



## Conversation Curriculum

### Weddings: How do we celebrate?

**Learning objective:** Students will gain practice articulating how they celebrate weddings and what they have experienced at weddings

- The lesson is not an excuse to teach students about American weddings, it is meant to start dialogues/ conversation on student experiences and cultural knowledge.

**Before Class:** Review lesson/ packet and make sure all materials are accounted for; make copies as necessary.

- The teacher will lay out the set of pictures from the packet, on the center of the table.  
- Grab the placemats (First, Second, Next) from the drawer to use as a model in the I do, and as a guide for the They do activity. Also, grab two paper cups from the water fountain.

**Warm-up activity “What do we do at a wedding?” (15 minutes):** Students will separate the pictures based on what do students see at weddings and what don’t they see.

- Students are required to explain why they placed a picture in a certain category.
- Again, there are no right answers, only differences in cultures and opinion

**I do/ We do activity (10 minutes):** The teacher will ask individual students to explain to the class why they sorted picture the way they did.

- Take one of the placemats, and using the Warm-up pictures, tell (briefly) about a wedding that you have gone to recently. Keep it a true story so that students will be encouraged to share as well. Don’t make it too personal or revealing, however.  
- Model the language you want students to learn, emphasizing sequencing order (First, Second, Next, Then, and Last)

**They do activity “Story Telling” (20 minutes):** Students will be in groups of two or three, depending on class size, and will use the questions available in coffee cups as a guide.

- Students should take turns telling and listening to each others’ stories about a wedding, of a friend or family member, that they have gone to.

- The placemats will be there as guides for lower level students who can place pictures in the boxes next to the sequencing words.
- Place the coffee talk questions in two cups (depending on level) and place those in the center to promote further discussion and story-telling. If students are fully engaged in telling and listening to stories, then the questions are superfluous.

**Journal Writing (10-15 minutes):** Students will write in their dialog journals (extra journals provide in the resource room on the left top side of the large black cabinet) about one of the four following topics:

- Reply to the teacher's response (i.e. continue the 'dialog' from the last entry)
- Introduce yourself to the teacher (for students new to the group)
- Write about a wedding, of a friend or family member that you went to. What was it like? Who was there? What did people do? What did people eat? What gifts did people bring?
- Free write about a topic of the student's choice.