Start Smart 2.0 – Conversation Practices

FIRST GRADE
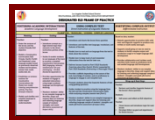
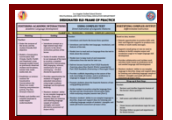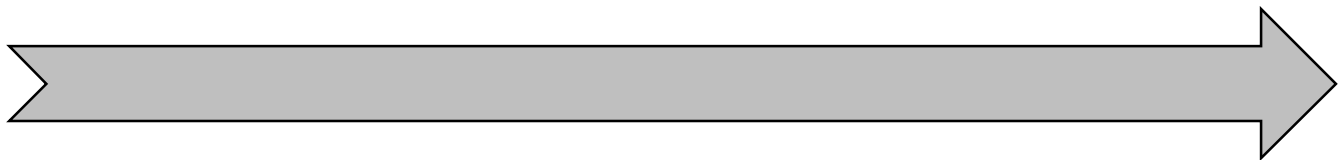| ELD lessons are designed to be taught in this order:					
Teach Start Smart 1.0	Teach lessons using the Designated ELD Frame of Practice	Teach Start Smart 2.0	Teach lessons using the Designated ELD Frame of Practice	Teach Disciplinary Discussions Using Text Sets	Teach lessons using the Designated ELD Frame of Practice
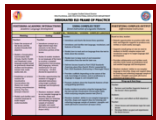
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INTRODUCTION

"…the CA ELD Standards are organized with the focus on meaning and interaction first and the focus on knowledge about the English language and how it works afterward. Accordingly, the standards in Part II should not be used in isolation; instead, they should be used in the context of fostering intellectually and discourse-rich, meaningful interactions outlined in Part I."

CA ELD Standards (Ch.3, p.13)

Oral language is the foundation for literacy. Based on this understanding, the CA ELD Standards first focus on meaning and interaction. This focus is realized in the twelve Part I CA ELD standards. The Multilingual and Multicultural Education Department (MMED) supports and guides educators in effectively teaching the twelve Part I standards by providing Designated ELD Start Smart units. These units have been designed in collaboration with teachers, Title III coaches and MMED staff.

At the core of the Start Smart Units are the four Constructive Conversation Skills: **CREATE, CLARIFY, FORTIFY** and **NEGOTIATE**. All the units include a daily formative assessment tool that captures evidence of student language development and supports teachers in providing evidence-based differentiated instruction. These skills provide students with the language needed to participate in standards based lessons in which they simultaneously develop language, content knowledge and analytical practices. The Constructive Conversation Skills are the foundation for collaborative writing activities that promote students to use their oral language skills to develop their writing skills.

START SMART 2.0

This unit builds upon the Constructive Conversation Skills and Norms that have been previously taught in Start Smart 1.0 (Revised). Students must receive instruction with Start Smart 1.0 Revised lessons in the current school year before beginning Start Smart 2.0.

This 25 lesson unit builds upon the students' knowledge of the Constructive Conversation Skills and addresses both Part I and Part II of the CA ELD Standards. A Conversation Pattern that consists of paraphrasing, building-on and prompting, is introduced and explicitly taught. The Constructive Conversation prompts align to the language and critical thinking demands of SBAC. Two cornerstone learning activities in this unit are the oral and written paragraph that support students in applying their knowledge of informational texts. The culminating activity integrates technology and provides students with an opportunity to practice their oral presentation skills. Formative assessment tools are used in most lessons to capture evidence of student progress in the ELD standards.

