

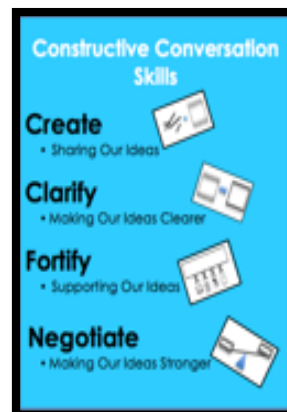


2nd Grade

Start Smart 1.0

Revised

Lessons



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.2.1 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*
 - **Say:** First, we focus on and read the entire visual text. This means that we examine all areas of the visual text. Then we take time to think about what we have observed or read 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:** Converse 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:** Each Constructive Conversation skill has its own language. The language of the skill **CREATE** is "I notice", "What do you notice?". When we share our ideas, we use the language of the skill to start our statements and ask and answer 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:** *Converse with your partner. Answer the following 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:** *Converse 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 paraphrase 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:** *Converse with your partner. Answer the following prompt: How did my partner and I demonstrate respectful listening and paraphrasing? 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:** *In order to learn from each other, we have to share our best thinking. We listen carefully so we can add to and/or clarify our partner's ideas. Taking turns is everyone's responsibility. Remember the goal of Constructive Conversations is to learn from each other and build on our ideas.*
 - **Demonstration:** The teacher and a student volunteer model building on each other's ideas using the visual text.
 - **Debrief:**
 - **Teacher:** *Converse 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.

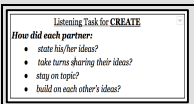
Hand Gesture and Phrase-CREATE

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 learning, we use a special phrase: "Sharing our ideas."

MODEL/ GUIDED PRACTICE

ELD.PI.2.1. Ex
ELD.PI.2.5. Ex
ELD.PI.2.6. Ex
ELD.PI.2.7. Ex



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.*

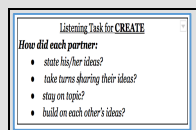
Ask for a previously selected volunteer to be your partner as you model a Constructive Conversation.

- 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:

- Show a video of students having the model conversation (optional)
- Student volunteer and teacher read model script

Teacher Modeling Lessons 1-2



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

Model:

Student A: I notice animals in a field. What do you notice? **CR**

Student B: I notice a fox and a turtle raking the dirt. What do you notice? **CR**

Student A: I notice the sun is shining. What do you notice? **CR**

Student B: I notice a raccoon holding a shovel. What do you notice? **CR**

Student A: I notice that they are working where there are no vegetables. What do you notice? **CR**

Student B: I notice that the rabbit is in the field with the carrots. What do you notice? **CR**

Student A: I notice that there is a shovel on the ground. What do you notice? **CR**

Student B: I notice that the rabbit is hopping away. What do you notice? **CR**

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*

Teacher then proceeds to the **Non-Model** for **CREATE** and asks for a previously selected volunteer to be their partner. Teacher and student read **Non-Model Script**.

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

- Show a video of students having the model conversation (optional)
- Student volunteer and teacher read model script

Non-Model:

(No think time; not using language of the skill)

Student A: I see animals. **(not using language of the skill; not prompting other partner)**



Student B: I see animals, too. **(not using language of the skill; not prompting other partner)**

Student B: I see a turtle. **(speaking out of turn; not using language of the skill; not prompting other partner)**

Student B: There is a rake. **(not using language of the skill; not prompting other partner)**

Student A: There is a bunny. **(not using language of the skill; not prompting other partner)**

Student B: There is a shovel. **(not using language of the skill; not prompting other partner)**

	<p>Student A: I see a shovel. (not using language of the skill; not prompting other partner)</p> <p>Student B: I like carrots. (not using language of the skill; not prompting other partner)</p> <p>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:</p> <ul style="list-style-type: none"> • <i>Use your think time</i> • <i>Use the language of the skill</i>
<p>PRACTICE</p> <p>Student Practice Lessons 1-2</p>  <p>ELD.PI.2.3 Ex ELD.PI.2.4 Ex ELD.PI.2.6 Ex</p>	<p>Constructive Conversation Game</p> <p><i>You are now going to have the opportunity to practice the Constructive Conversation Skill CREATE while playing a game.</i></p> <p>Explain the rules of the Constructive Conversation Game to students.</p> <p>Rules of the game:</p> <ol style="list-style-type: none"> 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. <p>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.</p> <p><i>You will respond to the following prompt: What do you notice in the visual text?</i></p>
<p>FORMATIVE ASSESSMENT</p> 	<p>Student Progress Form (SPF)- Constructive Conversation Language Sample</p> <p>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)</p> <p>Note: The language sample collected will be used as the Non-Model to be revised in Lesson 2.</p>
<p>WRAP-UP</p>	<p>Review ELD Objective and Self-Evaluate</p> <p>Teacher will review ELD objective.</p> <p><i>Today we engaged in a Constructive Conversation using the Constructive Conversation Skill-CREATE. We took turns and shared ideas based on a visual text.</i></p> <p>Teacher will ask students the following:</p> <ul style="list-style-type: none"> • <i>How did we meet today's objective of using the Constructive Conversation Skill of CREATE?</i> • <i>How did you:</i> <ul style="list-style-type: none"> ○ <i>Use your think time</i> ○ <i>Use the language of the skill</i>

- | | |
|--|--|
| | <ul style="list-style-type: none">• <i>Work with your conversation partner to do the following:</i><ul style="list-style-type: none">○ <i>Identify three things that you did to meet today's objective</i>○ <i>Share and explain the three things to your partner</i> <p>Teacher calls on three students and they tell the class what was done today.</p> |
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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

*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 Conversation Norms Poster.

ELD.PI.2.1 Ex



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*

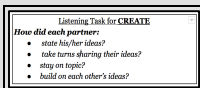
Explain and give examples for both. Ask for student volunteers to model the two norms.

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 **Visual Text for Teacher Modeling, Create Skill Poster** and **Listening Task Poster**. *To model what a Constructive Conversation looks like we are going to use the visual text, the Create Skill Poster and the 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.*

*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:

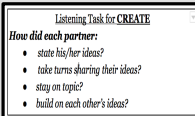
1. I notice...
2. I think...
3. An idea is...

MODEL

Teacher Modeling Lessons 1-2



ELD.PI.2.6 Ex
ELD.PI.2.7 Ex



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:

- Show a video of students having the model conversation (optional)
- Student volunteer and teacher read script

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

Model:

Student A: I notice animals in a field. What do you notice? **CR**

Student B: I notice a fox and a turtle raking the dirt. What do you notice? **CR**

Student A: I notice the sun is shining. What do you notice? **CR**

Student B: I notice a raccoon holding a shovel. What do you notice? **CR**

Student A: I notice that they are working where there are no vegetables. What do you notice? **CR**

Student B: I notice that the rabbit is in the field with the carrots. What do you notice? **CR**

Student A: I notice that there is a shovel on the ground. What do you notice? **CR**

Student B: I notice that the rabbit is hopping away. What do you notice? **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.

	<p>Example of Think-Aloud:</p> <p>Student A: <u>I notice</u> animals in a field. CR What <u>do you notice?</u> CR</p> <p>Student B: <u>I notice</u> a fox and a turtle raking the dirt. CR <u>What do you notice?</u> CR</p> <p>Student A: <u>I notice</u> the sun is shining. CR <u>What do you notice?</u> CR</p> <p>Student B: <u>I notice</u> a raccoon holding a shovel. CR <u>What do you notice?</u> CR</p> <p><i>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.</i></p>
<p>GUIDED PRACTICE</p> <p>Teacher Modeling Lessons 1-2</p>  <p>ELD.PI.2.2 Ex ELD.PI.2.6 Ex ELD.PI.2.7 Ex</p>	<p>Review Non-Model</p> <p>Teacher displays or distributes the <u>Non-Model Script</u> from Lesson 1.</p> <ol style="list-style-type: none"> 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. <p>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.</p> <ul style="list-style-type: none"> 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 <ol style="list-style-type: none"> Teacher along with students revise the text on chart paper or document reader. <p><u>Non-Model</u> (No think time; no language of the skill being used)</p> <p>Student A: I see animals. (not using language of the skill; not prompting other partner)</p> <p>Student B: I see animals, too. (not using language of the skill; not prompting other partner)</p> <p>Student B: I see a turtle. (speaking out of turn; not using language of the skill; not prompting other partner)</p> <p>Student B: There is a rake. (not using language of the skill; not prompting other partner)</p> <p>Student A: There is a bunny. (not using language of the skill; not prompting other partner)</p>

