

## Start Smart-Conversation Practices

### Resources Days 1-3

1. Conversation Norms Poster
2. Visual Text for Teacher Modeling-Days 1-2
3. Listening Task Poster--**CREATE**
4. Model/Non-Model Script-Days 1-2
5. Constructive Conversation Game-**CREATE**  
Cards
6. Visual Text For Student Practice-**CREATE**-  
Days 1-2
7. Visual Text for Teacher Modeling- Day 3
8. Model/Non-Model Script-Days 3
9. Visual Text for Student Practice-Days 3
10. Self-Assess Poster

# **Conversation Norms**

***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***

## Visual Text for Teacher Modeling-Days 1-2





## **Visual Text for Student Practice 1-2**





## **Listening Task-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?

## **Model and Non-Model Scripts-Days 1-2**

**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 spout, 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.

### **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)

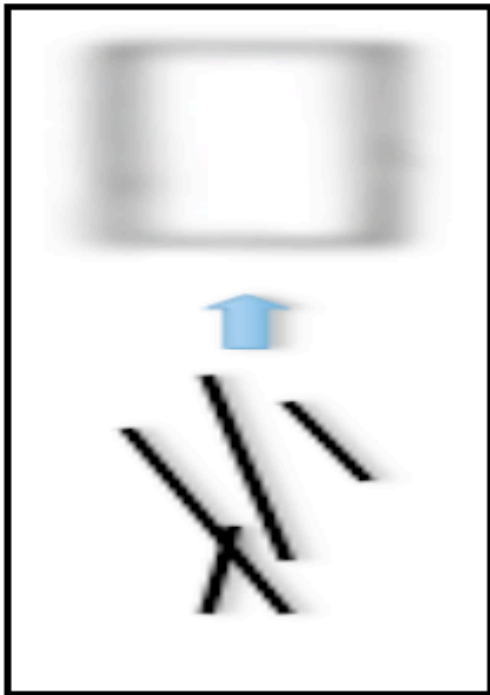
Student B: I see water coming from the ground. (Student is mumbling)

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

Student B: I like to get wet.

**Constructive Conversation Game-CREATE**

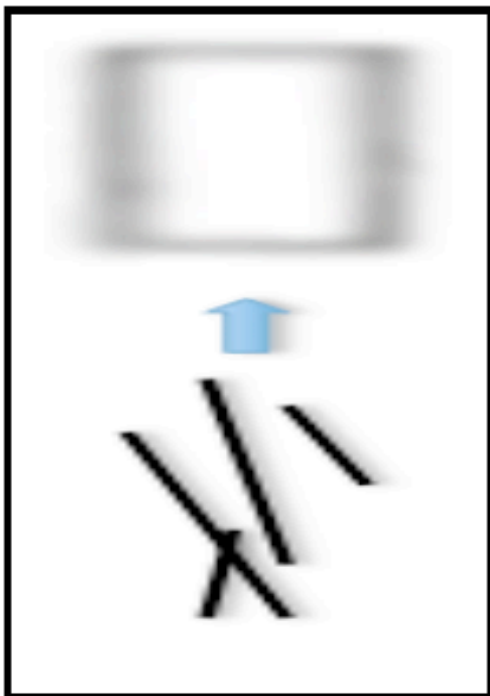
**Create**



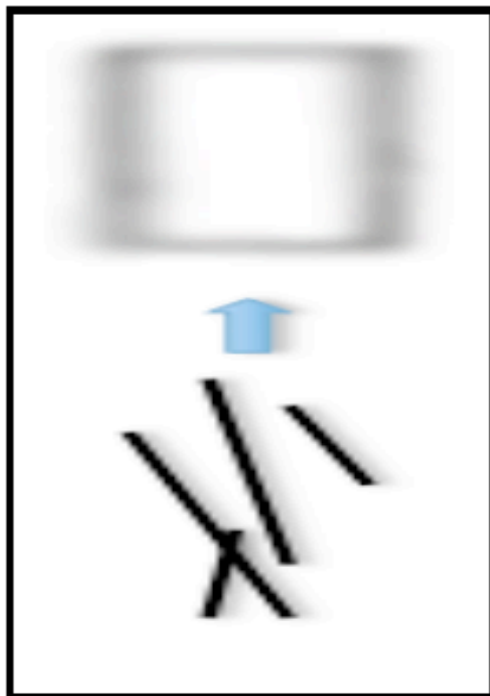
**Create**



**Create**



**Create**



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## Visual Text for Teacher Modeling Day 3



