



Los Angeles Unified School District  
MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT  
**DESIGNATED ELD FRAME OF PRACTICE**





<b>FOSTERING ACADEMIC INTERACTIONS</b> <i>Academic Language Development</i>		<b>USING COMPLEX TEXT</b> <i>Direct Instruction of Linguistic Features</i>	<b>FORTIFYING COMPLEX OUTPUT</b> <i>Differentiated Instruction</i>
<b>CLARIFYING / MODELING / GUIDING- COMPLEX LANGUAGE</b>			
<b>Modeling</b>	<b>Guiding</b>	<p>Teacher:</p> <ul style="list-style-type: none"><li>Introduces and charts the lesson focus question</li><li>Introduces and clarifies text language, vocabulary, and features of the text.</li><li>Models how to read and use language from the text to think about the content.</li><li>Models how to keep track of and remember information from the text for later use.</li><li>Delivers lessons based on Part II ELD Standards (<i>Learning about How English Works</i>) supported by Part I ELD Standards (<i>Interacting in Meaningful Ways</i>)</li><li>Provides scaffolds depending on the nature of the task, knowledge of content, and/or proficiency in language to engage in and complete task</li><li>Prompts students about the linguistic features of text using guiding questions</li><li>Guides student to practice using the language from the text and the Constructive Conversation Skills while analyzing complex/mentor text (Part I)</li><li>Monitors students' ability to use complex language to describe, shape and support ideas by listening and collecting language sample of students' strengths and needs (<i>formative assessment of output skills</i>)</li></ul>	<p>Based on data, teacher:</p> <ul style="list-style-type: none"><li>Extends opportunities to practice skills with tools and linguistic supports to produce oral, written or multi-media messages.</li><li>Supports (small group or one-on-one) to students to fortify complex output and vocabulary usage or to target language skill development</li><li>Provides collaborative oral/written work activities/tasks based on proficiency level and needed language skill development</li><li>Monitors students' ability to use complex language to describe, shape and support ideas by listening and collecting language sample of students' strengths and needs (<i>formative assessment of output skills</i>)</li></ul>
<p>Teacher:</p> <ul style="list-style-type: none"><li>States the purpose of the lesson and the student-friendly ELD objective</li><li>Models a Constructive Conversation Skill (Create, Clarify, Fortify and Negotiate) using language models based on previously observed student conversations, mentor text, multi-media text, etc.</li><li>Establishes or reviews routines for Constructive Conversations (ex. <i>Model/non-model listening comprehension activity, Pro/Con, Stronger/Clearer</i>)</li><li>Models and clarifies oral complex language to make output understandable</li></ul>	<p>Teacher:</p> <ul style="list-style-type: none"><li>Introduces prompt on a high interest topic that connects to the direct instruction portion of the lesson</li><li>Guides &amp; models students to use language of the topic to practice a targeted Constructive Conversation Skill (<i>engaging, relevant, intellectually rich and challenging – CA-ELD Standards Appendix C</i>)</li><li>Provides opportunities for students to engage in extended interactions using target academic language and disciplinary thinking.</li><li>Monitors students' ability to use complex language to describe, shape and support ideas by listening and collecting language sample of students' strengths and needs (<i>formative assessment of output skills</i>)</li></ul>		<p><b>Wrap-up &amp; Next Steps</b></p> <p>Teacher:</p> <ul style="list-style-type: none"><li>Reviews and clarifies linguistic feature of the lesson's focus question</li></ul> <p>Students:</p> <ul style="list-style-type: none"><li>Self-assess and reflect on ELD objectives</li></ul> <p>Teacher:</p> <ul style="list-style-type: none"><li>Closes lesson and introduces topic for next lesson</li><li>Develops follow-up goal and experiences for future lessons</li></ul>











**ELEMENTARY**  
**4TH GRADE DESIGNATED ELD**  
**CONSTRUCTIVE CONVERSATION SKILL- CLARIFY**  
**MENTOR TEXT –Wild Horses by Cris Peterson**

