

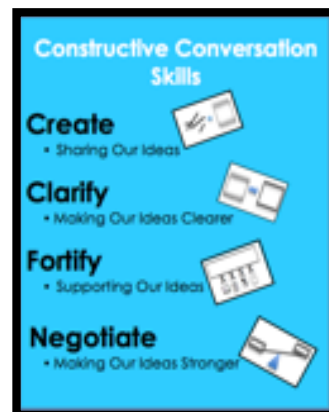


5th Grade

Start Smart 1.0

Revised

Lessons



Start Smart-Conversation Practices

Lesson 1

ELD OBJECTIVE

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

OPENING

ELD.PI.5.1 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**

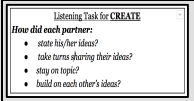

- **Say:** *One way to let your partner know you are listening is to focus on your partner. Another way to let your partner know that you are listening to them is to paraphrase what your partner said. This shows respectful listening and helps you understand your partner.*
- **Demonstration:** The teacher 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:**

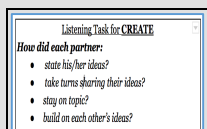
- **Teacher:** *Converse with your partner. Answer the following prompt: How did my partner and I demonstrate respectful listening and paraphrasing? After 1 minute, bring the students back to share-out.*
- **Targeted Response:** After the first speaker stopped talking, the teacher (other partner) paraphrases 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

	<p>partner's idea.</p> <p>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.) <i>To help us remember the skill that we are learning, we use a special phrase: "Sharing our ideas."</i></p>
<p>MODEL/ GUIDED PRACTICE</p> <p>ELD.PI.5.1. Ex ELD.PI.5.5. Ex ELD.PI.5.6. Ex ELD.PI.5.7. Ex</p>   <p>Teacher</p>	<p>Introduce the Listening Task Poster Teacher refers to the Listening Task Poster-CREATE and reads each step aloud. <i>While you are listening to my partner and me, listen for the following:</i></p> <div data-bbox="539 615 1214 886" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><u>Listening Task for CREATE</u></p> <p>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>Introduce Model and Non-Model Display the Visual Text for Teacher Modeling. <i>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.</i></p> <p>Ask for a previously selected volunteer to be your partner as you model a Constructive Conversation.</p> <ul style="list-style-type: none"> • Model using think time and pointing at key elements of the visual text before reading the script. • Teacher will also discuss how the following norms were used during the conversation: <ul style="list-style-type: none"> • <i>Use your think time</i> • <i>Use the language of the skill</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 do you notice in the visual text?</i></p> <p>Model:</p> <p>Student A: I notice people in a place where everything is destroyed. What do you notice? CR</p> <p>Student B: I notice a wrecked house. I notice a man going into the wrecked house. What do you notice? CR</p>

Modeling Lessons 1-2



- Student A:** I notice a lady with her hands out in front of her. What do you notice? **CR**
- Student B:** I notice the white house. It is leaning on its side. What do you notice? **CR**
- Student A:** I notice a girl holding a baby's hand. The baby is in the dirt. What do you notice? **CR**
- Student B:** I notice a car next to the dead tree. There is a pipe hanging from it. There is a suitcase under it. There is another tree with leaves behind it. What do you notice? **CR**
- Student A:** I notice a puddle and cracked mud and dirt everywhere. It is flat and yellow and brown everywhere. What do you notice? **CR**
- Student B:** It is a place where everything is thrown around. **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: Everything is destroyed. **(not using language of the skill; not prompting other partner)**

Student A: I notice a wrecked house. **(Student takes two turns)**

Student B: I notice a lady. **(not prompting other partner)**

Student B: The baby is in the dirt. **(not using language of the skill; not prompting other partner; student takes two turns)**



Student A: I notice a car. **(not prompting other partner)**

Student B: I notice the white house. What do you notice?

Student A: I notice a puddle. **(not using language of the skill; not prompting other partner; student takes two turns)**

Student B: Everything is thrown around. **(not using language of the skill; not prompting other partner)**

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

	<p>Poster to guide students through an analysis of what makes this a Non-Model Constructive Conversation for the skill of CREATE. Teacher will also discuss how the following norms were used during the conversation:</p> <ul style="list-style-type: none"> • <i>Use your think time</i> • <i>Use the language of the skill</i>
<p>PRACTICE</p> <p>Student Practice Lessons 1-2</p>  <p>ELD.PI.5.3 Ex ELD.PI.5.4 Ex ELD.PI.5.6 Ex</p>	<p>Constructive Conversation Game</p> <p><i>You are now going to have the opportunity to practice the Constructive Conversation Skill CREATE while playing a game.</i></p> <p>Explain the rules of the Constructive Conversation Game to students.</p> <p>Rules of the game:</p> <ol style="list-style-type: none"> 1. Each student will have four CREATE cards. 2. Each student will play one card as they share their CREATE ideas, in pairs. They will continue taking turns until all cards are placed in the middle. 3. If you're done early, repeat the process for an additional round. <p>As the students play the game, the teacher listens and selects two students who will replay the game in front of the class to serve as models.</p> <p><i>You will respond to the following prompt: What do you notice in the visual text?</i></p>
<p>FORMATIVE ASSESSMENT</p> 	<p>Student Progress Form (SPF)- Constructive Conversation Language Sample</p> <p>The teacher will collect a language sample from the two students on the Student Progress Form (SPF)- Constructive Conversation Language Sample to be used in Lesson 2. The language sample must be at least four turns in length. (Each turn includes both Partner A and B sharing)</p> <p>Note: The language sample collected will be used as the Non-Model to be revised in Lesson 2.</p>
<p>WRAP-UP</p>	<p>Review ELD Objective and Self-Evaluate</p> <p>Teacher will review ELD objective.</p> <p><i>Today we engaged in a Constructive Conversation using the Constructive Conversation Skill- CREATE. We took turns and shared ideas based on a visual text.</i></p> <p>Teacher will ask students the following:</p> <ul style="list-style-type: none"> • <i>How did we meet today's objective of using the Constructive Conversation Skill of CREATE?</i> • <i>How did you:</i> <ul style="list-style-type: none"> ▪ <i>Use your think time</i> ▪ <i>Use the language of the skill</i> • <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 2

ELD OBJECTIVE

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

OPENING

Today we are going to review the Constructive Conversation Skill-**CREATE**. When we create, we say what we notice about something.

Conversation Norms Poster

Let's review the Conversation Norms Poster.

1. Use your think time
2. Use the language of the skill
3. Use your conversation voice
4. Listen respectfully
5. Take turns and build on each other's ideas

Today, we will focus on:

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

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

Review Hand Gesture and Phrase-CREATE

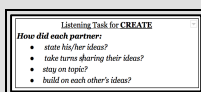
Review hand gesture for **CREATE** (teacher places her/his hands over her/his head and opens and closes his/her hands as if an idea is coming out of his/her head.)

We use this gesture to show when we have a new idea. To help us remember the skill we are practicing, we use the corresponding phrase: "Sharing our ideas."

ELD.PI.5.1 Ex



PROMPT/RESPONSE STARTERS



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


Today I am going to model the Constructive Conversation Skill-**CREATE** using these prompt and response starters. They will help us to communicate our ideas clearly. Have students round robin or chorally read previously charted prompt and response starters:


Prompt starters:

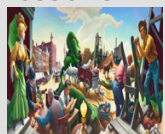

1. What do you notice?
2. What do you think?
3. What is your idea?


Response starters:

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

<p>MODEL</p> <p>Teacher Model</p> <p>Lessons 11-12</p>  <p>ELD.PI.5.6 Ex ELD.PI.5.7 Ex</p> <div data-bbox="115 1392 313 1514"> <p>Listening Task for CREATE</p> <p>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 people in a place where everything is destroyed. What do you notice? CR</p> <p>Student B: I notice a wrecked house. I notice a man going into the wrecked house. What do you notice? CR</p> <p>Student A: I notice a lady with her hands out in front of her. What do you notice? CR</p> <p>Student B: I notice the white house. It is leaning on its side. What do you notice? CR</p> <p>Student A: I notice a girl holding a baby's hand. The baby is in the dirt. What do you notice? CR</p> <p>Student B: I notice a car next to the dead tree. There is a pipe hanging from it. There is a suitcase under it. There is another tree with leaves behind it. What do you notice? CR</p> <p>Student A: I notice a puddle and cracked mud and dirt everywhere. It is flat and yellow and brown everywhere. What do you notice? CR</p> <p>Student B: It is a place where everything is thrown around. 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>CR=Create CL=Clarify F=Fortify N=Negotiate Underline=language of the skill</p>
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	<p>Let's look at the <u>Model Script</u> to find evidence of the skills of CREATE. How are we using the visual text to guide our conversation? Read it to yourself as I read it aloud. Let's look at the first set of turns.</p> <p>Example of Think-Aloud:</p> <p>Student A: I notice people in a place where everything is destroyed. CR What do you notice? CR</p> <p>Student B: I notice a wrecked house. I notice a man going into the wrecked house. CR What do you notice? CR</p> <p>Student A: I notice a lady with her hands out in front of her. CR What do you notice? CR</p> <p>Student B: I notice the white house. It is leaning on its side. CR What do you notice? CR</p> <p>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.</p>
<p>GUIDED PRACTICE</p> <p>Teacher Modeling Lessons 1-2</p>  <p>ELD.PI.5.2 Ex ELD.PI.5.6 Ex ELD.PI.5.7 Ex</p>	<p>Review Non-Model</p> <p>Teacher displays or distributes the <u>Non-Model Script</u> from Lesson 1.</p> <ol style="list-style-type: none"> Let's look at the <u>Non-Model Script</u>. How can we improve this Constructive Conversation? This was our prompt, "<u>What is happening in the visual text?</u>" Here's the visual text. Read it to yourself as I read it aloud. Think about the prompt and the language of the Constructive Conversation Skill CREATE. <p>Teacher will use questions and the <u>Listening Task Poster</u> to guide students through an analysis of what makes this a Non-Model Constructive Conversation for the skill of CREATE. See possible responses below.</p> <ul style="list-style-type: none"> No, they did not take turns sharing their ideas because partner A spoke two times in a row, without letting partner B take a turn At first, they responded to the prompt, but towards the end they went off topic They did not build on each other's ideas <ol style="list-style-type: none"> Teacher along with students revise the text on chart paper or document reader. <p><u>Non-Model</u></p> <p>Student A: Everything is destroyed. (not using language of the skill; not prompting other partner)</p> <p>Student A: I notice a wrecked house. (Student takes two turns)</p> <p>Student B: I notice a lady. (not prompting other partner)</p> <p>Student B: The baby is in the dirt. (not using language of the skill; not prompting other partner; student takes two turns)</p>

