



4th Grade

Start Smart 1.0

Revised

Lessons

Conversation Norms

<p>Use your think time</p>	<p>Use the language of the skill</p>
<p>Use your conversation voice</p>	<p>Listen respectfully</p>
<p>Take turns and build on each other's Ideas</p>	

Constructive Conversation Skills

- Create**
 - Sharing Our Ideas
- Clarify**
 - Making Our Ideas Clearer
- Fortify**
 - Supporting Our Ideas
- Negotiate**
 - Making Our Ideas Stronger

Start Smart-Conversation Practices Lesson 1

ELD OBJECTIVE

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

OPENING

ELD.PI.4.1 Ex



Today we are going to be introduced to the Constructive Conversation Skill that will help us communicate ideas that we create and learn from each other. That Constructive Conversation Skill is **CREATE**. When we create, we say what we think or notice about something. We will also establish conversation norms to ensure good listening and speaking skills. Watch me as I model the five different conversation norms. Then you will debrief with your conversation partner by addressing the **prompt: How did my partner and I demonstrate the conversation norms?**

Introduce the Conversation Norms Poster

Display the **Conversation Norms Poster** and a visual text in the classroom to demonstrate the conversation norms.

NOTE: Today students learn a general idea about the five Conversation Norms. For future lessons, the teacher focuses on two norms. After briefly describing all five of the norms, the teacher will go into more detail each day on the two selected norms. The focus today:

- *Use your think time*
- *Use the language of the skill*
- **Use your think time**
 - **Say:** First, we focus on and read the entire visual text. This means that we 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.

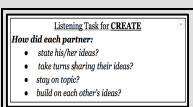
Hand Gesture and Phrase-CREATE

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.4.1. Ex
ELD.PI.4.5. Ex
ELD.PI.4.6. Ex
ELD.PI.4.7. 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

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

Model:

- Student A:** I notice kids. What do you notice in the visual text? **CR**
- Student B:** I notice the kids are sitting down in a circle. What else do you notice? **CR**
- Student A:** I notice that each boy is placing one hand in the center. What else do you want to add? **CR**
- Student B:** I notice that, too. I would like to add that each hand is overlapping the next. What else do you notice? **CR**
- Student A:** I notice all the boys are wearing sneakers. What do you notice? **CR**
- Student B:** I notice they are inside a building. What do you notice? **CR**
- Student A:** I notice tile floor. What do you notice? **CR**
- Student B:** I notice some kids have smiles on their faces. **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**.

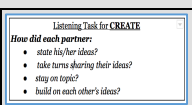
Note: Provide a copy of the **Non-Model Script** to the volunteer and allow time beforehand for student to review the script. Suggestions for reading the script:



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

Non-Model:

- Student A:** They are playing a game (**No prompting of the other partner**)
- Student A:** All of them are boys (**Student is not taking turns**) What do you notice in the visual text?
- Student B:** All of the boys are wearing sneakers. (**Student not facing partner**)
- Student B:** I like to wear shorts when it is hot. What do you notice in the visual text?
- Student A:** I like basketball. (**Not addressing prompt**)
- Student B:** I like basketball too. What do you notice in the visual text?

Teacher Modeling Lessons 1-2




	<p>Student A: (no turn taken) Student B: (no turn taken)</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 Student Practice Lessons 1-2</p>  <p>ELD.PI.4.3 Ex ELD.PI.4.4 Ex ELD.PI.4.6 Ex</p>	<p>Constructive Conversation Game <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. <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> • <i>Work with your conversation partner to do the following:</i>

4th Grade

- *Identify three things that you did to meet today's objective*
- *Share and explain the three things to your partner*

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

	<p>Prompt starters:</p> <ol style="list-style-type: none"> 1. What do you notice? 2. What do you think? 3. What is your idea? 	<p>Response starters:</p> <ol style="list-style-type: none"> 1. I notice... 2. I think... 3. An idea is...
<p>MODEL</p> <p>Teacher Modeling Lesson 1-2</p>  <p>ELD.PI.4.6 Ex ELD.PI.4.7 Ex</p> <div data-bbox="94 1451 289 1566" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center; font-size: small;">Listening Task for CREATE</p> <p style="font-size: x-small;">How did each partner:</p> <ul style="list-style-type: none"> • state his/her ideas? • take turns sharing their ideas? • stay on topic? • build on each other's ideas? </div>	<p>Review Model</p> <p>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:</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?</i></p> <p>Model:</p> <p>Student A: I notice kids. What do you notice in the visual text? CR</p> <p>Student B: I notice the kids are sitting down in a circle. What else do you notice? CR</p> <p>Student A: I notice that each boy is placing one hand in the center. What else do you want to add? CR</p> <p>Student B: I notice that, too. I would like to add that each hand is overlapping the next. What else do you notice? CR</p> <p>Student A: I notice all the boys are wearing sneakers. What do you notice? CR</p> <p>Student B: I notice they are inside a building. What do you notice? CR</p> <p>Student A: I notice tile floor. What do you notice? CR</p> <p>Student B: I notice some kids have smiles on their faces. CR</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 CREATE.</p> <p>Understanding the Skill: Create</p> <p>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:</p> <p style="text-align: center;">CR=Create CL=Clarify F=Fortify</p>	

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.

Example of Think-Aloud:

Student A: I notice kids. What do you notice in the visual text? **CR**

Student B: I notice the kids are sitting down. What else do you notice? **CR**

Student A speaks and Student B responds. They are taking turns. Now, let's look for the language of the skill. Look at Student A's response. How does Student A use the skill of **CREATE**? I see the language of the skill (underline as noted above). I also notice that Student A states what they notice in the visual text and prompts their partner by using the prompt starter. 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. Also, student A prompts student B to create an idea.

GUIDED PRACTICE

Review Non-Model

1. Teacher displays or distributes the **Non-Model Script** from Lesson 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?**" Here's the visual text. Read it to yourself as I read it aloud. Think about the prompt and the language of the Constructive Conversation Skill **CREATE**.

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

- No, they did not take turns sharing their ideas because partner A spoke two times in a row, without letting partner B take a turn
- At first, they responded to the prompt, but towards the end they went off topic
- They did not build on each other's ideas

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

Non-Model

Student A: They are playing a game (**No prompting of the other partner**)

Student A: All of them are boys (**Student is not taking turns**) What do you notice in the visual text?

Student B: All of the boys are wearing sneakers. (**Student not facing partner**)



Student B: I like to wear shorts when it is hot. What do you notice in the visual text?