	<p>Student B: There is a shovel. (not using language of the skill; not prompting other partner)</p> <p>Student A: I see a shovel. (not using language of the skill; not prompting other partner)</p> <p>Student B: I like carrots. (not using language of the skill; not prompting other partner)</p> <p>Revised* Non-Model: *text indicates what the teacher should cross out as the text is being revised. Bold indicates language revised.</p> <p>Student A: I notice see the animals in a garden. What do you notice?</p> <p>Student B: I notice see the animals, too. They are planting. What do you notice?</p> <p>Student B:A I see notice a turtle raking the ground.</p> <p>Student B: I notice that there is a fox rake raking, too.</p> <p>Student A: I notice that there is a raccoon holding a shovel.</p> <p>Student B: I see notice a shovel on the ground.</p> <p>Student A: I notice that there is a bunny rabbit jumping.</p> <p>Student B: I like carrots. Three of the animals are working.</p> <p>3. Refer to class revised Non-Model, have pairs read.</p>
<p>PRACTICE Student Practice Lessons 1-2</p>  <p>ELD.PI.2.3 Ex ELD.PI.2.4 Ex</p> 	<p>Language Sample Revision: Non-Model Display the language sample collected on Day 1- <u>Student Progress Form (SPF)- Constructive Conversation Language Sample</u>.</p> <p><i>You will work in a triad:</i></p> <ul style="list-style-type: none"> • Number off from 1-3 to form a triad and select a student who will record the revision of the language sample • Read the language sample • Orally revise the language sample to improve the conversation • Use the prompt and response starters for CREATE • Be prepared to share out to the class <p>Teacher selects a triad to come to the front of the class and present their revised model.</p>
<p>FORMATIVE ASSESSMENT</p> 	<p>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 Skill of CREATE and the Conversation Norms to inform next steps.</p>

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. <i>Today we revised a CREATE Non-Model Constructive Conversation. We took turns and shared ideas based on a visual text.</i> Teacher asks students the following: <ul style="list-style-type: none"> • <i>How did we meet today's objective of using the Constructive Conversation Skill of CREATE?</i> • <i>How did you:</i> <ul style="list-style-type: none"> ○ <i>use the language of the skill</i> ○ <i>use your conversation voice</i> • <i>Work with your conversation partner to do the following:</i> <ul style="list-style-type: none"> ○ <i>Identify three things that you did to meet today's objective</i> ○ <i>Share and explain the three things to your partner</i> 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

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.

ELD.PI.2.1 Ex



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 Visual Text for Teacher Modeling and Listening Task Poster.

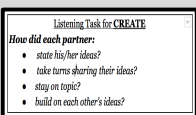
To model what a Constructive Conversation looks like we are going to use the visual text and Listening Task Poster and address the following prompt: **What do you notice in the visual text?** As we look at the visual text we will **CREATE** and share our own ideas.

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

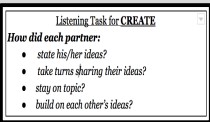
- Model using think time and pointing at key elements of the visual text before reading the script.
- Discuss how the following norms were used during the conversation:
 - *Listen respectfully*
 - *Take turns and build on each other's ideas*

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:

- Show a video of students having the model conversation (optional)
- Model with a student using the Model Script.



Teacher Modeling-Lesson 3



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

Model:

Student A: I notice the people and the house. What do you notice? **CR**

Student B: I notice that the man is pointing to the house. What do you notice? **CR**

Student A: I notice that it is a two-story house. It is pink. What do you notice? **CR**

Student B: I notice that the house has five windows. What do you notice? **CR**

Student A: I notice the house has a garden with flowers and two palm trees. What do you notice? **CR**

Student B: I notice the beach is behind the house and the ocean, too. What do you notice? **CR**

Student A: I notice that there is a path to the house. What do you notice? **CR**

Student B: I notice the people and the house. **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**.

Non-Model:

(No think time; not using the language of the skill)

Student A: I see the people. (not using the language of the skill; not prompting)

Student B: The man is pointing. (not using language of the skill; not prompting other partner)

Student A: The girl is holding a box. ((not using language of the skill; not prompting other partner)

Student B: The lady is holding something. (not using language of the skill; not prompting other partner)



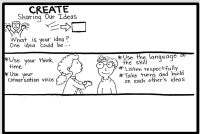
Student A: The man is holding something, too. (not using language of the skill; not prompting other partner)

Student B: I like two-story houses. (not using language of the skill; not prompting other partner; not building on the idea using the visual text)

Student A: I notice I do, too! (not using language of the skill; not prompting other partner)

Student B: I think we like the house in the picture!

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**.

<p>PRACTICE</p> <p>Student Practice-Lesson 3</p>  <p>ELD.PI.2.3 Ex ELD.PI.2.4 Ex ELD.PI.2.6 Ex</p>	<p>Constructive Conversation Game Teacher organizes students into groups of four.</p> <p>Display Visual text for Student Practice-Lesson 3. Prompt: <i>What do you notice in the visual text?</i></p> <p><i>You are now going to have the opportunity to practice the Constructive Conversation Skill of CREATE while playing a game.</i></p> <p>Remind students of the rules of the Constructive Conversation Game.</p> <p>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.</p> <p>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.</p> <p>Teacher selects two students to share in front of the class.</p>
<p>FORMATIVE ASSESSMENT</p> 	<p>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.</p>
<p>PRACTICE</p> 	<p>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:</p> <ul style="list-style-type: none"> What do you notice? I notice... <p>Note: Students will create their own Constructive Conversation Poster in Lesson 7.</p>
<p>DIFFERENTIATED INSTRUCTION</p>	<p>Differentiated Instruction Based on formative assessment data, organize students by language performance level. There may be 3-4 groups depending on classroom size.</p> <p>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</p>

WRAP-UP


Self-Assess

Teacher will review the Constructive Conversation Skill **CREATE**.

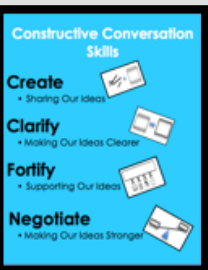
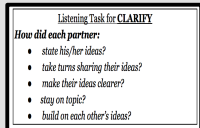
- *The Constructive Conversation Skill of **CREATE** allows us to create and honor our own and others' ideas while engaging in a Constructive Conversation.*
- *Reflect on your ability to use the Constructive Conversation Skill **CREATE**. In the previous lessons we have used various visual texts and 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:
 - Student: I rated myself a 3 because...
 - Teacher: What can you do to move to a 4?

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.
<div data-bbox="69 457 287 714"> OPENING </div> <div data-bbox="69 722 287 1043"> ELD.PI.2.1 Ex  </div>	<p><i>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.</i></p> <p>Conversation Norms Poster <i>Let's chorally read the <u>Conversation Norms Poster</u>.</i></p> <ol style="list-style-type: none"> <i>Use your think time</i> <i>Use the language of the skill</i> <i>Use your conversation voice</i> <i>Listen respectfully</i> <i>Take turns and build on each other's ideas</i> <p>Today, we will focus on:</p> <ul style="list-style-type: none"> <i>Use your think time</i> <i>Use the language of the skill</i> <p>Explain and give examples for both. Ask for student volunteers to model the two norms.</p> <p>Hand Gesture and Phrase-CLARIFY Introduce hand gesture for CLARIFY (teacher places her/his hands over eyes and gestures as if "focusing binoculars"). <i>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."</i></p> <p>Teacher thinks aloud for this section. <i>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."</i></p>
MODEL/ GUIDED PRACTICE	<p>Introduce the Listening Task Poster Teacher refers to the <u>Listening Task Poster-CLARIFY</u> and reads each step aloud. <i>While you are listening to my partner and me, listen for the following:</i></p>

ELD.PI.2.1 Ex
ELD.PI.2.5 Ex
ELD.PI.2.6 Ex
ELD.PI.2.7 Ex



Teacher
Modeling-
Lesson 4 - 5



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:

- Show a video of students having the model conversation (optional)
- Student volunteer and teacher read model script

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

Model

- | | | |
|-------------------|---|-----------|
| Student A: | I notice three animals working and one animal playing in a field. What do you notice? | CL |
| Student B: | I also notice a fox and a turtle raking the dirt. What do you notice? | CL |
| Student A: | I would like to add that they are using long rakes. Tell me more about the fox and the turtle. | CL |
| Student B: | I notice that they are planting using the rakes. The sun is shining on them and they all have drops of sweat rolling down their brows. What other details do you see? | CL |
| Student A: | Another detail I notice is that the raccoon is planting with his red shovel. What else do you notice? | CL |
| Student B: | I notice that the rabbit is in the field with the carrots. What other details can you add? | CL |
| Student A: | I notice the rabbit is on a different hill from the other animals. What is the rabbit doing? | CL |
| Student B: | I would like to add that the rabbit is hopping away over the | CL |

carrots and the shovel.

