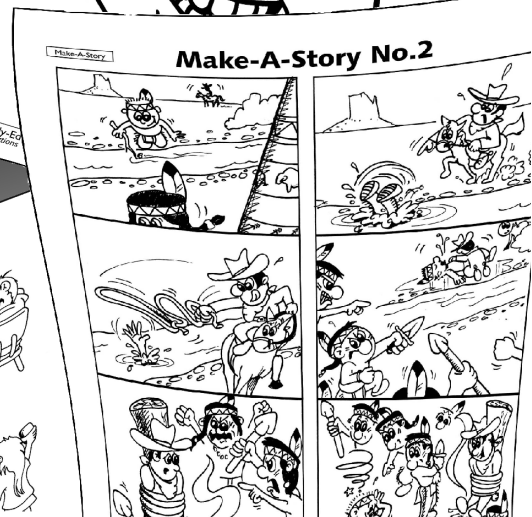
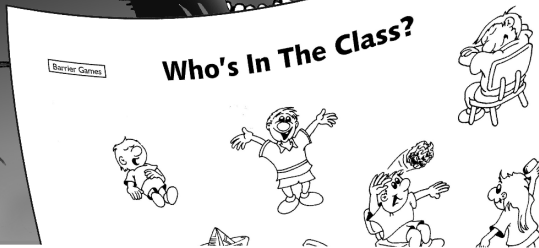


**Ebook Code:
RENZ1091**

ORAL LANGUAGE STRATEGIES

Activities designed to introduce, develop and consolidate a wide variety of oral language skills as presented in "First Steps"
By Lyn Catchpole.



Contents

Introduction	... 2
Barrier Games: Teachers' Notes and Activities	... 5
Spot The Difference: Teachers' Notes and Activities	... 16
Face Masks: Teachers' Notes and Activities	... 27
Character Interviews and Descriptions: Teachers' Notes and Activities	... 33
20 Questions: Teachers' Notes and Activities	... 39
Following Instructions: Teachers' Notes and Activities	... 43
Build The Picture: Teachers' Notes and Activities	... 49
Make-A-Story: Teachers' Notes and Activities	... 53

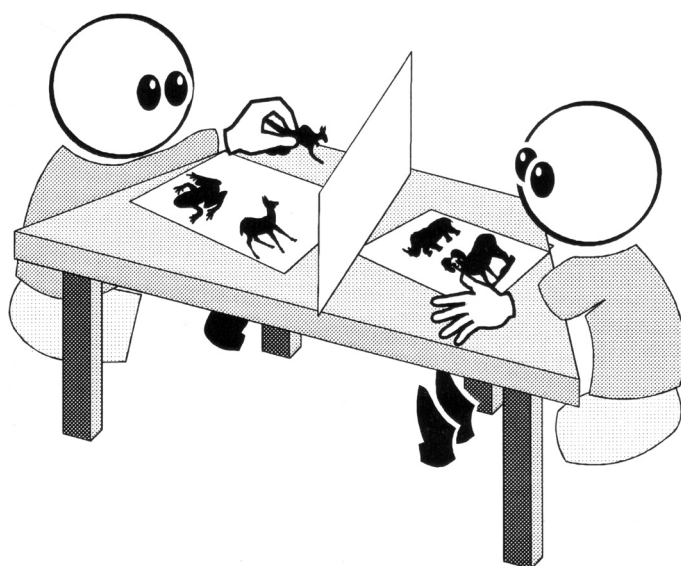
Introduction

- The worksheets and activities in this book are designed to promote oral language strategies and are directly linked with the “First Steps” approach to oral language. The “First Steps” philosophy towards language was first developed through the auspices of the West Australian Education Department and published as a whole language program by Wesley Addison Longman.
- Each section of this book, “Oral Language Strategies”, contains a set of similar activities designed to develop and reinforce the specified oral language strategy.
- Each set of activity sheets is preceded by Teachers’ Notes which provide an explanation of possible approaches that can be used. However, these worksheets can be used for a wide range of unlimited activities beyond the suggestions made in this book.