FORMATIVE ASSESSMENTS – STUDENT PROGRESS FORMS (SPFs)

SPF 1.0 –Constructive Conversation Language Sample
This formative assessment is designed to capture evidence of students' ability to engage in a Constructive Conversation and measures two dimensions:
- Turns build on previous turns to build up an idea
- Turns focus on the knowledge or skills of the conversation objectives/teacher prompt

SPF 2.0 – Constructive Conversation Language Sample
This formative assessment is designed to capture evidence of students' ability to engage in a Constructive Conversation and build their knowledge of a topic by:
- creating or choosing a relevant initial idea(s) that is focused on the prompt and/or learning objective(s)
- clarifying idea(s) by paraphrasing, defining and/or elaborating
- comparing the strength/relevance and choosing the strongest/best idea
- explaining and/or negotiating final decisions
- fortifying ideas using evidence, examples and/or explanations
- evaluating the strength/relevance of the evidence of each idea

SPF – OOAT (Oral Output Assessment Tool)

This formative assessment tool is designed to capture evidence of three key dimensions of effective oral output in lessons. The three key dimensions are: DIMENSION 1: First sentence is a clear topic sentence, claim, or initial idea, DIMENSION 2: Next sentences clarify and/or support the initial idea or claim and DIMENSION 3: Sentences are logically organized and connected. The expectation is that students respond to complex prompts in oral paragraphs.

SPF – WOAT (Written Output Assessment Tool)

This formative assessment tool is designed to look closely at how oral language development supports writing development through the application of the Constructive Conversation Skills. Additionally, it captures evidence of how students apply their knowledge of informational writing as addressed in the three key dimensions.

STRATEGIES AND SCAFFOLDS

- **Give One-Get One Protocol –** Students meet with various partners to give or share ideas and get or collect ideas from others. The purpose of the protocol is to provide students with a structured opportunity to share and build up their ideas about a specific topic or prompt. Step by step directions for this protocol are included in the lessons and unit resources.

- **Constructive Conversation Game –** Students use cards to take turns as they engage in a Constructive Conversation in pairs or quads in response to a prompt given by the teacher. The purpose of this protocol is to provide students with a structured opportunity to practice using the language of the skills and the conversation norms.

- **Fishbowl Model –** The teacher selects a pair or group of students to demonstrate how to complete a specific task while the rest of the class listens and observes. The teacher debriefs the model, which provides students with specific feedback of what is expected. This is also an opportunity for the teacher to collect a language sample for the students who are providing the Fishbowl Model. The purpose of this protocol is to provide students with a structured opportunity to develop active listening skills.

- **Stand Up, Hand Up, Pair Up –** This is a strategy for pairing students up with a different conversation/learning partner. Students stand up, raise one hand in the air, and walk across the room in search of a partner. Students then simulate a "silent high five" to indicate that they have selected a partner. The purpose of this protocol is to provide students with a structured opportunity to engage with diverse partners and practice learning from others.

- **Rows of Communication (Kinder-First)/ Protocol Multiple Partner (2nd-5th)–** These protocols provide students an opportunity to work as a pair with other pairs as they take turns listening and sharing their ideas to build up their collective understanding of a specific topic or prompt. Step by step directions for these protocols are included in the lessons and unit resources. The purpose of these protocols is to provide students with a structured opportunity to engage with diverse partners while developing their knowledge of a topic or prompt.

- **Prompt & Response Starters –** These formulaic expressions are provided in the lessons for the teacher to select based on the proficiency level of most of the students in the class. One or two new prompt or response starters should be introduced and provided to students as a scaffold they may choose to utilize should they need it. The purpose of this protocol is to provide students with a structured opportunity to practice the language of participation so they can focus on meaning making and creating new knowledge.

- **Model Conversations –** These are provided for students to listen to and analyze for the specific language required to meet the demands of the task and ultimately build the academic language required for academic discourse across content areas. A coded model is provided to support the teacher to guide students as they discuss and highlight specific language in the model. The purpose of this protocol is to provide students with a structured opportunity to actively listen to examples of academic language that introduce academic vocabulary and concepts.

- **Non-Model Conversations –** These are provided for students to listen to and analyze in contrast to the model. Students have an opportunity to discuss and highlight areas for improving the conversation. The purpose of this protocol is to provide students with a structured opportunity to enhance their knowledge of the conversation skills and constructive conversations by revising non-model conversations.