ELD.PI.4.2 Ex
ELD.PI.4.6 Ex
ELD.PI.4.7 Ex

Teacher Modeling
Lesson 1-2



	<p>Student A: I like basketball. (Not addressing prompt)</p> <p>Student B: I like basketball too. What do you notice in the visual text?</p> <p>Student A: (no turn taken)</p> <p>Student B: (no turn taken)</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: They are playing a game I notice boys sitting in a circle. What do you notice in the visual text?</p> <p>Student B: I notice there are nine boys and they are of different races. There are all boys What do you notice in the visual text?</p> <p>Student A: There I notice there are all only boys too.</p> <p>Student B: I like to wear shorts when it is hot. One of the boys has hair that looks wet. What do you notice in the visual text?</p> <p>Student A: I like basketball. All the boys are sitting on the floor on their bottoms.</p> <p>Student B: I like basketball too</p> <p>1. Refer to class revised Non-Model; have pairs read.</p>
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<p>PRACTICE Student Practice Lesson 1-2</p>  <p>ELD.PI.4.3 Ex ELD.PI.4.4 Ex</p> 	<p>Language Sample Revision: Non-Model</p> <p>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"> • <i>Number off from 1-3 to form a triad and select a student who will record the revision of the language sample</i> • <i>Read the language sample</i> • <i>Orally revise the language sample to improve the conversation</i> • <i>Use the prompt and response starters for CREATE</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>
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<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 CREATE and the Conversation Norms to inform next steps.</p>
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<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 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</p>
<p>WRAP-UP</p>	<p>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></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 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> <p>Teacher calls on three students and they tell the class what was done today.</p>

Teacher Modeling-



- Model with a student using the **Model Script**.

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

Model:

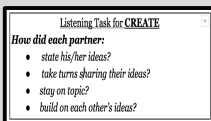
- Student A:** I notice children who are gathered around a man. What do you notice? **CR**
- Student B:** I notice a soccer ball. What do you notice? **CR**
- Student A:** I notice a man. What do you notice? **CR**
- Student B:** I notice children and a man. What else do you notice? **CR**
- Student A:** I also notice they are all wearing the same shirt. What do you notice? **CR**
- Student B:** I notice six children. What do you notice? **CR**
- Student A:** I notice they are outside. What do you notice? **CR**
- Student B:** I notice the man wearing a whistle. **CR**



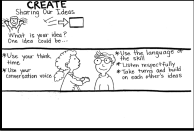
Teacher will use questions and the **Listening Task Poster** to guide students through an analysis of what makes this a **Model** Constructive Conversation for the skill of **CREATE**.

Non-Model:

- Student A:** I see kids in the picture. **(Student does not prompt)**
- Student A:** I notice they are playing soccer. What do you see? **(Student does not take turns)**
- Student B:** I see a soccer ball. What else do you notice? **(Student not facing partner)**
- Student B:** I notice a ball too. **(Student does not prompt)**
- Student A:** I love to play soccer. **(Student not using visual text to build on an idea)**
- Student B:** They are wearing uniforms. **(Student does not prompt)**
- Student B:** I play with a team. **(Student not using visual text to build on an idea)** What else do you notice in the visual text?
- Student A:** I notice a man. He's a coach.

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.4.3 Ex ELD.PI.4.4 Ex ELD.PI.4.6 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 <u>Constructive Conversation Game</u>.</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 <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>
<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. 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>
<p>WRAP-UP</p>	<p>Self-Assess Teacher will review the Constructive Conversation Skill CREATE.</p> <ul style="list-style-type: none"> • <i>The Constructive Conversation Skill of CREATE allows us to create and honor our own and others' ideas while engaging in a Constructive Conversation.</i> • <i>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.</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 CREATE?</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 may select a conversation pair to share-out. • 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 4

ELD OBJECTIVE

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

OPENING

*Today we are going to be introduced to the Constructive Conversation Skill that will help us make our ideas clearer and learn from each other. That Constructive Conversation Skill is **CLARIFY**. When we **CLARIFY** we explain, ask questions, and make our ideas clearer. We will also review our conversation norms to ensure good listening and speaking skills.*

Conversation Norms Poster

*Let's chorally read the **Conversation Norms Poster**.*

ELD.PI.4.1 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-CLARIFY

Introduce hand gesture for **CLARIFY** (teacher places her/his hands over eyes and gestures as if “focusing binoculars”). *We use this gesture to show when we explain and make an idea clearer. To help us remember the skill we are practicing, we are going to be using a corresponding phrase: “Making our ideas clearer.”*

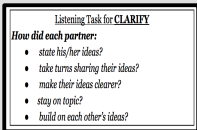
Teacher thinks aloud for this section. *When we **CLARIFY** ideas, we explain and make our thinking clearer. I am going to show you a visual text and then we will take some time to examine it carefully and think about the prompt, “**What do you notice in the visual text? Provide details.**”*

MODEL/ GUIDED PRACTICE

Introduce the Listening Task Poster

Teacher refers to the **Listening Task Poster-CLARIFY** 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
ELD.PI.4.6 Ex
ELD.PI.4.7 Ex



Listening Task for **CLARIFY**

How did each partner:

- state his/her ideas?
- take turns sharing their ideas?
- make their ideas clearer?
- stay on topic?
- build on each other's ideas?

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

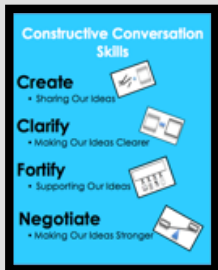
Note: Provide a copy of the **Model Script** to the volunteer and allow time beforehand for student to review the script. Suggestions for reading the script:

- 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 there are nine kids and they are all boys. What do you notice in the visual text? **CL**
- Student B:** I notice all the boys are sitting down on their bottoms forming a circle on the tile floor and they are crossed legged. What other details can you add from the visual text? **CL**
- Student A:** I notice they are all boys. They are wearing sneakers. What other details can you add? **CL**
- Student B:** I notice all nine boys are putting their hands together in the middle of the group. Is there another detail you can add from the visual text? **CL**
- Student A:** I also notice the shirts the boys are wearing are all different colors. What else do you notice? **CL**



Teacher Modeling-Lessons 4-5



Student B: I notice they are inside a building. What do you notice in the visual text? **CL**

Student A: I notice the boys are sitting on tile floor. What do you notice in the visual text? **CL**

Student B: I notice some of the boys have smiles on their faces. **CL**

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:

Student A: They are playing a game (**No prompting of the other partner**)

Student A: All of them are all boys (**Student is not taking turns**) What do you notice in the visual text?

Student B: All of the boys are wearing sneakers. (**Student not facing partner**)

Student B: I like to wear shorts when it is hot. What do you notice in the visual text?

Student A: I like basketball. (**Not addressing prompt**)

Student B: I like basketball too. What do you notice in the visual text?

Student A: I think they are tired.

Student B: I think they are done playing basketball.

