1. Chapter 6 of Farris focuses on the language art of speaking. Speaking is important to the development of the other language arts. Success in reading and writing depends on oral language skills. Children need to develop expressive and oral language skills from kindergarten throughout their school career. Speaking occurs in four types of settings: formal (speeches and lectures), informal (casual and relaxed), ceremonial (weddings and graduations), and intimate (setting where people know each other very well). Students are most comfortable with the informal setting so conversations and discussions are best. Good conversational skills are important to speaking. One must have good interpersonal skills and be sensitive to personal reflections. A good conversationalist listens to and perceives another's input, composes an accompanying oral presentation, and adjusts to the emotional climate of the conversation. There are different ways to how we speak. They are intonation (stress, pitch), stress (emphasis to sounds, words, and phrases), pitch (tone of voice rises and falls), and juncture (a pause between sounds, words, or phrases). Children enjoy language play, choral speaking, and reader’s theatre while they are developing their oral language skills. Storytelling is important in practicing conversational skills. The story telling process is as follows: select a story, analyze the story’s characters and plots, experiment with intonation and gesture, tell the story through scenes, tell the story in rehearsal before the presentation, and present to a live audience. The use of puppets, flip charts, felt boards and roll stories are activities that can be paired with storytelling. Discussions are part of speaking. Teachers often need to be the guide of discussions up until third or fourth grade. After groups of students brainstorm topics, they are ready for panel discussions and debates. Drama is important to speech in that it enhances a child’s tone of voice and expression. The three types of drama are: pantomime (nonverbal communication), improvisation (adding dialogue to their drama skills), and formal drama (read written or recite memorized dialogue).

2. “Children must feel free to take risks.” (pg233) I liked this quote because I think that we have to encourage our students to feel safe in expressing themselves. They can become better students by feeling free to participate.

3. I learned what roll stories are from this chapter. I have never heard of this activity but it seems like a good way to incorporate a visual activity into storytelling.

4. I liked doing the viewing activity today in class. I have done this in another class a long time ago but instead of looking at objects and writing a list we listened to a list of words and wrote down what we remembered. This is a good activity to do for viewing and listening.

5. I was relieved after we talked about our final project today. I was nervous after reading the rubric yesterday that I would not be able to get everything done but now I that I know what we have to do, it does not sound that bad.

Comments

1. Excellent summary, I really like how you included the story telling process because it is so important.

2. I agree with this quote as well and I feel that this class is also allowing me to take risks, especially in my writing.

3. I never heard of them either and it was very helpful to see the example Dr. Walker brought into class.

4. I liked the activity as well. It made me realize I need to pay closer attention to detail next time.

5. I agree. It was a big relief to go over it as a class and figure have all of our questions and concerns addressed.

Friday, 06/20/2008 9:12 PM by Melissa

1. You promote a great deal of worthy activities to enhance a student's speaking skills. "A good
1. Chapter six deals with the importance of speaking. As teachers, we must encourage children to express themselves through words because reading and writing success are very much dependent on speaking as are the other language arts as well. There are also four classifications of speaking including formal in which speeches should be prepared in advance and presented in a serious tone, informal speaking deals with relaxed conversation, ceremonial setting involve events of cultural importance such as those of a religious or legal nature and intimate speech deals with people who know each other very well. The stress, pitch, and juncture of spoken language is referred to as intonation. Intonation can bring words to life and allows the speaker to convey meaning to the listener. There are also several activities teachers can use in order to bring speaking into the classroom. These include choral reading with books, poems or songs, reader's theater, puppets, felt, flannel or margent boards and flip charts, to name a few. Children should also be exposed to drama as a well to orally express themselves. This can be done through plays, pantomine, or improvisation. Involving special needs and ELL students in quality language experience is crucial. They need to be involved with and have experiences with speaking in order to learn the structure and function of the English language.

2. "Drama and reader's theater provide outlets for such children, (special needs students) which in turn provide a boost to their self-esteem" (p 258). I really like this quote because during such activities one is able to slip into a role, become someone else, and this may be a character completely opposite of that child. This helps a child step outside themselves and really be able to express themselves at the same time. They are also able to included with a group to complete a goal such as a play and this also helps them feel accepted and successful at the same time.

3. I really liked the Kim's game from class today and can see how this could be used in the classroom to help students become more aware of specific details. I know myself that I was very general in my answers but if I were ever to do it again, I would know to pay closer attention to detail.

4. I can also see how effective a book discussion could be in a classroom. It's a great way to get the students involved in in-depth conversation with others sharing different thoughts and ideas on a piece of literature. I like how the teacher guides the children through the activity and doesn't simply just run it.

5. I love how Farris includes ideas and strategies on how to incorporate the language arts with special needs and ELL learners at the end of every chapter. I am not a special education major and I am concerned with inclusion and not being able to provide those students with strategies that they need to succeed. This book is definately going to help because it provides excellent ideas and examples for these students.

2. Very true.

3. I also enjoyed this game. I have done this before but as a listening activity. The teacher read a list and we had to write down what we remembered.

4. I think students can learn a lot from book discussions.

5. I also like that special education strategies are listed at the end of the chapters. I think this is one text book I will be able to refer back to often.

Sunday, 06/15/2008 5:03 PM by Christine

1. A fine summary, I like how you present various ways to bring speaking into the learning, "...several activities teachers can use in order to bring speaking into the classroom. These include choral reading with books, poems or songs, reader's theater, puppets, felt, flannel or margent boards and flip charts."

2. Yes, slipping into the role of a different character is a fun and worthy learning experience that drama encourages.

3. I am pleased that you felt this learning activity was worthwhile as it develops details in a visual manner. Hopefully this attention to detail will transfer to the students' writings.

4. I have found students love to discuss the stories and books that they read. Many times they wanted the discussions to go longer than I had allocated time!

5. Farris is a fine all-around resource with special attention paid to ESE and ELL students. Be sure to use her fine strategies.

