

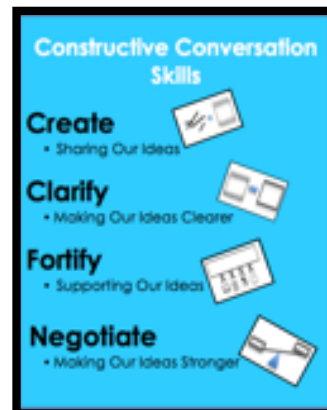


# Kindergarten

Start Smart 1.0

Revised

# Lessons



## Start Smart-Conversation Practices Lesson 1

### ELD OBJECTIVE

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

### OPENING

### ELD.PI.K.1 Ex

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

### Introduce the Conversation Norms Poster

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



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

- *Use your think time*
- *Use the language of the skill*
- **Use your think time**
  - **Say:** First, we focus on and read the entire visual text. This means that we look at everything in 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 think about the ideas we have. We might ask ourselves questions about the visual text. In our minds, we practice and say our ideas.
  - **Demonstration:** Teacher models looking at the visual text and examining it closely, nodding head, and placing index finger on the temple of his/her head to demonstrate think time.
  - **Debrief:**
    - **Teacher:** Talk with your partner. Answer the following prompt: How did I demonstrate think time? After 1 minute, bring the students back to share-out.
    - **Targeted Response:** I saw your eyes on the text; you put your finger on your temple to show you were thinking.
- **Use the language of the skill**
  - **Say:** First, we use the language of the skill (e.g., “My ideas is,” “I think”) Then when we share our ideas, we use the language of the skill to start our sentences and ask and questions.

- **Demonstration:** The teacher will select a student with whom to model the following script using the visual text selected:  
**Teacher:** I notice... what do you notice?  
**Student:** I notice... what do you notice?
- **Debrief:**
  - **Teacher:** *Talk with your partner. Answer the prompt: How did I use the language of the skill with my partner?* After 1 minute, bring the students back to share-out.
  - **Targeted Response:** I heard the teacher and partner using the response starter, "I notice".
- **Use your conversation voice**
  - **Say:** *Project your voice and speak clearly.*
  - **Demonstration:** Teacher selects a student volunteer. They face each other and converse. The teacher uses a clear voice. The teacher and the student take turns and build on each other's ideas.
  - **Debrief:**
    - **Teacher:** *Talk with your partner. Answer the following prompt: How did my partner and I use our conversation voice?* After 1 minute, bring the students back to share-out.
    - **Targeted Response:** The teacher used a clear voice; one person spoke at a time as they took turns.
- **Listen respectfully**
  - **Say:** *One way to let your partner know you are listening is to focus on your partner. Another way to let your partner know that you are listening to them is to restate, or say what your partner said. This shows respectful listening and helps you understand your partner.*
  - **Demonstration:** The teacher lets the student begin the conversation using the visual text. The teacher nods and acknowledges. After the student shares, the teacher paraphrases what the student said with the following phrase: *I heard you say...*
  - **Debrief:**
    - **Teacher:** *Talk with your partner. Answer the following prompt: How did my partner and I demonstrate respectful listening and restating?* After 1 minute, bring the students back to share-out.
    - **Targeted Response:** After the first speaker stopped talking, the teacher (other partner) paraphrases what they said to show respectful listening.
- **Take turns and build on each other's ideas**
  - **Say:** *To learn from each other, we have to share our best thinking. We listen carefully so we can add to and make our partner's ideas clearer. Taking turns is everyone's responsibility. The goal of Constructive Conversations is to learn from each other.*
  - **Demonstration:** The teacher and a student volunteer model building on each other's ideas using the visual text.
  - **Debrief:**
    - **Teacher:** *Talk with your partner. Answer the following prompt: How*

*did my partner and I demonstrate taking turns and building on each other's ideas?*

- **Targeted Response:** Each partner took a turn and added to the other partner's idea.

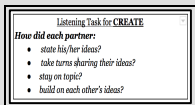
## Hand Gesture and Phrase-CREATE

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

*To help us remember the skill that we are practicing, we use a special phrase: "Sharing our ideas."*

### MODEL/ GUIDED PRACTICE

ELD.PI.K.1 Ex  
ELD.PI.K.5 Ex  
ELD.PI.K.6 Ex  
ELD.PI.K.7 Ex



### Introduce the Listening Task Poster

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

Listening Task for CREATE

***How did each partner:***

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

### Introduce Model and Non-Model

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

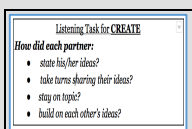
Ask for a previously selected volunteer to be your partner as you model a Constructive Conversation.

- Model using think time and pointing at key elements of the visual text before reading the script.
- Teacher will also discuss how the following norms were used during the conversation:
  - *Use your think time*
  - *Use the language of the skill*

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

- Have an upper grade student assist with reading the script
- Show a video of older students reading the script
- Use puppets or dolls to represent the two students
- Read the script with another adult

Teacher Modeling Lessons 1-2



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

**Model:**

- |                  |  |           |
|------------------|--|-----------|
| <b>Student A</b> | I notice the sun smiling. What do you notice?                                | <b>CR</b> |
| <b>Student B</b> | I notice the clouds blowing. What do you notice?                             | <b>CR</b> |
| <b>Student A</b> | I notice a red bird with a bow. What do you notice?                          | <b>CR</b> |
| <b>Student B</b> | I notice a bird with a hat flying, too. What do you notice?                  | <b>CR</b> |
| <b>Student A</b> | I notice people that are running and tents falling down. What do you notice? | <b>CR</b> |
| <b>Student B</b> | I notice people hugging. What do you notice?                                 | <b>CR</b> |
| <b>Student A</b> | I notice it is raining. What do you notice?                                  | <b>CR</b> |
| <b>Student B</b> | I notice it is a stormy day.   | <b>CR</b> |

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

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

**Note:** Teacher will then proceed to the **Non-Model** for the skill of **CREATE**. Suggestions for reading the script:



- Have an upper grade student assist with reading the script
- Show a video of older students reading the script
- Use puppets or dolls to represent the two students
- Read the script with another adult

**Non-Model:**

- |                   |  |
|-------------------|--|
| <b>Student A:</b> | I see a sun. <b>(not using language of the skill)</b>      |
| <b>Student A:</b> | I see a bird. <b>(Student is not taking turns)</b>         |
| <b>Student B:</b> | I see a bird, too. <b>(Student not facing partner)</b>     |
| <b>Student B:</b> | I see wind. <b>(not using language of the skill)</b>       |
| <b>Student A:</b> | I see people. <b>(Student mumbling)</b>                    |
| <b>Student B:</b> | I see a tent. <b>(not using language of the skill)</b>     |
| <b>Student A:</b> | I don't like the rainy day. <b>(not addressing prompt)</b> |
| <b>Student B:</b> | I don't like the windy day. <b>(not addressing prompt)</b> |

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

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

|  |  |
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| <p><b>PRACTICE</b></p> <p><b>Student Practice Lessons 1-2</b></p>  <p><b>ELD.PI.K.3 Ex</b><br/><b>ELD.PI.K.6 Ex</b></p> | <p><b>Constructive Conversation Game</b></p> <p><i>You are now going to have the opportunity to practice the Constructive Conversation Skill <b>CREATE</b> while playing a game.</i></p> <p>Explain the rules of the <b>Constructive Conversation Game</b> to students.</p> <p>Rules of the game:</p> <ol style="list-style-type: none"> <li>1. Each student will have four <b>CREATE</b> cards.</li> <li>2. Each student will play one card as they share their <b>CREATE</b> ideas, in pairs. They will continue taking turns until all cards are placed in the middle.</li> <li>3. If you're done early, repeat the process for an additional round.</li> </ol> <p>As the students play the game, the teacher listens and selects two students who will replay the game in front of the class to serve as models.</p> <p><i>You will respond to the following prompt: <b>What do you notice in the visual text?</b></i></p>   |
| <p><b>FORMATIVE ASSESSMENT</b></p>    | <p><b>Student Progress Form (SPF)- Constructive Conversation Language Sample</b></p> <p>The teacher will collect a language sample from the two students on the <b>Student Progress Form (SPF)- Constructive Conversation Language Sample</b> to be used in Lesson 2. The language sample must be at least four turns in length. (Each turn includes both Partner A and B sharing)</p> <p><b>Note: The language sample collected will be used as the Non-Model to be revised in Lesson 2.</b></p>  |
| <p><b>WRAP-UP</b></p>  | <p><b>Review ELD Objective and Self-Evaluate</b></p> <p>Teacher will review ELD objective.</p> <p><i>Today we engaged in a Constructive Conversation using the Constructive Conversation Skill-<b>CREATE</b>. 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"> <li>• <i>How did we meet today's objective of using the Constructive Conversation Skill of <b>CREATE</b>?</i></li> <li>• <i>How did you:</i> <ul style="list-style-type: none"> <li>○ <i>Use your think time</i></li> <li>○ <i>Use the language of the skill</i></li> </ul> </li> <li>• <i>Work with your conversation partner to do the following:</i> <ul style="list-style-type: none"> <li>○ <i>Identify three things that you did to meet today's objective</i></li> <li>○ <i>Share and explain the three things to your partner</i></li> </ul> </li> </ul> <p>Teacher calls on three students and they tell the class what was done today.</p> |

## Start Smart-Conversation Practices Lesson 2

### ELD OBJECTIVE

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

### OPENING

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

### Conversation Norms Poster

Let's review the Conversation Norms Poster.

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

Today, we will focus on:

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

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

### Review Hand Gesture and Phrase-CREATE

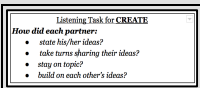
Review hand gesture for **CREATE** (teacher places her/his hands over her/his head and opens and closes his/her hands as if an idea is coming out of his/her head.)

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

### ELD.PI.K.1.Ex



### PROMPT/RESPONSE STARTERS



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

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

#### Prompt starters:

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

#### Response starters:

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



## MODEL

### Teacher Modeling Lessons 1-2



ELD.PI.K.6.Ex  
ELD.PI.K.7.Ex

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

## Review Model

Teacher introduces **Model** and asks for a previously selected volunteer to be their partner. Teacher and student read **Model Script**. Teacher models using think time and pointing at key elements of the visual text before reading the script. Teacher will also discuss how the following norms were used during the conversation:

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

**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:

- Have an upper grade student assist with reading the script
- Show a video of older students reading the script
- Use puppets or dolls to represent the two students
- Read the script with another adult

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

### Model:

- |                  |  |           |
|------------------|--|-----------|
| <b>Student A</b> | I notice the sun smiling. What do you notice?                                | <b>CR</b> |
| <b>Student B</b> | I notice the clouds blowing. What do you notice?                             | <b>CR</b> |
| <b>Student A</b> | I notice a red bird with a bow. What do you notice?                          | <b>CR</b> |
| <b>Student B</b> | I notice a bird with a hat flying, too. What do you notice?                  | <b>CR</b> |
| <b>Student A</b> | I notice people that are running and tents falling down. What do you notice? | <b>CR</b> |
| <b>Student B</b> | I notice people hugging. What do you notice?                                 | <b>CR</b> |
| <b>Student A</b> | I notice it is raining. What do you notice?                                  | <b>CR</b> |
| <b>Student B</b> | I notice it is a stormy day.   | <b>CR</b> |

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**.