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*

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

- Show a video of students having the non-model conversation (optional)
- Teacher and student volunteer can read the non-model script

Non-Model:

(No think time; no language of the skill being used)

Student A: I notice animals. **(not prompting other partner; not using details to provide clarification)**

Student B: I notice the sun. **(not prompting other partner; not using details to provide clarification)**

Student A: I notice a fox. **(not prompting other partner; not using details to provide clarification)**

Student B: I notice carrots. **(not prompting other partner; not using details to provide clarification)**

Student A: I notice a shovel. **(not prompting other partner; not using details to provide clarification)**

Student B: My dad uses a shovel at work. **(the share is not based on the visual text)**

Student A: I notice the raccoon. **(no details; no prompting)**

Student B: I like gardens. **(not building on the idea using the visual text)**

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**.

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 4 - 5



PRACTICE Student Practice-Lessons 4-5



ELD.PI.2.3 Ex
ELD.PI.2.4 Ex
ELD.PI.2.6 Ex

Constructive Conversation Game


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.
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 <u>Student Progress Form (SPF)-Constructive Conversation Language Sample</u> 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. <i>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.</i> Teacher will ask students, <ul style="list-style-type: none"> • <i>How did we meet today's objective of using the conversation skill of CLARIFY?</i> • <i>How did you:</i> <ul style="list-style-type: none"> ○ <i>use your think time</i> ○ <i>use the language of the skill</i> • <i>Work with your conversation partner to do the following:</i> <ul style="list-style-type: none"> ○ <i>Identify three things that you did to meet today's objective</i> ○ <i>Share and explain the three things to your partner</i> 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

*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.

ELD.PI.2.1 Ex



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

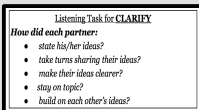
Today, we will focus on:

- 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."*


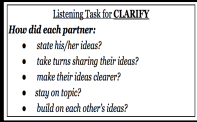
PROMPT/RESPONSE STARTERS



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: <ol style="list-style-type: none"> 1. What do you notice? 2. What other details can you add? 3. What else do you notice...? 4. Tell me more about... 	Response Starters: <ol style="list-style-type: none"> 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.2.6 Ex ELD.PI.2.7 Ex 	Review Model <p>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:</p> <ul style="list-style-type: none"> • <i>Use the language of the skill</i> • <i>Use your conversation voice</i> <p>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:</p> <ul style="list-style-type: none"> • Show a video of students having the model conversation (optional) • Student volunteer and teacher read script <p>Prompt: <i>What do you notice in the visual text? Provide details.</i></p> <p>Model:</p> <p>Student A: I notice three animals working and one animal playing in a field. What do you notice? CL</p> <p>Student B: I also notice a fox and a turtle raking the dirt. What do you notice? CL</p> <p>Student A: I would like to add that they are using long rakes. Tell me more about the fox and the turtle. CL</p> <p>Student B: I notice that they are planting using the rakes. The sun is shining on them and they all have drops of sweat rolling down their brows. What other details do you see? CL</p> <p>Student A: Another detail I notice is that the raccoon is planting with his red shovel. What else do you notice? CL</p> <p>Student B: I notice that the rabbit is in the field with the carrots. What other details can you add? CL</p> <p>Student A: I notice the rabbit is on a different hill from the other animals. What is the rabbit doing? CL</p> <p>Student B: I would like to add that the rabbit is hopping away over the carrots and the shovel. CL</p> <p>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.</p> <p>Understanding the Skill: CREATE and CLARIFY Teacher displays or distributes the Model Script from Lesson 4.</p>	

Teacher
Modeling-
Lesson 4-5



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 three animals working and one animal playing in a field.
CL What do you notice? **CL**

Student B: I also notice a fox and a turtle raking the dirt. **CL** What do you notice? **CL**

Student A: I would like to add that they are using long rakes. **CL** Tell me more about the fox and the turtle. **CL**

Student B: I notice that they are planting using the rakes. **CL** The sun is shining on them and they all have drops of sweat rolling down their brows. **CL** What other details do you see? **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**

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
- They did not build on each other's ideas

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



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

Non-Model:

- Student A:** I notice animals. **(not prompting other partner; not using details to provide clarification)**
- Student B:** I notice the sun. **(not prompting other partner; not using details to provide clarification)**
- Student A:** I notice a fox. **(not prompting other partner; not using details to provide clarification)**
- Student B:** I notice carrots. **(not prompting other partner; not using details to provide clarification)**
- Student A:** I notice a shovel. **(not prompting other partner; not using details to provide clarification)**
- Student B:** My dad uses a shovel at work. **(the share is not based on the visual text)**
- Student A:** I notice the raccoon. **(no details; no prompting)**
- Student B:** I like gardens. **(not building on the idea using the visual text)**

Revised* Non-Model

**text indicates what the teacher should cross out as the text is being revised.*

Bold indicates language revised.

Revised Non-Model:

- Student A:** I **notice that there are** four animals **in the field.**
- Student B:** ~~I notice the sun.~~ **Tell me more about what the animals are doing.**
- Student A:** I notice a fox **and a turtle are raking the rows of dirt.** They look hot.
- Student B:** I notice **a rabbit in the field of** carrots.
- Student A:** ~~I notice a shovel.~~ **Tell me more what the rabbit is doing.**
- Student B:** ~~My dad uses a shovel at work.~~ **The rabbit is smiling and hopping over the red shovel**
- Student A:** I notice the raccoon **is scooping dirt with a red shovel.** The raccoon looks hot, too.
- Student B:** ~~I like gardens.~~ **I notice the other animals are working while the rabbit hops away.**

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

**PRACTICE
Student
Practice
Lessons 4-5**





Language Sample Revision: Non-Model

Display the language sample collected on Lesson 4 **Student Progress Form-Constructive Conversation Language Sample (SPF).**

You will work in a triad:

- *Number off from 1-3 to form a triad and select a student who will record the revision of the language sample*
- *Read the language sample*

<p>ELD.PI.2.3 Ex ELD.PI.2.4 Ex</p> 	<ul style="list-style-type: none"> • <i>Orally revise the language sample to improve the conversation</i> • <i>Use the prompt and response starters for CLARIFY</i> • <i>Be prepared to share out to the class</i> <p>Teacher selects a triad to come to the front of the class and present their revised model.</p>
<p>FORMATIVE ASSESSMENT</p> 	<p>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.</p>
<p>DIFFERENTIATED INSTRUCTION</p>	<p>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</p>
<p>WRAP-UP</p>	<p>Review ELD Objective and Self-Evaluate Teacher will review ELD objective. <i>Today we revised a CLARIFY Non-Model Constructive Conversation. We took turns and shared and explained our ideas based on a visual text.</i></p> <p>Teacher asks students the following:</p> <ul style="list-style-type: none"> • <i>How did we meet today's objective of using the Constructive Conversation Skill of CLARIFY?</i> • <i>How did you:</i> <ul style="list-style-type: none"> ○ <i>Use the language of the skill</i> ○ <i>Use your conversation voice</i> • <i>Work with your conversation partner to do the following:</i> <ul style="list-style-type: none"> ○ <i>Identify three things that you did to meet today's objective</i> ○ <i>Share and explain the three things to your partner</i> <p>Teacher calls on three students and they tell the class what was done today.</p>

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.2.1 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**.*

ELD.PI.2.5 Ex

ELD.PI.2.6 Ex

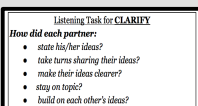
ELD.PI.2.7 Ex

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*

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:

- Show a video of students having the model conversation (optional)
- Teacher and student read **Model Script**.



Teacher Modeling-Lesson 6



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

Model:

Student A: I notice the people and the house. The man is pointing to the house. **CL**

Student B: I notice that there are three people in front of the house. Tell me more about the house. **CL**

Student A: I notice that it is a two-story house. It is pink and it has five white windows and a big white door. What do you notice? **CL**

Student B: I notice the house has a garden with flowers and two palm trees. What else do you notice? **CL**

Student A: I also notice the tall palm tree. Tell me more about the garden. **CL**

Student B: I notice that the house has a garden with little pink flowers that match the color of the house. What other detail can you add? **CL**

Student A: I notice the three people and the big pink two-story house. What other details do you notice? **CL**

Student B: In front of the house, I notice a green lawn. The garden also includes a palm tree and flowers on each side of the house. **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 people and the house. **(not using language of the skill; not prompting other partner)**

Student A: The man is pointing behind him. **(not using language of the skill; not prompting other partner)**

Student B: There is a house. **(not using language of the skill; not prompting other partner; not using details to provide clarification)**

Student A: Tell me something. **(not building on the idea using the visual text)**



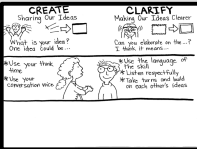
Student B: I notice five windows. **(not prompting other partner)**

Student A: It is a two-story house. What do you notice? **(not using language of the skill; not prompting other partner)**

Student A: There's a garden. **(not using language of the skill; not prompting other partner; not using details to provide clarification)**

