



Oracy Strategies for the Older Grades

Strategy Name	Purpose, Description, and Examples	Notes
Adapted Reader's Theater (ART) (page 81)	<u>Purpose:</u> • To make a text or big idea comprehensible by acting it out. • To introduce new academic language within a context that is risk-free and highly comprehensible. <u>Description:</u> Adapted Readers' Theater, or ART, is, as the name implies, an adaptation of readers' theater. • The teacher summarizes or paraphrases a text while the students act it out. In some ways, it is very similar to TPR. • The difference is that there is not as much of an emphasis on associating specific vocabulary with a specific movement. • Through the teacher's narration and the interaction and movement of the students, the concepts and vocabulary are previewed. • Students act out the story with the teacher either silently or joining into the narration using the key academic vocabulary. <u>Example:</u> Using immigration as a theme, the teacher would paraphrase the text – the social studies book or other resource – that the students will be reading. As she narrates, she uses language that will be comprehensible to her students, and introduces new vocabulary supported by pictures or realia. The students can be engaged in acting out gestures associated to the big ideas of the theme.	

Strategy Name	Purpose, Description, and Examples	Notes
Concept Attainment (pages 53-56, 81-82, 136)	<u>Purpose:</u> • To provide students with an experience where they describe and identify a concept through an interactive, teacher-led process that is deductive. • To elicit student language about a concept they know, and to use that language to describe a new concept. <u>Description:</u> Concept attainment is a constructivist strategy wherein students construct an understanding of a new concept through a series of hints or examples of the concept. This is in contrast to the more teacher- centered – and abstract - approach, where the teacher tells the students the concept they will be studying, and then describes the concept to the students. <u>Example:</u> • The teacher shares illustrations in two columns, Column A and Column B. • As she shares these illustrations, students use sentence prompts to identify the shape (What is it? □It is a square), and to identify what happens to it (What happened to it? Its border changed colors) from Column A. • The same happens with Column B where the shapes are filled in. Students talk in pairs using these prompts, and the teacher records their descriptors of what has happened to the shapes. • Once enough descriptions have been shared, the teacher explains that Column A is called Perimeter, and Column B is called Area. • Because the students described and identified each concept, they understand its meaning without the teacher having to explain or lecture.	



 Sensory Supports	 Graphic Supports	 Interactive Supports
• Real-life objects • Manipulatives • Pictures • Photographs • Illustrations, diagrams and drawings • Physical activities • Videos and films • Broadcasts • Models and figures • Experiments • Experiences	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With mentors

Unified by a Theme or Topic – In Context
Created with/by students and used by Students

