First Grade

Start Smart 1.0
Revised

Lessons

Conversation Norms

Use your think time

Use the language of the skill

Use your conversation voice

Listen respectfully

Take turns and build on each other's ideas

Constructive Conversation Skills

Create
• Sharing Our Ideas

Clarify
• Making Our Ideas Clearer

Fortify
• Supporting Our Ideas

Negotiate
• Making Our Ideas Stronger
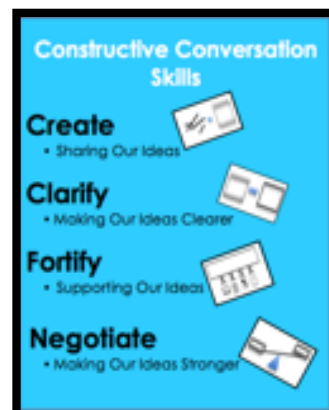
Start Smart-Conversation Practices
Lesson 1

ELD OBJECTIVE	Students will be able to engage in a Constructive Conversation using the Constructive Conversation Skill of **CREATE,** by sharing ideas and taking turns based on a visual text with a partner.

OPENING
 	
ELD.PI.1.1 Ex
	*Today we are going to be introduced to the Constructive Conversation Skill that will help us communicate ideas that we create and learn from each other. That Constructive Conversation Skill is **CREATE.** When we create, we say what we think or notice about something. We will also establish conversation norms to ensure good listening and speaking skills. Watch me as I model the five different conversation norms. Then you will debrief with your conversation partner by addressing the **prompt: How did my partner and I demonstrate the conversation norms?***
	
	Introduce the Conversation Norms Poster
	Display the **Conversation Norms Poster** and a visual text in the classroom to demonstrate the conversation norms.
	
	NOTE: Today students learn a general idea about the five Conversation Norms. For future lessons, the teacher focuses on two norms. After briefly describing all five of the norms, the teacher will go into more detail each day on the two selected norms. The focus today:
	    • *Use your think time*
	    • *Use the language of the skill*
	
	• ***Use your think time***
	   ▪ **Say:** *First, we focus on and read the entire visual text. This means that we look at everything in the visual text. Then we take time to think about what we have read or seen and how it makes sense to us. In our minds, we think about the ideas we have. We might ask ourselves questions about the visual text. In our minds, we practice and say our ideas.*
	   ▪ **Demonstration:** Teacher models looking at the visual text and examining it closely, nodding head, and placing index finger on the temple of his/her head to demonstrate think time.
	   ▪ **Debrief:**
	      • **Teacher:** *Talk with your partner. Answer the following prompt: How did I demonstrate think time?* After 1 minute, bring the students back to share-out.
	      • **Targeted Response:** I saw your eyes on the text; you put your finger on your temple to show you were thinking.
	• *Use the language of the skill*
	   ▪ **Say:** *First, we use the language of the skill (e.g., "My ideas is," "I think") Then when we share our ideas, we use the language of the skill to start our sentences and ask*

and questions.
- ▪ **Demonstration:** The teacher will select a student with whom to model the following script using the visual text selected:
  Teacher: I notice… what do you notice?
  Student: I notice… what do you notice?
- ▪ **Debrief:**
  - **Teacher:** *Talk with your partner. Answer the prompt: How did I use the language of the skill with my partner?* After 1 minute, bring the students back to share-out.
  - **Targeted Response:** I heard the teacher and partner using the response starter, "I notice".
- ● *Use your conversation voice*
  - ▪ **Say:** *Project your voice and speak clearly.*
  - ▪ **Demonstration:** Teacher selects a student volunteer. They face each other and converse. The teacher uses a clear voice. The teacher and the student take turns and build on each other's ideas.
  - ▪ **Debrief:**
    - **Teacher:** *Talk with your partner. Answer the following prompt: How did my partner and I use our conversation voice?* After 1 minute, bring the students back to share-out.
    - **Targeted Response:** The teacher used a clear voice; one person spoke at a time as they took turns.

- ● *Listen respectfully*
  - ▪ **Say:** *One way to let your partner know you are listening is to focus on your partner. Another way to let your partner know that you are listening to them is to restate, or say what your partner said. This shows respectful listening and helps you understand your partner.*
  - ▪ **Demonstration:** The teacher lets the student begin the conversation using the visual text. The teacher nods and acknowledges. After the student shares, the teacher paraphrases what the student said with the following phrase: *I heard you say…*
  - ▪ **Debrief:**
    - **Teacher:** *Talk with your partner. Answer the following prompt: How did my partner and I demonstrate respectful listening and restating?* After 1 minute, bring the students back to share-out.
    - **Targeted Response:** After the first speaker stopped talking, the teacher (other partner) paraphrases what they said to show respectful listening.

- ● *Take turns and build on each other's ideas*
  - ▪ **Say:** *To learn from each other, we have to share our best thinking. We listen carefully so we can add to and make our partner's ideas clearer. Taking turns is everyone's responsibility. The goal of Constructive Conversations is to learn from each other.*
  - ▪ **Demonstration:** The teacher and a student volunteer model building on each other' ideas using the visual text.
  - ▪ **Debrief:**

- **Teacher:** *Talk with your partner. Answer the following prompt: How did my partner and I demonstrate taking turns and building on each other's ideas?*
- **Targeted Response:** Each partner took a turn and added to the other partner's idea.
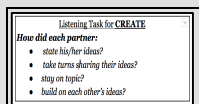
Hand Gesture and Phrase-CREATE

Introduce hand gesture for **CREATE** (teacher places her/his hands over her/his head and opens and closes his/her hands as if an idea is coming out of his/her head.)
To help us remember the skill that we are practicing, we use a special phrase: "Sharing our ideas."

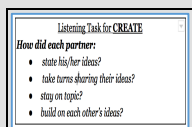|	

MODEL/ GUIDED PRACTICE
 	
ELD.PI.1.1 Ex
ELD.PI.1.5 Ex
ELD.PI.1.6 Ex
ELD.PI.1.7 Ex
 	
Listening Task for **CREATE**
How did each partner:
• *state his/her ideas?*
• *take turns sharing their ideas?*
• *stay on topic?*
• *build on each other's ideas?*
 	
	Introduce the Listening Task Poster
	Teacher refers to the **Listening Task Poster-CREATE** and reads each step aloud.
	While you are listening to my partner and me, listen for the following:
	
	Listening Task for **CREATE**
	How did each partner:
	• *state his/her ideas?*
	• *take turns sharing their ideas?*
	• *stay on topic?*
	• *build on each other's ideas?*
	
	Introduce Model and Non-Model
	Display the **Visual Text for Teacher Modeling.** *To model what a Constructive Conversation looks like we are going to use a visual text and address the prompt: **What do you notice in the visual text?** As we look at the visual text we will **CREATE** and share our own ideas.*
	
	Ask for a previously selected volunteer to be your partner as you model a Constructive Conversation.
	• Model using think time and pointing at key elements of the visual text before reading the script.
	• Teacher will also discuss how the following norms were used during the conversation:
	  • *Use your think time*
	  • *Use the language of the skill*
	
	Note: Provide a copy of the **Model Script to** the volunteer and allow time beforehand for student to review the script. Suggestions for reading the script:
	• Have an upper grade student assist with reading the script
	• Show a video of older students reading the script
	• Use puppets or dolls to represent the two students
	• Read the script with another adult

PROMPT: *What do you notice in the visual text?*

Model:

Student A:	I notice a tiger. What do you notice in the visual text?	**CR**
Student B:	I notice a stethoscope. What do you notice?	**CR**
Student A:	I notice the people are in a room. What else do you notice?	**CR**
Student B:	I notice the woman putting something in the tiger's mouth. What do you notice?	**CR**
Student A:	I notice a bed. What do you notice?	**CR**
Student B:	I notice a computer. What do you notice?	**CR**
Student A:	I notice most people wearing green shirts. What do you notice?	**CR**
Student B:	I notice the woman is wearing gloves.	**CR**

Teacher Modeling Lessons 1-2

Teacher will use questions, the **Listening Task Poster** and the **Constructive Conversation Norms Poster** to guide students through an analysis of what makes this a **Model** Constructive Conversation for the skill of **CREATE.** Teacher will also discuss how the following norms were used during the conversation:

- *Use your think time*
- *Use the language of the skill*

Note: Teacher will then proceed to the **Non-Model** for the skill of **CREATE.** Suggestions for reading the script:

- Have an upper grade student assist with reading the script
- Show a video of older students reading the script
- Use puppets or dolls to represent the two students
- Read the script with another adult

Non-Model:

Student A:	I see a tiger. **(not using language of the skill; not prompting other partner)**
Student A:	I also see people. **(not using language of the skill; not prompting other partner)**
Student B:	I think they are in a hospital. **(not using language of the skill to build an idea)**
Student B:	I also think they are in a hospital. **(speaking out of turn; not using language of the skill; not prompting other partner)**
Student A:	I went to the hospital. **(not using language of the skill to build an idea; not addressing the prompt)**
Student B:	Did you get hurt? **(not using language of the skill to build an idea)**
Student A:	I see a lot of people helping the tiger.
Student B:	What do you notice?

Teacher will use questions, the **Listening Task Poster** and the **Conversation Norms**

	Poster to guide students through an analysis of what makes this a **Non-Model** Constructive Conversation for the skill of **CREATE.** Teacher will also discuss how the following norms were used during the conversation:
	• *Use your think time*
	• *Use the language of the skill*

| **PRACTICE**

Student Practice Lessons 1-2

ELD.PI.1.3 Ex
ELD.PI.1.6 Ex | **Constructive Conversation Game**
You are now going to have the opportunity to practice the Constructive Conversation Skill CREATE while playing a game.
Explain the rules of the **Constructive Conversation Game** to students.

Rules of the game:
1. Each student will have four **CREATE** cards.
2. Each student will play one card as they share their **CREATE** ideas, in pairs. They will continue taking turns until all cards are placed in the middle.
3. If you're done early, repeat the process for an additional round.

As the students play the game, the teacher listens and selects two students who will replay the game in front of the class to serve as models.

You will respond to the following prompt: **What do you notice in the visual text?** |

| **FORMATIVE ASSESSMENT** | **Student Progress Form (SPF)- Constructive Conversation Language Sample**
The teacher will collect a language sample from the two students on the **Student Progress Form (SPF)- Constructive Conversation Language Sample** to be used in Lesson 2. The language sample must be at least four turns in length. (Each turn includes both Partner A and B sharing)
Note: The language sample collected will be used as the Non-Model to be revised in Lesson 2. |

| **WRAP-UP** | **Review ELD Objective and Self-Evaluate**
Teacher will review ELD objective.
Today we engaged in a Constructive Conversation using the Constructive Conversation Skill-CREATE. We took turns and shared ideas based on a visual text.

Teacher will ask students the following:
• *How did we meet today's objective of using the Constructive Conversation Skill of CREATE?*
• *How did you:*
    o *Use your think time*
    o *Use the language of the skill*
• *Work with your conversation partner to do the following:*
    o *Identify three things that you did to meet today's objective*
    o *Share and explain the three things to your partner*

Teacher calls on three students and they tell the class what was done today. |

Start Smart-Conversation Practices
Lesson 2

| ELD OBJECTIVE	Students will be able to revise a **Non-Model** Conversation for the Constructive Conversation Skill- **CREATE** in a whole group setting and with a triad.

OPENING
 	
ELD.PI.1.1.Ex
 	
	*Today we are going to review the Constructive Conversation Skill-**CREATE**. When we create, we say what we notice about something.*
	
	Conversation Norms Poster
	Let's review the <u>**Conversation Norms Poster**</u>.
	
	1. **Use your think time**
	2. **Use the language of the skill**
	3. **Use your conversation voice**
	4. **Listen respectfully**
	5. **Take turns and build on each other's ideas**
	
	Today, we will focus on:
	    • *Use the language of the skill*
	    • *Use your conversation voice*
	
	Explain and give examples for both. Ask for student volunteers to model the two norms.
	
	Review Hand Gesture and Phrase-CREATE
	Review hand gesture for **CREATE** (teacher places her/his hands over her/his head and opens and closes his/her hands as if an idea is coming out of his/her head.)
	We use this gesture to show when we have a new idea. To help us remember the skill we are practicing, we use the corresponding phrase: "Sharing our ideas."
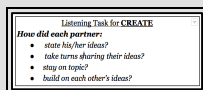
PROMPT/ RESPONSE STARTERS 	Display the <u>**Visual Text for Teacher Modeling**</u>, <u>**Create Skill Poster**</u> and <u>**Listening Task Poster**</u>. *To model what a Constructive Conversation looks like we are going to use the visual text, the* <u>*Create Skill Poster*</u> *and the* <u>*Listening Task Poster*</u> *and address the following prompt:* **What do you notice in the visual text?** *As we look at the visual text we will* **CREATE** *and share our own ideas.* *Today I am going to model the Constructive Conversation Skill-**CREATE** using these prompt and response starters. They will help us to communicate our ideas clearly.* Have students round robin or chorally read previously charted prompt and response starters:

	Prompt starters:
	  1. What do you notice?
	  2. What do you think?
	  3. What is your idea?
		Response starters:
		  1. I notice…
		  2. I think…
		  3. An idea is…

MODEL	**Review Model**

Review Model

Teacher introduces **Model** and asks for a previously selected volunteer to be their partner. Teacher and student read **Model Script**. Teacher models using think time and pointing at key elements of the visual text before reading the script. Teacher will also discuss how the following norms were used during the conversation:

- *Use the language of the skill*
- *Use your conversation voice*

Note: Provide a copy of the **Model Script** to the volunteer and allow time beforehand for student to review the script. Suggestions for reading the script:

- Have an upper grade student assist with reading the script
- Show a video of older students reading the script
- Use puppets or dolls to represent the two students
- Read the script with another adult

Prompt: *What do you notice in the visual text?*

Model:

Student A:	I notice a tiger. What do you notice in the visual text?	**CR**
Student B:	I notice a stethoscope. What do you notice?	**CR**
Student A:	I notice the people are in a room. What else do you notice?	**CR**
Student B:	I notice the woman putting something in the tiger's mouth. What do you notice?	**CR**
Student A:	I notice a bed. What do you notice?	**CR**
Student B:	I notice a computer. What do you notice?	**CR**
Student A:	I notice most people wearing green shirts. What do you notice?	**CR**
Student B:	I notice the woman is wearing gloves.	**CR**

Teacher will use questions and the **Listening Task Poster** to guide students through an analysis of what makes this a **Model** Constructive Conversation for the skill of **CREATE.**

Understanding the Skill: Create

Teacher displays or distributes the **Model Script** from Lesson 1. The **Model Script** will be analyzed and coded for the Conversation Norms and the Constructive Conversation Skills. Use the following codes:

> **CR=Create**
> **CL=Clarify**
> **F=Fortify**
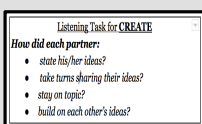> **N=Negotiate**
> **Underline=language of the skill**

*Let's look at the **Model Script** to find evidence of the skills of **CREATE.** How are we using the visual text to guide our conversation? Read it to yourself as I read it aloud. Let's look at the first set of turns.*

Sidebar (left column):

Teacher Modeling Lessons 1-2

ELD.PI.1.6.Ex
ELD.PI.1.7.Ex

Listening Task for **CREATE**
How did each partner:
- *state his/her ideas?*
- *take turns sharing their ideas?*
- *stay on topic?*
- *build on each other's ideas?*

Example of Think-Aloud:

Student A: <u>I notice</u> a tiger. **CR** <u>What do you notice in the visual text?</u> **CR**

Student B: <u>I notice</u> a stethoscope. **CR** <u>What do you notice?</u> **CR**

Student A speaks and Student B responds. They are taking turns. Now, let's look for the language of the skill. Look at Student A's response. How does Student A use the skill of **CREATE***? I see the language of the skill* (underline as noted above). *I also notice that Student A states what they notice in the visual text and prompts their partner by using the prompt starter.* Also, *student A prompts student B to create an idea. I know this is* **CREATE** *so I will label it with* **CR** *(Write CR next to the response).* Teacher prompts students to go through the same process with the rest of the **Model** Conversation.