	<p>Student A: I notice a car. (not prompting other partner)</p> <p>Student B: I notice the white house. What do you notice?</p> <p>Student A: I notice a puddle. (not using language of the skill; not prompting other partner; student takes two turns)</p> <p>Student B: Everything is thrown around. (not using language of the skill; not prompting other partner)</p> <p>Revised* Non-Model: *text indicates what the teacher should cross out as the text is being revised. Bold indicates language revised.</p> <p>Student A I notice that everything is destroyed. What do you notice?</p> <p>Student B I notice a wrecked house. The man is looking in the house. What do you notice?</p> <p>Student A I notice a lady. She is putting out her hand and seems to be looking at the house. What do you notice?</p> <p>Student B I notice the girl is pulling the babyis in from the dirt. What do you notice?</p> <p>Student A I notice a car. It is under the tree without leaves. There is a pipe in the tree. What do you notice?</p> <p>Student B I notice the white house it is on its side. What do you notice?</p> <p>Student A I notice a puddle in some cracked mud. What do you notice?</p> <p>Student B I notice that everything is thrown around.</p> <p>3. Refer to class revised Non-Model, have pairs read.</p>
<p>PRACTICE Student Practice Lessons 1-2</p>  <p>ELD.PI.5.3 Ex ELD.PI.5.4 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>

FORMATIVE ASSESSMENT 	Student Progress Form (SPF)- Constructive Conversation Language Sample Teacher will focus on 2-4 students to progress monitor using the <u>Student Progress Form (SPF)-Constructive Conversation Language Sample</u> on the use of the Constructive Conversation Skill of CREATE and the Conversation Norms to inform next steps.
DIFFERENTIATED INSTRUCTION	Differentiated Instruction Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size. Group 1 – Teacher Group (review <u>CREATE Game</u>) Group 2 – Practice Constructive Conversation Skill Group 3 – Play <u>CREATE Game</u> with the same visual text Group 4 – Play <u>CREATE Game</u> with a new visual text
WRAP-UP	Review ELD Objective and Self-Evaluate Teacher will review ELD objective. <i>Today we revised a CREATE Non-Model Constructive Conversation. We took turns and shared ideas based on a visual text.</i> Teacher asks students the following: <ul style="list-style-type: none"> • <i>How did we meet today's objective of using the Constructive Conversation Skill of CREATE?</i> • <i>How did you:</i> <ul style="list-style-type: none"> ○ <i>use the language of the skill</i> ○ <i>use your conversation voice</i> • <i>Work with your conversation partner to do the following:</i> <ul style="list-style-type: none"> ○ <i>Identify three things that you did to meet today's objective</i> ○ <i>Share and explain the three things to your partner</i> Teacher calls on three students and they tell the class what was done today.

Start Smart-Conversation Practices

Lesson 3

ELD OBJECTIVE

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

OPENING

Today we are going to practice the Constructive Conversation Skill **CREATE**. When we observe or read something new we have many thoughts and ideas. As we engage in a **CREATE** conversation, our job as speakers is to create and take ownership of our ideas. As listeners our role is to value and foster the same or different ideas that we hear.

Conversation Norms Poster

Let's chorally read the Conversation Norms Poster.

ELD.PI.5.1 Ex



1. *Use your think time*
2. *Use the language of the skill*
3. *Use your conversation voice*
4. *Listen respectfully*
5. *Take turns and build on each other's ideas*

Today, we will focus on:

- *Listen respectfully*
- *Take turns and build on each other's ideas*

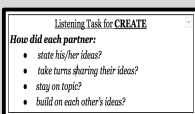
Explain and give examples for both. Ask for student volunteers to model the two norms.

MODEL/ GUIDED PRACTICE

ELD.PI.5.5 Ex

ELD.PI.5.6 Ex

ELD.PI.5.7 Ex



Model and Non-Model

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

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

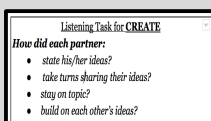
Ask for a previously selected volunteer to be your partner as you model a Constructive Conversation.

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

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

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

Teacher Modeling-Lesson 3



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

Model:



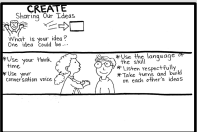
- Student A:** I notice the men are building cars while the people watch. What do you notice? **CR**
- Student B:** I notice there are two groups of workers. **CR**
- Student A:** I notice that there are four workers on the left. They are wearing glasses. The man with the baseball cap is using a hammer. One person is holding a pipe. What do you notice? **CR**
- Student B:** I notice that there is another group of men on the right. They are bent down working on the car. What do you notice? **CR**
- Student A:** I notice that they are holding the steering wheel. There is a hook holding the car. There are tires hanging. What do you notice? **CR**
- Student B:** I notice the other people are standing and watching the workers. They are wearing their dress up clothes. What do you notice? **CR**
- Student A:** I notice there are two little boys watching, too. What do you notice? **CR**
- Student B:** I notice the men are building the cars while the other people stand and watch. **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:** There are workers. The people are watching. **(not using language of the skill; not prompting other partner)**
- Student A:** There are two groups. **(not taking turns)**
- Student A:** I notice that there are four workers. There are glasses. The man is using a hammer. **(not prompting other partner)**
- Student B:** I notice that there is another group. They are working. **(not prompting other partner)**
- Student A:** I notice the steering wheel. There are tires. **(not prompting other partner)**
- Student B:** I notice the other people. **(not prompting other partner)**
- Student A:** I notice there are two little boys. **(not prompting other partner)**
- Student B:** I notice the men are building the cars.

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.5.3 Ex ELD.PI.5.4 Ex ELD.PI.5.6 Ex</p>	<p>Constructive Conversation Game</p> <p>Teacher organizes students into groups of four.</p> <p>Display Visual text for Student Practice-Lesson 3. Prompt: <i>What do you notice in the visual text?</i></p> <p><i>You are now going to have the opportunity to practice the Constructive Conversation Skill of CREATE while playing a game.</i></p> <p>Remind students of the rules of the Constructive Conversation Game.</p> <p>Rules of the game: Each student will have four CREATE cards. Each student will play one card as they share their CREATE ideas. They will continue taking turns until all cards are placed in the middle. If the group is done early, repeat the process for an additional round.</p> <p>As the students play the game, the teacher listens and selects two students who will replay the game in front of the class to serve as models.</p> <p>Teacher selects two students to share in front of the class.</p>
<p>FORMATIVE ASSESSMENT</p> 	<p>Student Progress Form (SPF)- Constructive Conversation Language Sample</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 CREATE and the Conversation Norms to inform next steps.</p>
<p>PRACTICE</p> 	<p>Constructive Conversation Poster</p> <p>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</p> <p>Based on formative assessment data, organize students by language performance level. There may be 3-4 groups depending on classroom size.</p> <p>Group 1 – Teacher Group (review CREATE Game) Group 2 – Practice Constructive Conversation Skill Group 3 – Play CREATE Game Group 4 – Practice the Model Constructive Conversation</p>

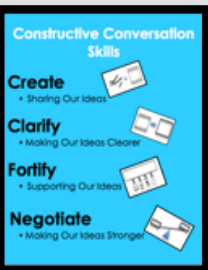
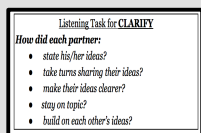
WRAP-UP

Self-Assess

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

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

ELD.PI.5.1 Ex
ELD.PI.5.5 Ex
ELD.PI.5.6 Ex
ELD.PI.5.7 Ex



Teacher Modeling-Lesson 4



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 people in a place where everything is destroyed and wrecked. What can you add? | CL |
| Student B: | I notice a wrecked house. I notice a man looking in the wrecked house. Tell me more. | CL |
| Student A: | I notice that the house is missing a corner and is leaning over. Tell me more about the man and the wrecked house. | CL |
| Student B: | I notice the man is putting his hand on the wall as he looks in the opening. The house does not have a roof. I notice the sky through the top window. The house is leaning to the side that is missing the wall. What can you add? | CL |
| Student A: | I notice a lady standing in front of the house with her hands out in front of her. | CL |
| Student B: | It looks like she is asking for something. What else can you add about the lady and what she is doing? | CL |
| Student A: | I notice that she is turned toward the house and the man. She is leaning toward them. What can you add? | CL |

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?

Student B: I notice a girl holding a baby's hand. The baby is in the dirt. It looks like she is helping the baby get to get up. Tell me more. **CL**

Student A: I notice an old car next to the dead tree. The car's hood is open. **CL**
There is a board on top of it. There is a pipe hanging from the tree. There is a suitcase that is sitting sideways under it. There is another tree with leaves behind it, but one branch is hanging down like it is broken. What details can you add?

Student B: I notice a puddle and cracked mud and dirt everywhere. There is a board thrown on the ground and a white pole under it. I notice that around the houses, it looks like a desert. It is flat and yellow and brown everywhere. Tell me more. **CL**

Student A: It is a place where everything is thrown around. **CR**

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: Everything is destroyed and wrecked. **(not prompting other partner)**

Student B: I notice a lady standing. **(not prompting other partner)**

Student A: I notice a wrecked house. What do you notice?

Student B: Tell me more. **(not using language of the skill to create an idea)**

Student A: It does not have a roof. I notice the sky. The house is leaning. **(not**

Student B: What else can you add about the lady? **(Student does not use response starter)**

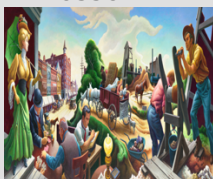

Student A: She is leaning over. **(not prompting other partner; not using details to provide clarification)**

Student B: The baby is in the dirt. What do you notice? **(not using details to provide clarification)**

Student A: I notice an old car. There is a board. There is a pipe. There is a suitcase. What do you notice?

Student B: I notice a puddle. Around the houses, it looks like a desert. What do you notice?

Student A: Everything is thrown around.

	Teacher will use questions and the Listening Task Poster to guide students through an analysis of what makes this a Non-Model Constructive Conversation for the skill of CLARIFY .
PRACTICE Student Practice- Lesson 4  ELD.PI.5.3 Ex ELD.PI.5.4 Ex	Constructive Conversation Game <i>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.</i> Explain the rules of the Constructive Conversation Game to students. <i>Rules of the game:</i> <ol style="list-style-type: none"> 1. Each student will have 3 CREATE and 3 CLARIFY cards. 2. Each student will play a card as they share an idea. They will continue taking turns until all cards are placed in the middle. 3. If you're done early, repeat the game. As the students play the game, the teacher listens and selects two students who will replay the game in front of the class to serve as models.
FORMATIVE ASSESSMENT 	Student Progress Form (SPF)- Constructive Conversation Language Sample The teacher will collect a language sample from the two students on the Student Progress Form (SPF)-Constructive Conversation Language Sample to be used for Lesson 5. The language sample must be at least four turns in length. Note: The language sample will be the Non-Model revised in Lesson 5.
WRAP-UP	Review ELD Objective and Self-Evaluate Teacher will review ELD objective. <i>Today, we engaged in a Constructive Conversation using the Constructive Conversation Skill CLARIFY. We took turns, shared ideas and made our ideas clearer based on a visual text.</i> Teacher will ask students, <ul style="list-style-type: none"> • <i>How did we meet today's objective of using the conversation skill of CLARIFY?</i> • <i>How did you:</i> <ul style="list-style-type: none"> ○ <i>use your think time</i> ○ <i>use the language of the skill</i> • <i>Work with your conversation partner to do the following:</i> <ul style="list-style-type: none"> ○ <i>Identify three things that you did to meet today's objective</i> ○ <i>Share and explain the three things to your partner</i> Teacher calls on three students and they tell the class what was done today.