## Understanding the Skill: Create




Teacher displays or distributes the **Model Script** from Lesson 1. The **Model Script** will be analyzed and coded for the Conversation Norms and the Constructive Conversation Skills. Use the following codes:

**CR=Create**  
**CL=Clarify**  
**F=Fortify**  
**N=Negotiate**  
**Underline=language of the skill**

Let's look at the **Model Script** to find evidence of the skills of **CREATE**. How are we using the visual text to guide our conversation? Read it to yourself as I read it aloud. Let's look at the



|  |  |
|--|--|
|  | <p><i>first set of turns.</i></p> <p><b>Example of Think-Aloud:</b><br/> <b>Student A:</b> <u>I notice</u> the sun smiling. <b>CR</b> <u>What do you notice?</u> <b>CR</b><br/> <b>Student B:</b> <u>I notice</u> the clouds blowing. <b>CR</b> <u>What do you notice?</u> <b>CR</b></p> <p><i>Student A speaks and Student B responds. They are taking turns. Now, let's look for the language of the skill. Look at Student A's response. How does Student A use the skill of <b>CREATE</b>? I see the language of the skill (underline as noted above). I also notice that Student A states what they notice in the visual text and prompts their partner by using the prompt starter. Also, student A prompts student B to create an idea. I know this is <b>CREATE</b> so I will label it with <b>CR</b> (Write CR next to the response). Teacher prompts students to go through the same process with the rest of the <b>Model</b> Conversation.</i></p>   |
| <p><b>GUIDED PRACTICE</b></p> <p><b>Teacher Modeling Lessons 1-2</b></p>  <p><b>ELD.PI.K.2 Ex</b><br/> <b>ELD.PI.K.6 Ex</b><br/> <b>ELD.PI.K.7 Ex</b></p> | <p><b>Review Non-Model</b><br/> Teacher displays or distributes the <b>Non-Model Script</b> from Lesson 1.</p> <ol style="list-style-type: none"> <li>Let's look at the <b>Non-Model Script</b>. How can we improve this Constructive Conversation? This was our prompt, "<b>What do you notice in the visual text?</b>" 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 <b>CREATE</b>.</li> </ol> <p>Teacher will use questions and the <b>Listening Task Poster</b> to guide students through an analysis of what makes this a <b>Non-Model</b> Constructive Conversation for the skill of <b>CREATE</b>. See possible responses below.</p> <ul style="list-style-type: none"> <li>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</li> <li>At first, they responded to the prompt, but towards the end they went off topic</li> <li>They did not build on each other's ideas</li> </ul> <ol style="list-style-type: none"> <li>Teacher along with students revise the text on chart paper or document reader.</li> </ol> <p><b>Note:</b> Teacher will then proceed to the <b>Non-Model</b> for the skill of <b>CREATE</b>. Suggestions for reading the script:</p> <ul style="list-style-type: none"> <li>Have an upper grade student assist with reading the script</li> <li>Show a video of older students reading the script</li> <li>Use puppets or dolls to represent the two students</li> <li>Read the script with another adult</li> </ul> <p><b>Non-Model:</b><br/> <b>Student A:</b> I see a sun. <b>(not using language of the skill)</b><br/> <b>Student A:</b> I see a bird. <b>(Student is not taking turns)</b><br/> <b>Student B:</b> I see a bird, too. <b>(Student not facing partner)</b><br/> <b>Student B:</b> I see wind. <b>(not using language of the skill)</b></p> |

|   |   |
|---|---|
|   | <p><b>Revised* Non-Model:</b><br/> <del>*text</del> indicates what the teacher should cross out as the text is being revised.<br/> <b>Bold</b> indicates language revised.</p> <p><b>Student A:</b> I see a <b>notice</b> the sun is <b>smiling</b>. <b>What do you notice?</b><br/> <b>Student A B:</b> I see <b>notice</b> a red bird is flying. <b>What do you notice?</b><br/> <b>Student A:</b> I see <b>notice</b> a bird <b>with a hat</b>, flying, too. <b>What do you notice?</b><br/> <b>Student B:</b> I see <b>notice</b> the wind is <b>blowing</b>. <b>What do you notice?</b></p>  |
| <p><b>SHARED PRACTICE</b></p> <p><b>Student Practice Lessons 1-2</b></p>  <p><b>ELD.PI.K.3 Ex</b></p>  | <p><b>Language Sample Revision: Non-Model</b><br/>         Display the language sample collected on Day 1 – <b>Student Progress Form – Constructive Conversation Sample</b> and the <b>Visual Text for Student Practice</b>. <i>You will orally revise the language sample to improve the conversation. Use the prompt and response starters for <b>CREATE</b>:</i></p> <p>Teacher reads the language sample turn by turn (one Partner A, Partner B exchange) to students:</p> <ul style="list-style-type: none"> <li>• After the teacher reads each exchange, have partner pairs discuss revisions they can make using the two focus norms</li> <li>• Have a partner pair share their possible revisions with the class</li> <li>• Write their oral revisions on the language sample for whole class to see</li> </ul> <p>After the entire language sample is orally revised, read the entire revised language sample script to the class.</p> <p>Suggestions for reading the script:</p> <ul style="list-style-type: none"> <li>• Have an upper grade student assist with reading the script</li> <li>• Use puppets or dolls to represent the two students</li> <li>• Read the script with another adult</li> </ul> |
| <p><b>FORMATIVE ASSESSMENT</b></p>    | <p><b>Student Progress Form (SPF)- Constructive Conversation Language Sample</b><br/>         Teacher will focus on 2-4 students to progress monitor using the <b>Student Progress Form (SPF)-Constructive Conversation Language Sample</b> on the use of the Constructive Conversation Skill of <b>CREATE</b> and the Conversation Norms to inform next steps.</p>   |
| <p><b>DIFFERENTIATED INSTRUCTION</b></p>  | <p><b>Differentiated Instruction</b><br/>         Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size.<br/>         Group 1 – Teacher Group (review <b>CREATE Game</b>)<br/>         Group 2 – Practice Constructive Conversation Skill<br/>         Group 3 – Play <b>CREATE Game</b> with the same visual text<br/>         Group 4 – Play <b>CREATE Game</b> with a new visual text</p>   |

## WRAP-UP

### Review ELD Objective and Self-Evaluate

Teacher will review ELD objective.

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

Teacher asks students the following:

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

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

## Start Smart-Conversation Practices

### Lesson 3

#### ELD OBJECTIVE

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

#### OPENING

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

#### Conversation Norms Poster

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

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

Today, we will focus on:

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

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

ELD.PI.K.1 Ex



#### MODEL/ GUIDED PRACTICE

#### Model and Non-Model

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

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

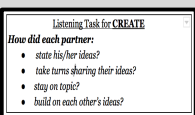
Ask for a previously selected volunteer to be your partner as you model a Constructive Conversation.

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

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

- Have an upper grade student assist with reading the script
- Show a video of older students reading the script

ELD.PI.K.5 Ex  
ELD.PI.K.6 Ex  
ELD.PI.K.7 Ex



**Teacher Modeling- Lesson 3**



- Use puppets or dolls to represent the two students
- Read the script with another adult

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

**Model:**

- |                   |  |           |
|-------------------|--|-----------|
| <b>Student A:</b> | I notice a bird wearing a hat. What do you notice?           | <b>CR</b> |
| <b>Student B:</b> | I notice the fire. What do you notice?                       | <b>CR</b> |
| <b>Student A:</b> | I notice the rooster is wearing clothes. What do you notice? | <b>CR</b> |
| <b>Student B:</b> | I notice a cow. What do you notice?                          | <b>CR</b> |
| <b>Student A:</b> | I notice a lizard. What do you notice?                       | <b>CR</b> |
| <b>Student B:</b> | I notice the rooster has an orange tail. What do you notice? | <b>CR</b> |
| <b>Student A:</b> | I notice a dog on the road. What do you notice?              | <b>CR</b> |
| <b>Student B:</b> | I notice a house and trees. What do you notice?              | <b>CR</b> |

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**.

**Note:** Teacher will then proceed to the **Non-Model** for the skill of **CREATE**. Suggestions for reading the script:

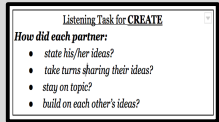
- Have an upper grade student assist with reading the script
- Show a video of older students reading the script
- Use puppets or dolls to represent the two students
- Read the script with another adult

**Non-Model:**

**(No think time; not using the language of the skill)**

- |                   |  |
|-------------------|--|
| <b>Student A:</b> | I see a bird. <b>(not using language of the skill)</b>         |
| <b>Student B:</b> | I like birds. <b>(not prompting other partner)</b>             |
| <b>Student A:</b> | I see the fire. <b>(not using language of the skill)</b>       |
| <b>Student B:</b> | I see the rooster. <b>(not prompting other partner)</b>        |
| <b>Student A:</b> | The rooster has a hat.   |
| <b>Student B:</b> | The fire looks angry. <b>(not using language of the skill)</b> |
| <b>Student A:</b> | There are animals.   |
| <b>Student B:</b> | They look at them.   |



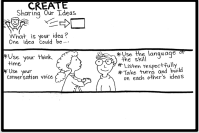
Teacher will use questions and **Listening Task Poster** to guide students through an analysis of what makes this a **Non-Model** Constructive Conversation for the skill of **CREATE**.



**PRACTICE**

**Constructive Conversation Game**

Teacher organizes students into groups of four.

|  |  |
|--|--|
| <p><b>Student Practice-Lesson 3</b></p>  <p><b>ELD.PI.K.3 Ex</b><br/><b>ELD.PI.K.6 Ex</b></p> | <p>Display Visual text for Student Practice-Lesson 3.<br/><b>Prompt: <i>What do you notice in the visual text?</i></b><br/><i>You are now going to have the opportunity to practice the Constructive Conversation Skill of <b>CREATE</b> while playing a game.</i></p> <p>Remind students of the rules of the <b>Constructive Conversation Game</b>.</p> <p>Rules of the game:<br/>Each student will have four <b>CREATE</b> cards.<br/>Each student will play one card as they share their <b>CREATE</b> ideas. They will continue taking turns until all cards are placed in the middle.<br/>If the group is done early, repeat the process for an additional round.</p> <p>As the students play the game, the teacher listens and selects two students who will replay the game in front of the class to serve as models.</p> <p>Teacher selects two students to share in front of the class.</p> |
| <p><b>FORMATIVE ASSESSMENT</b></p>   | <p><b>Student Progress Form (SPF)- Constructive Conversation Language Sample</b><br/>Teacher will focus on 2-4 students to progress monitor using the <b>Student Progress Form (SPF)-Constructive Conversation Language Sample</b> on the use of the Constructive Conversation Skill of <b>CREATE</b> and the Conversation Norms to inform next steps.</p>   |
| <p><b>PRACTICE</b></p>    | <p><b>Constructive Conversation Poster</b><br/>Teacher models creating a class Constructive Conversation Poster (see resources).<br/>Teacher elicits student responses to develop a class poster that illustrates their understanding of the <b>CREATE</b> skill and Conversation Norms. The poster should have only prompt and response starters used by the students for the Constructive Conversation Skill <b>CREATE</b> such as:</p> <ul style="list-style-type: none"> <li>▪ What do you notice?</li> <li>▪ I notice...</li> </ul> <p><b>Note:</b> Students will create their own Constructive Conversation Poster in <b>Lesson 7</b>.</p>   |
| <p><b>DIFFERENTIATED INSTRUCTION</b></p>   | <p><b>Differentiated Instruction</b><br/>Based on formative assessment data, organize students by language performance level. There may be 3-4 groups depending on classroom size.<br/>Group 1 – Teacher Group (review <b>CREATE Game</b>)<br/>Group 2 – Practice Constructive Conversation Skill<br/>Group 3 – Play <b>CREATE Game</b><br/>Group 4 – Practice the <b>Model</b> Constructive Conversation</p>  |

## WRAP-UP

### Self-Assess

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

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



## Start Smart-Conversation Practices Lesson 4

### ELD OBJECTIVE

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

### OPENING

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

### Conversation Norms Poster

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

### ELD.PI.K.1 Ex



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

Today, we will focus on:

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

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

### Hand Gesture and Phrase-CLARIFY

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

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

### MODEL/ GUIDED PRACTICE

### Introduce the Listening Task Poster

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

ELD.PI.K.1 Ex  
ELD.PI.K.5 Ex  
ELD.PI.K.6 Ex  
ELD.PI.K.7 Ex

Listening Task for CLARIFY  
How did each partner:  
• state his/her ideas?  
• take turns sharing their ideas?  
• make their ideas clearer?  
• stay on topic?  
• build on each other's ideas?



Teacher  
Modeling-  
Lesson 4 - 5



## Listening Task for CLARIFY

### How did each partner:

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

### Introduce Model and Non-Model

Display the **Visual Text for Teacher Modeling**. To model what a Constructive Conversation looks like we are going to be using a visual text and address the prompt, "**What do you notice in the visual text? Provide details.**" We will use the visual text to share our own ideas and **CLARIFY**.

