

Start Smart –Conversation Practice

Day 1

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| 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. |
| OPENING | <p><i>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 norms. I'm going to say what you need to do. I will demonstrate the norm. Then you will debrief with your conversation partner by addressing the prompt: How did my partner and I demonstrate the conversation norms?</i></p> <p>Introduce the Conversation Norms Poster</p> <p>Display the Conversation Norms Poster and a visual text in the classroom to demonstrate the conversation norms.</p> <ul style="list-style-type: none"> • Use your think time <ul style="list-style-type: none"> ▪ Say: <i>First, we focus and read the entire text. For a visual text this means that we look closely at all areas of the visual text. Then we take time to think about what we have read or seen and how it makes sense to us. In our minds, we decide on words that will communicate our ideas and we might ask ourselves question. In our minds, we practice and say our ideas.</i> ▪ Demonstration: Teacher will model looking at the visual text, examine it closely, nod head, and place index finger on the temple of his/her head to demonstrate think time. ▪ Debrief: <ul style="list-style-type: none"> ○ Teacher: <i>Converse with your partner, how did I demonstrate think time? After 1 min., bring the students back to share-out. What did you see?</i> ○ Targeted Response: <i>I saw your eyes on the text; you put your finger on your temple to show you were thinking.</i> • Use the language of the skill <ul style="list-style-type: none"> ▪ Say: <i>First, we recall the language of the skill (e.g., "My idea is", "I think"). Then when we share our ideas, we use the language of the skill to start our statements and ask questions?</i> ▪ Demonstration: ▪ The teacher will select a student with whom to read the following script: Student A: I think that the crowd is trying to help the person in the middle. What is your idea? Student B: My idea is that the person in the middle wants the crowd to participate but the crowd doesn't know if they are suppose to. How can you add |

6th Grade

on?

- **Debrief:**

- **Teacher:** *Converse with your partner, how did I use the language of the skill with my partner? After 1 minute, bring the students back to share-out. What did you hear?*
- **Targeted Response:** I heard the teacher and partner using the sentence stem, “My idea is...”

- **Use your conversation voice**

- **Say:** *Project your voice and speak clearly.*
- **Demonstration:** Teacher selects a student volunteer. Both are facing each other. The teacher uses a clear voice. The teachers 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 min., 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 understood them is to restate what your partner said. This shows respectful listening and helps you understand your partner.*
- **Demonstration:** The teacher lets the student begin the conversation. The teacher nods and acknowledges. After the student shares the teacher restates what the student said with the following phrase: I heard you say....
- Student A: The children are playing in a water park.
Student B: The children are taking turns
Student A: I heard you say that you saw the older kids waiting for the younger kids to jump over the water first.
Student B: Yes, and I also noticed that they are all smiling.
- **Debrief:**
 - **Teacher:** *Converse with your partner. Answer the following prompt: How did my partner and I demonstrate respectful listening and restating? After 1 min, bring the students back to share-out.*
 - **Targeted Response:** After the first speaker stopped talking, the teacher (other partner) restated what they said to show respectful listening

- **Take turns and build on each others ideas**

- **Say:** *In order to learn from each other, we have to share our best thinking and 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*

6th Grade

conversations is to learn from each other.

- **Demonstration:** The teacher and a student volunteer read the provided script. The student volunteer should take the role of Student A.
Student A: The animals are running from the fire.
Student B: I agree and it seems like a stampede.
Student A: The faster ones are running over the slower ones.
Student B: Yes, that is called a stampede. There is also a fenced area so maybe the fire was started on purpose.
- **Debrief:**
 - **Teacher:** *Converse with you partner. How did my partner and I demonstrate taking turns and building on each other's ideas?*
 - **Targeted Response:** Each student took a turn. Student B added to Student A's idea and provided a new vocabulary word.

Hand Gesture and Phrase-CREATE

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

MODEL/GUIDED PRACTICE

Introduce the Listening Task Poster

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

Listening Task for CREATE:

1. *Did each partner state his/her ideas?*
2. *Did they take turns sharing their ideas?*
3. *Did they stay on topic?*
4. *Did they build on each other's ideas?*

Introduce Model and Non-Model

Display the **Visual Text for Teacher Modeling**. *To model what a Constructive Conversation looks like we are going to use a visual text and address the prompt: What is happening in the visual text? As we look at the visual text we will **CREATE** and share our own ideas.*

Teacher introduces **Model** and asks for a previously selected volunteer to be their partner. Teacher and student read **Model Script**.

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

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

6th Grade

PROMPT: *What is happening in the visual text?*

Model

Student A: There are kids getting wet and playing. I think it's one of those parks where anyone can go to play in the water. What do you think?

Student B: Yes, it is a water park and the water shoots up from the ground. The boy in the front is jumping over the water. What do you think?

Student A: There are many kids and there are kids at each water, where the water shoots up. They are taking turns. What do you think?

Student B: So you think the kids are all sharing the park and getting along. I see that and that the boy on the right is waiting his turn to jump in. What is your idea?

Student A: The little girl with the braids is also waiting for her turn. What is your idea?

Student B: I want to combine our ideas and say it is a hot day and kids are playing at a water park and all taking turns and having fun.

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**.

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 **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: I see a boy getting wet.

Student A: I see a boy. (Student is sharing original idea and taking turn)

Student B: I see lots of kids getting wet. Some kids are jumping. (Student not facing partner)

Student B: I see water coming from the ground. (Student is mumbling)

Student A: I've been to a park like that. (Student is off topic)

Student B: I like to get wet.

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**.

PRACTICE

Constructive Conversation Game

*You are now going to have the opportunity to practice the constructive conversation skill **CREATE** while playing a game. Display the ***Visual Text for Student Game*** (pg. 5)*

Explain the rules of the **Constructive Conversation Game** to students.

6th Grade

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| | <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. |
| FORMATIVE ASSESSMENT | <p>Student Progress Form (SPF)- Constructive Conversation Sample</p> <p>After the students have played the game, the teacher selects two students to replay the game in front of the class. The teacher will collect a language sample from the two students on the Student Progress Form (SPF)- Constructive Conversation Sample to be used for Day 2 lesson. The language sample must be at least four turns in length.</p> <p>Note: The language sample will be the Non-Model revised on Day 2.</p> |
| WRAP-UP | <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 we use the Conversation Norms?</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> |

Visual Text for Teacher Modeling



Visual Text for Student Game



Start Smart- Conversation Practices

Day 2

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| ELD OBJECTIVE | Students will be able to revise a Non-Model for the Constructive Conversation Skill- CREATE in a whole group setting. | | | |
| OPENING | <p>Today we are going to review the Constructive Conversation Skill-CREATE. When we create we say what we think or notice about something.</p> <p>Conversation Norms Poster <i>Let's review the <u>Conversation Norms Poster</u></i></p> <ol style="list-style-type: none">1. Use your think time2. Use the language of the skill3. Use your conversation voice4. Listen respectfully5. Take turns and build on each other's ideas <p>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.) <i>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."</i></p> | | | |
| PROMPT/RESPONSE STARTERS | <p>Display the Visual Text for Teacher Modeling and Listening Task Poster. <i>To model what a Constructive Conversation looks like we are going to use the visual text and <u>Listening Task Poster</u> and address the following prompt: What is happening in the visual text? As we look at the visual text we will CREATE and share our own ideas.</i></p> <p><i>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.</i></p> <table><tr><td>Prompt starters:<ol style="list-style-type: none">1. What do you notice?2. What is your idea?3. What do you think?</td><td>Response starters:<ol style="list-style-type: none">1. I notice...2. An idea is...3. I think...</td></tr></table> | | Prompt starters: <ol style="list-style-type: none">1. What do you notice?2. What is your idea?3. What do you think? | Response starters: <ol style="list-style-type: none">1. I notice...2. An idea is...3. I think... |
| Prompt starters: <ol style="list-style-type: none">1. What do you notice?2. What is your idea?3. What do you think? | Response starters: <ol style="list-style-type: none">1. I notice...2. An idea is...3. I think... | | | |
| MODEL | <p>Review Model Teacher introduces Model and asks for a previously selected volunteer to be their partner. Teacher and student read Model Script.</p> | | | |