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?

PRACTICE

Student Practice-Lesson 4




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.

<p>ELD.PI.4.3 Ex ELD.PI.4.4 Ex</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 The teacher will collect a language sample from the two students on the Student Progress Form (SPF)-Constructive Conversation Language Sample to be used for Lesson 5. The language sample must be at least four turns in length.</p> <p>Note: The language sample will be the Non-Model revised in Lesson 5.</p>
<p>WRAP-UP</p>	<p>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></p> <p>Teacher will ask students,</p> <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> <p>Teacher calls on three students and they tell the class what was done today.</p>

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.

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."

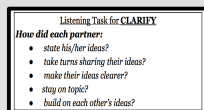
ELD.PI.4.1 Ex



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:

<p>Prompt Starters:</p> <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... 	<p>Response Starters:</p> <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, ...
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<p>MODEL</p> <p style="text-align: center;">Teacher Modeling Lesson 4-5</p>  <p>ELD.PI.4.6 Ex ELD.PI.4.7 Ex</p>	<p>Review Model</p> <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 there are nine kids and they are all boys. What do you notice in the visual text? CL</p> <p>Student B: I notice all the boys are sitting down on their bottoms forming a circle on the tile floor and they are crossed legged. What other details can you add from the visual text? CL</p> <p>Student A: I notice they are all boys. They are wearing sneakers. What other details can you add? CL</p> <p>Student B: I notice all nine boys are putting their hands together in the middle of the group. Is there another detail you can add from the visual text? CL</p> <p>Student A: I also notice the shirts the boys are wearing are all different colors. What else do you notice? CL</p> <p>Student B: I notice they are inside a building. What do you notice in the visual text? CL</p> <p>Student A: I notice the boys are sitting on tile floor. What do you notice in the visual text? CL</p> <p>Student B: I notice some of the boys have smiles on their faces. 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>
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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?

Understanding the Skill: CREATE and CLARIFY

Teacher displays or distributes the **Model Script** from Lesson 4.

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

Example of Think-Aloud:

Student A: I notice CR there are nine kids and they are all boys. **CL** What do you notice in the visual text? **CL**

Student B: I notice CR they are all the boys are sitting down on their bottoms forming a circle on the tile floor and they are crossed legged. **CL** What other details can you add from the visual text? **CL**

Student A: I notice CR they are inside a building. **CL** What do you notice in the visual text? **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 **CREATE**? 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 **CR** (Write CR next to the response.) I also notice that Student B is using the language of the skill to ask a **CLARIFY** question to get more details, so I will label it with **CL** (Write CL next to the response and underline as noted above). Student A responds with the language of the skill **CLARIFY** (underline as noted above). Also, they add more details - based on what they notice in the visual text and ask a **CLARIFY** question. (underline as noted above).*

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

GUIDED PRACTICE

Teacher Modeling Lesson 4-5



ELD.PI.4.2 Ex
ELD.PI.4.6 Ex

Review Non-Model

1. Teacher displays or distributes the **Non-Model Script** from Lesson 4.

*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*

<p>ELD.PI.4.7 Ex</p>	<ul style="list-style-type: none"> • <i>They did not build on each other's ideas</i> <p>2. Teacher along with students will revise the text on chart paper or document reader.</p> <p>Prompt: <i>What do you notice in the visual text? Provide details.</i></p> <p><u>Non-Model:</u></p> <p>Student A: They are playing a game (No prompting of the other partner)</p> <p>Student A: All of them are all boys (Student is not taking turns) What do you notice in the visual text?</p> <p>Student B: All of the boys are wearing sneakers. (Student not facing partner)</p> <p>Student B: I like to wear shorts when it is hot. What do you notice in the visual text?</p> <p>Student A: I like basketball. (Not addressing prompt)</p> <p>Student B: I like basketball too. What do you notice in the visual text?</p> <p>Student A: I think they are tired.</p> <p>Student B: I think they are done playing basketball.</p> <p><u>Revised* Non-Model</u></p> <p><i>*text indicates what the teacher should cross out as the text is being revised.</i></p> <p><i>Bold indicates language revised.</i></p> <p><u>Revised Non-Model:</u></p> <p>Student A: They are playing a game I notice there are many boys sitting in circle. (not asking for prompt). What do you notice in the visual text?</p> <p>Student AB: There are all boys I notice there are nine boys and they are of different races. (Student is not taking turns) What do you notice in the visual text?</p> <p>Student BA: There are all boys. I notice there are only boys too. They are wearing sneakers and some are not wearing shirts. (Students not facing partner)</p> <p>Student B: I like to wear shorts when it is hot. One of the boys has wet hair. What do you notice in the visual text?</p> <p>Student A: I like basketball. All the boys are sitting on the floor on their bottoms with one of their arms stretched out to the center of the circle.</p> <p>Student B: I like basketball too. I wonder why they have their hands stretched out to the center of the group while sitting on the floor? What do you notice in the visual text?</p> <p>Student A: I think they are tired. I notice that these nine boys are sitting on the floor with their hands stretched out to the center of the group.</p> <p>Student AB: I think they are done playing basketball. So you are saying there are nine boys sitting in a circle on the floor. They are all wearing sneakers and have their hands stretched out to the center of the group.</p>
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3. Refer to class revised **Non-Model**; have pairs read.

PRACTICE
Student
Practice-
Lesson 4



ELD.PI.4.3 Ex
ELD.PI.4.4 Ex



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*
- *Orally revise the language sample to improve the conversation*
- *Use the prompt and response starters for **CLARIFY***
- *Be prepared to share out to the class*

Teacher selects a triad to come to the front of the class and present their revised model.

FORMATIVE ASSESSMENT



Student Progress Form (SPF)- Constructive Conversation Language Sample

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

DIFFERENTIATED INSTRUCTION

Differentiated Instruction

Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size.

Group 1 - Teacher Group (review **CLARIFY Game**)

Group 2 - Practice Constructive Conversation Skill

Group 3 - Play **CLARIFY Game** with the same visual text

Group 4 - Play **CLARIFY Game** with a new visual text

WRAP-UP

Review ELD Objective and Self-Evaluate

Teacher will review ELD objective.

