**WebQuest TIMELINE (Based on a 3 hour meeting time for each class)**

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| **WebQuest Activity** | **WebQuest Day Due** |
| Post Intro Video into the discussion forum, *Breaking Barriers Intro Video*, in our class Schoology site. | Meeting Day 1  (during class) |
| Post a two to three sentence reaction to two other students’ videos. | Homework:  Due before Meeting Day 2 |
| Using a computer, google "conversations in English asking for information."  In the discussion forum, *Breaking Barriers Dialogues*, in our class Schoology site, copy and paste three different URLs with different dialogues. In this forum also write two or three sentences explaining the kind of information that is being asked for in the dialogues you found.  With a partner, practice dialogues that you find. Write down ways of asking questions that do not begin with the words, "can" or "could." Write these questions in the discussion forum, *Breaking Barriers Questions*, in our class Schoology site. | Meeting Day 2  (during class) |
| Post two or three sentences explaining the kind of information that is being asked for in the dialogues you found.  Post a paragraph reaction to two other students’ questions in the discussion forum, *Breaking Barriers Questions.* In what ways were other students’ questions similar to yours? In what ways were they different? List two ways you could ask for information with respect to your dialogues. | Homework:  Due before Meeting Day 3 |
| Imagine that you are at the grocery store. With a partner, practice asking questions for information (i.e. bathroom, red pepper paste, Mexican Coke, . . .). Also practice saying, "Thank you. I appreciate your help." Write one-to-two sentences about how comfortable you are using only English to ask for information in the discussion forum, *Breaking Barriers Asking for Information*, in our class Schoology site. | Meeting Day 3  (during class) |
| Post a one-to-two sentence reaction to two other students’ explanations about how comfortable they are asking for information using only English. In what ways do you share their comfort levels? In what ways are their comfort levels different from yours? | Homework:  Due before Meeting Day 4 |

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| **WebQuest Activity** | **WebQuest Day Due** |
| Visit a local grocery store in which employees use primarily English. Ask an employee where you can find red pepper paste. Also, practice thanking the employee. Walk around the s­­­­tore and find two more opportunities to ask someone for information. Post a paragraph describing your experiences in the grocery store in the discussion forum, *Breaking Barriers Grocery Store*. State the questions you asked people and their responses. Also, include a question you can ask the next time you are at the grocery store. | Homework:  Due before Meeting Day 5 |
| Using a smartphone, create a video expressing your feelings about talking with others in the community using only English. Was it scary to ask people you did not know for information? Describe two ways you will ask for information at the public library using only English. Post your video in the discussion forum, *Breaking Barriers Final Video*, in our class Schoology site. | Meeting Day 5  (During class) |
| Post a three-to-four sentence reaction to two other students’ explanations of their experiences in the grocery store. In what ways were their experiences similar to yours? In what ways were they different? In what ways were their questions similar to yours? In what ways were they different?  Post a three-to-four sentence reaction to two other students’ videos. Point out the things that these students did well. Suggest something that students could improve. | Homework:  Due before Meeting Day 6 |
| Participate in a class discussion on what we liked and did not like about the activities in the WebQuest.  Complete a one-page evaluation that includes suggestions for improving this WebQuest. | Meeting Day 6  (during class) |