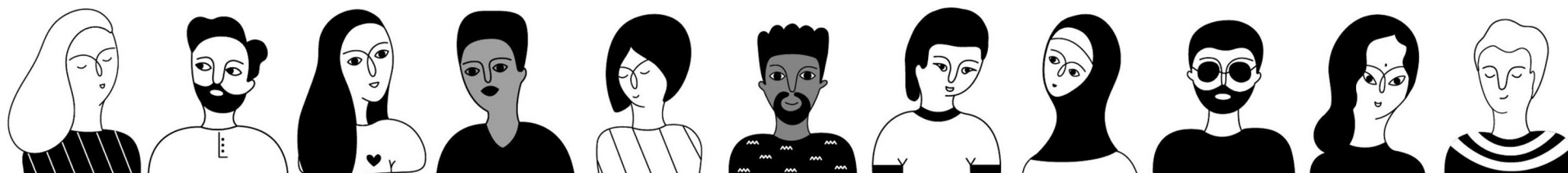
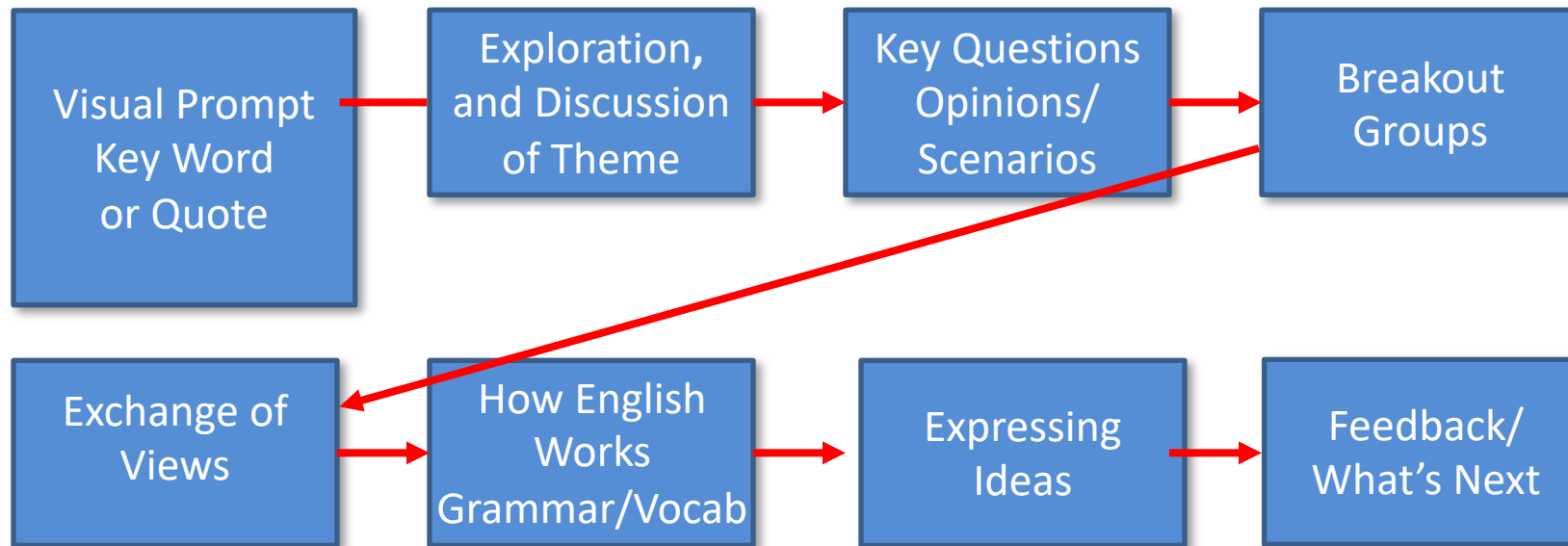


