



Language Growth

Phonological Awareness and Language Activities (Grades 3 to 8)

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Simple Sentence Repeating

Lesson 6

Timed Activity (One Minute)

The instructor makes sure everyone is comfortable and ready to begin work. The instructor should use an exaggerated expression to model proper intonation, especially on the questions and exclamations.

Instructor: *I am going to say a sentence. Then, I want you to repeat the sentence to me exactly as I have said it to you. Let's try one for practice. What is that silly monkey doing with that coconut?*

The class repeats with the same intonation. When everyone understands the requirements of the lesson, it is time for the lesson. If there is confusion or misunderstanding, simply have another practice sentence.

Now, we're ready to begin.

1. The horse is running very fast.
2. A golden eagle screeched at the hunter.
3. The elephant was dancing.
4. I saw a ninja.
5. We had banana pudding instead of cake.
6. My friends jumped into the pool.
7. We are going to the beach for a week!
8. Why are so many clowns marching down the street?
9. That four-year old girl did a flip off the high dive.
10. The dragon blew fire at the lions.

Developing Expressive Language

Activity 6

Oral Expression Activity (Untimed)

Instructions: This activity and the following questions are designed to stimulate the student's brain while building language skills and depth of knowledge. The first sentence is the sentence from the previous lesson.

You have many options when choosing which **(bolded)** questions to pursue with your student or class. If no interest is shown in a particular question, move on.

1. The horse is running very fast. **Which animals can run faster than a horse? Can you run faster than a horse? Which is faster, a horse or a car?**
2. A golden eagle screeched at the hunter. **Name some really big birds. What are some other things that fly?**
3. The elephant was dancing. **What is the silliest dream you ever had? What is the silliest thing you have ever seen?**
4. I saw a ninja. (The instructor may show a picture of a ninja.) **What is a ninja? How do they dress?**
5. We had banana pudding instead of cake. **What is your favorite dessert? Where is the best place to get it?**
6. My friends jumped into the pool. **What is so fun about jumping into a pool? Where is the closest swimming pool to your house?**
7. We are going to the beach for a week! **What are some of the things you like to do in summer?**
8. Why are so many clowns marching down the street? **Where are some of the places you can find clowns? Some people find clowns creepy, why do you think that is? Draw a picture of a clown.**
9. That four-year old girl did a flip off the high dive. **Do you like swimming? Which animal do you think is the best swimmer in the world? Name some animals that you think cannot swim.**
10. The dragon blew fire at the lions. **What would happen if a dragon came to our playground/neighborhood? Would it be nice or mean? Why?**

Building Vocabulary

Lesson 6

Scavengers

Instructor: *A scavenger eats meat leftovers wherever they find them. Many can be seen eating roadkill. (Roadkill is when animals have been hit by vehicles and then left on the road for dead.) Scavengers can be land, sea or air creatures.*

I want you to think of scavenger and then raise your hand to give its name and something you know about that animal. It can be its color, what the scavenger looks like, where you can find them, their size and anything else about it that you can think of.

- *Name as many scavenger animals that you can think of.*
- *Why do many people find scavengers disgusting?*
- *Scavengers have a very important place in nature. What is it?*
- *Are there dangerous scavengers? Name some if you can.*
- *Why do some carnivorous animals become scavengers?*
- *What would a human being have to do to be called a “scavenger?”*

Developing Expressive Language

Singing

My Bonnie Lies Over the Ocean

(Traditional British Folk Song)

My Bonnie lies over the ocean,
My Bonnie lies over the sea.
My Bonnie lies over the ocean
Please, bring back my Bonnie to me.

(Chorus)

Bring back, bring back
Oh, bring back my Bonnie to me, to me.
Bring back, bring back
Oh, bring back my Bonnie to me.

Note: The teacher can add verses. This song can include different members of the class, family, school and so forth. This affords the instructor another way to get creative, or to incorporate this song into the activities and lessons of the day.

The song can be performed with physical activities.

Section IV

Phonemic Awareness

Beginning Sounds

Lesson 33

Timed Activity (One Minute)

Instructor: *Listen as I say a word. I want you to tell me the beginning sound of the word. Just tell me the beginning sound, not the whole word.*

Let's try an example: Tell me the beginning sound of 'coat'. Then the instructor calls on a student whose hand is raised and asks for the beginning sound of 'coat'. The student says 'k'. The instructor says, right, the beginning sound of coat is 'k'.

Here's another: Tell me the beginning sound of 'master'. Then the instructor calls on a student whose hand is raised and asks for the beginning sound of 'master'. The student says 'm'. The instructor says, right, the beginning sound of master is 'm'. Remember to praise the correct response.

Okay, let's give it a try. What is the beginning sound of (list of words below)?

<u>Word</u>	<u>Beginning Sound</u>
1. finger	f
2. dinosaur	d
3. bite	b
4. go	g
5. pink	p
6. pimple	p
7. monster	m
8. jet	j
9. teacher	t
10. road	r
11. book	b
12. zoo	Z
13. vessel	v
14. hurricane	h
15. Cyclops	s

Developing Expressive Language

Activity 33

Oral Expression Activity

Instructions: This activity and the following questions are designed to stimulate the student's brain while building language skills and depth of knowledge. You have many options when choosing which questions to pursue with your student or class. Since it is untimed, it is up to instructor discretion how far to pursue a given conversation. If no interest is shown in a particular question, or if it is too difficult conceptually, move on to another.

- *What are some jobs that people go to work to do?*
- *What are some jobs that can only be done during the day?*
- *What are some jobs that can only be done at night?*
- *When do you get up in the morning? How do you wake up?*
- *If you were in a hurry, what would you have for breakfast?*
- *Describe your kitchen.*
- *Name some musical instruments that involve the musician blowing.*
- *Name some musical instruments that involve percussion or hitting something.*
- *Name some musical instruments that have strings.*
- *Listen to or watch someone playing the banjo. Name some string instruments.*

Developing Expressive Language

Singing

I've Been Working on the Railroad

(American Folk Song)

I've been working on the railroad
All the live-long day.
I've been working on the railroad
Just to pass the time away.

Can't you hear the whistle blowing?
Rise up so early in the morn.
Can't you hear the captain shouting?
"Dinah, blow your horn!"

Dinah, won't you blow?
Dinah, won't you blow?
Dinah, won't you blow your horn?

Dinah, won't you blow?
Dinah, won't you blow?
Dinah, won't you blow your horn?

Someone's in the kitchen with Dinah
Someone's in the kitchen I know
Someone's in the kitchen with Dinah
Strummin' on the old banjo!

And singin' fee, fie, fiddly-i-o
Fee, fie, fiddly-i-o-o-o-o
Fee, fie, fiddly-i-o
Strummin' on the old banjo.

Strummin' on the old banjo!