

## Daily Oral Language Option



for the Multi-grade  
Classroom  
Breakout Session 300  
Tuesday, August 7, 9:45 - 11 am  
Mariann Beddoe  
Presenter

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## Table of Contents

- I. Introduction
- II. Rationale
- III. The Method
  - Step 1: Brainstorm
  - Step 2: Topic Sentence
  - Step 3: Details
  - Step 4: Conclusion
  - Step 5: Editing
  - Step 6: Reading & Writing
  - Step 7: Sharing
- IV. Summary
- V. Practice
- VI. Reflection



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## Goals



“Where  
there is  
meaning,  
there is  
learning!”

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## II. Rationale



**"Learners progress in many different ways. A natural, brain-friendly cycle of learning suggests that learners learn best when they can connect to personal experience, develop a conceptual understanding, practice and apply new knowledge, and synthesize to create new ideas....." The Core of Adventist Curriculum**

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## Engaged Learners




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## Authentic Learning Environments

**"A key component of good classroom management is schoolwork and lessons being based on relevance and student interest." (Jim Roy, Soul Shapers, 2005, Review and Herald Publishing Association)**




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## Authentic Learning Defined



“An absence of meaning breeds low engagement in schoolwork and inhibits [learning] transfer.”

(Newmann, Secada, & Wehlage, 1995)

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## Key Characteristics of Authentic Learning



- Authentic Tasks
- Students Engaged
- Interdisciplinary Learning
- Real World Connections
- Authentic Audience
- Student Driven
- Social Discourse

(Donovan et al., 1999; Newman & Associates, 1996; Newman et al., 1995; Nolan & Francis, 1992)

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## III. The Method



May 21st, 2012  
We are celebrating George's birthday is really on June 1st. We won't be in school then, so we are celebrating it early. My dad brought cupcakes. They were chocolate and red velvet. We had fun on George's birthday! By Cheaney Kelly, First Grade



May 22nd, 2012  
There are only six more days of school. We have a lot going on in these six days! We have a lot of other projects for the Spring Concert. We will have two more birthday parties. Also, we are going to have a class party and a garden party. Have you ever had a busy week before? By Eli Looney, 2nd Grade

A **paragraph** that is generated by the class in dialogue with the teacher each day.

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## Parts of a Paragraph

- **Topic Sentence**

- **Details**

- **Conclusion**

A Question        ?  
 An Exclamation    !  
 A Statement       .



\*Great Example:  
 Make your paragraph yummy and delicious like a burger!

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Step 1:

Brainstorm Topic




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Step 2:

Topic Sentence




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Teacher Models  
Good Writing



“Students need to see teachers *model writing*. They should talk about small events in life that can be included in a writing piece...They can model their own drafting on the board or overhead.” (Pathways 1<sup>st</sup> & 2<sup>nd</sup> Grade Teacher Manual, page 244)

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1<sup>st</sup> & 2<sup>nd</sup> Grade Daily Oral Language Concepts by Theme

Date \_\_\_\_\_  
Teacher \_\_\_\_\_

Theme 5

Grade 1 \_\_\_\_\_ Grade 2 \_\_\_\_\_

Week 1:

- |                                   |   |
|-----------------------------------|---|
| ___ Capitalize sentence beginning | ___ Capitalize proper nouns                       |
| ___ Capitalize day of the week    | ___ Comma to separate day & year                  |
| ___ Punctuate sentence ending     | ___ Capitalize first word in greeting & closing   |
| ___ Capitalize the pronoun I      | ___ Comma after greeting & closing                |
| ___ Capitalize book title         | ___ Capitalize the pronoun I                      |
| ___ Underline book title          | ___ Capitalize sentence beginnings                |
| ___ Capitalize proper noun        | ___ Punctuate sentence endings                    |
|                                   | ___ Apostrophe in contraction                     |
|                                   | ___ Capitalize initials                           |
|                                   | ___ Periods after initials & abbreviated titles   |
|                                   | ___ Capitalize both letters in state abbreviation |
|                                   | ___ Comma to separate city & state                |
|                                   | ___ Verb tense                                    |
|                                   | ___ Apostrophe and s to show possession           |
|                                   | ___ Change y to i                                 |
|                                   | ___ Use of a and an                               |

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Step 3:

Details



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### Parts of a Paragraph

- **Topic Sentence**

- **Details**

- **Conclusion**

A Question        ?  
 An Exclamation    !  
 A Statement        .



