

Grade	Subject	Strand	Time
Grade 4	Language	Oral Communication	1 hour 10 minutes

**Brief Description**

This lesson helps students practice and reflect on their oral communication skills. The lesson begins with an announcement: the class is opening an imaginary clog-making factory! To run this factory, the class must decide on a common clog-making procedure. Students will first get in pairs and watch a video on how clogs are made. Each pair will listen to the information provided by the video's narrator and take notes using a flow chart worksheet. Then, the class will come together as a whole to discuss, deliberate and decide on a common procedure for their factory. The lesson will conclude with a reflection on good listening and communication strategies. Students will share strategies they believed enhanced their listening skills, as well as those which enabled or hindered the class' collaboration process.

**Desired Results and Preparation**

**The Big Idea/Essential Question**

How can we enhance our listening and communication skills?

**Overall Curriculum Expectations**

- Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.
- Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

**Specific Curriculum Expectation**

- **1.4** Demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details.
- **2.2** Demonstrate an understanding of appropriate speaking behavior in a variety of situations, including paired sharing and small- and large-group discussions.
- **2.3** Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form.
- **3.1** Identify, in conversation with the teacher and peers, what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills.

**Prior Knowledge Needed**

- A basic understanding of note-taking and flow charts.

**Materials Needed**

- 1 picture of clogs (Appx. A)
- 1 computer or tablet per student pair with access to the internet and the following link:  
<https://www.youtube.com/watch?v=IMwCdqwWvIo#>
- 1 worksheet per student (Appx. B)
- 1 set of headphones per student pair
- Pencils and erasers
- Flip-chart paper and makers, or SMART Board technology

**The Lesson**

**Hook (5 minutes)**

**Student Grouping:** Whole Class

1. Show the class a picture of clogs (Appx. A).
2. Ask students about the picture (e.g. "What is this a picture of? What it is called? Where it comes from? What is made of?").
3. Ask students to guess how clogs are made (e.g. "What do you think clog makers might do first? What might they do next?")

**Introduction (5 minutes)**

**Student Grouping:** Whole Class

1. Tell students the class is opening up a clog-making factory. They have all the equipment and supplies needed for their business; they just need to figure out how to make clogs and decide on a common clog-making procedure.
2. Explain the following:
  - Students will first get into pairs. Each pair will use a computer/tablet and headphones to watch a video on clog-making.
  - Students will listen to the narrator's explanation and take notes on the process using a flow chart worksheet. Remind students that simply transcribing what the narrator says is not taking notes. Instead, they should listen carefully and write down only the narrator's most important points.
  - The class will then come together as a whole. They will use their notes to collaborate in developing a common clog-making procedure for their factory.

<b>Body (50 minutes)</b>	<b>Student Grouping:</b> Pairs and Whole Class
<ol style="list-style-type: none"> <li>Place students in pairs and ask them to watch the following video (5 min): <a href="https://www.youtube.com/watch?v=IMwCdqwWvIo#">https://www.youtube.com/watch?v=IMwCdqwWvIo#</a></li> <li>Hand out flow chart worksheets (Appx. B) and pencils/erasers.</li> <li>Circulate to listen to each pair's discussion and assess students' skill levels.</li> <li>After about 30 minutes, bring out chart paper or use SMART Board technology to create the class' common flow chart.</li> <li>Ask students to refer to their notes to help fill in the big chart (e.g. "<i>When making a clog in our factory, what should we do first? What should we do next?</i>"). Ask students if they think there should be other steps included in the flow chart that were not discussed in the video. The goal of this exercise is to facilitate a class discussion and deliberation of the factory's clog-making process. Although students will agree on some steps, they will disagree on others. If there is a disagreement, facilitate a class consultation. Ask each side to make an argument and come to a final decision by calling for a class vote. Repeat this until the class' flow chart is complete.</li> </ol>	
<b>Conclusion (10 minutes)</b>	<b>Student Grouping:</b> Whole Class
<ol style="list-style-type: none"> <li>Conclude the lesson with an open-ended discussion. Ask students what strategies they used to take notes on the video's information. Did they find the flow charts useful? If they could do this task again, would they choose to use another graphic organizer? What did they find easy or difficult about listening and taking notes at the same time? What were some strategies they used to complete the flow chart?</li> <li>Ask students about the collaboration process. Did everyone have the same ideas for the factory's clog-making procedure? Why were there differences? When trying to convince others to incorporate an idea, what communication strategies helped the class collaborate? What behaviors hindered it?</li> </ol>	
<b>Extra Components</b>	
<b>Warm-Up</b>	
<ul style="list-style-type: none"> <li>Play a listening game. Put students in pairs and ask them to sit back to back. Give one student in the pair a unique picture with many simple shapes (e.g. hearts, circles, squares, etc.) at different angles and in different positions. Give the other student in the pair a blank piece of paper. The student with the picture must instruct their partner how to draw this picture without showing them. When finished, circulate the pictures to another group and have partners switch roles.</li> <li>Get students to practice using a flow chart. Read a short story aloud and ask students to map out the story's events using a flow chart.</li> </ul>	
<b>Extension</b>	
<ul style="list-style-type: none"> <li>Bring your students to the Bata Shoe Museum! They will have a chance to paint their own clogs and will learn more about shoes from around the world.</li> <li>Show students an older version of the clog-making video: <a href="https://www.youtube.com/watch?v=gUDHPiJXkyU">https://www.youtube.com/watch?v=gUDHPiJXkyU</a>. Although the visuals are the same, the narration is different. Get students to identify the differences in the two narrations. Ask students why they think the Science Channel decided to "update" the older version's narration.</li> <li>Get students to work in groups to create their own "How To" video on a common activity (e.g. baking cookies, washing a car, setting the table, etc.). This will involve research, writing a script, filming and editing. Videos should be about 3-5 minutes long, and should teach the class a new skill using simple visuals and clear, step-by-step instructions. After students are done, watch the videos as a class and discuss each one's strengths and areas for improvement.</li> </ul>	
<b>Modifications and Accommodations</b>	
<ul style="list-style-type: none"> <li>If your class does not have access to enough computers or tablets, watch the video on one computer with the whole class. Watch the video several times through, allowing intervals between each screening for pairs to discuss their flow charts.</li> <li>ESL accommodations: consider grouping these students with at least two other fluent English speakers. This allows ESL students to practice their language skills, get help with the task, and listen to natural dialogue between two fluent speakers.</li> </ul>	
<b>Assessment</b>	
<ul style="list-style-type: none"> <li>Formative assessment: observational notes during the activity and the class' concluding discussion.</li> </ul>	



## How are Clogs Made?



- 1) Check out this video: [www.youtube.com/watch?v=IMwCdqwWvIo#](http://www.youtube.com/watch?v=IMwCdqwWvIo#)
- 2) Listen to the video's narrator and use the flow chart below to take notes.
- 3) If you need more space, please ask for another worksheet. 😊



