

SECTION ONE



INTERMEDIATE LEVEL

YES! NO! MAYBE SO!

LESSON FIVE

YES! NO! MAYBE SO!

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 - c. PRACTICE RUN AND ROLE-PLAYS
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“A wise person listens twice and speaks once!”



LESSON FIVE

YES! NO! MAYBE SO!

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

MATERIALS:

- White board
- Dry erase marker

INTRODUCTION

Signs or gestures to consider in this lesson: who, what, when, where, why, question, answer, think, say, know, don't know, yes, no, maybe.

The children should be seated around the white board for this lesson. You may want to start off by reviewing the WH Questions song.

In our last lesson, we practiced asking a lot of questions. We ended up learning some new things about each other in our Learn About Me + Learn About You activity. Let's try that activity one more time. (Repeat the Learn About Me + Learn About You activity from Lesson Four. Place the WH Questions on the table and select a child. Ask him/her different questions than last time. Have the child do the same thing with you, and then discuss how you have learned even more about each other by asking these new questions.)

We ask people questions to get information. Does anyone remember the other reason that we ask questions? (Children respond.)

That's right! When we have a conversation, we also ask people questions, because it shows that we are listening to them and that we are interested in what they have to say.

BASIC TRAINING

Today we are going to learn some questions that I think are SPECIAL. They are special because when we ask them, we may only get three answers. (Turn to one of the children, and ask him 4-5 questions, which are interrogative reversals. Allow enough examples where the answers will include a yes/no/maybe so response. The following provides some possible examples.)

Name, do you like pizza? (Child responds.)

Will your mom watch T.V. tonight? (Child responds.)

Did you clean your room yesterday? (Child responds.)

Am I going to give you a treat at the end of our work? (Child responds.)

BASIC TRAINING *(continued)*

These special questions, are pretty cool because they only have three answers. Did you hear child's name? All of his/her answers were either yes, no or maybe. Here is a fun little clapping routine to help us remember our special questions. (Select one of the children to stand up with you, and do the Yes! No! Maybe So! Rap. Once you have practiced the rap a couple of times, let the children practice in pairs. As they are doing this, put your wall display cards up, and get your pen ready.)

So let's take a look at our wall display. We have our WH Questions and our Special Questions together under our topics section. This is where we will end up asking the most questions in our conversations. I like to call questions Conversation Movers, because they move conversations forwards. If we don't know ANYTHING about a topic, we can ask questions, and then we will learn more about it!

PRACTICE RUN AND ROLE-PLAYS

Now it's your turn to learn even more information about each other. Let's think of 10 Special Questions that we can ask each other. 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 from each other. (Allow the children to get into pairs. Brainstorm 10 interrogative questions, and write them up on the white board. Then have the children practice the Learn About Me + Learn About You – Yes No Maybe So! activity. You can make the questions really fun to answer, such as: “Do you like spinach?” “Have you ever gone to Disneyland?” “Would you ever like to try riding a unicycle?” “Do you like horseback riding?” When the children have had a chance to run through the questions with each other, have them report back to the group the new information that they have learned about each other.)

Well done, everyone!

HELPFUL HINTS...

1. For younger children: Lessons Four and Five can be combined. The primary concepts to present are that questions are conversation movers, they are used to gain information from others and they show that we are interested in and care about what our conversation partner has to say.
2. For older children: Now that they have had the opportunity to learn about different types of question forms, the Conversation Coach should discuss how they function within a conversation. Both WH questions and Special Questions can be conversation movers, because they have the potential to move the dialogue forward. In general, WH Questions tend to be more open ended and Special Questions (or Interrogative Reversals) tend to be more closed ended.

Open ended questions often require thought and more than a single word answer (i.e. What did you think of the game last night? What are your plans for the summer?). In contrast, closed ended questions often lead to single word responses (i.e. Did you watch the game last night? Where are you going this summer?). Closed ended questions can be handy to start a conversation, however if we rely too heavily on them our dialogue will sound more like an interview than an actual conversation.

3. When engaging in a conversation with a child, remember to make Meaningful Eye Contact with him/her.

WRAP UP AND HOMEWORK CHALLENGE

Well, that was a lot of fun today! We just keep learning more and more about each other with all of the questions we are asking. Isn't it fun to learn about each other? Doesn't it make you feel special when someone asks you questions about yourself? Me, too! Here is my challenge for this week. I would like you to go home and try the Special Questions Rap with someone in your family. Then maybe you can ask them some of the questions we asked each other today. You never know what you might learn!

