



Conversation Curriculum

Communicating Vocabulary through Description

Learning Objective:

1. Students will use descriptive language to explain purpose and identify objects.
2. Students will practice simple sentences with might or could.

Before Class: Review the lesson plan and make sure all materials are accounted for. Make copies of picture cards for **I do/We Do** and **They Do** activities as needed. Have tape/safety pins for **They Do** activity.

- Bring/Choose an interesting or everyday object for the warm-up....(stapler, pineapple, rain boots...anything goes!)

Warm Up Activity (15 minutes): Place your interesting object of choice in the center of the table where all students can see.

- As they arrive, ask them to describe it and write the words they use on the board.
- Make two lists: one containing the adjectives or description phrases, and a second one outlining the categories of the descriptions in the first list (i.e. size, color, use, similarity, type, material).
- Write the word of your object on the board.

I do/ We do Activity (10 minutes): Review the different categories using the object as an example.

- Write the list of items from the picture cards on the board (mittens, umbrella, milk, apples, bananas, tie, sweater, belt).
- Working with one or two vocabulary words, give examples of your own, then elicit examples from the class. What could you do or might you do with those items? Continue until everyone understands the meaning and form they'll be practicing.
- Now model the activity. Stand with back to the board and asks a student to select one of the words on the board and circle it, out of your view, but so all students can see.
- The class must now help you guess the word by suggesting what they could or might do with it. For example, if the object is a belt, they could say things like:
 - I could pick it up.
 - I could use it every day.
 - I could wear it.

- I might need to make it bigger or smaller.
- I might use it to hold my suitcase together.

They do Activity (20 minutes): Play “What am I?”

- Put a picture card on each student’s back with a pin/tape
- Students should not see the slip of paper on their own back.
- Students must move around the room, asking other students yes/no or could/might questions to determine what their object is.
- When students guess correctly, they may remove the word from their back.

- As students finish, play “I Spy”
- Students choose an object from the classroom (a pencil, for example) and say, “I spy something yellow”.
- Other students ask questions until they can guess what it is.

Journal Writing (10 – 15 minutes): Students will write in their dialog journals about one of the four following topics:

- Respond to the last entry (i.e. continue the ‘dialog’)
- Introduce yourself to the teacher (for new students)
- Has there ever been a time where you didn’t know the word for something? How did you describe it so that someone else recognized what you wanted?
- Free-write about a topic of the student’s choice.



Umbrella



Mittens



Milk



Tie / Necktie



Sweater



Belt



Bananas



Apples