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

- Model using think time and pointing at key elements of the visual text before reading the script.
- Teacher will also discuss how the following norms were used during the conversation:
  - Use your think time
  - Use the language of the skill

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

- Have an upper grade student assist with reading the script
- Show a video of older students reading the script
- Use puppets or dolls to represent the two students
- Read the script with another adult

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

### Model

- |                   |  |           |
|-------------------|--|-----------|
| <b>Student A:</b> | I notice a bird flying. It is wearing a bow tie and a hat. What can you add?         | <b>CL</b> |
| <b>Student B:</b> | I notice the sun is smiling in the sky. What can you add?                            | <b>CL</b> |
| <b>Student A:</b> | I notice the sun is looking and smiling at the bird. What details can you add?       | <b>CL</b> |
| <b>Student B:</b> | I also notice a bird flying. It is flying in the blue cloudy sky. What can you add?  | <b>CL</b> |
| <b>Student A:</b> | I notice the bird with the hat is looking at the red bird. What details can you add? | <b>CL</b> |

- Student B:** I notice the rain falling. The rain is falling on the people. The people are getting wet. What do you notice? **CL**
- Student A:** I notice three people hugging in the rain. They have a blanket. What can you add? **CL**
- Student B:** I notice people running. A person is running to the teepee. **CL**

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

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

**Note:** Teacher will then proceed to the **Non-Model** for the skill of **CLARIFY**. Suggestions for reading the script:

- Have an upper grade student assist with reading the script
- Show a video of older students reading the script
- Use puppets or dolls to represent the two students
- Read the script with another adult

**Non-Model:**

- Student A:** I notice the bird with the hat and bow tie is flying. **(not addressing the prompt)**
- Student A:** More **(speaking out of turn)**
- Student B:** He is looking at the sun. **(not addressing the prompt)**
- Student B:** I notice a little hat. **(not using language of the skill)**
- Student A:** I like hats. **(not addressing the prompt)**
- Student B:** I like birds. **(not building on original idea using details)**
- Student A:** It is raining. What do you notice?
- Student B:** It is a sunny day.

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

Listening Task for CLARIFY  
How did each partner?

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

**Teacher Modeling-Lesson 4 - 5**



**PRACTICE**

**Student Practice-Lessons 4-5**

**Constructive Conversation Game**

You are now going to have the opportunity to practice the Constructive Conversation Skill **CLARIFY** while playing a game. You will respond to the following prompt: **What do you notice in the visual text? Provide details.**

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

*Rules of the game:*

1. Each student will have 3 **CREATE** and 3 **CLARIFY** cards.
2. Each student will play a card as they share an idea. They will continue taking turns



**ELD.PI.K.3 Ex**

- until all cards are placed in the middle.  
 3. If you're done early, repeat the game.

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

**FORMATIVE ASSESSMENT**



**Student Progress Form (SPF)- Constructive Conversation Language Sample**  
 The teacher will collect a language sample from the two students on the **Student Progress Form (SPF)-Constructive Conversation Language Sample** to be used for Lesson 5. The language sample must be at least four turns in length.

**Note: The language sample will be the Non-Model revised in Lesson 5.**

**WRAP-UP**

**Review ELD Objective and Self-Evaluate**

Teacher will review ELD objective.

*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.*

Teacher will ask students,

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

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

## Start Smart-Conversation Practices

### Lesson 5

#### ELD OBJECTIVE

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

#### OPENING

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

#### Conversation Norms Poster

*Let's review the Conversation Norms Poster.*

#### ELD.PI.K.1 Ex



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

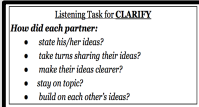
*Today, we will focus on:*

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

#### Review Hand Gesture and Phrase-CLARIFY

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

#### PROMPT/RESPONSE STARTERS




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

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

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

|  |  |  |
|--|--|--|
|  | <b>Prompt Starters:</b> <ol style="list-style-type: none"> <li>1. What do you notice?</li> <li>2. What other details can you add?</li> <li>3. What else do you notice...?</li> <li>4. Tell me more about...</li> </ol> | <b>Response Starters:</b> <ol style="list-style-type: none"> <li>1. I notice that...</li> <li>2. Another detail I notice...</li> <li>3. I also notice...</li> <li>4. I would like to add, ...</li> </ol> |
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| <p><b>MODEL</b></p> <p style="text-align: center;"><b>Teacher Modeling-Lesson 4-5</b></p>  <p><b>ELD.PI.K.6 Ex</b><br/><b>ELD.PI.K.7 Ex</b></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="font-size: small; text-align: center;">Listening Task for CLARIFY</p> <p style="font-size: x-small;"><b>How did each partner:</b></p> <ul style="list-style-type: none"> <li>• state his/her ideas?</li> <li>• take turns sharing their ideas?</li> <li>• make their ideas clearer?</li> <li>• stay on topic?</li> <li>• build on each other's ideas?</li> </ul> </div> | <p><b>Review Model</b></p> <p>Teacher introduces <b>Model</b> and asks for a previously selected volunteer to be their partner. Teacher and student read <b>Model Script</b>. Model using think time and pointing at key elements of the visual text before reading the script. Teacher will also discuss how the following norms were used during the conversation:</p> <ul style="list-style-type: none"> <li>• <i>Use the language of the skill</i></li> <li>• <i>Use your conversation voice</i></li> </ul> <p><b>Note:</b> Provide a copy of the <b>Model Script to</b> the volunteer and allow time beforehand for student to review the script. Suggestions for reading the script:</p> <ul style="list-style-type: none"> <li>• Have an upper grade student assist with reading the script</li> <li>• Show a video of older students reading the script</li> <li>• Use puppets or dolls to represent the two students</li> <li>• Read the script with another adult</li> </ul> <p><b>Prompt:</b> <i>What do you notice in the visual text? Provide details.</i></p> <p><b>Model:</b></p> <p><b>Student A:</b> I notice a bird flying. It is wearing a bow tie and a hat. What can you add? <span style="float: right;"><b>CL</b></span></p> <p><b>Student B:</b> I notice the sun is smiling in the sky. What can you add? <span style="float: right;"><b>CL</b></span></p> <p><b>Student A:</b> I notice the sun is looking and smiling at the bird. What details can you add? <span style="float: right;"><b>CL</b></span></p> <p><b>Student B:</b> I also notice a bird flying. It is flying in the blue cloudy sky. What can you add? <span style="float: right;"><b>CL</b></span></p> <p><b>Student A:</b> I notice the bird with the hat is looking at the red bird. What details can you add? <span style="float: right;"><b>CL</b></span></p> <p><b>Student B:</b> I notice the rain falling. The rain is falling on the people. The people are getting wet. What do you notice? <span style="float: right;"><b>CL</b></span></p> <p><b>Student A:</b> I notice three people hugging in the rain. They have a blanket. What can you add? <span style="float: right;"><b>CL</b></span></p> <p><b>Student B:</b> I notice people running. A person is running to the teepee. <span style="float: right;"><b>CL</b></span></p> <p>Teacher will use questions and the <b>Listening Task Poster</b> to guide students through an analysis of what makes this a <b>Model</b> Constructive Conversation for the skill of <b>CLARIFY</b>.</p> |
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**Teacher Modeling-Lesson 4-5**



## Understanding the Skill: CREATE and CLARIFY

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

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

### Example of Think-Aloud:

**Student A:** I notice a bird flying. It is wearing a bow tie and a hat. What can you add? **CL**

**Student B:** I notice the sun is smiling in the sky. What can you add? **CL**

**Student A:** I notice the sun is looking and smiling at the bird. What details can you add? **CL**

**Student B:** I also notice a bird flying. It is flying in the blue cloudy sky. What can you add? **CL**

*Student A speaks and Student B responds. They are taking turns. Now, let's look at the language of the skill. Look at Student A's response. How do I know Student A used the skill of **CLARIFY**? I notice the language of the skill (underline as noted above). I also notice that Student A is stating what they notice in the visual text. I know this is **CLARIFY** so I will label it with **CL** because they are providing details (Write **CL** next to the response.) I also notice that Student B is using the language of the skill to ask a **CLARIFY** question to get more details, so I will label it with **CL** (Write **CL** next to the response and underline as noted above). Student A responds with the language of the skill **CLARIFY** (underline as noted above). Also, they add more details -based on what they notice in the visual text and ask a **CLARIFY** question. (underline as noted above).*

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

## GUIDED PRACTICE

**Teacher Modeling-Lesson 4-5**



ELD.PI.K.2 Ex  
ELD.PI.K.6Ex  
ELD.PI.K.7 Ex

## Review Non-Model


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

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




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

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


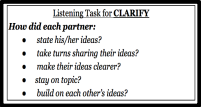


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| <p>Teacher Modeling-Lesson 4-5</p>  | <p>2. Teacher along with students will revise the text on chart paper or document reader.</p> <p><b>Note:</b> Teacher will then proceed to the <b>Non-Model</b> for the skill of <b>CLARIFY</b>. Suggestions for reading the script:</p> <ul style="list-style-type: none"> <li>• Have an upper grade student assist with reading the script</li> <li>• Show a video of older students reading the script</li> <li>• Use puppets or dolls to represent the two students</li> <li>• Read the script with another adult</li> </ul> <p><b>Prompt:</b> <i>What do you notice in the visual text? Provide details.</i></p> <p><b>Non-Model:</b></p> <p><b>Student A:</b> I notice the bird with the hat and bow tie is flying. <b>(not addressing the prompt)</b></p> <p><b>Student A:</b> More <b>(speaking out of turn)</b></p> <p><b>Student B:</b> He is looking at the sun. <b>(not addressing the prompt)</b></p> <p><b>Student B:</b> I notice a little hat. <b>(not using language of the skill)</b></p> <p><b>Revised* Non-Model</b><br/> <i>*text indicates what the teacher should cross out as the text is being revised.<br/> <b>Bold</b> indicates language revised.</i></p> <p><b>Student A:</b> I notice the bird <b>with the red stripes and the blue bow</b> is flying. <b>What can you add?</b></p> <p><b>Student-AB:</b> <b>I notice the red bird is flying and</b> <del>He is looking at the sun.</del> <b>What can you add?</b></p> <p><b>Student-BA:</b> <b>The sun is smiling at the red bird.</b> <del>Tell me m</del>More.</p> <p><b>Student B:</b> I notice a little <b>black bird with a hat and a bowtie</b> flying next to the <b>red bird.</b> What can you add?</p> <p>3. Refer to class revised <b>Non-Model</b>, have pairs read.</p> |
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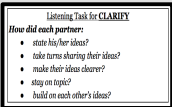
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| <p>SHARED PRACTICE</p> <p>Student Practice Lessons 4-5</p> | <p><b>Language Sample Revision: Non-Model</b></p> <p>Display the language sample collected on Day 1 – <b>Student Progress Form – Constructive Conversation Sample</b> and the <b>Visual Text for Student Practice</b>. <i>You will orally revise the language sample to improve the conversation. Use the prompt and response starters for <b>CLARIFY</b>:</i></p> <p>Teacher reads the language sample turn by turn (one Partner A, Partner B exchange) to students:</p> <ul style="list-style-type: none"> <li>• After the teacher reads each exchange, have partner pairs discuss revisions they can make using the two focus norms</li> <li>• Have a partner pair share their possible revisions with the class</li> <li>• Write their oral revisions on the language sample for whole class to see</li> </ul> <p>After the entire language sample is orally revised, read the entire revised language sample</p> |
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|  <p>ELD.PI.K.3 Ex</p>  | <p>script to the class.</p> <p>Suggestions for reading the script:</p> <ul style="list-style-type: none"> <li>• Have an upper grade student assist with reading the script</li> <li>• Use puppets or dolls to represent the two students</li> <li>• Read the script with another adult</li> </ul>   |
| <p><b>FORMATIVE ASSESSMENT</b></p>    | <p><b>Student Progress Form (SPF)- Constructive Conversation Language Sample</b><br/>         Teacher will focus on 2-4 students to progress monitor using the <b>Student Progress Form-Constructive Conversation Language Sample (SPF)</b> on the use of the Constructive Conversation Skill of <b>CLARIFY</b> and the Conversation Norms to inform next steps.</p>  |
| <p><b>DIFFERENTIATED INSTRUCTION</b></p>  | <p><b>Differentiated Instruction</b><br/>         Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size.<br/>         Group 1 - Teacher Group (review <b>CLARIFY Game</b>)<br/>         Group 2 - Practice Constructive Conversation Skill<br/>         Group 3 – Play <b>CLARIFY Game</b> with the same visual text<br/>         Group 4 – Play <b>CLARIFY Game</b> with a new visual text</p>  |
| <p><b>WRAP-UP</b></p>   | <p><b>Review ELD Objective and Self-Evaluate</b><br/>         Teacher will review ELD objective.<br/> <i>Today we revised a <b>CLARIFY Non-Model</b> Constructive Conversation. We took turns and shared and explained our ideas based on a visual text.</i></p> <p>Teacher asks students the following:</p> <ul style="list-style-type: none"> <li>• <i>How did we meet today's objective of using the Constructive Conversation Skill of <b>CLARIFY</b>?</i></li> <li>• <i>How did you:</i> <ul style="list-style-type: none"> <li>○ <i>Use the language of the skill</i></li> <li>○ <i>Use your conversation voice</i></li> </ul> </li> <li>• <i>Work with your conversation partner to do the following:</i> <ul style="list-style-type: none"> <li>○ <i>Identify three things that you did to meet today's objective</i></li> <li>○ <i>Share and explain the three things to your partner</i></li> </ul> </li> </ul> <p>Teacher calls on three students and they tell the class what was done today.</p> |