KEEP IT FUN

1. **Wall Display:** Add a variety of Interrogative Reversal question forms to the wall display. Place them under the blue Conversation Stone to the right of the WH Questions section.
2. **Rap:** Teach the children the Yes! No! Maybe So! Rap. This rap can be used to emphasize the concept that Special Questions can lead to limited answers.
3. **Worksheet: The LEARN ABOUT ME + LEARN ABOUT YOU YES! NO! MAYBE SO!** worksheet can be done in class or sent home as an assignment.
4. **Conversation Recipes and Scripts:** Look for images of people having Long Conversations and have the children practice their conversation recipes and scripts. Consider looking for pictures that show a person questioning or thinking about something.
5. **Walk the Conversation Path:** Continue having the children practice their Long Conversations on the Conversation Path. Continue to encourage the children to ask a minimum of 3 questions on each topic before moving to a new one.
6. **3 Question Drill:** Continue to use the 3 Question Drill from Lesson Four.
7. **20 Questions:** Bring a bag of objects into the room, and allow one of the children to pick an item. The rest of the group has 20 opportunities to guess what the item is through their use of Special Questions (i.e. yes, no, maybe).
8. **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, “Special Questions are good to use when we start a new topic”.

Role-Play (Examples)

The following is a list of some role-plays that could be considered for the Yes! No! Maybe So! Lesson.

These are only examples. They can be modified as best seen fit for the child's age and/or the learning environment:

- a) For all children: CHILD is having a conversation with another student about a trip to the museum. Other student keeps asking the same type of Special Questions. For example: Did you go to the museum? Did you see the dinosaur exhibit? Did you see the brontosaurus? Did you eat lunch there? CHILD becomes tired of all of the questions.
- b) For all children: CHILD is telling their friend about losing their family pet. The friend is asking a lot of questions and is not aware that the questions are upsetting the child. For example: Did anyone find it? Do you think something bad happened to her? Do you feel sad? Are you going to get another pet? CHILD looks upset.
- c) For all children: TEACHER is trying to have a conversation with the child about an unreturned homework assignment. She is asking Special Questions. The child is answering the questions but is being vague by not elaborating. Did you forget your homework assignment? (Child responds, "Uh, maybe.") Could it be at home? (Child responds, "Uh, don't know.") Would you be able to call your parents to see if it's at home? (Child responds, "Uh, maybe.") TEACHER looks frustrated.
- d) For all children: PARENT is making dinner. The child is asking about the dinner and is only using Special Questions. For example: Are you making spaghetti? Did you make it with meatballs? Did you add any onions? Are you going to make a salad, too? Can I have mine without onions? PARENT looks exhausted from all of the questions.
- e) For older children: CHILD is having a conversation with a friend about going shopping for new clothes. The friend is using a variety of questions, but they are all Special Questions. For example: Did you go shopping on the weekend? Did you go to the mall? Were you there with friends? Were there many sales? Are you all done shopping now? CHILD looks exhausted.

DISCUSSION:

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

Lesson Four focuses on the use of WH Questions. In Lesson Five, our goal is to continue to encourage the children to become "Askers of the Questions" through the introduction of Interrogative question forms. In Color My Conversation, these types of questions are referred to as "Special Questions." As the children continue to ask more questions, their INQUIRIES may lead to new and interesting information about their conversation partners. In this learning environment, CURIOSITY can be fostered.

As stated earlier, for the younger children, Lesson Five will be an extension of Lesson Four. The Conversation Coach will not try to delineate the differences between WH and Interrogative question forms. The inclusion of the Special Questions will simply mean that the children will have more options from which to choose.

For the older children, Lesson Five will focus on teaching the students that Special Questions are good to use when we start a new topic (i.e. "So, do you like swimming?") however, they have their limitations. If they are overused, our conversations become more of an interview or an interrogation rather than an actual conversation.

Lesson Five is not intended to specifically teach interrogative reversal question forms. However, the Conversation Coach may choose to do more teaching on this question form if the children could use skill development in this area.

2. What key areas might be focused on in Lesson Five? The Conversation Coach may choose to focus on many areas including the following:
- Improving grammar.
 - Improving syntax.
 - Developing a sense of curiosity.
 - Improving the ability to ask a variety of questions. For the older children, the Conversation Coach may provide additional instruction to help the children understand the benefits and limitations of Special Questions within the context of a conversation.
3. Have you found the CMC program to have any benefits in relation to the children's sentence structure? Yes! Grammar and sentence structure are not worked on directly in the CMC program. However, children with difficulties in these areas often tend to become more aware of how they are speaking. In part, this is due to the modeling however, the children are also getting multiple opportunities to practice the same questions and sentences within the context of a conversation.
4. Are the songs and clapping activities that important? I can't explain it, but I can say that the kids LOVE these activities. The multi sensory teaching is engaging and appealing for the children!



LESSON FIVE TEACHING TOOLS

Special Questions