GUIDED PRACTICE
 	
Teacher Modeling Lessons 1-2
 	
ELD.PI.1.2 Ex
ELD.PI.1.6 Ex
ELD.PI.1.7 Ex
	Review Non-Model
	Teacher displays or distributes the <u>**Non-Model Script**</u> from Lesson 1.
	
	1. *Let's look at the* <u>***Non-Model Script***</u>*. How can we improve this Constructive Conversation? This was our prompt, "***What do you notice in the visual text?***" Here's the visual text. Read it to yourself as I read it aloud. Think about the prompt and the language of the Constructive Conversation Skill* **CREATE***.*
	
	Teacher will use questions and the <u>**Listening Task Poster**</u> to guide students through an analysis of what makes this a **Non-Model** Constructive Conversation for the skill of **CREATE.** See possible responses below.
	   • *No, they did not take turns sharing their ideas because partner A spoke two times in a row, without letting partner B take a turn*
	   • *At first, they responded to the prompt, but towards the end they went off topic*
	   • *They did not build on each other's ideas*
	
	2. Teacher along with students revise the text on chart paper or document reader.
	
	Note: Teacher will then proceed to the **Non‑Model** for the skill of **CREATE.** Suggestions for reading the script:
	   • Have an upper grade student assist with reading the script
	   • Show a video of older students reading the script
	   • Use puppets or dolls to represent the two students
	   • Read the script with another adult
	
	Non-Model
	Student A: I see a tiger. **(not using language of the skill; not prompting other partner)**
	Student A: I also see people. **(not using language of the skill; not prompting other partner)**
	Student B: I think they are in a hospital. **(skill to build an idea)**
	Student B: I also think they are in a hospital. **(speaking out of turn; not using language of the skill; not prompting other partner)**

	Student A: I went to the hospital. **(not using language of the skill to build an idea)**
	Student B: Did you get hurt? **(not using language of the skill)**
	Student A: I see a lot of people helping the tiger.
	Student B: What do you notice?
	Revised* Non-Model: *~~text~~ indicates what the teacher should cross out as the text is being revised. **Bold** indicates language revised.
	Student A: I ~~see a~~ **notice a** tiger. **What do you notice in the visual text?**
	Student ~~A~~ **B**: I ~~also see~~ **notice people**. **What do you notice in the visual text?**
	Student A: I ~~think they are in a hospital.~~ **notice people are in a room. What else do you notice in the visual text?**
	Student B: I ~~also think they are in a hospital. notice~~ **I also notice the tiger on a bed. What do you notice in the visual text?**
	Student A: I ~~went to the hospital.~~ **notice the girl wearing gloves. What do you notice in the visual text?**
	Student B: ~~Did you get hurt?~~ **I notice the ladies putting something inside the tiger's mouth. What do you notice in the visual text?**
SHARED PRACTICE **Student Practice Lessons 1-2** **ELD.PI.1.3 Ex**	**Language Sample Revision: Non-Model** Display the language sample collected on Day 1 – **Student Progress Form – Constructive Conversation Sample** and the **Visual Text for Student Practice.** *You will orally revise the language sample to improve the conversation. Use the prompt and response starters for* **CREATE:** Teacher reads the language sample turn by turn (one Partner A, Partner B exchange) to students: • After the teacher reads each exchange, have partner pairs discuss revisions they can make using the two focus norms • Have a partner pair share their possible revisions with the class • Write their oral revisions on the language sample for whole class to see After the entire language sample is orally revised, read the entire revised language sample script to the class. Suggestions for reading the script: • Have an upper grade student assist with reading the script • Use puppets or dolls to represent the two students • Read the script with another adult

FORMATIVE ASSESSMENT	**Student Progress Form (SPF)- Constructive Conversation Language Sample** Teacher will focus on 2-4 students to progress monitor using the **Student Progress Form (SPF)-Constructive Conversation Language Sample** on the use of the Constructive Conversation Skill of **CREATE** and the Conversation Norms to inform next steps.
DIFFERENTIATED INSTRUCTION	**Differentiated Instruction** Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size. Group 1 – Teacher Group (review **CREATE Game**) Group 2 – Practice Constructive Conversation Skill Group 3 – Play **CREATE Game** with the same visual text Group 4 – Play **CREATE Game** with a new visual text

WRAP-UP	**Review ELD Objective and Self-Evaluate**
	Teacher will review ELD objective.
	*Today we revised a **CREATE Non-Model** Constructive Conversation. We took turns and shared ideas based on a visual text.*
	
	Teacher asks students the following:
	• *How did we meet today's objective of using the Constructive Conversation Skill of **CREATE**?*
	• *How did you:*
	    o *use the language of the skill*
	    o *use your conversation voice*
	• *Work with your conversation partner to do the following:*
	    o *Identify three things that you did to meet today's objective*
	    o *Share and explain the three things to your partner*
	
	Teacher calls on three students and they tell the class what was done today.

Start Smart-Conversation Practices
Lesson 3

ELD OBJECTIVE	Students will be able to engage in a Constructive Conversation using the Skill **CREATE**, by taking turns and sharing ideas based on a visual text with a partner.

OPENING ELD.PI.1.1 Ex	*Today we are going to practice the Constructive Conversation Skill* **CREATE**. *When we observe or read something new we have many thoughts and ideas. As we engage in a* **CREATE** *conversation, our job as speakers is to create and take ownership of our ideas. As listeners our role is to value and foster the same or different ideas that we hear.* **Conversation Norms Poster** *Let's chorally read the* **Conversation Norms Poster**. 1. *Use your think time* 2. *Use the language of the skill* 3. *Use your conversation voice* 4. *Listen respectfully* 5. *Take turns and build on each other's ideas* Today, we will focus on: • *Listen respectfully* • *Take turns and build on each other's ideas* Explain and give examples for both. Ask for student volunteers to model the two norms.

MODEL/ GUIDED PRACTICE
 	
ELD.PI.1.5 Ex
ELD.PI.1.6 Ex
ELD.PI.1.7 Ex
	Model and Non-Model
	Display the **Visual Text for Teacher Modeling and Listening Task Poster**.
	
	To model what a Constructive Conversation looks like we are going to use the visual text and **Listening Task Poster** *and address the following prompt:* **What do you notice in the visual text?** *As we look at the visual text we will* **CREATE** *and share our own ideas.*
	
	Ask for a previously selected volunteer to be your partner as you model a Constructive Conversation.
	• Model using think time and pointing at key elements of the visual text before reading the script.
	• Discuss how the following norms were used during the conversation:
	  • *Listen respectfully*
	  • *Take turns and build on each other's ideas*
	
	Note: Provide a copy of the **Model Script** to the volunteer and allow time beforehand for student to review the script. Suggestions for reading the script:
	• Have an upper grade student assist with reading the script
	• Show a video of older students reading the script

Teacher Modeling- Lesson 3	
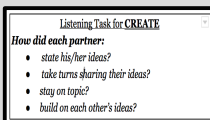
Prompt: *What do you notice in the visual text?*

Model:

Student A:	I notice giraffes. What do you notice in the visual text?	**CR**
Student B:	I notice there are people. What else do you notice?	**CR**
Student A:	I notice a tent. What else do you notice?	**CR**
Student B:	I notice the giraffe close to the people. What else do you notice?	**CR**
Student A:	I notice grass. What else do you notice?	**CR**
Student B:	I notice there are trees. What do you notice?	**CR**
Student A:	I notice the people are wearing hats. What do you notice?	**CR**
Student B:	I notice people feeding giraffes.	**CR**

Teacher will use questions and the **Listening Task Poster** to guide students through an analysis of what makes this a **Model** Constructive Conversation for the skill of **CREATE.**
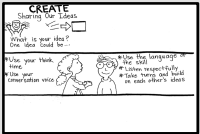
Note: Teacher will then proceed to the **Non‑Model** for the skill of **CREATE.** Suggestions for reading the script:
- Have an upper grade student assist with reading the script
- Show a video of older students reading the script
- Use puppets or dolls to represent the two students
- Read the script with another adult

Non-Model:
(No think time; not using the language of the skill)

Student A:	I see giraffes. What do you notice in the visual text? **(not using language of the skill)**
Student B:	There are people. **(not using language of the skill; not prompting other partner)**
Student A:	There's a tent. What else do you see? **(not using language of the skill)**
Student B:	What else do you see? **(not using language of the skill)**
Student A:	I see grass. **(not using language of the skill; not prompting other partner)**
Student B:	Trees are big. What do you notice? **(not using language of the skill)**
Student A:	The people are wearing hats. What do you notice? **(not using language of the skill)**
Student B:	I notice people feeding.

Teacher will use questions and **Listening Task Poster** to guide students through an analysis of what makes this a **Non-Model** Constructive Conversation for the skill of **CREATE.**

In the left column:

Listening Task for **CREATE**
How did each partner:
- *state his/her ideas?*
- *take turns sharing their ideas?*
- *stay on topic?*
- *build on each other's ideas?*

At the top of the left column are two bullets (continued from previous page):
- Use puppets or dolls to represent the two students
- Read the script with another adult

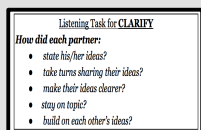| PRACTICE **Student Practice-Lesson 3** ELD.PI.1.3 Ex ELD.PI.1.6 Ex	**Constructive Conversation Game** Teacher organizes students into groups of four. Display Visual text for Student Practice-Lesson 3. **Prompt:** *What do you notice in the visual text?* *You are now going to have the opportunity to practice the Constructive Conversation Skill of **CREATE** while playing a game.* Remind students of the rules of the **Constructive Conversation Game**. Rules of the game: Each student will have four **CREATE** cards. Each student will play one card as they share their **CREATE** ideas. They will continue taking turns until all cards are placed in the middle. If the group is done early, repeat the process for an additional round. As the students play the game, the teacher listens and selects two students who will replay the game in front of the class to serve as models. Teacher selects two students to share in front of the class.

FORMATIVE ASSESSMENT	**Student Progress Form (SPF)- Constructive Conversation Language Sample** Teacher will focus on 2-4 students to progress monitor using the **Student Progress Form (SPF)-Constructive Conversation Language Sample** on the use of the Constructive Conversation Skill of **CREATE** and the Conversation Norms to inform next steps.

PRACTICE	**Constructive Conversation Poster** Teacher models creating a class Constructive Conversation Poster (see resources). Teacher elicits student responses to develop a class poster that illustrates their understanding of the **CREATE** skill and Conversation Norms. The poster should have only prompt and response starters used by the students for the Constructive Conversation Skill **CREATE** such as: - What do you notice? - I notice… **Note:** Students will create their own Constructive Conversation Poster in **Lesson 7.**

DIFFERENTIATED INSTRUCTION	**Differentiated Instruction** Based on formative assessment data, organize students by language performance level. There may be 3-4 groups depending on classroom size. Group 1 – Teacher Group (review **CREATE Game**) Group 2 – Practice Constructive Conversation Skill Group 3 – Play **CREATE Game** Group 4 – Practice the **Model** Constructive Conversation

WRAP-UP	**Self-Assess**
	Teacher will review the Constructive Conversation Skill **CREATE**.
	• *The Constructive Conversation Skill of **CREATE** allows us to create and honor our own and others' ideas while engaging in a Constructive Conversation.*
	• *Reflect on your ability to use the Constructive Conversation Skill **CREATE**. In the previous lessons we have used various visual texts and prompt and response starters to help us share and support our ideas.*
	• Students will self-assess answering the prompt:
	*On a scale from 1 to 5 (refer students to poster) how would you rate yourself using the Constructive Conversation Skill **CREATE?***
	    1 – I am still learning the Constructive Conversation Skill
	    2 – I need more practice using the Constructive Conversation Skill
	    3 – I understand but need more practice using the Constructive Conversation Skill
	    4 – I understand but I am not yet ready to explain the Constructive Conversation Skill
	    5 – I understand and can explain the Constructive Conversation Skill
	
	• Teacher may select a conversation pair to share-out.
	    • Example:
	    o Student: I rated myself a 3 because…
	    o Teacher: What can you do to move to a 4?

First Grade

Start Smart-Conversation Practices
Lesson 4

ELD OBJECTIVE	Students will be able to engage in a Constructive Conversation using the Conversation Skill **CLARIFY,** by taking turns, sharing ideas and making ideas clearer based on a visual text with a partner.
OPENING **ELD.PI.1.1 Ex**	*Today we are going to be introduced to the Constructive Conversation Skill that will help us make our ideas clearer and learn from each other. That Constructive Conversation Skill is* **CLARIFY.** *When we* **CLARIFY** *we explain, ask questions, and make our ideas clearer.* *We will also review our conversation norms to ensure good listening and speaking skills.* **Conversation Norms Poster** *Let's chorally read the* <u>**Conversation Norms Poster**</u>. 1. *Use your think time* 2. *Use the language of the skill* 3. *Use your conversation voice* 4. *Listen respectfully* 5. *Take turns and build on each other's ideas* Today, we will focus on: • *Use your think time* • *Use the language of the skill* Explain and give examples for both. Ask for student volunteers to model the two norms. **Hand Gesture and Phrase-CLARIFY** Introduce hand gesture for **CLARIFY** (teacher places her/his hands over eyes and gestures as if "focusing binoculars"). *We use this gesture to show when we explain and make an idea clearer. To help us remember the skill we are practicing, we are going to be using a corresponding phrase: "Making our ideas clearer."* Teacher thinks aloud for this section. *When we* **CLARIFY** *ideas, we explain and make our thinking clearer. I am going to show you a visual text and then we will take some time to examine it carefully and think about the prompt,* "**What do you notice in the visual text? Provide details."**
MODEL/ GUIDED PRACTICE	**Introduce the Listening Task Poster** Teacher refers to the <u>**Listening Task Poster-CLARIFY**</u> and reads each step aloud. *While you are listening to my partner and me, listen for the following:*

ELD.PI.1.1 Ex
ELD.PI.1.5 Ex
ELD.PI.1.6 Ex
ELD.PI.1.7 Ex

Listening Task for **CLARIFY**
How did each partner:
- state his/her ideas?
- take turns sharing their ideas?
- make their ideas clearer?
- stay on topic?
- build on each other's ideas?