6th Grade

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| | <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 is happening in the visual text?</i></p> <p>Model</p> <p>Student A: There are kids getting wet and playing. I think it's one of those parks where anyone can go to play in the water. What do you think?</p> <p>Student B: Yes, it is a water park and the water shoots up from the ground. The boy in the front is jumping over the water. What do you think?</p> <p>Student A: There are many kids and there are kids at each water, where the water shoots up. They are taking turns. What do you think?</p> <p>Student B: So you think the kids are all sharing the park and getting along. I see that and that the boy on the right is waiting his turn to jump in. What is your idea?</p> <p>Student A: The little girl with the braids is also waiting for her turn. What is your idea?</p> <p>Student B: I want to combine our ideas and say it is a hot day and kids are playing at a water park and all taking turns and having fun.</p> <p>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 CREATE.</p> |
| <p>GUIDED PRACTICE</p> | <p>Review Non-Model</p> <p>Teacher displays or distributes the Non-Model Script from Lesson 1.</p> <ol style="list-style-type: none"> 1. <i>Let's look at the Non-Model Script. How can we improve this Constructive Conversation? This was our prompt, What is happening in the visual text? Here's the visual text. Read it to yourself as I read it aloud. Think about the prompt and the language of the Constructive Conversation Skill CREATE.</i> <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 CREATE. See possible responses below.</p> <ul style="list-style-type: none"> • <i>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</i> • <i>At first, they responded to the prompt, but towards the end they went off topic</i> • <i>They did not build on each other's ideas</i> <ol style="list-style-type: none"> 2. Teacher along with students will revise the text on chart paper or document |

6th Grade

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| | <p>reader.</p> <p><u>Non-Model</u></p> <p>Student A: I see a boy getting wet.</p> <p>Student A: I see a boy. (Student is sharing original idea and taking turn)</p> <p>Student B: I see lots of kids getting wet. Some kids are jumping. (Student not facing partner)</p> <p>Student B: I see water coming from the ground. (Student is mumbling)</p> <p>Student A: I've been to a park like that. (student is off topic)</p> <p>Student B: I like to get wet.</p> <p><u>Revised* Non-Model</u></p> <p>*text indicates what the teacher should cross out as the text is being revised. Bold indicates language revised.</p> <p>Student A: I see a A boy is playing in a water fountain park. What do you think is happening?</p> <p>Student A: I see a boy. There are children playing in the water fountain park. It is a hot day. (Student is sharing original idea and taking turn)</p> <p>Student B: I see lots of kids getting wet. Some kids are jumping. (Student not facing partner)</p> <p>Student B: I see water coming from the ground. I agree, some kids are jumping and some are waiting their turn to jump over the water. (Student is mumbling)</p> <p>Student A: I've been to a park like that. It is a hot day and the kids are having fun playing in the water park. (Student is off topic)</p> <p>Student B: I like to get wet. I agree. It is a water park and lots of kids are playing and having fun.</p> <p>3. Teacher will have pairs read the revised Non-Model script.</p> |
| PRACTICE | <p>Language Sample Revision: Non-Model</p> <p>Display the language sample collected on Day 1- <u>Student Progress Form (SPF)- Constructive Conversation Sample.</u></p> <p><i>You will work in a triad:</i></p> <ul style="list-style-type: none"> • <i>Form a triad</i> • <i>Number off from 1-3</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> • |

6th Grade

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

Start Smart- Conversation Practices

Day 3

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| ELD OBJECTIVE: | Students will be able to engage in a Constructive Conversation using the Constructive Conversation Skill CREATE , by taking turns and sharing ideas based on a visual text. |
| OPENING | <p><i>Today we are going to practice the Constructive Conversation Skill CREATE. When we see 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.</i></p> <p>Conversation Norms Poster <i>Let's chorally read the <u>Conversation Norms poster</u>.</i></p> <ol style="list-style-type: none"> <i>1. Use your think time</i> <i>2. Use the language of the skill</i> <i>3. Use your conversation voice</i> <i>4. Listen respectfully.</i> <i>5. Take turns and build on each other's ideas</i> <p>Prompt: What is happening in the visual text? (See below for visual text for teacher.)</p> |
| MODEL/GUIDED PRACTICE | <p>Model and Non-Model Display the <u>Visual Text for Teacher Modeling and Listening Task Poster</u>.</p> <p><i>To model what a Constructive Conversation looks like we are going to use the visual text and <u>Listening Task Poster</u> and address the following prompt: What is happening 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> <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) • Teacher and student read <u>Model Script</u>. <p>Prompt: <i>What is happening in the visual text?</i></p> <p>Model Student A: There is a man killing a sheep with an ax. I think that is his job. What do you think? Student B: Another man is helping him and he is getting the blood from the head of the sheep that the first man cut off.</p> |

6th Grade

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| | <p>Student A: I think the man is called a butcher. The butcher cut off the two legs and another man is taking the two legs inside. What else do you think is happening?</p> <p>Student B: I think maybe the people inside are going to buy the meat or they are waiting so they can cook the two legs. What other ideas do you have?</p> <p>Student A: There are also two women who are helping. One woman is holding the sheep so the butcher can cut the legs. And the other woman is holding the pan for the blood.</p> <p>Student B: There are also two children watching and they are wearing aprons too. I think they help too.</p> <p>Student A: So everyone helps so I think it is a family event.</p> <p>Student B: I agree. Everyone helps so they can all eat.</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>Non-Model</p> <p>Student A: He is killing an animal.</p> <p>Student B: The kids are scared.</p> <p>Student A: They cut off the legs.</p> <p>Student B: I see blood.</p> <p>Student A: I see a head cut off.</p> <p>Student B: There are people working.</p> <p>Student A: People are inside the house.</p> <p>Student B: My cat is nice.</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 CREATE.</p> |
| PRACTICE | <p>Constructive Conversation</p> <p>Display the Visual Text for Student Practice.</p> <p>Teacher organizes students into groups of four.</p> <p>Students engage in a Constructive Conversation using the skill CREATE.</p> <p>Prompt: <i>What is happening in the visual text?</i></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> |
| FORMATIVE ASSESSMENT | <p>Student Progress Form (SPF)- Constructive Conversation Sample</p> <p>Teacher will focus on 2-4 students to progress monitor using the Student Progress Form (SPF)-Constructive Conversation Sample on the use of the Constructive Conversation Skill of CREATE and the Conversation Norms to inform next steps.</p> |

6th Grade

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| PRACTICE | <p>Constructive Conversation Poster</p> <p>Teacher models creating a class Constructive Conversation Poster (see attached). 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:</p> <ul style="list-style-type: none"> ▪ What do you notice? ▪ What do you think? ▪ I think... ▪ My idea is ... ▪ I notice..... <p>Note: Students will create their own Constructive Conversation poster on Day 7.</p> |
| DIFFERENTIATED INSTRUCTION | <p>Differentiated Instruction</p> <p>Based on Formative Assessment data, organize students by language ability level. There may be 3 -4 groups depending on classroom size.</p> <p>Group 1 - Teacher Group (review CREATE Game)</p> <p>Group 2 - Practice Constructive Conversation Skill</p> <p>Group 3 – Play CREATE Game</p> <p>Group 4 – Practice the model that was presented on Day 3</p> |
| WRAP-UP | <p>Teacher will review the Constructive Conversation Skill CREATE.</p> <ul style="list-style-type: none"> • <i>The Constructive Conversation Skill allows us to create and honor our own ideas while engaging in a Constructive Conversation.</i> • <i>Reflect on your ability to use the Constructive Conversation Skill CREATE. 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 Constructive Conversation Skill CREATE?</i> <ul 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 am confident but need more practice using the constructive conversation skill 4 – I am confident but not yet ready to explain the constructive conversation skill 5 – I am confident and can explain the constructive conversation skill • Teacher can select a conversation pair to share-out. • Example: <ul style="list-style-type: none"> ○ Student: I rated myself a 3 because... ○ Teacher: What can you do to move to a 4? |

