

Gr 5 – Oral Language

Organizing Idea	Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.			
Guiding Question	How can the presentation of ideas and information be enhanced through oral communication?			
Learning Outcome	Students investigate how oral language can be designed to communicate ideas and information.	This outcome means that students will: ● Demonstrate how verbal, nonverbal, and paraverbal language influence effective communication. ● Understand the significance and evolution of oral traditions. ● Adjust speech to fit a variety of contexts. ● Demonstrate active listening and responding while collaborating with peers.		Deepen Student Thinking: ● A thoughtful debate on a relatable topic ● TED Talks or podcasts ● Invite Knowledge Keepers or Elders into the classroom ● Slam poetry
Knowledge	Understanding	Skills & Procedures	High Yield Instructional Strategies (Mini-lessons, Routines) Scheduled review, mini-lessons, conferencing/feedback, student sharing/conversation, co-constructed criteria, content/language objectives (clarity for what and how -student “I can” statements), frequent academic/informal conversations, sentence frames, word walls/personal dictionaries, sharing circles	Concepts
Different time periods gave rise to different forms of oral communication, including ● storytelling ● poetry ● drama ● choral speech ● speeches or presentations Oral traditions include the use of stories to connect prior knowledge to lived experiences. Oral traditions include diverse types of stories, including ● tales of everyday life ● sacred stories ● stories of extraordinary experiences ● trickster stories or tales Trickster stories or tales can have ● human, superhuman, and animal characters ● teach lessons ● reflect aspects of a culture Oral traditions hold communities together based on some shared knowledge and values.	The content and delivery of oral traditions is influenced by history, communities, or contexts.	Discuss cultural contexts of oral traditions. Discuss meanings of stories and lessons shared orally.	Consider connections to Text Forms & Structures Outcomes & Writing Outcomes as extensions. Forms of ORAL Communication Background Information for Teachers: Evolution of Storytelling/Communication & Brief History of Storytelling ● Oral Storytelling ○ Importance of Oral Tradition - Dating Back to Jesus ■ Looking at Parables as a form of oral storytelling ○ Storytelling and Cultural Traditions ○ Our Voices, Our Stories ■ An exhibition celebrating stories from the oral tradition of the Inuit, Métis and First Nations peoples, from the past to the present. ■ The oral tradition of these societies documented national, regional, community and family history; language; cultural traditions; spiritual beliefs; and a rich body of literature which consists of stories, oratory, poems, and ceremonial language. ■ The oral tradition taught history and values and explained the world to the young and old. Everything in the universe had a spirit, a place, a time and a story that explained its personality and its relationship to man.* ○ Use the Blackfoot storytelling database to listen to oral stories ○ Oral Tradition: Indigenous Atlas Canada (Background Information to Support Mini-Lesson) ○ Storytelling Telling: Oral Traditions Lesson Exemplar ○ Introduction to storytelling and the oral tradition lesson ○ Mini-Lesson on the History of Storytelling ○ Storytelling as an Oral History - Sq'éwlets Community (find something locally sourced - this is a BC based Aboriginal community) ○ Teaching Indigenous Oral Tradition Through Telephone Game Activity ○ Live Storytelling Activity ○ Glenbow Museum database on traditional stories ● Poetry ○ Examples: Nursery rhymes, lyric songs, folk songs, slam poetry ○ Mini-Lesson Ideas for Oral Poetry: Features & Classifications ○ Background information on the history of poetry ○ A poem about writer's block by 12 year old Asha Christensen ○ Slam Poetry lesson ideas ○ Slam poetry examples (Be sure to preview for appropriateness) ○ How to Bring Spoken Word Into the Classroom - Lesson Ideas ○ Slam Poetry Mini Unit Exemplar ● Drama ○ In the grade 5 Text Form and Structure CSD, there is a section on dramatic work	Choral Speech: A group of people narrating a poem or a dramatic piece. Oral Poetry: A form of poetry that is composed and transmitted without the aid of writing. Oral poetry refers to the verbal expression of feelings, ideas and thoughts using words arranged in their best possible order. (If sung, it is a song.) Choral Speaking/Poetry: A type of lyric poetry that was created by the ancient Greeks and performed by choruses Cultural Context: Related to the society where individuals are raised in and at how the culture affects behavior

				Background information on the history of theatre Video clip from Charlotte’s Web play Video clip from Frozen the Musical - Choral Speech (Also known as choral speaking and choral poetry) Video of a grade 6 class performing choral speaking - A list of choral speaking techniques - Speeches or Presentations 1963 “I Have a Dream” speech by Martin Luther King Jr. [1:57-3:17] “Dear Basketball” short story by Kobe Bryant - Introduction to public speaking lesson Trickickster Stories - CBC Kids Article about Trickster Tales and The Story of Baby Turtle - Video of an indigenous trickster tale “Coyote. the Trickster” told by Bill Cohen from the Okanagan Nation Lessons from trickster tales - Activity ideas for trickster stories Extension Classroom Activities - Conduct an oral history interview with a family member (event, experience, or life history interview) - Discuss the importance and significance of oral history and tales of everyday life - Listen to a traditional Indigenous creation story and the Catholic origin story. Look at the cultural significance of the two stories and the meaning derived from each. - Podcast Interview - Recording on Flipgrid or another forum Humans of NY Inspired Interview Activity (Listening & Speaking): Link to Background Info - Connecting with Indigenous Elder - Classroom visit, sharing of oral stories	
				Resources	
				For Catholic Oral Tradition see: Oral Apostolic Tradition . Oral Tradition in the New Testament .	