Monday, 06/23/2008 9:41 AM by DAVID

1. Chapter six focuses on speaking and the oral expression of thoughts. The chapter begins with the importance of oral language. It states that because oral language skills contribute to thinking, reading, writing, and listening, teacher's need to guide children's refinement of oral material presented. Language settings are classified into four types including formal, informal, ceremonial, and intimate. In a formal setting, oral presentations...
should be prepared in advance and presented in a serious tone compared to informal which is more relaxed without preparation. Ceremonial settings include events of cultural importance compared to that of an intimate setting where people know each other very well. An important part of speaking include having good conversational skills which means having good oral language skills and the ability to think clearly and quickly along with the use of interperssonal skills. The next part of the chapter discusses intonation which includes the stress, pitch, and juncture of spoken language as stated by Farris. Oral interpretation of poetry and prose is the way [poetry and prose] are spoken or read aloud. Examples of oral interpretation include language play, fluency, children's literature, reading, and choral speaking through the use of songs. Reader's theater is another important type of oral interpretation in which the students portray the literary characters throughout the book. Storytelling, another type of oral interpretation, is a process of six steps. These steps are (1.) becoming familiar with the story and determining its appropriateness for the intended audience, (2.) analyzing the characters and plot, (3.) using oral interpretations and gestures in the story's presentations, (4.) noting the story's sequence of events and creating an established introduction and conclusion, (5.) rehearsing the story without an audience, and (6.) presenting the story to a live audience. Other forms of oral interpretation include puppets, felt or magnetic boards, roll stories, flip charts, and using objects from the stories. Speaking may also be used and practiced in the classroom through brainstorming and debates through the use of small group discussions as stated in the text. In a classroom, speaking may also be used through the use of dramatic play including pantomime, improvisation, and formal drama.

2. "Children must feel free to take risks." (page 233)

-I think this quote is important because going along with this chapter sometimes children feel talking in class isn't was is supposed to be done. Communicating in class is something that will help with their development overall. Teachers should make children aware that it is good to communicate. I think it is important that teachers take a few minutes out each day for the students to converse with one another which will also cause less interruption later in class because they are getting out what they need to say.

3. This chapter is really informative because it touches on the various ways speaking can be incorporated in the classroom. I think it is unfortunate that many of us do not encounter ways of speaking until a speech class is actually taken which is usually in college. It is important as teachers that we help to shape a child's speaking in as many ways as possible. In turn, this will make them better speakers overall not only as children but as adults as well.

4. I really enjoyed the Kim's game today! It was great and I actually felt as though I was in competition with myself trying to recall everything! It is a great way to have the students become involved and use recall and memory skills while having fun!

5. I'm really glad we discussed the unit presentation today. I feel much better and
completely relieved going into the project. It’s also relieving knowing that the activities are just that, not lesson plans. All the questions asked in class were a big help to cover exactly what was expected for the unit!

Comments

1. Great summary. You hit on a lot of important topics. I really like the activities the chapter talked about containing the magnetic boards and the roll stories. What an awesome way to get the children excited instead of just talking about what was read.

2. I totally agree. I've seen teachers who demand absolute silence in the classroom and then they wonder why the children are so bad. Given only the chance to talk at recess or lunch, children have lots to say, always. Yes, it should be established in the classroom that there are appropriate times to talk, and the teacher make the environment as comfortable as possible. I know when I was younger, talking in the classroom was my least favorite. What if the kids make fun of me? What if I say something dumb? What if? I think all kids go through that but when the environment is comfortable, children are more eager to talk.

3. That's so true. I was still shy to talk in class until I took my public speaking class. After that, I knew I could talk anywhere in front of anyone. Just no large crowds please...they still frighten me.

4. Yes, it was fun and quite entertaining. I try to close my eyes when doing things like that so I can visually see them in my mind in case I can't remember what they were by simply saying it. Still tough though.

5. OH YES! See I think when most of us see UNIT- we think lesson plan. It kind of is the same thing, but when it was said that there wasn't a "lesson" much relief came over me. And not having to make the activities is a bonus. Granted we will have to make them someday if we plan on using them, but if we had to make them all now, that might get a little pricey depending on what the activity is.

Thursday, 06/12/2008 10:30 AM by Ashley

1. Your summary is clear and complete. I like the focus you decided upon when you added these words, "...because oral language skills contribute to thinking, reading, writing, and listening, teacher's need to guide children's refinement of oral material presented. Yes, we all need to help the students develop their oral language skills to the best of their abilities.

2. I agree with both of you, teachers must explain to students the importance of speaking and encourage students to converse and make presentations. This is indeed good learning.

3. Let's all develop our speaking skills and converse with one another. I am glad that BU requires a public speaking or the interpersonal relationship class; both are super learning experiences.

4. Learning can be tough and it teaches students perseverance. Kim's Game is a fun and productive way of teaching the viewing language art.
5. I see no reason to have you develop lesson plans for imaginary students or actual activities. However, creating ideas that will be able to be matched to grade-levels when you are actually teaching seems to make more sense. Remember, the work you do should ultimately be for your instructional purposes.

