

Strategy: Oral Interaction

DESCRIPTION

Oral Interaction is a strategy in which the students engage in interchanges using a given model of question and answer pairs. The routines in concept books with patterned questions are ideal for this strategy.

STEPS

1. Model the asking of the question about the book in a way that teaches the correct intonation and speed. Have students repeat it after you. Next, model the response. Have students repeat it with you.
2. Divide the class into pairs and label them student A and student B. Have the student As ask the question with you. Have student Bs respond with you.
3. Gradually release so that pairs of students can ask and answer without you.
4. Finally, make a list of objects to substitute a word in the question or answer. For example, “Where is the ladybug?” substitute ‘book’ so students learn to ask “Where is the book?”
5. When the questions ask for new information, for example, ‘What is your favorite animal?’ It is a communicative activity known as information gap.

BOOKS

Alakija, P. (2007). *Catch that Goat!* Barefoot.

- All grades. ELL Stage: advanced beginner. AD270L

Allum, M. (2005). *How Many Peas in a Pod?* Little Hare.

- All grades. ELL Stage: advanced beginner

Ayres, K. & Westcott, N. D. (2008) *Up, Down and Around*. Candlewick.

- All grades. ELL Stage: early beginner. AD290L

Bauer, M. D. (2014). *Why do Kittens Purr?* Simon & Schuster Books for Young Readers.

- Elementary grades. ELL Stage: advanced beginner

Berger, M. (2008). *Butterflies and Caterpillars (scholastic true or false)*. Scholastic.

- All grades. ELL Stage: advanced beginner. 570L

Blackstone, S. (2003) *Where's the Cat?* Barefoot Books.

- Early elementary grades. ELL Stage: early beginner
- Board book

Carle, E. (1999). *From Head to Toe*. HarperFestival.

- Early elementary grades. ELL Stage: early beginner. 210L

Crozon, A. (2000). *I have Wheels, What am I? (bilingual in a host of languages)* Milet.

- All grades. ELL Stage: advanced beginner

Crozon, A. (2004) *Who Am I? Sports!* Publisher Editions du Seuil.

- All grades. ELL Stage: advanced beginner

Crozon, A. & Lanchais, A. (2004) *What Am I? Music!* Publisher Editions du Seuil.

- Elementary grades. ELL Stage: advanced beginner

Davis, K. (2001) *Who Hops?* Red Wagon Books.

- Early elementary grades. ELL stage: early beginner. 320L

Davis, K. (2002). *Who hoots?* Red Wagon Books.

- Early elementary grades. ELL Stage: early beginner

Fox, M. (2013). *Yoo-hoo, Ladybug!* Beach Lane Books.

- Early elementary grades. ELL Stage: intermediate beginner. 170L

Fox, M., & Horacek, J.(2004) *Where is the Green Sheep? Donde esta la Oveja Verde?* HMH Books for Young Readers.

- Early elementary grades. ELL Stage: intermediate beginner. 380L

Gibbs, E. (2014). *I spy in the sky*. Candlewick.

- Elementary grades. ELL Stage: early beginner

Giganti, P., & Crews, D. (2005). *How Many Blue Birds Flew Away?* Greenwillow.

- Elementary grades. ELL Stage: advanced beginner

Gray, R (2015) *Have You Heard the Nesting Bird?* HMH.

- Upper grades. ELL Stage: advanced beginner. AD430L

Jenkins, S., & Page, R. (2003). *What Do You Do with a Tail Like This?* Houghton Mifflin.

- All grades. ELL Stage: multilevel text. 510L

Kim, S. (2010). *How Does a Seed Grow? A book with foldout pages*. Little Simon.

- Early elementary grades. ELL Stage: advanced beginner. AD520L

Leslie, A. (2000). *Do Crocodiles Moo? (a lift-the-flap book)*. Chronicle.

- Elementary grades. ELL Stage: intermediate beginner

Limentani, A. (2016). *How Much Does a Ladybug Weigh?* Boxer books.