A Consistent and Coherent Approach  
To **Conversations and Discussions**

# **ENGLISH @ HOME**

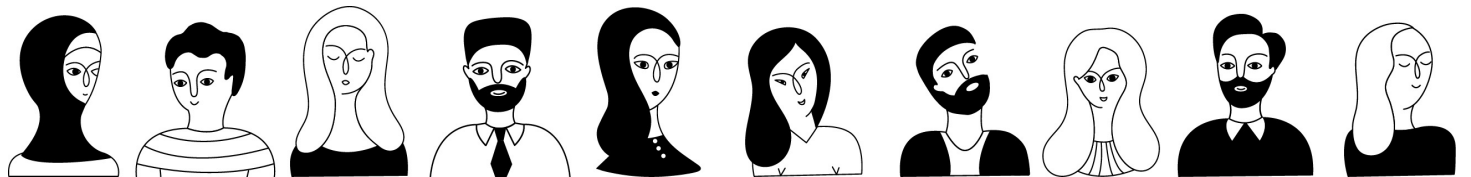
## LESSON FLOW (SUMMER 2020)





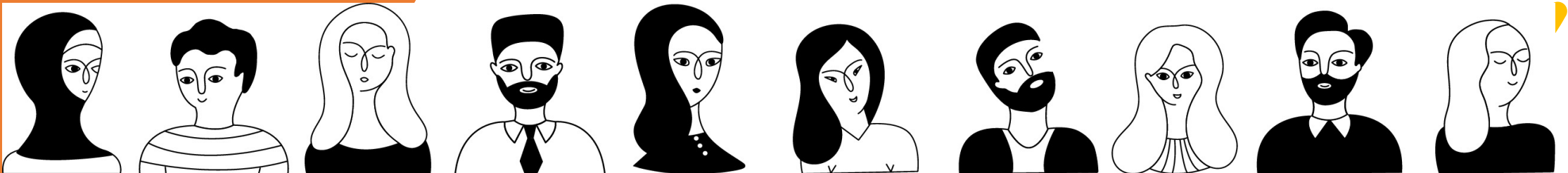
# Step 1: Visual, Key Word, Quote

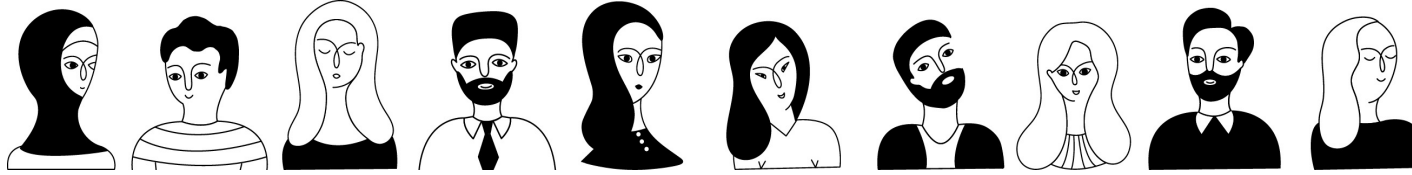
- **Visual Prompt?**
  - Present one visual at a time. Ask *What do you see? What do you think of when you see this picture? What ideas come to mind?*
- **Key Word**
  - Project a concept in large print. Ask *What does this word (or phrase) mean? What do you think when you see this word? What other words do you know that have a similar meaning? Words that have the opposite meaning? Related words?*
- **Quote**
  - Show the quote. List the source if you know it. Use one or two of the ideas from <http://www.polk-fl.net/staff/resources/documents/keystocharacter/WorkingWithQuotations.pdf>



## Strategies for Activating Background Knowledge with a Visual, Key Word, or Quote

- Choose a prompt – a visual, word or quote that reflects the theme of the day
- Give students a minute to think and note their ideas
- Invite students who want to write, to put their ideas on the chat box; read the responses aloud for the class
- Invite other students to add their ideas
- For beginners, ask students to answer the questions you asked in their break-out groups





## Step 2: Explanation and Discussion

- Introduce the theme of the week:
- Provide a context. What does the visual prompt, word or quote represents? (Issue in the news? Problem? Historical event? Values?)
- Consider asking who, what, where, when, what questions.
- Invite students to mention other examples
- Encourage questions
- Make connections to racism and racial equity
- Mention changes underway (or not)
- Highlight people working together (particularly in WA or at OneAmerica to make change)

