

TAKE IT TO THE TABLE

LESSON 4-9

(An overview)

GOAL: Given visual and verbal supports, the child will demonstrate the ability to complete the following activities successfully as defined within the descriptions provided at the start of each lesson. Materials for these lessons will be listed below each goal.

In the Intermediate Level of the *CMC* program, you will continue to practice conversations on the Conversation Path; however, you will be doing more seatwork activities as the children develop more skills for engaging in longer conversations.

The following is a summary of Lessons 4 to 9.

LESSON 4: WHO WHAT WHEN WHERE WHY

The children will learn about the purpose for asking WH Questions and will be given opportunities to practice using them.

LESSON 5: YES! NO! MAYBE SO!

The children will learn about the purpose for using Interrogative Reversals and will be given opportunities to practice using them.

LESSON 6: MAKING COMMENTS COUNT

The children will learn about the purpose for using comments in conversations and will be given opportunities to practice using them.

LESSON 7: TOPIC CHANGER PRO

The children will learn about the purpose for using words/phrases to change the topic and will be given opportunities to practice using them.

LESSON 8: SPEAKING LOUD AND CLEAR

The children will learn about unspoken rules in conversations. They include our nonverbal communication such as body language and tone of voice. The children will learn about how our emotions affect our conversations with others. Lastly, this lesson includes a discussion on the topic of social media and its affect on us as individuals and as a society.

LESSON 9: BEADING

The children may make a beaded item (i.e. bracelet, key chain, bookmark) to use as a visual reminder for the parts of a conversation.

SECTION ONE



INTERMEDIATE LEVEL

TAKE IT TO THE TABLE

LESSON FOUR

WHO WHAT WHEN WHERE AND WHY

1. LESSON FOUR
 - a. INTRODUCTION
 - b. BASIC TRAINING
 - c. PRACTICE RUN AND ROLE-PLAYS
 - d. WRAP UP AND HOMEWORK CHALLENGE
 - e. KEEP IT FUN
 - f. DISCUSSION
2. TEACHING TOOLS
 - a. ILLUSTRATION OF CMC WALL DISPLAY
 - b. WH QUESTION – SONG LYRICS
 - c. WHY QUESTION – SONG LYRICS
 - d. WH QUESTIONS AND ME – INFORMATION SHEET
 - e. LEARN ABOUT ME + LEARN ABOUT YOU - WORKSHEET
 - f. THE WH MATCH UP – ACTIVITY
 - g. WH QUESTION CARDS
 - h. FROCOCO'S FANTASTIC FRIENDSHIP FINDER – WORKSHEET
 - i. WYNNIE'S WAKOOTABONG LIGHTNING CHALLENGE – WORKSHEET

"Show me a gifted listener, and I'll show you a great conversationalist!"



LESSON FOUR

WHO WHAT WHEN WHERE AND WHY

GOAL: To demonstrate the ability to independently ask 3 WH questions on one topic with a peer or the Conversation Coach while walking along the Conversation Path in four out of five Long Conversations.

MATERIALS:

- Set of WH Question Cards (for each child)
- Pencil (for each child)

INTRODUCTION

Signs to consider in this lesson: who, what, when, where, why, question, answer, think, say, know, don't know.

The children should be seated around the table for this lesson. Hand each of them a set of 5 WH Question cards and a pencil.

In this next lesson, we are going to learn about asking and answering questions. So I have a question for you. Why do we ask questions? (Pause, and wait to see if the children can answer. If not, provide some possible answers (i.e. to request, to get information, to clarify). Please note: In the initial stages of the CMC program, the Conversation Coach will focus predominantly on the fact that we ask questions to get information.)

To get information! Why do we ask questions? To get _____. That's right!

When I ask you a Who Question, I want to know about a _____. (Point to your Who card, and sign the word. If the children can fill in the answer, let them. If they can't think of one, then tell them the answer).

Person. Draw a picture of a person on your Who card. You can draw anybody. You can draw yourself, your mom, your dad, or anyone else that you want. (Children draw a picture of a person on their own Who card.)

When I ask you a What Question, I want to know about a _____. (Point to your What card, and sign the word. If the children can fill in the answer, let them. If they can't think of one, then tell them the answer.)

I want to know about a thing. Draw a picture of a thing on your What card. You can draw ANYTHING that you'd like! You might draw a chair or a banana or even an animal like a dog. (Children draw a picture of a thing on their own What card.)

When I ask you a When Question, I want to know about the _____. (Point to your When card, and sign the word. If the children can fill in the answer, let them. If they can't think of one, then give them the answer).

I want to know about the time. Draw a picture of a watch on your When card. (Children draw a picture of a watch on their own When card.)

When I ask you a Where Question, I want to know about a _____. (Point to your Where card, and sign the word. If the children can fill in the answer, let them. If they can't think of one, then give them some possible options.)

I want to know about a place. Draw a picture of a place on your Where card. You can draw any place. Maybe you will draw Disneyland! That's a cool place. You might draw your house, a farm, or even your closet, because that is still a place. It's a place where you keep your clothes, right? (Children draw a picture of a place on their own Where card.)