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Language that influences oral communication includes • verbal • non-verbal • paraverbal Verbal communication includes word choice and use. Choices can be intentional regarding how body movement can support communication. Paraverbal communication is the manner in which a message is delivered and involves • stress or emphasis • articulation • pace • pitch or inflection tone Vocal sounds are affected by breath, body, and energy. Inflection is the process by which the voice slides up and down through a range of pitches.	Oral communication can be enhanced through integration and adjustment of verbal, non-verbal, and paraverbal language.	Integrate verbal, non-verbal, and paraverbal language to enhance communication. Ensure messages are heard clearly by using breath, body, and energy to project voice.	Verbal, Nonverbal, and Paraverbal Consider connections to Healthy Relationships and Character Development PEW Outcomes And # Relationships Lesson 3- What are we communicating? (verbal and non-verbal) • Non-Verbal: ○ Mini-Lesson on types of non-verbal communication and its Impact: facial expressions, gestures, eye contact, proximity, touch, appearance, body language, muscle tensions, and posture, ■ Nonverbal communication reveals a lot about you as a communicator and how you relate to other people. It pays to be aware of the elements of your nonverbal communication so you can maximize the impact of your message. ○ Play a game of charades or an alternative where the end goal is completed without the use of dialogue. ○ Non-verbal Communication Lesson ideas ○ Former FBI agent Explains How to Read Body Language ○ How miscommunication happens (and how to avoid it) ○ Examine facial expressions and identify mood/feeling of others ■ Analyze how the characters feel in this video ○ Learn how important eye contact and active listening are to conversation through partner practice ■ Quick write using these videos as prompts: The Art of Communication and The Power of Listening • Paraverbal ○ NOTE: Connected to Fluency KUSPs found in Comprehension Outcomes ○ Consider using “Teaching Fluency: Reading with Phrasing, Intonation and Automaticity” strategies found in Serravallo (2015): ■ Lesson 4.3 Use a “This is Interesting Voice” (Serravallo, 2015, p.110) ■ Lesson 4.11 Make Your Voice Match the Feeling (Serravallo, 2015, p.118) ■ Lesson 4.13 Make Your Voce Match the Meaning (Serravallo, 2015, p.119) ■ Lesson 4.16 Read Like a Storyteller (Serravallo, 2015, p.123) ■ Lesson 4.20 Make the Pause Match the Meaning (Serravallo, 2015, p.127) ■ Lesson 4.21 Read it How the Author Tells You (Tags) (Serravallo, 2015, p.128) Word Choice Note: Word Choice connected to Vocabulary and Writing KUSPs • Mini Lessons on Informal vs. Formal Language ○ Recognizing Informal vs. Formal (Identifying/Analyzing Word Choice) ○ Situations that Call for Formal vs. Informal (Properly Selecting Word Choice) ○ Sequencing Variants from Casual to Formal ○ Changing from Informal to Formal • Mini Lesson Characteristics of Formal Language (✓ teaching tone ✓ limited personal pronouns (I, me, you) and contractions (you'd, we've) ✓ academic vocabulary ✓ longer sentences ✓ neutral voice) and Informal Language ✓ conversational tone ✓ frequent personal pronouns (I, me, you) and contractions (you'd, we've) ✓ informal expressions (what's up?) ✓ shorter sentences ✓ personal feelings) • Lesson 7.8 Sneaky Sounds: Alliteration, Consonance, and Assonance (Serravallo, 2017, p.269) • Lesson 7.11 Words That Match the Audience (Serravallo, 2017, p.272) • In this lesson, students use picture books are used as a springboard for helping students define, identify, and practice using adjectives and synonyms Extension Classroom Activities • Activity where students watch a scene with no dialogue and write their own. This could be a great way to look at the communication types • Pixar short films could offer a great way to look at different types of communication.	Verbal: Words (what we say) Paraverbal The messages conveyed when taking into account the tone, pitch, and voice pace of the person delivering the message. Communicating, not by what you say, but how you say it Non-verbal: Our body language, expressions and actions