6th Grade

Visual Text for Teacher Modeling



Visual Text for Student Game



Start Smart – Conversation Practices

Day 4

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| ELD OBJECTIVE | Students will be able to engage in a Constructive Conversation using the Conversation Skill CLARIFY , by taking turns, sharing ideas and making ideas clearer based on a visual text. |
| OPENING | <p><i>Today we are going to be introduced to the Constructive Conversation Skill that will help us make our ideas clearer and learn from each other. That Constructive Conversation Skill is CLARIFY. When we CLARIFY we explain and make our ideas clearer. We will also review our conversation norms to ensure good listening and speaking skills.</i></p> <p>Conversation Norms Poster <i>Let's chorally read the <u>Conversation Norms Poster</u></i></p> <ol style="list-style-type: none"> <i>1. Use your think time</i> <i>2. Use the language of the skill</i> <i>3. Use your conversation voice</i> <i>4. Listening respectfully</i> <i>5. Take turns and build on each other's ideas</i> <p>Review Hand Gesture and Phrase-CLARIFY Review hand gesture for CLARIFY. Teacher will explain to students that we use this gesture to show when we make our ideas clearer. <i>To help us remember the skill we are practicing, we are going to be using a corresponding phrase: "Making our ideas clearer."</i></p> <p>Teacher thinks aloud for this section. <i>When we CLARIFY ideas, we explain and make our thinking clearer. I am going to show you visual text and then we will take some time to look at it carefully and think about the prompt, What is happening in the text? How do you know?</i></p> |
| MODEL/GUIDED PRACTICE | <p>Introduce the Listening Task Poster Teacher refers to the <u>Listening Task Poster-CLARIFY</u> and reads each step aloud. <i>While you are listening to my partner and me, listen for the following:</i></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Listening Task for CLARIFY:</p> <ol style="list-style-type: none"> <i>1. Did each partner state his/her ideas?</i> <i>2. Did they take turns sharing their ideas?</i> <i>3. Did they make their ideas clearer?</i> <i>4. Did they stay on topic?</i> <i>5. Did they build on each other's ideas?</i> </div> |

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

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 is happening in the text? How do you know? We will use the visual text to share our own ideas and **CLARIFY**.*

Teacher introduces **Model** and asks for a previously selected volunteer to be their partner. Teacher and student read **Model Script**.

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

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

Model

Student A: This is a historical image about two hundred years back.

Student B: What makes you say it is two hundred years back?

Student A: The way the people are dressed and because they are killing the animals outside and not in a super market.

Student B: This scene is of a butcher shop.

Student A: I see that they are killing sheep. Why do you say it is a butcher shop?

Student B: There is a sign hanging from the roof. I think the sign says it is a butcher shop and the people inside look like they are waiting for the meat. They are the customers.

Student A: The man on the floor is killing another sheep.

Student B: Yes and the woman is helping him collect the blood.

Student A: She is going to cook the blood.

Student B: Why do you think that she is going to cook the blood?

Student A: The pan that she is holding has a very long handle so she can stick it in the oven.

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

Teacher will then proceed to the **Non-Model** for the skill of **CLARIFY**. 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: The men are killing sheep.

Student B: The two kids are watching.

6th Grade

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| | <p>Student A: The two women are helping. Student B: This is of an old time. Student A: They are going to have a feast. Student B: The people are waiting to eat. Student A: One man is using an ax. Student B: One man is using a knife.</p> <p>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 CLARIFY.</p> |
| PRACTICE | <p>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 is happening? How do you know?</i></p> <p>Explain the rules of the Constructive Conversation Game to students.</p> <p><i>Rules of the game:</i></p> <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 process. |
| FORMATIVE ASSESSMENT | <p>Student Progress Form (SPF)- Constructive Conversation Sample After the students have played the game, the teacher selects two students to replay the game in front of the class. The teacher will collect a language sample from the two students on the Student Progress Form (SPF)-Constructive Conversation Sample to be used for the Day 5 lesson. The language sample must be at least four turns in length. Note: The language sample will be the Non-Model revised on Day 5.</p> |
| WRAP-UP | <p>Review ELD Objective and Self-Evaluate Teacher will review ELD objective. <i>Today, we engaged in a Constructive Conversation using the Constructive Conversation Skill CLARIFY. We took turns, shared ideas and made our ideas clearer based on a visual text.</i></p> <p>Teacher will ask students,</p> <ul style="list-style-type: none"> • <i>How did we meet today's objective of using the Constructive Conversation Skill of CLARIFY?</i> • <i>How did we use the Conversation Norms?</i> • <i>Work with your conversation partner.</i> <p>✓ <i>Identify three things that you did to meet today's objective</i></p> |

6th Grade

✓ *Share and explain the three things to your partner*

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

Visual Text for Teacher Modeling



Visual Text for Student Game



Start Smart –Conversation Practices

Day 5

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| ELD OBJECTIVES | Students will be able to revise a Non-Model for the Constructive Conversation Skill, CLARIFY in a whole group setting. | | | |
| OPENING | <p><i>Today, we are going to review the Constructive Conversation Skill CLARIFY. When we clarify, we explain and make our ideas clearer.</i></p> <p>Conversation Norms Poster <i>Let's review the <u>Conversation Norms Poster</u>.</i></p> <ol style="list-style-type: none">1. Use your think time2. Use the language of the skill3. Use your conversation voice4. Listen respectfully5. Take turns and build on each other's ideas <p>Review Hand Gesture and Phrase-CLARIFY <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 make our idea clearer. To help us remember the skill we are practicing, we use the corresponding phrase: "Making our ideas clearer."</i></p> | | | |
| PROMPT/RESPONSE STARTERS | <p>Display the Visual Text for Teacher Modeling. <i>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 the visual text? How do you know? As we look at the visual text we will CLARIFY and share our own ideas.</i></p> <p><i>Today I am going to model using the Constructive Conversation skill CLARIFY using these prompt and response starters. They will help us to communicate our ideas clearly.</i></p> <table><tr><td>Prompt Starters: What do you notice? What does this mean? What do you mean by...? Tell me more about... Why...How...What...When...</td><td>Response Starters: I notice that... I think it means... I mean that ... In other words...</td></tr></table> | | Prompt Starters: What do you notice? What does this mean? What do you mean by...? Tell me more about... Why...How...What...When... | Response Starters: I notice that... I think it means... I mean that ... In other words... |
| Prompt Starters: What do you notice? What does this mean? What do you mean by...? Tell me more about... Why...How...What...When... | Response Starters: I notice that... I think it means... I mean that ... In other words... | | | |
| MODEL | <p>Review Model Teacher introduces Model and asks for a previously selected volunteer to be their partner. Teacher and student read Model Script.</p> | | | |