Barrier Games

Teachers' Notes - Pages 6-15

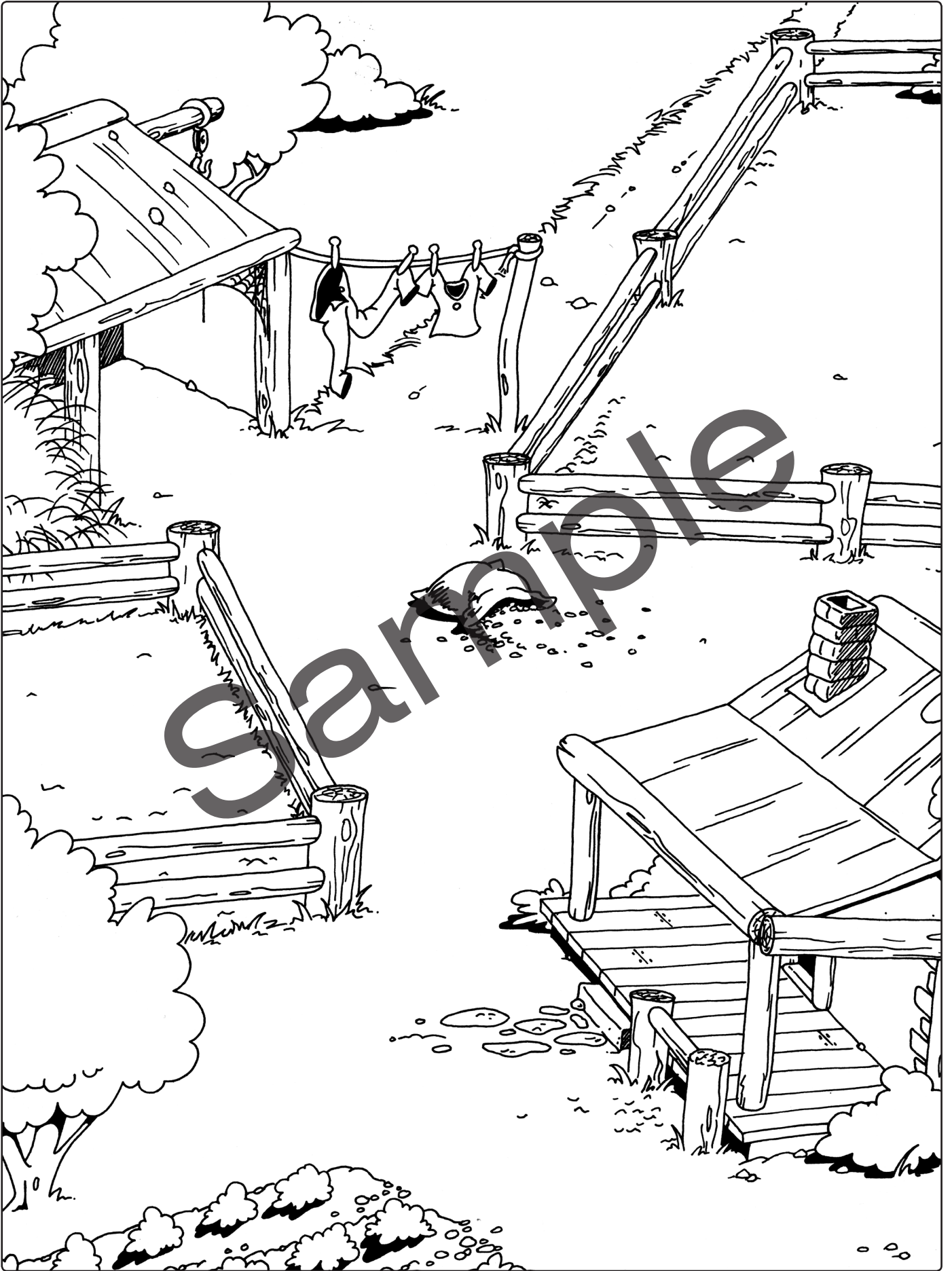
Barrier games are procedures which involve giving and following oral instructions. In the following barrier games two children interact using a “barrier” or “divider” so that each child can't see the other child's sheets, e.g.



Steps

1. Photocopy one set of each scene and the corresponding small pictures for each child. (If necessary or appropriate enlarge the scene to A3 size.)
2. Cut out the small pictures and give a set to each child.
3. One child arranges the small pictures on the scene, and gives instructions to the second child to arrange his or her pictures in the same way.
4. The second child can ask questions to clarify information.
5. When all the instructions have been given and the second child has completed the arrangement of pictures on his or her scene, the barrier is removed and the players compare the arrangements of their pictures.

The Farm



Farm Animals



Spot The Difference

The aim of this activity is for children to identify small differences in detail between two pictures.

Each pair of pictures can be split between two children. Through discussion of the pictures, the children should be able to identify the differences.

The differences for each set of pictures are listed below and on the next page.