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**Post on June 11 2008** ([permalink](#))

**Created on Wednesday, 06/11/2008 10:49 PM by** Kylie

1. Farris, in chapter 6 covers speaking; the oral expression of thoughts. Speaking is an important language art because it helps develops other language arts such as thinking, reading, writing, and listening. First, Farris discusses language settings and basically speaking is classified into four different types of settings or environments. These settings are formal, informal, ceremonial, and intimate. Formal settings are such things as oral presentations, political speeches, and lectures. Also, in formal settings the speech is usually prepared in advanced and presented in a serious tone of voice. Informal settings do require preparation because they are more casual and relaxed. An example of an informal setting would be daily conversation between two people or multiple people. Ceremonial settings would be such things as legal or religious events which would include baptisms, weddings, court trials, and graduations. Lastly, an intimate setting which people know each other very well and understand the other person’s body language and behavior. An example of an intimate setting would be two close friends talking, classmates, and or teammates. Farris also talks about conversational skills that students may or may not have when entering your room. Examples of rules would be such as the exchange of conversation, clear and concise manner and careful selection of word or sentence choice. An intonation is the stress, pitch, and juncture of spoken language. Farris gives resources that can be used in a classroom such as reader’s theater and storytelling. There is a storytelling process that includes six complete stages. The first stage starts off with the selection of the story, the second stage is the analysis of the story’s characters and plot, the third stage is the experimentation with intonation and gestures to depict the story, the fourth stage is telling the story through scenes, the fifth stage is the telling of the story in rehearsal before the actual presentation to a live audience, and the sixth stage is presentation to a live audience. Farris also talks about the use of drama, media technology, and creative dramatics in a classroom. Farris ends chapter six with accommodations for special needs and ELL students so they are also able and have the opportunity to experience the language art of speaking.

2. “…through drama, the story is imagined. The student becomes engaged with it, may struggle with unfamiliar concepts or with her own reaction to it, and will ultimately shape it with her own particular interpretation” (p. 250-251). I really like this quote because there are times in a classroom where someone maybe uncomfortable and feel awkward but it is just our nature. Its natural and “ok” to feel unfamiliar because in the end we will all figure it out, understand it, and shape the new knowledge with our prior or past knowledge.

3. Today, in Dr. Walker’s class we talked about a behavioral management strategy that is called Project Achieve. There are steps that students should take when dealing with a situation. It looks as if this implementation would be great for a younger class with students who tattle on their classmates. These way teachers don’t have to always be the one to deal with every issue between students in the classroom. Also, I see a negative aspect about this because students may feel less compelled to even want to come to a teacher and also it pulls the teacher away from the students and he or she can’t always observe the behaviors in the classroom. My concern would be liability issues because it is the teacher’s responsibility to keep the students safe and you never know what can happen because if that first offense physically harms a child you can be in shaky ground with your Principal and school board.
4. Kim’s game is a game incorporating the language arts of visual representation and viewing. I really liked the game because it is not geared toward a specific age group and it helps the students practice those skills without it being worksheets and drill. This is a tool that I will be adding to my list for my classroom.

5. I am really glad that we went over our final literature unit today. I know we will discuss it more tomorrow but there were so many questions that really helped me understand what I needed to do. I think this is going to be fun and time consuming at the same time. This is defiantly a different route than a final and this doesn’t happen in any classes that I have ever taken so I guess I will see, after this is all over, whether I would rather study for a final or do a literature unit like this.

Comments

1. Your summary is fine and I esp. liked the attention you gave to the storytelling and its six stages. I have copied the words here, "storytelling process that includes six complete stages. The first stage starts off with the selection of the story, the second stage is the analysis of the story’s characters and plot, the third stage is the experimentation with intonation and gestures to depict the story, the fourth stage is telling the story through scenes, the fifth stage is the telling of the story in rehearsal before the actual presentation to a live audience, and the sixth stage is presentation to a live audience."

2. It's natural to be uncomfortable as we learn new knowledge and teachers need to be aware of this so we can share it with students. We want them to grow and through these changes there may be discomfort and it is only natural.

3. I agree with the negative side and remind you to only use techniques that you feel are best for your students and align with your school system's rules and regulations. Project Achieve was used system-wide in the last community that I taught in. Always use your best judgment and you will be a fine teacher.

4. Fun and learning combined together - Kim's Game melds both together nicely and builds the viewing language arts skills.

5. I hope that you prefer a usable set of documents rather than a large, overblown exam. I have chosen to conduct this type of project because I think it meets the needs of my students the best. I would enjoy hearing your comments after the course is over or even written in my evaluation commentary.

Post on June 11 2008 (permalink)
Created on Wednesday, 06/11/2008 10:00 PM by Jennifer
1.) Listening is when the listener tries to connect previously gained knowledge to what the aural message that is being received. The listener then classifies, organizes, sequences, evaluates, challenges, and accepts or rejects the aural message. Listening is the most important language art for younger students but teachers for all grades should encourage both higher and lower listening skills. There are four levels to listening. Marginal listening is when the listener is awake of the absence or presence of a background sound. Appreciative listening is the physical act of enjoying what you are listening to, such as enjoying music on the radio. Attentive listening is when the goal is to understand and comprehend a message. Critical listening is when the listener comprehends and then evaluates the message. There are two methods that teachers can use to help their children develop listening abilities: directed listening activity (DLA) and the directed listening-thinking activity (DL-TA). Preliminary, listening, and follow-up are part of DLA. The purpose is established before the activity begins. Students then recall and share their previous knowledge with the group before the listening task. After the task, a follow-up measure adds closure to the activity such as a group discussion. The DL-TA stimulates higher-level thinking skills and divergent thinking. As the teacher is reading a story, they stop at pivotal points and the students review the story so far and make predictions on what will happen.

2.) “In the five-finger retelling each finger is used as a prompt to tell about a particular story element” (pg 287). I think that this is a good way for younger students to not only practice counting, but also lets them physically see that there are five elements to a story.

3.) I thought that the viewing activity that we did today is a good way to get students interested in a topic. I plan on using that in my Unit.

4.) I really wish Dr. Walker would have explained the unit earlier then today's class. There is a lot of work involved and I do not feel we have enough time to but our best effort into completing this assignment. I know he says we have two weeks but presentations start a week from Monday. That gives use 11 days to complete the unit. I know many of us have other courses we are taking as well as work.

5.) The character building program I think is a great way to get students to think about their choices and how they will effect others. I know that many schools have implemented such programs with great success and it is something that not many professors touch upon.

Comments

1. I thought your summary was super and liked the focus on the most neglected of the language arts, listening. Your words are ones to remember, “Listening is when the listener tries to connect previously gained knowledge to what the aural message that is being received. The listener then classifies, organizes, sequences, evaluates, challenges, and accepts or rejects the aural message. Listening is the most important language art for younger students but teachers for all grades should encourage both higher and lower listening skills.”

