

## Ch. 2 Oracy

Date: \_\_\_\_\_

Start time: \_\_\_\_\_

End time: \_\_\_\_\_

Materials needed:

Meeting 2		LC Goal #	At the end of your meeting, document your progress:			
			Did not start	Did some	Did most	Met activity
1	Distinguish oracy from general oral language development					
2	Explore academic purposes for oral instruction					
3	Demonstrate teaching methods to develop oracy					
4	Analyze lesson plans for oracy focus					

### START HERE

**Facilitator:** Welcome members to the meeting.

**Time Keeper:** Note start time and ask for agreement on when to stop the meeting. Establish a mechanism (e.g., wave hand, play Oscar music, hold up sign) to signal 5–10 minutes remaining.

**Recorder:** Write the names of the attendees, noting if individuals have specific roles, such as Facilitator, Time Keeper, and so forth.

**Facilitator:** Ask participants to share any insights they found while researching the still-to-be-understood key terms from Meeting 1.

Review the Meeting 2 activities. Ask participants to identify any activities that specifically and directly contribute to the Learning Community (LC) goals established in Meeting 1. Add the LC goal number next to the activity(s).

### Attendance

Facilitator(s)

\_\_\_\_\_  
\_\_\_\_\_

Time Keeper

\_\_\_\_\_

Recorder

\_\_\_\_\_

Other Participants

\_\_\_\_\_

\_\_\_\_\_

**Activity 1: Distinguish Oracy from General Oral Language Development**

**Facilitator:** Ask participants to consider the first bullet point in the list of Guiding Questions on page 19. Draw participants' attention to pages 19–20 for additional information.

**Time Keeper:** Set a time limit for this activity.

**Facilitator:** Invite volunteers to provide responses. Then ask if they think the distinction offered by the authors is necessary or useful. In other words, does this help explain something the participants have already noticed in their teaching? Or has it provided a new way to look at oral language instruction?

Conclude this discussion by asking participants for examples of oracy from their teaching (if such examples have not already been shared in the conversation).

**Activity 2: Explore Academic Purposes for Oral Instruction**

**Facilitator:** Ask participants to review the following statement from the middle of page 20:

*Talk is rehearsal for writing; it is also an outcome in its own right, allowing students to extend and develop their thinking skills.*

Ask group members to also consider the bullet points in the middle of the page (the academic purposes for oral instruction provided by the UK National Oracy Project).

**Time Keeper:** Set a time limit for this activity.

**Facilitator:** Have participants work with a partner to provide one example from their own practices, or one that they have observed, for each of the four bullet points.

**Time Keeper:** Set a time limit for this activity and a signal for when the group should reconvene.

**Facilitator:** Ask volunteers to provide examples. In the interest of time, limit the sharing to 1–2 examples for each bullet point.

**Activity 3: Demonstrate Teaching Methods to Develop Oracy**

**Facilitator:** Remind participants that this chapter offers rich descriptions of two reading methods teachers can use for oracy instruction, Lotta Lara and readers theater.

Divide participants into groups of 4 or fewer members. Assign each group either Lotta Laura (pp. 25–26) or readers theater (pp. 26–28). (Obviously, if there are more than two groups there will be more than one group assigned to each method. Keep the number of groups assigned to each method as even as possible.)

Ask each group to *demonstrate* the method, highlighting oracy instruction. Explain that the task is not to describe the method or an activity, but to show it by performing a role play or skit with a “teacher” and “students.” Before the skit or role play, participants might describe the planning and rationale for the group’s choices. Or this might be saved until the end to debrief the demonstrations.

**Time Keeper:** Set a time limit for the small groups to prepare and a signal for when the whole group should reconvene.

**Facilitator:** Invite each group to present their skits and descriptions.

After each group shares, ask what participants noticed across the demonstrations (e.g., was there a consistent focus on oracy?).

#### Activity 4: Analyze Lesson Plans for Oracy Focus

**Facilitator:** Ask participants to re-form their groups from Activity 3. Have each group select one of the lesson plans from pages 29–31. (Make sure that at least one group is working with each plan.)

Explain that Tables 2.2 (p. 22) and 2.3 (p. 23) provide guidelines for setting goals for language structures and selecting vocabulary. Ask groups to use these tables to review their selected lesson plans. Specifically, what language structures and vocabulary terms seem to be the focus of the plan and how are these made prominent through instruction?

**Time Keeper:** Set a time limit for the groups to prepare and a signal to bring everyone back together.

**Facilitator:** Rather than have groups make a formal report, ask them to share interesting points of conversation.

#### WRAP UP

**Facilitator:** Ask members how much of each activity was achieved and note the results on the chart.

Remind members of the next meeting day/time.

Ensure that the roles of Facilitator, Recorder, and Time Keeper have been established.

Discuss which chapter(s) need to be read before the next meeting.

**Time Keeper:** Note end time.

**Facilitator:** Thank members for attending the meeting.