Start Smart-Conversation Practices

Lesson 5

ELD OBJECTIVE

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

OPENING

*Today, we are going to review the Constructive Conversation Skill **CLARIFY**. When we clarify, we explain, ask questions and make our ideas clearer.*

Conversation Norms Poster

Let's review the Conversation Norms Poster.

ELD.PI.5.1 Ex



1. Use your think time
2. Use the language of the skill
3. Use your conversation voice
4. Listen respectfully.
5. Take turns and build on each other's ideas

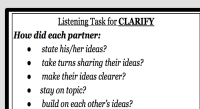
Today, we will focus on:

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

Review Hand Gesture and Phrase-CLARIFY

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

PROMPT/RESPONSE STARTERS



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

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

*Today I am going to model using the Constructive Conversation Skill **CLARIFY** using these prompt and response starters. They will help us to communicate and explain our ideas clearly. Have students round robin or chorally read previously charted prompt and response starters:*

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

	<p>Student B: I notice a puddle and cracked mud and dirt everywhere. There is a board thrown on the ground and a white pole under it. I notice that around the houses, it looks like a desert. It is flat and yellow and brown everywhere. Tell me more. CL</p> <p>Student A: It is a place where everything is thrown around. 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 CLARIFY.</p> <p>Understanding the Skill: CREATE and CLARIFY</p> <p>Teacher displays or distributes the Model Script from Lesson 4.</p> <p><i>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.</i></p> <p>Example of Think-Aloud:</p> <p>Student A: <u>I notice</u> people in a place where everything is <u>destroyed and wrecked</u>. CL What can you add? CL</p> <p>Student B: <u>I notice</u> a wrecked house. I notice a <u>man looking in the wrecked house</u>. CL Tell me more. CL</p> <p>Student A: <u>I notice</u> that the house is <u>missing a corner and is leaning over</u>. CL Tell me more about the man and the wrecked house. CL</p> <p><i>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 CL (Write CL next to the response.) I also notice that Student B is using the language of the skill to ask a CLARIFY question to get more details, so I will label it with CL (Write CL next to the response and underline as noted above). Student A responds with the language of the skill CLARIFY (underline as noted above). Also, they add more details - based on what they notice in the visual text and ask a CLARIFY question. (underline as noted above).</i></p> <p>Teacher prompts student pairs to go through the same process with the rest of the Model Conversation. Students may share their responses in a whole group discussion led by the teacher.</p>
<p>GUIDED PRACTICE</p> <p>ELD.PI.5.2 Ex ELD.PI.5.6 Ex ELD.PI.5.7 Ex</p>	<p>Review Non-Model</p> <p>Teacher displays or distributes the Non-Model Script from Lesson 4.</p> <p>1. <i>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.</i></p>

Teacher Modeling-Lesson 4-5



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

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

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

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

Non-Model:

Student A: Everything is destroyed and wrecked. **(not prompting other partner)**

Student B: I notice a lady standing. **(not prompting other partner)**

Student A: I notice a wrecked house. What do you notice?

Student B: Tell me more. **(not using language of the skill to create an idea)**

Student A: It does not have a roof. I notice the sky. The house is leaning. **(not using**

Student B: What else can you add about the lady? **(Student does not use response starter)**

Student A: She is leaning over. **(not prompting other partner; not using details to provide clarification)**

Student B: The baby is in the dirt. What do you notice? **(not using details to provide clarification)**

Student A: I notice an old car. There is a board. There is a pipe. There is a suitcase. What do you notice?

Student B: I notice a puddle. Around the houses, it looks like a desert. What do you notice?

Student A: Everything is thrown around.

Revised* Non-Model

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

Bold indicates language revised.

Revised Non-Model:

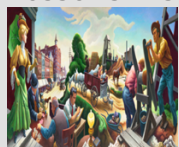
Student A: I notice that everything is destroyed and wrecked.

Student B: I notice a lady standing. She has her hands in front of her like she is asking for something. She is turned toward the house.

- Student A:** I notice a wrecked house. What do you notice?
- Student B:** **I notice the wrecked house is on its side. Tell me more about the wrecked house.**
- Student A:** ~~It~~**The house** does not have a roof. I notice the sky **through the second story window**. The house is leaning **over and is missing a wall**.
- Student B:** What else can you add about the lady?
- Student A:** She is leaning over **towards the house. It looks like she is looking at the man who is looking inside the house.**
- Student B:** **I notice that the girl is pulling the baby from** ~~is in~~ the dirt. What do you notice **about the car**
- Student A:** I notice ~~an~~ **that the old car has its hood open**. There is a board **on top of it. It is under a dead tree**. There is a pipe **hanging from the tree**. There is a suitcase **under the tree**. What do you notice?
- Student B:** I notice a puddle **in cracked mud**. Around the houses, it looks like a desert **with yellow and brown mud everywhere and no trees**. What do you notice?
- Student A:** **I notice that the people are in a place where** everything is thrown around and destroyed and wrecked.

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

PRACTICE Student Practice Lessons 4-5



ELD.PI.5.3 Ex
ELD.PI.5.4 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	<p>Differentiated Instruction</p> <p>Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size.</p> <p>Group 1 - Teacher Group (review <u>CLARIFY Game</u>)</p> <p>Group 2 - Practice Constructive Conversation Skill</p> <p>Group 3 – Play <u>CLARIFY Game</u> with the same visual text</p> <p>Group 4 – Play <u>CLARIFY Game</u> with a new visual text</p>
WRAP-UP	<p>Review ELD Objective and Self-Evaluate</p> <p>Teacher will review ELD objective.</p> <p><i>Today we revised a CLARIFY Non-Model Constructive Conversation. We took turns and shared and explained our ideas based on a visual text.</i></p> <p>Teacher asks students the following:</p> <ul style="list-style-type: none"> • <i>How did we meet today's objective of using the Constructive Conversation Skill of CLARIFY?</i> • <i>How did you:</i> <ul style="list-style-type: none"> ○ <i>Use the language of the skill</i> ○ <i>Use your conversation voice</i> • <i>Work with your conversation partner to do the following:</i> <ul style="list-style-type: none"> ○ <i>Identify three things that you did to meet today's objective</i> ○ <i>Share and explain the three things to your partner</i> <p>Teacher calls on three students and they tell the class what was done today.</p>

Start Smart-Conversation Practices

Lesson 6

ELD OBJECTIVE

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

OPENING

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

Conversation Norms Poster

Let's chorally read the Conversation Norms Poster

1. *Use your think time*
2. *Use the language of the skill*
3. *Use your conversation voice*
4. *Listen respectfully*
5. *Take turns and build on each other's ideas*

Today, we will focus on:

- *Listening respectfully*
- *Take turns and build on each other's ideas*

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

ELD.PI.5.1 Ex



MODEL/ GUIDED PRACTICE

Model and Non-Model

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

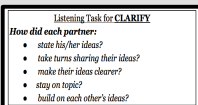
*To model what a Constructive Conversation looks like we are going to use the visual text and the Listening Task Poster and address the following prompt: **What do you notice in the visual text? Provide details.** As we look at the visual text we will share our own ideas and **CLARIFY**.*

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

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

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:

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



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 the workers are building cars while the people stand and watch. **CR**

Student B: I notice there are two groups of workers. Four are working together on the left. There are four on the right. **CR**

Student A: I notice that the workers on the right are bent down over the cars. Tell me more about the workers on the left. **CL**

Student B: I notice that they are wearing glasses to protect their eyes. The man with the baseball cap is swinging a big hammer. One man is wearing a hat that says, "We want." Another person is holding a giant silver pipe. What can you add about the other workers on the other side? **CL**

Student A: I notice that they are holding the steering wheel. There is a hook on the pulley holding the car chassis. There are tires hanging from the conveyor belt. What do you notice about the people who are watching? **CL**

Student B: The other people are standing and looking at the workers. There are men and women. **CL**

Student A: Tell me more about the people watching and what they are doing. **CL**

Student B: I notice that the adults are wearing their dress up clothes and hats. They seem to be standing still. The two little boys are hanging over the wall. They appear to be looking at the workers. I notice the men are working hard building the cars while the other people stand and watch. **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: There are workers building cars. The people are watching. **(not using language of the skill; not prompting other partner)**



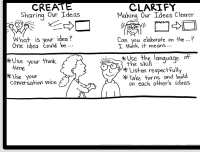
Student B: Tell me more. **(student does not build on an idea)**

Student A: There are two groups of workers. **(not using language of the skill; not prompting other partner; not providing details from the text to clarify ideas)**

Student B: I notice that there are four workers on the left. There are glasses. The man is using a hammer. **(not prompting other partner; not providing details the text to clarify ideas)**

Student A: I notice that there is another group. They are working on the car. **(not prompting other partner)**


Student B: I notice the workers are holding the steering wheel. There are tires. **(not**

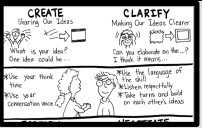
	<p style="text-align: center;">prompting other partner)</p> <p>Student A: I notice there are lots of people and two little boys watching.</p> <p>Student B: I notice the men are building the cars.</p> <p>Teacher will use questions and Listening Task Poster to guide students through an analysis of what makes this a Non-Model Constructive Conversation for the skill of CLARIFY.</p>
<p>PRACTICE</p> <p>Student Practice Lesson 6</p>  <p>ELD.PI.5.3 Ex ELD.PI.5.4 Ex ELD.PI.5.6 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.</p> <p>Prompt: What do you notice in the visual text? Provide details.</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:</p> <p>Each student will have three CREATE and three CLARIFY cards.</p> <p>Each student will play one card as they share their CREATE or CLARIFY ideas, in pairs.</p> <p>They will continue taking turns until all cards are placed in the middle.</p> <p>If the group is done early, repeat the process for an additional round.</p> <p>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.</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</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>The poster should have only prompt and response starters used by the students for the Constructive Conversation Skill CLARIFY:</p> <ul style="list-style-type: none"> • What do you notice? • What does this mean? • What do you mean by...? • I notice that... • I think it means... • I mean that ...