Student B: I like pretty gardens! **(not using language of the skill; not prompting other partner; not using details to provide clarification; not building on the idea using the visual text)**

Student A: I see the people and the house. **(no prompting; no language of the skill)**

	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 .
<p>PRACTICE</p> <p>Student Practice Lesson 6</p>  <p>ELD.PI.2.3 Ex ELD.PI.2.4 Ex ELD.PI.2.6 Ex</p>	<p>Constructive Conversation Game</p> <p>Teacher organizes students into groups of four.</p> <p>Display Visual text for Student Practice-Lesson 6. Prompt: <i>What do you notice in the visual text? Provide details.</i></p> <p><i>You are now going to have the opportunity to practice the Constructive Conversation Skills CREATE and CLARIFY while playing a game.</i></p> <p>Remind students of the rules of the Constructive Conversation Game.</p> <p>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.</p> <p>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.</p> <p>Students engage in a Constructive Conversation in groups of four. Teacher selects two students to share in front of the class.</p>
<p>FORMATIVE ASSESSMENT</p> 	<p>Student Progress Form (SPF)- Constructive Conversation Language Sample</p> <p>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.</p>
<p>PRACTICE</p> 	<p>Constructive Conversation Poster</p> <p>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.</p> <p>Add to the poster only focusing on the prompt and response starters used by the students for the Constructive Conversation Skill CLARIFY:</p> <ul style="list-style-type: none"> 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	<p>Differentiated Instruction</p> <p>Based on the formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size.</p> <p>Group 1 – Teacher Group (review CLARIFY Game)</p> <p>Group 2 – Practice Constructive Conversation Skill</p> <p>Group 3 – Play CLARIFY Game</p> <p>Group 4 – Practice the model that was presented in Lesson 6</p>
WRAP-UP	<p>Teacher will review the Constructive Conversation Skill CLARIFY.</p> <ul style="list-style-type: none"> • <i>The Constructive Conversation Skill CLARIFY allows us to create and explain our own ideas while engaging in a Constructive Conversation.</i> • <i>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.</i> • Students will self-assess answering the prompt: <i>On a scale from 1 to 5 (refer students to poster) how would you rate yourself using the Constructive Conversation Skill CLARIFY?</i> <ol style="list-style-type: none"> 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 <p>Teacher will select a student to share out.</p> <ul style="list-style-type: none"> o Example: <ul style="list-style-type: none"> 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

*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 well. Let's look at our Conversation Norms Poster 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".*

ELD.PI.2.1 Ex



MODEL/ GUIDED PRACTICE

Teacher Models Making the Constructive Conversation Poster

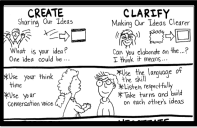
*You will make a Constructive Conversation Poster for **CREATE** and **CLARIFY** with your partner. Let's talk about the poster we constructed together.*

Review class Constructive Conversation Poster from Lessons 3 and 6.

Ask:

*What do we need to remember about **CREATE**?*

*What does it sound like when we **CREATE** using the Conversation Norms?*

	<p>What does it <u>look</u> like when we CREATE using the Conversation Norms?</p> <p>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.</p> <p>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?</p> <p>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.</p>
<p>PRACTICE</p>	<p>Students Make Constructive Conversation Poster <i>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.</i></p> <p>Students illustrate and write dialogue to demonstrate their understanding.</p> <p>Partner Pairs Present to each other Teacher models sharing the class poster.</p> <p><i>Meet with another partner pair to present your information. Share your poster. If time permits, have partner pairs share with additional partner pair.</i></p> <p>Whole Group Share Out Teacher selects one pair to share with the whole class.</p>
<p>WRAP-UP</p>	<p>Review ELD Objective and Self-Evaluate Teacher will review ELD objective. Teacher will ask students,</p> <ul style="list-style-type: none"> • <i>How did we meet today's objective of discussing the Constructive Conversation Skills of CREATE and CLARIFY and making a poster?</i> • <i>Work with your conversation partner.</i> <ul style="list-style-type: none"> ○ <i>Identify three things that you did to meet today's objective</i> ○ <i>Share and explain the three things to your partner</i> <p>Teacher calls on three students and they tell the class what was done today.</p>

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

*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.*

ELD.PI.2.1 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:

- *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.4.1 Ex
ELD.PI.4.5 Ex



Teacher
Modeling
Lessons
8 - 9



ELD.PI.2.5 Ex
ELD.PI.2.6 Ex
ELD.PI.2.7 Ex
ELD.PI.2.11 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:

- Show a video of students having the model conversation (optional)
- Student volunteer and teacher read model script

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

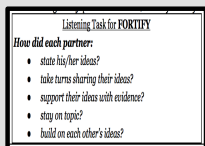
Model

Student A: I think what is happening is men in a factory are building cars. What do you think is happening in the visual text? **CR**

Student B: I think what is happening is that people are watching workers build a car. What can you add to your claim? **CR CL**

Student A: I notice that the man is lifting the bottom part of a car and putting a pipe on it. One man is holding a steering wheel. Another man is carrying a steering wheel. What evidence can you use to support your claim? **F**

Student B: I notice that the people are standing behind a small wall. They are wearing dress up clothes even though they are in a factory. They are looking at the workers. What evidence can you use to support your claim? **F**



Teacher Modeling Lessons 8 - 9



- Student A:** I notice that the men are putting the steering wheels on the cars in the back of the picture. In the front, a man has a hammer. I think he is hammering on the wheel. What can you add to your claim? **F**
- Student B:** I notice that there are two boys hanging over the wall looking in the direction of the workers. I think that they are trying to get a closer look at the workers building the cars. Now what do you think is happening in the visual text? **F**
- Student A:** I think what is happening is men in a factory are building cars on an assembly line. What do you think is happening in the visual text? **CL**
- Student B:** I think what is happening is that the dressed up people are on a tour of the car factory. **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 **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*

Teacher then proceeds to the **Non-Model** for the skill of **FORTIFY**. Suggestions for reading the script:

- Show a video of students having the model conversation (optional)
- Student volunteer and teacher read model script

Non-Model


- Student A:** The men build cars. **(not using language of the skill; not prompting other partner)**
- Student B:** People watch workers. **(not using language of the skill; not prompting other partner)**
- Student A:** A man is holding a steering wheel. **(not using language of the skill; not prompting other partner;)**
- Student B:** People are standing even though they are in a factory. **(not using language of the skill; not prompting other partner)**
- Student A:** The man has a hammer. He is hammering on the wheel. What can you add to your claim? **(not using language of the skill)**
- Student B:** There are two boys hanging looking at the cars. Now what do you think is happening in the visual text? **(no prompting of the other partner)**
- Student A:** There is an assembly line. What do you think is happening in the visual text? **(not using evidence from the text to support the idea)**
- Student B:** There are dressed up people are on a tour. **(not using evidence from the text to support the idea)**


	Teacher will use questions and the <u>Listening Task Poster</u> 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.2.3 Ex ELD.PI.2.4 Ex ELD.PI.2.6 Ex ELD.PI.2.7 Ex ELD.PI.2.11 Ex	Constructive Conversation Game <i>You are now going to have the opportunity to practice the Constructive Conversation Skill FORTIFY while playing a game. Explain the rules of the <u>Constructive Conversation Game</u> to students.</i> <i>Rules of the game:</i> <ol style="list-style-type: none"> 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. <p>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.</p> <p><i>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)</i></p>
FORMATIVE ASSESSMENT 	Student Progress Form (SPF)- Constructive Conversation Language Sample The Teacher will collect a language sample from the two students on the <u>Student Progress Form (SPF)-Constructive Conversation Language Sample</u> 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. <i>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.</i> Teacher will ask students the following: <ul style="list-style-type: none"> • <i>How did we meet today's objective of using the Constructive Conversation Skill of FORTIFY?</i> • <i>How did you:</i> <ul style="list-style-type: none"> ○ <i>Use your think time</i> ○ <i>Use the language of the skill</i> • <i>Work with your conversation partner.</i> <ul style="list-style-type: none"> ○ <i>Identify three things that you did to meet today's objective</i> ○ <i>Share and explain the three things to your partner</i> <p>Teacher calls on three students and they tell the class what was done today.</p>

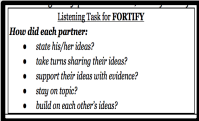
Start Smart-Conversation Practices

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	<p><i>Today we are going to review the Constructive Conversation Skill FORTIFY. When we FORTIFY we make a claim and support it with evidence.</i></p> <p>Conversation Norms Poster <i>Let's review the <u>Conversation Norms Poster</u>.</i></p> <ol style="list-style-type: none"> 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 <p><i>Today, we will focus on:</i></p> <ul style="list-style-type: none"> <i>use the language of the skill</i> <i>use your conversation voice</i> <p>Explain and give examples for both. Ask for student volunteers to model the two norms.</p> <p>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: "<i>Supporting our Ideas with Evidence.</i>"</p>
PROMPT/ RESPONSE STARTERS	<p>Display the <u>Visual Text for Teacher Modeling, Fortify Skill Poster</u> and the <u>Listening Task Poster</u>.</p> <p><i>To model what a Constructive Conversation looks like we are going to use a visual text and the <u>Listening Task Poster</u> 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.</i></p> <p><i>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:</i></p>