DAY 1 of 2 OVERVIEW/OPENING	
<b>OVERVIEW</b>	Constructive Conversation Skill- <b>CLARIFY</b> Focus Question: How do noun phrases add detail and enrich the meaning of a text? Differentiated Instruction Wrap-up Next Steps <b>NOTE:</b> Provide a copy of the <b>Model and Non-Model Script</b> to the volunteer and allow time beforehand for student to review the script.
<b>ELD STANDARDS</b>	<p> <b>Part I: Interacting in Meaningful Ways</b></p> <p><b>A. Collaborative.</b></p> <p><b>1.Exchanging Information and Ideas. (Expanding Level)</b> Contribute to class, group, and partner discussions, including <i>sustained dialogue</i>, by following <i>turn-taking rules</i>, <i>asking relevant questions</i>, <i>affirming others</i>, and <i>adding relevant information</i>.</p> <p><b>3.Offering Opinions. (Expanding Level)</b> Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., <i>I agree with X, but...</i>), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, etc.</p> <p><b>B. Interpretive.</b></p> <p><b>5.Listening Actively. (Expanding Level)</b> Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions with occasional prompting and moderate support.</p> <p><b>6.Reading/Viewing Closely. (Expanding Level)</b></p> <p><b>a)</b> Explain ideas, phenomena, processes, and text relationships (e.g. compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with moderate support.</p> <p> <b>Part II: How English Works</b></p> <p><b>B. Expanding and Enriching Ideas 4. Using nouns and noun phrases (Expanding):</b> Expand noun phrases in a variety of ways (e.g. adding adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.)</p>
<b>ELD OBJECTIVE</b>	Students will be able to <b>explain</b> how <b>noun phrases add details and enrich the meaning of a text</b> by using <b>complex sentences</b> during <b>paired and whole class discussions</b> .
<b>STUDENT FRIENDLY ELD OBJECTIVE</b>	I will explain how noun phrases add detail to a text.



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**FOSTERING ACADEMIC INTERACTIONS**

<b>OPENING</b>	<p><b>CONSTRUCTIVE CONVERSATION SKILL-CLARIFY</b>  <b>Teacher introduces and clarifies lesson objective.</b>  <i>Today we will practice the Constructive Conversation Skill of <b>CLARIFY</b>. This skill is important when you are trying to figure out ways to represent an idea exactly the way you intend. When you practice with your partner, make sure that you elaborate, explain, question, and paraphrase.</i></p> <p><b>Conversation Norms Poster</b>  <i>Let's Chorally read the <b>Conversation Norms Poster</b>.</i></p> <p><b>Review Hand Gesture and Phrase- CLARIFY</b>  <b>Review Prompt and Response Starters</b>  <b>Prompt Starters:</b> Can you explain?, Tell me more..., How do you know...?, Why...?  <b>Response Starters:</b> I notice that..., I think..., I mean that ...</p>
<b>MODEL/GUIDED PRACTICE</b>	<p><b>Introduce Model and Non-Model</b>  <b>Display the <u>Visual Text for Teacher Modeling and Listening Task Poster-CLARIFY</u></b>  <i>To model what a Constructive Conversation looks like we are going to use the visual text and <b>Listening Task Poster</b> and address the prompt: <b>What is happening in this visual text? How do you know?</b> As we look at the visual text we will share our ideas and <b>CLARIFY</b>.</i></p> <p>Teacher introduces <b>Model</b> and asks for a previously selected volunteer to be their partner. Teacher and student read the <b>Model Script</b>.</p> <p><b>Review the Listening Task Poster</b>  Teacher refers to <b>Listening Task Poster-CLARIFY</b> and reads each step aloud.</p> <p><b>PROMPT:</b> <i>What is happening in the visual text? How do you know?</i></p> <div data-bbox="355 1478 1120 1860"> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> mustang</div> <div style="text-align: center;"> mare</div> <div style="text-align: center;"> mane</div> <div style="text-align: center;"> herd</div> <div style="text-align: center;"> steed</div> <div style="text-align: center;"> pony</div> </div> </div> <p>(Visual text from 4TH CA Treasures photo library)</p>



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**MENTOR TEXT –Wild Horses by Cris Peterson**

**Model**

**Student A:** There are pictures of different horses. What do you notice?

**Student B:** I notice the horse's hair blowing in the wind. What else do you notice?

**Student A:** I notice a herd of horses. They are out in the open range. What else do you notice?

**Student B:** This horse has a mane. It's blonde, almost white. What else can you tell me?

**Student A:** This horse is behind a fence. It might live on a ranch. These horses are out in a herd. They might live in the mountains, or in the wild. What else do you notice?

