

What Do I Say?

Courtenay Mitchell

Grade/Age Level: 2nd-5th Grade

Subject: Content Area/ Social Studies

Content Objective:

- Students will practice talking on the telephone, using appropriate telephone etiquette.

Language Objectives:

- Students will discuss with a partner reasons people need to use the telephone (ex: call a friend, order a pizza, call the doctor etc..) and construct a list of these reasons.
- Students will choose 2 reasons, and write a dialogue for the conversations, each person taking a role.
- Students will practice these conversations with their partner using 2 pretend telephones, and switching roles.

Instructional Features:

Activities and Procedures:

Students will read “What do I say Now?” a book about different children who aren’t sure what to say on the telephone. After reading the book, students will talk about different times you need to use the telephone and list them on the board. List will include things like call a friend to come over, call home to ask mom or dad a question, order pizza, invite a friend to a movie, call and get a ride to a soccer game etc. Students will then get into partners of a different language level (because the nature of the lesson, I want to students to be comfortable as possible, and to also learn from each other). The partners will choose 3 scenarios from the board and make up one original scenario. They will then write a script for each scenario. They will then show the teacher the scripts and if they are appropriate, she will offer suggestions, and also give each student a phone made of pvc pipe. Students will then practice each scenario, switching roles on each one. Through this practice, students will gain confidence in using the telephone.

Instructional Strategies: Vocabulary Role Play; by role playing real scenarios, students will gain confidence, and feel more comfortable in a real life situation on the phone. This is a metacognitive strategy.

Grouping: Students will be grouped heterogeneously to provide optimum learning in the lesson. Students who are higher level language speakers will benefit by teaching and modeling for the less fluent students. The lower level students will benefit by observing and practicing with the higher leveled speaker.

Learning Strategies: Metacognitive: Organizational Planning, students will plan out what to say in each scenario.

Cognitive: Auditory representation, students will replay and practice saying what is in each scenario.

Social/Affective Strategies: Cooperation, students will work with classmates and coach each other to complete the tasks.

Adaptations:

Stage 1+2: Student will contribute to the scripts using words and ideas, will also be permitted to discuss in native language, but the script must be in English. Also, student will be required to successfully play each role in the scripted scenarios.

Stage 3: Student will contribute to the scripts using sentences and ideas, will also be permitted use some words in native language, but the script must be in English. Also, student will be required to successfully play each role in the scripted scenarios.

Stage 4+5: Student will contribute to the scripts using detailed sentences and ideas, will not be permitted to discuss in native language, and the script must be in English. Also, student will be required to successfully play each role in the scripted scenarios.

Assessment:

	A ☺	B :-I	C ☹
Stage 1+2	Script is in English and Student can successfully read and act out the script. And discusses using some English words.	Script is mostly coherent; student uses a few words in English and struggles a little bit with the reading of the script.	Script is mixed Native Language and English, and student struggles heavily reading the script.
Stage 3	Script is in English and Student can successfully read and act out the script. And discusses using mostly English.	Script is mostly coherent; student uses a more than a few words in Native language and struggles a little bit with the reading of the script.	Script is mixed Native Language and English, and student struggles heavily reading the script.
Stage 4+5	Script is in English and Student can successfully read and act out the script. And discusses using English only.	Script is mostly coherent; student uses a few words in Native Language and struggles a little bit with the reading of the script.	Script is mixed Native Language and English, and student struggles heavily reading the script.