	Prompt Starters <ol style="list-style-type: none"> 1. Show me in the text where... 2. How do you know...? 3. What is happening...? 4. Where did you get that information? 	Response Starters <ol style="list-style-type: none"> 1. In the text... 2. I know because ... 3. I think____, so____... 4. I have seen this in...
MODEL ELD.PI.2.6 Ex ELD.PI.2.7 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: <ul style="list-style-type: none"> • <i>Use the language of the skill</i> • <i>Use your conversation voice</i> 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: <ul style="list-style-type: none"> • Show a video of students having the model conversation (optional) • Student volunteer and teacher read model script Prompt: <i>What is happening in this visual text? Provide evidence from the text to support your claim.</i> Model Student A: I think what is happening is men in a factory are building cars. What do you think is happening in the visual text? CR Student B: I think what is happening is that people are watching workers build a car. What can you add to your claim? CR Student A: I notice that the man is lifting the bottom part of a car and putting a pipe on it. One man is holding a steering wheel. Another man is carrying a steering wheel. What evidence can you use to support your claim? F Student B: I notice that the people are standing behind a small wall. They are wearing dress up clothes even though they are in a factory. They are looking at the workers. What evidence can you use to support your claim? F Student A: I notice that the men are putting the steering wheels on the cars in the back of the picture. In the front, a man has a hammer. I think he is hammering on the wheel. What can you add to your claim? F Student B: I notice that there are two boys hanging over the wall looking in the direction of the workers. I think that they are trying to get a closer look at the workers building the cars. Now what do you think is happening in the visual text? F Student A: I think what is happening is men in a factory are building cars on an assembly line. What do you think is happening in the visual text? CL Student B: I think what is happening is that the dressed up people are on a tour of the car factory. CL	

<div data-bbox="94 321 290 426"> <p>Listening Task for FORTIFY</p> <p>How did each partner:</p> <ul style="list-style-type: none"> • state his/her ideas? • take turns sharing their ideas? • support their ideas with evidence? • stay on topic? • build on each other's ideas? </div> <div data-bbox="100 617 277 724"> <p>Teacher Modeling Lessons 8-9</p> </div> <div data-bbox="103 743 293 917">  </div>	<p>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.</p> <p>Understanding the Skill: Fortify</p> <p>Teacher displays or distributes the Model Script from Lesson 8.</p> <p><i>Let's look at the Model Script to find evidence of the skills of CREATE, CLARIFY and FORTIFY. How are we using the visual text to guide our conversation?</i></p> <p>Example of Think-Aloud:</p> <p>Student A: <u>I notice</u> that the <u>man is lifting the bottom part of a car and putting a pipe on it.</u> F <u>One man is holding a steering wheel.</u> F <u>Another man is carrying a steering wheel.</u> F <u>What evidence can you use to support your claim?</u> F</p> <p>Student B: <u>I notice</u> that the people are standing behind a small wall. F <u>They are wearing dress up clothes even though they are in a factory.</u> They are looking at the workers. F <u>What evidence can you use to support your claim?</u> F</p> <p>Student A: <u>I notice</u> that the <u>men are putting the steering wheels on the cars in the back of the picture.</u> F In the front, a man has a hammer. I think he is hammering on the wheel. F <u>What can you add to your claim?</u> F</p> <p><i>Let's look at the first set of turns. Read it to yourself as I read it aloud (see example above).</i></p> <p><i>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.</i></p> <p>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.</p>
<p>GUIDED PRACTICE</p> <p>ELD.PI.2.2 Ex ELD.PI.2.6 Ex ELD.PI.2.7 Ex</p>	<p>Review Non-Model</p> <p>Teacher displays or distributes the Non-Model Script from Lesson 8.</p> <ol style="list-style-type: none"> 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.



Teacher Modeling Lessons 8-9



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.

Non-Model:

Student A: The men build cars. **(not using language of the skill; not prompting other partner)**

Student B: People watch workers. **(not using language of the skill; not prompting other partner)**

Student A: A man is holding a steering wheel. **(not using language of the skill; not prompting other partner;)**

Student B: People are standing even though they are in a factory. **(not using language of the skill; not prompting other partner)**

Student A: The man has a hammer. He is hammering on the wheel. What can you add to your claim? **(not using language of the skill)**

Student B: There are two boys hanging looking at the cars. Now what do you think is happening in the visual text? **(no prompting of the other partner)**

Student A: There is an assembly line. What do you think is happening in the visual text? **(not using evidence from the text to support the idea)**

Student B: There are dressed up people are on a tour. **(not using evidence from the text to support the idea)**

Revised* Non-Model:

**text indicates what the teacher should cross out as the text is being revised.*




Bold indicates language revised.

Student A: I think what is happening is ~~the~~ the men **are** building cars **in a factory**. What do you think is happening in the visual text?

Student B: I think what is happening is that the ~~People are~~ watching workers build cars. What can you add to your claim?

Student A: I notice that ~~A a~~ man is holding a steering wheel. **Another man is putting a pipe on the car. What evidence can you use to support your claim?**

Student B: I notice that ~~p~~People are standing **behind a wall. They are watching**

	<p>the workers. They are dressed up even though they are in a factory. What evidence can you use to support your claim?</p> <p>Student A: I notice that tThe man has a hammer. It looks like hHe is hammering on the wheel. The men in the back of the picture are putting on the steering wheels. What can you add to your claim?</p> <p>Student B: I notice that tThere are two boys hanging on the wall looking at the workers building cars. Now what do you think is happening in the visual text?</p> <p>Student A: I think what is happening is that men are building cars on There is an assembly line. What do you think is happening in the visual text?</p> <p>Student B: I think what is happening is that the There are dressed up people are on a factory tour.</p> <p>3. Refer to class revised Non-Model, have pairs read.</p>
<p>PRACTICE Student Practice Lessons 8-9</p>  <p>ELD.PI.2.3 Ex ELD.PI.2.4 Ex ELD.PI.2.11 Ex</p> 	<p>Language Sample Revision: Non-Model Display the language sample collected on Lesson 8- <u>Student Progress Form (SPF)- Constructive Conversation Language Sample.</u></p> <p><i>You will work in a triad:</i></p> <ul style="list-style-type: none"> • Number off from 1-3 to form a triad and select a student who will record the revision of the language sample • Read the language sample • Orally revise the language sample to improve the conversation • Use the prompt and response starters for FORTIFY • Be prepared to share out to the class <p>Teacher selects a triad to come to the front of the class and present their revised model.</p>
<p>FORMATIVE ASSESSMENT</p> 	<p>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 Skill of FORTIFY and the Conversation Norms to inform next steps.</p>
<p>DIFFERENTIATED INSTRUCTION</p>	<p>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</p>

<p>WRAP-UP</p>	<p>Review ELD Objective and Self-Evaluate</p> <p>Teacher will review ELD objective. <i>Today we revised a FORTIFY Non-Model Constructive Conversation. We took turns and shared ideas based on a visual text.</i></p> <p>Teacher asks students the following:</p> <ul style="list-style-type: none"> • <i>How did we meet today's objective of using the Constructive Conversation Skill of FORTIFY?</i> • <i>How did you:</i> <ul style="list-style-type: none"> ○ <i>use the language of the skill</i> ○ <i>use your conversation voice</i> • <i>Work with your conversation partner to do the following:</i> <ul style="list-style-type: none"> ○ <i>Identify three things that you did to meet today's objective</i> ○ <i>Share and explain the three things to your partner</i> <p>Teacher calls on three students and they tell the class what was done today.</p>
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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

*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.*

ELD.PI.2.1 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:

- *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 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**.*

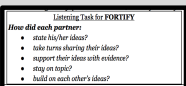
Ask for a previously selected volunteer to be your partner as you model a Constructive Conversation.

- 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*

Note: Provide a copy of the Model Script to the volunteer and allow time beforehand

ELD.PI.2.5 Ex ELD.PI.2.6 Ex ELD.PI.2.7 Ex

Teacher Modeling Lesson 10



for student to review the script. Suggestions for reading the script:

- Show a video of students having the model conversation (optional)
- Teacher and student read **Model Script**.