	<ul style="list-style-type: none"> • Tell me more about... • In other words, ...
DIFFERENTIATED INSTRUCTION	<p>Differentiated Instruction</p> <p>Based on the formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size.</p> <p>Group 1 – Teacher Group (review CLARIFY Game)</p> <p>Group 2 – Practice Constructive Conversation Skill</p> <p>Group 3 – Play CLARIFY Game</p> <p>Group 4 – Practice the model that was presented in Lesson 6</p>
WRAP-UP	<p>Teacher will review the Constructive Conversation Skill CLARIFY.</p> <ul style="list-style-type: none"> • <i>The Constructive Conversation Skill CLARIFY allows us to create and explain our own ideas while engaging in a Constructive Conversation.</i> • <i>Reflect on your ability to use the Constructive Conversation Skill CLARIFY. In the past few lessons we used various visual texts and sentence starters to help us share and support our ideas.</i> • Students will self-assess answering the prompt: <i>On a scale from 1 to 5 (refer students to poster) how would you rate yourself using the Constructive Conversation Skill CLARIFY?</i> <ol style="list-style-type: none"> 1 - I am still learning the Constructive Conversation Skill 2 - I need more practice using the Constructive Conversation Skill 3 - I understand but need more practice using the Constructive Conversation Skill 4 - I understand but I am not yet ready to explain the Constructive Conversation Skill 5 - I understand and can explain the Constructive Conversation Skill <p>Teacher will select a student to share out.</p> <ul style="list-style-type: none"> ○ 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 7

ELD OBJECTIVE	Students will understand the Constructive Conversation Skills CREATE and CLARIFY , by discussing them in order to make a Constructive Conversation Skills poster with their conversation partner to present to another partner pair.
<div data-bbox="66 493 292 865"> OPENING </div> <div data-bbox="66 873 292 1176"> ELD.PI.5.1 Ex  </div>	<p><i>Today we are going to review the first two Constructive Conversation Skills. We will make posters to show what we know about the Constructive Conversation Skills CREATE and CLARIFY. When we CREATE, we say what we think or notice about something. We share our ideas. When we CLARIFY, we make our ideas clearer.</i></p> <p>Conversation Norms Poster</p> <p><i>First, we will review our Conversation Norms to make sure we use our listening and speaking skills well. Let's look at our <u>Conversation Norms Poster</u> to remind us how we use our skills.</i></p> <ol style="list-style-type: none"> 1. Use your think time 2. Use the language of the skill 3. Use your conversation voice 4. Listen respectfully 5. Take turns and build on each other's ideas <p><i>For each Conversation Norm, ask students to read and explain by providing examples. Ask for student volunteers to model each norm.</i></p> <p>Review Hand Gestures and Phrases-CREATE and CLARIFY</p> <p><i>Now we will review what we know about the Constructive Conversation Skills of CREATE and CLARIFY.</i></p> <p><i>Review hand gesture for CREATE (teacher places her hands over her head and opens and closes his/her hands as if an idea is coming out of his/her head.) We use this gesture to show when we create a new idea. To help us remember CREATE, we use a special phrase: "Sharing our ideas."</i></p> <p><i>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 ideas clearer. To help us remember CLARIFY, we use the phrase: "Making our ideas clearer".</i></p>
MODEL/ GUIDED PRACTICE	<p>Teacher Models Making the Constructive Conversation Poster</p> <p><i>You will make a Constructive Conversation Poster for CREATE and CLARIFY with your partner. Let's talk about the poster we constructed together.</i></p> <p><i>Review class Constructive Conversation Poster from Lessons 3 and 6.</i></p> <p><i>Ask:</i></p> <p><i>What do we need to remember about CREATE?</i></p> <p><i>What does it <u>sound</u> like when we CREATE using the Conversation Norms?</i></p> <p><i>What does it <u>look</u> like when we CREATE using the Conversation Norms?</i></p>

	<p>Students share with their partner. Group share. Students may create a tableau or act out a short skit to show what they know. Teacher adds to class constructive conversation poster based on student input.</p> <p>Ask: <i>What do we need to remember about CLARIFY?</i> <i>What does it <u>sound</u> like when we CLARIFY using the Conversation Norms?</i> <i>What does it <u>look</u> like when we CLARIFY using the Conversation Norms?</i></p> <p>Students share with their partner. Group share. Students may create a tableau or act out a short skit to show what they know. Teacher adds to class constructive conversation poster based on student input.</p>
<p>PRACTICE</p>	<p>Students Make Constructive Conversation Poster <i>You will now make your own Constructive Conversation Poster with your partner. Identify what you know about CREATE. Identify what you know about CLARIFY. Decide how to represent what you know about the Constructive Conversation Norms and skills with your partner to put on your poster.</i></p> <p>Students illustrate and write dialogue to demonstrate their understanding.</p> <p>Partner Pairs Present to each other Teacher models sharing the class poster.</p> <p><i>Meet with another partner pair to present your information. Share your poster.</i> If time permits, have partner pairs share with additional partner pair.</p> <p>Whole Group Share Out Teacher selects one pair to share with the whole class.</p>
<p>WRAP-UP</p>	<p>Review ELD Objective and Self-Evaluate Teacher will review ELD objective. Teacher will ask students,</p> <ul style="list-style-type: none"> • <i>How did we meet today's objective of discussing the Constructive Conversation Skills of CREATE and CLARIFY and making a poster?</i> • <i>Work with your conversation partner.</i> <ul style="list-style-type: none"> ○ <i>Identify three things that you did to meet today's objective</i> ○ <i>Share and explain the three things to your partner</i> <p>Teacher calls on three students and they tell the class what was done today.</p>

Start Smart- Conversation Practices

Lesson 8

ELD OBJECTIVE

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

OPENING

*Today we are going to be introduced to the Constructive Conversation Skill that will help us communicate and support our ideas with evidence. That Constructive Conversation Skill is **FORTIFY**. When we **FORTIFY** we say what we think and support it with evidence from the text. We have also established Conversation Norms to ensure good listening and speaking skills.*

ELD.PI.5.1 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 will use 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

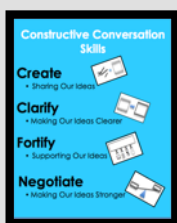
Teacher refers to Listening Task Poster –FORTIFY and reads each step aloud. *While you are listening to my partner and me, listen for the following:*

Listening Task for FORTIFY

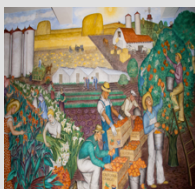
How did each partner:

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

ELD.PI.5.1 Ex ELD.PI.5.5 Ex



Teacher Modeling Lessons 8 & 9



ELD.PI.5.5 Ex
ELD.PI.5.6 Ex
ELD.PI.5.7 Ex
ELD.PI.5.11 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: | I think what is happening is that the farm workers in California are harvesting crops. What do you think is happening in the visual text? | CR |
| Student B: | I think what is happening is that the all the workers on the farm are doing their specific job. What can you add to your claim? | CR |
| Student A: | I notice that there are six people picking flowers from the flowerbed and there are seven people picking oranges from the trees. They are in California because the crate says “California Oranges.” What evidence can you use to support your claim? | F |
| Student B: | I notice that the people you just talked about have specific jobs. Some are picking the farm products and others are collecting them. For example, the men in front are picking the oranges and putting them in small buckets. Another man is dumping a large bucket into the crates. One man is carrying crates. And the man in front appears to be checking the oranges. What evidence can you use to support your claim? | F |
| Student A: | They are gathering flowers. There are four women in in the flowerbed picking flowers with their hands. It also seems that the two women in the back are waiting to collect the flowers. What can you add to your claim? | F |
| Student B: | I agree with you that they are picking flowers. I notice that the women are harvesting either red or white flowers and the two women in the brown dresses are waiting and collecting them because they have specific jobs, too. Now what do you think is happening in the visual text? | 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?

Student A: I think what is happening is that the farm workers in California are harvesting fruit and flowers by working together. What do you think is happening in the visual text? **CR**

Student B: I think what is happening is that each farm worker is doing their specific job that depends on the crop that they are harvesting. **CR**

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

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

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 workers are doing their job. What is happening? **(not making a claim using language of the skill; not prompting other partner)**

Student B: The farm workers are harvesting. What claim? **(not using evidence from the visual text)**

Student A: The people in the text have jobs. Some are picking the farm products and others are collecting them. The men in front are picking the oranges. A man is dumping a large bucket. What evidence can you use?

Student B: There are six people picking. They are in California. What evidence can you use? **(not using evidence from the visual text)**

Student A: They are harvesting flowers. I notice that the women are harvesting either red or white flowers. **(not prompting partner to continue conversation)**



Student B: There are four women in in the flowerbed. **(not using language of the skill;)**

Student A: Each farm worker is doing his specific job. Now what is happening?

Student B: The farm workers in California are harvesting.

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**.




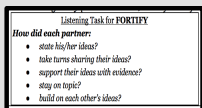
<p>PRACTICE</p> <p>Student Practice Lessons 8-9</p>  <p>ELD.PI.5.3 Ex ELD.PI.5.4 Ex ELD.PI.5.6 Ex ELD.PI.5.7 Ex ELD.PI.5.11 Ex</p>	<p>Constructive Conversation Game</p> <p><i>You are now going to have the opportunity to practice the Constructive Conversation Skill FORTIFY while playing a game. Explain the rules of the Constructive Conversation Game 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 Student Progress Form (SPF)-Constructive Conversation Language Sample to be used in Lesson 9. The language sample from two students must be at least four turns in length.</p> <p>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>

Start Smart-Conversation Practices

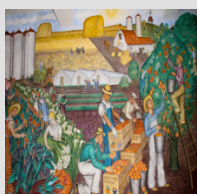
Lesson 9

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

<p>MODEL</p> <p>ELD.PI.5.6 Ex ELD.PI.5.7 Ex</p> <p>Teacher Modeling Lessons 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: I think what is happening is that the farm workers in California are harvesting crops. What do you think is happening in the text? CR</p> <p>Student B: I think what is happening is that the all the workers on the farm are doing their specific job. What can you add to your claim? CR</p> <p>Student A: I notice that there are six people picking flowers from the flowerbed and there are seven people picking oranges from the trees. They are in California because the crate says “California Oranges.” What evidence can you use to support your claim? F</p> <p>Student B: I notice that the people you just talked about have specific jobs. Some are picking the farm products and others are collecting them. For example, the men in front are picking the oranges and putting them in small buckets. Another man is dumping a large bucket into the crates. One man is carrying crates. And the man in front appears to be checking the oranges. What evidence can you use to support your claim? F</p> <p>Student A: They are gathering flowers. There are four women in in the flowerbed picking flowers with their hands. It also seems that the two women in the back are waiting to collect the flowers. What can you add to your claim? F</p> <p>Student B: I agree with you that they are picking flowers. I notice that the women are harvesting either red or white flowers and the two women in the brown dresses are waiting and collecting them because they have specific jobs, too. Now what do you think is happening in the visual text? F</p> <p>Student A: I think what is happening is that the farm workers in California are harvesting fruit and flowers by working together. What do you think is happening in the visual text? CR</p> <p>Student B: I think what is happening is that each farm worker is doing their specific job that depends on the crop that they are harvesting. CR</p>
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Teacher Modeling Lessons 8- 9



Teacher will use questions and the **Listening Task Poster** to guide students through an analysis of what makes this a **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: They are gathering flowers. There are four women in in the flowerbed picking flowers with their hands. **F** It also seems that the two women in the back are waiting to collect the flowers. What can you add to your claim? **F**

Student B: I agree with you that they are picking flowers. I notice that the women are harvesting either red or white flowers and the two women in the brown dresses are waiting and collecting them because they have specific jobs, too. **F** Now what do you think is happening in the visual text?

