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Classroom Learning Activities to Support Speaking Skills

Objective: Students practice describing steps in a process using a variety of sequence words and phrases.

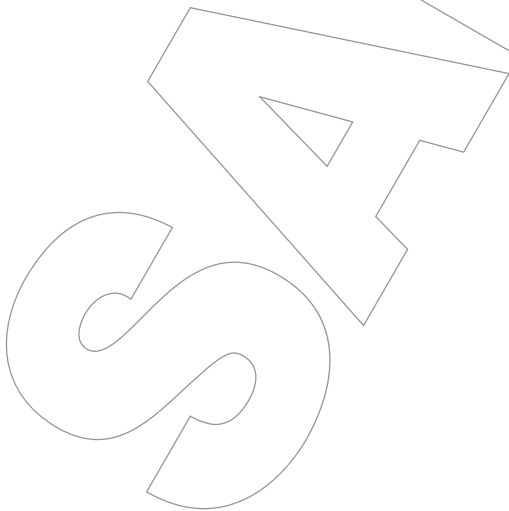
ACTIVITY: Building Sequence Vocabulary

1. Brainstorm with students a list of sequence words including *first, second, third, then, next, finally, after, before, last, when, at last, in the beginning, to start with, afterward, following*.
2. Have students draw a three-column chart with these headings: **Beginning, Middle, and End.**
3. Have students work in small groups or with partners to sort the words from the brainstormed list into the correct columns on the chart. Have teams compare charts and discuss differences.
4. Have groups tell about an event that happened yesterday using the sequence words *first, next, and last*. Have them repeat the story using alternate words or phrases, such as *in the beginning, then, and finally*.
5. Have students form new small groups to relate the steps in a simple process, such as sharpening a pencil. Tell them to be sure to relate the steps using the sequence words *first, next, and last*.
6. Have one or two students make a poster of the three-column chart. Display the poster where all of the students can refer to it.

Objective: Students will speak English to respond to questions and statements.

ACTIVITY: Interviews

1. Have students work in small groups to brainstorm a list of people they might like to interview. The people could be famous, or they might be people the students know somewhat but would like to learn more about, such as the school principal. Point out that questions that can be answered with a simple *yes* or *no* response will not reveal much information.
2. Assign partners. Have students practice their interview questions and practice responding to an interview. The interviewee may assume an imagined role. Make sure each student plays the roles of both interviewer and interviewee.



SPEAKING: Sentence Completion

Say: (Hold up your book so that the student can see it. Point to the words above the picture. Gesture to the student to point to the words in his or her book, too.) **Look at the words above the picture. Read them silently as they are read out loud. Then** (point to the picture and gesture to the student to do the same) **look at the picture and finish the sentence. Use the picture to help you choose your words.**

Say: (Hold both hands together in front of you. As you read the sentence starter aloud, spread your hands about 12 inches apart.) **The boy said...** (Move one hand slightly farther apart and look expectantly at the students.)

Instructional Note: Begin this section by using hand gestures to support student understanding of the directions and to indicate to students that the sentence should be completed. Repeat the sentence starter if needed. If they still do not know what to do, write the sentence starter on the board and point to it as you read the directions. These supports will be faded by the third practice item, and eliminated entirely by the fourth item in the sentence completion section.

1. The boy said...



Extension Activity

1. Brainstorm with students a variety of events that might occur on a Saturday morning at home, such as cleaning the house, writing a shopping list, washing the car, raking leaves, working in the garden.
2. Have students illustrate several situations giving specific details about what is happening.
3. Assign pairs to write the very beginning of a story related to each of their pictures. Tell students to stop the story before completing the first sentence. Explain that this kind of prompt is called a "Story Starter."
4. Have students trade pictures and story starters. Have the students tell a story about what is happening in the picture, using the story starter.
5. Place the "Story Starters" in a folder in your class library. Encourage pairs of students to go through the file, finishing some of the stories.