*Today we revised a **CLARIFY Non-Model** Constructive Conversation. We took turns and shared and explained our ideas based on a visual text.*

Teacher asks students the following:

- *How did we meet today's objective of using the Constructive Conversation Skill of **CLARIFY**?*
- *How did you:*
 - *Use the language of the skill*
 - *Use your conversation voice*

- Work with your conversation partner to do the following:
 - *Identify three things that you did to meet today's objective*
 - *Share and explain the three things to your partner*

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

Teacher Modeling-Lesson 6



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

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



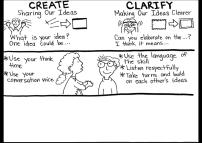
Model:

- Student A:** I notice children sitting in a circle around a man outside on the green grass. What do you notice? **CL**
- Student B:** I notice the man who has a white soccer ball by his feet. He is sitting on the grass in front of the six children. What do you notice? **CL**
- Student A:** I notice the man sitting on the grass with his hands to his side and a soccer ball at his feet. He is looking at the children who are sitting in front of him on the grass. What else do you notice? **CL**
- Student B:** I also notice all the kids looking at the man. They are all wearing shirts that are the same color. What else can you add about what you notice in the visual text? **CL**
- Student A:** I notice there are three girls and three boys. All the girls have long hair that is pulled back into a pony tail. What other details do you notice? **CL**
- Student B:** I also notice the man is wearing a whistle around his neck. **CL**
- Student A:** I notice all the children are wearing blue and white soccer jerseys and two are wearing blue socks. What other detail can you add about what you notice? **CL**
- Student B:** I notice they are outdoors. The children and the man are sitting on a field of green grass and in the daylight. **CL**

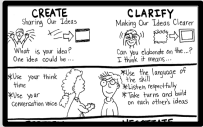
Teacher will use questions and the **Listening Task Poster** to guide students through an analysis of what makes this a **Model** Constructive Conversation for the skill of **CLARIFY**.

Non-Model:

- Student A:** I notice children. Your turn. **(No prompting of the other partner)**
- Student B:** I see the man talking to the children. **(Student not providing details from the text to clarify ideas)** What do you notice?
- Student A:** I think this is about kids playing soccer. **(Student not asking for prompt)**
- Student B:** The man is talking to them about how to play the game. What do you notice? **(Student not providing details from the text to clarify ideas)**
- Student A:** There are girls. **(Student not providing details from the text to clarify ideas)** What do you notice? What more do you see?
- Student A:** All the children are wearing uniforms. What do you see? **(Student not providing details from the text to clarify ideas)**

	<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 CLARIFY.</p>
<p>PRACTICE</p> <p>Student Practice Lesson 6</p>  <p>ELD.PI.4.3 Ex ELD.PI.4.4 Ex ELD.PI.4.6 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 focusing on only prompt and response starters used by the students for the Constructive Conversation Skill CLARIFY:</p> <ul style="list-style-type: none"> • What does this mean? • I think it means...

	<ul style="list-style-type: none"> • What do you mean by...? • Tell me more about... <ul style="list-style-type: none"> • What I mean is ... • I would like to add...
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 ▪ Teacher will select a 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?



*What do we need to remember about **CREATE**?*
*What does it sound like when we **CREATE** using the Conversation Norms?*
*What does it look like when we **CREATE** using the Conversation Norms?*

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

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

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

PRACTICE

Students Make Constructive Conversation Poster

*You will now make your own Constructive Conversation Poster with your partner. Identify what you know about **CREATE**. Identify what you know about **CLARIFY**. Decide how to represent what you know about the Constructive Conversation Norms and skills with your partner to put on your poster.*

Students illustrate and write dialogue to demonstrate their understanding.

Partner Pairs Present to each other

Teacher models sharing the class poster.

Meet with another partner pair to present your information. Share your poster. If time permits, have partner pairs share with additional partner pair.

Whole Group Share Out

Teacher selects one pair to share with the whole class.

WRAP-UP

Review ELD Objective and Self-Evaluate

Teacher will review ELD objective.

Teacher will ask students,

- *How did we meet today's objective of discussing the Constructive Conversation Skills of **CREATE** and **CLARIFY** and making a poster?*
- *Work with your conversation partner.*
 - *Identify three things that you did to meet today's objective*
 - *Share and explain the three things to your partner*

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

Start Smart- Conversation Practices Lesson 8

ELD OBJECTIVE

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

OPENING

*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.4.1 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

Listening Task for FORTIFY

How did each partner:

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



Teacher Modeling Lessons 8 & 9



ELD.PI.4.5 Ex
ELD.PI.4.6 Ex
ELD.PI.4.7 Ex
ELD.PI.4.11 Ex

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: What is happening in the visual text is that all the kids are out on an environmental clean-up field trip with their class. What do you think is happening in the visual text? **CR**

Student B: An idea I have is that all the teenagers are out collecting recyclable materials with their class. Can you provide some evidence from the text to support your claim? **CR**

Student A: I notice teenagers picking up trash in a field of grass. All the teenagers are wearing white T-shirts. I also notice there is woman with a blue dress off to the side. I think this is the teacher and she is supervising them. What evidence are you using for your claim? **F**

Student B: Two students are placing items in the green bag while two more **F**

Listening Task for FORTIFY

How did each partner:

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

Teacher Modeling Lesson 8-9



students are putting items into a blue bucket. I think they are placing items away to recycle them. What can you add to your claim?

Student A: I notice the teenagers are wearing gloves and face masks. They also brought rakes and containers where they are placing the trash. I think this shows that they came prepared to clean up together as a group. Can you show me where you find evidence that supports that teenagers are collecting recyclable materials? **CL**

Student B: There is a green and blue bucket. There is also a green bag. The teenagers are also bending over to pick up trash and to place it in the containers. I think they are sorting through the trash looking for recyclables. **F**

Student A: I think what is happening in the text is that a class of teenagers and their teacher are on an environmental clean-up. **F**

Student B: Based on the evidence I cited from the visual text, I think the teacher is leading the class as they collect and sort materials for recycling. **F**

Teacher will use questions and the **Listening Task Poster** to guide students through an analysis of what makes this a **Model** Constructive Conversation for the skill of **FORTIFY**. 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 kids are cleaning up a soccer field. What is happening in the visual text? **(not using evidence from the visual text)**

Student B: I see a bunch of kids. Now you go. **(no claim made)**

Student A: I see a lot of trash. **(not using the response starter)**

Student B: Kids have buckets and rakes. **(not using response starter)**



Student A: There is so much trash and it looks disgusting. **(not prompting partner)**


Student B: Their shoes will get dirty. **(not using evidence from the visual text)**

Student A: Why do they have gloves?

Student B: I think they have gloves so they don't get dirty.

