

Conversation Class Plan B

This is an adaptation of the Conversation Class Plan on *pages 19-33* of the Facilitator Guide. It is designed for lower-level classes. If you have a class with students who have very limited proficiency in English, please contact the WSNYC Program Team for picture-and-word materials created specifically for use with this plan.

Before You Watch (45 minutes)

1 Introductions (15 minutes)

Begin each class with introductions to make everyone feel welcome, and to build community and confidence making introductions.

STEPS

- a. Welcome everyone and bring everyone together in a circle. Speak clearly and slowly.
- b. **SAY:** *My name is _____ . I'm very happy to see you. Welcome to our class. Together, we will learn words. We will watch and talk about a video. We will meet once a week for two hours, from _____ to _____. First, let's learn our names.*
- c. Say your name again: *My name is _____ .*
- d. **SAY:** *Let's practice.*
- e. Model a ball-toss activity: Gently, toss a nerf ball (or any ball of soft material) to a student. **ASK:** *What is your name?*
- f. The student answers: *My name is _____ .*
- g. The student tosses the ball to another student and asks: *What is your name?*

- h. The student who receives the ball answers the question, then tosses the ball to another student.
- i. Follow this process. Make sure everyone gets a turn to introduce themselves.
- j. Model saying where you come from: *I come from _____*.
- k. Toss the ball to a student. **ASK:** *Where are you from?*
- l. Follow the ball-toss steps. Make sure everyone gets a turn to say where they come from.

2 **Picture and Word Discussion** (30 minutes)

The WSNYC Program Team will give you a picture with a list of *people, things, actions, and emotions* in the picture. In this plan, use only this picture for the picture discussion, giving a copy to each of the learners in your class. Here are the steps.

- a. **SAY:** *We are going to watch a video. I have a picture from the video.*
- b. Hold up the picture for the class to see.
- c. **SAY:** *The picture has a list of words: people, things, actions, and emotions.*
- d. Write on the board: *people, things, actions, emotions.*
- e. Use gestures, point to things in the room, and demonstrate actions and emotions to help explain the meaning of *people, things, actions and emotions.*
- f. Hand out the picture, one for every two students. **SAY:** *With your partner, find the people, things, actions and emotions in the picture.*
- g. Go around the room to facilitate with vocabulary and discussion about the picture. Help with pronunciation.

- h. After a few minutes, bring the class together for discussion. At this time, give everyone a copy of the picture. **ASK:** *What do you think?... Who are the people in the picture? Where are they? What are they doing? What emotions (happy, sad...) do you see? What other things do you see in the picture?*
- i. On the back of the picture, there are a four words that appear in the scene in the picture. Each word is used in a sentence. Have the students practice saying the words and sentences. **ASK:** *When do you use the word _____ ? Where do you use it? Build the meaning together.* (See the section on **Constructing Meaning** on *pages 8-9* and see the tips for **Getting Ideas Across** on *pages 12-13.*)
- j. **SAY:** *We are going to start to watch the video. We will meet the people in the picture and hear the words.*

Show and Discuss the Episode (1 hour)

- a. Play the beginning of the video. Pause after the scene in the pre-watching picture. **SAY:** *Turn to the person next to you and talk about the video.* Point to the screen and **ASK:** *Who are the characters (the people in the video)? Where are they? What are they doing? What things did you see? What emotions did you see? What words did you hear?*
- b. Bring the class together for whole-class discussion. Use the pre-watching picture to help facilitate the discussion.
- c. Ask the class what they think is going to happen next.
- d. Before resuming the video, introduce an **Important Word** from the sheet of **Important Words** (in the Materials Packet) that students will hear in an upcoming scene. You do not need to hand out the **Important Words** sheet to the students at this time. Instead, write the **Important Word(s)** on the board and have the class practice saying and building the meaning together.

- e. Continue showing the video. Pause at moments to facilitate comprehension and to build vocabulary. When you pause the video, refer to the scene on the screen. **ASK: *What is going on? Who are the characters? What are they doing? What things do you see? What emotions do you see? (How do the characters feel?)***
- f. Ask these additional questions when problems and solutions are introduced in the video: *What is the problem? What can the characters do?*
- g. Pause as often as helpful and repeat scenes as needed.

Wrap-Up (15 minutes)

This activity brings everyone together before you break up until the next class.

STEPS

- a. **SAY: *Before we go, let's make a circle.***
- b. When everybody is in the circle, take out the ball that you used in the introductions. **SAY: *I am going to toss the ball to someone. When you catch the ball, say your name and where you come from again, so we all know each other. Also, say one thing you learned today. It could be a word or an action, anything you want to say.***
- c. Give an example so everyone knows what to do.
- d. Start the ball toss.
- e. Make sure everyone has a chance to participate.
- f. Before leaving, have people write down the time and date of the next meeting.
- g. **SAY: *See you next week at (time) on (date). We'll watch another episode and practice more English together.***