2. Yes, the five finger method is a super visual cue for remembering the parts of a complete story.

3. Super, use everything and anything that you have learned in this course to create activities that will motivate and instruct your future students.

4. I know that you all are capable of completing the assignment and producing work that we both will be proud of and all can learn from.
5. Character education is on the rise as many school systems seek to have some kind of program in place to meet these specialized needs. *Project Achieve* is just one such program.

Ashley Post on June 11 2008 ([permalink](https://bloomu-summer.sytec.pashe.edu/webapps/lobj-journal-bb_bloo/blog/2008Summer62...))

1. Chapter 6 is a continuation of oral language and focuses on speaking. When we speak, we can share what we know, what we've learned and how we feel. The development of language needs to be monitored from kindergarten through elementary grades and beyond. Speaking is classified in four different ways.

- **Formal setting** - consisting of speeches, lectures, etc. all of which are prepared in advance.
- **Informal setting** - doesn't require the advanced preparation and this type of setting is more casual and relaxed in conversation.
- **Ceremonial settings** are like weddings and court trials.
- **Intimate settings** consist of people who know one another very well. With this setting, individuals pronounce words and sighs that help convey certain meanings.

In language there is intonation which includes stress, pitch and juncture. Stress is the emphasis given to sounds, words, or phrases when someone speaks. Pitch is the melodic effect of the tone of voice and how something is said and juncture is the pause between sounds, words, or phrases. For example, when there is a comma in a sentence, we pause. This is also called juncture. In oral language, poetry, choral reading, Reader's Theater, and storytelling are all excellent ways for students to work on proper speaking. With children, puppets are an excellent thing to use. These are a great way for children to develop self-confidence. This allows a child to tell a story to the class or a group of people without feeling the pressure as if they were just talking in front of the class. Through all types of activities, plays, poetry reading, etc., these are all great ways to get your children talking. With the children talking and with children listening, the children as a whole are learning so much. Drama can be used to get the children to play other roles other than their own person. There are three types of drama. They include, *pantomime* - nonverbal behavior to communicate; gestures, *improvisation* - adding own dialogue to the act. No memorization is needed here- more or less spur of the moment, and lastly *formal drama* - scripts are read by the students just like the narrator. Another activity to help students with their language would be to videotape or tape record students putting on their plays, puppet shows, etc. After this is done, the children can watch them and actually hear how they talk.

2. "... speaking is important to the development of listening because good speakers actually tend to be good listeners; they are genuinely interested in what others say" (pg, 228).

Ever listen to someone talk as if they never had any formal education at all? Your focus on what the person is actually saying doesn't stick around for long. It is important for children to learn the proper way to speak. Speaking is our main means of communication other than writing. We speak to get our point across, to express feeling and emotion, or for some, to just talk :) It's important that we speak in a manor that is appropriate. Teaching the children the process of developing oral language is very important.

3. I'm so glad we went over the literature unit today. What a huge relief it is that now that the activities don't have to be made, at least for right now. I'm sure a lot of people are relieved to know that the work load isn't nearly as large as what we were all origianlly thinking. Honestly, I'm still looking forward to creating this assignment.

4. The activity we did today was excellent. This is great to do with kids to express to them the importance of details. If they focus on what they saw and then they have to repeat what they saw, I think the children then would be more prone to focusing even more on regular information given in everyday lessons.

5. I also liked the biography we read today. Never have I heard of this person but after the reading I found her to be extremely interesting and would love to read more about her. It's amazing to think that times were so different back then and women really weren't allowed to do anything. Good for her to have her voice heard, even if she had to use a pen name.

1.) Great summary
2.) Very good points. As educators it is our job to help refine speaking and listening skills that children learn at home.

3.) My feelings are completely opposite of yours on the unit. I wish we had more time to complete it personally.

4.) I agree. I wrote something similar.

5.) I was amazed by her too. She is someone that I wish we would ahve learned more about in school.

1. Great summary, everything that is essential to the chapter you included.

2. I completely agree with your view and the quote. It's unfortunate that some children and even adults need improvement with communication.

3. I was very relieved by going over the unit too! Whew! It is much better knowing they only having to be activities, not lesson plans!

4. I loved the activity we did today and hope to use it someday in my own classroom! It is a great way to use focus and memorization.

5. I never heard of either until today. The biography was really well written and interesting.

1. Your summary is wonderful and complete. I thought the quote, "...to help students with their language would be to videotape or tape record students putting on their plays, puppet shows, etc. After this is done, the children can watch them and actually hear how they talk." is very important to help students to develop their voices, fluency, inflection, etc.

2. I try hard to, "...speak in a manor that is appropriate." We all need work on being the best instructors that we can possibly be.

3. I appreciate everyone's comments and the honesty that is coming from both sides - it's worthwhile - it's a lot of work. My answer is yes it is both. Work through it and make the unit the best and most usable unit it can become for your future usage and for the betterment of your future students.

4. Kim's Game rules! Use it periodically for best results and try to vary the items so they are common, personal, unique, etc.
5. Thank you for your kind comments. I am pleased to have introduced you to a famous American. I hope that you will do the same for your future students. This could be a good addition to a literature unit! Pick someone unique that you think that your students won’t know and should know.