When I ask you a Why Question, I want to know what you're _____. (Point to your Why card, and sign the word. If the children can fill in the answer, let them. If they can't, then give them the answer.)

I want to know what you're thinking. (On this one, you may want to draw the picture for the children. You can draw a stick person and a thought bubble with a question mark or light bulb inside.)

BASIC TRAINING

I love asking people questions, because I get to learn about them. Now, we're going to practice asking some questions in an activity called "Learn About Me + Learn About You." I'm going to ask you some questions, and then you can ask me some questions. By the time we are done, you will know more about me, and I will know more about you. (Have the children set their decks aside. With your own set of cards in front of you, select a child, and ask him/her the five WH questions. Start by pointing to your Who card, and ask the child a Who question.)

Name, who is your best friend? (Child responds.)

Cool! (Point to your What question, and ask the child a What question.)

What is your favorite food? (Child responds.)

I love _____, too! (Point to your When question, and ask the child a When question.)

When is your bedtime? (Child responds.)

Hmm. I go to bed at around 11:00 myself. Okay, so let me see if I can remember all of your answers so far! (Think out loud as you review your questions and the child's answers. Then point to your Where question, and ask the child a Where question.)

Where do you keep your toys/bike? (Child responds.)

Hmm. That's a good place! (Then point to your Why question, and ask the child a Why question.)

Why is _____ your favorite food/friend? (Child responds.)

Well, that is very interesting! I have only asked you five questions, and I have learned a lot about you. I have learned that your best friend is _____, and your favorite food is _____. I have learned that you go to bed at _____, and that you keep your toys in _____, I have learned that you like your best friend _____, because he/she is _____.

Now, it's your turn to ask me some questions! (Point to the Who question and encourage the child to ask you a Who question. Continue on through the other question cards, having the child ask you questions as you answer them. Then have the child retell the things that he/she has learned about you. Again, remind the children that we ask questions to get information.)

So, we have learned that we ask questions to get _____, BUT there is another reason why we ask people questions. Can anyone tell me what it is? (Children respond.)

We ask people questions to show that we are listening to them and are interested in the things they have to say. It shows that we care.

PRACTICE RUN AND ROLE-PLAYS

And now, it is your turn to practice the Learn About Me + Learn About You exercise with each other! You can get into pairs and practice your WH Questions together. Listen closely to your partner's answers, because when we are done this exercise, we are going to report to the rest of the group what we have learned about each other.

(Allow the children to get into pairs and practice the Learn About Me + Learn About You exercise. When the children have had a chance to run through the questions with each other, have them report back to the group some things that they have learned.)

Well done, everyone!

HELPFUL HINTS...

1. Signing the WH Questions words is encouraged. Use facial expressions and other gestures as you do the signing. For example, when signing the word "Where," shrug your shoulders, and look around to give the impression of searching for something.
2. When engaging in a conversation with a child, remember to make Meaningful Eye Contact with him/her.
3. This lesson is not intended to teach every question form possible. Its goal is to increase the child's awareness for the function of questions in conversations. However, the Conversation Coach may choose to do more specific teaching on question forms (including the How and Which questions) if the children could use skill development in this area.

WRAP UP AND HOMEWORK CHALLENGE

Well, that was a lot of fun today! I feel like I know all of you so much better. Here is my challenge for this week. I would like you to go home and ask some WH Questions to your mom and dad. Maybe you will find out something about them that you never knew before! If you would like, you can take your deck of WH Questions or Learn About Me + Learn About You worksheet home with you to remind you of what questions to ask.

KEEP IT FUN

1. **Wall Display:** Add your WH Question cards to your wall display. Place them under the blue Conversation Stone.
2. **Sing:** Teach the children the WH Question song and The WHY Song. It is preferred to introduce the WH Question song in the beginning of the lesson as it specifically identifies the question forms that you will be teaching. The WHY Song specifically emphasizes the reason for asking why questions. It is best to teach this song once the children have grasped the understanding for the purpose in asking WH questions in general.
3. **Worksheets:** The WH QUESTIONS AND ME and the WH QUESTION MATCH UP can be reviewed and done within the training setting. The LEARN ABOUT ME + LEARN ABOUT YOU worksheet has been developed for home practice; however, it can also be used within other settings (i.e. with the teacher, secretary, etc.). FROCOCO'S FANTASTIC FRIENDSHIP FINDER worksheet can be done in the training setting or as a home activity.
4. **Think – Pair – Share:** In this activity, practice the Learn About Me + Learn About You in an informal activity. To do this, have the children think about questions that they could ask another person. Then have the children work in pairs as they ask their partners questions using the five WH Question Cards to help stimulate ideas. Once they are done, have them report back to the class what they learned about their conversation partner. The LEARN ABOUT ME + LEARN ABOUT YOU worksheet can be used with your younger children or nonreaders. Simply send the worksheet home with a note asking the parents to go over it verbally with their children.
5. **Conversation Recipes and Scripts:** Look for images of people having Long Conversations, and have the children practice their recipes and scripts. Consider looking for pictures that show a person questioning or thinking about something.
6. **Walk the Conversation Path:** Continue having the children practice their Long Conversations on the Conversation Path. Encourage them to ask a minimum of 3 questions on each topic before moving to a new one. In Lesson Ten, this is called “One-Two-Three Back to Me.” The Conversation Coach may choose to implement this rule in the Intermediate Level.
7. **3 Question Drill:** This is an easy activity that can be used for children who struggle to initiate questions. The aim is not to have a “meaningful conversation” - it is simply to have practice asking questions on a given topic. This exercise can be done by taking a stack of picture vocabulary cards and dealing out five cards per player. Place the cards face down. The first person turns over their card, turns to another player and asks them three questions about that topic. Once done, the person to the left does the same. When all of the cards have been turned face up, the game is done. For example, if the child turns over a picture of ice cream, he might ask his peer the following questions: Do you like ice cream? What is your favorite flavor? Do you like it in a cone or in a dish? If this activity is done by the wall display, the coach can encourage the children to look at it for examples of questions that they can ask. A variation of the 3 Question Drill is Wynnie’s Wakootabonga Lightning Challenge. This activity introduces some friendly competition into the exercise!
8. **WH Question Interview:** Have the children prepare their own questionnaires to interview others in order to learn more about them. For example, the children could do a project to learn more about people in their community (i.e. local business people) or those within local government (i.e. mayor, school superintendent).