## **Model and Non-Model-Day 3**

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

### **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.

**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?

**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?

**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.

**Student B:** There are also two children watching and they are wearing aprons too. I think they help too.

**Student A:** So everyone helps so I think it is a family event.

**Student B:** I agree. Everyone helps so they can all eat.

### **Non-Model**

**Student A:** He is killing an animal.

**Student B:** The kids are scared.

**Student A:** They cut off the legs.

**Student B:** I see blood.

**Student A:** I see a head cut off.

**Student B:** There are people working.

**Student A:** People are inside the house.

**Student B:** My cat is nice.



## Visual Text for Student Practice-Day 3





## **Self –Assess**

- 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**

## Start Smart-Conversation Practices

### Resources Days 4-6

1. Conversation Norms Poster (In Days 1-3)
2. Visual Text for Teacher Modeling-Days 4-6
3. Listening Task Poster--**CLARIFY**
4. Model/Non-Model Script- Days 4-6
5. Constructive Conversation Game- **CLARIFY** Cards
6. Visual Text For Student Practice- **CLARIFY** - Days 4-6
7. Visual Text for Teacher Modeling-Day 6
8. Model/Non-Model Script- Day 6
9. Visual Text for Student Practice- Day 6
10. Self-Assess Poster (In Days 1-3)

# **Conversation Norms**

***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***



## Visual Text for Teacher Modeling-Days 4-5





## Visual Text for Student Practice-Days 4-5



## **Listening Task- CLARIFY**

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



## **Model and Non-Model Scripts-Days 4-5**

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

### **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.

### **Non-Model:**

**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.

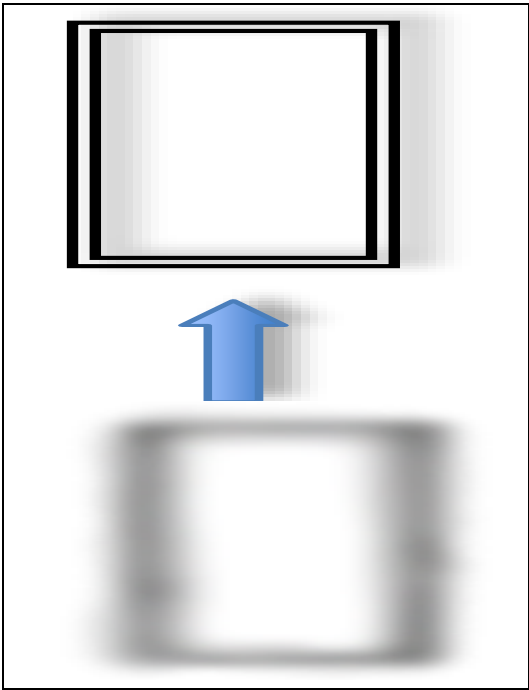
**Student B:** The people are waiting to eat.

**Student A:** One man is using an ax.

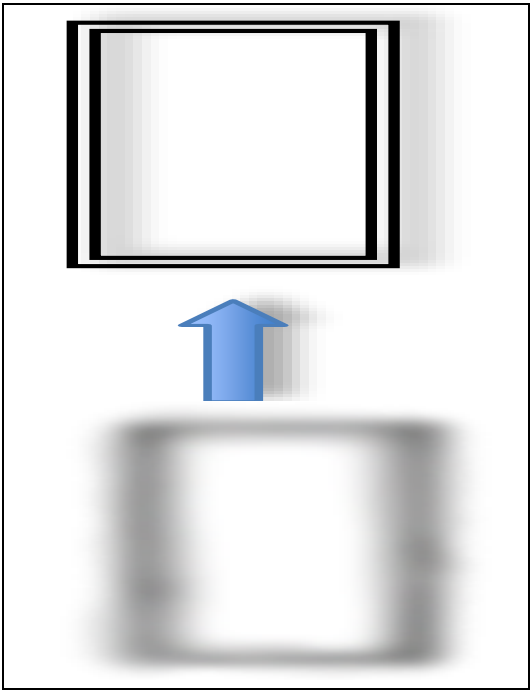
**Student B:** One man is using a knife.