Listening Task for **CLARIFY**
How did each partner:
- *state his/her ideas?*
- *take turns sharing their ideas?*
- *make their ideas clearer?*
- *stay on topic?*
- *build on each other's ideas?*

Introduce Model and Non-Model

Display the **Visual Text for Teacher Modeling.** *To model what a Constructive Conversation looks like we are going to be using a visual text and address the prompt, "**What do you notice in the visual text? Provide details."** We will use the visual text to share our own ideas and **CLARIFY***.

Ask for a previously selected volunteer to be your partner as you model a Constructive Conversation.
- Model using think time and pointing at key elements of the visual text before reading the script.
- Teacher will also discuss how the following norms were used during the conversation:
  - *Use your think time*
  - *Use the language of the skill*

Note: Provide a copy of the **Model Script to** the volunteer and allow time beforehand for student to review the script. Suggestions for reading the script:
- Have an upper grade student assist with reading the script
- Show a video of older students reading the script
- Use puppets or dolls to represent the two students
- Read the script with another adult

PROMPT: *What do you notice in the visual text? Provide details.*

Teacher Modeling- Lesson 4 - 5

Model

Student A:	I notice the big tiger is sleeping. What do you notice in the visual text?	**CL**
Student B:	I notice a woman wearing a stethoscope around her neck and she is placing it on the tiger's chest. What details can you provide?	**CL**
Student A:	I notice most of the people are in a room looking at the tiger. What details can you add?	**CL**
Student B:	I notice the woman putting a tube down the tiger's throat. What else can you add?	**CL**
Student A:	I notice the tiger laying on a metal bed. What else do you notice?	**CL**
Student B:	I notice most people are wearing green shirts. What else can you	**CL**

add?

Student A: I notice the tiger is laying on a big black net. What do you notice? **CL**

Student B: I notice the people and the tiger are in a room that has medical **CL** equipment.

Teacher will use questions and **Listening Task Poster** to guide students through an analysis of what makes this a **Model** Constructive Conversation for the skill of **CLARIFY.** Teacher will also discuss how the following norms were used during the conversation:

- *Use your think time*
- *Use the language of the skill*

Note: Teacher will then proceed to the **Non‑Model** for the skill of **CLARIFY.** Suggestions for reading the script:

- Have an upper grade student assist with reading the script
- Show a video of older students reading the script
- Use puppets or dolls to represent the two students
- Read the script with another adult

Teacher Modeling- Lesson 4 - 5

Non-Model:
(No think time; no language of the skill being used)

Student A: I see a tiger. What do you notice in the visual text?

Student A: What do you notice in the visual text? **(not building on original idea using details)**

Student B: I see there are many people in the room. **(not addressing the prompt)**

Student B: What do you notice in the visual text? **(building on original idea using details)**

Student A: I see a tiger on the bed. He is sleeping. **(not addressing the prompt)**

Student B: What do you notice in the visual text?

Student A: I see more details. I see a yellow and black tiger. **(not addressing the prompt)**

Student B: I see a big tiger sleeping on the bed too.

Teacher will use questions and the **Listening Task Poster** to guide students through an analysis of what makes this a **Non-Model** Constructive Conversation for the skill of **CLARIFY.**

PRACTICE	**Constructive Conversation Game**
Student Practice- Lessons 4-5	*You are now going to have the opportunity to practice the Constructive Conversation Skill CLARIFY while playing a game. You will respond to the following prompt:* **What do you notice in the visual text? Provide details.** Explain the rules of the **Constructive Conversation Game** to students. *Rules of the game:* 1. Each student will have 3 **CREATE** and 3 **CLARIFY** cards.

ELD.PI.1.3 Ex	2. Each student will play a card as they share an idea. They will continue taking turns until all cards are placed in the middle. 3. If you're done early, repeat the game. As the students play the game, the teacher listens and selects two students who will replay the game in front of the class to serve as models.
FORMATIVE ASSESSMENT	**Student Progress Form (SPF)- Constructive Conversation Language Sample** The teacher will collect a language sample from the two students on the **Student Progress Form (SPF)-Constructive Conversation Language Sample** to be used for Lesson 5. The language sample must be at least four turns in length. **Note: The language sample will be the Non-Model revised in Lesson 5.**
WRAP-UP	**Review ELD Objective and Self-Evaluate** Teacher will review ELD objective. *Today, we engaged in a Constructive Conversation using the Constructive Conversation Skill* **CLARIFY**. *We took turns, shared ideas and made our ideas clearer based on a visual text.* Teacher will ask students, *How did we meet today's objective of using the conversation skill of* **CLARIFY?** *How did you:* *use your think time* *use the language of the skill* *Work with your conversation partner to do the following:* *Identify three things that you did to meet today's objective* *Share and explain the three things to your partner* Teacher calls on three students and they tell the class what was done today.

Start Smart-Conversation Practices
Lesson 5

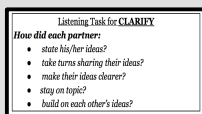| ELD OBJECTIVE	Students will be able to revise a **Non-Model** for the Constructive Conversation Skill, **CLARIFY** in a whole group setting and with a triad.
OPENING **ELD.PI.1.1 Ex**	*Today, we are going to review the Constructive Conversation Skill **CLARIFY**. When we clarify, we explain, ask questions and make our ideas clearer.* **Conversation Norms Poster** *Let's review the* **Conversation Norms Poster**. 1. **Use your think time** 2. **Use the language of the skill** 3. **Use your conversation voice** 4. **Listen respectfully**. 5. **Take turns and build on each other's ideas** *Today, we will focus on:* • *Use the language of the skill* • *Use your conversation voice* **Review Hand Gesture and Phrase-CLARIFY** Review hand gesture for **CLARIFY** *(teacher places her/his hands over eyes and gestures as if "focusing binoculars"). We use this gesture to show when we explain and make our idea clearer. To help us remember the skill we are practicing, we use the corresponding phrase: "Making our ideas clearer."*
PROMPT/ RESPONSE STARTERS	Display the **Visual Text for Teacher Modeling**, **Clarify Skill Poster** and **Listening Task Poster.** *To model what a Constructive Conversation looks like we are going to use a visual text and the* **Listening Task Poster** *to address the following prompt:* **What do you notice in the visual text? Provide details.** *As we look at the visual text we will* **CLARIFY** *and share our own ideas.* *Today I am going to model using the Constructive Conversation Skill* **CLARIFY** *using these prompt and response starters. They will help us to communicate and explain our ideas clearly.* Have students round robin or chorally read previously charted prompt and response starters:

	Prompt Starters:	Response Starters:
	1. What do you notice? 2. What other details can you add? 3. What else do you notice…? 4. Tell me more about…	1. I notice that... 2. Another detail I notice… 3. I also notice… 4. I would like to add, …

MODEL **Teacher Modeling-Lesson 4-5** **ELD.PI.1.6 Ex** **ELD.PI.1.7 Ex** Listening Task for CLARIFY *How did each partner:* • *state his/her ideas?* • *take turns sharing their ideas?* • *make their ideas clearer?* • *stay on topic?* • *build on each other's ideas?*	**Review Model** Teacher introduces **Model** and asks for a previously selected volunteer to be their partner. Teacher and student read **Model Script.** Model using think time and pointing at key elements of the visual text before reading the script. Teacher will also discuss how the following norms were used during the conversation: • *Use the language of the skill* • *Use your conversation voice* **Note:** Provide a copy of the **Model Script to** the volunteer and allow time beforehand for student to review the script. Suggestions for reading the script: • Have an upper grade student assist with reading the script • Show a video of older students reading the script • Use puppets or dolls to represent the two students • Read the script with another adult **Prompt: *What do you notice in the visual text? Provide details.***

Model:

Student A:	I notice the big tiger is sleeping. What do you notice in the visual text?	**CL**
Student B:	I notice a woman wearing a stethoscope around her neck and she is placing it on the tiger's chest. What details can you provide?	**CL**
Student A:	I notice most of the people are in a room looking at the tiger. What details can you add?	**CL**
Student B:	I notice the woman putting a tube down the tiger's throat. What else can you add?	**CL**
Student A:	I notice the tiger laying on a metal bed. What else do you notice?	**CL**
Student B:	I notice most people are wearing green shirts. What else can you add?	**CL**
Student A:	I notice the tiger is laying on a big black net. What do you notice?	**CL**
Student B:	I notice the people and the tiger are in a room that has medical equipment.	**CL**

Teacher will use questions and the **Listening Task Poster** to guide students through an analysis of what makes this a **Model** Constructive Conversation for the skill of **CLARIFY.**

Understanding the Skill: CREATE and CLARIFY

Teacher Modeling- Lesson 4-5	Teacher displays or distributes the **Model Script** from Lesson 4. *Let's look at the **Model Script** to find evidence of the skills of **CREATE** and **CLARIFY**. Are we using the visual text to guide our conversation? Read it to yourself as I read it aloud. Let's look at the first set of turns.* **Example of Think-Aloud:** **Student A:** I notice the big tiger is sleeping. **CL** What do you notice in the visual text? **CL** **Student B:** I notice a woman **wearing a stethoscope around her neck and she is placing it on the tiger's chest**. **CL** What details can you **CL** provide? **Student A:** I notice most of the **people are in a room looking at the tiger**. **CL** What details can you add? **CL** **Student B:** I notice the woman **putting a tube down the tiger's throat**. **CL** What else can you add? **CL** *Student A speaks and Student B responds. They are taking turns. Now, let's look at the language of the skill. Look at Student A's response. How do I know Student A used the skill of **CLARIFY**? I notice the language of the skill* (underline as noted above). *I also notice that Student A is stating what they notice in the visual text. I know this is **CLARIFY** so I will label it with **CL** because they are providing details* (Write **CL** next to the response.) *I also notice that Student B is using the language of the skill to ask a **CLARIFY** question to get more details, so I will label it with **CL*** (Write CL next to the response and underline as noted above). *Student A responds with the language of the skill **CLARIFY*** (underline as noted above)*. Also, they add more details -based on what they notice in the visual text and ask a **CLARIFY** question.* (underline as noted above)*.* Teacher prompts student pairs to go through the same process with the rest of the Model Conversation. Students may share their responses in a whole group discussion led by the teacher.
GUIDED PRACTICE **Teacher Modeling- Lesson 4-5** **ELD.PI.1.2 Ex** **ELD.PI.1.6Ex** **ELD.PI.1.7 Ex**	**Review Non-Model** Teacher displays or distributes the **Non-Model Script** from Lesson 4. 1. *Let's look at the **Non-Model Script**. How can we improve this Constructive Conversation? This was our prompt, **"What do you notice in the visual text. Provide details."** Here's the visual text. Read it to yourself as I read it aloud. Think about the prompt and the language of the Constructive Conversation skill **CLARIFY**.* Teacher will use questions and the **Listening Task Poster** to guide students through an analysis of what makes this a **Non-Model** Constructive Conversation for the skill of **CLARIFY**. See possible responses below. • *No, they did not take turns sharing their ideas because partner A spoke two times in a row, without letting partner B take a turn* • *At first, they responded to the prompt, but towards the end they went off topic*

<table>
<tr><td rowspan="1">Teacher Modeling-Lesson 4-5</td><td>

- *They did not build on each other's ideas*

2. Teacher along with students will revise the text on chart paper or document reader.

Note: Teacher will then proceed to the **Non‑Model** for the skill of **CLARIFY.** Suggestions for reading the script:
- Have an upper grade student assist with reading the script
- Show a video of older students reading the script
- Use puppets or dolls to represent the two students
- Read the script with another adult

Prompt: *What do you notice in the visual text? Provide details.*

Non-Model:

Student A:	I see a tiger. What do you notice in the visual text? (**not using the language of the skill to clarify with details**)
Student A:	What do you notice in the visual text? (**not using the language of the skill to clarify with details**)
Student B:	I see there are many people in the room. **(not prompt partner)**
Student B:	What do you notice in the visual text? **(building on original idea using details)**

Revised* Non-Model
*text indicates what the teacher should cross out as the text is being revised.
Bold *indicates language revised.*

Student A:	I ~~see~~ **notice** the **big** tiger. **What do you notice in the visual text?**
Student ~~A~~B:	**I notice a woman placing a tube in the tiger's mouth.** What do you notice in the visual text?
Student ~~B~~A:	I ~~see there are~~ **notice** many people in the room **looking at the tiger.**
Student B:	**I notice medicine on the stand.** What do you notice in the visual text?

3. Refer to class revised **Non-Model**, have pairs read.

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<tr><td>SHARED PRACTICE

Student Practice Lessons 4-5

ELD.PI.1.3 Ex</td><td>

Language Sample Revision: Non-Model
Display the language sample collected on Day 1 – **Student Progress Form – Constructive Conversation Sample** and the **Visual Text for Student Practice.** *You will orally revise the language sample to improve the conversation. Use the prompt and response starters for* **CLARIFY:**

Teacher reads the language sample turn by turn (one Partner A, Partner B exchange) to students:
- After the teacher reads each exchange, have partner pairs discuss revisions they can make using the two focus norms
- Have a partner pair share their possible revisions with the class
- Write their oral revisions on the language sample for whole class to see

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	After the entire language sample is orally revised, read the entire revised language sample script to the class. Suggestions for reading the script: • Have an upper grade student assist with reading the script • Use puppets or dolls to represent the two students • Read the script with another adult
FORMATIVE ASSESSMENT 	**Student Progress Form (SPF)- Constructive Conversation Language Sample** Teacher will focus on 2-4 students to progress monitor using the **Student Progress Form-Constructive Conversation Language Sample (SPF)** on the use of the Constructive Conversation Skill of **CLARIFY** and the Conversation Norms to inform next steps.
DIFFERENTIATED INSTRUCTION	**Differentiated Instruction** Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size. Group 1 - Teacher Group (review **CLARIFY Game**) Group 2 - Practice Constructive Conversation Skill Group 3 – Play **CLARIFY Game** with the same visual text Group 4 – Play **CLARIFY Game** with a new visual text
WRAP-UP	**Review ELD Objective and Self-Evaluate** Teacher will review ELD objective. *Today we revised a **CLARIFY Non-Model** Constructive Conversation. We took turns and shared and explained our ideas based on a visual text.* Teacher asks students the following: • *How did we meet today's objective of using the Constructive Conversation Skill of **CLARIFY**?* • *How did you:* o *Use the language of the skill* o *Use your conversation voice* • Work with your conversation partner to do the following: o *Identify three things that you did to meet today's objective* o *Share and explain the three things to your partner* Teacher calls on three students and they tell the class what was done today.

Start Smart-Conversation Practices
Lesson 6

ELD OBJECTIVE	Students will be able to engage in a Constructive Conversation using the Constructive Conversation Skill of **CLARIFY** by taking turns and explaining their ideas based on a visual text with a partner.