Student A: I think what is happening is that the farm workers in California are harvesting fruit and flowers by working together. **F** What do you think is happening in the visual text? **CL**

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

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

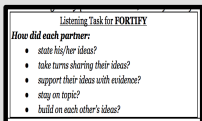
GUIDED PRACTICE

ELD.PI.5.2 Ex
ELD.PI.5.6 Ex
ELD.PI.5.7 Ex

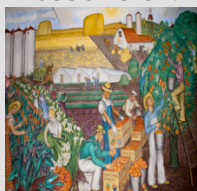
Review Non-Model

1. 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 Modeling Lessons 8-9



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

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

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

Non-Model:

Student A: The workers are doing their job. What is happening? **(not making a claim using language of the skill; not prompting other partner)**

Student B: The farm workers are harvesting. What claim? **(not using evidence from the visual text)**

Student A: The people in the text have jobs. Some are picking the farm products and others are collecting them. The men in front are picking the oranges. A man is dumping a large bucket. What evidence can you use?

Student B: There are six people picking. They are in California. What evidence can you use? **(not using evidence from the visual text)**

Student A: They are harvesting flowers. I notice that the women are harvesting either red or white flowers. **(not prompting partner to continue conversation)**

Student B: There are four women in in the flowerbed. **(not using language of the skill;)**

Student A: Each farm worker is doing his specific job. Now what is happening?

Student B: The farm workers in California are harvesting.

Revised* Non-Model:

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

Bold indicates language revised.




Student A: **The farmworkers** are doing their **specific job**. What **do you think** is happening **in the visual text**?

Student B: The farm workers **in California** are harvesting **crops**. What **can you add to your** claim?

Student A: **I notice that** the people in the text have **specific jobs**. Some are picking the farm products and others are collecting them. **For example**, the men in front are picking the oranges **and putting them in small buckets**. **Another** man is dumping a large bucket **into the crates**. What evidence can you use **to support your claim**?

Student B: **I notice that** there are six people picking **flowers from the flowerbed and there are seven people picking oranges from the trees**. **Because the crate says "California Oranges,"** they are in California. What evidence can you use **to support your claim**?

Student A: **I agree with you that** they are harvesting flowers. I notice that the women are harvesting either red or white flowers. **What can you add to your claim**?

	<p>Student B: There are four women in in the flowerbed picking flowers with their hands. What do you think is happening in the visual text?</p> <p>Student A: I think what is happening is that each farm worker is doing their specific job that depends on the crop that they are harvesting. Now what do you think is happening in the visual text?</p> <p>Student B: I think what is happening is that the farm workers in California are harvesting fruit and flowers by working together.</p> <p>3. Refer to class revised Non-Model, have pairs read.</p>
<p>PRACTICE Student Practice Lessons 8-9</p>  <p>ELD.PI.5.3 Ex ELD.PI.5.4 Ex ELD.PI.5.11 Ex</p> 	<p>Language Sample Revision: Non-Model Display the language sample collected on Lesson 8- <u>Student Progress Form (SPF)-Constructive Conversation Language Sample.</u></p> <p><i>You will work in a triad:</i></p> <ul style="list-style-type: none"> • Number off from 1-3 to form a triad and select a student who will record the revision of the language sample • Read the language sample • Orally revise the language sample to improve the conversation • Use the prompt and response starters for FORTIFY • Be prepared to share out to the class <p>Teacher selects a triad to come to the front of the class and present their revised model.</p>
<p>FORMATIVE ASSESSMENT</p> 	<p>Student Progress Form (SPF)- Constructive Conversation Language Sample Teacher will focus on 2-4 students to progress monitor using the <u>Student Progress Form (SPF)-Constructive Conversation Language Sample</u> on the use of the Constructive Conversation Skill of FORTIFY and the Conversation Norms to inform next steps.</p>
<p>DIFFERENTIATED INSTRUCTION</p>	<p>Differentiated Instruction Based on formative assessment data, organize students by language performance. There may be 3-4 groups, depending on classroom size.</p> <p>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>

Teacher asks students the following:

- *How did we meet today's objective of using the Constructive Conversation Skill of **FORTIFY**?*
- *How did you:*
 - *use the language of the skill*
 - *use your conversation voice*
- *Work with your conversation partner to do the following:*
 - *Identify three things that you did to meet today's objective*
 - *Share and explain the three things to your partner*

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

Start Smart-Conversation Practices

Lesson 10

ELD OBJECTIVE

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

OPENING

ELD.PI.5.1 Ex



*Today we are going to practice the Constructive Conversation Skill **FORTIFY**. When we observe or read something new we have many thoughts and ideas. As we engage in a Constructive Conversation using the skill of **FORTIFY**, our job as speakers is to share and explain our ideas. we also say what we think and support it with evidence from the text. As listeners our role is to value and foster the same or different ideas that we hear.*

Conversation Norms Poster

Let's chorally read the Conversation Norms Poster.

1. Use your think time
2. Use the language of the skill
3. Use your conversation voice
4. Listen respectfully
5. Take turns and build on each other's ideas

Today, we will focus on:

- Listen respectfully
- Take turns and build on each other's ideas

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

MODEL/ GUIDED PRACTICE

ELD.PI.5.5 Ex
ELD.PI.5.6 Ex
ELD.PI.5.7 Ex

Model and Non-Model

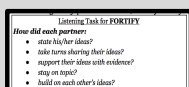
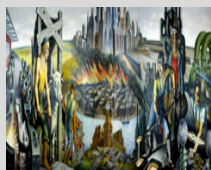
Display the Visual Text for Teacher Modeling and Listening Task Poster.

*To model what a Constructive Conversation looks like we are going to use the visual text and address the following prompt: **What is happening in this visual text? Provide evidence from the text to support your claim.** As we look at the visual text we will share our own ideas and **FORTIFY**.*

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

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

Teacher Modeling Lesson 10



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

- 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: My claim about what is happening is that the city is changing over time. What do you think is happening in the visual text? **CR**

Student B: My claim is that people are building things to help the community. How can you support your claim? **CR**

Student A: I notice the city changing from a little town of one fort with two buildings and a tower of logs with no roads to a city with two and four story buildings with many streets. What evidence can you use to support your claim? **F**

Student B: The text shows people working together to help the community. A man is using a hammer to build the pens for the many cows. I notice that men are working at machines and a person is welding something together. They are building tractors. What other evidence can you use to support your claim? **F**


Student A: I know that the city is changing because in the center, the city is on fire and burning. Then on the top, I think the city has been rebuilt. The new city has skyscrapers. The city keeps growing. Tell me about your claim that people help by building things. **F**


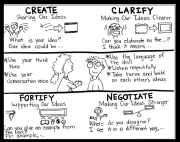
Student B: On the other side of the mural, men are smelting metal and putting it in molds to make a product for the community. And a man is flipping a switch to make electrical current to run machines and lights. Now what do you think is happening in the visual text? **F**

Student A: I think what is happening is that the city is developing and rebuilding larger each time. People help this by building new machines and products. **CR**

Student B: I think what is happening is that the people are helping the community to develop by building things like machines that help provide food and make products and electricity. **CR**

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

	<p><u>Non-Model:</u></p> <p>Student A: The city is changing over time. (Students not using response starter)</p> <p>Student B: People are building things to help the community. How can you support? (not using language of the skill; not prompting other partner)</p> <p>Student A: The city is changing from a little town of one fort with two buildings and a tower of logs with no roads to a city with two and four story buildings with many streets. What can you use? (not using prompt starter; student not using evidence from the visual text to support idea)</p> <p>Student B: People are working together. A man is using a hammer to build. Men are working. What other things? (not using prompt starter; student not using evidence from the visual text to support idea)</p> <p>Student A: The city is developing and rebuilding larger. People help this. (not prompting other partner)</p> <p>Student B: The people are helping by building.</p> <p>Student A: (no turn taken)</p> <p>Student B: (no turn taken)</p> <p>Teacher will use questions and the <u>Listening Task Poster</u> to guide students through an analysis of what makes this a Non-Model Constructive Conversation for the skill of FORTIFY.</p>
<p>PRACTICE</p> <p>Student Practice Lesson 10</p>  <p>ELD.PI.5.3 Ex ELD.PI.5.4 Ex ELD.PI.5.6 Ex ELD.PI.5.1 Ex</p>	<p>Constructive Conversation Game</p> <p>Organize students into a group of four.</p> <p><i>You are now going to have the opportunity to practice the Constructive Conversation Skills CREATE, CLARIFY and FORTIFY while playing a game.</i></p> <p>Remind students of the rules of the <u>Constructive Conversation Game</u>.</p> <p>Rules of the game:</p> <p>Each student will have one <u>CREATE</u>, two <u>CLARIFY</u> and two <u>FORTIFY</u> cards.</p> <p>Each student will play one card as they share their CREATE, CLARIFY and FORTIFY ideas. They will continue taking turns until all cards are placed in the middle.</p> <p>If the group is done early, repeat the process for an additional round.</p> <p><u>Display Visual text for Student Practice-Lesson 10.</u></p> <p>Prompt: <i>What is happening in this visual text? Provide evidence from the text to support your claim.</i></p> <p>As the students play the game, the teacher listens and selects two students who will replay the game in front of the class to serve as models.</p>
<p>FORMATIVE ASSESSMENT</p>	<p>Student Progress Form (SPF)- Constructive Conversation Language Sample</p> <p>Teacher will focus on 2-4 students to progress monitor using the <u>Student Progress Form (SPF)-Constructive Conversation Language Sample</u> on the use of the Constructive</p>