**Student B:** I see the mountainside and I see grass, there are many places for horses to run free.

**Student A:** I also notice the mare. The mare is the female horse and that is her foal.

**Student B:** I notice a Mustang too.

**Student A:** I notice a pony. There is a girl too. She is dressed like a cowgirl, and she is walking by the pony's side. Maybe she is training it.

**Student B:** Why do you think that?

**Student A:** Well, because she is walking it using a rope, like you would use a leash for a dog. She needs to train the pony.

**Student B:** I think you are right. I can see why you think that.

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 then proceed to the **Non-Model** for the skill of **CLARIFY**.

**Non-Model:**

**Student A:** What do you see?

**Student B:** A lot of horses.

**Student A:** And?

**Student B:** Words.

**Student A:** Yeah, that's all.

**Student B:** Oh and a girl.

**Student A:** She has a pony.

**Student B:** There's a big mustang.

**Student A:** Yeah, there's a mustang.


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**.

After teacher demonstrates both models, students are asked to address the prompt:  
*What makes this a model Conversation for the Skill of **CLARIFY**?*





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STUDENT VISUAL TEXT	 <a href="http://www.greatbendpost.com">www.greatbendpost.com</a>
STUDENT PROMPT	What is happening in the visual text? How do you know?
FORMATIVE ASSESMENT	<b>Student Progress Form (SPF)- Constructive Conversation Sample</b> Teacher will focus on 2-4 students to progress monitor using the <b>Student Progress Form (SPF)-Constructive Conversation Sample</b> on the use of the Constructive Conversation Skill of <b>CLARIFY</b> and the Conversation Norms to inform next steps.
USING COMPLEX TEXT	
FOCUS QUESTION	How do noun phrases add detail and enrich the meaning of a text?
OVERVIEW	Students will work first with a partner and then with whole group to understand and explain how noun phrases add details and enrich the meaning of a text. The teacher will review knowledge of noun phrases. They will then guide students as they analyze the text by identifying noun phrases and how they add details and they enrich the meaning of the text. Students will use an oral language strategy called “ <b>Lines of Communication</b> ” to <b>CLARIFY</b> their knowledge of noun phrases and orally express their understanding of how noun phrases add details. Teacher will monitor students’ oral language output by listening and documenting, debriefing, and providing feedback on how they met the lesson and ELD objective. Finally, students will self-assess using a “ <b>Stand and Self-Assess</b> ” activity that has them discuss the focus question.
MODEL/GUIDED PRACTICE	<b>1. Introduce the Lesson Focus Question.</b> <i>Today we are going to discuss how noun phrases add details and enrich the meaning of a</i>



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*text. This skill will help you when you use noun phrases to add details and express yourself more clearly. For example, when writing a narrative or an expository piece, you will use noun phrases to add details.*

**2. Teacher taps into students' prior knowledge of noun phrases. Use *Lines of Communication* oral language strategy to facilitate students' reviewing their knowledge of noun phrases.**

- "What do you know about noun phrases?"
- "What kind of words are they?"
- "Why do we use them?"
- "How do noun phrases add details?"

**3. Direct the students to the reading task. Instruct the students to read the mentor text with a partner and to identify all the nouns in the first sentence.**

**Reading Task:**

*Together, identify and underline the noun phrases that add details. Have a Constructive Conversation and clarify your choices. Remember to explain, elaborate, question and paraphrase. Use these questions to guide your discussion and clarify each other's ideas:*

- "What are some noun phrases that you identified?"
- "How do you know that the noun phrase add detail?"
- "How do the noun phrases enrich the meaning of the text?"