## Start Smart-Conversation Practices Lesson 6

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| <p><b>ELD OBJECTIVE</b></p>   | <p>Students will be able to engage in a Constructive Conversation using the Constructive Conversation Skill of <b>CLARIFY</b> by taking turns and explaining their ideas based on a visual text with a partner.</p>   |
| <p><b>OPENING</b></p> <p><b>ELD.PI.K.1 Ex</b></p>   | <p><i>Today, we are going to practice the Constructive Conversation Skill <b>CLARIFY</b>. When we observe or read something new, we have many thoughts and ideas. As we engage in a Constructive Conversation using the skill of <b>CLARIFY</b>, our job as speakers is to create and explain our ideas. As listeners our role is to value and foster the same or different ideas we are hearing.</i></p> <p><b>Conversation Norms Poster</b><br/><i>Let's chorally read the <u>Conversation Norms Poster</u></i></p> <ol style="list-style-type: none"> <li>1. <i>Use your think time</i></li> <li>2. <i>Use the language of the skill</i></li> <li>3. <i>Use your conversation voice</i></li> <li>4. <i>Listen respectfully</i></li> <li>5. <i>Take turns and build on each other's ideas</i></li> </ol> <p>Today, we will focus on:</p> <ul style="list-style-type: none"> <li>• <i>Listening respectfully</i></li> <li>• <i>Take turns and build on each other's ideas</i></li> </ul> <p>Explain and give examples for both. Ask for student volunteers to model the two norms.</p> |
| <p><b>MODEL/ GUIDED PRACTICE</b></p> <p><b>ELD.PI.K.5 Ex</b><br/><b>ELD.PI.K.6 Ex</b><br/><b>ELD.PI.K.7 Ex</b></p>  | <p><b>Model and Non-Model</b><br/>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 <u>Listening Task Poster</u> and address the following prompt: <b>What do you notice in the visual text? Provide details.</b> As we look at the visual text we will share our own ideas and <b>CLARIFY</b>.</i></p> <p>Ask for a previously selected volunteer to be your partner as you model a Constructive Conversation.</p> <ul style="list-style-type: none"> <li>• Model using think time and pointing at key elements of the visual text before reading the script.</li> <li>• Teacher will also discuss how the following norms were used during the conversation:             <ul style="list-style-type: none"> <li>• <i>Listen respectfully</i></li> <li>• <i>Take turns and build on each other's ideas</i></li> </ul> </li> </ul>  |

## Teacher Modeling-Lesson 6



**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:

- Have an upper grade student assist with reading the script
- Show a video of older students reading the script
- Use puppets or dolls to represent the two students
- Read the script with another adult

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

### Model:

- Student A:** I notice a bird with a blue hat. What can you add? **CL**
- Student B:** I notice the rooster is wearing dress up clothes. Tell me more. **CL**
- Student A:** I notice the fire is crossing his arms and looks mad. What can you add? **CL**
- Student B:** I notice a cow standing on the road. Tell me more. **CL**
- Student A:** I notice a little lizard on the leaf. What can you add? **CL**
- Student B:** I notice the rooster has a tail that looks like the fire. Tell me more. **CL**
- Student A:** I notice a little dog on the road. What can you add? **CL**
- Student B:** I notice a house and tall trees next to the road. **CL**

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

### Non-Model:

- Student A:** I see the rooster. Tell me. **(not addressing the prompt)**
- Student B:** The fire is mad. Can you add?
- Student A:** A cow standing. More. **(building on original idea using details)**
- Student B:** There's a lizard. **(not prompting partner)**
- Student A:** The rooster has a tail. Tell me more. **(not using the language of the skill to clarify with details)**
- Student B:** I see a dog. Tell. **(not using the language of the skill to clarify with details)**
- Student A:** I like hot dogs. What can you add?
- Student B:** I like hamburgers. **(not addressing the prompt)**

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**.

## PRACTICE



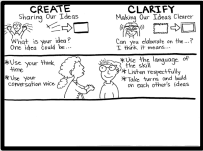
### Constructive Conversation Game

Teacher organizes students into groups of four.

### Student Practice

Display Visual text for Student Practice-Lesson 6.

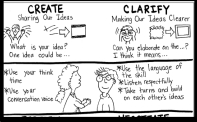
**Prompt:** *What do you notice in the visual text? Provide details.*

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| <p><b>Lesson 6</b></p>  <p><b>ELD.PI.K.3 Ex</b><br/><b>ELD.PI.K.6 Ex</b></p> | <p>You are now going to have the opportunity to practice the Constructive Conversation Skills <b>CREATE</b> and <b>CLARIFY</b> while playing a game.</p> <p>Remind students of the rules of the <b>Constructive Conversation Game</b>.</p> <p>Rules of the game:<br/>Each student will have three <b>CREATE</b> and three <b>CLARIFY</b> cards.<br/>Each student will play one card as they share their <b>CREATE</b> or <b>CLARIFY</b> ideas, in pairs.<br/>They will continue taking turns until all cards are placed in the middle.<br/>If the group is done early, repeat the process for an additional round.</p> <p>As the students play the game, the teacher listens and selects two students who will replay the game in front of the class to serve as models.</p> <p>Students engage in a Constructive Conversation in groups of four.<br/>Teacher selects two students to share in front of the class.</p> |
| <p><b>FORMATIVE ASSESSMENT</b></p>    | <p><b>Student Progress Form (SPF)- Constructive Conversation Language Sample</b></p> <p>Teacher will focus on 2-4 students to progress monitor using the <b>Student Progress Form (SPF)-Constructive Conversation Language Sample</b> on the use of the Constructive Conversation Skill of <b>CLARIFY</b> and the Conversation Norms to inform next steps.</p>   |
| <p><b>PRACTICE</b></p>   | <p><b>Constructive Conversation Poster</b></p> <p>Teacher models creating a Constructive Conversation Poster (see resources). Teacher elicits student responses to help students develop poster that illustrates their understanding of the <b>CLARIFY</b> skill and conversation norms.</p> <p>Add to the poster only focusing on the prompt and response starters used by the students for the Constructive Conversation Skill <b>CLARIFY</b>:</p> <ul style="list-style-type: none"> <li>▪ What do you notice?</li> <li>▪ What other details can you add...?</li> <li>▪ What else can you add...?</li> <li>▪ Tell me more about...</li> <li>▪ I notice that...</li> <li>▪ Another detail I notice is ...</li> <li>▪ I also notice...</li> <li>▪ Tell me more about...</li> </ul>  |
| <p><b>DIFFERENTIATED INSTRUCTION</b></p>   | <p><b>Differentiated Instruction</b></p> <p>Based on the formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size.</p> <p>Group 1 – Teacher Group (review <b>CLARIFY Game</b>)<br/>Group 2 – Practice Constructive Conversation Skill<br/>Group 3 – Play <b>CLARIFY Game</b><br/>Group 4 – Practice the model that was presented in Lesson 6</p>  |

|                |  |
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| <b>WRAP-UP</b> | <p>Teacher will review the Constructive Conversation Skill <b>CLARIFY</b>.</p> <ul style="list-style-type: none"><li>• <i>The Constructive Conversation Skill <b>CLARIFY</b> allows us to create and explain our own ideas while engaging in a Constructive Conversation.</i></li><li>• <i>Reflect on your ability to use the Constructive Conversation Skill <b>CLARIFY</b>. In the past few lessons we used various visual texts and sentence starters to help us share and support our ideas.</i></li><li>• Students will self-assess answering the prompt:<br/><i>On a scale from 1 to 5 (refer students to poster) how would you rate yourself using the Constructive Conversation Skill <b>CLARIFY</b>?</i><ul style="list-style-type: none"><li>1 – I am still learning the Constructive Conversation Skill</li><li>2 – I need more practice using the Constructive Conversation Skill</li><li>3 – I understand but need more practice using the Constructive Conversation Skill</li><li>4 – I understand but I am not yet ready to explain the Constructive Conversation Skill</li><li>5 – I understand and I can explain the Constructive Conversation Skill</li></ul></li><li>• Teacher will select a student to share out.<ul style="list-style-type: none"><li>• Example:<ul style="list-style-type: none"><li>○ Student: I rated myself a 3 because...</li><li>○ Teacher: What can you do to move to a 4?</li></ul></li></ul></li></ul> |
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|  | <p>Ask:<br/> <i>What do we need to remember about <b>CREATE</b>?</i><br/> <i>What does it <u>sound</u> like when we <b>CREATE</b> using the Conversation Norms?</i><br/> <i>What does it <u>look</u> like when we <b>CREATE</b> using the Conversation Norms?</i></p> <p>Students share with their partner.<br/>         Group share.<br/>         Students may create a tableau or act out a short skit to show what they know.<br/>         Teacher adds to class constructive conversation poster based on student input.</p> <p>Ask:<br/> <i>What do we need to remember about <b>CLARIFY</b>?</i><br/> <i>What does it <u>sound</u> like when we <b>CLARIFY</b> using the Conversation Norms?</i><br/> <i>What does it <u>look</u> like when we <b>CLARIFY</b> using the Conversation Norms?</i></p> <p>Students share with their partner.<br/>         Group share.<br/>         Students may create a tableau or act out a short skit to show what they know.<br/>         Teacher adds to class constructive conversation poster based on student input.</p> |
| <p><b>PRACTICE</b></p>   | <p><b>Students Make Constructive Conversation Poster</b><br/> <i>You will now make your own Constructive Conversation Poster with your partner. Identify what you know about <b>CREATE</b>. Identify what you know about <b>CLARIFY</b>. Decide how to represent what you know about the Constructive Conversation Norms and skills with your partner to put on your poster.</i></p> <p>Students illustrate and write dialogue to demonstrate their understanding.</p> <p><b>Partner Pairs Present to each other</b><br/>         Teacher models sharing the class poster.</p> <p><i>Meet with another partner pair to present your information. Share your poster.</i><br/>         If time permits, have partner pairs share with additional partner pair.</p> <p><b>Whole Group Share Out</b><br/>         Teacher selects one pair to share with the whole class.</p>  |
| <p><b>WRAP-UP</b></p>  | <p><b>Review ELD Objective and Self-Evaluate</b><br/>         Teacher will review ELD objective.<br/>         Teacher will ask students,</p> <ul style="list-style-type: none"> <li>• <i>How did we meet today's objective of discussing the Constructive Conversation Skills of <b>CREATE</b> and <b>CLARIFY</b> and making a poster?</i></li> <li>• <i>Work with your conversation partner.</i> <ul style="list-style-type: none"> <li>○ <i>Identify three things that you did to meet today's objective</i></li> <li>○ <i>Share and explain the three things to your partner</i></li> </ul> </li> </ul> <p>Teacher calls on three students and they tell the class what was done today.</p>   |

## Start Smart- Conversation Practices Lesson 8

### ELD OBJECTIVE

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

### OPENING

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

### ELD.PI.K.1 Ex



### Conversation Norms Poster

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

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

*Today, we will focus on:*

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

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

### Hand Gesture and Phrase-FORTIFY

Introduce hand gesture for **FORTIFY** (Place your hand palm down in front of you as if putting an idea on the table. Use the fingertips of the other hand to support the palm (not thumb.) Teacher will explain to students that we use this gesture to show when we support our claim with evidence. *To help us remember the skill we are practicing, we are going to be using a corresponding phrase: "supporting our ideas with evidence."* When we **FORTIFY** ideas, we support our ideas with evidence from: 1) text 2) world 3) research and 4) self.