6th Grade

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| | <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 is happening in the text? How do you know?</i></p> <p>Model</p> <p>Student A: This is a historical image about two hundred years back.</p> <p>Student B: What makes you say it is two hundred years back?</p> <p>Student A: The way the people are dressed and because they are killing the animals outside and not in a super market.</p> <p>Student B: This scene is of a butcher shop.</p> <p>Student A: I see that they are killing sheep. Why do you say it is a butcher shop?</p> <p>Student B: There is a sign hanging from the roof. I think the sign says it is a butcher shop and the people inside look like they are waiting for the meat. They are the customers.</p> <p>Student A: The man on the floor is killing another sheep.</p> <p>Student B: Yes and the woman is helping him collect the blood.</p> <p>Student A: She is going to cook the blood.</p> <p>Student B: Why do you think that she is going to cook the blood?</p> <p>Student A: The pan that she is holding has a very long handle so she can stick it in the oven.</p> <p>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.</p> |
| <p>GUIDED PRACTICE</p> | <p>Review Non-Model</p> <p>Teacher displays or distributes the Non-Model Script from Lesson 4.</p> <p>4. <i>Let's look at the Non-Model Script. How can we improve this Constructive Conversation? This was our prompt, What is happening in the visual text? How do you know? 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> <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 CLARIFY. See possible responses below.</p> <ul style="list-style-type: none"> • <i>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</i> • <i>At first, they responded to the prompt, but towards the end they went off topic</i> |

6th Grade

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| | <ul style="list-style-type: none"> • <i>They did not build on each other's ideas</i> <p>2. Teacher along with students revise the text on chart paper or document reader.</p> <p><u>Non-Model:</u> Student A: The men are killing sheep. Student B: The two kids are watching. Student A: The two women are helping. Student B: This is of an old time. Student A: They are going to have a feast. Student B: The people are waiting to eat. Student A: One man is using an ax. Student B: One man is using a knife.</p> <p><u>Revised* Non-Model:</u> *text indicates what the teacher should cross out as the text is being revised. Bold indicates additions.</p> <p>Student A: The men are killing sheep. Student B: The two kids are watching. Student A: The two women are helping. Student B: This is of an old time. Student A: They are going to have a feast. Student B: The people are waiting to eat. Student A: One man is using an ax. Student B: One man is using a knife.</p> <p>3. Refer to class revised Non-Model, have pairs read.</p> |
| PRACTICE | <p>Language Sample Revision: Non-Model Display the language sample collected on Day 4 <u>Student Progress Form- Constructive Conversation Sample (SPF)</u>.</p> <p><i>You will work in a triad:</i></p> <ul style="list-style-type: none"> • <i>Form a triad</i> • <i>Number off from 1-3</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 CLARIFY</i> • <i>Be prepared to share out to the class</i> |
| FORMATIVE ASSESSMENT | <p>Student Progress Form (SPF)- Constructive Conversation Sample Teacher will focus on 2-4 students to progress monitor using the Student</p> |

6th Grade

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| | Progress Form-Constructive Conversation Sample (SPF) on the use of the Constructive Conversation Skill of CLARIFY and the Conversation Norms to inform next steps. |
| DIFFERENTIATED INSTRUCTION | Differentiated Instruction Based on formative assessment data, organize students by language performance. There may be 3 -4 groups depending on classroom size. Group 1 – Teacher Group (review CLARIFY Game) Group 2 – Practice Constructive Conversation Skill Group 3 – Play CLARIFY Game with the same visual text Group 4 – Play CLARIFY Game with a new visual text |
| WRAP-UP | Review ELD Objective and Self-Evaluate Teacher will review ELD objective. <i>Today we revised a CLARIFY 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 CLARIFY?</i> • <i>How did we use the Conversation Norms?</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

Day 6

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| 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. |
| OPENING | <p><i>Today we are going to practice the conversation skill CLARIFY. When we see or read something new we have many thoughts and ideas. As we engage in a CLARIFY Constructive Conversation, our job as speakers is to create and explain our ideas. And as listeners our role is to, value and foster the same or different ideas we hear.</i></p> <p>Conversation Norms Poster <i>Let's chorally read the Conversation Norms Poster.</i></p> <ol style="list-style-type: none"> <i>1. Use your think time</i> <i>2. Use the language of the skill</i> <i>3. Use your conversation voice</i> <i>4. Listen respectfully</i> <i>5. Take turns and build on each other's ideas</i> |
| MODEL/GUIDED PRACTICE | <p>Model and Non-Model Display the <u>Visual Text for Teacher Modeling and Listening Task Poster</u>.</p> <p><i>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 is happening in the visual text? As we look at the visual text we will share our own ideas and CLARIFY.</i></p> <p>Ask for a previously selected volunteer to be your partner as you model a Constructive Conversation.</p> <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) • Teacher and student read <u>Model Script</u>. <p>Prompt: <i>What is happening in this visual text? How do you know?</i></p> <p>Model Student A: The children are making bubbles. They had to pay for it. Student B: Can you say more? Student A: There is a cart and lots of bubble supplies so I think this is someone's business. Student B: That makes sense. I don't think they are in the United States.</p> |

6th Grade

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| | <p>Student A: What makes you say that?</p> <p>Student B: The buildings look very old and the street is not like the streets in the United States.</p> <p>Student A: The business belongs to the man on the right who is holding a big bubble.</p> <p>Student B: Yes, the way he is holding the bubble makes me think he is showing them how to do it.</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>Non-Model</p> <p>Student A: Kids are making bubbles.</p> <p>Student B: People are watching the kids.</p> <p>Student A: The kids are chasing the bubble.</p> <p>Student B: There are lots of sticks to make bubbles.</p> <p>Student A: Why do you think they are making bubbles in the middle of the city?</p> <p>Student B: They are having fun.</p> <p>Student A: Other people want to try too.</p> <p>Student B: Only little kids are making bubbles.</p> <p>Student A: No, there is a man holding a bubble.</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> |
| PRACTICE | <p>Constructive Conversation</p> <p>Display the Visual Text for Student Practice.</p> <p>Teacher organizes students into groups of four.</p> <p>Students engage in a Constructive Conversation using the skill CLARIFY</p> <p>Prompt: <i>What is happening in the visual text? How do you know?</i></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> |
| FORMATIVE ASSESSMENT | <p>Student Progress Form (SPF)- Constructive Conversation Sample</p> <p>Teacher will focus on 2-4 students to progress monitor using the Student Progress Form (SPF)-Constructive Conversation Sample on the use of the Constructive Conversation Skill of CLARIFY and the Conversation Norms to inform next steps.</p> |
| PRACTICE | <p>Constructive Conversation Poster</p> <p>Teacher models creating a Constructive Conversation Poster (see attached). Teacher</p> |

6th Grade

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| | <p>elicits student responses to help students develop poster that illustrates their understanding of the CLARIFY skill and conversation norms. 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...? ▪ Tell me more about... ▪ Why...How...What...When ▪ I notice that... ▪ I think it means... ▪ I mean that ... ▪ In other words... |
| DIFFERENTIATED INSTRUCTION | <p>Differentiated Instruction: Based on Formative Assessment data, organize students by language ability level. There may be 3 -4 groups depending on classroom size. Group 1 – Teacher Group (review CLARIFY Game) Group 2 – Practice Constructive Conversation Skill Group 3 – Play CLARIFY Game Group 4 – Practice the model that was presented on Day 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> <ul 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 am confident but need more practice using the Constructive Conversation skill 4 – I am confident but not yet ready to explain the Constructive Conversation skill 5 – I am confident and can explain the Constructive Conversation skill • Teacher will select a student to share out. <ul style="list-style-type: none"> ○ Example: <ul style="list-style-type: none"> ○ Student: I rated myself a 3 because... ○ Teacher: What can you do to move to a 4? |

6th Grade

Visual Text for Class Model and Non- Model



Visual Text for Student Practice



Start Smart – Conversation Practices

Day 7

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| ELD OBJECTIVE | Students will understand the Constructive Conversation Skills CREATE and CLARIFY , by discussing them in order to make a Constructive Conversation Skills poster with their conversation partner to present to another partner pair. |
| OPENING | <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 <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> <p>Conversation Norms</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>Review Hand Gestures and Phrases-CREATE and CLARIFY <i>Now we will review what we know about the Constructive Conversation Skills of CREATE and CLARIFY.</i></p> <p>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). <i>To help us remember CREATE, we use a special phrase: "Sharing our ideas." We use this gesture to show when we have new idea.</i></p> <p>Review hand gesture for CLARIFY (teacher places her/his hands over eyes and gestures as if "focusing binoculars"). <i>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 <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>Review class Constructive Conversation Poster from Days 3 and 6.</p> <p>Ask: <i>What do we need to remember about CREATE?</i> <i>What does it <u>sound</u> like when we CREATE using the conversation norms?</i></p> |