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				- For example, “The Birds” could be good for looking at paraverbal communication because they do not use language, but they use pitch and tone of their chirps, as well as body language (nonverbal) Gerri’s Game is another example as a way to look at body language and facial expressions - Book talks in Reader’s Workshop - Mini-Lesson: Body Language and Tone of Voice (Combination of Paraverbal & Non-Verbal Strategies) - Activity for paraverbal: Find a listening partner. Using only the sounds of “la” ha,” and “oh,” convey the meaning of the following: 1. It’s the biggest thing I’ve ever seen! 2. I’ve fallen and can’t get up! 3. I’ve got a crush on him/her. 4. That soup is disgusting and spoiled. 5. I got an “A” in my Speech Final! - If you cannot relay the meaning with just sounds, try a second time (each) with gestures and facial expressions until the listener understands. Then say the lines with the expressive inflections you have developed using only the sounds - Use sharing circles as a way to build emotional vocabulary (Today I am feeling...excited, proud, disappointed, frustrated, etc). This could help students build oral communication word choice “Silent TV” Activity: - Silent TV” is an activity that shows how we interpret different nonverbal clues. How do actions add to your understanding and enjoyment of conversations, cartoons, television shows, and movies? In this activity, you will interpret nonverbal cues in a conversation by viewing a pre-taped sitcom. We are going to watch part of a sitcom. For the first five minutes, we'll watch with the volume turned off. During the second five minutes, we'll watch the volume. We want you to write down what you think the characters are doing and saying. Look for their nonverbal cues, and write down what you see and think - and then we’ll evaluate the observations		
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Content and delivery of oral communication can change based on purpose or audience. Language conventions or protocols can vary depending on the audience or purpose of oral communication. The size, shape, layout, and acoustics (echoing) of a space can influence oral communication.	Oral communication can be intentionally designed according to different situations to convey ideas and information.	Adjust the pitch or projection of the voice with respect to purpose, audience, context, and space. Adjust language conventions or protocols in oral communication.	Delivery of Oral Communication - The following aspects of oral communication delivery may change depending on purpose or audience: - Adjusting the pitch and projection of the voice - Uptalk is where the voice goes up at the end of sentences. To many listeners, “uptalk” makes the speaker sound uncertain, insecure, and annoying. Within other circles (groups of “uptalkers”), the use of “uptalk” may signal that the speaker is “one of us.” The evidence is clear that in professional circles, “uptalk” can hurt your credibility			

Oral communication can be enhanced through the selection of digital or non-digital tools or formats.		Select appropriate formats for oral communication based on audience and purpose. Present ideas and information in a logical manner to inform, persuade, or entertain.	○ Filler pauses, such as “um” or “like”. This video may be a bit above grade 5, but gives a good idea of filler works and adjusting oral communication delivery ○ Connected to word choice (formal vs. informal) in the above KUSPs Practice-Changing Your Volume To practice changing the volume of your voice, Williamson suggests counting exercises. Try to do it in one breath. 1. Count and gradually increase the loudness. 1 2 3 4 5 6 7 8 9 10 2. Count and gradually decrease the loudness. 1 2 3 4 5 6 7 8 9 10 3. Count and increase the loudness on every 2nd number. 1 2 3 4 5 6 7 8 9 10 4. ... on every 3rd number. Protocols for Audience and Purpose ● This blog post offers six teaching ideas for recognizing what is formal and informal language and situations, and how to create formal and informal language ● This website provides practice ideas for recognizing formal and informal situations and conversations ● Introduction to Public Speaking Lesson Exemplar ● Interactive Activity: Guess the Audience: Deliver a Message to a Specific Audience (modify/adapt for Gr.5 students) ● Extension Classroom Activities ● The following activities would be a great way for students to think about presenting ideas and information in a logical order, as well as how to persuade specific audiences. They can also consider how oral communication can be enhanced through the selection of digital or non-digital tools or formats ○ Book Talk ○ TED Talk ○ Podcast ○ Radio advertisement ■ Students could focus on the paraverbal aspects of oral communication and how they would persuade their audience ○ A possible accommodation to consider: For some students, instead of having them write and practice an original piece, you could have them use a famous speech as their basis
			Resources
			TED Talk: Why Do We, Like, Hesitate When We, Um, Speak?