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

<p>PRACTICE</p> <p>Student Practice Lesson 8-9</p>  <p>ELD.PI.4.3 Ex ELD.PI.4.4 Ex ELD.PI.4.6 Ex ELD.PI.4.7 Ex ELD.PI.4.11 Ex</p>	<p>Constructive Conversation Game</p> <p><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></p> <p><i>Rules of the game:</i></p> <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>
<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 <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.</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 FORTIFY. We took turns, shared ideas and supported our ideas with evidence from the 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 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>

	<p>charted prompt and response starters:</p>	
	<p>Prompt Starters</p> <ol style="list-style-type: none"> 1. How do you know...? 2. What is happening...? 3. Where did you get that information? 4. Show me in the text where... 	<p>Response Starters</p> <ol style="list-style-type: none"> 1. I know because ... 2. I think __, so __. 3. I have seen this in... 4. In the text...
<p>MODEL</p> <p>ELD.PI.4.6 Ex ELD.PI.4.7 Ex</p> <p>Teacher Modeling Lesson 8-9</p> 	<p>Review Model</p> <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 model script <p>Prompt: <i>What is happening in this visual text? Provide evidence from the text to support your claim.</i></p> <p>Model</p> <p>Student A: What is happening in the visual text is that all the kids are out on an environmental clean-up field trip with their class. What do you think is happening in the visual text? CR</p> <p>Student B: An idea I have is that all the teenagers are out collecting recyclable materials with their class. Can you provide some evidence from the text to support your claim? CR</p> <p>Student A: I notice teenagers picking up trash in a field of grass. All the teenagers are wearing white T-shirts. I also notice there is woman with a blue dress off to the side. I think this is the teacher and she is supervising them. What evidence are you using for your claim? CL F</p> <p>Student B: Two students are placing items in the green bag while two more students are putting items into a blue bucket. I think they are placing items away to recycle them. What can you add to your claim? F</p> <p>Student A: I notice the teenagers are wearing gloves and face masks. They also brought rakes and containers where they are placing the trash. I think this shows that they came prepared to clean up together as a group. Can you show me where you find evidence that supports that teenagers are collecting recyclable materials? CL</p>	

Student B: There is a green and blue bucket. There is also a green bag. The teenagers are also bending over to pick up trash and to place it in the containers. I think they are sorting through the trash looking for recyclables. **F**

Student A: I think what is happening in the text is that a class of teenagers and their teacher are on an environmental clean-up. **F**

Student B: Based on the evidence I cited from the visual text, I think the teacher is leading the class as they collect and sort materials for recycling. **F**

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

Understanding the Skill: Fortify

Teacher displays or distributes the **Model Script** from Lesson 8.

*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?*

Example of Think-Aloud:

Student A: I notice teenagers **CR** picking up trash in a field of grass. All the teenagers are wearing white T-shirts. I also notice there is woman with a blue dress off to the side. I think this is the teacher and she is supervising them. **F** What evidence are you using for your claim?

Student B: Two students **F** are placing items in the green bag while two more students are putting items into a blue bucket. I think they are placing items away to recycle them. **CR** What can you add to your claim? **F**

Student A: I notice **CR** the teenagers are wearing gloves and face masks. They also brought rakes and containers where they are placing the trash. **CL** I think this shows that they came prepared to clean up together as a group. Can you show me where you find evidence that supports that teenagers are collecting recyclable materials? **F**

Student B: There is a green and blue bucket. There is also a green bag. The teenagers are also bending over to pick up trash and to place it in the containers. **F** I think they are sorting through the trash looking for recyclables.

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

*Let's look at the language of the skill. Look at Student A's response. How do I know Student A used the skill of **CREATE** and **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*

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

Teacher Modeling Lesson 8-9

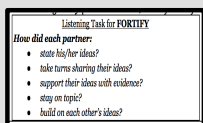


evidence, based on what is in the visual text.

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

GUIDED PRACTICE

ELD.PI.4.2 Ex
ELD.PI.4.6 Ex
ELD.PI.4.7 Ex



Teacher Modeling Lesson 8-9



Review Non-Model

Teacher displays or distributes the **Non-Model Script** from Lesson 8.

- Let's look at the **Non-Model Script**. How can we improve this Constructive Conversation? This was our prompt, "**What is happening in this visual text? Provide evidence from the text to support your claim.**" Read it to yourself as I read it aloud. Think about the prompt and the language of the Constructive Conversation Skill **FORTIFY**.

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

Non-Model:

Student A: The kids are cleaning up a soccer field. What is happening in the visual text? **(not using evidence from the visual text)**

Student B: I see a bunch of kids. Now you go. **(no claim made)**

Student A: I see a lot of trash. **(not using the response starter)**

Student B: Kids have buckets and rakes. **(not using response starter)**

Student A: There is so much trash and it looks disgusting. **(no prompting)**

Student B: Their shoes will get dirty. **(no evidence cited)**

Student A: Why do they have gloves?



Student B: I think they have gloves so they don't get dirty.


Revised* Non-Model:

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

Bold indicates language revised.

	<p>Student A: What is happening in the visual text is kids are cleaning up the forest. The kids are cleaning up a soccer field. What is happening in the visual text?</p> <p>Student B: I see a bunch of kids. An idea I have is they are looking for something special. Now you go. You said this is in the forest. How can you support your claim?</p> <p>Student A: I know it is the forest because I see a lot of trees. I would like to add that I also see a lot of trash.</p> <p>Student B: The evidence that supports my claim is that these Kids children have buckets, and rakes and a bag where they are placing items they are looking for.</p> <p>Student A: I am wondering why they are wearing gloves and face masks? There is so much trash and it looks disgusting.</p> <p>Student B: Their shoes will get dirty. They are using the masks and gloves to protect themselves from the dirt. They seem to be going through a lot of disgusting trash. What other evidence do you have that supports your idea about this being in the forest?</p> <p>Student A: Why do they have gloves? There is also grass and a few little bushes in the visual text.</p> <p>Student A: I think they have gloves so they don't get dirty. So what we are saying is that children are in the forest looking for something. We are also saying they children may be looking for something special in the trash?</p> <p>2. Refer to class revised Non-Model; have pairs read.</p>
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<p>PRACTICE Student Practice Lesson 8-9</p>  <p>ELD.PI.4.3 Ex ELD.PI.4.4 Ex ELD.PI.4.11 Ex</p> 	<p>Language Sample Revision: Non-Model</p> <p>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>
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<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 <u>FORTIFY Game</u>) Group 2 - Practice Constructive Conversation Skill Group 3 - Play <u>FORTIFY Game</u> with the same visual text Group 4 - Play <u>FORTIFY Game</u> 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 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>

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.4.1 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**.*

ELD.PI.4.5 Ex
ELD.PI.4.6 Ex
ELD.PI.4.7 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

Teacher Modeling Lesson 10



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?

- *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**.