6th Grade

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

Start Smart –Conversation Practices

Day 8

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| 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. |
| OPENING | <p><i>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.</i></p> <p>Conversation Norms Poster <i>Let's chorally read the <u>Conversation Norms Poster</u>.</i></p> <ol style="list-style-type: none"> <i>1. Use your think time</i> <i>2. Use the language of the skill</i> <i>3. Use your conversation voice</i> <i>4. Listen respectfully</i> <i>5. Take turns and build on each other's ideas</i> <p>Note: If a review of Conversation Norms is necessary, review Day 1 Conversation Norms procedures with class.</p> <p>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.) <i>To help us remember the skill we are practicing, we are going to be using a corresponding phrase: "Make our ideas stronger." When we FORTIFY ideas, we make our ideas stronger.</i></p> |
| MODEL | <p>Introduce the Listening Task Poster Teacher refers to Listening Task Poster –FORTIFY and reads each step aloud. <i>While you are listening to my partner and me, listen for the following:</i></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Listening Task for FORTIFY:</p> <ol style="list-style-type: none"> <i>1. Did each partner state his/her ideas?</i> <i>2. Did they take turns sharing their ideas?</i> <i>3. Did they support their ideas with evidence?</i> <i>4. Did they stay on topic?</i> <i>5. Did they build on each other's ideas?</i> </div> |

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.*

Teacher introduces **Model** and asks for a previously selected volunteer to be their partner. Teacher and student read **Model Script**.

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

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

PROMPT:

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

Model

Student A: In the top part of the visual text, I notice people farming the land. What do you notice?

Student B: In the bottom half of the visual text, I notice people carrying pots and baskets on their heads. What else do you observe?

Student A: Now that you say that, I notice at the very top of the visual text, a woman carrying a basket on her head.

Student B: I think that this is a village and all the people are working.

Student A: I agree with you but what is your evidence that it is a village?

Student B: My evidence is that everyone is connected. There is no space between the people.

Student A: I agree, they are connected because the people farm and make food and the animals are food and then people take it in their baskets to sell.

Student B: In the bottom there are two people walking back up to where the farmers are working. What do you notice?

Student A: I notice a horse on the bottom left side of the visual text. What do you notice?

Student B: The woman is riding on the horse. The man's hat is different than the others.

Student A: I think the different hat means they are from another place.

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**.

Non-Model

Student A: There are lots of people.

Student B: There are cows.

Student A: There are women with things on their heads. What do you notice?

Student B: All the men are wearing hats.

6th Grade

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| | <p>Student A: The colors are not bright. Student B: I see that too. What else do you see? Student A: I see trees and mountains.</p> <p>Teacher will use questions and Listening Task Poster to guide students through analysis of what makes this a Non-Model Constructive Conversation for the conversation skill FORTIFY.</p> |
| PRACTICE | <p>Constructive Conversation Game <i>You are now going to have the opportunity to practice the Constructive Conversation Skill FORTIFY while playing a game. Explain the rules of the 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 3 CREATE, 3 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. 4. <i>You will respond to the following prompt: What is happening in this visual text? Provide evidence from the text to support your claim.</i> |
| FORMATIVE ASSESSMENT | <p>Student Progress Form (SPF) – Constructive Conversation Sample After the students have played the game, the teacher will select two students to replay game in front of class. The Teacher will collect a language sample from the two students on the Student Progress Form (SPF)-Constructive Conversation Sample to be used for the Day 9 lesson. The language sample from two students must be at least four turns in length. Note: The language sample will be the Non-Model revised on Day 9.</p> |
| WRAP-UP | <p>Review ELD Objectives and Self-Evaluate Teacher will review ELD objective. <i>Today we engaged in a Constructive Conversation using the Constructive Conversation Skill FORTIFY. We took turns, shared ideas and supported our ideas with evidence from the visual text.</i></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 we use the Conversation Norms?</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> |

6th Grade

Visual Prompt for Teacher Model/Non-Model



Visual Prompt for Student Practice



Start Smart – Conversation Practices

Day 9

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| ELD OBJECTIVE | Students will revise a Non-Model for the Constructive Conversation Skill FORTIFY in a whole group setting. | | | |
| OPENING | <p><i>Today we are going to review the Constructive Conversation Skill FORTIFY. When we FORTIFY we make a claim and support it with evidence.</i></p> <p>Conversation Norms Poster <i>Let's review the <u>Conversation Norms Poster</u></i></p> <p>1. Students Read-Aloud: 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> | | | |
| PROMPT/RESPONSE STARTERS | <p>Display the Visual Text for Teacher Modeling. <i>To model what a Constructive Conversation looks like we are going to be using a visual text and address the following prompt, What is happening in this text? Provide evidence from the text to support your claim.</i> <i>As we look at the visual text we will share and FORTIFY our ideas.</i></p> <p><i>Today I am going to model using the Constructive Conversation Skill FORTIFY using these prompt and response starters. They will help us to communicate and explain our ideas clearly.</i></p> <table><tr><td>Response Starters 1. In the text,... 2. I know because ... 3. I have seen this in... 4. An example is...</td><td>Prompt Starters 1. Show me in the text where... 2. How do you know...? 3. Where did you get that information?</td></tr></table> | | Response Starters 1. In the text,... 2. I know because ... 3. I have seen this in... 4. An example is... | Prompt Starters 1. Show me in the text where... 2. How do you know...? 3. Where did you get that information? |
| Response Starters 1. In the text,... 2. I know because ... 3. I have seen this in... 4. An example is... | Prompt Starters 1. Show me in the text where... 2. How do you know...? 3. Where did you get that information? | | | |
| MODEL | <p>Review Model Teacher introduces Model and asks for a previously selected volunteer to be their partner. Teacher and student read Model Script.</p> <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 text? Provide evidence from the text to support</i></p> | | | |

6th Grade

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| | <p><i>your claim.</i></p> <p>Model</p> <p>Student A: In the top part of the visual text, I notice people farming the land. What do you notice?</p> <p>Student B: In the bottom half of the visual text, I notice people carrying pots and baskets on their heads. What else do you observe?</p> <p>Student A: Now that you say that, I notice at the very top of the visual text, a woman carrying a basket on her head.</p> <p>Student B: I think that this is a village and all the people are working.</p> <p>Student A: I agree with you but what is your evidence that it is a village?</p> <p>Student B: My evidence is that everyone is connected. There is no space between the people.</p> <p>Student A: I agree, they are connected because the people farm and make food and the animals are food and then people take it in their baskets to sell.</p> <p>Student B: In the bottom there are two people walking back up to where the farmers are working. What do you notice?</p> <p>Student A: I notice a horse on the bottom left side of the visual text. What do you notice?</p> <p>Student B: The woman is riding on the horse. The man's hat is different than the others.</p> <p>Student A: I think the different hat means they are from another place.</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 FORTIFY.</p> |
| <p>GUIDED PRACTICE</p> | <p>Review Non-Model</p> <p>Teacher displays or distributes the Non-Model Script from Lesson 8.</p> <p>1. <i>Let's look at the Non-Model Script. How can we improve this Constructive Conversation? This was our prompt, What is happening in the visual text? Here's the visual text. Read it to yourself as I read it aloud. Think about the prompt and the language of the Constructive Conversation Skill FORTIFY.</i></p> <p>Teacher will use questions and the Listening Task Poster to guide students through an analysis of what makes this a Non-Model Constructive Conversation for the skill of FORTIFY. See possible responses below.</p> <ul style="list-style-type: none"> <i>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</i> <i>At first, they responded to the prompt, but towards the end they went off topic</i> <i>They did not build on each other's ideas</i> |

6th Grade

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

Non-Model:

Student A: There are lots of people.