	<p>Conversation Skill of FORTIFY and the Conversation Norms to inform next steps.</p>		
<p>PRACTICE</p> 	<p>Constructive Conversation Poster</p> <p>Teacher models creating a Constructive Conversation Poster (see resources). Teacher elicits student responses to help students develop poster that illustrates their understanding of the FORTIFY skill and Conversation Norms.</p> <p>The poster should have only prompt and response starters used by the students for the Constructive Conversation Skill FORTIFY:</p> <table border="1" data-bbox="337 558 1533 676"> <tr> <td> <ul style="list-style-type: none"> • Show me in the text where... • How do you know...? • Where did you get that information? </td><td> <ul style="list-style-type: none"> • In the text, ... • I know because ... • I have seen this in... </td></tr> </table> <p>Note: Students will continue to add to their Constructive Conversation Poster from Lesson 7.</p>	<ul style="list-style-type: none"> • Show me in the text where... • How do you know...? • Where did you get that information? 	<ul style="list-style-type: none"> • In the text, ... • I know because ... • I have seen this in...
<ul style="list-style-type: none"> • Show me in the text where... • How do you know...? • Where did you get that information? 	<ul style="list-style-type: none"> • In the text, ... • I know because ... • I have seen this in... 		
<p>DIFFERENTIATED INSTRUCTION</p>	<p>Differentiated Instruction</p> <p>Based on formative assessment data, organize students by language performance. There may be 3-4 groups, depending on classroom size.</p> <p>Group 1 - Teacher Group (review FORTIFY Game)</p> <p>Group 2 - Practice Constructive Conversation Skill</p> <p>Group 3 – Play FORTIFY game</p> <p>Group 4 – Practice the model that was presented in Lesson 10</p>		
<p>WRAP-UP</p>	<p>Self-Assess</p> <p>Teacher will review the Constructive Conversation skill FORTIFY.</p> <ul style="list-style-type: none"> • <i>The conversation skill FORTIFY allows us to support our ideas with evidence from the text while engaging in a conversation.</i> • <i>Reflect on your ability to use the Constructive Conversation skill, FORTIFY. In the past few lessons we have used various visual texts and prompt and response starters to help us share and support our ideas.</i> • Students will self-assess answering the prompt: <i>On a scale from 1 to 5 (refer students to poster) how would you rate yourself using the Conversational Skill FORTIFY?</i> <ol style="list-style-type: none"> 1 - I am still learning the Constructive Conversation Skill 2 - I need more practice using the Constructive Conversation Skill 3 - I understand but need more practice using the Constructive Conversation Skill 4 - I understand but I am not yet ready to explain the Constructive Conversation Skill 5 – I understand and can explain the Constructive Conversation Skill • Teacher can select student to share out. <ul style="list-style-type: none"> o Example: 		

	<ul style="list-style-type: none">o Student: I rated myself a 3 because...o Teacher: What can you do to move to a 4?
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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.
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OPENING	<p><i>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.</i></p>
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Conversation Norms Poster

Let's chorally read the Conversation Norms Poster.

1. *Use your think time*
2. *Use the language of the skill*
3. *Use your conversation voice*
4. *Listen respectfully*
5. *Take turns and build on each other's ideas*

Today, we will focus on:

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

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

Hand Gesture and Phrase-NEGOTIATE

Introduce hand gesture for **NEGOTIATE**. (Put your hands out by your shoulders palms up. Move them up and down like a scale.) Teacher will explain to students that we use this gesture to show when we **NEGOTIATE** our ideas. *To help us remember the skill we are practicing, we are going to use a corresponding phrase: "Making our Ideas Stronger."*

MODEL/ GUIDED PRACTICE	<p>Introduce the Listening Task Poster</p> <p>Teacher refers to the <u>Listening Task Poster-NEGOTIATE</u> and reads each step aloud. <i>While you are listening to my partner and me, listen for the following:</i></p>
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ELD.PI.5.1 Ex
ELD.PI.5.5 Ex



Listening Task for NEGOTIATE

How did each partner:

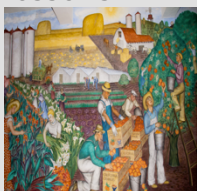
- *state his/her ideas?*
- *they take turns sharing their ideas?*
- *they consider all the ideas?*
- *they stay on topic?*
- *build on each other's ideas?*
- *come to a consensus?*

<p>Teacher Model Lessons 11-12</p>  <p>ELD.PI.5.5 Ex ELD.PI.5.6 Ex ELD.PI.5.7 Ex ELD.PI.4.11 Ex</p>	<p>Introduce Model and Non-Model Display the <u>Visual Text for Teacher Modeling</u>, <u>Negotiate Skill Poster</u> and the <u>Listening Task Poster</u>.</p> <p><i>To model what a NEGOTIATE Constructive Conversation sounds like we are going to use a visual text and the <u>Listening Task Poster</u> to address the prompt: What is an important idea from this text? Start by stating your claim. Support your claim and come to a consensus. As we look at the visual text we will NEGOTIATE and share our ideas.</i></p> <p>Ask for a previously selected volunteer to be your partner as you model a Constructive Conversation.</p> <p>Remind students that we used this visual text before in a FORTIFY conversation. Say: <i>Use ideas from that conversation to support your claim.</i></p> <ul style="list-style-type: none"> • Model using think time and pointing at key elements of the visual text before reading the script. • Teacher will also discuss how the following norms were used during the conversation: <ul style="list-style-type: none"> • <i>use your think time</i> • <i>use the language of the skill</i> <p>Note: Provide a copy of the <u>Model Script</u> 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 an important idea from this text? Start by stating your claim. Support your claim and come to a consensus.</i></p> <p>Model:</p> <p>Student A: An important idea from this text is that agricultural work requires that people work with their hands. CR</p> <p>Student B: An important idea from this text is that on a farm there is a variety of crops and they all require different work and skills. CR</p> <p>Student A: I think that the people picking fruit and gathering flowers are working with their hands. How can you support your claim with evidence? CL</p> <p>Student B: I think that the crops of flowers, oranges, and hay are harvested in different ways. The flowers and oranges are harvested by hand and using tools. The hay is harvested by agricultural workers that use horses, wagons and a tractor. How can you support your claim with evidence? CL</p> <p>Student A: I think there are six people working with their hands harvesting flowers. There is just one women using scissors as a tool as she picks the flowers. The men work with their hands harvesting oranges by picking them by hand and putting them in the buckets and crates. How can you support your claim with evidence? F</p>
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Listening Task for NEGOTIATE

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

Teacher Model Lessons 11-12



Student B: I think to pick the fruit and flowers, the workers need the skill of careful collecting and carrying. To harvest hay, the workers need the skill of driving both for horses and tractors. Also, they need to be able to lift the heavy hay bales. How can we come to consensus? **F N**

Student A: I think an important idea from this text is that on a farm there is a variety of crops. To harvest them requires that agricultural workers use their hands or work with tools, animals or machines. Can we come to a consensus? **N**

Student B: I think the important idea we came to a consensus on is that on a farm there is a variety of crops. To harvest them requires agricultural workers to use their hands or work with tools, animals or machines using the skills they need for their job. **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: On a farm there is a variety of crops. **(does not start by making a claim; not prompting other partner)**

Student B: Agricultural work requires that people work. **(does not start by making a claim; not prompting other partner)**

Student A: The flowers and oranges are harvested by hand and using tools. The hay is harvested by workers using a tractor. **(not using evidence from the visual text)**



Student B: People are picking fruit and gathering flowers are working with their hands. **(not using language of the skill; not using evidence from the text to support the claim)**

Student A: To pick the fruit and flowers, the workers need the skill of careful collecting and carrying. The workers need the skill of driving. **(not using language of the skill; not using evidence from the text to support the claim)**

Student B: There are six people working with their hands. The men work with their hands harvesting oranges by picking them.

Student A: On a farm there is a variety of crops. Agricultural workers use their hands or work with tools. Can we come to a consensus? **(not using language of the skill; not using evidence from the text to support the idea)**

Student B: On a farm there is a variety of crops. **(not coming to a consensus)**

	<p>Teacher will use questions and Listening Task Poster to guide students through an analysis of what makes this a Non-Model Constructive Conversation for the skill of NEGOTIATE.</p>
<p>PRACTICE</p> <p>Student Practice Lessons 11-12</p>  <p>ELD.PI.5.3 Ex ELD.PI.5.4 Ex ELD.PI.5.6 Ex ELD.PI.5.7 Ex</p>	<p>Constructive Conversation Game</p> <p><i>You are now going to have the opportunity to practice the Constructive Conversation Skill of NEGOTIATE while playing a game. Explain the rules of the Constructive Conversation Game to students.</i></p> <p>Rules of the game:</p> <ol style="list-style-type: none"> 1. Each student will have 1 CREATE, 1 CLARIFY, 1 FORTIFY AND 2 NEGOTIATE cards. 2. Each student will play a card as they share an idea. They will continue taking turns until all cards are placed in the middle 3. In the first round, each student must state their own opinion. 4. If you're done early, repeat the game. <p>Display Visual Text for Student Practice-Lesson 10</p> <p>Remind students that we used this visual text before in a FORTIFY conversation. Say: <i>Use ideas from that conversation to support your claim.</i></p> <p>Prompt: What is an important idea from this text? Start by stating your claim. Support your claim and come to a consensus.</p> <p>As the students play the game, the teacher listens and selects two students who will replay the game in front of the class to serve as models.</p>
<p>FORMATIVE ASSESSMENT</p> 	<p>Student Progress Form (SPF)- Constructive Conversation Language Sample</p> <p>The Teacher will collect a language sample from the two students on the Student Progress Form (SPF)-Constructive Conversation Language Sample to be used for Lesson 12. The language sample from two students must be at least four turns in length.</p> <p>Note: The language sample will be the Non-Model revised in Lesson 12.</p>
<p>WRAP-UP</p>	<p>Review ELD Objectives and Self-Evaluate</p> <p>Teacher will review ELD objective.</p> <p><i>Today we engaged in a Constructive Conversation using the Constructive Conversation Skill NEGOTIATE. We took turns, shared our opinions, considered others' opinions and came to a consensus based on a visual text and prompt.</i></p> <p>Teacher will ask students,</p> <ul style="list-style-type: none"> • <i>How did we meet today's objective of using the Constructive Conversation Skill of NEGOTIATE?</i> • <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">o <i>Identify three things that you did to meet today's objective</i>o <i>Share and explain the three things to 2 students</i> <p>Teacher calls on three students and they tell the class what was done today.</p>
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Start Smart-Conversation Practices Day 12

ELD OBJECTIVE

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

OPENING

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

Conversation Norms Poster

Let's review the Conversation Norms Poster.