# Step 3: Guiding Questions, Opinions, Scenarios

## Guiding Questions

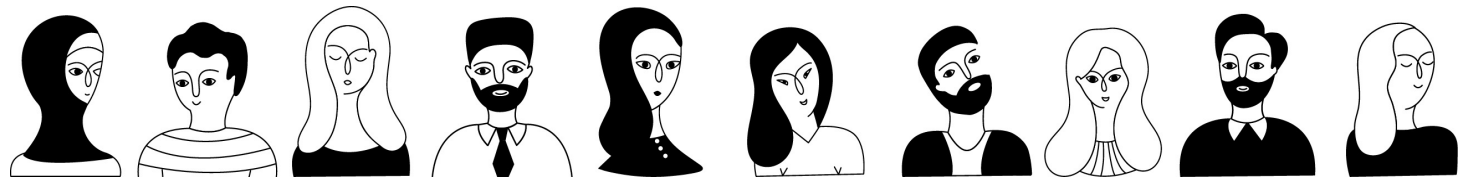
- Consider questions that are easy to answer, such as *What are examples of diversity? Is there diversity in your neighborhood? In your children's school? What do you tell your children about race and racism? What values do you teach them? What are examples of racism that you know about? What can we all do to fight racism?*

## Opinions

- Ask questions such as *In your opinion, what causes racism? Should the police be defunded? Should the US government pay "reparations" to the descendants of slaves? Why or why not? Should all schools include "anti-racist education?"* Consider creating Agree/Don't Agree statement for students to discuss.

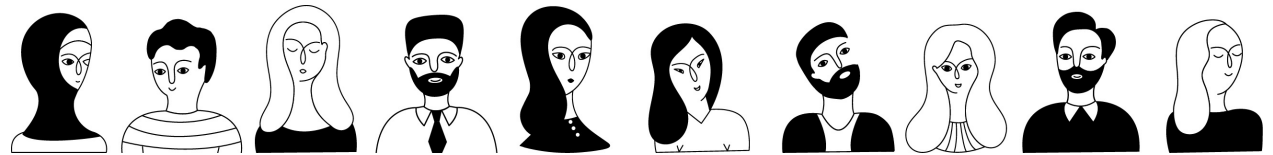
## Scenarios

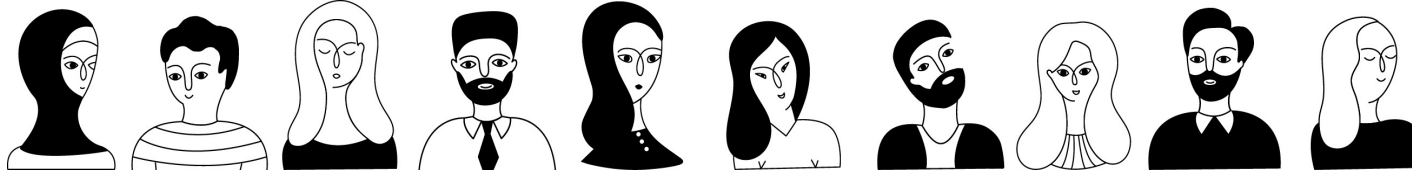
Select problem solving scenarios for students to discuss and offer solutions for. *Your neighbor uses racist language when talking about African-Americans. Your child uses a racist slur. The teacher says Asian kids are very smart. They don't need help.*



## Step 4: Breakout Groups

- Breakout groups can choose a guiding question, a quote or a couple of scenarios to debate
- Group leaders report on “bottom lines” for the discussion (not simply describe “what we talked about” – but focus on opinions, explanations or possible solutions)
- Coach offers additional context for the discussion (e.g., current or historical events, civil rights law)





## Element 6: How English Works

### **Vocabulary**

- Semantic maps –have students create additional words related to a key concept
- Use Peer to peer vocabulary chart (see Summer Resources)
- Word Study: Roots and prefixes of key words

### **Grammar**

- Select common grammar structures to teach

### **Pronunciation**

- Use Vocab PP and select words to practice with students (focus on patterns)