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 in the visual text is that people are walking in a parade through town. What do you think is happening in the visual text? | CR
CL |
| Student B: | I think what is happening is that people are on a political campaign for an election. How can you support your claim about the parade with evidence from the text? | CR
CL |
| Student A: | I notice the women and children are wearing fancy gowns. The men are wearing their black suits and top hats. I think they are all part of the parade and they are showing off their fancy clothes. What evidence can you add to support your claim about the political campaign? | F |
| Student B: | There is a hot air balloon with a person in it. There are initials "RM" on the hot air balloon. I think this is the person for whom they are campaigning and he is looking for supporters. How can you further support your claim with evidence? | F |
| Student A: | I also notice there are balloons and vendors. There are also people wearing costumes. For example, the woman in the skeleton dress. I think they are providing entertainment for the people watching the parade. What additional evidence can you add to support your claim? | F |
| Student B: | I want to add that there are Mexican flags. There is a man wearing a log of medals on his suit. I also see someone placing a laurel on that man's head. I think that he is also getting elected. | F |
| Student A: | I think the people in the fancy clothes and costumes are walking in the parade. I think they are making the parade entertaining by showing off their clothes and costumes. | F |
| Student B: | Based on the evidence I cited from the visual text, I think what is happening is that the people are attending a political rally in support of the man wearing the medals on his suit. I think he is an elected official or a candidate who wants to be elected. | F |

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

Non-Model:

Student A: I notice the people in the street having fun. They are on a Halloween parade. What do you notice? **(no claim made)**

Student B: What I see happening in the visual text is people from a town posing for a picture. **(not using the response starter)**

Student A: I notice costumes and people wearing gowns, suits and some wearing regular clothes. What do you notice?

Student B: People have hats and gowns. They look like they are going to a party and they are all standing waiting for the picture. **(no prompting)**

Student A: I know people are in costume. **(no evidence cited; no prompting)**

Student B: When it's Halloween I like to dress up.

Student A: I see that people are just standing around and I see balloons.

Student B: (No turn taken)

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

PRACTICE

Student Practice Lesson 10



ELD.PI.4.3 Ex
ELD.PI.4.4 Ex
ELD.PI.4.6 Ex
ELD.PI.4.1 Ex

Constructive Conversation Game

Organize students into a group of four.

*You are now going to have the opportunity to practice the Constructive Conversation Skills **CREATE, CLARIFY** and **FORTIFY** while playing a game.*

Remind students of the rules of the **Constructive Conversation Game**.

Rules of the game:

Each student will have one **CREATE**, two **CLARIFY** and two **FORTIFY** cards.


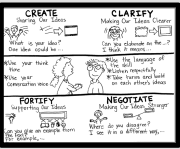
Each student will play one card as they share their **CREATE, CLARIFY** and **FORTIFY** ideas. They will continue taking turns until all cards are placed in the middle.

If the group is done early, repeat the process for an additional round.

Display Visual text for Student Practice-Lesson 10.

Prompt: *What is happening in this visual text? Provide evidence from the text to support your claim.*

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

<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 FORTIFY and the Conversation Norms to inform next steps.</p>
<p>PRACTICE</p> 	<p>Constructive Conversation Poster Teacher models creating a Constructive Conversation Poster (see resources). Teacher elicits student responses to help students develop poster that illustrates their understanding of the FORTIFY skill and Conversation Norms. Add to the poster focusing only prompt and response starters used by the students for the Constructive Conversation Skill FORTIFY:</p> <ul style="list-style-type: none"> • Show me in the text where... • How do you know...? • Where did you get that information? • In the text, ... • I know because ... • I have seen this in... <p>Note: Students will continue to add to their Constructive Conversation Poster from Lesson 7.</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 Group 4 - Practice the model that was presented in Lesson 10</p>
<p>WRAP-UP</p>	<p>Self-Assess 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.
 - Example:
 - 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.

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."*

ELD.PI.4.1 Ex



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:*

ELD.PI.4.1 Ex
ELD.PI.4.5 Ex



Listening Task for NEGOTIATE

How did each partner:

- *state his/her ideas?*
- *they take turns sharing their ideas?*
- *they consider all the ideas?*
- *they stay on topic?*
- *build on each other's ideas?*
- *come to a consensus?*

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.*

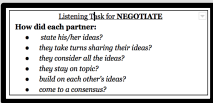
Teacher Model Lesson 11-12



ELD.PI.4.5 Ex
ELD.PI.4.6 Ex
ELD.PI.4.7 Ex
ELD.PI.4.1 Ex

Model:

Student A:	My claim is that we must all help clean the earth. What is your claim?	CR
Student B:	My claim is that an environmental clean-up requires a lot of people working together. How can you support your claim with evidence?	CR
Student A:	I agree with your claim. When helping to clean up the earth, you should work with many people. I see a few people in the visual text. They seem to be working together doing the same things. For example, two kids in the front are placing items into the bucket. What evidence are you using to support your claim?	N
Student B:	I notice all the teenagers are wearing gloves and face masks. They also have rakes and containers in which to place the trash they are picking up. I think they worked together to bring tools they can use to clean up the field. What other evidence from the visual text supports your claim?	CL
Student A:	I think the teenagers are also working together by wearing white T-shirts that they can use to identify the people in their group.	F
Student B:	I think this group of teenagers are working together so they can work faster and clean up a bigger area. How can we come to a consensus?	F
Student A:	I think we need to help our Earth by cleaning it up with others. Can we come to a consensus?	N
Student B:	The important idea we came to a consensus on is that in order to clean up the earth you have to work together with others to make significant changes.	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: I think the kids are cleaning the environment. (No prompting of the other partner)

Student B: I think the same as you. Tell me more about your claim. (Didn't state claim)

Student A: When you pick up trash you feel better because the earth is cleaner. (Not citing evidence from text)

Student B: My mom loves it when I clean the house. (Not addressing prompt)

Student A: My brother helps me clean up too. (Not addressing prompt)

Student B: We use a bucket to clean up. (Not addressing prompt)

Student A: (No turn taken)

Student B: (No turn taken)

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**.

PRACTICE

**Student Practice
Lesson 11-12**



**ELD.PI.4.3 Ex
ELD.PI.4.4 Ex
ELD.PI.4.6 Ex
ELD.PI.4.7 Ex**

Constructive Conversation Game

*You are now going to have the opportunity to practice the Constructive Conversation Skill of **NEGOTIATE** while playing a game. Explain the rules of the **Constructive Conversation Game** to students.*

Rules of the game:

1. Each student will have 1 **CREATE**, 1 **CLARIFY**, 1 **FORTIFY** AND 2 **NEGOTIATE** cards.
2. Each student will play a card as they share an idea. They will continue taking turns until all cards are placed in the middle
3. In the first round, each student must state their own opinion.
4. If you're done early, repeat the game.

Display **Visual Text for Student Practice-Lesson 10**

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

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

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

FORMATIVE ASSESSMENT



Student Progress Form (SPF)- Constructive Conversation Language Sample

The Teacher will collect a language sample from the two students on the **Student Progress Form (SPF)-Constructive Conversation Language Sample** to be used for Lesson 12. The language sample from two students must be at least four turns in length.

