

Indicator #13  
Expressive Language

Student expresses thoughts, feelings and ideas; speaking clearly enough to be understood by most audiences.

**Research**

There is growing concern that there is an increase in the number of children suffering from communication difficulties. Teachers are able to incorporate opportunities for communication to occur at all times of the day. Circle times poses as a great opportunity to give children the chance to express themselves to an audience. This is an excellent time to help support children in their use of language in a group setting. The purpose of learning language and interacting socially is to make connections with other people and to make sense of experiences. Teachers are the backbone of teaching and modeling good listening and speaking techniques. Learning takes place when children are comfortable sharing information with classmates and participating in conversations to expose them to new words and language. Mild language delays can have an impact on a child's development. Language is critical for both school readiness and emotional development.

Genishi, C. (n.d.). Young Children's Oral Language Development. Retrieved June 03, 2016, from <http://www.readingrockets.org/article/young-childrens-oral-language-development>

Presentation of Knowledge and Ideas Purpose, Audience, and  
1.5.PK.D

**Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.**

The learner will:

- Speak/sign descriptive sentences that can be understood by most audiences

The learner may also:

- Communicate about stories, experiences, and interests using some detail
- Use appropriate volume to be heard by group, paying attention to inside and outside voices
- Use appropriate pacing when speaking

Effective Practices:

- Speak to and engage children in group and individual conversation daily
- Re-phrase children's sentence structure or grammar by repeating the sentence properly
- Model appropriate volume and pace when speaking
- Explicitly encourage children to adapt volume and pacing as appropriate to the situation
- Acknowledge children's efforts to share stories and experiences add any additional supportive practices from below

## ACTIVITIES

**Activity:**

Read class the story "Dragons like Tacos" by Adam Rubin and engage in discussion on favorite foods. On chart paper, make a list of foods they like to eat.

**Extension Activity:**

*Materials:*

paper plate, crayons, construction paper, pencils

Students will draw a picture of a favorite food they like to eat on the paper plate. After creating their favorite food, they will share their food with the class using the prompts as in the activity. The plates will be displayed for further conversations and discussion.

**Evidence Collection Strategies:**

Teacher will observe and document students' ability to share out loud, speaking loud enough to be understood.

**Home School Connection:**

- Make time for family conversations. (dinner time, board games - no electronic devices)

**Home School Extension:**

Encourage families to continue conversations and share stories in their native languages.

**Activity:**

During the writing process students will share their writing as the final step. The students will sit in a circle and hold their writing in their laps. When it is their turn, the students will hold up their writing and talk about what is happening in the picture. The students will explain “who”, “what”, “where”, and “when” the story happened.

**Activity Prompts:**

The teacher will say, “Please tell me what is happening in your story (in your picture).” “Who are the people in your picture?”, “What are the people doing?”, and “Where is your story happening?”

**Evidence Collection Strategies:**

The teacher will make an anecdotal checklist to note students that expressed themselves well while sharing their writing.

**Home School Connection:**

The students draw a picture of what they did in school and explain it to their parents.

**Activity:**

During morning meeting, have the students engage in conversation or “Morning News” about what they did the night before. You can use methods such as “Think, Pair, Share” and “Turn and Talk.” The students take turns telling their partner(s) what they did last night. After each has a turn to share, the teacher can choose a few students to share out loud what their partners told them.

**Activity Prompts:**

Teacher can ask questions of the students “Tell a partner what you did this weekend?”

**Evidence Collection Strategies:**

Teacher will observe and document students’ ability to share out loud, speaking loud enough to be understood.

**Home School Connection:**

*In the kitchen:*

- Engage in conversation around the dinner table about daily events
- Play board games and family games

*Outside:*

- Set up scavenger hunt to do as a family

*Traveling:*

- In the car, play games, sing songs

**Extension:**

Encourage families to use other forms of language such as sign language and encourage them to learn and use other languages.