OPENING	*Today, we are going to practice the Constructive Conversation Skill **CLARIFY**. When we observe or read something new, we have many thoughts and ideas. As we engage in a Constructive Conversation using the skill of **CLARIFY**, our job as speakers is to create and explain our ideas. As listeners our role is to value and foster the same or different ideas we are hearing.*

ELD.PI.1.1 Ex	**Conversation Norms Poster**
	*Let's chorally read the **Conversation Norms Poster***
	
	1. ***Use your think time***
	2. ***Use the language of the skill***
	3. ***Use your conversation voice***
	4. ***Listen respectfully***
	5. ***Take turns and build on each other's ideas***
	
	Today, we will focus on:
	   • *Listening respectfully*
	   • *Take turns and build on each other's ideas*
	
	Explain and give examples for both. Ask for student volunteers to model the two norms.

MODEL/ GUIDED PRACTICE	**Model and Non-Model**
	Display the **Visual Text for Teacher Modeling** and **Listening Task Poster**.
	
	*To model what a Constructive Conversation looks like we are going to use the visual text and the **Listening Task Poster** and address the following prompt: **What do you notice in the visual text? Provide details.** As we look at the visual text we will share our own ideas and **CLARIFY**.*
	
	Ask for a previously selected volunteer to be your partner as you model a Constructive Conversation.
	   • Model using think time and pointing at key elements of the visual text before reading the script.
	   • Teacher will also discuss how the following norms were used during the conversation:
	      • *Listen respectfully*
	      • *Take turns and build on each other's ideas*

ELD.PI.1.5 Ex **ELD.PI.1.6 Ex** **ELD.PI.1.7 Ex**	

Listening Task for **CLARIFY**
How did each partner:
- *state his/her ideas?*
- *take turns sharing their ideas?*
- *make their ideas clearer?*
- *stay on topic?*
- *build on each other's ideas?*

Teacher Modeling- Lesson 6	**Note:** Provide a copy of the **Model Script to** the volunteer and allow time beforehand for student to review the script. Suggestions for reading the script: - Have an upper grade student assist with reading the script - Show a video of older students reading the script - Use puppets or dolls to represent the two students - Read the script with another adult **Prompt:** *What do you notice in the visual text? Provide details.*

Prompt: *What do you notice in the visual text? Provide details.*

Model:

Student A:	I notice there are four giraffes and a baby giraffe. What do you notice in the visual text?	**CL**
Student B:	I notice many people standing with their hands reaching out. What else do you notice?	**CL**
Student A:	I notice three of the giraffes are next to the bridge where the people are standing. What do you notice?	**CL**
Student B:	I notice the dry grass and trees. What other details can you add?	**CL**
Student A:	I notice all the people standing on a bridge giving something to the giraffes. What else do you notice?	**CL**
Student B:	I notice most people wearing hats. What do you notice?	**CL**
Student A:	I notice all the trees and the grass look very dry. What do you notice?	**CL**
Student B:	I notice a stone wall.	**CL**

Teacher will use questions and the **Listening Task Poster** to guide students through an analysis of what makes this a **Model** Constructive Conversation for the skill of **CLARIFY.**

Non-Model:

Student A:	I see the giraffes. Tell me what you see. **(building on original idea using details)**
Student B:	I see the people. Can you add? **(not using the language of the skill to clarify with details)**
Student A:	Giraffes are standing. Tell me more. **(not using the language of the skill to clarify with details)**
Student B:	There are lots of people. **(not prompting partner)**
Student A:	The grass is tall. Tell me more. **(not using the language of the skill to clarify with details)**
Student B:	I see kids. Tell me more. **(not using the language of the skill to clarify with details)**
Student A:	I like the zoo. What can you add? **(not addressing the prompt)**
Student B:	I like monkeys. **(not addressing the prompt)**

Teacher will use questions and **Listening Task Poster** to guide students through an

	analysis of what makes this a **Non-Model** Constructive Conversation for the skill of **CLARIFY.**
PRACTICE **Student Practice Lesson 6** **ELD.PI.1.3 Ex** **ELD.PI.1.6 Ex**	**Constructive Conversation Game** Teacher organizes students into groups of four. Display Visual text for Student Practice-Lesson 6. **Prompt: *What do you notice in the visual text? Provide details.*** *You are now going to have the opportunity to practice the Constructive Conversation Skills CREATE and **CLARIFY** while playing a game.* Remind students of the rules of the **Constructive Conversation Game**. Rules of the game: Each student will have three **CREATE** and three **CLARIFY** cards. Each student will play one card as they share their **CREATE or CLARIFY** ideas, in pairs. They will continue taking turns until all cards are placed in the middle. If the group is done early, repeat the process for an additional round. As the students play the game, the teacher listens and selects two students who will replay the game in front of the class to serve as models. Students engage in a Constructive Conversation in groups of four. Teacher selects two students to share in front of the class.
FORMATIVE ASSESSMENT 	**Student Progress Form (SPF)- Constructive Conversation Language Sample** Teacher will focus on 2-4 students to progress monitor using the **Student Progress Form (SPF)-Constructive Conversation Language Sample** on the use of the Constructive Conversation Skill of **CLARIFY** and the Conversation Norms to inform next steps.
PRACTICE 	**Constructive Conversation Poster** Teacher models creating a Constructive Conversation Poster (see resources). Teacher elicits student responses to help students develop poster that illustrates their understanding of the **CLARIFY** skill and conversation norms**.** Add to the poster only focusing on the prompt and response starters used by the students for the Constructive Conversation Skill **CLARIFY**: - What do you notice? - What other details can you add… - What else can you add… - Tell me more about… - I notice that… - Another detail I notice is … - I also notice… - Tell me more about…
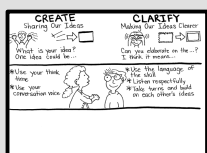
DIFFERENTIATED INSTRUCTION	**Differentiated Instruction** Based on the formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size. Group 1 – Teacher Group (review **CLARIFY Game**) Group 2 – Practice Constructive Conversation Skill Group 3 – Play **CLARIFY Game** Group 4 – Practice the model that was presented in Lesson 6

WRAP-UP	Teacher will review the Constructive Conversation Skill **CLARIFY**.
	• *The Constructive Conversation Skill **CLARIFY** allows us to create and explain our own ideas while engaging in a Constructive Conversation.*
	• *Reflect on your ability to use the Constructive Conversation Skill **CLARIFY**. In the past few lessons we used various visual texts and sentence starters to help us share and support our ideas.*
	• Students will self-assess answering the prompt:
	*On a scale from 1 to 5 (refer students to poster) how would you rate yourself using the Constructive Conversation Skill **CLARIFY?***
	    1 – I am still learning the Constructive Conversation Skill
	    2 – I need more practice using the Constructive Conversation Skill
	    3 – I understand but need more practice using the Constructive Conversation Skill
	    4 – I understand but I am not yet ready to explain the Constructive Conversation Skill
	    5 – I understand and can explain the Constructive Conversation Skill
	
	• Teacher will select a student to share out.
	  • Example:
	    o Student: I rated myself a 3 because…
	    o Teacher: What can you do to move to a 4?

Start Smart- Conversation Practices
Lesson 7

ELD OBJECTIVE	Students will understand the Constructive Conversation Skills **CREATE and CLARIFY,** by discussing them in order to make a Constructive Conversation Skills poster with their conversation partner to present to another partner pair.

OPENING
 	
ELD.PI.1.1 Ex
 	
[Conversation Norms poster image]
	*Today we are going to review the first two Constructive Conversation Skills. We will make posters to show what we know about the Constructive Conversation Skills **CREATE and CLARIFY.** When we **CREATE**, we say what we think or notice about something. We share our ideas. When we **CLARIFY**, we make our ideas clearer.*
	
	Conversation Norms Poster
	*First, we will review our Conversation Norms to make sure we use our listening and speaking skills. Let's look at our **<u>Conversation Norms Poster</u>** to remind us how we use our skills.*
	
	    1. **Use your think time**
	    2. **Use the language of the skill**
	    3. **Use your conversation voice**
	    4. **Listen respectfully**
	    5. **Take turns and build on each other's ideas**
	
	For each Conversation Norm, ask students to read and explain by providing examples. Ask for student volunteers to model each norm.
	
	Review Hand Gestures and Phrases-CREATE and CLARIFY
	*Now we will review what we know about the Constructive Conversation Skills of **CREATE** and **CLARIFY**.*
	
	Review hand gesture for **CREATE** (teacher places her hands over her head and opens and closes his/her hands as if an idea is coming out of his/her head.) *We use this gesture to show when we create a new idea. To help us remember **CREATE**, we use a special phrase: "Sharing our ideas."*
	
	Review hand gesture for **CLARIFY** (teacher places her/his hands over eyes and gestures as if "focusing binoculars".) *We use this gesture to show when explain and make our ideas clearer. To help us remember **CLARIFY**, we use the phrase: "Making our ideas clearer".*

MODEL/ GUIDED PRACTICE	**Teacher Models Making the Constructive Conversation Poster** *You will make a Constructive Conversation Poster for **CREATE** and **CLARIFY** with your partner. Let's talk about the poster we constructed together.* Review class Constructive Conversation Poster from Lessons 3 and 6.

Ask:
*What do we need to remember about **CREATE**?*
*What does it <u>sound</u> like when we **CREATE** using the Conversation Norms?*
*What does it <u>look</u> like when we **CREATE** using the Conversation Norms?*

Students share with their partner.
Group share.
Students may create a tableau or act out a short skit to show what they know.
Teacher adds to class constructive conversation poster based on student input.

Ask:
*What do we need to remember about **CLARIFY**?*
*What does it <u>sound</u> like when we **CLARIFY** using the Conversation Norms?*
*What does it <u>look</u> like when we **CLARIFY** using the Conversation Norms?*

Students share with their partner.
Group share.
Students may create a tableau or act out a short skit to show what they know.
Teacher adds to class constructive conversation poster based on student input.

PRACTICE	## Students Make Constructive Conversation Poster *You will now make your own Constructive Conversation Poster with your partner.* *Identify what you know about **CREATE**. Identify what you know about **CLARIFY**.* *Decide how to represent what you know about the Constructive Conversation Norms and skills with your partner to put on your poster.* Students illustrate and write dialogue to demonstrate their understanding. ## Partner Pairs Present to each other Teacher models sharing the class poster. *Meet with another partner pair to present your information. Share your poster.* If time permits, have partner pairs share with additional partner pair. ## Whole Group Share Out Teacher selects one pair to share with the whole class.
WRAP-UP	## Review ELD Objective and Self-Evaluate Teacher will review ELD objective. Teacher will ask students, *How did we meet today's objective of discussing the Constructive Conversation Skills of **CREATE** and **CLARIFY** and making a poster?* *Work with your conversation partner.* *Identify three things that you did to meet today's objective* *Share and explain the three things to your partner* Teacher calls on three students and they tell the class what was done today.

Start Smart- Conversation Practices
Lesson 8

ELD OBJECTIVE	Students will be able to engage in a Constructive Conversation using the Constructive Conversation Skill **FORTIFY,** by taking turns, sharing ideas and supporting their ideas with evidence from a visual text with a partner.

OPENING **ELD.PI.1.1 Ex**	*Today we are going to be introduced to the Constructive Conversation Skill that will help us communicate and support our ideas with evidence. That Constructive Conversation Skill is* **FORTIFY.** *When we* **FORTIFY** *we say what we think and support it with evidence from the text. We have also established Conversation Norms to ensure good listening and speaking skills.* **Conversation Norms Poster** *Let's chorally read the* **Conversation Norms Poster***.* 1. *Use your think time* 2. *Use the language of the skill* 3. *Use your conversation voice* 4. *Listen respectfully* 5. *Take turns and build on each other's ideas* *Today, we will focus on:* • *Use your think time* • *Use the language of the skill* Explain and give examples for both. Ask for student volunteers to model the two norms. **Hand Gesture and Phrase-FORTIFY** Introduce hand gesture for **FORTIFY** (Place your hand palm down in front of you as if putting an idea on the table. Use the fingertips of the other hand to support the palm (not thumb.) Teacher will explain to students that we use this gesture to show when we support our claim with evidence. *To help us remember the skill we are practicing, we are going to be using a corresponding phrase:* "*supporting our ideas with evidence.*" *When we* **FORTIFY** *ideas, we support our ideas with evidence from: 1) text 2) world 3) research and 4) self.*

MODEL/ GUIDED PRACTICE	**Introduce the Listening Task Poster** Teacher refers to **Listening Task Poster –FORTIFY** and reads each step aloud. *While you are listening to my partner and me, listen for the following:*

ELD.PI.1.1 Ex
ELD.PI.1.5 Ex
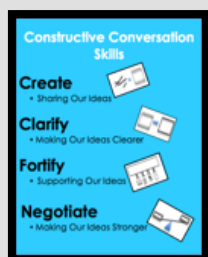
Listening Task for **FORTIFY**

How did each partner:
- *state his/her ideas?*
- *take turns sharing their ideas?*
- *support their ideas with evidence?*
- *stay on topic?*
- *build on each other's ideas?*

Introduce Model and Non-Model

Display the **Visual Text for Teacher Modeling**. *To model what a Constructive Conversation looks like we are going to use a visual text and address the prompt, "**What is happening in this visual text? Provide evidence from the text to support your claim.**" As we look at the visual text we will share and **FORTIFY** our ideas.*

Ask for a previously selected volunteer to be your partner as you model a Constructive Conversation.
- Model using think time and pointing at key elements of the visual text before reading the script.
- Teacher will also discuss how the following norms were used during the conversation:
  - *use your think time*
  - *use the language of the skill*

Note: Provide a copy of the **Model Script to** the volunteer and allow time beforehand for student to review the script. Suggestions for reading the script:
- Have an upper grade student assist with reading the script
- Show a video of older students reading the script
- Use puppets or dolls to represent the two students
- Read the script with another adult

Teacher Modeling Lessons 8 - 9

Prompt: *What is happening in this visual text? Provide evidence from the text to support your claim (each student has to make a claim).*

Model

Student A:	I think what is happening is that people are dancing to music. What is happening in the visual text?	**CR**
Student B:	I think what is happening is that people are celebrating Christmas. What can you add to your claim?	**CR**
Student A:	I notice a big black machine in the background. Kids are forming a line behind the two men. They are all holding each other at the waist. What evidence can you use to support your claim?	**CL** **F**
Student B:	I notice a woman dressed as an elf. A man is dressed in a Santa costume. He is carrying a bell. There is a stuffed reindeer peaking	**CL** **F**

ELD.PI.1.5 Ex
ELD.PI.1.6 Ex
ELD.PI.1.7 Ex
ELD.PI.1.11 Ex

from behind the man wearing the Santa's suit. I think they are celebrating Christmas on the playground. What can you add to your claim?

