – retelling the story using the pictures & using the sentence frames. A number of children sequence main pictures from the story and tell the story that is happening in their picture. The first child uses: “In the beginning... “The next children use “After that ...” The last child uses “At the end...”</p>
<p>Synonym Work (10 minutes)</p>	<p>Synonyms and Sentence work. Rapid naming of synonyms revising previous day’s words. Can you give me another word that means this? Introduction of new words (What is this? Asked by the teacher) Can you give me another word that means this? Approx 4 words. Quickly Trembling Huge</p>
<p>Read To (15 minutes)</p>	<p>Remind children about how to be a good listener Teacher rereads story encouraging children to join.</p>
<p>Group activity (10 minutes)</p>	<p>Children retell the story in groups using puppets/masks. Teacher chooses the make up of the groups</p>
<p>Share Time (5 minutes)</p>	<p>Teacher will choose a group who will act out the story using their puppets.</p>

Thursday

<p>Introduction (10 minutes) Ran and Sentence work</p>	<p>Using key pictures from the story, children are encouraged to ask questions of their peers regarding who/what they can see in the picture or what is happening in the picture. They will use the question frames : “who is this?” or “what is this?” or “what’s happening in this picture?” Teacher will work through flashcards of items and characters in the story, naming them as they go. Children will repeat them.</p>
<p>Retelling and Sentence work (10 minutes)</p>	<p>Oral sequencing of story using pictures. Sentence work – retelling the story using the pictures & using the sentence frames. A number of children sequence main pictures from the story and tell the story that is happening in their picture. The first child uses: “In the beginning... “The next children use “After that ...” The last child uses “At the end...”</p>
<p>Synonym Work (10 minutes)</p>	<p>Synonyms and Sentence work. Rapid naming of synonyms revising previous day’s words. Can you give me another word that means this? Introduction of new words (What is this? Asked by the teacher) Can you give me another word that means this? Approx 4 words.</p>
<p>Read To (15 minutes)</p>	<p>Remind children about how to be a good listener Teacher rereads story encouraging children to join.</p>
<p>Group activity (10 minutes)</p>	<p>Children retell the story in groups using puppets/masks. Teacher chooses the make up of the groups</p>
<p>Share Time (5 minutes)</p>	<p>Children can volunteer for their group to retell the story using puppets.</p>

Friday

<p>Introduction (10 minutes) Ran and Sentence work</p>	<p>Using key pictures from the story, children are encouraged to ask questions of their peers regarding who/what they can see in the picture or what is happening in the picture. They will use the question frames : “who is this?” or “what is this?” or “what’s happening in this picture?” Teacher will work through flashcards of items and characters in the story, naming them as they go. Children will repeat them.</p>
<p>Retelling and Sentence work (10 minutes)</p>	<p>Oral sequencing of story using pictures. Sentence work – retelling the story using the pictures & using the sentence frames. A number of children sequence main pictures from the story and tell the story that is happening in their picture. The first child uses: “In the beginning... “The next children use “After that ...” The last child uses “At the end...”</p>
<p>Synonym Work (10 minutes)</p>	<p>Synonyms and sentence work. Rapid naming of synonyms revising previous day’s words. Can you give me another word that means this? Introduction of new words (What is this? Asked by the teacher) Can you give me another word that means this? Approx 4 words. Teacher asks child to make a sentence using the labeled words in the story. Teacher asks another child to say that sentence in another way.</p>
<p>Read To (15 minutes)</p>	<p>Remind children about how to be a good listener Teacher rereads story encouraging children to join.</p>
<p>Individual activity (10 minutes)</p>	<p>Children will sequence the story in a worksheet format, those who can will write what is happening under each picture, those who can’t will dictate their story to the teacher.</p>
<p>Share Time (5 minutes)</p>	<p>Children share what they have learnt by answering the question “what have you learnt today?”</p>