



Conversation Curriculum

Story-Telling and Sequence (Daily Routines)

Learning Objective:

1. Students will be able to tell a sequenced story about a daily routine.
2. Students will use adverbs and other expressions of frequency to structure their sequenced stories.

Before class: Review the lesson plan and make copies of the picture story for **Warm-up** as needed. You will need tape or magnets for the **I do/We do activity**.

Warm-up activity (10 minutes):

- Distribute one group of picture story cards per pair of students. Pairs work together to put them in the correct order.

I do/We do activity (10 minutes):

- Display (with tape or magnets) the large picture story pictures in correct sequence on board.
- Write the following adverb list under the corresponding pictures (#1-5):
 1. First/First of all/To start out with
 2. Second/After that
 3. Next/Afterwards
 4. Then/As a result
 5. Last/Finally
- Elicit from students additional adverbs/adverbial phrases to add to the list.
- Start to tell the picture story with "First/First of all....," Ask for a volunteer to create the next sentence using the adverb suggestions or one of their own to tell the next story. Go around the room, letting each student add a new sentence.
- If needed, start the story again so that each student tells one sentence of the story.
- Play the Story Starter Game: explain that you will start the story and the students will need to finish it, sentence by sentence, using adverbs from the list, or their own words. The game continues until each student has made up a sentence and the teacher will conclude. Some ideas to start the story:

Once upon a time...

It was a dark and stormy night....

*At first, Jenny thought the idea was a good one
Every morning, Thomas has tea, but this morning he...
At the beginning of the party, Lisa felt worried...*

- Encourage students to use adverbs (as well as their imaginations!)

They do activity (20 minutes): Story Chain. Ask the students to write down 3-5 sentences of a story from their daily routine. The stories should be short and able to be told in a minute or so, applying adverbs and expressions of frequency. Most importantly they should be told in the first person. Give them five minutes to do this, helping with any unknown vocabulary.

- Pair up students. Each student tells their story in the first person.
- Set up new pairs, asking each student to tell their new partner the story they just heard.
- Depending on the size of the class and time available, switch pairs again, so that each student is sharing the story they just heard with their new partner.
- Ask for volunteers to tell the last story they heard to the class.
- Ask the original storyteller to compare the shared version with the original story.

Journal writing (10 minutes): Students write in dialog journals about one of the following four topics:

- Respond to the teacher's response (i.e. continue the 'dialogue')
- Introduce yourself to the teacher (for new students)
- Describe your daily routine in the morning or evening.
- Free write about a topic of your choice.