Student A:	The man in the yellow suit is in front of the line. Children are following behind him and the man dressed in a Santa suit. I think they are forming a Conga line to dance. What can you add to your claim?	**CL** **F**
Student B:	I notice the woman wearing the elf suit is talking to parents. Children are standing around looking at the children forming a conga line. I think they are going to have a dance to celebrate. What else can you add to support your claim?	**F**
Student A:	I think what is happening is that the two men are starting a conga line so children can dance. Now what do you think is happening in the visual text?	**CL** **F**
Student B:	I think what is happening is that the school community is celebrating Christmas celebration with music and dancing.	**CR**

Teacher will use questions and the **Listening Task Poster** to guide students through an analysis of what makes this a **Model** Constructive Conversation for the skill of **FORTIFY.** Teacher will also discuss how the following conversation norms were used during the conversation:

- *Use your think time*
- *Use the language of the skill*

Note: Teacher will then proceed to the **Non‑Model** for the skill of **FORTIFY.** Suggestions for reading the script:

- Have an upper grade student assist with reading the script
- Show a video of older students reading the script
- Use puppets or dolls to represent the two students
- Read the script with another adult

Prompt: *What is happening in this visual text? Provide evidence from the text to support your claim (each student has to make a claim).*

Non-Model:

Student A:	There are people dancing. What do you think? (**not using language of the skill**)
Student B:	The kids are in line. What do you think? (**not using language of the skill; not adding details to clarify ideas**)
Student A:	I notice it is Christmas. (**not prompting other partner**)
Student B:	I notice the Santa Claus. (**not prompting other partner; not adding details to clarify ideas**)

Sidebar (left column):

Listening Task for FORTIFY
How did each partner:
- *state his/her ideas?*
- *take turns sharing their ideas?*
- *support their ideas with evidence?*
- *stay on topic?*
- *build on each other's ideas?*

Teacher Modeling Lessons 8 - 9

	Student A: I think all the moms are visiting the school. **(not using language of the skill; not prompting other partner)** **Student B:** The children are in the playground. **(not prompting other partner)** **Student A:** I notice there are a lot of children on the playground. **(not prompting other partner)** **Student B:** There is a person talking to the parents. Teacher will use questions and the **Listening Task Poster** to guide students through analysis of what makes this a **Non-Model** Constructive Conversation for the skill of **FORTIFY.**
PRACTICE **Student Practice Lessons 8-9** ELD.PI.1.3 Ex ELD.PI.1.6 Ex ELD.PI.1.7 Ex ELD.PI.1.11 Ex	**Constructive Conversation Game** *You are now going to have the opportunity to practice the Constructive Conversation Skill FORTIFY while playing a game.* Explain the rules of the **Constructive Conversation Game** to students. *Rules of the game:* 1. Each student will have **1 CREATE, 2 CLARIFY and 3 FORTIFY** cards. 2. Each student will play a card as they share an idea. They will continue taking turns until all cards are placed in the middle. 3. If you're done early, repeat the game. As the students play the game, the teacher listens and selects two students who will replay the game in front of the class to serve as models. *You will respond to the following prompt:* **What is happening in this visual text? Provide evidence from the text to support your claim.** *(Each student has to make a claim)*
FORMATIVE ASSESSMENT	**Student Progress Form (SPF)- Constructive Conversation Language Sample** The Teacher will collect a language sample from the two students on the **Student Progress Form (SPF)-Constructive Conversation Language Sample** to be used in Lesson 9. The language sample from two students must be at least four turns in length. **Note: The language sample collected will be used as the Non-Model to be revised in Lesson 9.**
WRAP-UP	**Review ELD Objectives and Self-Evaluate** Teacher will review ELD objective. *Today we engaged in a Constructive Conversation using the Constructive Conversation Skill FORTIFY. We took turns, shared ideas and supported our ideas with evidence from the visual text.* Teacher will ask students the following: • *How did we meet today's objective of using the Constructive Conversation Skill of FORTIFY?*

	How did you: *Use your think time* *Use the language of the skill* *Work with your conversation partner.* *Identify three things that you did to meet today's objective* *Share and explain the three things to your partner* Teacher calls on three students and they tell the class what was done today.

Start Smart-Conversation Practices
Lesson 9

ELD OBJECTIVE	Students will be able to revise a **Non-Model** for the Constructive Conversation Skill **FORTIFY** in a whole group setting and with a triad.
OPENING **ELD.PI.1.1 Ex**	*Today we are going to review the Constructive Conversation Skill **FORTIFY.** When we **FORTIFY** we make a claim and support it with evidence.* **Conversation Norms Poster** *Let's review the* **Conversation Norms Poster.** 1. **Use your think time** 2. **Use the language of the skill** 3. **Use your conversation voice** 4. **Listen respectfully** 5. **Take turns and build on each other's ideas** *Today, we will focus on:* • *use the language of the skill* • *use your conversation voice* Explain and give examples for both. Ask for student volunteers to model the two norms. **Review Hand Gesture and Phrase-FORTIFY** Review hand gesture for **FORTIFY** (Place your hand palm down in front of you as if putting an idea on the table. Use the fingertips of the other hand to support the palm). Teacher will explain to students that we use this gesture to show when we want to support our claim with evidence. To help us remember the skill we are practicing, we are going to be using a corresponding phrase: "*Supporting our Ideas with Evidence.*"
PROMPT/ RESPONSE STARTERS	Display the **Visual Text for Teacher Modeling**, **Fortify Skill Poster** and the **Listening Task Poster**. *To model what a Constructive Conversation looks like we are going to use a visual text and the* **Listening Task Poster** *to address the following prompt, "**What is happening in the visual text? Provide evidence from the text to support your claim.**" As we look at the visual text we will share* and **FORTIFY** *our ideas.* *Today I am going to model using the Constructive Conversation Skill **FORTIFY** using these prompt and response starters. They will help us to communicate our ideas clearly and support them with evidence.* Have students round robin or chorally read previously charted prompt and response starters:

Prompt Starters	Response Starters
1. How do you know…?	1. I know because …

2. What is happening...? 3. Where did you get that information? 4. Show me in the text where...	2. I think__, so___... 3. I have seen this in... 4. In the text...

MODEL **ELD.PI.1.6 Ex** **ELD.PI.1.7 Ex** **Teacher Modeling Lessons 8-9**	**Review Model** Teacher introduces **Model** and asks for a previously selected volunteer to be their partner. Teacher and student read **Model Script.** Model using think time and pointing at key elements of the visual text before reading the script. Teacher will also discuss how the following norms were used during the conversation: • *Use the language of the skill* • *Use your conversation voice* • **Note:** Provide a copy of the **Model Script to** the volunteer and allow time beforehand for student to review the script. Suggestions for reading the script: ● Have an upper grade student assist with reading the script ● Show a video of older students reading the script ● Use puppets or dolls to represent the two students ● Read the script with another adult **Prompt: *What is happening in this visual text? Provide evidence from the text to support your claim.***

Model:

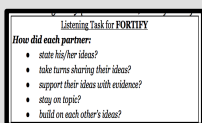|		
Student A:	I think what is happening is that people are dancing to music. What is happening in the visual text?	**CR**
Student B:	I think what is happening is that people are celebrating Christmas. What can you add to your claim?	**CR**
Student A:	I notice a big black machine in the background. Kids are forming a line behind the two men. They are all holding each other at the waist. What evidence can you use to support your claim?	**CL** **F**
Student B:	I notice a woman dressed as an elf. A man is dressed in a Santa costume. He is carrying a bell. There is a stuffed reindeer peaking from behind the man wearing the Santa's suit. I think they are celebrating Christmas on the playground. What can you add to your claim?	**CL** **F**
Student A:	The man in the yellow suit is in front of the line. Children are following behind him and the man dressed in a Santa suit. I think they are forming a Conga line to dance. What can you add to your claim?	**CL** **F**
Student B:	I notice the woman wearing the elf suit is talking to parents. Children are standing around looking at the children forming a conga line. I think they are going to have a dance to celebrate. What else can you add to support your claim?	**F**

Student A:	I think what is happening is that the two man are starting a conga line so children can dance. Now what do you think is happening in the visual text?
	CL F
Student B:	I think what is happening is that the school community is celebrating Christmas celebration with music and dancing.
	CR

Teacher Modeling Lessons 8-9

Teacher will use questions and the <u>**Listening Task Poster**</u> to guide students through an analysis of what makes this a **Model** Constructive Conversation for the skill of **FORTIFY.**

Understanding the Skill: Fortify

Teacher displays or distributes the <u>**Model Script**</u> from Lesson 8.

*Let's look at the <u>**Model Script**</u> to find evidence of the skills of **CREATE, CLARIFY and FORTIFY.** How are we using the visual text to guide our conversation?*

Example of Think-Aloud:

Student A:	<u>**I think what is happening is**</u> that people are dancing to music. **CR/F** <u>**What is happening in the visual text? F**</u>
Student B:	<u>**I think what is happening is**</u> that people are celebrating Christmas. **CR** <u>What can you add to your claim?</u>
Student A:	<u>**I notice a**</u> big black speaker. <u>**Kids are forming a line behind the two m CL They are all holding each other at the waist. What evidence can y use to support your claim? F**</u>
Student B:	<u>**I notice a**</u> woman dressed as an elf. **F** A man is dressed in a Santa costun is carrying a bell. **CL** <u>**There is a stuffed reindeer peaking from behind man wearing the Santa's suit. F**</u> I think they are celebrating Christmas the playground. <u>**What can you add to your claim? F**</u>

Let's look at the first set of turns. Read it to yourself as I read it aloud (see example above).

*Let's look at the language of the skill. Look at Student A's response. How do I know Student A used the skill of **FORTIFY**? I notice the language of the skill* (underline as noted above). *I know this is **FORTIFY** because it is asking for evidence from the text so I will label it with **F** (Write F next to the response.) I also notice that Student B is using the language of the skill to answer a **FORTIFY** question to provide evidence, so I will label it with **F** (Write F next to the response and underline as noted above). Student A responds with the language of the skill **FORTIFY** (underline as noted above). Also, they provide more evidence, based on what is in the visual text.*

Teacher prompts student pairs to go through the same process with the rest of the Model Conversation. Students may share their responses in a whole group discussion led by the teacher.

GUIDED PRACTICE
 	
ELD.PI.1.2 Ex
ELD.PI.1.6 Ex
ELD.PI.1.7 Ex
 	
Listening Task for **FORTIFY**
How did each partner:
• *state his/her ideas?*
• *take turns sharing their ideas?*
• *support their ideas with evidence?*
• *stay on topic?*
• *build on each other's ideas?*
 	
Teacher Modeling Lessons 8-9
	Review Non-Model
	Teacher displays or distributes the **Non-Model Script** from Lesson 8.
	
	*Let's look at the **Non-Model Script**. How can we improve this Constructive Conversation? This was our prompt, "**What is happening in this visual text? Provide evidence from the text to support your claim.**" Read it to yourself as I read it aloud. Think about the prompt and the language of the Constructive Conversation Skill **FORTIFY**.*
	
	1. Teacher will use questions and the **Listening Task Poster** to guide students through an analysis of what makes this a **Non-Model** Constructive Conversation for the skill of **FORTIFY.** See possible responses below.
	   • *No, they did not take turns sharing their ideas because partner A spoke two times in a row, without letting partner B take a turn*
	   • *At first, they responded to the prompt, but towards the end they went off topic*
	   • *They did not build on each other's ideas*
	
	2. Teacher along with students revise the text on chart paper or document reader.
	
	Note: Teacher will then proceed to the **Non‑Model** for the skill of **FORTIFY.** Suggestions for reading the script:
	   • Have an upper grade student assist with reading the script
	   • Show a video of older students reading the script
	   • Use puppets or dolls to represent the two students
	   • Read the script with another adult

Non-Model:

Student A:	There are people dancing. What do you think? (**not using language of the skill)**
Student B:	The kids are in line. What do you think? (**not using language of the skill; not adding details to clarify ideas)**
Student A:	I notice it is Christmas. **(not prompting other partner)**
Student B:	I notice the Santa Claus. **(not prompting other partner; not adding details to clarify ideas)**
Student A:	I think all the moms are visiting the school. **(not using language of the skill; not prompting other partner)**
Student B:	The children are in the playground. **(not prompting other partner)**
Student A:	I notice there are a lot of children on the playground. **(not prompting other partner)**
Student B:	There is a person talking to the parents.

Revised* Non-Model:
*text indicates what the teacher should cross out as the text is being revised.
Bold indicates language revised.

	Student A: ~~There are people dancing.~~ I think what is happening is that people are dancing to music. ~~What do you think?~~ What is happening in the visual text?
	Student B: ~~The kids are in line.~~ I think what is happening is that people are celebrating Christmas? ~~What do you think?~~ What can you add to your claim?
	Student A: I notice ~~it is Christmas~~ a big black machine. Children are forming a line behind the grow ups. What can you add to your claim?
	Student B: I notice the **man dressed in a** Santa Claus **outfit.** There is also a woman wearing an elf suit and a reindeer behind Santa. I think they are celebrating Christmas.
	Student A: I ~~think all~~ **notice** the moms are visiting the school. **One mom has a small child in her arms.** I think they are coming to see the children dance. What can you add to your claim?
	Student B: **There are many children and parents. I notice** the children are in the playground. I think the **parents are watching the children dance for a Christmas show.**
	Student A: I notice there are a lot of children on the playground **and they are holding each other at the waist so they can dance a conga dance.**
	Student B: There is a person **wearing an elf suit** talking to parents. **I think the children are dancing as part of the Christmas celebration and the parents are there to watch them.**
	3. Refer to class revised **Non-Model**, have pairs read.
SHARED PRACTICE **Student Practice Lessons 8-9** **ELD.PI.1.3 Ex** **ELD.PI.1.11 Ex** ✏️	**Language Sample Revision: Non-Model** Display the language sample collected on Day 1 – **Student Progress Form – Constructive Conversation Sample** and the **Visual Text for Student Practice.** *You will orally revise the language sample to improve the conversation. Use the prompt and response starters for FORTIFY:* Teacher reads the language sample turn by turn (one Partner A, Partner B exchange) to students: • After the teacher reads each exchange, have partner pairs discuss revisions they can make using the two focus norms • Have a partner pair share their possible revisions with the class • Write their oral revisions on the language sample for whole class to see After the entire language sample is orally revised, read the entire revised language sample script to the class. Suggestions for reading the script: • Have an upper grade student assist with reading the script • Use puppets or dolls to represent the two students • Read the script with another adult

FORMATIVE ASSESSMENT	**Student Progress Form (SPF)- Constructive Conversation Language Sample**
	Teacher will focus on 2-4 students to progress monitor using the **Student Progress Form (SPF)-Constructive Conversation Language Sample** on the use of the Constructive Conversation Skill of **FORTIFY** and the Conversation Norms to inform next steps.