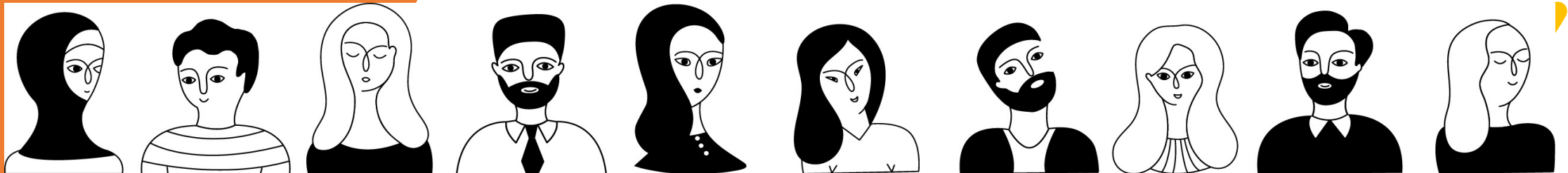


# How English Works: Communication Skills Strategies

Introduce the language of conversation and discussion (functional English)

- **Giving an opinion:** I think, I believe, in my opinion;
- **Asking a question:** *I have a question; can I ask a question, I was wondering about*
- **Interrupting:** Can I say something; I'm sorry to interrupt. May I interrupt for a minute
- **Disagreeing:** I sort of disagree; I have a different opinion; I don't think this is quite right;

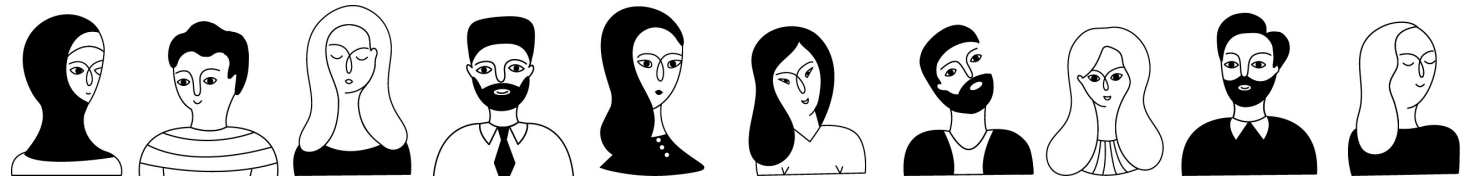
Discuss the role of tone and of “fighting words”

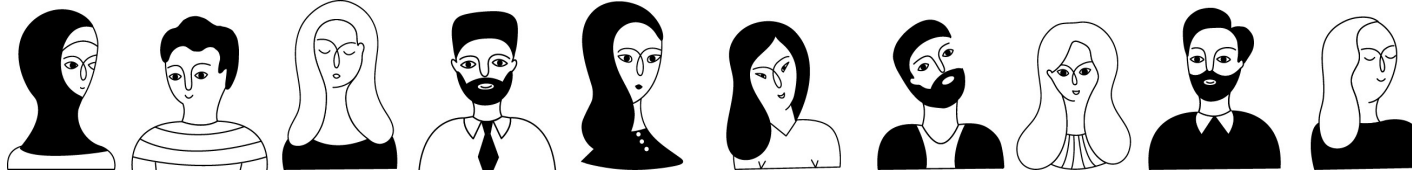


# Step 7: Expressing Ideas

## Invite Students to

- report on topics/terms/concepts that students have researched
- discuss personal experiences related to the theme
- teach a related word or phrase to others
- present facts or impressions about related issues in the home country
- discuss actions we can all take to combat racism
- introduce ideas they have for possible student projects





**Feedback** Find out how the class went for students; ask how they are feeling; if they were comfortable; what made them uncomfortable (it's ok); get feedback on the structure of the class and on content

**Assignment** Share key questions (with visuals) and vocabulary you plan to discuss the following weeks so students can prepare. Invite students to work on related vocabulary and add to the list; list additional tasks

**What's Next?** Preview the upcoming week. Talk about plans for the rest of the summer and discuss end of cycle projects

## Step 8: Feedback & What's Next