- All grades. ELL Stage: early beginner

Reiser, L. (2001). *My Cat Tuna*. Greenwillow.

- All grades. ELL Stage: intermediate beginner

Rylant, C. (2017). *We Love You, Rosie!* Beach Lane Books; Simon and Schuster.

- Early elementary grades. ELL Stage: intermediate beginner. AD210L

Stewart, M., & Jenkins, S. (2017). *Can an aardvark bark?* Beach Lane Books, Simon and Schuster.

- All grades. ELL Stage: multilevel text

Walsh, M. (1997). *Do Pigs Have Stripes?* Lawrence, KS: Mammoth/Egmont.

- Elementary grades. ELL Stage: intermediate beginner

Walsh, M. (2002). *Do Donkeys Dance?* Houghton Mifflin Harcourt.

- Elementary grades. ELL Stage: intermediate beginner. AD210L

LESSON PLAN

ANCHOR BOOK

Fox, M. (2013). *Yoo-hoo, lady bug!* Beach Lane Books.

OBJECTIVES

SWBAT

1. Ask and respond to questions about locations based on the book's text and pictures (**Where** are you ladybug? There you are...)
2. Ask and answer a **yes/no** question about them. (Is this a car? Yes or no. Is this a box? Is this a house?)
3. Answer **yes/no** questions about whether two words rhyme. (e.g. tree-bee, fox-box, giraffe-bath, stairs-bears house-mouse) (e.g. bug – bee, box – bath, mouse – bears)

INTRODUCE THE ENGLISH

1. Demonstrate the question "Where are you ladybug?" and the answers in the text and in the pictures "I am on the floor." "I am in a chair." Use a paper ladybug to demonstrate on the table, on the floor, in a chair...
2. Review the pictures in the book and have students point to the pictures of the answers.

INTERACTIVELY READ THE TEXT

- Read the book and have students chime in with “Where are you ladybug?” “There you are.”
- Reread the questions and answers in the text drawing attention to the “?” and the intonation of the question and that of the answer.
- Split the class into two groups. Have one side of the class ask the question with you. Have the other side of the class answer with you.
- Select 4 verbs from the text. Together decide on a different gesture to illustrate each of the 4 meanings of the sentences with these verbs. Ask and have them gesture “What is hide? What is tucked? stuck? zoom around?.

PRACTICE

1. Write all the words and the punctuation of the question each on a card. You can also write it in a sentence strip and then cut the words to separate them. “Where are you ladybug?” “There you are.”

Where	are	you	ladybug	?
There	you	are	.	

2. Give each student a card for the question. Have them get in line according to question order in the front of the class. Have the rest of the class read it.
3. Now have them get into a line according to the response. Have the rest of the class read it.

Alternately, students with more vocabulary make cards for the prepositional phrases of locations, such as in the bath, on the stairs, outside the house...

Where	are	you	ladybug	?
There	you	are	on the stairs	.

ACTIVITY

Write the rhyming pairs on the board. First demonstrate the activity with the whole class as you act the part of partner A and they are partner B.

1. Divide students into partners, A or B.
2. Have A ask student B a question. What rhymes with house?

3. Switch roles: Have student B ask student A the question. What rhymes with box?
4. Give each student two pieces of paper.
5. Have them draw a picture of something that rhymes with one of the key words in the book on one paper. Have students take turns showing their partner their picture and ask their partner, "What is this? What rhymes with it?".

ASSESSMENT

- Make a checklist with 5-10 numbers on the left column.
- Ask students a set of questions and have them identify the rhyming object in answer to the question:
 - What rhymes with house?
 - What rhymes with box?
 - What rhymes with bath?
- Alternatively, give students a sheet of paper with 5 pictures of objects. Have the students put the number under the picture of which you say the name.
 - Where is a house? Put a number 1 under it.
 - Where is a fox? Put a number 2 under it...