### MODEL/ GUIDED PRACTICE

### Introduce the Listening Task Poster

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

ELD.PI.K.1 Ex  
ELD.PI.K.5 Ex



## Listening Task for FORTIFY

### **How did each partner:**

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

## **Introduce Model and Non-Model**

Display the **Visual Text for Teacher Modeling**. *To model what a Constructive Conversation looks like we are going to use a visual text and address the prompt, "What is happening in this visual text? Provide evidence from the text to support your claim." As we look at the visual text we will share and **FORTIFY** our ideas.*

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

- Model using think time and pointing at key elements of the visual text before reading the script.
- Teacher will also discuss how the following norms were used during the conversation:
  - *use your think time*
  - *use the language of the skill*

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

- Have an upper grade student assist with reading the script
- Show a video of older students reading the script
- Use puppets or dolls to represent the two students
- Read the script with another adult

**Prompt:** *What is happening in this visual text? Provide evidence from the text to support your claim (each student has to make a claim).*

### Model

**Student A:** I think what is happening is that the little kids are playing with blocks at school. What do you think is happening in the visual text?

**Student B:** I think what is happening is the kids are pretending they are construction workers. What evidence can you use to support your claim?

**Student A:** I notice that the students used lots of blocks to build something and they are sitting on it. What evidence can you use to support your claim?

**Student B:** I notice that they are wearing boots, helmets and vests like construction workers. What evidence can you use to support your claim?

**Student A:** I notice a rug and bins like at school. I think they are at the blocks center. What can you add to your claim?

Teacher  
Modeling  
Lessons  
8 - 9



ELD.PI.K.5 Ex  
ELD.PI.K.6 Ex  
ELD.PI.K.7 Ex  
ELD.PI.K.11 Ex

**Student B:** I notice that all three boys are holding a block and pretending that they are driving. I agree with you that they are at the block center. Now what do you think is happening in the visual text?

**Student A:** I think what is happening is that they built a truck at the block center. What do you think?

**Student B:** I think what is happening is that are pretending to be construction workers and they made a truck using blocks at school.

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

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

**Note:** Teacher will then proceed to the **Non-Model** for the skill of **FORTIFY**. Suggestions for reading the script:

- Have an upper grade student assist with reading the script
- Show a video of older students reading the script
- Use puppets or dolls to represent the two students
- Read the script with another adult

**Prompt:** *What is happening in this visual text? Provide evidence from the text to support your claim (each student has to make a claim).*

### **Non-Model:**

**Student A:** I think they are playing. What do you think? (**not using language of the skill; not adding details to clarify ideas**)

**Student B:** I think they are sitting on blocks. What do you notice? (**not using language of the skill**)

**Student A:** I notice they have hats. What do you notice? (**not using language of the skill; not adding details to clarify ideas**)

**Student B:** I notice that they are wearing boots. What do you notice?

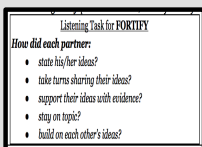
**Student A:** I notice a rug. I think they are smiling. What do you think? (**not adding details to clarify ideas**)

**Student B:** I notice they are driving. What is happening? (**not adding details to clarify ideas**)

**Student A:** They are playing at the block center. What do you think?



**Student B:** They are construction workers.

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**.



## Teacher Modeling Lessons 8 - 9



|   |  |
|---|--|
| <p><b>PRACTICE</b></p> <p><b>Student Practice Lessons 8-9</b></p>  <p><b>ELD.PI.K.3 Ex</b><br/> <b>ELD.PI.K.6 Ex</b><br/> <b>ELD.PI.K.7 Ex</b><br/> <b>ELD.PI.K.11 Ex</b></p> | <p><b>Constructive Conversation Game</b></p> <p><i>You are now going to have the opportunity to practice the Constructive Conversation Skill <b>FORTIFY</b> while playing a game. Explain the rules of the <b>Constructive Conversation Game</b> to students.</i></p> <p><i>Rules of the game:</i></p> <ol style="list-style-type: none"> <li>1. Each student will have <b>1 CREATE, 2 CLARIFY and 3 FORTIFY</b> cards.</li> <li>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.</li> <li>3. If you're done early, repeat the game.</li> </ol> <p>As the students play the game, the teacher listens and selects two students who will replay the game in front of the class to serve as models.</p> <p><i>You will respond to the following prompt: <b>What is happening in this visual text? Provide evidence from the text to support your claim.</b> (Each student has to make a claim)</i></p>  |
| <p><b>FORMATIVE ASSESSMENT</b></p>   | <p><b>Student Progress Form (SPF)- Constructive Conversation Language Sample</b></p> <p>The Teacher will collect a language sample from the two students on the <b>Student Progress Form (SPF)-Constructive Conversation Language Sample</b> to be used in Lesson 9. The language sample from two students must be at least four turns in length.</p> <p><b>Note: The language sample collected will be used as the Non-Model to be revised in Lesson 9.</b></p>   |
| <p><b>WRAP-UP</b></p>   | <p><b>Review ELD Objectives and Self-Evaluate</b></p> <p>Teacher will review ELD objective.</p> <p><i>Today we engaged in a Constructive Conversation using the Constructive Conversation Skill <b>FORTIFY</b>. 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"> <li>• <i>How did we meet today's objective of using the Constructive Conversation Skill of <b>FORTIFY</b>?</i></li> <li>• <i>How did you:</i> <ul style="list-style-type: none"> <li>○ <i>Use your think time</i></li> <li>○ <i>Use the language of the skill</i></li> </ul> </li> <li>• <i>Work with your conversation partner.</i> <ul style="list-style-type: none"> <li>○ <i>Identify three things that you did to meet today's objective</i></li> <li>○ <i>Share and explain the three things to your partner</i></li> </ul> </li> </ul> <p>Teacher calls on three students and they tell the class what was done today.</p> |



2. What is happening...?
3. Where did you get that information?
4. Show me in the text where...

2. I think \_\_, so \_\_...
3. I have seen this in...
4. In the text...

## MODEL

### Review Model

Teacher introduces **Model** and asks for a previously selected volunteer to be their partner. Teacher and student read **Model Script**. Model using think time and pointing at key elements of the visual text before reading the script. Teacher will also discuss how the following norms were used during the conversation:

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

**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:

- Have an upper grade student assist with reading the script
- Show a video of older students reading the script
- Use puppets or dolls to represent the two students
- Read the script with another adult

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

### Model:

**Student A:** I think what is happening is that the little kids are playing with blocks at school. What do you think is happening in the visual text?

**Student B:** I think what is happening is the kids are pretending they are construction workers. What evidence can you use to support your claim?

**Student A:** I notice that the students used lots of blocks to build something and they are sitting on it. What evidence can you use to support your claim?

**Student B:** I notice that they are wearing boots, helmets and vests like construction workers. What evidence can you use to support your claim?

**Student A:** I notice a rug and bins like at school. I think they are at the blocks center. What can you add to your claim?

**Student B:** I notice that all three boys are holding a block and pretending that they are driving. I agree with you that they are at the block center. Now what do you think is happening in the visual text?

**Student A:** I think what is happening is that they built a truck at the block center. What do you think?

**Student B:** I think what is happening is that are pretending to be construction workers and they made a truck using blocks at school.

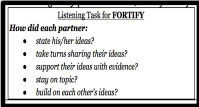
Teacher will use questions and the **Listening Task Poster** to guide students through an analysis of what makes this a **Model** Constructive Conversation for the skill of **FORTIFY**.

ELD.PI.K.6 Ex  
ELD.PI.K.7 Ex

Teacher  
Modeling  
Lessons 8-9







**Teacher Modeling Lessons 8-9**



**Understanding the Skill: Fortify**

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

**Student B:** I notice they are wearing boots, helmets and vests like construction workers. **F** What evidence can you use to support your claim? **F**

**Student A:** I notice a rug and bins like at school. **F** I think they are at the blocks center. What can you add to your claim? **F**

**Student B:** I notice that all three boys are holding a block and pretending that they are driving. **F** I agree with you that they are at the block center. Now what do you think is happening in the visual text? **F**

**Student A:** I think what is happening is that they built a truck at the block center. **F** What do you think?

*Let's look at the **Model Script** to find evidence of the skills of **CREATE, CLARIFY and FORTIFY**. How are we using the visual text to guide our conversation?*

**Example of Think-Aloud:**

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

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

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

**GUIDED PRACTICE**

**Review Non-Model**

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

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

**ELD.PI.K.2 Ex**  
**ELD.PI.K.6 Ex**  
**ELD.PI.K.7 Ex**

1. Teacher will use questions and the **Listening Task Poster** to guide students through an analysis of what makes this a **Non-Model** Constructive Conversation for the skill of **FORTIFY**. See possible responses below.
  - *No, they did not take turns sharing their ideas because partner A spoke two times in a row, without letting partner B take a turn*
  - *At first, they responded to the prompt, but towards the end they went off topic*

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

## Teacher Modeling Lessons 8-9



- They did not build on each other's ideas

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

**Note:** Teacher will then proceed to the **Non-Model** for the skill of **FORTIFY**.

Suggestions for reading the script:

- Have an upper grade student assist with reading the script
- Show a video of older students reading the script
- Use puppets or dolls to represent the two students
- Read the script with another adult

### Non-Model:

**Student A:** I think they are playing. What do you think? (**not using language of the skill; not adding details to clarify ideas**)

**Student B:** I think they are sitting on blocks. What do you notice? (**not using language of the skill**)

**Student A:** I notice they have hats. What do you notice? (**not using language of the skill; not adding details to clarify ideas**)

**Student B:** I notice that they are wearing boots. What do you notice?

**Student A:** I notice a rug. I think they are smiling. What do you think? (**not adding details to clarify ideas**)

**Student B:** I notice they are driving. What is happening? (**not adding details to clarify ideas**)

### Revised\* Non-Model:

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

***Bold** indicates language revised.*

**Student A:** I think **what is happening is that** they three little boys made a pretend fire truck with blocks. What do you think **is happening in the visual text?**

**Student B:** I think **what is happening is that** they are ~~sitting on blocks~~ **at the blocks center and they are pretending to be firemen.** What do you notice **evidence can you use to support your claim?**




**Student A:** I notice that they ~~have hats~~ **made three seats with the blocks.** What do you notice **evidence can you use to support your claim?**

**Student B:** I notice that they are wearing boots **and one is wearing goggles.** What do you notice **evidence can you use to support your claim?**

**Student A:** I notice they are pretending to drive. They are all holding a block like they are driving. What ~~do you think~~ **can you add to your claim?**

**Student B:** I notice they are driving. **I agree with you that they are pretending to drive. Now ~~W~~what do you think is happening in the visual text?**

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

|   |   |
|---|---|
| <p><b>SHARED PRACTICE</b></p> <p><b>Student Practice Lessons 8-9</b></p>  <p><b>ELD.PI.K.3 Ex</b><br/><b>ELD.PI.K.11 Ex</b></p>  | <p><b>Language Sample Revision: Non-Model</b><br/>Display the language sample collected on Day 1 – <b><u>Student Progress Form – Constructive Conversation Sample</u></b> and the <b><u>Visual Text for Student Practice</u></b>. <i>You will orally revise the language sample to improve the conversation. Use the prompt and response starters for <b>FORTIFY</b>:</i></p> <p>Teacher reads the language sample turn by turn (one Partner A, Partner B exchange) to students:</p> <ul style="list-style-type: none"> <li>• After the teacher reads each exchange, have partner pairs discuss revisions they can make using the two focus norms</li> <li>• Have a partner pair share their possible revisions with the class</li> <li>• Write their oral revisions on the language sample for whole class to see</li> </ul> <p>After the entire language sample is orally revised, read the entire revised language sample script to the class.</p> <p>Suggestions for reading the script:</p> <ul style="list-style-type: none"> <li>• Have an upper grade student assist with reading the script</li> <li>• Use puppets or dolls to represent the two students</li> <li>• Read the script with another adult</li> </ul> |
| <p><b>FORMATIVE ASSESSMENT</b></p>    | <p><b>Student Progress Form (SPF)- Constructive Conversation Language Sample</b><br/>Teacher will focus on 2-4 students to progress monitor using the <b><u>Student Progress Form (SPF)-Constructive Conversation Language Sample</u></b> on the use of the Constructive Conversation Skill of <b>FORTIFY</b> and the Conversation Norms to inform next steps.</p>  |
| <p><b>DIFFERENTIATED INSTRUCTION</b></p>  | <p><b>Differentiated Instruction</b><br/>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 <b>FORTIFY Game</b>)<br/>Group 2 - Practice Constructive Conversation Skill<br/>Group 3 – Play <b>FORTIFY Game</b> with the same visual text<br/>Group 4 – Play <b>FORTIFY Game</b> with a new visual text</p>   |
| <p><b>WRAP-UP</b></p>   | <p><b>Review ELD Objective and Self-Evaluate</b><br/>Teacher will review ELD objective.<br/><i>Today we revised a <b>FORTIFY Non-Model Constructive Conversation</b>. We took turns and shared ideas based on a visual text.</i></p> <p>Teacher asks students the following:</p> <ul style="list-style-type: none"> <li>• <i>How did we meet today's objective of using the Constructive Conversation Skill of <b>FORTIFY</b>?</i></li> </ul>   |

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

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

## Start Smart-Conversation Practices Lesson 10

### ELD OBJECTIVE

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

### OPENING

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

### ELD.PI.K.1 EX



### Conversation Norms Poster

Let's chorally read the Conversation Norms Poster.