Note: The language sample will be the Non-Model revised in Lesson 12.

WRAP-UP

Review ELD Objectives and Self-Evaluate

Teacher will review ELD objective.

*Today we engaged in a Constructive Conversation using the Constructive Conversation Skill **NEGOTIATE**. We took turns, shared our opinions, considered others' opinions and came to a consensus based on a visual text and prompt.*

Teacher will ask students,

- *How did we meet today's objective of using the Constructive Conversation Skill of **NEGOTIATE**?*
- *How did you:*
 - *use your think time*
 - *use the language of the skill*
- *Work with your conversation partner.*
 - *Identify three things that you did to meet today's objective*
 - *Share and explain the three things to 2 students*

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

Start Smart-Conversation Practices Day 12

ELD OBJECTIVE

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

OPENING

*Today we are going to review the Constructive Conversation Skill **NEGOTIATE**. When we **NEGOTIATE** we share our claims, consider other's ideas and come to a consensus.*

Conversation Norms Poster

Let' review the Conversation Norms Poster.

ELD.PI.4.1 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:

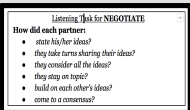
- use the language of the skill
- use your conversation voice

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:*

	<p>Prompt Starter</p> <ol style="list-style-type: none"> 1. What is your claim...? 2. What is an important idea...? 3. Do you agree? Why? 4. Do you disagree? Why? 	<p>Response Starter</p> <ol style="list-style-type: none"> 1. My claim is... 2. An important idea is... 3. I agree because... 4. I disagree because...
<p>MODEL</p> <p>ELD.PI.4.6 Ex ELD.PI.4.7 Ex</p> <p>Teacher Modeling Lesson 11-12</p> 	<p>Review Model</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> Teacher introduces Model and asks for a previously selected volunteer to be their partner. Teacher and student read Model Script. Model using think time before speaking. Teacher will also discuss how the following norms were used during the conversation:</p> <ul style="list-style-type: none"> • use the language of the skill • use your conversation voice <p>Note: Provide a copy of the Model Script to the volunteer and allow time before hand 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 model script <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>Model:</p> <p>Student A: My claim is that we must all help clean the earth. What is your claim? CR</p> <p>Student B: My claim is that an environmental clean-up requires a lot of people working together. How can you support your claim with evidence? CR</p> <p>Student A: I agree with your claim. When helping to clean up the earth, you should work with many people. I see a few people in the visual text. They seem to be working together doing the same things. For example, two kids in the front are placing items into the bucket. What evidence are you using to support your claim? N F</p> <p>Student B: I notice all the teenagers are wearing gloves and face masks. They also have rakes and containers in which to place the trash they are picking up. I think they worked together to bring tools they can use to clean up the field. What other evidence from the visual text supports your claim? CL</p> <p>Student A: I think the teenagers are also working together by wearing white T-shirts that they can use to identify the people in their group. N</p> <p>Student B: I think this group of teenagers are working together so they can work faster and clean up a bigger area. How can we come to a consensus? F</p> <p>Student A: I think we need to help our Earth by cleaning it up with others. Can we come to a consensus? N</p>	

Student B: The important idea we came to a consensus on is that in order to clean up the earth you have to work together with others to make significant changes. 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: My claim is that **CR** we must all help clean the earth. What is your claim? **F**

Student B: My claim is that **CR** an environmental clean-up requires a lot of people working together. How can you support your claim with evidence? **F**

Student A: I agree with your claim. **N** When helping clean up the earth, you should work with many people. I see a few people on the visual text. They seem to be working together doing the same things. For example, two kids in the front are placing items into the bucket. What evidence are you using to support your claim?

Student B: I notice all the teenagers are wearing gloves and face masks. **CL** They also have rakes and containers in which to place the trash they are picking up. **CR** I think they worked together to bring tools they can use to clean up the field. What other evidence from the visual text supports your claim? **F**

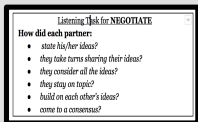
Student A I think the teenagers are also working together by wearing white T-shirts that they can use to identify the people in their group. **N**

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

Teacher prompts students to go throughout the same process with the rest of the Model Conversation.

GUIDED PRACTICE

ELD.PI.4.2 Ex
ELD.PI.4.6 Ex
ELD.PI.4.7 Ex



Teacher Modeling
Lesson 11-12



Review Non-Model

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

*Let's look at the **Non-Model Script**. How can we improve this Constructive Conversation? This was our prompt, "What is an important idea from this text? Start by stating your claim. Support your ideas and come to a consensus." Here's the visual text. Read it to yourself as I read it aloud. Think about the prompt and the language of the Constructive Conversation Skill **NEGOTIATE**.*

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

- *No, they did not take turns sharing their ideas because partner A spoke two times in a row, without letting partner B take a turn*
- *At first, they responded to the prompt, but towards the end they went off topic*
- *They did not build on each other's ideas*

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

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

Non-Model:

Student A: I think the kids are cleaning the environment. (No prompting of the other partner)

Student B: I think the same as you. Tell me more about your claim. (Didn't state claim)

Student A: When you pick up trash you feel better because the earth is cleaner. (Not citing evidence from text)

Student B: My mom loves it when I clean the house. (Not addressing prompt)

Student A: My brother helps me clean up too. (Not addressing prompt)

Student B: We use a bucket to clean up. (Not addressing prompt)

Student A: (No turn taken)

Student B: (No turn taken)

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 the kids are~~ **My claim is that young people can be powerful by coming together to** clean the environment.

Student B: I also think ~~the same as you~~ **that it can be motivating for young**

	<p>people to work together to do something nice for their society. I think we also can say that when more people work together, the better our environment will be. What is some evidence we can share that shows they are working together?</p> <p>Student A: When you pick up trash you feel better because the earth is cleaner. I notice the kids came prepared by bringing gloves, masks, and rakes. This shows the kids are prepared to use tools that can be used to clean.</p> <p>Student B: My mom loves it when I clean the house. Yes. In addition, they also brought plastic bags and containers in which to place the trash.</p> <p>Student A: My brother helps me clean up too. So what we are saying is that young people coming together to clean up the environment can be powerful. We also added that you have to prepare when working with others.</p> <p>Student B: We use a bucket to clean up. Yes, but I think we still need to add about how they are working together. What can we use as evidence?</p> <p>Student A: (No turn taken) We can use the part of the visual text that shows all the kids working together in the same. This can support the idea that you must have a plan. By working together doing the same thing, you can clean up faster and move on to another job.</p> <p>Student B: (No turn taken) Let's come to a consensus. Young people can be powerful by coming together to clean up the environment. Working together can mean bringing the right tools to use and knowing how to distribute the work to make bigger changes.</p> <p>3. Refer to class revised Non-Model, have pairs read.</p>
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<p>PRACTICE</p> <p>Student Practice</p> <p>Lessons 11-12</p>  <p>ELD.PI.4.3 Ex ELD.PI.4.4 Ex ELD.PI.4.6 Ex ELD.PI.4.11 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>
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<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 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 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) Group 2 – Practice Constructive Conversation Skill Group 3 – Play NEGOTIATE Game with the same visual text Group 4 – Play NEGOTIATE Game with a new visual text</p>
<p>WRAP-UP</p>	<p>Review ELD Objective and Self-Evaluate Teacher will review ELD objective. <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> <p>Work with your conversation partner to do the following:</p> <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.4.1 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