\*Great Example:

Make your paragraph yummy and delicious like a burger!

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Step 4:

Conclusion

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### Parts of a Paragraph

- **Topic Sentence**

- **Details**

- **Conclusion**

A Question        ?  
 An Exclamation    !  
 A Statement        .



\*Great Example:

Make your paragraph yummy and delicious like a burger!

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Mini-lessons



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Step 5: Editing

"The strength of using DOL is the dialogue that takes place as students and teacher correct the sentences together. This strength is lost when the use of Daily Oral Language becomes an independent seat assignment without teacher or group interaction."

(Pathways 1<sup>st</sup> & 2<sup>nd</sup> Grade Teacher Manual, page 86)



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Editing  
Mini-lessons



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## Editing

### Writing Interesting Paragraphs



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## Sample Daily Paragraph Lesson

### Example

*Concepts, Week 1, Theme 3:*

- \*Capitalize sentence beginning
- \*Commas in series
- \*Punctuate sentence ending
- \*Capitalize book title
- \*Underline book title



### Sentence With Mistakes

today we read a story about animals it is called when rain falls it is about what animals do when it rains there is a squirrel fox mouse and turtle in the story we enjoyed this book very much

### Corrected Sentence

Today we read a story about animals. It is called When Rain Falls. It is about what animals do when it rains. There is a squirrel, fox, mouse and turtle in the story. We enjoyed this book very much! By Chesney Kelly, 1<sup>st</sup> Grade

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## Step 6: Reading & Writing



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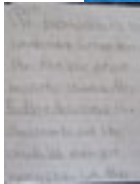
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Step 7:  
Sharing



Personal  
Daily  
Journals

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Sharing

Computer  
Generated Class  
News



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Sharing  
School Newsletters



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### Sharing

Church Bulletin Boards & Shut-ins

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### Characteristics of AUTHENTIC Learning



- Authentic Tasks
- Students Engaged
- Interdisciplinary Learning
- Real World Connections
- *Authentic Audience*
- Student Driven
- Social Discourse

(Donovan et al., 1999; Newman & Associates, 1996; Newman et al., 1995; Nolan & Francis, 1992)

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## IV. Summary



“Multi-grade teachers may choose to combine grades and teach concepts common to both first and second grades in one presentation.”

(Pathways Grades 1 & 2 Teacher Manual, page 86)

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## V. Practice



- Daily Journalist Volunteer
- Brainstorm
  - Topic Sentence
  - 3 or More Details
  - Conclusion
- Edit
- Read
- Write

*Sample:*  
Theme 5, Week 1, 1<sup>st</sup> and 2<sup>nd</sup> Grades:

- \_\_\_ Capitalize sentence beginning
- \_\_\_ Capitalize proper nouns
- \_\_\_ Capitalize day of the week
- \_\_\_ Comma to separate day & year
- \_\_\_ Punctuate sentence endings

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## VI. Reflection



"A key component of good classroom management is schoolwork and lessons being based on relevance and student interest."  
(Roy, Jim, *Soul Shapers*, Review and Herald Publishing Association, page 35)

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Join us on Wednesday Morning  
to Learn More About  
***Celebrating the Writing of  
Children in the Primary Grades!***



Breakout Session 600,  
9:45-11am  
**WEDNESDAY, AUGUST 8**  
Room Name: Jackson A  
Hope to  
see you there!

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