Student B: There are cows.

Student A: There are women with things on their heads. What do you notice?

Student B: All the men are wearing hats.

Student A: The colors are not bright.

Student B: I see that too. What else do you see?

Student A: I see trees and mountains.

Revised* Non-Model:

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

Bold indicates additions.

Non-Model:

Student A: There are ~~lots of~~ **many** people **dressed in dark clothing huddled together.**

Student B: **What do you mean by huddled together?** ~~There are cows.~~

Student A: ~~There are women with things on their heads.~~ **They are standing very close together. I think it might be cold as they are also covered with shawls and coats.** What do you notice?

Student B: ~~All the men are wearing hats.~~ **The men and women with things on their head are wearing hats or head coverings.**

Student A: **The artist of this painting used color that aren't bright.** ~~The colors are not bright.~~ **It makes the mood very quiet and serious.**

Student B: I see notice that too. **The features of their faces aren't clear either but they do look serious.** What else do you see notice?

Student A: ~~I see trees and~~ **The people in the background are working on the mountains bent over their work. It looks like they are doing hard work.**

Student B: I agree. I also notice that the cattle in the top third of the painting are bent down as if they are fighting.

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

PRACTICE

Language Sample Revision: Non-Model

Display the language sample collected on Day 8- **Student Progress Form (SPF)- Constructive Conversation Sample.**

You will work in a triad:

- *Form a triad*
- *Number off from 1-3*
- *Read the language sample*

6th Grade

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| | <ul style="list-style-type: none"> 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 |
| FORMATIVE ASSESSMENT | <p>Student Progress Form (SPF)- Constructive Conversation Sample</p> <p>Teacher will focus on 2-4 students to progress monitor using the Student Progress Form (SPF)-Constructive Conversation Sample on the use of the Constructive Conversation Skill of FORTIFY and the Conversation Norms to inform next steps.</p> |
| DIFFERENTIATED INSTRUCTION | <p>Differentiated Instruction</p> <p>Based on formative assessment data, organize students by language ability level. 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 with the same visual text</p> <p>Group 4 – Play FORTIFY Game 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 FORTIFY 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 FORTIFY?</i> <i>How did we use the Conversation Norms?</i> Work with your conversation partner to do the following: <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

Day 10

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| 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 at a visual text. |
| OPENING | <p><i>Today we are going to practice the Constructive Conversation Skill FORTIFY. When we see 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 FORTIFY our ideas. As listeners our role is to value and foster the same or different ideas that we hear.</i></p> <p>Conversation Norms Poster <i>Let's chorally read the <u>Conversation Norms Poster</u>.</i></p> <ol style="list-style-type: none"> 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 |
| MODEL/ GUIDED PRACTICE | <p>Model and Non-Model Display the <u>Visual Text for Teacher Modeling and Listening Task Poster</u>.</p> <p><i>To model what a Constructive Conversation looks like we are going to use the visual text and address the following prompt: What do you notice in this text? Provide evidence from the text to support your ideas. As we look at the visual text we will share our own ideas and FORTIFY.</i></p> <p>Ask for a previously selected volunteer to be your partner as you model a Constructive Conversation.</p> <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) • Teacher and student read <u>Model Script</u>. <p>Prompt: <i>What do you notice in this text? Provide evidence from the text to support your ideas.</i></p> <p>Model Student A: I notice flags from many countries like Mexico. I think these are people from those countries. What do you think is happening? Student B: I notice a family and the little boy has a suitcase. So I agree that they are coming from one of those countries. Can you fortify your idea?</p> |

6th Grade

Student A: In the visual text I don't see a flag from the U.S. so I think that the people are coming from the countries from those flags. Can you fortify your idea?

Student B: The little boy has a suitcase and the father is carrying the little girls. Look at their faces they all look tired. They look tired because they have been coming to the U.S.

Student A: I notice that they do not look happy. Look at the father's face. He looks a little angry. The others look a little sad.

Student B: The mother, sister, father and brother are all looking straight at us. What do you think?

Student A: The two little girls that the dad is carrying are not looking straight at us. Can you fortify your idea?

Student B: The flags are behind the people because that is where they are coming from. They are looking straight at us because that is where they are going. Why are the little girls not looking straight at us?

Student A: They are not looking straight because they don't understand. They are holding on to their dad. Look at their hands. They know their dad.

Student B: The mother looks scared. In the visual text her hand is across her chest like she is hugging or protecting herself.

Student A: The bag the boy is carrying is very heavy. In the visual text you can see that he is leaning to the side because the bag is so heavy.

Student B: I agree and his face also shows that the bag is heavy for him.

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

Non-Model

Student A: There are a lot of flags.

Student B: I notice the Mexican Flag.

Student A: It has an eagle.

Student A: My parents are from Mexico.

Student B: I agree, my family is from Mexico too.

Student B: I notice that there's a flag with a star.

Student A: The flags are all different.

Student B: Why is the family there?

Student A: I don't know

Student B: me neither

Student A: Maybe they are from Mexico

Student B: I guess

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 **FORTIFY**.

6th Grade

Visual Text for Teacher Model



Visual Text for Student Practice



PRACTICE

Constructive Conversation

Display the Visual Text for Student Practice.

Teacher organizes students into groups of four.

Students will engage in a Constructive Conversation using the skill **FORTIFY**.

Prompt: *What is happening in the visual text? Provide evidence from the text.*

Students engage in a Constructive Conversation in groups of four.

Teacher selects two students to share in front of the class.

FORMATIVE ASSESSMENT

Student Progress Form (SPF)- Constructive Conversation Sample

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

PRACTICE

Constructive Conversation Poster

Teacher models creating a Constructive Conversation Poster (see attached). Teacher elicits student responses to help students develop poster that illustrates their understanding of the **FORTIFY** skill and Conversation Norms.

The poster should have only prompt and response starters used by the students for the Constructive Conversation Skill **FORTIFY**:

- In the text,...
- I know because ...
- I have seen this in...
- Show me in the text where...
- How do you know...?

Where did you get that information?

6th Grade

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| DIFFERENTIATED INSTRUCTION | <p>Differentiated Instruction:</p> <p>Based on Formative Assessment data, organize students by language performance.</p> <p>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 on Day 9</p> |
| WRAP-UP | <p>Self-Assess</p> <p>Teacher will review the 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 conversation skill FORTIFY. In the past few lessons we have used various visual texts and sentence starters to help us share and support our ideas.</i> • Students will self assess answering the prompt: On a scale from 1 to 5 (refer students to poster) how would you rate yourself using the Conversational Skill FORTIFY? <ul 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 am confident but need more practice using the Constructive Conversation Skill 4 – I am confident but not yet ready to explain the Constructive Conversation Skill 5 – I am confident and can explain the Constructive Conversation Skill • Teacher can select student to share-out. • Example: <ul style="list-style-type: none"> ○ Student: I rated myself a 3 because... ○ Teacher: What can you do to move to a 4? |

Start Smart –Conversation Practice

Day 11

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| 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. |
| 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 say our opinion, consider the opinions of others and come to a consensus. We also use Conversations Norms to ensure good listening and speaking skills.</i></p> <p>Conversation Norms Poster <i>Let's chorally read the <u>Conversation Norms Poster</u>.</i></p> <ol style="list-style-type: none"> <i>1. Use your think time</i> <i>2. Use the language of the skill</i> <i>3. Use your conversation voice</i> <i>4. Listen respectfully</i> <i>5. Take turns and build on each other's ideas</i> <p>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. <i>To help us remember the skill we are practicing, we are going to use a corresponding phrase: "Come to a consensus."</i></p> |
| MODEL/GUIDED PRACTICE | <p>Introduce the Listening Task Poster 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> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Listening Task for NEGOTIATE:</p> <ol style="list-style-type: none"> <i>1. Did each partner state his/her ideas?</i> <i>2. Did they take turns sharing their ideas?</i> <i>3. Did they consider all the ideas?</i> <i>4. Did they stay on topic?</i> <i>5. Did they build on each other's ideas?</i> <i>6. Did they come to a consensus?</i> </div> |

Introduce Model and Non-Model

Display the **Visual Text for Teacher Modeling and the Listening Task Poster**.
*To model what a **NEGOTIATE** Constructive Conversation sounds like we are going to use a visual text and the **Listening Task Poster** to address the prompt, "What is a healthy diet? How much junk food can be part of a healthy diet?" We will use this prompt to share our ideas **NEGOTIATE**.*

Teacher introduces **Model** and asks for a previously selected volunteer to be their partner. Teacher and student read **Model Script**.