PART I – SETTING THE FOUNDATION		

LESSON 1—REVIEW NORMS & SKILLS

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Share what we know about Constructive Conversations • Have a conversation with a partner	• Turn & Talk • Teacher Think Aloud • Rows of Communication • Constructive Conversation Game—**CREATE, CLARIFY** • Fishbowl Model	• Conversations Skills & Norms Posters • K-1 Constructive Conversation Skills & Norms Posters • Artifacts from Start Smart 1.0 • Rows of Communication Protocol Directions • Constructive Conversation Game Cards • Two Column Chart

Assessment (SPF 1.0) - Prompt: What do you know about Constructive Conversations? What do they look like and sound like?

LESSON 2—CLARIFY BY PARAPHRASING

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Learn the Conversation Pattern • Practice **paraphrasing** • Have a Constructive Conversation with a partner using a visual text	• Turn & Talk • **Paraphrase** – Response Starters • Model Conversation Pattern • Teacher Think Aloud • Stand Up, Hand Up, Pair Up — **Paraphrase**	• Conversation Norms Poster • K-1 Constructive Conversation Skills & Norms Posters • Conversation Pattern Poster • Conversation Pattern Guide • Teacher & Student Visual Texts--Conversation Pattern

Assessment (SPF 1.0) - Prompt: What do you notice in the visual text? **CLARIFY** by paraphrasing what your partner said.

LESSON 3—CLARIFY BY BUILDING ON

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Review the Conversation Pattern • Practice **Building On** ideas • Have a Constructive Conversation using a visual text	• Turn & Talk • **Build On** – Prompt & Response Starters • Model Conversation Pattern • Teacher Think Aloud • Stand Up, Hand Up, Pair Up — **Build On**	• Conversation Norms Poster • K-1 Constructive Conversation Skills & Norms Posters • Conversation Pattern Poster • Conversation Pattern Guide • Teacher & Student Visual Texts--Conversation Pattern

Assessment (SPF 1.0) - Prompt: What do you notice in the visual text? **CLARIFY** by building on each other's ideas.

LESSON 4—CLARIFY BY PROMPTING

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Review the Conversation Pattern • Practice **Prompting** for more information • Have a Constructive Conversation using a visual text	• Turn & Talk • **Prompting** – Prompt & Response Starters • Model Conversation Pattern • Teacher Think Aloud • Stand Up, Hand Up, Pair Up — **Prompting**	• Conversation Norms Poster • K-1 Constructive Conversation Skills & Norms Posters • Conversation Pattern Poster • Conversation Pattern Guide • Teacher & Student Visual Texts-Conversation Pattern

Assessment (SPF 1.0) - Prompt: What do you notice in the visual text? **CLARIFY** by prompting for more information.

LESSON 5—PRACTICE CONVERSATION PATTERN WITH VISUAL TEXT

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Review the Conversation Pattern • Practice using the Conversation Pattern with a visual text • Have a Constructive Conversation with a partner	• Turn & Talk • Prompt & Response Starters • Three Listens Protocol • Model Conversation • Constructive Conversation Game with Student Visual Text— **Initial Idea +Conversation Pattern** • Fishbowl Model	• Conversation Norms Poster • K-1 Constructive Conversation Skills & Norms Posters • Conversation Pattern Poster & Guide • Constructive Conversations Listening Task Poster • Teacher & Student Visual Texts • Model Conversation for Visual Text • Prompt & Response Starters by Proficiency Level • Conversation Pattern Game Cards

Assessment (SPF 1.0) - Prompt: What do you notice in the visual text? Use details to **CLARIFY** your ideas.