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



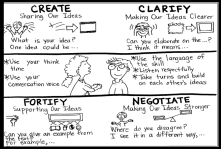
Model:

- | | | |
|-------------------|--|------------------------|
| Student A: | I think what is happening is the man and his horse are bringing the children a library. What do you think is happening in the visual text? | CR
CL |
| Student B: | I think what is happening is that the children are enjoying reading books together. What can you add to your claim? | CR
F |
| Student A: | I notice that the man's horse is carrying a shelf on its back. The shelves are full of books. It looks like he is talking to the little boy while he waits. What evidence can you use to support your claim? | F |
| Student B: | I notice that there are older kids reading. Two boys are leaning together reading a book. One boy is pointing to something in the book. They look like they are focusing on the book. What evidence can you use to support your claim? | F |
| Student A: | I notice that the older kids are reading large books like the ones on the man's horse. What can you add to your claim? | F |
| Student B: | I notice that the three girls in the back are looking at a book, too. Two are reading together and one is reading a large book by herself. Now what do you think is happening in the visual text? | F
CL |
| Student A: | I think what is happening is the librarian is bringing the older children books from his library on horseback. What do you think is happening in the visual text? | F
CL |
| Student B: | I think what is happening is that the older children are enjoying reading by sharing the library books. | 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 **FORTIFY**.

Non-Model:

- | | |
|-------------------|--|
| Student A: | The man and his horse are bringing the children something. What's happening? (not using language of the skill) |
| Student B: | The children like to read. What can you add? (not using language of the skill) |
| Student A: | I notice that the man's horse. What evidence can you use to support your claim? (not using evidence from the text to support the idea) |
| Student B: | They look like they are focusing on the book. What evidence can you use to support your claim? (not using evidence from the text to support the idea) |
| Student A: | They are reading large books. (not using language of the skill; not prompting other partner) |

	<p>Student B: I notice that there are three girls in the back. Now what is happening?</p> <p>Student A: The librarian has a library on horseback. What's happening? (not using prompts starters to continue conversation)</p> <p>Student B: Older children enjoy reading. (not building on the idea using the visual text)</p> <p>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.</p>
<p>PRACTICE</p> <p>Student Practice Lesson 10</p>  <p>ELD.PI.2.3 Ex ELD.PI.2.4 Ex ELD.PI.2.6 Ex ELD.PI.2.1 Ex</p>	<p>Constructive Conversation Game</p> <p>Organize students into a group of four.</p> <p><i>You are now going to have the opportunity to practice the Constructive Conversation Skills CREATE, CLARIFY and FORTIFY while playing a game.</i></p> <p>Remind students of the rules of the Constructive Conversation Game.</p> <p>Rules of the game:</p> <p>Each student will have one CREATE, two CLARIFY and two FORTIFY cards.</p> <p>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.</p> <p>If the group is done early, repeat the process for an additional round.</p> <p>Display Visual text for Student Practice-Lesson 10.</p> <p>Prompt: What is happening in this visual text? Provide evidence from the text to support your claim.</p> <p>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.</p>
<p>FORMATIVE ASSESSMENT</p> 	<p>Student Progress Form (SPF)- Constructive Conversation Language Sample</p> <p>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.</p>
<p>PRACTICE</p> 	<p>Constructive Conversation Poster</p> <p>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.</p> <p>Add to the poster only focusing on the prompt and response starters used by the students for the Constructive Conversation Skill FORTIFY:</p> <ul style="list-style-type: none"> ▪ In the text, ... ▪ I know because ...

	<ul style="list-style-type: none"> ▪ I have seen this in... ▪ Show me in the text where... ▪ How do you know...? ▪ Where did you get that information? <p>Note: Students will continue to add to their Constructive Conversation Poster from Lesson 7.</p>
DIFFERENTIATED INSTRUCTION	<p>Differentiated Instruction</p> <p>Based on formative assessment data, organize students by language performance. There may be 3-4 groups, depending on classroom size.</p> <p>Group 1 - Teacher Group (review FORTIFY Game)</p> <p>Group 2 - Practice Constructive Conversation Skill</p> <p>Group 3 - Play FORTIFY game</p> <p>Group 4 - Practice the model that was presented in Lesson 10</p>
WRAP-UP	<p>Self-Assess</p> <p>Teacher will review the Constructive Conversation skill FORTIFY.</p> <ul style="list-style-type: none"> • <i>The conversation skill FORTIFY allows us to support our ideas with evidence from the text while engaging in a conversation.</i> • <i>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.</i> • Students will self-assess answering the prompt: <i>On a scale from 1 to 5 (refer students to poster) how would you rate yourself using the Conversational Skill FORTIFY?</i> <ol style="list-style-type: none"> 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. <ul style="list-style-type: none"> ○ Example: <ul style="list-style-type: none"> ○ Student: I rated myself a 3 because... ○ 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

*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.

ELD.PI.2.1 Ex



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

Introduce the Listening Task Poster

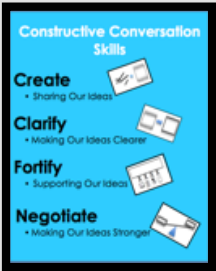
Teacher refers to the Listening Task Poster-NEGOTIATE and reads each step aloud. *While you are listening to my partner and me, listen for the following:*

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?*

ELD.PI.2.1 Ex
ELD.PI.2.5 Ex



Introduce Model and Non-Model

Display the Visual Text for Teacher Modeling, Negotiate Skill Poster and the Listening Task Poster.

To model what a **NEGOTIATE** Constructive Conversation sounds like we are going to use a visual text and the Listening Task Poster 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 Model Script to the volunteer and allow time beforehand for student to review the script. Suggestions for reading the script:

- Show a video of students having the model conversation (optional)
- Student volunteer and teacher read model script

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

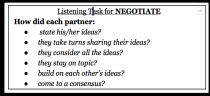
Model:

- | | | |
|-------------------|---|-------------|
| Student A: | An important idea from the text is that you need to work together to build cars. What is your claim? | CR |
| Student B: | An important idea is that people are interested in how to build cars. How can you support your claim with evidence? | CR F |
| Student A: | I think that there are men working together in a group using hammers and a group putting in steering wheels, too. How can you support your claim with evidence? | CL F |
| Student B: | I think that the many people in the back are all looking at the men build cars. They are focused on what is happening because they want to learn. How can you support your claim with evidence? | CL F |
| Student A: | I think the men working with the steering wheel are working together because one man is grabbing a steering wheel and another man is carrying a steering wheel towards the men around the car. They are putting the steering wheel on the car together. How can you support your claim with evidence? | CL F |
| Student B: | I think that the two boys are really interested. They are hanging over the wall to get a closer look at the men building the cars. How can you support your claim with evidence? | CR F |

Teacher
Model
Lessons 11-12



ELD.PI.2.5 Ex
ELD.PI.2.6 Ex
ELD.PI.2.7 Ex
ELD.PI.2.1 Ex



Teacher Model Lessons 11-12



- Student A:** I think that the men putting in the steering wheels are working together to build cars and have different jobs. Some bring the steering wheel and others attach it to the car. **CL F**
- Student B:** I think the people are watching the workers because they want to learn about how to cooperate with others to build things. How can we come to an agreement? **CL F**
- Student A:** I think that the workers are showing the people how they work together to build cars. Can we come to an agreement? **CL F/N**
- Student B:** I think the important idea is to learn how to do something big, we need to watch and learn from people who know how to build things by working together. **CL F/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*

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

- Show a video of students having the non-model conversation (optional)
- Teacher and student volunteer can read the non-model script

Non-Model:

- Student A:** You need to work to build cars. **(Student does not start by making a claim; not prompting other partner)**
- Student B:** People are interested in cars. **(Student does not start by making a claim; not prompting other partner)**
- Student A:** There are men working together in a group putting in steering wheels. **(not prompting other partner)**
- Student B:** Many people are watching the men. **(not prompting other partner)**
- Student A:** The men getting the steering wheels are working together. The workers put the steering wheel on the car. **(not prompting other partner)**
- Student B:** The two boys are really interested. They are hanging over the wall to get a closer look at the men. **(not using language of the skill; not using evidence from the text to support the claim)**
- Student A:** The men putting in the steering wheels have different jobs. **(not prompting other partner; not using evidence from the text to support the claim)**
- Student B:** The dressed up people are learning about how to build things. **(not using language of the skill; not using evidence from the text to support the idea)**

	<p>Student A: The workers are showing the people how to work together. (not coming to a consensus)</p> <p>Student B: To learn how to do something big, we need to watch and learn. (not coming to a consensus)</p> <p>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.</p>
<p>PRACTICE</p> <p>Student Practice</p>  <p>ELD.PI.2.3 Ex ELD.PI.2.4 Ex ELD.PI.2.6 Ex ELD.PI.2.7 Ex</p>	<p>Constructive Conversation Game</p> <p><i>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.</i></p> <p>Rules of the game:</p> <ol style="list-style-type: none"> 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. <p>Display Visual Text for Student Practice-Lesson 10</p> <p>Remind students that we used this visual text before in a FORTIFY conversation. Say: <i>Use ideas from that conversation to support your claim.</i></p> <p>Prompt: What is an important idea from this text? Start by stating your claim. Support your claim and come to a consensus.</p> <p>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.</p>
<p>FORMATIVE ASSESSMENT</p> 	<p>Student Progress Form (SPF) – Constructive Conversation Language Sample</p> <p>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.</p> <p>Note: The language sample will be the Non-Model revised in Lesson 12.</p>
<p>WRAP-UP</p>	<p>Review ELD Objectives and Self-Evaluate</p> <p>Teacher will review ELD objective.</p> <p><i>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.</i></p> <p>Teacher will ask students,</p> <ul style="list-style-type: none"> • <i>How did we meet today's objective of using the Constructive Conversation Skill of NEGOTIATE?</i>

- | | |
|--|---|
| | <ul style="list-style-type: none">• <i>How did you:</i><ul style="list-style-type: none">○ <i>use your think time</i>○ <i>use the language of the skill</i>• <i>Work with your conversation partner.</i><ul style="list-style-type: none">○ <i>Identify three things that you did to meet today's objective</i>○ <i>Share and explain the three things to 2 students</i> |
|--|---|

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

*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's review the Conversation Norms Poster.