*Remember to respond in complete and complex sentences such as:*

- "I know the connecting word ... links the events together because..."

Elicit students' responses and ask them to share out what connecting words or phrases they marked on their text. In a whole group discussion, students will calibrate their findings with the text being projected on the board. (Projected text is the same text the students have.) Students underline the connecting words or phrases they did not identify. Explain that for the next portion of the lesson, they will discuss only the noun phrases in **bold** as projected from LCD projector.

**FORMATIVE  
ASSESSMENT**

**Student Progress Form (SPF)- Constructive Conversation Sample**

Teacher will focus on 2-4 students to progress monitor using the **Student Progress Form (SPF)-Constructive Conversation Sample** on the use of the constructive conversation Skill of **CLARIFY** and the Conversation Norms to inform next steps. Students' highlighted mentor text and self assess.

**FORTIFYING COMPLEX OUTPUT**

**DIFFERENTIATED  
INSTRUCTION**

**Small Group (Teacher):**

Teacher model of **CLARIFY** Constructive Conversation. Identify **CLARIFY** prompt and response starters with students. Teacher will chorally read the **Model** with students and



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have students highlight the clarifying questions from the conversation.

**Independent Activity (Students):**

Students can play Constructive Conversation Game with new visual text to practice the skill of **CLARIFY**.

**WRAP UP**

**Review ELD Objective**

Teacher will review ELD objective and clarifies linguistic feature of the lesson's focus question.

**Stand and Self-Assess**

Teacher will set up charts/signs in two different areas in classroom. Students self-assess and reflect on ELD objectives.

I understand and  
can explain to  
someone else.

I understand but  
need more  
practice.

Ask students the following prompt: *How do noun phrases add details and enrich the meaning of the text?*

Students will go to the chart that best illustrates their understanding of lesson objective. Students from each area will pair up. Using their individual mentor text, students will clarify their understanding of the lesson objective by explaining specific examples from the text.

Teacher closes lesson and introduces topic for next lesson.

**NEXT STEPS**

**USE FORMATIVE ASSESSMENTS TO DETERMINE THE FOLLOWING:**

To what extent are students demonstrating an understanding of how noun phrases add details and enrich a text? Were the students able to identify the noun phrases in the text? How might your students improve their use of noun phrases to add details?

**How will you use this information to inform your next steps for instruction?**

**DAY 2 of 2**  
**OVERVIEW/OPENING**

**OVERVIEW**

Constructive Conversation Skill-**CLARIFY**

Focus Question: How do noun phrases add details and enrich the meaning of the text?

Differentiated Instruction





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	Wrap-up Next Steps <b>NOTE:</b> Provide a copy of the <b>Model and Non-Model Script</b> to the volunteer and allow time beforehand for student to review the script.
<b>ELD OBJECTIVE</b>	Students will be able to <b>explain</b> how <b>noun phrases add details and enrich the meaning of a text</b> by using <b>complex sentences</b> during <b>paired and whole class discussions</b> .
<b>KID FRIENDLY ELD OBJECTIVE</b>	I will explain how noun phrases add detail to a text.
<b>FOSTERING ACADEMIC INTERACTIONS</b>	
<b>OPENING</b>	<b>Teacher introduces and clarifies lesson objective.</b> <i>Today we will continue to practice the Constructive Conversation Skill of <b>CLARIFY</b>. This skill is important when you are trying to figure out ways to represent an idea exactly the way you intend. When you practice with your partner make sure that you elaborate, explain, question, and paraphrase.</i>  <b>Conversation Norms Poster</b> <i>Let's Chorally read the <b>Conversation Norms Poster</b>.</i>  <b>Review Hand Gesture and Phrase- CLARIFY</b> <b>Review Prompt and Response Starters</b> <b>Prompt Starters:</b> Can you explain?, Tell me more..., How do you know...?, Why...? <b>Response Starters:</b> I notice that..., I think..., I mean that ...
<b>MODEL/GUIDED PRACTICE</b>	<b>Introduce Model and Non-Model</b> <b>Display the <u>Visual Text for Teacher Modeling and Listening Task Poster-CLARIFY</u></b> <i>To model what a Constructive Conversation looks like we are going to use a visual text and address the prompt: <b>What is happening in the visual text? How do you know?</b> As we look at the visual text we will <b>CLARIFY</b> and share our own ideas.</i>  Teacher introduces <b>Model</b> and asks for a previously selected volunteer to be their partner. Teacher and student read <b>Model Script</b> . <b>Review the Listening Task Poster.</b> Teacher refers to the <b><u>Listening Task Poster-CLARIFY</u></b> and reads each step aloud.