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."*

ELD.PI.5.1 Ex



PROMPT/ RESPONSE STARTERS

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

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


*Today I am going to model using the Constructive Conversation Skill of **NEGOTIATE** using these prompt and response starters. They will help us to communicate our ideas clearly. Have students round robin or chorally read previously charted prompt and response starters:*

Prompt Starter

1. What is your claim...?
2. What is an important idea...?
3. Do you agree? Why?
4. Do you disagree? Why?

Response Starter

1. My claim is...
2. An important idea is...
3. I agree because...
4. I disagree because...

<p>MODEL</p> <p>ELD.PI.5.6 Ex ELD.PI.5.7 Ex</p> <p>Teacher Modeling Lessons 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"> • <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 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: <i>What is an important idea from this text? Start by stating your claim. Support your claim and come to a consensus.</i></p> <p>Model:</p> <p>Student A: An important idea from this text is that agricultural work requires that people work with their hands. CR</p> <p>Student B: An important idea from this text is that on a farm there is a variety of crops and they all require different work and skills. CR</p> <p>Student A: I think that the people picking fruit and gathering flowers are working with their hands. How can you support your claim with evidence? CL</p> <p>Student B: I think that the crops of flowers, oranges, and hay are harvested in different ways. The flowers and oranges are harvested by hand and using tools. The hay is harvested by agricultural workers that use horses, wagons and a tractor. How can you support your claim with evidence? CL</p> <p>Student A: I think there are six people working with their hands harvesting flowers. There is just one women using scissors as a tool as she picks the flowers. The men work with their hands harvesting oranges by picking them by hand and putting them in the buckets and crates. How can you support your claim with evidence? F</p> <p>Student B: I think to pick the fruit and flowers, the workers need the skill of careful collecting and carrying. To harvest hay, the workers need the skill of driving both for horses and tractors. Also, they need to be able to lift the heavy hay bales. How can we come to consensus? F N</p> <p>Student A: I think an important idea from this text is that on a farm there is a variety of crops. To harvest them requires that agricultural workers use their hands or work with tools, animals or machines. Can we come to a consensus? N</p> <p>Student B: I think the important idea we came to a consensus on is that on a farm there is a variety of crops. To harvest them requires agricultural workers to use their hands or work with tools, animals or machines using the skills they need for their job. N</p>
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	<p>Teacher will use questions and the <u>Listening Task Poster</u> to guide students through an analysis of what makes this a Model Constructive Conversation for the skill of NEGOTIATE.</p> <p>Understanding the Skill: Negotiate Teacher displays or distributes the <u>Model Script</u> from Lesson 11.</p> <p>Example of Think-Aloud:</p> <p>Student B: <u>I think</u> to pick the fruit and flowers, the workers need the skill of careful collecting and carrying. To harvest hay, the workers need the skill of driving both for horses and tractors. Also, they need to be able to lift the heavy hay bales. F <u>How can we come to consensus?</u> N</p> <p>Student A: <u>I think</u> an important idea from this text is that on a farm there is a variety of crops. To harvest them requires that agricultural workers use their hands or work with tools, animals or machines. <u>Can we come to a consensus?</u> N</p> <p>Student B: <u>I think the important idea we came to a consensus on is that</u> on a farm there is a variety of crops. N To harvest them requires agricultural workers to use their hands or work with tools, animals or machines using the skills they need for their job.</p> <p><i>Let's look at the <u>Model Script</u> to find evidence of the skills of NEGOTIATE, FORTIFY, CREATE, and CLARIFY. How are we using the visual text to guide our conversation? Let's look at the last 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 <u>NEGOTIATE</u> to come to a consensus. (Write N next to the response). Then Students A and B come to an agreement by using the language of the skill (Write N to that turn).</i></p> <p>Teacher prompts students to go throughout the same process with the rest of the Model Conversation.</p>
<p>GUIDED PRACTICE</p> <p>ELD.PI.5.2 Ex ELD.PI.5.6 Ex ELD.PI.5.7 Ex</p>	<p>Review Non-Model</p> <p>1. Teacher displays or distributes the <u>Non-Model Script</u> from Lesson 11.</p> <p><i>Let's look at the <u>Non-Model Script</u>. 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.</i></p>

Listening Task for NEGOTIATE

How did each partner:

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

Teacher Modeling Lessons 11-12



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: On a farm there is a variety of crops. **(Student does not start by making a claim; not prompting other partner)**

Student B: Agricultural work requires that people work. **(Student does not start by making a claim; not prompting other partner)**

Student A: The flowers and oranges are harvested by hand and using tools. The hay is harvested by workers using a tractor. **(not using language of the skill; not using evidence from the text to support the claim; not prompting other partner)**

Student B: People are picking fruit and gathering flowers are working with their hands. **(not using language of the skill; not using evidence from the text to support the claim)**

Student A: To pick the fruit and flowers, the workers need the skill of careful collecting and carrying. The workers need the skill of driving.

Student B: There are six people working with their hands. The men work with their hands harvesting oranges by picking them. **(Student does not prompt for evidence)**

Student A: On a farm there is a variety of crops. Agricultural workers use their hands or work with tools. Can we come to a consensus?

Student B: On a farm there is a variety of crops. **(Student not reaching consensus)**

Revised* Non-Model:

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




Bold indicates language revised.

Student A: **An important idea from this text is that** on a farm there is a variety of crops **and they all require different work and skills.**

Student B: **An important idea from this text is that** agricultural work requires that people work **with their hands.**

Student A: **I think that** the flowers and oranges are harvested by hand and using tools. The hay is harvested by workers using a tractor. **How can you support your claim with evidence?**

Student B: **I think that the** people picking fruit and gathering flowers are working with their hands. **How can you support your claim with evidence?**

	<p>Student A: I think that to pick the fruit and flowers, the workers need the skill of careful collecting and carrying. To harvest hay, the workers need the skill of driving both for horses and tractors. How can you support your claim with evidence?</p> <p>Student B: I think there are six people working with their hands harvesting flowers. The men work with their hands harvesting oranges by picking them by hand. How can we come to consensus?</p> <p>Student A: I think the important idea from this text on is that on a farm there is a variety of crops. To harvest them requires agricultural workers to use their hands or work with tools. Can we come to a consensus?</p> <p>Student B: I think an important idea we came to a consensus on is that on a farm there is a variety of crops. To harvest them requires that agricultural workers use their hands or work with tools.</p> <p>3. Refer to class revised Non-Model, have pairs read.</p>
<p>PRACTICE Student Practice Lessons 11-12</p>  <p>ELD.PI.5.3 Ex ELD.PI.5.4 Ex ELD.PI.5.6 Ex ELD.PI.5.11 Ex</p> 	<p>Language Sample Revision: Non-Model</p> <p>Display the language sample collected in Lesson 11- <u>Student Progress Form (SPF)- Constructive Conversation Language Sample.</u></p> <p><i>You will work in a triad:</i></p> <ul style="list-style-type: none"> • Number off from 1-3 to form a triad and select a student who will record the revision of the language sample • Read the language sample • Orally revise the language sample to improve the conversation • Use the prompt and response starters for NEGOTIATE • Be prepared to share out to the class <p>Teacher selects a triad to come to the front of the class and present their revised model.</p>
<p>FORMATIVE ASSESSMENT</p> 	<p>Student Progress Form (SPF)- Constructive Conversation Language Sample</p> <p>Teacher will focus on 2-4 students to progress monitor using the <u>Student Progress Form (SPF)-Constructive Conversation Language Sample</u> on the use of the Constructive Conversation Skill of NEGOTIATE and the Conversation Norms to inform next steps.</p> <p>NOTE: Teacher will select two students (from the triad) to read their revised Non-Model to the class.</p>
<p>DIFFERENTIATED INSTRUCTION</p>	<p>Differentiated Instruction</p> <p>Based on Formative Assessment data organize students by language performance. There may be 3 -4 groups, depending on classroom size.</p> <p>Group 1 – Teacher Group (review <u>NEGOTIATE Game</u>)</p> <p>Group 2 – Practice Constructive Conversation Skill</p> <p>Group 3 – Play <u>NEGOTIATE Game</u> with the same visual text</p> <p>Group 4 – Play <u>NEGOTIATE Game</u> with a new visual text</p>

<p>WRAP-UP</p>	<p>Review ELD Objective and Self-Evaluate</p> <p>Teacher will review ELD objective. <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"> o <i>use the language of the skill?</i> o <i>use your conversation voice?</i> • <i>Work with your conversation partner to do the following:</i> <ul style="list-style-type: none"> o <i>Identify three things that you did to meet today's objective</i> o <i>Share and explain the three things to your partner</i> <p>Teacher calls on three students and they tell the class what was done today.</p>
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Start Smart-Conversation Practices

Lesson 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.5.1 Ex



Conversation Norms Poster

Let's chorally read the Conversation Norms Poster.

1. **Use your think time**
2. **Use the language of the skill**
3. **Use your conversation voice**
4. **Listen respectfully**
5. **Take turns and build on each other's ideas**

Today, we will focus on:

- Listen respectfully
- Take turns and build on each other's ideas

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

MODEL/ GUIDED PRACTICE

Model and Non-Model

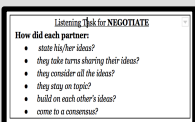
Display the Listening Task Poster and the Visual Text for Teacher Modeling.

To model what a Constructive Conversation looks like we are going to address the following prompt: **What is an important idea from this text? Start by stating your claim. Support your claim and come to a consensus.** As we discuss the prompt we will **NEGOTIATE** and share our own ideas.

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

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

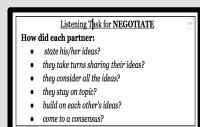
- Model using think time and pointing at key elements of the visual text before reading the script.
- Teacher will also discuss how the following norms were used during the conversation:
 - Listen respectfully
 - Take turns and build on each other's ideas



Teacher Modeling Lesson 10



ELD.PI.5.5 Ex
ELD.PI.5.6 Ex
ELD.PI.5.7 Ex



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



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

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

Model:

- | | | |
|-------------------|---|-----------------------|
| Student A: | An important idea is that the city changes as people's tools and work change. What is your claim? | N |
| Student B: | An important idea is that people's work changes as their tools change. How can you support your ideas with evidence? | N |
| Student A: | I think the city develops and gets larger in the visual text as the workers use more complicated tools. How can you support your claim with evidence? | CL
F |
| Student B: | I think that people have machines that do more work for them as their tools get more complicated. I notice that happening in the visual text. How can you support your claim with evidence? | CL
F |
| Student A: | I think that in the text, people's work changes. For example, there is a man using a hammer to make cattle pens. Then people build tractors by welding and using machines. This work is done in factories. So, the city needs to rebuild for factories. How can you support your claim with evidence? | CL
F |
| Student B: | I think people's work changes because they need to use their muscles less as they use machines more. For example, the two people smelting metal need to carry the heavy ladle, but the man making electricity just flips a switch. However, he needs to study manuals and books about electricity so that the current will flow. As the worker's jobs change, they need to know new and different things. How can we come to a consensus? | F
N |
| Student A: | I think the city develops and becomes larger as people's tools and machines become more complicated so worker's jobs change. Can we come to a consensus? | N |
| Student B: | I think the important idea we came to a consensus on is that the city develops and becomes larger. When people's jobs change because they get new and more complicated tools, they learn new things, and use more complicated machines. | 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**.