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

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

Prompt: What is a healthy diet? How much junk food can be part of a healthy diet?

Model

Student A: I think a healthy diet has lots of fruits and vegetables and no junk food. What is your opinion?

Student B: My opinion is that a healthy diet has a balance of fruits, vegetables, meats and a little junk food.

Student A: A healthy diet also has lots of water. I think it depends on what kind of junk food.

Student B: I agree because a little bit of birthday cake is ok but soda everyday is not healthy. Do you agree?

Student A: I agree. Some junk food can be a part of a healthy diet but it depends on what kind. Do you agree?

Student B: Yes, I agree because an example is frozen yogurt. It is junk food but it is not the worst kind like Hot Cheetos but even frozen yogurt you should not eat lots and everyday.

Student A: So is our consensus that a healthy diet can have some or a little junk food but it depends on the kind and it can't be everyday?

Student B: Yes. I think you can have junk food but maybe just every other day.

Student A: I agree some junk food is ok but not everyday and the rest of your diet has to be balanced. Is this our consensus?

Student B: Yes, that a healthy diet is a balance of fruits, vegetables and meat and lots of water. That some junk food is ok but not everyday and it should be the better kind of junk food.

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

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

6th Grade

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| | <p>Suggestions for reading script:</p> <ul style="list-style-type: none"> • Show a video of students having the non-model conversation (optional) • Teacher and student volunteer can read the non-model script <p><u>Non-Model:</u> Student A: Junk food is o.k. Student B: I like junk food. Not lots of junk food. Do you agree? Student A: Yes. Student B: Fruits and vegetables are important too. Student A: I agree. Student B: Me too.</p> <p>Teacher will use questions and <u>Listening Task Poster</u> to guide students through an analysis of what makes this a Non-Model Constructive Conversation for the skill of NEGOTIATE.</p> |
| PRACTICE | <p>Constructive Conversation Game <i>You are now are going to have the opportunity to practice the Constructive Conversation Skill of NEGOTIATE while playing a game.</i> Explain the rules of the <u>Constructive Conversation Game</u> to students.</p> <p>Rules of the game:</p> <ol style="list-style-type: none"> 1. Each student will have 3 CREATE, 3 CLARIFY, 3 FORTIFY AND 3 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. If you're done early, repeat the game. 4. <i>You will respond to the following prompt in the game: Look at the visual text and come to a common understanding of what is happening.</i> |
| FORMATIVE ASSESSMENT | <p>Student Progress Form (SPF) – Constructive Conversation Sample After the students have played the game, the teacher will select two students to replay the game in front of the class. The Teacher will collect a language sample from the two students on the <u>Student Progress Form (SPF)-Constructive Conversation Sample</u> to be used for the Day 12 lesson. The language sample from two students must be at least four turns in length. Note: The language sample will be the Non-Model revised on Day 12 lesson.</p> |
| WRAP-UP | <p>Review ELD Objectives and Self-Evaluate Teacher will review ELD objective. <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> |

6th Grade

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| | <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 we use the Conversation Norms?</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 2 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

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| ELD OBJECTIVE | Students will be able to revise a Non-Model for the Constructive Conversation Skill of NEGOTIATE in a whole group setting. | | | |
| OPENING | <p>Today we are going to review the Constructive Conversation Skill NEGOTIATE. When we NEGOTIATE we share our opinions, consider other’s opinions and come to a consensus.</p> <p>Conversation Norms Poster Let’ review the <u>Conversation Norms Poster</u>.</p> <p>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</p> <p>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 synonymous phrase: “Come to a consensus.”</p> | | | |
| PROMPT/ RESPONSE STARTERS | <p>Display the <u>Visual Text for Teacher Modeling</u>. To model what a Constructive Conversation for the skill of NEGOTIATE looks like we are going to address the Prompt: What is a healthy diet? How much junk food can be part of a healthy diet?</p> <table><tr><td><p>Prompt Starter</p><p>1. What do you think about...</p><p>2. What is your opinion of...</p><p>3. Do you agree? Why?</p><p>4. Do you disagree? Why?</p></td><td><p>Response Starter</p><p>1. I think...</p><p>2. My opinion is...</p><p>3. I agree because...</p><p>4. I disagree because...</p></td></tr></table> | | <p>Prompt Starter</p> <p>1. What do you think about...</p> <p>2. What is your opinion of...</p> <p>3. Do you agree? Why?</p> <p>4. Do you disagree? Why?</p> | <p>Response Starter</p> <p>1. I think...</p> <p>2. My opinion is...</p> <p>3. I agree because...</p> <p>4. I disagree because...</p> |
| <p>Prompt Starter</p> <p>1. What do you think about...</p> <p>2. What is your opinion of...</p> <p>3. Do you agree? Why?</p> <p>4. Do you disagree? Why?</p> | <p>Response Starter</p> <p>1. I think...</p> <p>2. My opinion is...</p> <p>3. I agree because...</p> <p>4. I disagree because...</p> | | | |
| MODEL | <p>Review Model Teacher introduces Model and asks for a previously selected volunteer to be their partner. Teacher and student read <u>Model Script</u>.</p> <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> | | | |

6th Grade

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

Prompt: What is a healthy diet? How much junk food can be part of a healthy diet?

Model

Student A: I think a healthy diet has lots of fruits and vegetables and no junk food. What is your opinion?

Student B: My opinion is that a healthy diet has a balance of fruits, vegetables, meats and a little junk food.

Student A: A healthy diet also has lots of water. I think it depends on what kind of junk food.

Student B: I agree because a little bit of birthday cake is ok but soda everyday is not healthy. Do you agree?

Student A: I agree. Some junk food can be a part of a healthy diet but it depends on what kind. Do you agree?

Student B: Yes, I agree because an example is frozen yogurt. It is junk food but it is not the worst kind like Hot Cheetos but even frozen yogurt you should not eat lots and everyday.

Student A: So is our consensus that a healthy diet can have some or a little junk food but it depends on the kind and it can't be everyday?

Student B: Yes. I think you can have junk food but maybe just every other day.

Student A: I agree some junk food is ok but not everyday and the rest of your diet has to be balanced. Is this our consensus?

Student B: Yes, that a healthy diet is a balance of fruits, vegetables and meat and lots of water. That some junk food is ok but not everyday and it should be the better kind of junk food.

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

GUIDED PRACTICE

Review Non-Model

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

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

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

- *No, they did not take turns sharing their ideas because partner A spoke two times in*

6th Grade

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.

Non-Model:

Student A: Junk food is o.k.

Student B: I like junk food. Not lots of junk food. Do you agree?

Student A: Yes.

Student B: Fruits and vegetables are important too.

Student A: I agree.

Student B: Me too.