**Constructive Conversation Game- CLARIFY**

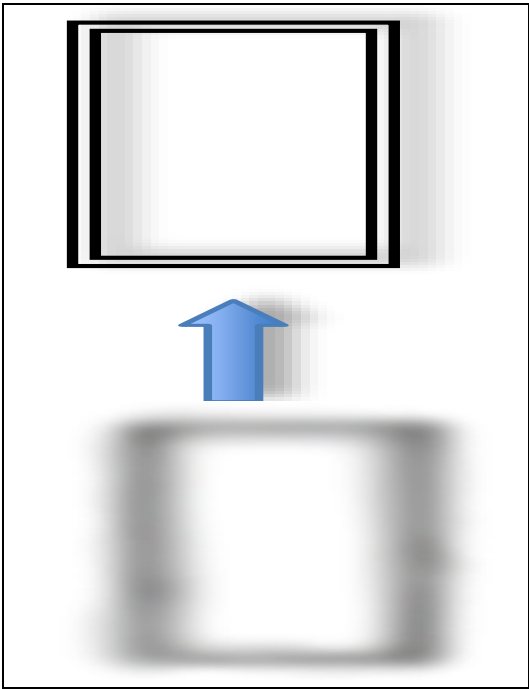
**Clarify**



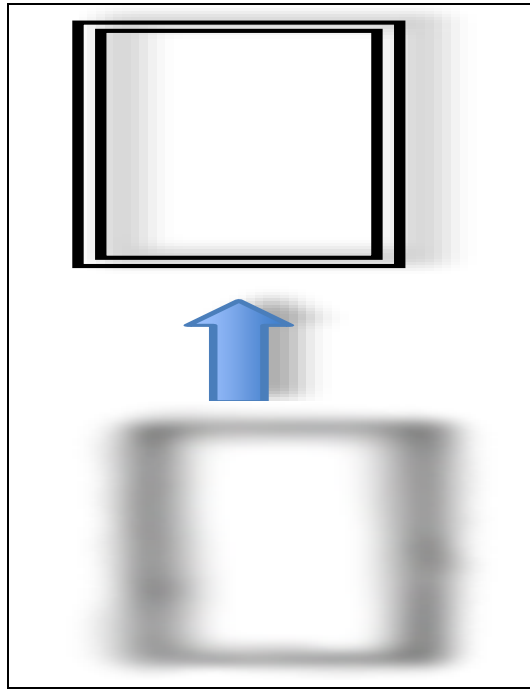
**Clarify**



**Clarify**



**Clarify**



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## **Visual Text for Teacher Modeling Day 6**



## **Model and Non-Model-Day 6**

**Prompt:** What is happening in this visual text? How do you know?

### **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.

**Student A:** What makes you say that?

**Student B:** The buildings look very old and the street is not like the streets in the United States.

**Student A:** The business belongs to the man on the right who is holding a big bubble.

**Student B:** Yes, the way he is holding the bubble makes me think he is showing them how to do it.

### **Non-Model**

**Student A:** Kids are making bubbles.

**Student B:** People are watching the kids.

**Student A:** The kids are chasing the bubble.

**Student B:** There are lots of sticks to make bubbles.

**Student A:** Why do you think they are making bubbles in the middle of the city?

**Student B:** They are having fun.

**Student A:** Other people want to try too.

**Student B:** Only little kids are making bubbles.

**Student A:** No, there is a man holding a bubble.

## **Visual Text for Student Practice-Day 6**



## **Self -Assess**

- 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**



## Start Smart-Conversation Practices

### Resources Days 8-10

1. Conversation Norms Poster
2. Visual Text for Teacher Modeling-Days 8-10
3. Listening Task Poster--**FORTIFY**
4. Model/Non-Model Script-Days 8-10
5. Constructive Conversation Game-  
**FORTIFY** Cards
6. Visual Text For Student Practice- **FORTIFY**  
- Day 10
7. Visual Text for Teacher Modeling- Day 10
8. Model/Non-Model Script- Day 10
9. Visual Text for Student Practice- Day 10
10. Self-Assess Poster

