

# ORAL LANGUAGE/VOCABULARY INSTRUCTION

**Learning Objective:** Students will use illustrations and photos as a precursor to learning. They will understand that what they think, they can say. What they say, can be heard and written. What is written, can be read.

# PART ONE: INTRODUCE A PHOTO



Ask students to think about the language they will use to visually describe what they see.

# TEACHER STARTS A CONVERSATION...

Look what's happening here. Talk to me about what you see.  
(discussion starts) "Yes it looks like a nice day outside.  
I see a lake in the background and a path with a red bench  
for people to sit on to take a break or enjoy looking at  
nature.

What are some other things you see?

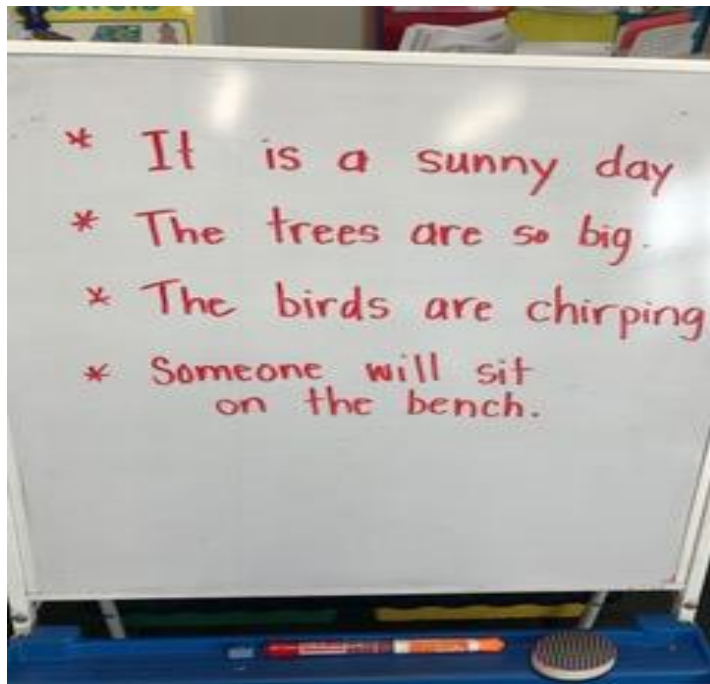
What are some sounds you might hear?

Do you smell anything?

## PART TWO: RECORD THEIR THOUGHTS AND IDEAS

- Teacher reads the words while writing them down
- After all thoughts are recorded, teacher reads them aloud
- Students read, then reread
- Keep the pace quick and natural
- Encourage tracking to match voice with print

# TEACHER READS... STUDENTS REREAD



# CHOOSE A MINI LESSON

Using their written words, decide on a mini lesson.

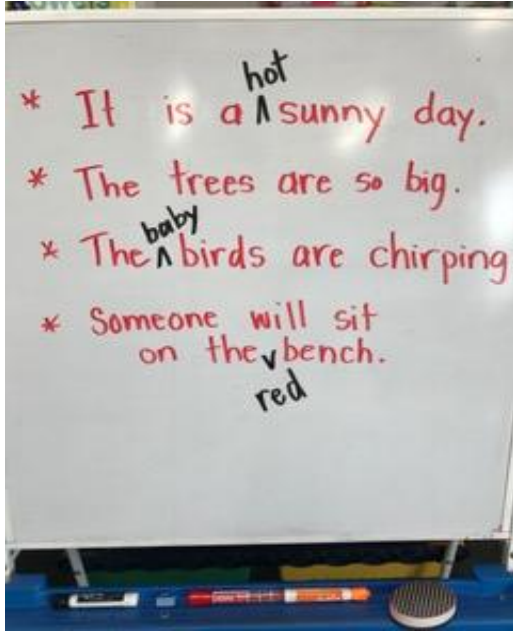
For example, adding adjectives.

Then go to your first sentence... and together discuss how an adjective could be added.

Try to add an adjective to each sentence.

Teacher reads aloud first.

# STUDENTS REREAD WITH THE ADDITIONAL ADJECTIVES



# MAKE OBSERVATIONS FOR FURTHER LEARNING

- Are they participating in the conversation about the picture? Do they understand what they are looking at?
- Could they one to one match the voice with the print?
- Could they add to the discussion after you asked the guiding questions?
- Were they reciting from memorization or were they really reading?
- Choose some easy sight words to read or spell for anyone who may be struggling with the other new words.
- Choose a mini lesson to match the needs.