DIFFERENTIATED INSTRUCTION	## Differentiated Instruction
	Based on formative assessment data, organize students by language performance. There may be 3-4 groups, depending on classroom size.
	Group 1 - Teacher Group (review **FORTIFY Game**)
	Group 2 - Practice Constructive Conversation Skill
	Group 3 – Play **FORTIFY Game** with the same visual text
	Group 4 – Play **FORTIFY Game** with a new visual text

WRAP-UP	## Review ELD Objective and Self-Evaluate
	Teacher will review ELD objective.
	Today we revised a **FORTIFY Non-Model** *Constructive Conversation. We took turns and shared ideas based on a visual text.*
	Teacher asks students the following:
	• *How did we meet today's objective of using the Constructive Conversation Skill of* **FORTIFY***?*
	• *How did you:*
	o *use the language of the skill*
	o *use your conversation voice*
	• Work with your conversation partner to do the following:
	o *Identify three things that you did to meet today's objective*
	o *Share and explain the three things to your partner*
	Teacher calls on three students and they tell the class what was done today.

Start Smart-Conversation Practices
Lesson 10

ELD OBJECTIVE	Students will engage in a Constructive Conversation using the Constructive Conversation Skill **FORTIFY** by taking turns, sharing ideas and supporting their ideas with evidence when examining a visual text with a partner.

OPENING
 	
ELD.PI.1.1 EX
	*Today we are going to practice the Constructive Conversation Skill **FORTIFY**. When we observe or read something new we have many thoughts and ideas. As we engage in a Constructive Conversation using the skill of **FORTIFY**, our job as speakers is to share and explain our ideas. we also say what we think and support it with evidence from the text. As listeners our role is to value and foster the same or different ideas that we hear.*
	
	Conversation Norms Poster
	Let's chorally read the ___**Conversation Norms Poster.**___
	    1. **Use your think time**
	    2. **Use the language of the skill**
	    3. **Use your conversation voice**
	    4. **Listen respectfully**
	    5. **Take turns and build on each other's ideas**
	
	Today, we will focus on:
	• *Listen respectfully*
	• *Take turns and build on each other's ideas*
	
	Explain and give examples for both. Ask for student volunteers to model the two norms.

MODEL/ GUIDED PRACTICE
 	
ELD.PI.1.5 Ex
ELD.PI.1.6 Ex
ELD.PI.1.7 Ex
	Model and Non-Model
	Display the **Visual Text for Teacher Modeling** and **Listening Task Poster**.
	
	To model what a Constructive Conversation looks like we are going to use the visual text and address the following prompt: **What is happening in this visual text? Provide evidence from the text to support your claim.** *As we look at the visual text we will share our own ideas and* **FORTIFY.**
	
	Ask for a previously selected volunteer to be your partner as you model a Constructive Conversation.
	• Model using think time and pointing at key elements of the visual text before reading the script.
	• Teacher will also discuss how the following norms were used during the conversation:
	    • *Listen respectfully*
	    • *Take turns and build on each other's ideas*

Teacher Modeling Lesson 10	**Note:** Provide a copy of the **Model Script to** the volunteer and allow time beforehand for student to review the script. Suggestions for reading the script:

Note: Provide a copy of the **Model Script to** the volunteer and allow time beforehand for student to review the script. Suggestions for reading the script:
- Have an upper grade student assist with reading the script
- Show a video of older students reading the script
- Use puppets or dolls to represent the two students
- Read the script with another adult

Prompt: *What is happening in this visual text? Provide evidence from the text to support your claim. (Each student must make a claim.)*

Model:

Student A: I think what is happening is the family is taking the dog so they can play with it. What is happening in the visual text? — **CR**

Student B: I think what is happening is that a mom, a boy and a girl are trying to groom the dog. What can you add to your idea? — **CR CL**

Student A: I notice the boy and the woman are holding a chew toy and a Frisbee. There is also a red collar on the table. They are going to play with the dog. What can you add to your idea? — **CL F**

Student B: I notice a dog standing on a table. There is a towel and a spray can with a picture of a dog on it. There is newspaper on the table and the dog is standing on the newspaper. What evidence can you use to support your idea? — **CL F**

Student A: I notice the woman is handing a bone to the girl. The girl is also holding a Frisbee. I think she is going to take the dog and play with it. What else can you add to support your claim? — **CL F**

Student B: I notice the boy is using a towel on the dog's head. He is also holding a hair brush. I think they are washing the dog to get it clean. What can you add to your claim? — **CL F**

Student A: I think the lady, the boy and the little girl are taking care of the dog by getting toys the dog can play with. Now what do you think is happening in the visual text? — **F**

Student B: Based on the evidence we discussed, I think the family is working together to take care of their pet's needs. They are grooming the dog and trying to keep him happy with toys. — **F**

Teacher will use questions and the **Listening Task Poster** to guide students through an analysis of what makes this a **Model** Constructive Conversation for the skill of **FORTIFY.**

Note: Teacher will then proceed to the **Non-Model** for the skill of **FORTIFY.**
Suggestions for reading the script:
- Have an upper grade student assist with reading the script
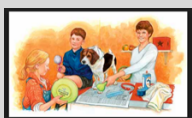
Teacher Modeling Lesson 10	• Show a video of older students reading the script • Use puppets or dolls to represent the two students • Read the script with another adult **Non-Model:** **Student A:** There is a dog. What do you think? **(Student does not start by making a claim; not prompting using prompt starters)** **Student B:** The dog is getting cleaned. What do you think? **(Student does not start by making a claim; not prompting using prompt starters)** **Student A:** I notice toys. **(not prompting other partner)** **Student B:** I notice the newspaper. **(not prompting other partner)** **Student A:** I notice people cleaning the dog. **(not prompting other partner)** **Student B:** I think the family is going to take the dog for a walk. **(not using language of the skill; not using evidence from the text to support the idea)** **Student A:** The people are cleaning the dog because it is dirty. **(not using language of the skill)** **Student B:** The dog is getting cleaned and walked because they love him. **(not using language of the skill; not using evidence from the text to support the claim)** Teacher will use questions and the **Listening Task Poster** to guide students through an analysis of what makes this a **Non-Model** Constructive Conversation for the skill of **FORTIFY.**
PRACTICE **Student Practice Lesson 10** **ELD.PI.1.3 Ex** **ELD.PI.1.6 Ex** **ELD.PI.1.1 Ex**	**Constructive Conversation Game** Organize students into a group of four. *You are now going to have the opportunity to practice the Constructive Conversation Skills CREATE, CLARIFY and FORTIFY while playing a game.* Remind students of the rules of the **Constructive Conversation Game**. Rules of the game: Each student will have one **CREATE**, two **CLARIFY** and two **FORTIFY** cards. Each student will play one card as they share their **CREATE, CLARIFY** and **FORTIFY** ideas. They will continue taking turns until all cards are placed in the middle. If the group is done early, repeat the process for an additional round. **Display Visual text for Student Practice-Lesson 10.** **Prompt:** *What is happening in this visual text? Provide evidence from the text to support your claim.*
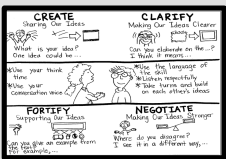
	As the students play the game, the teacher listens and selects two students who will replay the game in front of the class to serve as models.
FORMATIVE ASSESSMENT	**Student Progress Form (SPF)- Constructive Conversation Language Sample** Teacher will focus on 2-4 students to progress monitor using the **Student Progress Form (SPF)-Constructive Conversation Language Sample** on the use of the Constructive Conversation Skill of **FORTIFY** and the Conversation Norms to inform next steps.

PRACTICE	**Constructive Conversation Poster**
	Teacher models creating a Constructive Conversation Poster (see resources). Teacher elicits student responses to help students develop poster that illustrates their understanding of the **FORTIFY** skill and Conversation Norms**.**
	
	Add to the poster only focusing on the prompt and response starters used by the students for the Constructive Conversation Skill **FORTIFY**:
	        ▪ In the text, …
	        ▪ I know because …
	        ▪ I have seen this in…
	        ▪ Show me in the text where…
	        ▪ How do you know…?
	        ▪ Where did you get that information?
	
	Note: Students will continue to add to their Constructive Conversation Poster from Lesson 7.

DIFFERENTIATED INSTRUCTION	**Differentiated Instruction** Based on formative assessment data, organize students by language performance. There may be 3-4 groups, depending on classroom size. Group 1 - Teacher Group (review **FORTIFY Game**) Group 2 - Practice Constructive Conversation Skill Group 3 – Play **FORTIFY** game Group 4 – Practice the model that was presented in Lesson 10
WRAP-UP	**Self-Assess** Teacher will review the Constructive Conversation skill **FORTIFY**. ● *The conversation skill **FORTIFY** allows us to support our ideas with evidence from the text while engaging in a conversation.* ● *Reflect on your ability to use the Constructive Conversation skill, **FORTIFY**. In the past few lessons we have used various visual texts and prompt and response starters to help us share and support our ideas.* ● Students will self-assess answering the prompt: *On a scale from 1 to 5* (refer students to poster) *how would you rate yourself using the Conversational Skill **FORTIFY?***

	1 – I am still learning the Constructive Conversation Skill
	2 – I need more practice using the Constructive Conversation Skill
	3 – I understand but need more practice using the Constructive Conversation Skill
	4 – I understand but I am not yet ready to explain the Constructive Conversation Skill
	5 – I understand and can explain the Constructive Conversation Skill
	
	• Teacher can select student to share out.
	  • Example:
	    o Student: I rated myself a 3 because…
	    o Teacher: What can you do to move to a 4?

Start Smart-Conversation Practices
Lesson 11

ELD OBJECTIVE	Students will engage in a Constructive Conversation using the Constructive Conversation Skill of **NEGOTIATE,** by taking turns, sharing their opinions and coming to consensus based on a prompt with a partner.

OPENING **ELD.PI.1.1 Ex**	*Today we are going to be introduced to the Constructive Conversation Skill that will help us communicate our opinions, learn from each other and come to a consensus. That Constructive Conversation skill is **NEGOTIATE.** When we **NEGOTIATE** we state our claim, consider the opinions of others and come to a consensus. We also use Conversations Norms to ensure good listening and speaking skills.* **Conversation Norms Poster** *Let's chorally read the **Conversation Norms Poster**.* 1. *Use your think time* 2. *Use the language of the skill* 3. *Use your conversation voice* 4. *Listen respectfully* 5. *Take turns and build on each other's ideas* *Today, we will focus on:* • *use your think time* • *use the language of the skill* Explain and give examples for both. Ask for student volunteers to model the two norms. **Hand Gesture and Phrase-NEGOTIATE** Introduce hand gesture for **NEGOTIATE**. (Put your hands out by your shoulders palms up. Move them up and down like a scale.) Teacher will explain to students that we use this gesture to show when we **NEGOTIATE** our ideas. *To help us remember the skill we are practicing, we are going to use a corresponding phrase: "Making our Ideas Stronger."*

MODEL/ GUIDED PRACTICE **ELD.PI.K.1 Ex** **ELD.PI.K.5 Ex**	**Introduce the Listening Task Poster** Teacher refers to the **Listening Task Poster-NEGOTIATE** and reads each step aloud. *While you are listening to my partner and me, listen for the following:* <table><tr><td>Listening Task for **NEGOTIATE** **How did each partner:** • *state his/her ideas?* • *they take turns sharing their ideas?* • *they consider all the ideas?* • *they stay on topic?* • *build on each other's ideas?* • *come to a consensus?*</td></tr></table>

Introduce Model and Non-Model

Display the <u>Visual Text for Teacher Modeling</u>, <u>Negotiate Skill Poster</u> **and the** <u>Listening Task Poster.</u>

*To model what a **NEGOTIATE** Constructive Conversation sounds like we are going to use a visual text and the* <u>Listening Task Poster</u> *to address the prompt:* **What is an important idea from this text? Start by stating your claim. Support your claim and come to a consensus**. *As we look at the visual text we will **NEGOTIATE** and share our ideas.*

Ask for a previously selected volunteer to be your partner as you model a Constructive Conversation.

Remind students that we used this visual text before in a **FORTIFY** conversation. Say: *Use ideas from that conversation to support your claim.*

- Model using think time and pointing at key elements of the visual text before reading the script.
- Teacher will also discuss how the following norms were used during the conversation:
  - *use your think time*
  - *use the language of the skill*

Note: Provide a copy of the <u>Model Script to</u> the volunteer and allow time beforehand for student to review the script. Suggestions for reading the script:

- Have an upper grade student assist with reading the script
- Show a video of older students reading the script
- Use puppets or dolls to represent the two students
- Read the script with another adult

*Prompt: **What is an important idea from this text? Start by stating your claim. Support your claim and come to a consensus**.*

<u>Model:</u>

Student A:	An important idea from the visual text is that dancing together with friends can be fun. What is your idea?	**CR**
Student B:	An important idea from the visual text is that dancing can be a way to celebrate. How can you support you claim with evidence?	**CR**
Student A:	I think the children are dancing to music. The two men are leading a conga like and are taking the children around the playground. The children are following the two men. What supports your idea?	**CL** **F**
Student B:	I think the two men are getting everyone to dance so they can celebrate Christmas. One man is wearing a Santa suit and a bell. The other man is wearing a bright yellow suit and is in front of the line leading the group. What evidence supports your idea?	**CL** **F**
Student A:	I think the two men are leading a Conga line and showing the children a way to have fun. What evidence supports your idea?	**N**

Teacher Model Lessons 11-12

ELD.PI.1.5 Ex
ELD.PI.1.6 Ex
ELD.PI.1.7 Ex
ELD.PI.1.11 Ex
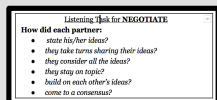
Student B: I think the two men are leading the children in a dance so they can celebrate Christmas. How can we come to a consensus? **N**

Student A: I think dancing can be a fun way to celebrate for children and adults. Can we come to a consensus? **N**

Student B: I think the important idea we agree on is that dancing is a fun way for adults and children to celebrate Christmas. **N**

Teacher will use questions and the **Listening Task Poster** to guide students through an analysis of what makes this a **Model** Constructive Conversation for the skill of **NEGOTIATE.** Teacher will also discuss how the following norms were used during the conversation:
- *use your think time*
- *use the language of the skill*

Note: Teacher will then proceed to the **Non-Model** for the skill of **NEGOTIATE.** Suggestions for reading the script:
- Have an upper grade student assist with reading the script
- Show a video of older students reading the script
- Use puppets or dolls to represent the two students
- Read the script with another adult

Non-Model:

Student A: There are people dancing. **(not prompting other partner; not using language of the skill)**

Student B: The kids are in line. How can you support your idea with evidence?