9. Role-Plays:

a. Pre-select the Demonstration Role-Play

Choose role-plays that are appropriate to the age of the children and their level of “need to know.”

b. Implement the Demonstration Role-Play

- The role-play should be done by the adults and should demonstrate what “not to do” in a conversation.
- Try to practice the role-play before doing it in front of the children so that it can be executed smoothly.
- When you introduce it to the children say, “Watch this conversation, and tell me what is wrong with it when we’re done.”

c. Discuss the Demonstration Role-Play

Once the role-play is finished, ask follow-up questions, and then redo the role-play to see how it could look:

- *What did Person A do wrong in that conversation?*
- *What would Person B think about Person A?*
- *How would you feel if that happened to you?*
- *What could Person A have done differently?*
- *How would that have made Person B feel?*

d. Raise of Wisdom

Consider a “Raise of Wisdom” motto that might match what the children have learned throughout the lesson activities and/or through the individual role-plays. For example, “Good conversationalists ask a variety of questions and care about their conversation partner’s answers.”

Role-Play (Examples)

The following is a list of some role-plays that could be considered for the WHO WHAT WHEN WHERE WHY Lesson. These are only examples. They can be modified as best seen fit for the child’s age and/or the learning environment:

- For all children: CHILD is having a conversation with another student who keeps asking the same question. For example: What did you have for lunch? (Child responds, “A sandwich.”) What type of sandwich? (Child responds, “Meat.”) What type of meat was it? (Child responds, “Salami.”) What kind of salami? (Child responds, “Beef.”) CHILD becomes frustrated by all of the questions.
- For all children: CHILD is having a conversation with another child who is asking too many questions in a row. For example: What did you do this weekend? (Child responds, “I went swimming.”) Where did you go swimming? (Child responds, “At the pool.”) Who did you go with? (Child responds, “My friend.”) Who is your friend (Child responds, “Name.”) Why did you take him? CHILD becomes frustrated by the interrogation.
- For all children: TEACHER is allowing some children to go do the computer lab, and one of the children doesn’t get selected. The child is whining and asking why others get to go instead. TEACHER looks annoyed.
- For all children: PARENT and child are having a conversation about the child’s sleepover at a friend’s house. PARENT is asking how they enjoyed their visit. The child, however, is only offering one-word answers. PARENT looks exasperated.
- For older children: CHILD tells his friend that his mom is sick. The friend only asks one question about it and then moves on to another topic. CHILD looks disappointed.

DISCUSSION:

1. What key words might sum up Lesson Four? They would be INQUIRE and CURIOSITY.

In Lesson Three, we encouraged the children to find out what topics were of interest to their peers. We then found delight in identifying those individuals who shared our preferred topics of interest. We might also have had the opportunity to learn about peers who had preferred topics that were unique or unusual. It is hoped that through this process we might have inspired our children to become curious learners.

Our goal in Lesson Four is to continue to create a sense of CURIOSITY as we learn more about our conversation partners. How do we cultivate a child's desire to do this? By teaching them to become the "Askers of the Questions!" As the children start to ask others questions, their INQUIRIES may lead to new and interesting information about their conversation partners. Through this process, one begins to want to learn more, and so more questions are asked. Consequently, more curiosity is fostered.

There are many other benefits to the exercises. For example, the person who is answering the questions has the opportunity to feel valued. Opinions are stated. Hopes and dreams are imagined. Past experiences are relived. Emotions are expressed. Through the richness of these conversations, stronger relationships can be nurtured.

2. What key areas might be focused on in Lesson Four? The Conversation Coach may choose to focus on many areas including the following:

- a. Improving grammar.
- b. Improving syntax.
- d. Developing a sense of curiosity.
- d. Improving the ability to ask a variety of questions on a given topic.
- e. Increasing awareness for the value in asking "Why" questions.



LESSON FOUR

TEACHING TOOLS

WH Questions