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Artist: Penny Parker

<http://s888.photobucket.com/user/irmaj09/media/Cottage%20Fantasy%20art/Buggy-Cottage-Penny-Parker.jpg.html>

**Model**

**Student A:** I notice beautiful trees.

**Student B:** I think it is a beautiful, calm spring day.

**Student A:** Could you elaborate on why you think it is a spring day?

**Student B:** I think it is a spring day because the sun is shining and the lake is not frozen.

**Student A:** I agree with you because I also notice that the trees are blooming.

**Student B:** Yes, and look at the trees, they are spring colors, not fall colors!

**Student A:** Yes, I notice that there are pink, purple and green trees. It looks like everything is blooming.

**Student B:** Do you think this picture is of a long time ago?

**Student A:** Yes, because of the buggy. We don't use buggies anymore.

**Student B:** I agree with you.

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 **CLARIFY**.

Teacher will then proceed to **Non-Model** for the skill of **CLARIFY**.

**Non-Model:**

**Student A:** I see a house and it is spring time.

**Student B:** I agree



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**MENTOR TEXT –Wild Horses by Cris Peterson**

**Student A:** I see a buggy, so this is an old picture.

**Student B:** I agree with you it's an old picture

**Student A:** I see a white horse

**Student B:** yeah, me too.

**Student A:** I see a lot of trees

**Student B:** I agree, there's a lot.

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**.

After teacher demonstrates both models, students are asked to address the prompt:  
*What makes this a model Constructive Conversation for the skill of **CLARIFY**?*

**STUDENT VISUAL  
TEXT**



[http://www.minnpost.com/sites/default/files/imagecache/article\\_detail/horse-painting\\_main.jpg](http://www.minnpost.com/sites/default/files/imagecache/article_detail/horse-painting_main.jpg)

**STUDENT  
PROMPT**

*What is happening in the visual text? How do you know?*

**FORMATIVE  
ASSESSMENT**

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

**USING COMPLEX TEXT**

**FOCUS QUESTION**

How do noun phrases add details and enrich the meaning of the text?



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**MODEL/GUIDED  
PRACTICE  
DAY 2**

**Review the Lesson Focus Question.**

*Yesterday, we discussed how different connecting words or phrases link ideas, events, or reasons throughout the text to increase cohesion. This skill will help you when you use connecting words or phrases to clearly express your ideas orally or in writing. For example, when you write a narrative or an expository piece, noun phrases will help you add details.*

1. *Yesterday you used Lines of Communication oral language strategy to review your knowledge of noun phrases.*
  - *“What do you know about noun phrases?”*
  - *“What kind of words are they?”*
  - *“Why do we use them?”*
  - *“How do noun phrases add details?”*
2. *Yesterday, you read sentences with your partner. Together, you identified and underlined the noun phrases in the sentence.*
  - *“What noun phrases did you identify?”*
  - *“How do you know that this is a noun phrase?”*
  - *“How do the noun phrases add details and enrich the meaning?”*

Elicit students’ responses and ask them to share out what verbs they marked on their text. Explain that for the next portion of the lesson, they will discuss only the noun phrases in **bold** as projected from LCD projector. They will also have an opportunity to self-assess using the “**Stand and Self-Assess**” activity.

**Teacher facilitates discussion by reading one question at a time. After each question, in pairs, students share their responses.**

Read the passage. Look at the first sentence. Identify the nouns in the sentence. What are the words and phrases that are added to or modify those nouns? What do they tell us about the setting?

