

Unit Plan - Conversations

Learning Goals

Level 1

- Respond appropriately to others' attempts to interact
- Participate in and maintain conversations by providing comments that are on-topic
- Identify the meanings of idioms after reading a story that contains figurative language
- Introduce themselves/others appropriately to new people

Level 2

- Initiate, participate in and continue conversations by providing comments that are on-topic
- Make appropriate conversational topic shifts
- Describe common idioms and explain their purpose
- Terminate conversations by using appropriate behavior, vocal changes and expressive language
- Demonstrate understanding of good conversation with others by listening and taking turns

Level 3

- Demonstrate voice tone changes for varying audience members
- Demonstrate understanding of terminating a conversation by using appropriate behavior, vocal changes and expressive language
- Clarify statements made in conversation or ask for clarification if needed
- Demonstrate how to interrupt politely
- Demonstrate understanding and use of appropriate voice volume to match the appropriate setting
- Engage in conversational turn-taking with others through asking questions and making comments
- Ask clarifying questions when he/she doesn't understand the use of figurative language

Hidden Social Keys

- Monitor & adjust your behavior when you're with the group
- Talk about things that others like to talk about
- Words can have more than one meaning

Worksheets, Curriculum Integration and Project-Based Learning Ideas

English Language Arts

- ****Character Sketch, Conversation Booklet, About Me, About My Friend, In My Opinion..., Making Connections, Reflections, Story Map and What Happened?**
- Read a selection of *Amelia Bedelia* books by Peggy Parish; have students write and illustrate a list of "Amelia Bedelia-isms"
- Read *The Cat's Pajamas* by Wallace Edwards; have students select an idiom and draw one picture to depict the literal meaning and one to depict the figurative meaning
- Have each student bring in a photo of them engaging in a social activity with a friend/family member, share with their photo with the class and write a paragraph (journal style) describing what is happening in the photo
- Have students read the Reader's Theater Scriptwriting - Example* and create their own script, depicting conversational turn-taking and strategies for maintaining a conversation (i.e. making a comment, asking a question and giving a compliment)

Visual and Performing Arts

- Discuss the four main kinds of sentences: *declarative, interrogative, imperative, and exclamatory*; role-play each sentence and have students decide which is best for ending a conversation
- ****Reader's Theater:** Have students perform the script; film and watch to have a discussion about body language and eye contact

****see reproducible**