Student A: I notice it is Christmas **(not prompting other partner; not using language of the skill)**

Student B: I notice the Santa Claus. **(not prompting other partner; not using evidence from the text to support the claim)**

Student A: I think all the moms are visiting the school. **(not prompting other partner)**

Student B: The children are in the playground at a school. **(not prompting other partner; not using evidence from the text to support the claim)**

Student A: I notice there are a lot of children on the playground. **(not coming to a consensus)**

Student B: There is a person talking to the parents. **(not coming to a consensus)**

Teacher will use questions and **Listening Task Poster** to guide students through an analysis of what makes this a **Non-Model** Constructive Conversation for the skill of **NEGOTIATE.**

Teacher Model Lessons 11-12

SHARED PRACTICE **Student Practice Lessons 11-12** **ELD.PI.1.3 Ex** **ELD.PI.1.6 Ex** **ELD.PI.1.7 Ex**	**Constructive Conversation Game** *You are now going to have the opportunity to practice the Constructive Conversation Skill of NEGOTIATE while playing a game.* Explain the rules of the **Constructive Conversation Game** to students. Rules of the game: 1. Each student will have 1 **CREATE,** 1 **CLARIFY,** 1 **FORTIFY** AND 2 **NEGOTIATE** cards. 2. Each student will play a card as they share an idea. They will continue taking turns until all cards are placed in the middle 3. In the first round, each student must state their own opinion. 4. If you're done early, repeat the game. Display **Visual Text for Student Practice-Lesson 10** Remind students that we used this visual text before in a **FORTIFY** conversation. Say: *Use ideas from that conversation to support your claim.* **Prompt: What is an important idea from this text? Start by stating your claim. Support your claim and come to a consensus**. As the students play the game, the teacher listens and selects two students who will replay the game in front of the class to serve as models.
FORMATIVE ASSESSMENT 	**Student Progress Form (SPF)- Constructive Conversation Language Sample** The Teacher will collect a language sample from the two students on the **Student Progress Form (SPF)-Constructive Conversation Language Sample** to be used for Lesson 12. The language sample from two students must be at least four turns in length. **Note: The language sample will be the Non-Model revised in Lesson 12.**

WRAP-UP	**Review ELD Objectives and Self-Evaluate**
	Teacher will review ELD objective.
	Today we engaged in a Constructive Conversation using the Constructive Conversation Skill NEGOTIATE. We took turns, shared our opinions, considered others' opinions and came to a consensus based on a visual text and prompt.
	Teacher will ask students,
	- *How did we meet today's objective of using the Constructive Conversation Skill of NEGOTIATE?*
	- *How did you:*
	  - *use your think time*
	  - *use the language of the skill*
	- *Work with your conversation partner.*
	  - *Identify three things that you did to meet today's objective*
	  - *Share and explain the three things to 2 students*
	
	Teacher calls on three students and they tell the class what was done today.

Start Smart-Conversation Practices
Day 12

ELD OBJECTIVE	Students will be able to revise a **Non-Model** for the Constructive Conversation Skill of **NEGOTIATE** in a whole group setting and with a triad.

OPENING ELD.PI.1.1 Ex	*Today we are going to review the Constructive Conversation Skill **NEGOTIATE**. When we **NEGOTIATE** we share our claims, consider other's ideas and come to a consensus.* **Conversation Norms Poster** *Let' review the **Conversation Norms Poster**.* 1. **Use think time** 2. **Use the language of the skill** 3. **Use your conversation voice** 4. **Listen respectfully** 5. **Take turns and build on each other's ideas** *Today, we will focus on:* • *use the language of the skill* • *use your conversation voice* Explain and give examples for both. Ask for student volunteers to model the two norms. **Review Hand Gesture and Phrase-NEGOTIATE** Review hand gesture for **NEGOTIATE**. (Put your hands out by your shoulders palms up. Move them up and down like a scale.) *We use this gesture to show when we **NEGOTIATE** our ideas. To help us remember the skill we use a corresponding phrase: "Making our ideas stronger."*
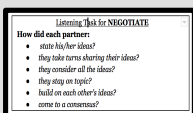
PROMPT/ RESPONSE STARTERS	Display the **Visual Text for Teacher Modeling, Negotiate Skill Poster** and **Listening Task Poster**. *To model what a Constructive Conversation looks like we are going to use the visual text and the **Listening Task Poster** to address the following prompt: **What is an important idea from this text? Start by stating your claim. Support your claim and come to a consensus.** As we look at the visual text, we will **NEGOTIATE**, share our own ideas and come to a consensus.* *Today I am going to model using the Constructive Conversation Skill of **NEGOTIATE** using these prompt and response starters. They will help us to communicate our ideas clearly.* Have students round robin or chorally read previously charted prompt and response starters:

	Prompt Starter	Response Starter
	1. What is your claim…? 2. What is an important idea…? 3. Do you agree? Why? 4. Do you disagree? Why?	1. My claim is… 2. An important idea is… 3. I agree because… 4. I disagree because…

MODEL **ELD.PI.1.6 Ex** **ELD.PI.1.7 Ex** **Teacher Model Lessons 11-12** 	**Review Model** Remind students that we used this visual text before in a **FORTIFY** conversation. Say: *Use ideas from that conversation to support your claim.* Teacher introduces **Model** and asks for a previously selected volunteer to be their partner. Teacher and student read **Model Script.** Model using think time before speaking. Teacher will also discuss how the following norms were used during the conversation: • *use the language of the skill* • *use your conversation voice* **Note:** Provide a copy of the **Model Script to** the volunteer and allow time beforehand for student to review the script. Suggestions for reading the script: • Have an upper grade student assist with reading the script • Show a video of older students reading the script • Use puppets or dolls to represent the two students • Read the script with another adult *Prompt: What is an important idea from this text? Start by stating your claim. Support your claim and come to a consensus.*

Model:

Student A:	An important idea from the visual text is that dancing together with friends can be fun. What is your idea?	**CR**
Student B:	An important idea from the visual text is that dancing can be a way to celebrate. How can you support you claim with evidence?	**CR**
Student A:	I think the children are dancing to music. The two men are leading a conga like and are taking the children around the playground. The children are following the two men. What supports your idea?	**CL** **F**
Student B:	I think the two men are getting everyone to dance so they can celebrate Christmas. One man is wearing a Santa suit and a bell. The other man is wearing a bright yellow suit and is in front of the line leading the group. What evidence supports your idea?	**CL** **F**
Student A:	I think the two men are leading a Conga line and showing the children a way to have fun. What evidence supports your idea?	**N**
Student B:	I think the two men are leading the children in a dance so they can celebrate Christmas. How can we come to a consensus?	**N**
Student A:	I think dancing can be a fun way to celebrate for children and adults. Can we come to a consensus?	**N**
Student B:	I think the important idea we agree on is that dancing is a fun way	**N**

for adults and children to celebrate Christmas.

Teacher will use questions and the **Listening Task Poster** to guide students through an analysis of what makes this a **Model** Constructive Conversation for the skill of **NEGOTIATE.**

Understanding the Skill: Negotiate
Teacher displays or distributes the **Model Script** from Lesson 11.

Example of Think-Aloud:

Student A:	<u>I think</u> N the two men are leading a Conga line and showing the children a way to have fun. <u>**What evidence supports your idea?**</u> **N/F**
Student B:	<u>I think</u> N the two men are leading the children in a dance so they can celebrate Christmas. <u>**How can we come to a consensus?**</u> **N**
Student A:	<u>I think</u> dancing can be a fun way to celebrate for children and adults. <u>**Can we come to a consensus?**</u> **N**
Student B:	<u>**I think the important idea we agree on is that**</u> dancing is a fun way for adults and children to celebrate Christmas. **N**

Let's look at the **Model Script** *to find evidence of the skills of **NEGOTIATE, FORTIFY, CREATE,** and **CLARIFY.** How are we using the visual text to guide our conversation? Let's look at the last three turns. Read them to yourself as I read them aloud* (see example above).

*Let's look at the language of the skill. Look at Student A's response. How do I know Student A used the skill of **NEGOTIATE**? I see the language of the skill (*underline as noted above). *I know this is **NEGOTIATE** because it is asking to come to an agreement so I will label it with **N** (Write N next to the response.) Student A is also using evidence from the text to support his idea (Write F next to the response). I also notice that Student B is using the language of the skill to state their claim, so I will label it with **N** (Write N next to the response and underline as noted above). Also, they use the language of **CLARIFY** and ask a clarifying question to help learn more from Student A to make their idea stronger (Write CL next to the response). Then Students A and B clarify their ideas and ask questions to understand each other's evidence (Write CL next to the responses).*

Teacher prompts students to go throughout the same process with the rest of the Model Conversation.
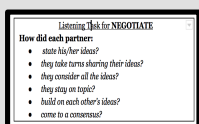
GUIDED PRACTICE	**Review Non-Model** Teacher displays or distributes the **Non-Model Script** from Lesson 11. *Let's look at the **Non-Model Script**. How can we improve this Constructive Conversation? This was our prompt, "**What is an important idea from this text? Start by stating your claim. Support your ideas and come to a consensus.**" Here's the visual text. Read it to*

ELD.PI.1.2 Ex
ELD.PI.1.6 Ex
ELD.PI.1.7 Ex
 	
Listening Task for NEGOTIATE
How did each partner:
• state his/her ideas?
• they take turns sharing their ideas?
• they consider all the ideas?
• they stay on topic?
• build on each other's ideas?
• come to a consensus?
 	
Teacher Model Lessons 11-12
	*yourself as I read it aloud. Think about the prompt and the language of the Constructive Conversation Skill **NEGOTIATE**.*
	
	1. Teacher will use questions and the **Listening Task Poster** to guide students through an analysis of what makes this a **Non-Model** Constructive Conversation for the skill of **NEGOTIATE.** See possible responses below.
	   • *No, they did not take turns sharing their ideas because partner A spoke two times in a row, without letting partner B take a turn*
	   • *At first, they responded to the prompt, but towards the end they went off topic*
	   • *They did not build on each other's ideas*
	
	2. Teacher along with students will revise the text on chart paper or document reader.
	
	Note: Teacher will then proceed to the **Non‑Model** for the skill of **NEGOTIATE.** Suggestions for reading the script:
	   • Have an upper grade student assist with reading the script
	   • Show a video of older students reading the script
	   • Use puppets or dolls to represent the two students
	   • Read the script with another adult
	
	Prompt: What is an important idea from this text? Start by stating your claim. Support your claim and come to a consensus.

Non-Model:

Student A:	There are people dancing. **(not prompting other partner; not using language of the skill)**
Student B:	The kids are in line. How can you support your idea with evidence?
Student A:	I notice it is Christmas **(not prompting other partner; not using language of the skill)**
Student B:	I notice the Santa Claus. **(not prompting other partner; not using evidence from the text to support the claim)**
Student A:	I think all the moms are visiting the school. **(not prompting other partner)**
Student B:	The children are in the playground at a school. **(not prompting other partner; not using evidence from the text to support the claim)**
Student A:	I notice there are a lot of children on the playground. **(not coming to a consensus)**
Student B:	There is a person talking to the parents. **(not coming to a consensus)**

Revised* Non-Model:
*text indicates what the teacher should cross out as the text is being revised.
Bold indicates language revised.

Student A:	~~There are people dancing~~. An important idea is that dancing with friends at school can be fun. What ~~do you think~~ is your important idea?
Student B:	~~The kids are in line.~~ An important idea is that children are dancing together

	to celebrate Christmas. ~~What do you think~~ How can you support your idea with evidence?
Student A:	I notice ~~it is Christmas~~ there is a black speaker. There are children in line following the man in the Santa suit.
Student B:	I notice the **man in the** Santa Clause **suit. He is leading the children in a Conga dance. The children are following him while holding each other. I think they are dancing to the music.**
Student A:	~~I think all the moms are visiting the school.~~ I think the children are dancing together. They are smiling. The two men are leading the dance. What else can you use as evidence for your claim?
Student B:	The children are in the playground at a school. **They are celebrating a the Christmas holiday. My evidence is the Santa Suit and the Rudolph head I see peaking behind the man's head.**
Student A:	I notice there are a lot of children on the playground. **They seem to be celebrating by dancing. Can we come to a consensus?**
Student B:	Children and families are celebrating Christmas by dancing at school.

3. Refer to class revised **Non-Model**, have pairs read.

| **SHARED PRACTICE**

Student Practice Lessons 11-12

ELD.PI.1.3 Ex
ELD.PI.1.6 Ex
ELD.PI.1.11 Ex | **Language Sample Revision: Non-Model**
Display the language sample collected on Day 1 – **Student Progress Form – Constructive Conversation Sample** and the **Visual Text for Student Practice.** *You will orally revise the language sample to improve the conversation. Use the prompt and response starters for NEGOTIATE:*

Teacher reads the language sample turn by turn (one Partner A, Partner B exchange) to students:
• After the teacher reads each exchange, have partner pairs discuss revisions they can make using the two focus norms
• Have a partner pair share their possible revisions with the class
• Write their oral revisions on the language sample for whole class to see

After the entire language sample is orally revised, read the entire revised language sample script to the class.

Suggestions for reading the script:
• Have an upper grade student assist with reading the script
• Use puppets or dolls to represent the two students
• Read the script with another adult |

| **FORMATIVE ASSESSMENT** | **Student Progress Form (SPF)- Constructive Conversation Language Sample**
Teacher will focus on 2-4 students to progress monitor using the **Student Progress Form (SPF)-Constructive Conversation Language Sample** on the use of the Constructive Conversation Skill of **NEGOTIATE** and the Conversation Norms to inform next steps. |

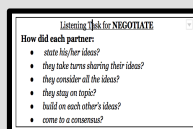|	
	NOTE: Teacher will select two students (from the triad) to read their revised Non-Model to the class.
DIFFERENTIATED INSTRUCTION	## Differentiated Instruction Based on Formative Assessment data organize students by language performance. There may be 3 -4 groups, depending on classroom size. Group 1 – Teacher Group (review **NEGOTIATE Game**) Group 2 – Practice Constructive Conversation Skill Group 3 – Play **NEGOTIATE Game** with the same visual text Group 4 – Play **NEGOTIATE Game** with a new visual text
WRAP-UP	## Review ELD Objective and Self-Evaluate Teacher will review ELD objective. *Today we revised a **NEGOTIATE Non-Model** Constructive Conversation. We took turns and shared ideas based on a visual text.* Teacher will ask students the following: *How did we meet today's objective of using the Constructive Conversation Skill of **NEGOTIATE**?* *How did you:* *use the language of the skill?* *use your conversation voice?* - Work with your conversation partner to do the following: *Identify three things that you did to meet today's objective* *Share and explain the three things to your partner* Teacher calls on three students and they tell the class what was done today.
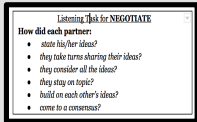
Start Smart-Conversation Practices
Lesson 13

ELD OBJECTIVE	Students will engage in a Constructive Conversation using the Constructive Conversation Skill of **NEGOTIATE** by sharing ideas and coming to a consensus about a visual text or prompt with a partner.
OPENING **ELD.PI.1.1 Ex** 	*Today we are going to practice the Constructive Conversation Skill **NEGOTIATE**. When we observe or read something new, we have many thoughts and ideas. As we engage in a **NEGOTIATE** Constructive Conversation, our job as speakers is to, share our ideas, consider other people's ideas, **NEGOTIATE** and come to a consensus. As listeners our role is to value and foster the same or different ideas we are hearing.* **Conversation Norms Poster** *Let's chorally read the **Conversation Norms Poster.*** 1. ***Use your think time*** 2. ***Use the language of the skill*** 3. ***Use your conversation voice*** 4. ***Listen respectfully*** 5. ***Take turns and build on each other's ideas*** *Today, we will focus on:* • *Listen respectfully* • *Take turns and build on each other's ideas* Explain and give examples for both. Ask for student volunteers to model the two norms.