**Answer:** Some words added to the nouns are superlatives: deepest, darkest; some are adjectives: silent, shadowy, glassy, pine. They give specific details such as how dark is the night and how late and quiet at night it is.

Read sentence #2. Identify the nouns in the sentence. What are the words and phrases that are added to or modify those nouns? How do the noun phrases add to the description of the setting from the first sentence?

**Possible Answer:** Adjectives (*long, tangled, night*) are added to the nouns to give more details about this passage.

Read sentence #3. Identify the nouns in the sentence. What are the words and





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phrases that are added to or modify those nouns? How do the noun phrases add to the description of the passage?

**Possible Answer:** “Ever alert” and “watchful” describe how the horses behave at nighttime.

Read sentence #4. Identify the nouns in the sentence. What are the words and phrases that are added to or modify those nouns? How do they add to the description of the setting in first sentence?

**Answer:** The adjective *rocky* adds to the description of the setting. Not only it is dark but it seems to be a dangerous area.

Read sentence #5. Identify the noun phrases in the sentence. What are the words and phrases that are added/ modify those nouns? How do those noun phrases add to the description in the text?

**Answer:** *Misty glow of dawn* is a noun phrase that describes the time of day; it is the end of night. The adjectives use to describe the horses add details also about their behavior.

Read the last sentence. Identify the noun phrases in the sentence. What are the words and phrases that are added to the nouns? How do they add to the description in the text?

**Answer:** *American* and *western* give us more specific about setting and the origin of the horses.

**Wrap Up Guiding Question:** How do all the noun phrases add/enrich our understanding of the text?

**FORMATIVE  
ASSESSMENT**

**Student Progress Form (SPF)- Constructive Conversation Sample**

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

**FORTIFYING COMPLEX OUTPUT**

**DIFFERENTIATED  
INSTRUCTION**

**SMALL GROUP (TEACHER)**

Student will have a Constructive Conversation with their partner about the following prompt:

*What **CLARIFY** prompt starters can you use with your partner next time?*

*What **CLARIFY** response starters can you use with your partner next time?*

**Independent Activity (Students):**





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**MENTOR TEXT –Wild Horses by Cris Peterson**

Students can play Constructive Conversation Game with new visual text to practice the skill of **CLARIFY**.

**WRAP-UP**

**Review ELD Objective**

Teacher will review ELD objective and clarifies linguistic feature of the lesson's focus question.

**Stand and Self-Assess**

Teacher will set up charts/signs in two different areas in classroom. Students self-assess and reflect on ELD objectives.

I understand  
and can  
explain to  
someone else.

I understand  
but need more  
practice.

Ask students the following prompt: *How do noun phrases add details and enrich the meaning of a text?*

Students will go to the chart that best illustrates their understanding of lesson objective. Students from each area will pair up. Using their individual mentor text, students will clarify their understanding of the lesson objective by explaining specific examples from the text.

**NEXT STEPS**

**USE FORMATIVE ASSESSMENTS TO DETERMINE THE FOLLOWING:**

To what extent are students demonstrating an understanding of how noun phrases add details and enrich the meaning of the text?

How might your students improve their understanding of how noun phrases add details and enrich the meaning of texts?

1. Were the students able to identify and explain how the noun phrases add details?
2. Were the students able to ask and answer questions related to how we use noun phrases to add details and enrich the meaning of a text?

**How will you use this information to inform your next steps for instruction?**

**Day 1 Visual Text for Teacher Model**

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(Visual text from 4TH CA Treasures photo library)

**Day 1 Student Visual Text**



[www.greatbendpost.com](http://www.greatbendpost.com)



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**Day 2 Visual Text for Teacher Model**



Artist: Penny Parker

<http://s888.photobucket.com/user/irmaj09/media/Cottage%20Fantasy%20art/Buggy-Cottage-Penny-Parker.jpg.html>

**Day 2 Student Visual Text**



[http://www.minnpost.com/sites/default/files/imagecache/article\\_detail/horse-painting\\_main.jpg](http://www.minnpost.com/sites/default/files/imagecache/article_detail/horse-painting_main.jpg)