ELD.PI.2.1 Ex



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:

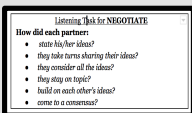
- use the language of the skill
- use your conversation voice

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:*

Review Model

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

- Show a video of students having the model conversation (optional)
- Student volunteer and teacher read model script

Model:

Student B: I think that the two boys are really interested. They are hanging over the wall to get a closer look at the men building the cars. How can you support your claim with evidence?

Teacher
Model
Lessons 11-12



- Student A:** I think that the men putting in the steering wheels are working together to build cars and have different jobs. Some bring the steering wheel and others attach it to the car. **CL F**
- Student B:** I think the people are watching the workers because they want to learn about how to cooperate with others to build things. How can we come to an agreement? **CL F**
- Student A:** I think that the workers are showing the people how they work together to build cars. Can we come to an agreement? **CL F/N**
- Student B:** I think the important idea is to learn how to do something big, we need to watch and learn from people who know how to build things by working together. **CL F/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**.

Understanding the Skill: Negotiate

Teacher displays or distributes the **Model Script** from Lesson 11.

Example of Think-Aloud:

Student A: I think the men working with the steering wheel are working together because one man is grabbing a steering wheel and another man is carrying a steering wheel towards the men around the car. **F** They are putting the steering wheel on the car together. How can you support your claim with evidence? **F**

NOTE: The sample above highlights the use of the skill FORTIFY within a NEGOTIATE conversation. The sample below is used to highlight the components of NEGOTIATE skill within the same conversation.

Student A: I think the people are watching the workers because they want to learn about how to cooperate with others to build things. **CL** How can we come to an agreement? **N**

Student B: I think that the workers are showing the people how they work together to build cars. **CL** Can we come to an agreement? **N**

Student A: I think the important idea is to learn how to do something big, we need to watch and learn from people who know how to build things by working together. **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

	<p>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).</p> <p>Teacher prompts students to go throughout the same process with the rest of the Model Conversation.</p>
<p>GUIDED PRACTICE</p> <p>ELD.PI.2.2 Ex ELD.PI.2.6 Ex ELD.PI.2.7 Ex</p> <div data-bbox="71 1094 264 1213"> <p>Listening Task for NEGOTIATE</p> <p>How did each partner:</p> <ul style="list-style-type: none"> 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? </div> <p>Teacher Model Lessons 11-12</p> <div data-bbox="87 1640 261 1801"> </div>	<p>Review Non-Model</p> <p>Teacher displays or distributes the Non-Model Script from Lesson 11.</p> <ol style="list-style-type: none"> 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 yourself as I read it aloud. Think about the prompt and the language of the Constructive Conversation Skill NEGOTIATE. <p>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.</p> <ul style="list-style-type: none"> 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 <ol style="list-style-type: none"> Teacher along with students will revise the text on chart paper or document reader. <p>Prompt: What is an important idea from this text? Start by stating your claim. Support your claim and come to a consensus.</p> <p>Non-Model:</p> <p>Student A: You need to work to build cars. (Student does not start by making a claim; not prompting other partner)</p> <p>Student B: People are interested in cars. (Student does not start by making a claim; not prompting other partner)</p> <p>Student A: There are men working together in a group putting in steering wheels. (not prompting other partner)</p> <p>Student B: Many people are watching the men. (not prompting other partner)</p> <p>Student A: The men getting the steering wheels are working together. The workers put the steering wheel on the car. (not prompting other partner)</p>

Student B: The two boys are really interested. They are hanging over the wall to get a closer look at the men. **(not using language of the skill; not using evidence from the text to support the claim)**

Student A: The men putting in the steering wheels have different jobs. **(not prompting other partner; not using evidence from the text to support the claim)**

Student B: The dressed up people are learning about how to build things. **(not using language of the skill; not using evidence from the text to support the idea)**

Student A: The workers are showing the people how to work together. **(not coming to a consensus)**

Student B: To learn how to do something big, we need to watch and learn. **(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: An important idea from the text is that ~~y~~You need to work together to build cars. **What is your claim?**

Student B: An important idea is that people are interested in how to build cars. **How can you support your claim with evidence?**

Student A: I think that ~~t~~There are men working together in a group putting in steering wheels. **How can you support your claim with evidence?**

Student B: I think that the many people **in the back** are watching the men **work because they want to learn how to build cars. How can you support your claim with evidence?**

Student A: I think ~~t~~The men getting the steering wheels are working together **because one man grabs the steering wheel and the other one hands it to the other workers. The workers put the steering wheel on the car together. How can you support your claim with evidence?**

Student B: I think that ~~t~~The two boys are really interested. They are hanging over the wall to get a closer look at the men **who build the cars. How can you support your claim with evidence?**




Student A: I think that ~~t~~The men putting in the steering wheels have different jobs. **Two men bring the steering wheel and others attach it to the car. They work together. Now what do you think is happening?**

Student B: I think ~~t~~The dressed up people are learning about how to build things **by watching the men build cars together. How can we come to an agreement?**

Student A: I think that ~~t~~The workers are showing the people how to work together **to build cars. Can we come to an agreement?**

Student B: I think the important idea is ~~t~~To learn how to do something big, we need to watch and learn **from people who know how to work together to build things.**

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

<p>PRACTICE</p> <p>Student Practice</p> <p>Lessons 11-12</p>  <p>ELD.PI.2.3 Ex ELD.PI.2.4 Ex ELD.PI.2.6 Ex ELD.PI.2.11 Ex</p> 	<p>Language Sample Revision: Non-Model</p> <p>Display the language sample collected in Lesson 11- <u>Student Progress Form (SPF)- Constructive Conversation Language Sample</u>.</p> <p><i>You will work in a triad:</i></p> <ul style="list-style-type: none"> • Number off from 1-3 to form a triad and select a student who will record the revision of the language sample • Read the language sample • Orally revise the language sample to improve the conversation • Use the prompt and response starters for NEGOTIATE • Be prepared to share out to the class <p>Teacher selects a triad to come to the front of the class and present their revised model.</p>
<p>FORMATIVE ASSESSMENT</p> 	<p>Student Progress Form (SPF)- Constructive Conversation Language Sample</p> <p>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 Skill of NEGOTIATE and the Conversation Norms to inform next steps.</p> <p>NOTE: Teacher will select two students (from the triad) to read their revised Non-Model to the class.</p>
<p>DIFFERENTIATED INSTRUCTION</p>	<p>Differentiated Instruction</p> <p>Based on Formative Assessment data organize students by language performance. There may be 3 -4 groups, depending on classroom size.</p> <p>Group 1 – Teacher Group (review <u>NEGOTIATE Game</u>)</p> <p>Group 2 – Practice Constructive Conversation Skill</p> <p>Group 3 – Play <u>NEGOTIATE Game</u> with the same visual text</p> <p>Group 4 – Play <u>NEGOTIATE Game</u> with a new visual text</p>
<p>WRAP-UP</p>	<p>Review ELD Objective and Self-Evaluate</p> <p>Teacher will review ELD objective.</p> <p><i>Today we revised a NEGOTIATE Non-Model Constructive Conversation. We took turns and shared ideas based on a visual text.</i></p> <p>Teacher will ask students the following:</p> <ul style="list-style-type: none"> • <i>How did we meet today's objective of using the Constructive Conversation Skill of NEGOTIATE?</i> • <i>How did you:</i> <ul style="list-style-type: none"> ○ <i>use the language of the skill?</i> ○ <i>use your conversation voice?</i> • <i>Work with your conversation partner to do the following:</i> <ul style="list-style-type: none"> ○ <i>Identify three things that you did to meet today's objective</i> ○ <i>Share and explain the three things to your partner</i> <p>Teacher calls on three students and they tell the class what was done today.</p>

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

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.