Samantha (permalink)
Created on Wednesday, 06/11/2008 9:28 PM by Samantha

1. Chapter 6 is Speaking: The Oral Expression of Thoughts. Oral language allows for the sharing of thoughts and ideas with others. Children need to be free to discuss their knowledge, thoughts, and feelings with each other. Speaking is important for the development of the other language arts as well. Speaking is typically classified according to four types of settings: formal, informal, ceremonial, and intimate. A good conversationalist must have oral language skills and an ability to think clearly and quickly. Intonation includes the stress, pitch, and juncture of spoken language. Oral interpretation us the way in which poetry and prose are spoken or read aloud. Language play and reading fluency go hand in hand. Choral speaking and reading are enjoyable activities for children. Reader's theater allows for student portrayal of individual literacy characters through oral interpretation. Storytelling has received renewed interest in recent years, both in the classroom and in society. The storytelling process consists of six sequential stages. Puppets, felt, flannel and magnetic boards, flip charts, roll stories and using objects from the stories can all have a great influence on storytelling. Brainstorming, panel discussions, and debates should all take place in small group activities. Drama is a natural extension of creative play in which all youngsters engage at an early age. Drama is usually limited to three major types: pantomine, improvisation, and formal drama.

2. “The storytelling process consists of six sequential stages” (p.239). I chose this quote because I had no idea how many steps were involved. When I always thought of storytelling I just thought of reading a story, then talking about the content of what occurred. I would never have guessed there were six steps! But after reading the chapter it all makes sense now.

3. Today we played Kim's game. I have played it before but never knew it as Kim's game. I dislike playing that game because I usually do not do well in it, but today I was surprised at how many objects I was able to remember. I know children will have a blast trying to remember everything.

4. We went over project achieve today. I did not agree with the whole idea. If one of my students gets punched, I want them to come to me and tell me, not just walk away. If it is a little fight or argument then I would tell them to just walk away but when it gets physical I want them to come straight to me.

5. We went over the children's literature assignment. I'm not going to lie, I am very overwhelmed. It seems like a lot of work and I have another class and work on the weekends. I am glad we went over the rubric because that did make the assignment much clearer. Hopefully I manage my time correctly and get it finished on time.

Comments

1. good solid overview of the chapter- main points are present and well thoughtout.

2. Its funny how it is a continuous learning process for everyone including teachers.

3. I think that visual learners had a little bit of an advantage and but I think that is something that you can definatly improve on and this game will help those skills.

4. I think that the concept is good but there are exceptions when it wouldn't be the best idea to implement in a
5. I agree- although it is in lieu of a final- I don't know if I would rather study for a final or do this work??? A question for thought.

Wednesday, 06/11/2008 9:49 PM by Kylie

1. Ah yes, we must share our ideas and what better way than to encourage and expect students to converse. I like your quote, "Oral language allows for the sharing of thoughts and ideas with others."

2. I esp. liked Kylie's response to your selected quote and fine analysis, we all must see the learning process as continuous. Let's be sure to share this pithy thought with our students.

3. Let's place challenges in front of our students that forces them to think and to learn how to deal with being uncomfortable in a positive way that leads to improved learning.

4. Safety first, however, we must teach students how to problem solve and take care of themselves. When we are not there, outside of school, they must have strategies that can and do work for them. Remember, no one should teach you how to teach, you should decide for yourself what is best for your students.

5. The final would be simpler and a whole lot quicker. My teaching is based upon what I believe is best for my students. You will not regret creating a worthy lit. unit that you will use for many years to come. As Larry the Cable Guy emphatically states, "Get er Done!"

Saturday, 06/14/2008 2:09 PM by David

1. Chapter 6 is about speaking orally and the importance of how much it shapes our everyday lives. Speaking directly affects listening, writing, reading, and thinking. Discussion and collaboration is necessary for this. Settings include formal for speeches and serious tones, informal for casual settings, ceremonial for cultural happenings, and intimate for people we know well. For conversation, a person must anticipate, put ideas together and it is recommended that you contribute to but do not dominate it. Intonation refers to pitch and what we stress when we speak. Juncture is the pause we incorporate between words. Reader's theatre storytelling, and choral reading was stressed again. There are specific steps prepared in an outline for storytelling to follow if you need that reminds them to become familiar with the reading, analyze the plot and characters, use gestures, and rehearse the story without an audience. Puppets, felt and magnetic boards, flip charts, and roll stories are effective as well. The process of brainstorming ideas together, small group activities, and debates are good ideas for children to get involved with. There are different types of drama that children should go through the process of enhancing language and interaction among other skills like improvisation, pantomiming (use of movements only), formal drama, and videotaping. The chapter once again ends addressing special needs and ELL. Examples for them are use of repetition like in "Can I, can I catch the wind" and Let's Go on a Bear Hunt.

2. "Children need to be free to discuss their knowledge, thoughts, and feelings with each other, for they have so much to share" (p.227).

I like this quote because it encourages young people to not be shy with their feelings and be at ease in discussion. They do have so much to share and their perspective on the world as children is something everyone could use because their world is not as tainted and they see and experience everything for the first time and having them talk about it is healthy and good for shaping their outlook throughout their lives.
3. I really liked the idea of having the children write down something about a peer that they did a good deed and at the end of a month use these to come up with a good citizenship prize. Even if they do not get a prize which I am not sure I would do yet, I love the activity because it promotes a positive atmosphere. In an ideal classroom I would want to get it where they do this without an incentive.

4. I enjoyed reading in the beginning of the chapter how the students pretended they were different insects. This use of drama is good for understanding and imagination and getting them moving throughout the day is good to expell pent up energy from sitting!

5. Once again, I am glad we went over the upcoming assignment of the unit plan. I am at ease with the criteria we have to meet and even though it seems like a bit of work, I understand we are doing this, like everything else in this class, ultimately, for us.

Comments

1. Your summary is fine and I like how many of the lessons embedded in it connect with the Collins' approach and lessons we have covered in class.

2. I think your analysis of the quote is brilliant. I esp. like your words, "...having them (children) talk about it is healthy and good for shaping their outlook throughout their lives." Let's encourage all of our students to converse and to develop their voices.

3. Yes, let's have the students catch their fellow classmates doing good deeds and being respectful, nurturing, kind, and friendly. The Good Friend Awards always were a big hit with my students. I also liked having students learn to praise good deeds rather than this act only being a teacher-driven aspect to life.