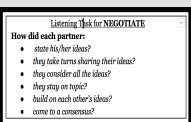
Display the Listening Task Poster and the Visual Text for Teacher Modeling.

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*



Teacher Modeling Lesson 13



ELD.PI.4.5 Ex
ELD.PI.4.6 Ex
ELD.PI.4.7 Ex

- *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**.

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 this text is that if politicians want to get elected they need to promote themselves. What is your idea? **CR**

Student B: An important idea from this text is that parades can be entertaining for the people in a town. **CR**

Student A: I think the politician is campaigning to get elected. I notice there is a hot air balloon with Mexican flags decorating it. I also notice initials on the hot air balloon. He is the person riding the balloon. How can you support your idea? **CL F**

Student B: I think the women, men and children wearing fancy clothes are part of the parade. There are also people wearing costumes. They are all providing the spectators with entertainment. What evidence do you have for your idea? **CL F**

Student A: I think the rest of the people are supporting the politician by bringing their own flags and by joining them in the campaign. What other evidence do you have for your claim? **F**

Student B: I agree with you that politicians need to promote themselves to get elected. I think they are using the parade to both entertain the bystanders and to promote their campaign. **F N**

Student A: I think that to get elected politicians need to campaign/advertise around the town. Can we come to an agreement? **N**


Student B: The important idea we came to a consensus on is that politicians can encourage people to vote for them by having a parade. **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: I notice the people in the street having fun. They are on a Halloween parade. What do you notice? (**No prompting of the other partner**)

<div data-bbox="89 170 277 289" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; margin: 0;">Listening Task for NEGOTIATE</p> <p style="margin: 0;">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 B: What I see happening in the visual text is people from a town posing for a picture.</p> <p>Student A: I notice costumes and people wearing gowns, suits and some wearing regular clothes. What do you notice? (Not citing evidence from text)</p> <p>Student B: People have hats and gowns. They look like they are going to a party and they are all standing waiting for the picture. (No prompting of the other partner)</p> <p>Student A: I know people are in costume. (Not addressing prompt)</p> <p>Student B: When it's Halloween I like to dress up. (Not addressing prompt)</p> <p>Student A: I see that people are just standing around and I see balloons.</p> <p>Student B: (No turn taken)</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>
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<p>PRACTICE</p> <p style="text-align: center;">Student Practice Lesson 13</p>  <p>ELD.PI.4.3 Ex ELD.PI.4.4 Ex ELD.PI.4.6 Ex ELD.PI.4.11 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>
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<p>FORMATIVE ASSESSMENT</p> <div data-bbox="89 1314 256 1398" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; margin: 0;">Listening Task for NEGOTIATE</p> <p style="margin: 0;">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>
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<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. The poster should have only prompt and response starters used by the students for the Constructive Conversation Skill NEGOTIATE:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • What do you think about...? • What is your opinion of...? • Do you agree? Why? </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • I think... • My opinion is... • I agree because... </td> </tr> </table>	<ul style="list-style-type: none"> • What do you think about...? • What is your opinion of...? • Do you agree? Why? 	<ul style="list-style-type: none"> • I think... • My opinion is... • I agree because...
<ul style="list-style-type: none"> • What do you think about...? • What is your opinion of...? • Do you agree? Why? 	<ul style="list-style-type: none"> • I think... • My opinion is... • I agree because... 		

	<ul style="list-style-type: none"> • Do you disagree? Why? • I disagree because...
DIFFERENTIATED INSTRUCTION	<p>Differentiated Instruction 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) Group 2 - Practice Constructive Conversation Skill Group 3 - Play NEGOTIATE Game 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. <p>Example:</p> <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 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*

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*

ELD.PI.4.1 Ex



and moves arms in balancing motion.)

**MODEL/
GUIDED
PRACTICE**

Review Constructive Conversation Skills FORTIFY and NEGOTIATE

Display the class-created Constructive Conversation Poster.

*You will add **FORTIFY** and **NEGOTIATE** to your Constructive Conversation Poster with your partner. Let's talk about the poster we constructed together.*

Review poster additions from Lessons 8 and 11.

Note: Poster is divided into labeled quadrants with **CREATE** and **CLARIFY** at top, **FORTIFY** and **NEGOTIATE** below and stick figure partner pairs showing Conversation Norms (see attached).

Ask:

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

*What does it sound like when we **FORTIFY** using the conversation norms?*

*What does it look like when we **FORTIFY** using the conversation norms?*

Students share with their partner.

Group share.

Students may create a tableau or act out a short skit to show what they know.

Teacher adds to class constructive conversation poster from student input.

Ask:

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

*What does it sound like when we **NEGOTIATE** using the conversation norms?*

*What does it look like when we **NEGOTIATE** using the conversation norms?*

Students share with their partner.

Group share.

Students may create a tableau or act out a short skit to show what they know.

Teacher adds to class Constructive Conversation Poster from student input.

PRACTICE

Partners Complete Constructive Conversation Poster

You will now complete your Constructive Conversation Poster with your partner.

*Include all you know about **FORTIFY**.*

*Include all you know about **NEGOTIATE**.*

Include all you know about Constructive Conversations.

Students write and illustrate to demonstrate their understanding. They may use resources such as Constructive Conversation Game cards to decorate and illustrate their poster.

<p>FORMATIVE ASSESSMENT</p> <div style="border: 1px solid black; padding: 2px;"> <p>Learning Tip to NEGOTIATE</p> <p>How did each partner...</p> <ul style="list-style-type: none"> • state his/her ideas? • stay on topic when 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 <u>Student Progress Form (SPF)-Constructive Conversation Language Sample</u> on the use of the Constructive Conversation Skills of FORTIFY and NEGOTIATE and the Conversation Norms to inform next steps.</p>
<p>WRAP-UP</p>	<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>

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.4.1 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.

