

Lesson 2A: Starting and Stopping Conversations

CCSS

SL.9-10.1, SL.9-10.2

TEKS

110.31.(b)(24)-(26), 110.31.(b)(12)

Note to teacher: This is the first of a two-part lesson.

Objective

What this lesson will achieve: Students will be able to identify when it is appropriate to start a conversation and will be able to initiate a conversation with their peers.

Goals

You'll know this lesson is successful if students can:

- Identify when it is appropriate to start a conversation.
- Tie comments, compliments, or experiences together with questions to start a conversation.
- Effectively role-play starting conversations using different methods.

Key Ideas

- The first step to starting a conversation is deciding whether or not it is actually a good time to start a conversation. You do this by looking at the clues that the other person is giving you.
- To start a conversation, start by greeting the other person and then tie a comment to a question. This is a good way to start a conversation because it allows you to open up to the other person. It also tells them that you are interested in getting to know them.

Vocabulary

Compliment, open-ended questions

Lesson 2A Steps:

1. **Pre-teach** lesson vocabulary by having students work independently, in pairs, or as a group, to complete the vocabulary activity in the Student Workbook.
2. **Introduce** the lesson content on starting a conversation in ONEder Academy.
3. **Assess** students using the *Check for Understanding* activity in ONEder Academy.
4. **Complete** Part A of the *Conversations Role-Play Activity* in the Student Workbook.
5. **Wrap Up** the lesson by having students answer the *Lesson Review Questions*. Then, do a final review of what they have learned and introduce them to the next lesson.



Differentiation Strategies

Encourage English learners to **use the text translation** feature.

For reference, have students **record examples** of statements they can use to start or end a conversation in the *Starting and Stopping Conversations* graphic organizer that appears in their Student Workbook.

With a student volunteer, **model** starting conversations using the scripts in the Student Workbook. As you do the role-play, use a **think aloud** to explain why you decided to say what you said.

Lesson 2B: Starting and Stopping Conversations

CCSS

SL.9-10.1, SL.9-10.2

TEKS

110.31.(b)(24)-(26), 110.31.(b)(12)

Note to teacher: This is the second of a two-part lesson.

Objective

What this lesson will achieve: Students will be able to know when and how to politely and effectively end a conversation.

Goals

You'll know this lesson is successful if students can:

- List and apply multiple strategies to end a conversation.
- Identify when it is time to end a conversation.
- Analyze body language and conversation clues to know when another person is trying to end a conversation.

Key Ideas

- There are several ways to identify if it is time to end a conversation. It is time for a conversation to end when: someone in the conversation has to be somewhere else; there is a lull or pause in the conversation; there is a natural transition that ends the conversation; or the other person is giving you clues that they are done speaking.
- To end a conversation, you can either give a reason as to why you have to stop speaking, make plans to speak again in the future, or make a positive comment about the conversation you just had. Then you can use a goodbye phrase to close off the conversation.

Vocabulary

Lull, polite

Lesson 3 Steps:

1. **Pre-teach** lesson vocabulary by having students work independently, in pairs, or as a group, to complete the vocabulary activity in the Student Workbook.
2. **Introduce** the lesson content on stopping a conversation in ONEder Academy.
3. **Informally** assess students using the *Check for Understanding* activity in ONEder Academy.
4. **Continue** Part B of the *Conversations Role-Play Activity* in the Student Workbook.
5. **Wrap Up** the lesson by having students review what they learned and then introduce them to the next lesson.



Differentiation Strategies

Encourage English learners to **use the text translation** feature.

For reference, have students **record examples** of statements they can use to start or end a conversation in the *Starting and Stopping Conversations* graphic organizer that appears in their Student Workbook.

With a student volunteer, **model** starting conversations using the scripts in the Student Workbook. As you do the role-play, use a **think aloud** to explain why you decided to say what you said.

Lesson 2A and 2B: Starting and Stopping Conversations

In this lesson, you'll learn how to **start** and **stop** conversations.

Before you get started, let's review the *Words You Need to Know* for this lesson! Read each of the words in the box out loud and put a check next to the ones that you already know. Then, use the glossary at the back of this book to find the definition for each word. Finally, write the word, its definition, and a sentence using the word, in the space provided below.

Words You Need to Know	
<input type="radio"/> Compliment	<input type="radio"/> Open-ended questions
<input type="radio"/> Lull	<input type="radio"/> Polite

Word	Definition
Sentence	

Word	Definition
Sentence	

Word	Definition
Sentence	

Word	Definition
Sentence	

Lesson 2A and 2B: Starting and Stopping Conversations



Conversation Role-Play Activity

Directions: Find a partner and use the scripts below to role-play starting and stopping conversations.

Lesson 2A Role-Play: Starting a Conversation

<i>Script 1</i>	<i>Script 2</i>
<p>Person 1: I love those shoes! Where do you find these unique things?</p> <p>Person 2: Thank you! I actually made them myself!</p> <p>Person 1: Wow! You are so creative. Where do you get your ideas from?</p> <p>Person 2: This pair is actually based on a painting I saw at the town museum.</p> <p>Person 1: No way! I love the town museum. Do you go often?</p>	<p>Person 1: I always like working the late shift. What's your favorite shift?</p> <p>Person 2: I love the late shift too; it means I can go to class in the morning.</p> <p>Person 1: I didn't know you were in school. What are you studying?</p> <p>Person 2: I'm studying math. I graduate next month.</p> <p>Person 1: That must be why you are so quick on the register. Do you think your studies help you with the job?</p>

Lesson 2B Role-Play: Stopping a Conversation

<i>Script 1</i>	<i>Script 2</i>
<p>Person 1: Whoa, look at the time! I have to get back to work!</p> <p>Person 2: It was so nice to see you!</p> <p>Person 1: It was great to see you too!</p> <p>Person 2: See you later.</p> <p>Person 1: Bye!</p>	<p>Person 1: Do you have any plans tomorrow?</p> <p>Person 2: No, why?</p> <p>Person 1: I have to get to class, but was hoping we could catch up later.</p> <p>Person 2: That sounds great.</p> <p>Person 1: OK! See you then!</p>



Lesson 2A and 2B: Starting and Stopping Conversations



Conversation Role-Play Activity

Directions: Complete the Starting and Stopping Conversations tables below with a partner. Take turns.

Starting Conversations		
Comments + Question	Example	This game is intense! Which team are you cheering for?
	Your Example	
Compliment + Question	Example	That is a cool car! Where did you find such a classic?
	Your Example	
Experience + Question	Example	That homework assignment was tough! What did you think about it?
	Your Example	

Stopping Conversations		
Reason + Goodbye	Example	I have to get back to work. Talk to you later!
	Your Example	
Future Plans + Goodbye	Example	Let's catch up for dinner later! See you then!
	Your Example	
Positive Comment + Goodbye	Example	It was so nice to see you. Hope to see you again soon!
	Your Example	