# **Conversation Norms**

***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***

**Visual Text for Teacher Modeling-Days 8-9**





## **Visual Text for Student Practice - Days 8-9**



## **Model and Non-Model Scripts-Days 8-9**

### **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.

## **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.

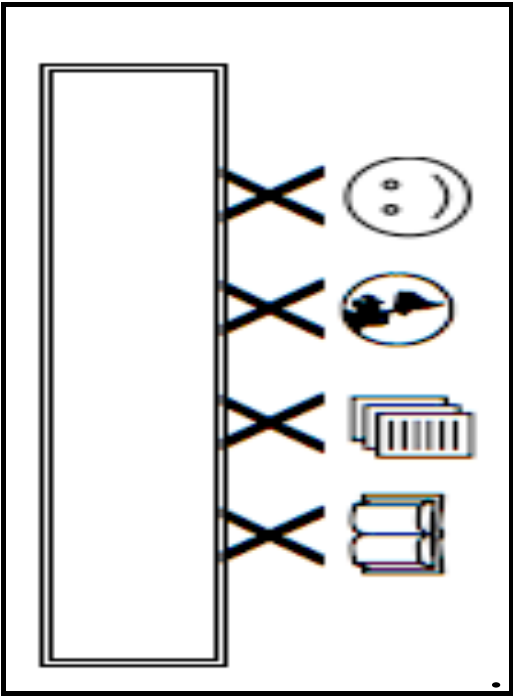
**Student B:** I see that too. What else do you see?