	<p>Non-Model:</p> <p>Student A: The city changes as people's tools and work change. What is your claim? (Student does not start by making a claim; not prompting other partner)</p> <p>Student B: People's work changes as their tools change. Support your ideas? (Student does not start by making a claim; not prompting other partner)</p> <p>Student A: The city develops and gets larger in the visual text as the workers... Evidence? (Student not using evidence from the text)</p> <p>Student B: People have machines that do more work for them. Their tools get more complicated. Support your claim? (not using language of the skill; not using evidence from the text to support the claim)</p> <p>Student A: People's work changes. Example is a man using a hammer to make cattle pens. Then people build. This work is done in factories. The city needs to rebuild for factories. Claim with evidence? (not using language of the skill; not using evidence from the text to support the claim)</p> <p>Student B: Workers jobs change and they need to know new and different things. Consensus? (Student not using prompt starter to continue conversation; not coming to a consensus)</p> <p>Student A: People's tools and machines become more complicated so worker's jobs change. Consensus?</p> <p>Student B: The important idea we came to a consensus on is that the city develops and becomes larger. They learn new things, and use machines.</p> <p>Teacher will use questions and the Listening Task Poster to guide students through an analysis of what makes this a Non-Model Constructive Conversation for the skill of NEGOTIATE.</p>
<p>PRACTICE Student Practice Lesson 13</p>  <p>ELD.PI.5.3 Ex ELD.PI.5.4 Ex ELD.PI.5.6 Ex ELD.PI.5.11 Ex</p>	<p>Constructive Conversation</p> <p>Teacher organizes students into groups of four.</p> <p>Students engage in a Constructive Conversation using the skill NEGOTIATE.</p> <p>Remind students that we used this visual text before in a FORTIFY conversation. Say: <i>Use ideas from that conversation to support your claim.</i></p> <p>Prompt: What is an important idea from this text? Start by stating your claim. Support your claim and come to a consensus.</p> <p>Students engage in a Constructive Conversation in groups of four. Teacher selects two students to share in front of class.</p>
<p>FORMATIVE ASSESSMENT</p> 	<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>

PRACTICE	<p>Constructive Conversation Poster</p> <p>Teacher models creating a Constructive Conversation Poster (see resources). Teacher elicits student responses to help students develop poster that illustrates their understanding of the NEGOTIATE skill and Conversation Norms.</p> <p>The poster should have only prompt and response starters used by the students for the Constructive Conversation Skill NEGOTIATE:</p> <ul style="list-style-type: none"> • What do you think about...? • What is your opinion of...? • Do you agree? Why? • Do you disagree? Why? • I think... • My opinion is... • I agree because... • I disagree because...
DIFFERENTIATED INSTRUCTION	<p>Differentiated Instruction</p> <p>Based on formative assessment data, organize students by language performance. There may be 3-4 groups, depending on classroom size.</p> <p>Group 1 - Teacher Group (review NEGOTIATE Game)</p> <p>Group 2 - Practice Constructive Conversation Skill</p> <p>Group 3 –Play NEGOTIATE Game</p> <p>Group 4 – Practice the model that was presented in Lesson 13</p>
WRAP-UP	<p>Teacher will review the <i>Constructive Conversation</i> skill NEGOTIATE.</p> <ul style="list-style-type: none"> • <i>The Constructive Conversation skill of NEGOTIATE allows us to share our ideas and consider the ideas of others while engaging in a Constructive Conversation.</i> • <i>Reflect on your ability to use the Constructive Conversation Skill NEGOTIATE. In the past few lessons we have used various visual texts, prompts and prompt and response starters to help up share our ideas.</i> • Students will self-assess answering the prompt: <i>On a scale from 1 to 5 (refer students to poster) how would you rate yourself using the Constructive Conversation Skill NEGOTIATE?</i> <p>I am still learning the Constructive Conversation Skill</p> <ol style="list-style-type: none"> 1 - I am still learning the Constructive Conversation Skill 2 - I need more practice using the Constructive Conversation Skill 3 - I understand but need more practice using the Constructive Conversation Skill 4 - I understand but I am not yet ready to explain the Constructive Conversation Skill 5 - I understand and can explain the Constructive Conversation Skill <ul style="list-style-type: none"> • Teacher can select a conversation pair to group share. <ul style="list-style-type: none"> o Example: <ul style="list-style-type: none"> o Student: I rated myself a 3 because... o Teacher: What can you do to move to a 4?

Start Smart-Conversation Practices

Lesson 14

ELD OBJECTIVE

Students will understand the Constructive Conversation Skills **FORTIFY** and **NEGOTIATE**, by discussing them in order to complete a Constructive Conversation Skills poster with their conversation partner.

OPENING

*Today we will review all our Constructive Conversation Skills. First, we will review the first two Constructive Conversation Skills **CREATE** and **CLARIFY**. Then we will add to our Constructive Conversation Posters to show what we know about the Constructive Conversation skills **FORTIFY** and **NEGOTIATE**.*

Conversation Norms Poster

First, let's chorally read the Conversation Norms Poster.

1. *Use your think time*
2. *Use the language of the skill*
3. *Use your conversation voice*
4. *Listen respectfully*
5. *Take turns and build on each other's ideas*

ELD.PI.5.1 Ex



Review Constructive Conversation Poster

Distribute the student created Constructive Conversation Skills Posters from Lesson 7.

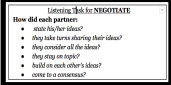
*Now we will review what we know about the Constructive Conversation Skills from our Constructive Conversation Posters from Lesson 7. When we **CREATE**, we say what we think, what we observe, or notice about something. We share our ideas. When we **CLARIFY**, we make our ideas clearer.*

Teacher selects one conversation partner pair to share the **CREATE** and **CLARIFY** section of their Constructive Conversation Poster from Lesson 7 with the whole class.

*Now we will review what we know about the Constructive Conversation Skills of **FORTIFY** and **NEGOTIATE**.*

*To help us remember **FORTIFY**, we use a phrase: "Supporting our Ideas with evidence."*

1. *We use this gesture to show when we provide evidence to support ideas*
2. Review hand gesture for **FORTIFY** (Place your hand palm down in front of you as if putting an idea on the table. Use the fingertips of the other hand to support the palm.)
*To help us remember **NEGOTIATE**, we use the phrase: "Making our ideas Stronger."*
3. *We use this gesture to show when we rethink our ideas.*
4. Review hand gesture for **NEGOTIATE**. (Teacher extends arms with palms upturned and moves arms in balancing motion.)

<p>MODEL/ GUIDED PRACTICE</p>	<p>Review Constructive Conversation Skills FORTIFY and NEGOTIATE Display the class-created Constructive Conversation Poster.</p> <p><i>You will add FORTIFY and NEGOTIATE to your Constructive Conversation Poster with your partner. Let's talk about the poster we constructed together.</i> Review poster additions from Lessons 8 and 11.</p> <p>Note: Poster is divided into labeled quadrants with CREATE and CLARIFY at top, FORTIFY and NEGOTIATE below and stick figure partner pairs showing Conversation Norms (see attached).</p> <p>Ask: <i>What do we need to remember about FORTIFY?</i> <i>What does it <u>sound</u> like when we FORTIFY using the conversation norms?</i> <i>What does it <u>look</u> like when we FORTIFY using the conversation norms?</i></p> <p>Students share with their partner. Group share. Students may create a tableau or act out a short skit to show what they know. Teacher adds to class constructive conversation poster from student input.</p> <p>Ask: <i>What do we need to remember about NEGOTIATE?</i> <i>What does it <u>sound</u> like when we NEGOTIATE using the conversation norms?</i> <i>What does it <u>look</u> like when we NEGOTIATE using the conversation norms?</i></p> <p>Students share with their partner. Group share. Students may create a tableau or act out a short skit to show what they know. Teacher adds to class Constructive Conversation Poster from student input.</p>
<p>PRACTICE</p>	<p>Partners Complete Constructive Conversation Poster <i>You will now complete your Constructive Conversation Poster with your partner.</i> <i>Include all you know about FORTIFY.</i> <i>Include all you know about NEGOTIATE.</i> <i>Include all you know about Constructive Conversations.</i></p> <p>Students write and illustrate to demonstrate their understanding. They may use resources such as Constructive Conversation Game cards to decorate and illustrate their poster.</p>
<p>FORMATIVE ASSESSMENT</p>  <p>Listening Skills for NEGOTIATE</p> <ul style="list-style-type: none"> How did each partner? • were 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? 	<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 Skills of FORTIFY and NEGOTIATE and the Conversation Norms to inform next steps.</p>

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

Lesson 15

ELD OBJECTIVE

Students will present their Constructive Conversation Skills Poster with their conversation partner to another partner pair, the whole group, and play the **Constructive Conversation Game** by using the Constructive Conversation Skills of **CREATE, CLARIFY, FORTIFY and NEGOTIATE** and a visual text.

OPENING

*Today we will review and use all our Constructive Conversation Skills. First, we will present our posters to show what we know about the Constructive Conversation Skills **CREATE, CLARIFY, FORTIFY and NEGOTIATE** and the Conversation Norms. Then, we will use all four skills in the Constructive Conversation game to discuss a visual text.*

MODEL/ GUIDED PRACTICE

Teacher Models Presenting Constructive Conversation Skills Poster
Display the class-created Constructive Conversation Poster.

First, we will present our posters.

Teacher displays and models sharing completed class poster.

ELD.PI.5.1 Ex



Teacher and Students Discuss Presentation Norms

Teacher uses questions to guide students through an analysis of presentation norms, such as the following:

How did I:

- have eye contact with the audience?
- speak clearly?
- talk about each Constructive Conversation Skill?
- include examples of prompt/response starters?
- stay on topic?
- interact with my audience?

Partner Pairs Present to each other

Meet with another partner pair to present your whole poster. Share your poster.

If time permits, have partner pairs share with additional partner pair.

Whole Group Share Out

Teacher selects one pair to share with the whole class.

FORMATIVE ASSESSMENT



Student Progress Form (SPF)- Constructive Conversation Language Sample

As students present their posters, teacher will focus on 2-4 students to progress monitor using the **Student Progress Form (SPF)-Constructive Conversation Language Sample**.

<p>PRACTICE</p> <p>ELD.PI.5.3 Ex ELD.PI.5.4 Ex</p>	<p>Constructive Conversation Game Organize students in partner pairs to read the visual text and play the game. Distribute the <u>Constructive Conversation Game-4 Skills</u>.</p> <p><i>Our second objective for the day is to play the Constructive Conversation Game with a partner. You are now going to have the opportunity to practice all four Constructive Conversation Skills while playing the game.</i></p> <p>Rules of the game (partners):</p> <ol style="list-style-type: none"> 1. Each student will have 8 cards (2 CREATE, 2 CLARIFY, 2 FORTIFY and 2 NEGOTIATE cards). 2. Each student will play one card as they share their ideas, in groups of two. They will continue taking turns until all cards are placed in the middle. 3. If you're done early, repeat the game. <p>Students play the Constructive Conversation Game.</p> <p><i>Prompt: What is an important idea from this text? Start by stating your claim. Support your claim and come to a consensus.</i></p>
<p>WRAP-UP</p>	<p>Review ELD Objectives and Self-Evaluate Teacher will review ELD objectives.</p> <p>Teacher will ask students,</p> <ul style="list-style-type: none"> • <i>How did you meet today's objective of presenting your Constructive Conversation Skills poster?</i> • <i>How did you meet today's objective of playing the Constructive Conversation game?</i> • <i>Work with your conversation partner.</i> <ul style="list-style-type: none"> ○ <i>Identify three things that you did to meet today's objectives</i> ○ <i>Share and explain the three things to your partner</i> <p>Teacher calls on three students and they tell the class what was done today.</p>