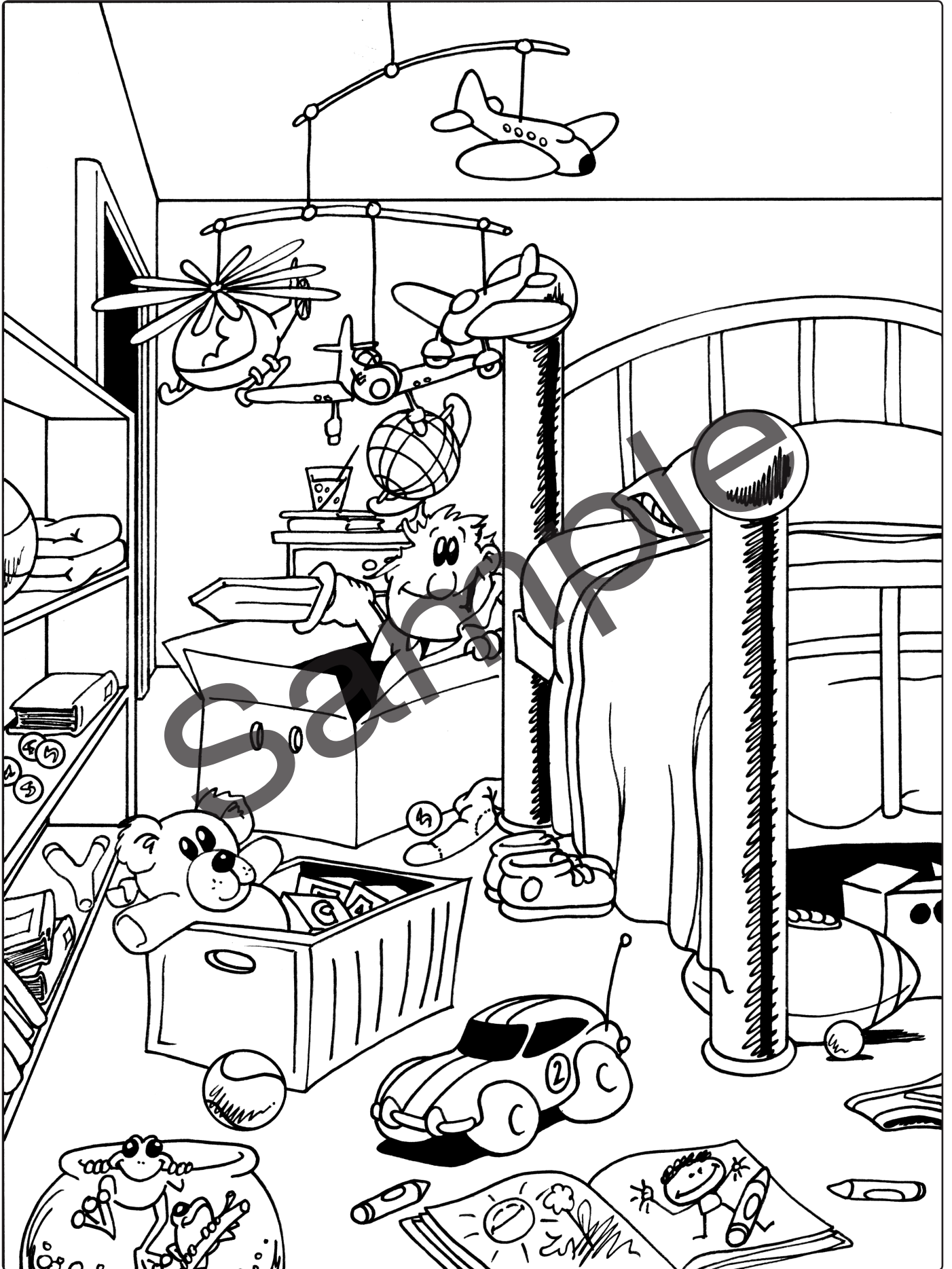
Pages 18-19 Down the Street 1 and 2

- spots on lady's dress shaded
- beach umbrella pole shaded
- one brick missing from the wall above the shop
- extra candy cane in shop window
- shaded shoes on fireman
- one coin less next to guitarist's hat
- extra flower by policeman's leg
- thicker belt on man on verandah
- extra button on policeman's coat
- band around guitarist's hat unshaded
- stones on road missing
- extra cloud of smoke from man's pipe
- extra cloud over roof
- small 'h' in shop
- moustache on fireman
- berries on potted bush in front of shop
- plant next to side wall
- straw missing from drink bottle
- star shaded on policeman's hat
- clip missing from girl's hair
- shaded flower in pot

Pages 20-21 In Billy's Bedroom 1 & 2

- extra marble on second shelf
- frog missing from bowl
- crayon missing from on top of book
- extra towel on shelf
- pattern on box
- moon instead of sun on picture
- shape of toy car windows changed
- picture on wall above bed
- fewer helicopters blades
- number of car changed to 5
- small ball by football gone
- laces on shoes
- catapult string
- shirt on bear in box
- extra straw in drinking glass at back

In Billy's Bedroom - 1



In Billy's Bedroom - 2