MODEL/ GUIDED PRACTICE
 	
	Model and Non-Model
	Display the **Listening Task Poster** and the **Visual Text for Teacher Modeling.**
	
	To model what a Constructive Conversation looks like we are going to address the following **prompt: *What is an important idea from this text? Start by stating your claim. Support your claim and come to a consensus*.** *As we discuss the prompt we will* **NEGOTIATE** *and share our own ideas.*
	
	Ask for a previously selected volunteer to be your partner as you model a Constructive Conversation.
	Remind students that we used this visual text before in a **FORTIFY** conversation. Say: *Use ideas from that conversation to support your claim.*
	• Model using think time and pointing at key elements of the visual text before reading the script.
	• Teacher will also discuss how the following norms were used during the conversation:
	  • *Listen respectfully*
	  • *Take turns and build on each other's ideas*

Teacher Modeling Lesson 13	

Note: Provide a copy of the **Model Script to** the volunteer and allow time beforehand for student to review the script. Suggestions for reading the script:
- Have an upper grade student assist with reading the script
- Show a video of older students reading the script
- Use puppets or dolls to represent the two students
- Read the script with another adult

Prompt: What is an important idea from this text? Start by stating your claim. Support your claim and come to a consensus.

<u>Model:</u>

Student A:	An important idea from this text is that dogs need to be cared for by getting groomed. What is your idea?	**CR**
Student B:	An important idea from this text is that exercise is an important thing all dogs need. How can you support your claim with evidence?	**CR**
Student A:	I think the dog is getting groomed. The woman, the boy and the little girl are brushing him and washing the dog using the spray and the towel. How can you support your claim with evidence?	**CR F**
Student B:	I think the little girl is taking the dog out so she can play with it. She is holding a Frisbee. She is taking the dog out so it can exercise. How can you support your idea with evidence?	**CL F**
Student A:	I think that they are caring for the dog by making sure he is clean. The boy is using a towel on the dog's head. He is also holding a hair brush. How can you support your idea with evidence?	**CL F**
Student B:	The mom I also see a leash and a collar. I think the little girl will use it to walk the dog so he can exercise. What other evidence can support your claim?	**CL F**
Student A:	I think that grooming is an important part of caring for a dog. Can we come to an agreement?	**N**
Student B:	I think the important idea we came to a consensus on is that in order to care for dogs we need to groom them and exercise them.	**N**

Teacher will use questions and the **Listening Task Poster** to guide students through an analysis of what makes this a **Model** Constructive Conversation for the skill of **NEGOTIATE.**

Note: Teacher will then proceed to the **Non-Model** for the skill of **NEGOTIATE.** Suggestions for reading the script:
- Have an upper grade student assist with reading the script
- Show a video of older students reading the script
- Use puppets or dolls to represent the two students
- Read the script with another adult

ELD.PI.1.5 Ex
ELD.PI.1.6 Ex
ELD.PI.1.7 Ex

Listening Task for NEGOTIATE
How did each partner:
- state his/her ideas?
- they take turns sharing their ideas?
- they consider all the ideas?
- they stay on topic?
- build on each other's ideas?
- come to a consensus?

Teacher Modeling Lesson 13	<u>Non-Model:</u> **Student A:** An idea is we need to wash out dogs. What is your idea? **(Student does not start by making a claim; not prompting other partner)** **Student B:** This visual text shows that it is important to walk all dogs. You go next. **(not prompting other partner)** **Student A:** I think the dog is getting brushed. What is your evidence? **(not using language of the skill; not using evidence from the text to support the claim)** **Student B:** The girl has a Frisbee. She is going to play. **(Student does not start by making a claim; not prompting other partner)** **Student A:** I think that they are cleaning the dogs. How can you support your idea with evidence? **Student B:** The mom is making the dog safe. What other evidence can support your claim? **Student A:** Can we come to an agreement? **(not using language of the skill; not using evidence from the text to support the claim)** **Student B:** The think the important idea we came to a consensus on is that in we love our dogs. **(not coming to a consensus using the ideas from the conversation)** Teacher will use questions and the **<u>Listening Task Poster</u>** to guide students through an analysis of what makes this a **Non-Model** Constructive Conversation for the skill of **NEGOTIATE.**
PRACTICE **Student Practice Lesson 13** **ELD.PI.1.3 Ex** **ELD.PI.1.6 Ex** **ELD.PI.1.11 Ex**	**Constructive Conversation** Teacher organizes students into groups of four. Students engage in a Constructive Conversation using the skill **NEGOTIATE**. Remind students that we used this visual text before in a FORTIFY conversation. Say: *Use ideas from that conversation to support your claim.* **Prompt: What is an important idea from this text? Start by stating your claim. Support your claim and come to a consensus**. Students engage in a Constructive Conversation in groups of four. Teacher selects two students to share in front of class.

FORMATIVE ASSESSMENT	**Student Progress Form (SPF)- Constructive Conversation Language Sample** Teacher will focus on 2-4 students to progress monitor using the **Student Progress Form (SPF)-Constructive Conversation Language Sample** on the use of the Constructive Conversation Skill of **NEGOTIATE** and the Conversation Norms to inform next steps.

PRACTICE	**Constructive Conversation Poster** Teacher models creating a Constructive Conversation Poster (see resources). Teacher elicits student responses to help students develop poster that illustrates their understanding of the **NEGOTIATE** skill and Conversation Norms**.** Add to the poster only focusing on the prompt and response starters used by the students for the Constructive Conversation Skill **NEGOTIATE**: ▪ What do you think about...? ▪ I think... ▪ What is an important idea...? ▪ My opinion is... ▪ What is your opinion of...? ▪ I agree because... ▪ Do you agree/disagree? Why? ▪ I disagree because... ▪ An important idea is...

DIFFERENTIATED INSTRUCTION	**Differentiated Instruction** Based on formative assessment data, organize students by language performance. There may be 3-4 groups, depending on classroom size. Group 1 - Teacher Group (review **NEGOTIATE Game**) Group 2 - Practice Constructive Conversation Skill Group 3 –Play **NEGOTIATE Game** Group 4 – Practice the model that was presented in Lesson 13

WRAP-UP	Teacher will review the *Constructive Conversation* skill **NEGOTIATE**.
	● *The Constructive Conversation skill of **NEGOTIATE** allows us to share our ideas and consider the ideas of others while engaging in a Constructive Conversation.*
	● *Reflect on your ability to use the Constructive Conversation Skill **NEGOTIATE.** In the past few lessons we have used various visual texts, prompts and prompt and response starters to help up share our ideas.*
	● Students will self-assess answering the prompt:
	*On a scale from 1 to 5 (refer students to poster) how would you rate yourself using the Constructive Conversation Skill **NEGOTIATE**?*
	
	I am still learning the Constructive Conversation Skill
	    1 – I am still learning the Constructive Conversation Skill
	    2 – I need more practice using the Constructive Conversation Skill
	    3 – I understand but need more practice using the Constructive Conversation Skill
	    4 – I understand but I am not yet ready to explain the Constructive Conversation Skill
	    5 – I understand and can explain the Constructive Conversation Skill

	- Teacher can select a conversation pair to group share. - Example: - Student: I rated myself a 3 because… - Teacher: What can you do to move to a 4?

Start Smart-Conversation Practices
Lesson 14

ELD OBJECTIVE	Students will understand the Constructive Conversation Skills **FORTIFY and NEGOTIATE,** by discussing them in order to complete a Constructive Conversation Skills poster with their conversation partner.
OPENING **ELD.PI.1.1 Ex**	*Today we will review all our Constructive Conversation Skills. First, we will review the first two Constructive Conversation Skills **CREATE and CLARIFY.** Then we will add to our Constructive Conversation Posters to show what we know about the Constructive Conversation skills **FORTIFY** and **NEGOTIATE.*** **Conversation Norms Poster** *First, let's chorally read the* **Conversation Norms Poster.** 1. ***Use your think time*** 2. ***Use the language of the skill*** 3. ***Use your conversation voice*** 4. ***Listen respectfully*** 5. ***Take turns and build on each other's ideas*** *Review Constructive Conversation Poster* Distribute the student created Constructive Conversation Skills Posters from Lesson 7. *Now we will review what we know about the Constructive Conversation Skills from our Constructive Conversation Posters from Lesson 7. When we **CREATE**, we say what we think, what we observe, or notice about something. We share our ideas. When we **CLARIFY**, we make our ideas clearer.* Teacher selects one conversation partner pair to share the **CREATE** and **CLARIFY** section of their Constructive Conversation Poster from Lesson 7 with the whole class. *Now we will review what we know about the Constructive Conversation Skills of **FORTIFY** and **NEGOTIATE.*** *To help us remember **FORTIFY**, we use a phrase: "Supporting our Ideas with evidence."* 1. *We use this gesture to show when we provide evidence to support ideas* 2. Review hand gesture for **FORTIFY** (Place your hand palm down in front of you as if putting an idea on the table. Use the fingertips of the other hand to support the palm.) *To help us remember **NEGOTIATE**, we use the phrase: "Making our ideas Stronger."* 3. *We use this gesture to show when we rethink our ideas.* 4. Review hand gesture for **NEGOTIATE.** (Teacher extends arms with palms upturned and moves arms in balancing motion.)

MODEL/ GUIDED PRACTICE	**Review Constructive Conversation Skills FORTIFY and NEGOTIATE** Display the class-created Constructive Conversation Poster. *You will add **FORTIFY** and **NEGOTIATE** to your Constructive Conversation Poster with your partner. Let's talk about the poster we constructed together.* Review poster additions from Lessons 8 and 11. **Note:** Poster is divided into labeled quadrants with **CREATE** and **CLARIFY** at top, **FORTIFY** and **NEGOTIATE** below and stick figure partner pairs showing Conversation Norms (see attached). Ask: *What do we need to remember about **FORTIFY**?* *What does it <u>sound</u> like when we **FORTIFY** using the conversation norms?* *What does it <u>look</u> like when we **FORTIFY** using the conversation norms?* Students share with their partner. Group share. Students may create a tableau or act out a short skit to show what they know. Teacher adds to class constructive conversation poster from student input. Ask: *What do we need to remember about **NEGOTIATE**?* *What does it <u>sound</u> like when we **NEGOTIATE** using the conversation norms?* *What does it <u>look</u> like when we **NEGOTIATE** using the conversation norms?* Students share with their partner. Group share. Students may create a tableau or act out a short skit to show what they know. Teacher adds to class Constructive Conversation Poster from student input.
PRACTICE	**Partners Complete Constructive Conversation Poster** *You will now complete your Constructive Conversation Poster with your partner.* *Include all you know about **FORTIFY**.* *Include all you know about **NEGOTIATE**.* *Include all you know about Constructive Conversations.* Students write and illustrate to demonstrate their understanding. They may use resources such as Constructive Conversation Game cards to decorate and illustrate their poster.
FORMATIVE ASSESSMENT	**Student Progress Form (SPF)- Constructive Conversation Language Sample** Teacher will focus on 2-4 students to progress monitor using the **<u>Student Progress Form (SPF)-Constructive Conversation Language Sample</u>** on the use of the Constructive Conversation Skills of **FORTIFY** and **NEGOTIATE** and the Conversation Norms to inform next steps.

WRAP-UP	**Review ELD Objective and Self-Evaluate**
	Teacher will review ELD objective.
	Today, we added to our Constructive Conversation Posters to by discussing and writing to show what we know about the Constructive Conversation skills **FORTIFY** *and* **NEGOTIATE.**
	Teacher will ask students,
	• *How did you meet today's objective of discussing the Conversation skills of* **FORTIFY** *and* **NEGOTIATE?**
	• *How did you meet today's objective of making a poster?*
	• *Work with your conversation partner.*
	○ *Identify three things that you did to meet today's objective*
	○ *Share and explain the thing to your partner*
	Teacher calls on three students and they tell the class what was done today.

Start Smart-Conversation Practices
Lesson 15

ELD OBJECTIVE	Students will present their Constructive Conversation Skills Poster with their conversation partner to another partner pair, the whole group, and play the **Constructive Conversation Game** by using the Constructive Conversation Skills of **CREATE, CLARIFY, FORTIFY and NEGOTIATE** and a visual text.
OPENING	*Today we will review and use all our Constructive Conversation Skills. First, we will present our posters to show what we know about the Constructive Conversation Skills **CREATE, CLARIFY, FORTIFY** and **NEGOTIATE** and the Conversation Norms. Then, we will use all four skills in the Constructive Conversation game to discuss a visual text.*
MODEL/ GUIDED PRACTICE **ELD.PI.1.1 Ex**	**Teacher Models Presenting Constructive Conversation Skills Poster** Display the class-created Constructive Conversation Poster. *First, we will present our posters.* Teacher displays and models sharing completed class poster. **Teacher and Students Discuss Presentation Norms** Teacher uses questions to guide students through an analysis of presentation norms, such as the following: How did I: ● have eye contact with the audience? ● speak clearly? ● talk about each Constructive Conversation Skill? ● include examples of prompt/response starters? ● stay on topic? ● interact with my audience? **Partner Pairs Present to each other** *Meet with another partner pair to present your whole poster. Share your poster.* If time permits, have partner pairs share with additional partner pair. **Whole Group Share Out** Teacher selects one pair to share with the whole class.
FORMATIVE ASSESSMENT	**Student Progress Form (SPF)- Constructive Conversation Language Sample** As students present their posters, teacher will focus on 2-4 students to progress monitor using the **Student Progress Form (SPF)-Constructive Conversation Language Sample.**

PRACTICE	**Constructive Conversation Game**
	Organize students in partner pairs to read the visual text and play the game. Distribute the **Constructive Conversation Game-4 Skills.**
	Our second objective for the day is to play the **Constructive Conversation Game** *with a partner. You are now going to have the opportunity to practice all four* **Constructive Conversation Skills** *while playing the game.*
ELD.PI.1.3 Ex	Rules of the game (partners):
	1. Each student will have 8 cards (**2 CREATE, 2 CLARIFY, 2 FORTIFY and 2 NEGOTIATE** cards).
	2. Each student will play one card as they share their ideas, in groups of two. They will continue taking turns until all cards are placed in the middle.
	3. If you're done early, repeat the game.
	Students play the Constructive Conversation Game.
	Prompt: What is an important idea from this text? Start by stating your claim. Support your claim and come to a consensus*.*

WRAP-UP	**Review ELD Objectives and Self-Evaluate**
	Teacher will review ELD objectives.
	Teacher will ask students,
	• *How did you meet today's objective of presenting your Constructive Conversation Skills poster?*
	• *How did you meet today's objective of playing the Constructive Conversation game?*
	• *Work with your conversation partner.*
	○ *Identify three things that you did to meet today's objectives*
	○ *Share and explain the three things to your partner*
	Teacher calls on three students and they tell the class what was done today.