ELD.PI.2.1 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:

- *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

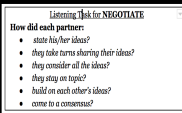
Display the Listening Task Poster and the Visual Text for Teacher Modeling.

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



ELD.PI.2.5 Ex
ELD.PI.2.6 Ex
ELD.PI.2.7 Ex

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:

- Show a video of students having the model conversation (optional)
- Teacher and student read **Model Script**.

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 text is that grownups help children grow by sharing. What is your claim? **CR**

Student B: An important idea is that reading is important for children. How can you support your claim with evidence? **CR**

Student A: I think that the librarian is sharing books with the older children and food with the little boy. How can you support your claim with evidence? **CL F**

Student B: I think that all the older children are interested in reading their books. I think this because it looks like they are focused on the books. How can you support your claim with evidence? **CL F**

Student A: The older kids are reading the books that the librarian gave them from his horse. The librarian shares by giving the bottle to the little boy for him to drink. How can you support your claim with evidence? **F**

Student B: I think that the older kids are interested in reading because they are all reading new books both together and by themselves. How can we come to an agreement? **F N**

Student A: I think that an important idea is that adults help children grow their minds by sharing books to read. Can we come to an agreement? **N**

Student B: I think the important idea that we came to is that adults help children by sharing. They share new books to read for children's minds to grow. **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**.


Non-Model:

Student A: Grownups help children grow. (**Student does not start by making a claim; not prompting other partner**)

Student B: Reading is important for children. How can you claim? (**Student does not start by making a claim by using the language of the skill**)

Student A: The librarian is sharing books and food. How can you support? (**not using language of the skill; not using evidence from the text to support the idea**)

Student B: The older children are interested in reading their books. They are focused on the books. Support your claim. (**not using language of the skill; not using evidence from the text to support the idea**)

<div data-bbox="77 174 267 294"> <p>Listening Task for NEGOTIATE</p> <p>How did each partner:</p> <ul style="list-style-type: none"> • 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? </div>	<p>Student A: The librarian gave them his horse. The librarian shares by giving the bottle to the little boy for him to drink. Support your claim with evidence? (not using language of the skill)</p> <p>Student B: They are all reading new books both together and by themselves. Can we come to an agreement? (not using language of the skill)</p> <p>Student A: Adults help children grow their minds by sharing books. An agreement? (not using the prompt starters to come to a consensus)</p> <p>Student B: The important idea that we came to is that adults help children by sharing. They read new books and grow.</p> <p>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.</p>
<p>PRACTICE</p> <p>Student Practice Lesson 13</p> <div data-bbox="103 858 246 993">  </div> <p>ELD.PI.2.3 Ex ELD.PI.2.4 Ex ELD.PI.2.6 Ex ELD.PI.2.11 Ex</p>	<p>Constructive Conversation</p> <p>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: <i>Use ideas from that conversation to support your claim.</i></p> <p>Prompt: What is an important idea from this text? Start by stating your claim. Support your claim and come to a consensus.</p> <p>Students engage in a Constructive Conversation in groups of four. Teacher selects two students to share in front of class.</p>
<p>FORMATIVE ASSESSMENT</p> <div data-bbox="77 1270 267 1390"> <p>Listening Task for NEGOTIATE</p> <p>How did each partner:</p> <ul style="list-style-type: none"> • 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? </div>	<p>Student Progress Form (SPF)- Constructive Conversation Language Sample</p> <p>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.</p>
<p>PRACTICE</p>	<p>Constructive Conversation Poster</p> <p>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.</p> <p>Add to the poster only focusing on the prompt and response starters used by the students for the Constructive Conversation Skill NEGOTIATE:</p> <ul style="list-style-type: none"> • What do you think about...? • What is an important idea...? • What is your opinion of...? • Do you agree? Why? • Do you disagree? Why? • I think...

	<ul style="list-style-type: none"> • My opinion is... • I agree because... • I disagree because... • An important idea is...
DIFFERENTIATED INSTRUCTION	<p>Differentiated Instruction</p> <p>Based on formative assessment data, organize students by language performance. There may be 3-4 groups, depending on classroom size.</p> <p>Group 1 - Teacher Group (review NEGOTIATE Game)</p> <p>Group 2 - Practice Constructive Conversation Skill</p> <p>Group 3 –Play NEGOTIATE Game</p> <p>Group 4 – Practice the model that was presented in Lesson 13</p>
WRAP-UP	<p>Teacher will review the <i>Constructive Conversation</i> skill NEGOTIATE.</p> <ul style="list-style-type: none"> • <i>The Constructive Conversation skill of NEGOTIATE allows us to share our ideas and consider the ideas of others while engaging in a Constructive Conversation.</i> • <i>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.</i> • Students will self-assess answering the prompt: <i>On a scale from 1 to 5 (refer students to poster) how would you rate yourself using the Constructive Conversation Skill NEGOTIATE?</i> <p>I am still learning the Constructive Conversation Skill</p> <ol style="list-style-type: none"> 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 <ul style="list-style-type: none"> • Teacher can select a conversation pair to group share. <ul style="list-style-type: none"> o Example: <ul style="list-style-type: none"> o Student: I rated myself a 3 because... o 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

*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*

ELD.PI.2.1 Ex



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	<p>Review Constructive Conversation Skills FORTIFY and NEGOTIATE</p> <p>Display the class-created Constructive Conversation Poster.</p> <p><i>You will add FORTIFY and NEGOTIATE to your Constructive Conversation Poster with your partner. Let's talk about the poster we constructed together.</i></p> <p>Review poster additions from Lessons 8 and 11.</p> <p>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).</p> <p>Ask: <i>What do we need to remember about FORTIFY?</i> <i>What does it <u>sound</u> like when we FORTIFY using the conversation norms?</i> <i>What does it <u>look</u> like when we FORTIFY using the conversation norms?</i></p> <p>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.</p> <p>Ask: <i>What do we need to remember about NEGOTIATE?</i> <i>What does it <u>sound</u> like when we NEGOTIATE using the conversation norms?</i> <i>What does it <u>look</u> like when we NEGOTIATE using the conversation norms?</i></p> <p>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.</p>
PRACTICE	<p>Partners Complete Constructive Conversation Poster</p> <p><i>You will now complete your Constructive Conversation Poster with your partner.</i></p> <p><i>Include all you know about FORTIFY.</i></p> <p><i>Include all you know about NEGOTIATE.</i></p> <p><i>Include all you know about Constructive Conversations.</i></p> <p>Students write and illustrate to demonstrate their understanding. They may use resources such as Constructive Conversation Game cards to decorate and illustrate their poster.</p>
FORMATIVE ASSESSMENT 	<p>Student Progress Form (SPF)- Constructive Conversation Language Sample</p> <p>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 Skills of FORTIFY and NEGOTIATE and the Conversation Norms to inform next steps.</p>

WRAP-UP	<p>Review ELD Objective and Self-Evaluate</p> <p>Teacher will review ELD objective.</p> <p><i>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.</i></p> <p>Teacher will ask students,</p> <ul style="list-style-type: none"> • <i>How did you meet today's objective of discussing the Conversation skills of FORTIFY and NEGOTIATE?</i> • <i>How did you meet today's objective of making a poster?</i> • <i>Work with your conversation partner.</i> <ul style="list-style-type: none"> ○ <i>Identify three things that you did to meet today's objective</i> ○ <i>Share and explain the thing to your partner</i> <p>Teacher calls on three students and they tell the class what was done today.</p>
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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

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.

ELD.PI.2.1 Ex



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**.

<p>PRACTICE</p> <p>ELD.PI.2.3 Ex ELD.PI.2.4 Ex</p>	<p>Constructive Conversation Game Organize students in partner pairs to read the visual text and play the game. Distribute the <u>Constructive Conversation Game-4 Skills</u>.</p> <p><i>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.</i></p> <p>Rules of the game (partners):</p> <ol style="list-style-type: none"> 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. <p>Students play the Constructive Conversation Game.</p> <p><i>Prompt: What is an important idea from this text? Start by stating your claim. Support your claim and come to a consensus.</i></p>
<p>WRAP-UP</p>	<p>Review ELD Objectives and Self-Evaluate Teacher will review ELD objectives.</p> <p>Teacher will ask students,</p> <ul style="list-style-type: none"> • <i>How did you meet today's objective of presenting your Constructive Conversation Skills poster?</i> • <i>How did you meet today's objective of playing the Constructive Conversation game?</i> • <i>Work with your conversation partner.</i> <ul style="list-style-type: none"> ○ <i>Identify three things that you did to meet today's objectives</i> ○ <i>Share and explain the three things to your partner</i> <p>Teacher calls on three students and they tell the class what was done today.</p>