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

Today, we will focus on:

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

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

### MODEL/ GUIDED PRACTICE

### Model and Non-Model

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

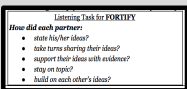
*To model what a Constructive Conversation looks like we are going to use the visual text and address the following prompt: **What is happening in this visual text? Provide evidence from the text to support your claim.** As we look at the visual text we will share our own ideas and **FORTIFY**.*

### ELD.PI.K.5 Ex ELD.PI.K.6 Ex ELD.PI.K.7 Ex

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

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

## Teacher Modeling Lesson 10



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

- Have an upper grade student assist with reading the script
- Show a video of older students reading the script
- Use puppets or dolls to represent the two students
- Read the script with another adult

**Prompt:** *What is happening in this visual text? Provide evidence from the text to support your claim. (Each student must make a claim.)*

### **Model:**

- Student A:** I think what is happening is that they are playing firemen. What do you think is happening in the visual text? **CR**
- Student B:** I think what is happening is they are pretending and the fireman is going to rescue the boy. What evidence can you use to support your claim? **CR**  
**CL**
- Student A:** I think they are playing fireman because one boy is dressed like a fireman and there are toy fire trucks next to him. What evidence can you use to support your claim? **CL**  
**F**
- Student B:** I think he is going to rescue the boy because he has a water hose to use to stop the fire. What evidence can you use to support your claim? **CL**  
**F**
- Student A:** I think they are playing fireman because the boy in the burning house is looking for the fireman. What evidence can you use to support your claim? **CL**  
**F**
- Student B:** I think they are pretending and the fireman is going to use the fire trucks and ladders to turn off the fire. Now what do you think is happening in the visual text? **CL**  
**F**
- Student A:** I think playing and pretending that the house is on fire and the little boy is not wearing a shirt because he was sleeping. What do you think is happening in the visual text? **F**
- Student B:** They are pretending playing that the house is on fire and the fireman is going to use the hose and ladder to rescue the boy. **F**

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

**Note:** Teacher will then proceed to the **Non-Model** for the skill of **FORTIFY**.

Suggestions for reading the script:

- Have an upper grade student assist with reading the script
- Show a video of older students reading the script
- Use puppets or dolls to represent the two students



**Teacher Modeling Lesson 10**



- Read the script with another adult

**Non-Model:**

- Student A:** They are playing and the house is on fire. What do you think? **(Student does not start by making a claim; not prompting using prompt starters)**
- Student B:** They little boy inside the house is trying to get out. The fire is not real. What do you think? **(Student does not start by making a claim; not prompting using prompt starters)**
- Student A:** They drew the house. It is not real. **(not prompting other partner)**
- Student B:** The hose is a tube for swimming. **(not prompting other partner)**
- Student A:** Why doesn't the boy have a shirt?
- Student B:** The boy is wearing a fireman costume. **(does not address the prompt)**
- Student A:** They have toy trucks. **(does not address the prompt)**
- Student B:** The trucks are red. **(does not address the prompt)**

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

**PRACTICE**

**Student Practice Lesson 10**



**ELD.PI.K.1.3 Ex**  
**ELD.PI.K.6 Ex**  
**ELD.PI.K.1 Ex**

**Constructive Conversation Game**

Organize students into a group of four.

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

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

Rules of the game:

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

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

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

**Display Visual text for Student Practice-Lesson 10.**

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


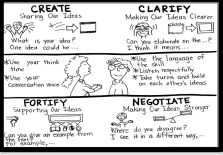
As the students play the game, the teacher listens and selects two students who will replay the game in front of the class to serve as models.

**FORMATIVE ASSESSMENT**

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

Teacher will focus on 2-4 students to progress monitor using the **Student Progress Form (SPF)-Constructive Conversation Language Sample** on the use of the Constructive



|   |   |
|---|---|
|                         | <p>Conversation Skill of <b>FORTIFY</b> and the Conversation Norms to inform next steps.</p>  |
| <p><b>PRACTICE</b></p>  | <p><b>Constructive Conversation Poster</b><br/>         Teacher models creating a Constructive Conversation Poster (see resources). Teacher elicits student responses to help students develop poster that illustrates their understanding of the <b>FORTIFY</b> skill and Conversation Norms.</p> <p>Add to the poster only focusing on the prompt and response starters used by the students for the Constructive Conversation Skill <b>FORTIFY</b>:</p> <ul style="list-style-type: none"> <li>▪ In the text, ...</li> <li>▪ I know because ...</li> <li>▪ I have seen this in...</li> <li>▪ Show me in the text where...</li> <li>▪ How do you know...?</li> <li>▪ Where did you get that information?</li> </ul> <p><b>Note: Students will continue to add to their Constructive Conversation Poster from Lesson 7.</b></p>  |
| <p><b>DIFFERENTIATED INSTRUCTION</b></p>  | <p><b>Differentiated Instruction</b><br/>         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 <b>FORTIFY Game</b>)<br/>         Group 2 - Practice Constructive Conversation Skill<br/>         Group 3 – Play <b>FORTIFY</b> game<br/>         Group 4 - Practice the model that was presented in Lesson 10</p>  |
| <p><b>WRAP-UP</b></p>   | <p><b>Self-Assess</b><br/>         Teacher will review the Constructive Conversation skill <b>FORTIFY</b>.</p> <ul style="list-style-type: none"> <li>● <i>The conversation skill <b>FORTIFY</b> allows us to support our ideas with evidence from the text while engaging in a conversation.</i></li> <li>● <i>Reflect on your ability to use the Constructive Conversation skill, <b>FORTIFY</b>. 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></li> <li>● Students will self-assess answering the prompt:<br/> <i>On a scale from 1 to 5 (refer students to poster) how would you rate yourself using the Conversational Skill <b>FORTIFY</b>?</i> <ol style="list-style-type: none"> <li>1 – I am still learning the Constructive Conversation Skill</li> <li>2 – I need more practice using the Constructive Conversation Skill</li> <li>3 – I understand but need more practice using the Constructive Conversation Skill</li> <li>4 – I understand but I am not yet ready to explain the Constructive Conversation Skill</li> </ol> </li> </ul> |

## 5 – I understand and I can explain the Constructive Conversation Skill

- Teacher can select student to share out.
  - Example:
    - Student: I rated myself a 3 because...
    - Teacher: What can you do to move to a 4?





## Introduce Model and Non-Model

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

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

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

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

- Model using think time and pointing at key elements of the visual text before reading the script.
- Teacher will also discuss how the following norms were used during the conversation:
  - *use your think time*
  - *use the language of the skill*

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

- Have an upper grade student assist with reading the script
- Show a video of older students reading the script
- Use puppets or dolls to represent the two students
- Read the script with another adult

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

### Model:

- |                   |  |             |
|-------------------|--|-------------|
| <b>Student A:</b> | An important idea from the text is that we all can play together. What is your claim?  | <b>CR</b>   |
| <b>Student B:</b> | An important idea from the text is that we can use blocks to build things and pretend. How can you support your claim with evidence?                 | <b>CR F</b> |
| <b>Student A:</b> | I think that they used the blocks to make a seat for each one so they could all sit and play together. How can you support your claim with evidence? | <b>CL F</b> |
| <b>Student B:</b> | I think that they used blocks to build a truck. How can you support your claim with evidence?  | <b>CL F</b> |
| <b>Student A:</b> | I think they all have a block in their hand and pretending to drive the truck together. How can you support your claim with evidence?                | <b>CL F</b> |
| <b>Student B:</b> | I think that they used the blocks to make a truck with three seats and three driving wheels. How can your support your claim with evidence?          | <b>CR F</b> |

Teacher Model  
Lessons 11-12



ELD.PI.K.5 Ex  
ELD.PI.K.6 Ex  
ELD.PI.K.7 Ex  
ELD.PI.K.11 Ex



- Student A:** I think that they are using the blocks and costumes to pretend that they are all construction workers. How can you support your claim with evidence? **CL F**
- Student B:** I think they worked together at the block center. I notice there are also cubbies, an easel and a rug. How can we come to an agreement? **CL F**
- Student A:** I think they worked together to build the truck and pretend they are construction workers. Can we come to an agreement? **F N**
- Student B:** I think the important idea is that we can play together to build things and pretend. **CL N**

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

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

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

Suggestions for reading the script:

- Have an upper grade student assist with reading the script
- Show a video of older students reading the script
- Use puppets or dolls to represent the two students
- Read the script with another adult



**Teacher Model**  
**Lessons 11-12**



**Non-Model:**

- Student A:** I think an idea is they are playing. What do you think? (**not addressing the prompt**)
- Student B:** I think an idea is they are pretending to be construction workers. What is your idea? (**not addressing the prompt**)
- Student A:** I think they used blocks to make a truck. What do you think? (**not addressing the prompt**)
- Student B:** I think they used construction worker's costumes to pretend. What do you think? (**not using evidence from the text to support the claim**)
- Student A:** I think they are all smiling. What do you think? (**not using evidence from the text to support the claim**)
- Student B:** I think they are playing in the blocks center. What do you think? (**not using evidence from the text to support the claim**)
- Student A:** I think they used the blocks to build a truck and pretend they are construction workers.
- Student B:** I agree. (**not coming to a consensus using evidence**)

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><b>SHARED PRACTICE</b></p> <p><b>Student Practice Lessons 11-12</b></p>  <p><b>ELD.PI.K.3 Ex</b><br/><b>ELD.PI.K.6 Ex</b><br/><b>ELD.PI.K.7 Ex</b></p> | <p><b>Constructive Conversation Game</b><br/><i>You are now going to have the opportunity to practice the Constructive Conversation Skill of <b>NEGOTIATE</b> while playing a game. Explain the rules of the <b>Constructive Conversation Game</b> to students.</i></p> <p>Rules of the game:</p> <ol style="list-style-type: none"> <li>1. Each student will have 1 <b>CREATE</b>, 1 <b>CLARIFY</b>, 1 <b>FORTIFY</b> AND 2 <b>NEGOTIATE</b> cards.</li> <li>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</li> <li>3. In the first round, each student must state their own opinion.</li> <li>4. If you're done early, repeat the game.</li> </ol> <p>Display <b>Visual Text for Student Practice-Lesson 10</b><br/>Remind students that we used this visual text before in a <b>FORTIFY</b> conversation. Say: <i>Use ideas from that conversation to support your claim.</i><br/><b>Prompt: What is an important idea from this text? Start by stating your claim. Support your claim and come to a consensus.</b></p> <p>As the students play the game, the teacher listens and selects two students who will replay the game in front of the class to serve as models.</p> |
| <p><b>FORMATIVE ASSESSMENT</b></p>    | <p><b>Student Progress Form (SPF)- Constructive Conversation Language Sample</b><br/>The Teacher will collect a language sample from the two students on the <b>Student Progress Form (SPF)-Constructive Conversation Language Sample</b> to be used for Lesson 12. The language sample from two students must be at least four turns in length.</p> <p><b>Note: The language sample will be the Non-Model revised in Lesson 12.</b></p>  |
| <p><b>WRAP-UP</b></p>   | <p><b>Review ELD Objectives and Self-Evaluate</b><br/>Teacher will review ELD objective.<br/><i>Today we engaged in a Constructive Conversation using the Constructive Conversation Skill <b>NEGOTIATE</b>. We took turns, shared our opinions, considered others' opinions and came to a consensus based on a visual text and prompt.</i><br/>Teacher will ask students,</p> <ul style="list-style-type: none"> <li>• <i>How did we meet today's objective of using the Constructive Conversation Skill of <b>NEGOTIATE</b>?</i></li> <li>• <i>How did you:</i> <ul style="list-style-type: none"> <li>○ <i>use your think time</i></li> <li>○ <i>use the language of the skill</i></li> </ul> </li> <li>• <i>Work with your conversation partner.</i> <ul style="list-style-type: none"> <li>○ <i>Identify three things that you did to meet today's objective</i></li> <li>○ <i>Share and explain the three things to 2 students</i></li> </ul> </li> </ul> <p>Teacher calls on three students and they tell the class what was done today.</p>  |

## Start Smart-Conversation Practices Day 12

### ELD OBJECTIVE

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

### OPENING

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

### Conversation Norms Poster

Let's review the Conversation Norms Poster.