**Student A:** I see trees and mountains.

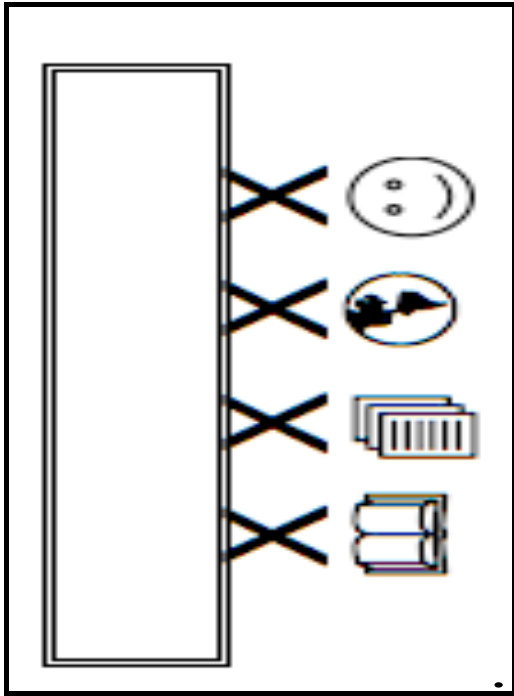


**Constructive Conversation Game- FORTIFY**

**Fortify**

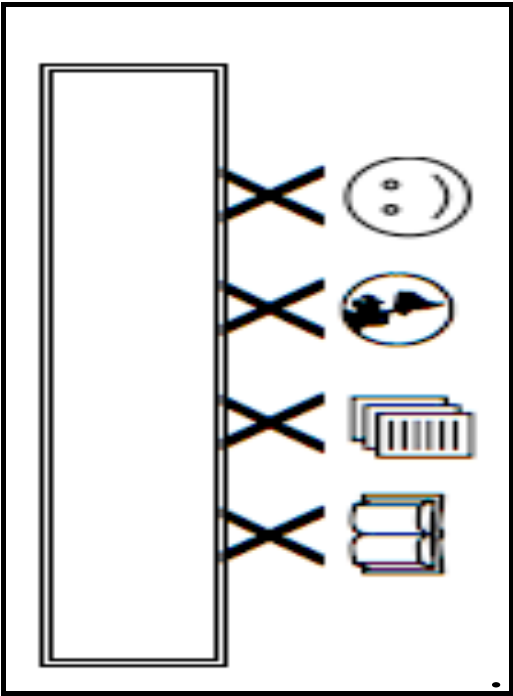


**Fortify**

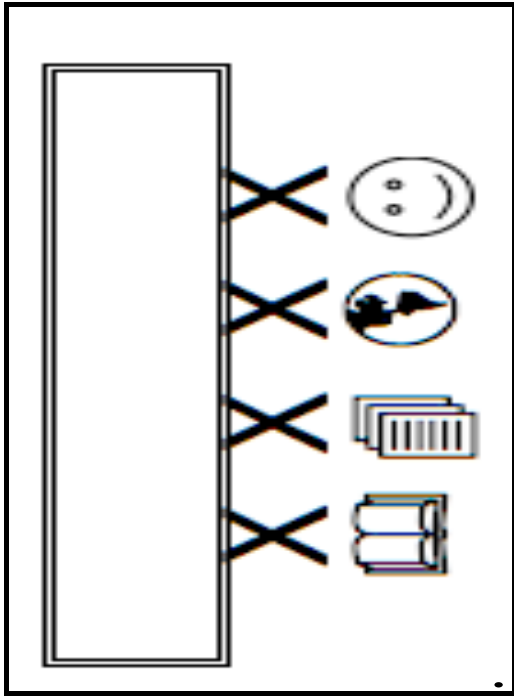


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**Fortify**



**Fortify**



## Visual Text for Teacher Modeling Day 10



**Model and Non-Model-Day 10**

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

**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?

**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.

**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



## Visual Text for Student Practice-Day 10



## **Self -Assess**

- 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**

## Start Smart-Conversation Practices

### Resources Days 11-13

1. Conversation Norms Poster
2. Visual Text for Teacher Modeling-Days 11-12
3. Listening Task Poster--**NEGOTIATE**
4. Model/Non-Model Script-Days 11-12
5. Constructive Conversation Game-**NEGOTIATE** Cards
6. Visual Text For Student Practice-**NEGOTIATE** - Days 11-12
7. Visual Text for Teacher Modeling-Day 13
8. Model/Non-Model Script- Day 13
9. Visual Text for Student Practice- Day 13
10. Self-Assess Poster

# **Conversation Norms**

***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***



**Visual Text for Teacher Modeling- Days 11-13**

There is no visual text for this the NEGOTIATE skill.

**Visual Text for Student Practice - Days 11-13**

There is no visual text for this NEGOTIATE skill.

## **Listening Task- NEGOTIATE**

- 1. Did each partner state his/her ideas?*
- 2. Did they take turns sharing their ideas?*
- 3. Did they consider all the ideas?*
- 4. Did they stay on topic?*
- 5. Did they build on each other's ideas?*
- 6. Did they come to a consensus?*

## **Model and Non-Model Scripts-Days 11-12**

**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.



**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.

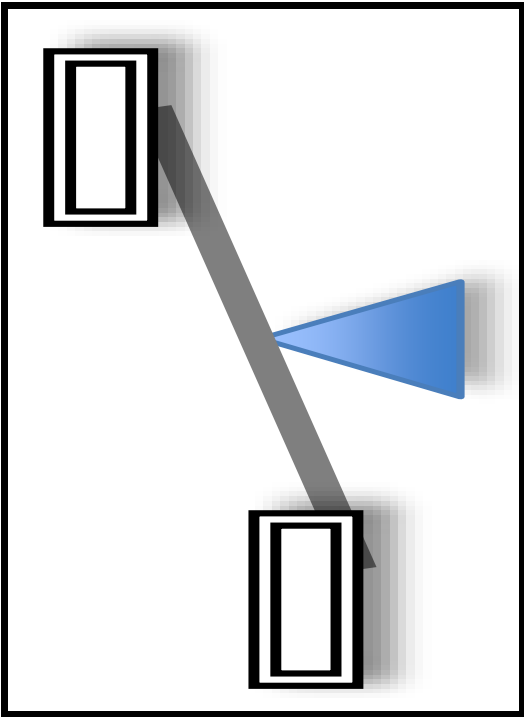
**Student B:** Fruits and vegetables are important too.