LESSON 6—PRACTICE CONVERSATION PATTERN WITH INFOGRAPHIC

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Review the Conversation Pattern • Practice Using the Conversation Pattern with an infographic • Have a Constructive Conversation with a partner	• Turn & Talk • Prompt & Response Starters • Three Listens Protocol • Model Conversation • Constructive Conversation Game with Student Infographic— **Initial Idea +Conversation Pattern** • Fishbowl Model	• Conversation Norms Poster • Conversation Pattern Poster & Guide • K-1 Constructive Conversation Skills & Norms Posters • Constructive Conversations Listening Task Poster • Teacher & Student Infographics • Model Conversation for Infographic • Prompt & Response Starters by Proficiency Level • Conversation Pattern Game Cards

Assessment (SPF 1.0) - Prompt: What do you notice in the infographic? Use details to **CLARIFY** your ideas.

PART II – CREATE & CLARIFY		

LESSON 7—PRACTICE CREATE & CLARIFY WITH BOTH TEXTS

Lesson Objectives:	Strategies/Scaffolds:	Materials for Lessons 7-9:
• Review the Conversation Pattern • Listen to a Model and Non-Model for **CREATE** & **CLARIFY** • Have a Constructive Conversation using a visual text and infographic	• Turn & Talk • Teacher Think Aloud • Prompt & Response Starters • Three Listens Protocol • Model & Non-Model Conversation • Constructive Conversation Game with both texts— **CREATE** & **CLARIFY** • Fishbowl Model	• Conversation Norms Poster • K-1 Constructive Conversation Skills & Norms • Conversation Pattern Poster & Guide • Constructive Conversations Listening Task Poster • Teacher & Student Visual Texts & Infographics • Prompt & Response Starters by Proficiency Level • Conversation Pattern Game Cards **Additional Materials:** • Model & Non-Model Conversation—**CREATE** & **CLARIFY**

Assessment (SPF 2.0) - Prompt: What do the texts help you understand? Use details to CLARIFY.

LESSON 8—CODE THE MODEL & PRACTICE THE CONVERSATION PATTERN

Lesson Objectives:	Strategies/Scaffolds:	Additional Materials:
• Review the Conversation Pattern • Understand the Model Constructive Conversation • Have a Constructive Conversation using both texts	• Turn & Talk • Prompt & Response Starters • Teacher Think Aloud • Code the Model Conversation • Stand Up, Hand Up, Pair Up — **CREATE** & **CLARIFY** • Fishbowl Model	• Model Conversation from Lesson 7 • Conversation Coding Key • Conversation Pattern Listening Tool

Assessment (SPF 2.0) - Prompt: What do the texts help you understand? Use details to CLARIFY.

LESSON 9—REVIEW THE MODEL & REVISE THE NON-MODEL

Lesson Objectives:	Strategies/Scaffolds:	Additional Materials:
• Review the Model Constructive Conversation • Revise the Non-Model Conversation • Have a Constructive Conversation using both texts	• Turn & Talk • Prompt & Response Starters • Teacher Think Aloud • Guided Revision of the Non-Model • Constructive Conversation Game with both texts— **CREATE** & **CLARIFY** • Fishbowl Model	• Model & Non-Model Conversation from Lesson 7 • Conversation Coding Key • Conversation Pattern Listening Tool • Non-Model Revision Tool

Assessment (SPF 2.0) - Prompt: What do the texts help you understand? Use details to CLARIFY.

LESSON 10—CRAFT AN ORAL PARAGRAPH

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Use texts to organize information for an oral paragraph • Practice an oral paragraph with a partner • Provide feedback to revise an oral paragraph	• Turn & Talk • Teacher Think Aloud • Chart Ideas on Graphic Organizer • Model Oral Paragraph • Fishbowl Model • Rows of Communication	• Student Visual Text & Infographic • Paragraph Criteria Chart • Paragraph Criteria Guide • Teacher Oral Paragraph • Important Ideas Graphic Organizer • Rows of Communication Protocol Directions

Assessment (SPF-OOAT) - Prompt: What do the texts help you understand? Use details to CLARIFY.