ELD.PI.K.1 Ex



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

Today, we will focus on:

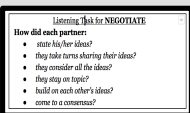
- use the language of the skill
- use your conversation voice

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

### Review Hand Gesture and Phrase-NEGOTIATE

Review hand gesture for **NEGOTIATE**. (Put your hands out by your shoulders palms up. Move them up and down like a scale.) We use this gesture to show when we **NEGOTIATE** our ideas. To help us remember the skill we use a corresponding phrase: "Making our ideas stronger."

### PROMPT/ RESPONSE STARTERS




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


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

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

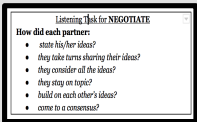


|  |  |  |
|--|--|--|
|  | <b>Prompt Starter</b> <ol style="list-style-type: none"> <li>1. What is your claim...?</li> <li>2. What is an important idea...?</li> <li>3. Do you agree? Why?</li> <li>4. Do you disagree? Why?</li> </ol> | <b>Response Starter</b> <ol style="list-style-type: none"> <li>1. My claim is...</li> <li>2. An important idea is...</li> <li>3. I agree because...</li> <li>4. I disagree because...</li> </ol> |
|--|--|--|

|   |   |                   |   |           |                   |  |             |                   |  |             |                   |   |             |                   |   |             |                   |   |             |                   |  |             |                   |  |             |
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| <p><b>MODEL</b></p> <p>ELD.PI.K.6 Ex<br/>ELD.PI.K.7 Ex</p> <p><b>Teacher Model</b><br/>Lessons 11-12</p>  | <p><b>Review Model</b></p> <p>Remind students that we used this visual text before in a <b>FORTIFY</b> conversation. Say: <i>Use ideas from that conversation to support your claim.</i> Teacher introduces <b>Model</b> and asks for a previously selected volunteer to be their partner. Teacher and student read <b>Model Script</b>. Model using think time before speaking. Teacher will also discuss how the following norms were used during the conversation:</p> <ul style="list-style-type: none"> <li>• use the language of the skill</li> <li>• use your conversation voice</li> </ul> <p><b>Note:</b> Provide a copy of the <b>Model Script to</b> the volunteer and allow time beforehand for student to review the script. Suggestions for reading the script:</p> <ul style="list-style-type: none"> <li>• Have an upper grade student assist with reading the script</li> <li>• Show a video of older students reading the script</li> <li>• Use puppets or dolls to represent the two students</li> <li>• Read the script with another adult</li> </ul> <p><b>Prompt:</b> <i>What is an important idea from this text? Start by stating your claim. Support your claim and come to a consensus.</i></p> <p><b>Model:</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"><b>Student A:</b></td> <td style="width: 65%;">An important idea from the text is that we all can play together. What is your claim?</td> <td style="width: 20%; text-align: right;"><b>CR</b></td> </tr> <tr> <td><b>Student B:</b></td> <td>An important idea from the text is that we can use blocks to build things and pretend. How can you support your claim with evidence?</td> <td style="text-align: right;"><b>CR F</b></td> </tr> <tr> <td><b>Student A:</b></td> <td>I think that they used the blocks to make a seat for each one so they could all sit and play together. How can you support your claim with evidence?</td> <td style="text-align: right;"><b>CL F</b></td> </tr> <tr> <td><b>Student B:</b></td> <td>I think that they used blocks to build a truck. How can you support your claim with evidence?</td> <td style="text-align: right;"><b>CL F</b></td> </tr> <tr> <td><b>Student A:</b></td> <td>I think they all have a block in their hand and pretending to drive the truck together. How can you support your claim with evidence?</td> <td style="text-align: right;"><b>CL F</b></td> </tr> <tr> <td><b>Student B:</b></td> <td>I think that they used the blocks to make a truck with three seats and three driving wheels. How can your support your claim with evidence?</td> <td style="text-align: right;"><b>CR F</b></td> </tr> <tr> <td><b>Student A:</b></td> <td>I think that they are using the blocks and costumes to pretend that they are all construction workers. How can you support your claim with evidence?</td> <td style="text-align: right;"><b>CL F</b></td> </tr> <tr> <td><b>Student B:</b></td> <td>I think they worked together at the block center. I notice there are also cubbies, an easel and a rug. How can we come to an</td> <td style="text-align: right;"><b>CL F</b></td> </tr> </table> | <b>Student A:</b> | An important idea from the text is that we all can play together. What is your claim? | <b>CR</b> | <b>Student B:</b> | An important idea from the text is that we can use blocks to build things and pretend. How can you support your claim with evidence? | <b>CR F</b> | <b>Student A:</b> | I think that they used the blocks to make a seat for each one so they could all sit and play together. How can you support your claim with evidence? | <b>CL F</b> | <b>Student B:</b> | I think that they used blocks to build a truck. How can you support your claim with evidence? | <b>CL F</b> | <b>Student A:</b> | I think they all have a block in their hand and pretending to drive the truck together. How can you support your claim with evidence? | <b>CL F</b> | <b>Student B:</b> | I think that they used the blocks to make a truck with three seats and three driving wheels. How can your support your claim with evidence? | <b>CR F</b> | <b>Student A:</b> | I think that they are using the blocks and costumes to pretend that they are all construction workers. How can you support your claim with evidence? | <b>CL F</b> | <b>Student B:</b> | I think they worked together at the block center. I notice there are also cubbies, an easel and a rug. How can we come to an | <b>CL F</b> |
| <b>Student A:</b>   | An important idea from the text is that we all can play together. What is your claim?   | <b>CR</b>         |   |           |                   |  |             |                   |  |             |                   |   |             |                   |   |             |                   |   |             |                   |  |             |                   |  |             |
| <b>Student B:</b>   | An important idea from the text is that we can use blocks to build things and pretend. How can you support your claim with evidence?  | <b>CR F</b>       |   |           |                   |  |             |                   |  |             |                   |   |             |                   |   |             |                   |   |             |                   |  |             |                   |  |             |
| <b>Student A:</b>   | I think that they used the blocks to make a seat for each one so they could all sit and play together. How can you support your claim with evidence?  | <b>CL F</b>       |   |           |                   |  |             |                   |  |             |                   |   |             |                   |   |             |                   |   |             |                   |  |             |                   |  |             |
| <b>Student B:</b>   | I think that they used blocks to build a truck. How can you support your claim with evidence?   | <b>CL F</b>       |   |           |                   |  |             |                   |  |             |                   |   |             |                   |   |             |                   |   |             |                   |  |             |                   |  |             |
| <b>Student A:</b>   | I think they all have a block in their hand and pretending to drive the truck together. How can you support your claim with evidence?   | <b>CL F</b>       |   |           |                   |  |             |                   |  |             |                   |   |             |                   |   |             |                   |   |             |                   |  |             |                   |  |             |
| <b>Student B:</b>   | I think that they used the blocks to make a truck with three seats and three driving wheels. How can your support your claim with evidence?   | <b>CR F</b>       |   |           |                   |  |             |                   |  |             |                   |   |             |                   |   |             |                   |   |             |                   |  |             |                   |  |             |
| <b>Student A:</b>   | I think that they are using the blocks and costumes to pretend that they are all construction workers. How can you support your claim with evidence?  | <b>CL F</b>       |   |           |                   |  |             |                   |  |             |                   |   |             |                   |   |             |                   |   |             |                   |  |             |                   |  |             |
| <b>Student B:</b>   | I think they worked together at the block center. I notice there are also cubbies, an easel and a rug. How can we come to an  | <b>CL F</b>       |   |           |                   |  |             |                   |  |             |                   |   |             |                   |   |             |                   |   |             |                   |  |             |                   |  |             |

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| <p>Teacher Model Lessons 11-12</p>  | <p>agreement?</p> <p><b>Student A:</b> I think they worked together to build the truck and pretend they are construction workers. Can we come to an agreement? <b>F N</b></p> <p><b>Student B:</b> I think the important idea is that we can play together to build things and pretend. <b>CL N</b></p> <p>Teacher will use questions and the <b>Listening Task Poster</b> to guide students through an analysis of what makes this a <b>Model Constructive Conversation</b> for the skill of <b>NEGOTIATE</b>.</p> <p><b>Understanding the Skill: Negotiate</b><br/>Teacher displays or distributes the <b>Model Script</b> from Lesson 11.</p> <p><b>Example of Think-Aloud:</b></p> <p><b>Student A:</b> <u>I think</u> that they are using the blocks and costumes to pretend that they are all construction workers <b>CL</b>. <b>How can you support your claim with evidence?</b> <b>F</b></p> <p><b>Student B:</b> <u>I think</u> they worked together at the block center. <u>I notice there are also cubbies, an easel and a rug.</u> <b>CL</b> <b>How can we come to an agreement?</b> <b>F</b></p> <p><b>Student A:</b> <u>I think</u> they worked together to build the truck and pretend they are construction workers. <b>F</b> <b>Can we come to an agreement?</b> <b>N</b></p> <p><b>Student B:</b> <u>I think</u> <b>CL</b> the important idea is that we can play together to build things and pretend. <b>N</b></p> <p><i>Let's look at the <b>Model Script</b> to find evidence of the skills of <b>NEGOTIATE</b>, <b>FORTIFY</b>, <b>CREATE</b>, and <b>CLARIFY</b>. How are we using the visual text to guide our conversation? Let's look at the last three turns. Read them to yourself as I read them aloud (see example above).</i></p> <p><i>Let's look at the language of the skill. Look at Student A's response. How do I know Student A used the skill of <b>NEGOTIATE</b>? I see the language of the skill (underline as noted above). I know this is <b>NEGOTIATE</b> because it is asking to come to an agreement so I will label it with <b>N</b> (Write <b>N</b> next to the response.) Student A is also using evidence from the text to support his idea (Write <b>F</b> next to the response). I also notice that Student B is using the language of the skill to state their claim, so I will label it with <b>N</b> (Write <b>N</b> next to the response and underline as noted above). Also, they use the language of <b>CLARIFY</b> and ask a clarifying question to help learn more from Student A to make their idea stronger (Write <b>CL</b> next to the response). Then Students A and B clarify their ideas and ask questions to understand each other's evidence (Write <b>CL</b> next to the responses).</i></p> <p>Teacher prompts students to go throughout the same process with the rest of the Model Conversation.</p> |
|   | <p><b>GUIDED PRACTICE</b></p>   |

ELD.PI.K.2 Ex  
ELD.PI.K.6 Ex  
ELD.PI.K.7 Ex



Teacher  
Model  
Lessons 11-12



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

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

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

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

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

Suggestions for reading the script:

- Have an upper grade student assist with reading the script
- Show a video of older students reading the script
- Use puppets or dolls to represent the two students
- Read the script with another adult

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

**Non-Model:**

**Student A:** I think an idea is they are playing. What do you think? **(not addressing the prompt)**

**Student B:** I think an idea is they are pretending to be construction workers. What is your idea? **(not addressing the prompt)**

**Student A:** I think they used blocks to make a truck. What do you think? **(not addressing the prompt)**

**Student B:** I think they used construction workers' costumes to pretend. What do you think? **(not using evidence from the text to support the claim)**

**Student A:** I think they are all smiling. What do you think? **(not using evidence from the text to support the claim)**

**Student B:** I think they are playing in the blocks center. What do you think? **(not using evidence from the text to support the claim)**