4. Anything to help student dispell energy and focus on learning is a good thing. drama can be of assistance, so can dance, aerobics, movement, etc.

5. Yes, you listen and comprehend extremely well. All of the learning in my courses is for my students and ultimately for their future students. I am pleased that you feel more at ease with this large assigment that many of my past students have told me was one of the most meaningful assignments they have created while at BU!

Lisa (permalink)
Created on Wednesday, 06/11/2008 5:26 PM by Lisa

1. Like the previous chapter this chapter also starts off by talking the importance of oral language. In order to be a successful reading and writer, good oral skills are very important. Teachers need to use more vocabulary and language-rich classrooms. Speaking can be put into four types of settings: formal, informal, ceremonial, and intimate. Stress, pitch, and juncture are how intonation can be described. Intonation can change the meaning of a word or bring excitement to a story. Oral communication skills can be useful to a student that has a learning disability or is a struggling reader because it is usually a group activity and takes the stress away from the individual. Some activities to help improve oral skills are language play, choral speaking, and readers’ theater. Storytelling involves six steps; selecting the story, analysis, introduction, telling the story through scenes, rehearsal, and presentation. There are several different ways to tell a story. Some include puppets, flip charts, and
using objects from a store. Oral language can also be improved through drama. There are three main types of drama; pantomime, improvisation, and formal drama.

2. “Children enter kindergarten with knowledge gained from their own first hand experiences and from vicarious learning experiences as they are read to by others.” (227) Children come into kindergarten on different levels. They all have different experiences prior to school. This makes it hard to reach all the students with just one book or activity. The teacher will have to do several activities to reach all of the students.

3. I felt like a lot of the information was repeated from in class and other chapters. It is always good to hear the information twice to help reinforce it.

4. I really liked the bingo games yesterday. It is a good idea to make learning fun for the kids. It will keep them interested.

5. I hope that we talk about our children’s literature unit in class. I have questions about it and would like to get started on it soon.

Comments

1. Nice, concise well-written summary.

2. I agree. Also, some students have pre-K under their belt while others may not.

3. I also agree. It helps learn the material faster.

4. I also had a lot of fun playing them. It allows the students to have fun and also learn.

5. We did talk about the literature unit and I feel a little better but still very overwhelmed!

1. Although a brief summary, you still retain the essence of the chapter very well. I agree with the words, "Teachers need to use more vocabulary and language-rich classrooms." Yes, we must model advanced words so students want to know what we're are talking about and desire to improve their own vocabulary skills.

2. Yes, every child enters school on varying levels of concepts and lessons learned. We must be vigilant in meeting every student's individual needs both in deficits and in advancements.

3. A very mature insight - instructors who are most effective know to repeat salient ideas more than one time to assure mastery has occurred within his/her students.
4. Motivation is a key ingredient in learning. We must be aware of boredom and thwart it as it rears its ugly head and drags students into apathy. Just be sure that your fun activities have merit and lead to productive learning. There is no time or place in the classrooms of the 21C for cutesy, fun-filled activities that do not produce learning.

5. Follow the rubric and the guidelines established in the syllabus and not only will you meet my assessment expectations but better yet you will produce a unit that will be worthy to use in your future teaching career.

Saturday, 06/14/2008 1:51 PM by DAVID

larissa (permalink)
Created on Wednesday, 06/11/2008 9:44 AM by Larissa

1. Chapter 6 discusses the language art speaking and begins with an introduction emphasizing the importance of a language rich classroom because research has shown that oral language and particularly speaking is important in the development of the remaining language arts. Speaking is further defined as taking place in four types of setting; formal (oral presentations that are prepared in advance and presented seriously), informal (engaged in conversation in a casual relaxed tone), ceremonial (events of cultural significance), and finally intimate (the people speaking know each other). Farris promotes that in order to promote speaking in the classroom employing wait time and also calling on every student is important. After briefly outlining conversational skills, Farris defines the various attributes of oral language. Intonation is an umbrella term that includes stress, pitch, and juncture of spoken language and this skill is developed by age two. Stress refers to the emphasis placed on sounds, words, or phrases during speech; pitch refers to the melodic rise and fall of a speakers tone of voice; and juncture deals with pauses between sounds and phrases when speaking. The remainder of the chaper is concerned with oral language in the classroom and oral interpretation is the first activity, this is the way that poetry or prose is spoken or read aloud which promotes engagement and creativity. Choral speaking and reading is best used with nursery rhymes, picture books and also good poetry all are enjoyable activities promoting speaking in children. Farris suggests ways of also using songs as a way to share subject matter in a fun nad memorable way. Readers theatre and storytelling are both outlined and described thorougly. While readers theatre has students portray literary characters orally through reading of a provided script; storytelling has six specific steps. First, the storyteller must become familiar wit hthe story; second, analyze the characters and plot; third, develop oral interpretations nad gestures; fourth, determine the sequence in the story and develop and introduction and conclusion; fifth, rehearsal; and finally sixth, presentation of the story to an audience. When using storytelling with children as the presenters puppets are an effective tool for developing self-confidence; felt, flannel, and magnetic boards also help children with sequencing a story as they speak; flip charts can be used to illustrate the story as it is being told; roll stories are a three-dimensional pictoral representation of a story; even using objects directly from the story can be incorporated. Another classroom activity incorporating speech is through small group activities which is broken down into various discussion methods. Brainstorming has group members all contribute ideas to a topic or problem. Panel discussions are formal discussions where each student in the group is given a subtopic to be responsible for during presentation, likewise, debates are formal presentations but every group member is responsible for understanding the topic during presentation. Creative play in young children is under the drama topic and has been proben to promote a myriad of skills among young children. Drama when used in schools is divided into three types: pantomime (nonverbal behavior), improvisation (simple situations involving dialogue), and formal drama (memorization of a script). Farris includes a section on media, technology, and videotaping student performances and the benefits of each as self-assessment tools. Finally, the chapter concludes by expressing how oral language and the promotion of this language art is especially important for ELL's and special needs students because activities of this nature in the classroom will promote language development in these children but also creativity, motivation, and self-confidence.