Revised* Non-Model:

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

Student A: **A healthy diet is balanced and some** junk food is o.k. **What is your position?**

Student B: **My position is that a healthy diet has a balance of fruits, vegetables and protein.** ~~I like junk food. Not lots of junk food.~~ **Also that a little junk food is o.k.** Do you agree?

Student A: Yes, **I agree. A little junk food is ok. I think once a day is o.k.** Do you agree?

Student B: ~~Fruits and vegetables are important too.~~ **Yes, I agree that junk food once a day is part of a healthy diet but only a small serving of junk food.** Do you agree?

Student A: I agree **but junk food should not be a meal. A healthy diet has three meals and a small serving of junk food once a day.** Do you agree?

Student B: ~~Me too.~~ **I agree. Our consensus is that a healthy diet has three balanced meals a day and a small serving of junk food once a day.**

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

PRACTICE

Language Sample Revision: Non-Model

Display the language sample collected on Day 11- **Student Progress Form (SPF)- Constructive Conversation Sample.**

You will work in a triad:

- *Form a triad*

6th Grade

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

Start Smart – Conversation Practices

Day 13

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| ELD OBJECTIVE | Students will engage in a Constructive Conversation using the Constructive Conversation Skill NEGOTIATE by taking turns, sharing ideas and coming to a consensus about a visual text or prompt. |
| OPENING | <p><i>Today we are going to practice the conversation skill NEGOTIATE. When we see or read something new we have many thoughts and opinions. As we engage in a NEGOTIATING conversation, our job as speakers is to NEGOTIATE, take ownership of our ideas, consider other peoples' ideas and come to a consensus. As listeners our role is to, value and foster the same or different ideas we are hearing.</i></p> <p><i>Let's chorally read the Conversation Norms Poster</i></p> <ol style="list-style-type: none"> <i>1. Use think time</i> <i>2. Use the language of the skill</i> <i>3. Use your conversation voice</i> <i>4. Listen respectfully</i> <i>5. Take turns and build on each other's ideas</i> |
| MODEL/GUIDED PRACTICE | <p>Model and Non-Model Display the Visual Text for Teacher Modeling and Listening Task Poster.</p> <p><i>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 the visual text? As we look at the visual text we will share and NEGOTIATE our ideas.</i></p> <p>Ask for a previously selected volunteer to be your partner as you model a Constructive Conversation.</p> <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) • Teacher and student read Model Script. <p>Prompt: <i>Should the government require warning labels on sodas?</i></p> <p>Model Student A: I don't think we need warning labels on soda. We need them on cigarettes because they cause cancer. Do you agree? Student B: I disagree because soda has a lot of sugar and can cause obesity. Adults know that soda has a lot of sugar but kids don't. Do you agree Student A: I agree that drinking a lot of soda is bad for you and can cause health problems but it can't kill you like cigarettes.</p> |

6th Grade

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| | <p>Student B: I disagree, I think too much soda can kill you after many years. The warning label is to make people think of maybe drinking water instead.</p> <p>Student A: I agree that the label will make people think before they buy.</p> <p>Student B: Yes, warning labels don't tell you what to do they tell you to stop and think and make a good decision.</p> <p>Student A: I agree that sodas should have warning labels because it is ok to have people stop and think and sodas are unhealthy.</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 NEGOTIATE.</p> <p>Non-Model</p> <p>Student A: I like soda.</p> <p>Student B: Soda doesn't kill so we don't need a label.</p> <p>Student A: People will think soda gives you cancer.</p> <p>Student B: I agree.</p> <p>Student A: Just don't drink too much soda.</p> <p>Student B: My opinion is a little soda is ok.</p> <p>Student A: I agree, a little soda is ok.</p> <p>Teacher will use questions and Listening Task Poster to guide students through an analysis of what makes this a Non-Model Constructive Conversation for the skill of NEGOTIATE.</p> |
| PRACTICE | <p>Constructive Conversation</p> <p>Display the prompt for the students.</p> <p>Prompt: <i>Should the government require warning labels on sodas?</i></p> <p>Teacher organizes students into groups of four.</p> <p>Students engage in a Constructive Conversation using the skill NEGOTIATE. Teacher selects two students to share in front of the class.</p> |
| FORMATIVE ASSESSMENT | <p>Student Progress Form (SPF)- Constructive Conversation Sample</p> <p>Teacher will focus on 2-4 students to progress monitor using the Student Progress Form (SPF)-Constructive Conversation Sample on the use of the Constructive Conversation Skill of 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 attached). 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</p> |

6th Grade

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| | <p>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... <p>Note: Students will create their own Constructive Conversation poster on Day 14.</p> |
| DIFFERENTIATED INSTRUCTION | <p>Differentiated Instruction</p> <p>Based on Formative Assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size.</p> <p>Group 1 - Teacher Group (review NEGOTIATE Game)</p> <p>Group 2 - Practice Constructive Conversation Skill</p> <p>Group 3 - Practice Conversation Skill</p> <p>Group 4 - Play NEGOTIATE Game</p> |
| WRAP-UP | <p>Teacher will review the <i>Constructive Conversation Skill</i> 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> <ul 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 am confident but need more practice using the Constructive Conversation Skill 4 – I am confident but not yet ready to explain the Constructive Conversation Skill 5 – I am confident and can explain the Constructive Conversation Skill <p>Teacher can select a conversation pair to group share.</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? |
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Start Smart – Conversation Practices

Day 14

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| 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. |
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OPENING

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

Conversation Norms Poster

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

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

Review Constructive Conversation Poster

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

*Now we will review what we know about the Constructive Conversation Skills from our Constructive Conversation Posters from Day 7. When we **CREATE**, we say what we think, what we see, 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 Day 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: "Making our ideas stronger."*

- 1. We use this gesture to show when we make our ideas stronger.*
- 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: "Coming to a consensus."*

- 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.)*

6th Grade

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

6th Grade

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

Start Smart – Conversation Practices

Day 15

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| 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 | <i>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.</i> |
| MODEL/GUIDED PRACTICE | <p>Teacher Models Presenting Constructive Conversation Skills Poster Display the class-created Constructive Conversation Poster.</p> <p><i>First, we will present our posters.</i> Teacher displays and models sharing completed class poster.</p> <p>Teacher and Students Discuss Presentation Norms Teacher uses questions to guide students through an analysis of presentation norms, such as the following:</p> <ul style="list-style-type: none"> • Did I have eye contact with the audience? • Did I speak clearly? • Did I talk about each Constructive Conversation Skill? • Did I include examples of prompt/response starters? • Did I stay on topic? • What did the audience do? <p>Partner Pairs Present to each other <i>Meet with another partner pair to present your whole poster.</i> <i>Share your poster.</i></p> <p>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> |
| PRACTICE | <p>Constructive Conversation Game Organize students in partner pairs to read the visual text and play the game. Distribute the Constructive Conversation Game-4 Skills.</p> <p><i>Our second objective for the day is to play the Constructive Conversation Game with</i></p> |

6th Grade

a partner. You are now going to have the opportunity to practice all four **Constructive Conversation Skills** while playing the game.

Rules of the game (partners):

1. Each student will have 8 cards (**2 CREATE, 2 CLARIFY, 2 FORTIFY and 2 NEGOTIATE** cards).
2. Each student will play one card as they share their ideas, in groups of two. They will continue taking turns until all cards are placed in the middle.
3. If you're done early, repeat the game.

Students play the Constructive Conversation Game.

Prompt: *Is it more fun to play with a group of friends or with one friend? Come to a consensus.*

Visual Text



WRAP-UP

Review ELD Objectives and Self-Evaluate

Teacher will review ELD objectives.

Teacher will ask students,

- *How did you meet today's objective of presenting your Constructive Conversation Skills poster?*
- *How did you meet today's objective of playing the Constructive Conversation game?*
- *Work with your conversation partner.*
 - ✓ *Identify three things that you did to meet today's objectives*
 - ✓ *Share and explain the three things to your partner*

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