**Student A:** I agree.

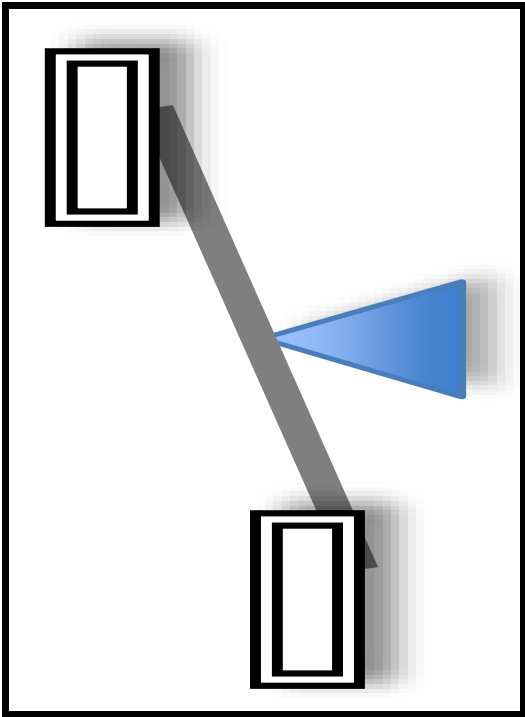
**Student B:** Me too.

**Constructive Conversation Game-NEGOTIATE**

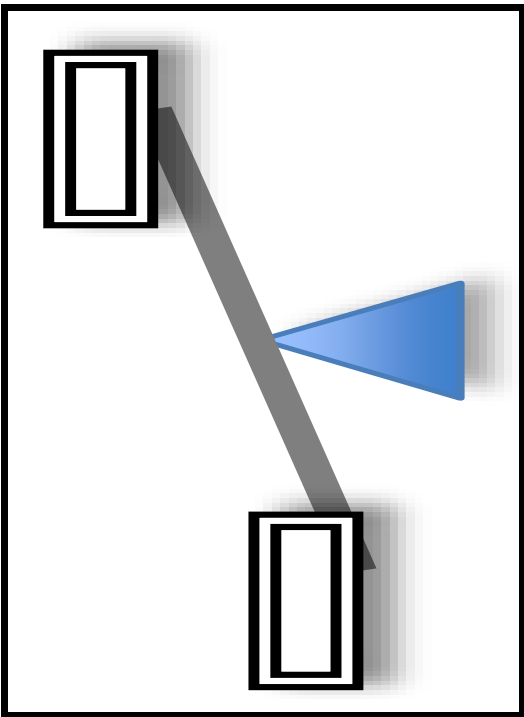
**Negotiate**



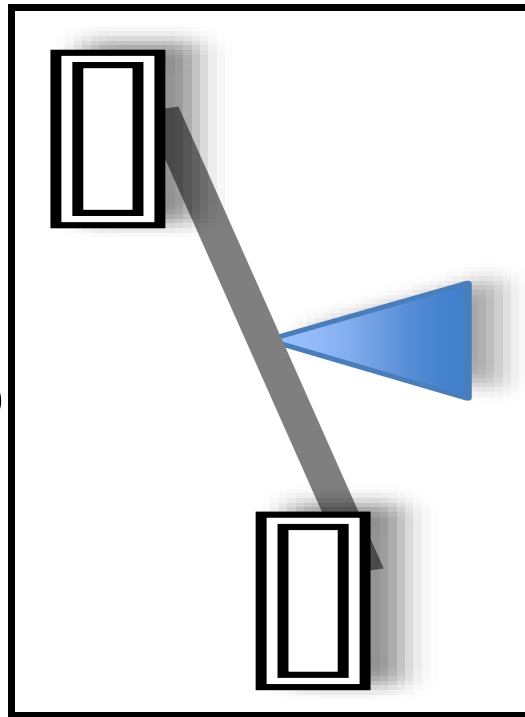
**Negotiate**



**Negotiate**



**Negotiate**



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**Visual Text for Teacher Modeling/Student Practice - Day 13**

**NO Visual Text**

## **Model and Non-Model Scripts-Day 13**

**Prompt:** *Should the government require warning labels on sodas?*

### **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.

**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.

**Student A:** I agree that the label will make people think before they buy.

**Student B:** Yes, warning labels don't tell you what to do they tell you to stop and think and make a good decision.

**Student A:** I agree that sodas should have warning labels because it is ok to have people stop and think and sodas are unhealthy.

### **Non-model:**

**Student A:** I like soda.

**Student B:** Soda doesn't kill so we don't need a label.

**Student A:** People will think soda gives you cancer.

**Student B:** I agree.

**Student A:** Just don't drink too much soda.

**Student B:** My opinion is a little soda is ok.

**Student A:** I agree, a little soda is ok.



## Visual Text For Constructive Conversation Game – Day 15