2. "...A teacher must plan motivating activities whereby children will discuss their thoughts, feelings, and beliefs, and are allowed to do so in an environment of trust and acceptance" (p. 232). This quote leaped out to
me because it seemed to summarize the importance of speaking as a language art. Also, because in any of my classes (even today as a college student) if I have to make a presentation or speak in class it is always less stressful and easier if the professor (also applies to classroom teacher) has molded an atmosphere where there isn’t pressure or fear of embarrassment. I think this is very important as teachers to remember, it’s not always easy to speak in front of classmates but it it easier if you make the classroom an inviting one.

3. I really enjoyed the readers theatre we did in class today, and in tied in with the reading. I had never heard of readers theatre until last semester but it sounds like a great way to enhance so many of the language arts and because there is a script and it isn’t memorized the pressure is lifted and it becomes an enjoyable activity for children.

4. I had never heard of a roll story (p. 245) when Farris briefly described this storytelling classroom activity I actually wished there had been a bit more description on the part of Farris for this particular activity, I was left slightly confused on the concept.

5. I like how Dr. Walker brings in so many educational materials and quality children’s literature to share with the class. In order to build my library it is helpful to have guidance and examples of work that is out there. The last two story, Tuesday, was one I had never seen before and I am surprised because it was a unique and excellent storybook.

Comments

1. Your summary is very detailed and easily read. I like how you highlighted activities like storytelling and other creative play. Choral speaking and wait time are good techniques to incorporate, I agree.

2. I absolutely love everything you had to say about this quote and the quote itself! Key words that stuck out to me were motivate in the quote, and having an inviting classroom as you put it. Discussion of their thoughts and feelings is such a good practice!!

3. I liked the readers theatre as well. I remember in 5th grade doing this (my mom was actually my teacher!!) and everyone in the class loved it!!

4. I had never heard of it before either. Dr. Walker could probably explain it more to you.

5. The amount of resources I am building to go back to are great. The picture book really gives the imagination a kick, no? I want to look up more picture books now.

Wednesday, 06/11/2008 3:55 PM by Julie

1. Wow! Your summary is amazingly detailed and very complete. I esp. like the wording, "Farris promotes that in order to promote speaking in the classroom employing wait time and also calling on every student is important." Use wait time and assure that every student has opportunities to participate in the learning and you will enjoy a very successful teaching career.

2. Oh yes, I definitely agree with Julie and you. We must create inviting classrooms where students feel
comfortable taking risks such as presenting their research, project, puppet shows, drama, literature units in front of classmates.

3. I am so glad that both of you are using your schema to solidify your experiences with the Readers' Theatre.

4. I will bring in a student-created roll story for the class to see on Monday - I will pack it in my car after I respond and upload my comments.

5. Thank you for recognizing my attempts to make classes meaningful and a model for your future instructional practice. I hope that you all will keep me informed as to your successes and concerns as you begin your careers in teaching.

zoe (permalink)
Created on Tuesday, 06/10/2008 5:14 PM by  Zoe

1. Chapter 6 is about oral language and the expression of thoughts. Children must be able to discuss their knowledge, thoughts, and feelings, and they do so very often through oral language. Despite the fact that 90 percent of our language use is oral in nature, schools typically focus more on reading and writing. The development of proficient oral language skills can positively affect the other language arts. There are several defining aspects of spoken language. Speaking can be categorized according to setting. The four types of typical settings are formal, informal, ceremonial, and intimate. Speech can also be described by intonation, or the stress, pitch, and juncture of what is spoken. Some other forms of oral language besides everyday conversation include oral interpretation of poetry and prose, language play and children’s literature, choral speaking and reading, reader’s theater, and storytelling. Storytelling is becoming popular once again in society and in the school setting. Storytelling is a process involving six sequential steps, and can be beneficial for children in the development of both conversational and dramatic communication skills. Some structures that can be used to assist in storytelling include puppets, magnetic boards, flip charts, and roll stories.

Conversation is something that needs to be stressed in schools, because children usually have a lot to offer and say, and they need to feel that this is welcome in the classroom. Discussions and small group activities like brainstorming and debates should be included in the curriculum. Additionally, students should be exposed to drama in each of its three main parts, pantomime, improvisation, and formal drama.

2. "Lots of language play enhances oral familiarity with words and aids in word recognition" (pg 234).

I chose this quote because I think it is definitely true. It is one thing to read something to yourself, but when you are reading aloud or playing with words, it enhances both your oral language skills, and your reading skills.

3. I was happy to read that storytelling was becoming increasingly popular again in schools. I think storytelling is a great practice, and it is a wonderful way to develop oral language skills. From my experience, I have noticed that a lot of young children prefer being told a story that has been made up instead of just having a book read to them. I think this is a more personal experience, and they appreciate the effort that is put into storytelling.

4. I wish that some of the suggestions in this book were put to use by more teachers in the real world. Puppets and roll stories are a great way to teach the language arts, but they are not used by nearly as many teachers as they should be.

5. I liked the bingo game we played today in class, as well as the reader's theater. It is great that we get to experience these things as we learn about them. I don't know if you have ever played "Taboo," Dr. Walker, but
that might be another fun game for the classroom!

Comments

1. I like how your summary included a lot of important facts. You covered the main points of the chapter.

2. I agree that it is important to read aloud. It helps fluency and confidence.

3. I have seen students that enjoy being told made-up stories as well, especially ones they wrote themselves.

4. This is a book that I will keep because it does have such great ideas.

5. I enjoyed the class activities as well. These are giving me some good ideas for when I’m a teacher.

   Tuesday, 06/10/2008 9:48 PM by Lisa

   1. I like how you broke the sections of the chapter up, and were able to capture all of the main points.

   2. I agree, word play and read alouds are good ways to enhance oral language and reading skills.

   3. Kids are famous for telling stories about a variety of things, its not surprising to me that they like being told stories instead of just being read a story out of a book.