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Collaborative processes include building trust by listening to, acknowledging, and accepting the contributions of others. Collaborative and effective dialogue includes consideration of the perspectives of others and use of respectful language. Demonstrating respect for how other people wish to be addressed maintains relationships. Adaptability and compromise can lead to consensus in collaborative activities. Non-verbal and paraverbal language can enhance collaborative dialogue.	Collaboration is an active process supported by effective dialogue.	Engage in collaborative dialogue when sharing ideas, solving problems, or making decisions. Contribute to discussions or dialogues by agreeing, disagreeing, and adding to or explaining ideas. Use respectful language when collaborating with others. Demonstrate adaptability to build consensus when perspectives or opinions within groups differ.	High Yield Instructional Strategies (Mini-lessons, Routines) Scheduled review, mini-lessons, conferencing/feedback, student sharing/conversation, co-constructed criteria, content/language objectives (clarity for what and how -student “I can” statements), frequent academic/informal conversations, sentence frames, word walls/personal dictionaries, sharing circles Consider connections - to Healthy Relationships and Character Development <i>PEW Outcomes</i> Ex. Looking at Empathy. # Relationships Lesson 2 Comprehension Outcomes (Ex. Perspective & Point of View) - Building classroom community through Sharing Circles - see links: Sharing Circles 1 Restorative Justice Circles 2 to promote collaboration, respect, and trust. Supporting Students’ Conversations: - Speaking, Listening and Deepening Comprehension - Consider using/modifying/adapting mini-lessons on strategies from Serravallo (2015): - Lesson 12.1: Listening with Your Whole Body (Serravallo, 2015, p.328) - Lesson 12.2: Listen and Respond (Serravallo, 2015, p.328) - Lesson 12.3: Invite Quieter Voices (Serravallo, 2015, p.330) - Lesson 12.4: Say Back What You Heard (Serravallo, 2015, p.331) - Lesson 12.11: Keep the Line Alive (Serravallo, 2015, p.338) - Lesson 12.12 Taking Risks with Gentler Language (Serravallo, 2015, p.339) - Lesson 12.14: Conversation Cooperation (Serravallo, 2015, p.341) - Lesson 12.17: Challenge Questions (Serravallo, 2015, p.344) - Lesson 12.18: Moving Onto a New Idea (Building Consensus) (Serravallo, 2015, p.345) - Lesson 12.19: Determining the Importance of Another’s Ideas in Conversation (Serravallo, 2015, p.346) Mini Lesson on Teaching Collaboration & Ideas for Teachers Co-Creating Criteria for Effective Team Work/Collaboration Lesson Effective Communication - Lesson Plan Exemplar (modify by breaking down into mini-lessons) Active Listening - Active Listening for Understanding - Lesson Exemplar (can be adapted/modified to suit Gr. 5) - Lesson Plan Exemplar: The Power of Active Listening - Kindness in the Classroom - Lesson to Modify for Gr. 5 - Looking at Respect & Active Listening - Mini Lesson on Active Listening vs. Passive Hearing Listening vs. Hearing Handout (helpful for the creation of different mini lessons) - Types of Listening: informational, critical, relational, pleasure, discriminate - The Listening Process - Obstacles in Listening - Types of Non-Listening - Effective Listening Techniques	Collaboration The action of working with someone to produce or create something Dialogue: Taking part in a conversation or discussion to resolve a problem Consensus: A general agreement Active listening: The listener is attempting to really internalize and understand what they are hearing. This requires motivation and purpose. The listener has an intention to connect and participate Passive listening: Exhibits itself when the listener is disconnected and is unreceptive

			Hearing • Accidental • Involuntary • Effortless Listening • Focused • Voluntary • Intentional <table><tr><th>COMPARISON POINT</th><th>HEARING</th><th>LISTENING</th></tr><tr><td> Meaning </td><td>Perception of sound</td><td>Active understanding of sounds you hear</td></tr><tr><td> Process </td><td>Passive - Physical</td><td>Active - Mental</td></tr><tr><td> Senses </td><td>1</td><td>1<</td></tr><tr><td> Concentration </td><td>Not necessary</td><td>Required</td></tr></table>	COMPARISON POINT	HEARING	LISTENING	Meaning	Perception of sound	Active understanding of sounds you hear	Process	Passive - Physical	Active - Mental	Senses	1	1<	Concentration	Not necessary	Required	
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Talking Together Facilitated Talking Circle Fact Sheet - Learn Alberta 3 Ways to Improve Your Group Work Lesson Plan - Thoughts for Teacher Consideration Effective Communication Fundamentals - Ideas to Support Development of Mini Lesson Active Listening: 7 Ways to Improve Student Listening Hearing vs. Listening - Blog Article to Support Mini Lesson Development Hearing vs. Listening - Mastering Communication (Blog to Support Development of Mini Lesson)																			