**Student A:** I think they used the blocks to build a truck and pretend they are construction workers.

**Student B:** I agree. **(not coming to a consensus using evidence)**



**Revised\* Non-Model:**

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


**Bold** indicates language revised.

**Student A:** ~~I think~~ **An important idea from the text is they are playing we all need**

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|  | <p><b>Student B:</b> <del>I think a</del> <b>An important idea from the text</b> is <del>they are pretending to be firemen</del> <b>that blocks can help us pretend.</b> <del>What is your idea</del> <b>What evidence can you use to support your claim?</b></p> <p><b>Student A:</b> I think they <b>all worked together and</b> used blocks to make a truck. <del>What do you think</del> <b>evidence can you use to support your claim ?</b></p> <p><b>Student B:</b> I think they used construction workers' <del>costume</del> <b>boots and helmets</b> to pretend <b>they are construction workers.</b> <del>What do you think</del> <b>evidence can you use to support your claim?</b></p> <p><b>Student A:</b> I think they are all <del>smiling</del> <b>holding a block like they are driving.</b> <del>What do you think</del> <b>evidence can you use to support your claim?</b></p> <p><b>Student B:</b> I think they are <del>playing in the blocks center</del> <b>pretending that they are sitting driving a truck.</b> <del>What do you think</del> <b>How can we come to an agreement?</b></p> <p><b>Student A:</b> I think they <del>used</del> <b>all worked together</b> <del>the blocks</del> to build a truck and pretend they are construction workers. <b>Can we come to an agreement?</b></p> <p><b>Student B:</b> <del>I agree.</del> <b>An important idea from the text is that at center time we can all use blocks to pretend.</b></p> |
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| <p><b>SHARED PRACTICE</b></p> <p><b>Student Practice Lessons 11-12</b></p>  <p>ELD.PI.K.3 Ex<br/>ELD.PI.K.6 Ex<br/>ELD.PI.K.11 Ex</p>  | <p><b>Language Sample Revision: Non-Model</b></p> <p>Display the language sample collected on Day 1 – <b><u>Student Progress Form – Constructive Conversation Sample</u></b> and the <b><u>Visual Text for Student Practice</u></b>. <i>You will orally revise the language sample to improve the conversation. Use the prompt and response starters for <b>NEGOTIATE</b>:</i></p> <p>Teacher reads the language sample turn by turn (one Partner A, Partner B exchange) to students:</p> <ul style="list-style-type: none"> <li>• After the teacher reads each exchange, have partner pairs discuss revisions they can make using the two focus norms</li> <li>• Have a partner pair share their possible revisions with the class</li> <li>• Write their oral revisions on the language sample for whole class to see</li> </ul> <p>After the entire language sample is orally revised, read the entire revised language sample script to the class.</p> <p>Suggestions for reading the script:</p> <ul style="list-style-type: none"> <li>• Have an upper grade student assist with reading the script</li> <li>• Use puppets or dolls to represent the two students</li> <li>• Read the script with another adult</li> </ul> |
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| <p><b>FORMATIVE ASSESSMENT</b></p> | <p><b>Student Progress Form (SPF)- Constructive Conversation Language Sample</b></p> <p>Teacher will focus on 2-4 students to progress monitor using the <b><u>Student Progress Form (SPF)-Constructive Conversation Language Sample</u></b> on the use of the Constructive</p> |
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|  | <p>Conversation Skill of <b>NEGOTIATE</b> and the Conversation Norms to inform next steps.</p> <p><b>NOTE:</b> Teacher will select two students (from the triad) to read their revised Non-Model to the class.</p>  |
| <p><b>DIFFERENTIATED INSTRUCTION</b></p>   | <p><b>Differentiated Instruction</b></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 <b>NEGOTIATE Game</b>)<br/>         Group 2 – Practice Constructive Conversation Skill<br/>         Group 3 – Play <b>NEGOTIATE Game</b> with the same visual text<br/>         Group 4 – Play <b>NEGOTIATE Game</b> with a new visual text</p>   |
| <p><b>WRAP-UP</b></p>  | <p><b>Review ELD Objective and Self-Evaluate</b></p> <p>Teacher will review ELD objective.<br/> <i>Today we revised a <b>NEGOTIATE Non-Model</b> 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"> <li>• <i>How did we meet today’s objective of using the Constructive Conversation Skill of <b>NEGOTIATE</b>?</i></li> <li>• <i>How did you:</i> <ul style="list-style-type: none"> <li>○ <i>use the language of the skill?</i></li> <li>○ <i>use your conversation voice?</i></li> </ul> </li> <li>• <i>Work with your conversation partner to do the following:</i> <ul style="list-style-type: none"> <li>○ <i>Identify three things that you did to meet today’s objective</i></li> <li>○ <i>Share and explain the three things to your partner</i></li> </ul> </li> </ul> <p>Teacher calls on three students and they tell the class what was done today.</p> |

## Start Smart-Conversation Practices

### Lesson 13

#### ELD OBJECTIVE

Students will engage in a Constructive Conversation using the Constructive Conversation Skill of **NEGOTIATE** by sharing ideas and coming to a consensus about a visual text or prompt with a partner.

#### OPENING

Today we are going to practice the Constructive Conversation Skill **NEGOTIATE**. When we observe or read something new, we have many thoughts and ideas. As we engage in a **NEGOTIATE** Constructive Conversation, our job as speakers is to, share our ideas, consider other people's ideas, **NEGOTIATE** and come to a consensus. As listeners our role is to value and foster the same or different ideas we are hearing.

#### ELD.PI.K.1 Ex



#### Conversation Norms Poster

Let's chorally read the Conversation Norms Poster.

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

Today, we will focus on:

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

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

#### MODEL/ GUIDED PRACTICE

#### Model and Non-Model

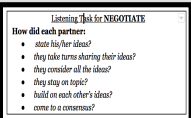
Display the Listening Task Poster and the Visual Text for Teacher Modeling.

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

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

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

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

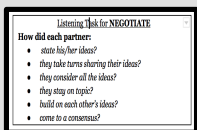




**Teacher  
Modeling  
Lesson 13**



ELD.PI.K.5 Ex  
ELD.PI.K.6 Ex  
ELD.PI.K.7 Ex



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

- Have an upper grade student assist with reading the script
- Show a video of older students reading the script
- Use puppets or dolls to represent the two students
- Read the script with another adult

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

**Model:**

**Student A:** An important idea from the text is that you have to use your imagination to pretend. What is your claim? **C R**

**Student B:** An important idea from the text is that pretend can be like real life. How can you support your claim with evidence? **CR F**

**Student A:** I think they used their imaginations to draw the house pretend it is on fire. How can you support your claim with evidence? **CL F**

**Student B:** I think the boy is pretending to be a fireman. Real firemen wear helmets and jackets. How can you support your claim with evidence?

**Student A:** I think the little boy in the window is using his imagination to pretend that the house is on fire and he is trying to get out. How can you support your claim with evidence? **CL F**

**Student B:** I think the boy is pretending that the blue tube is a water hose and he is going to use it to turn off the fire and help the boy in the house. How can we come to an agreement? **CR F**

**Student A:** I think they are both using their imaginations to pretend that one is a fireman and one is in the burning house. Can we come to an agreement? **CL F**

**Student B:** An important idea from the visual text is that it takes imagination to play and pretend at real life things. **CL F**

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




**Note:** Teacher will then proceed to the **Non-Model** for the skill of **NEGOTIATE**. Suggestions for reading the script:

- Have an upper grade student assist with reading the script
- Show a video of older students reading the script
- Use puppets or dolls to represent the two students
- Read the script with another adult

**Non-Model:**

**Student A:** An idea is they are playing. **(Student does not start by making a**



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| <p><b>Teacher Modeling Lesson 13</b></p>    | <p><b>claim; not prompting other partner)</b></p> <p><b>Student B:</b> An idea is they are at the dramatic play center. What do you think?</p> <p><b>Student A:</b> At the dramatic play center there is dress up clothes and toys. <b>(not prompting other partner)</b></p> <p><b>Student B:</b> They used the firemen clothes and toy trucks. <b>(Student does not start by making a claim; not prompting other partner)</b></p> <p><b>Student A:</b> They are playing like firemen. What do you think?</p> <p><b>Student B:</b> Only one is a fireman. What do you think?</p> <p><b>Student A:</b> The other one is not wearing a costume. <b>(not using language of the skill; not using evidence from the text to support the claim)</b></p> <p><b>Student B:</b> I like to wear costumes. <b>(not coming to a consensus using the ideas from the conversation)</b></p> <p>Teacher will use questions and the <b>Listening Task Poster</b> to guide students through an analysis of what makes this a <b>Non-Model</b> Constructive Conversation for the skill of <b>NEGOTIATE</b>.</p> |
| <p><b>PRACTICE</b></p> <p><b>Student Practice Lesson 13</b></p>  <p><b>ELD.PI.K.3 Ex</b><br/><b>ELD.PI.K.6 Ex</b><br/><b>ELD.PI.K.11 Ex</b></p> | <p><b>Constructive Conversation</b></p> <p>Teacher organizes students into groups of four. Students engage in a Constructive Conversation using the skill <b>NEGOTIATE</b>. Remind students that we used this visual text before in a FORTIFY conversation. Say: <i>Use ideas from that conversation to support your claim.</i></p> <p><b>Prompt: What is an important idea from this text? Start by stating your claim. Support your claim and come to a consensus.</b></p> <p>Students engage in a Constructive Conversation in groups of four. Teacher selects two students to share in front of class.</p>   |
| <p><b>FORMATIVE ASSESSMENT</b></p>    | <p><b>Student Progress Form (SPF)- Constructive Conversation Language Sample</b></p> <p>Teacher will focus on 2-4 students to progress monitor using the <b>Student Progress Form (SPF)-Constructive Conversation Language Sample</b> on the use of the Constructive Conversation Skill of <b>NEGOTIATE</b> and the Conversation Norms to inform next steps.</p>   |

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

## Start Smart-Conversation Practices

### Lesson 14

#### ELD OBJECTIVE

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

#### OPENING

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

#### Conversation Norms Poster

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

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

#### Review Constructive Conversation Poster

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

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

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

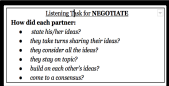
*Now we will review what we know about the Constructive Conversation Skills of **FORTIFY** and **NEGOTIATE**.*

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

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

ELD.PI.K.1 Ex



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

## WRAP-UP

### Review ELD Objective and Self-Evaluate

Teacher will review ELD objective.

*Today, we added to our Constructive Conversation Posters to by discussing and writing to show what we know about the Constructive Conversation skills **FORTIFY** and **NEGOTIATE**.*


Teacher will ask students,

- *How did you meet today's objective of discussing the Conversation skills of **FORTIFY** and **NEGOTIATE**?*
- *How did you meet today's objective of making a poster?*
- *Work with your conversation partner.*
  - *Identify three things that you did to meet today's objective*
  - *Share and explain the thing to your partner*

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

## Start Smart-Conversation Practices

### Lesson 15

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| <b>ELD OBJECTIVE</b>   | Students will present their Constructive Conversation Skills Poster with their conversation partner to another partner pair, the whole group, and play the <b>Constructive Conversation Game</b> by using the Constructive Conversation Skills of <b>CREATE, CLARIFY, FORTIFY and NEGOTIATE</b> and a visual text.   |
| <b>OPENING</b>   | <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 <b>CREATE, CLARIFY, FORTIFY and NEGOTIATE</b> and the Conversation Norms. Then, we will use all four skills in the Constructive Conversation game to discuss a visual text.</i>   |
| <b>MODEL/ GUIDED PRACTICE</b><br><br><b>ELD.PI.K.1 Ex</b><br> | <p><b>Teacher Models Presenting Constructive Conversation Skills Poster</b><br/>         Display the class-created Constructive Conversation Poster.</p> <p><i>First, we will present our posters.</i><br/>         Teacher displays and models sharing completed class poster.</p> <p><b>Teacher and Students Discuss Presentation Norms</b><br/>         Teacher uses questions to guide students through an analysis of presentation norms, such as the following:</p> <p>How did I:</p> <ul style="list-style-type: none"> <li>● have eye contact with the audience?</li> <li>● speak clearly?</li> <li>● talk about each Constructive Conversation Skill?</li> <li>● include examples of prompt/response starters?</li> <li>● stay on topic?</li> <li>● interact with my audience?</li> </ul> <p><b>Partner Pairs Present to each other</b><br/> <i>Meet with another partner pair to present your whole poster. Share your poster.</i></p> <p>If time permits, have partner pairs share with additional partner pair.</p> <p><b>Whole Group Share Out</b><br/>         Teacher selects one pair to share with the whole class.</p> |
| <b>FORMATIVE ASSESSMENT</b>  | <p><b>Student Progress Form (SPF)- Constructive Conversation Language Sample</b><br/>         As students present their posters, teacher will focus on 2-4 students to progress monitor using the <b>Student Progress Form (SPF)-Constructive Conversation Language Sample</b>.</p>  |