   4. I am beginning to realize that alot of the information in this book is not seen used in the real classrooms today, as often as it should.

   5. I also enjoyed the game bingo, and reader's theater. I feel that these activities need to be used sparatically and when the time is needed.

      Tuesday, 06/10/2008 10:30 PM by Stephanie

      1. A nice overview that tied with past class activities very well. I esp. like the ides of encouraging students to converse in the classroom, "Conversation is something that needs to be stressed in schools, because children usually have a lot to offer and say, and they need to feel that this is welcome in the classroom."

      2. Let's all enhance our students’ reading skills by reading aloud and nurturing student voices.

      3. Many innovative teachers bring storytellers into the classroom to demonstrate their art and to motivate the students.

      4. You all are the teachers of the very near future, if the techniques you are reading about and experienceing in class seem worthy to you and you feel they are not being used in the classrooms of yesterday - make
them happen in your classrooms! The greatest compliment I can receive is to learn of the successes your are realizing in your future classrooms.

5. I am not familiar with Taboo but I will investigate it. Thanks. Yes, use the games sparodically and be sure the students realize the learning and fun are not polar-opposites but can and should work together to promote productivity within the classroom.

Stephanie (permalink)
Created on Monday, 06/09/2008 10:37 PM by Stephanie

1. Chapter 6 deals with speaking and the oral expression of thoughts. Children who are emersed in the oral language and speaking, tend to become good thinkers, readers, writers, and listeners. The chapter begins talking about the importance of oral language. Speaking is generally classified into four types of settings: formal, informal, ceremonial, and intimate. It then moves on to talk about different conversational skills that make you a good conversationalist and interpersonalist. Nex the chapter moves onto intonation which focuses on stress, pitch, and juncture of spoken language. The oral interpretation of poetry and prose is discussed. Language play and reading fluency go hand in hand and are critical for beginner readers. Farris explains choral speaking and reading in the classroom and explains how it can be completed. Readers theater is the next activity discussed, which is a dramatized choral reading of a piece of literature. Some other activities that are listed and processes that are explained are: story telling, puppets, felt, flannel, and magnetic boards, flip charts, roll stories, and the use of objects from the stories. The chapter goes on from there to talk about using discussions as small group activities in the classroom and how it can be used even in the younger grades. When starting a discussion, the teacher should be a guide or a facilitator. During discussion, brainstorming, panel discussions, and debates may be used. The next main topic is drama as creative play and as a six step process. There are three types of drama: pantomime, improvisation, and formal drama. Connecting to drama, the chapter introduces how students can perform a piece and video tape themselves doing so. Other integrations of technology are also given. The final portion of the chapter touches on ways to instruct special needs and English language learners. Farris stresses that even these learners can successfully participate in speaking activities.

2."Oral language activities are important in helping these learners learn and use new words" (Pg. 258). I choose this quote because it says a great deal about special needs and English language learners. Just working on oral language alone, they can learn a great deal of information that can aide them in other subjects. I feel that even though they may be delayed, they are capable of learning a great deal. As a teacher, you will just have to adjust the way that you are teaching, so you are teaching the way that they best learn.

3. The children's literacy unit is approaching quickly and I am a little nervouse about completing it in the next two weeks. I feel it is such a large part of our grade and I do not want to get any points deducted. I hope there are a lot of guidelines to follow like on Dr. Feather's unit plans.

4. I was extremely pleased with my midterm exam grade. I felt good going into the exam because of the review day that Dr. Walker gave us. I feel that even though we were shown the questions and answers, I am still retaining the information very well.

5. I thought the I Can't Funeral piece hanging on the wall was a great idea. I have actually heard of this being down in the classroom. The kids think it is something silly and fun to do. I should try this with a few of my children that I teach gymnastics to.

Comments

1. Good summary- you covered the major points and did so in a clear and concise way.

2. I completely agree about the special needs and ELL children. I feel that if a teacher puts in a lot of effort, they
can help any student learn!

3. AHHH Dr. Feather's unit plans! (haha) They are something I am very happy to be done with, but you are correct in saying that he provided very clear and direct guidelines, which made it much easier.

4. I was pleased with the midterm as well. There is no need for test anxiety, and I do not feel that going over the test results in less learning going on by the students.

5. The I Can't Funeral piece was very cute, and would be a great addition to a classroom.

1. good job with your summary, the major points from the chapter are all mentioned in your synopsis.

2. I agree, especially with ELL's since that is what I am studying. Oral language development cannot be ignored with these particular students because it is a skill they need in order to continue learning.

3. Hmm, I am not sure that Dr. Walker's unit plan is going to be a cut and dry day by day structure like Feather's assignment as much as focusing on the language arts in relation to each piece of literature. We'll find out today though.

4. Yes, I like Dr. Walker's test review and techniques. It relieves pressure and stress because we can go into a test taking situation confident in what we have learned.

5. I talked about the I Can't funeral in my last RDE as well, it is such a unique activity that promotes an important concept in the classroom.

1. I think with information this significant it bears repeating and being sure we instruct to it and encourage it from our students, "Children who are emersed in the oral language and speaking, tend to become good thinkers, readers, writers, and listeners."

2. All learners deserve a time to have their voices heard.

3. Follow the grading rubric and the syllabus directions and you should have no fears as to meeting my expectations for assessment and you expectations of producing a unit plan that you will actually be able to use.

4. The key to effective learning is the retention of the information and the ability to use it when you need it. I am pleased to read so many positive comments related to the anxiety-free mid-term.

5. I am happy that so many have enjoyed the "I Can't Funeral" My former elementary students learned to love the fact that the classroom was going to be a place where we all were going to view life and learning in an
optimistic way. I hope that they all take the philosophy out into their lives and live it.

Saturday, 06/14/2008 1:25 PM by DAVID