LESSON 11—WRITE A PARAGRAPH

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Practice an oral paragraph with a partner • Write a paragraph with the class • Write a paragraph on your own	• Turn & Talk • Fishbowl Model • Model Written Paragraph • Shared Writing • Teacher Think Aloud	• Student Visual Text & Infographic • Paragraph Criteria Chart • Paragraph Criteria Guide • Teacher Written Paragraph • Important Ideas Graphic Organizer

Assessment (SPF-WOAT) - Prompt: What do the texts help you understand? Use details to CLARIFY.

PART III – FORTIFY		

LESSON 12— PRACTICE FORTIFY WITH BOTH TEXTS

Lesson Objectives:	Strategies/Scaffolds:	Materials for Lessons 12-14:
• Review the Conversation Pattern • Listen to a Model and Non-Model for **FORTIFY** • Have a Constructive Conversation using both texts	• Turn & Talk • Teacher Think Aloud • Prompt & Response Starters • Three Listens Protocol • Model & Non-Model Conversation • Constructive Conversation Game with both texts—**FORTIFY** • Fishbowl Model	• Conversation Norms Poster • Conversation Pattern Poster & Guide • K-1 Constructive Conversation Skills & Norms • Constructive Conversations Listening Task Poster • Teacher & Student Visual Texts & Infographics • Prompt & Response Starters by Proficiency Level • Conversation Pattern Game Cards **Materials:** • Model & Non-Model Conversation— **FORTIFY**

Assessment (SPF 2.0) - Prompt: What is an important idea in both texts? Start by stating your important idea. Use evidence to support your idea.

LESSON 13— CODE THE MODEL & PRACTICE THE CONVERSATION PATTERN

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Review the Conversation Pattern • Understand the Model Constructive Conversation • Have a Constructive Conversation using both texts	• Turn & Talk • Prompt & Response Starters • Teacher Think Aloud • Code the Model Conversation • Stand Up, Hand Up, Pair Up—**FORTIFY** • Fishbowl Model	• Model Conversation from Lesson 12 • Conversation Coding Key • Conversation Pattern Listening Tool

Assessment (SPF 2.0) - Prompt: What is an important idea in both texts? Start by stating your important idea. Use evidence to support your idea.

LESSON 14— REVIEW THE MODEL & REVISE THE NON-MODEL

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Review the Model Constructive Conversation • Revise the Non-Model Conversation • Have a Constructive Conversation using both texts	• Turn & Talk • Prompt & Response Starters • Teacher Think Aloud • Guided Revision of the Non-Model • Constructive Conversation Game with both texts—**FORTIFY** • Fishbowl Model	• Model & Non-Model Conversation from Lesson 12 • Conversation Coding Key • Conversation Pattern Listening Tool • Non-Model Revision Tool

Assessment (SPF 2.0) - Prompt: What is an important idea in both texts? Start by stating your important idea. Use evidence to support your idea.

LESSON 15—CRAFT AN ORAL PARAGRAPH

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Use texts to organize information for an oral paragraph • Practice an oral paragraph with a partner • Provide feedback to revise an oral paragraph	• Turn & Talk • Teacher Think Aloud • Chart Ideas on Graphic Organizer • Model Oral Paragraph • Fishbowl Model • Rows of Communication	• Teacher & Student Visual Texts & Infographics • Paragraph Criteria Chart & Guide • Teacher Oral Paragraph • Important Ideas Graphic Organizer • Rows of Communication Protocol Directions

Assessment (SPF-OOAT) - Prompt: What is an important idea in both texts? Start by stating your important idea. Use evidence to support your idea.

LESSON 16—WRITE A PARAGRAPH

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Practice an oral paragraph with a partner • Write a paragraph with the class • Write a paragraph on your own	• Turn & Talk • Fishbowl Model • Model Written Paragraph • Shared Writing • Teacher Think Aloud	• Teacher & Student Visual Texts & Infographics • Paragraph Criteria Chart & Guide • Teacher Written Paragraph • Important Ideas Graphic Organizer

Assessment (SPF-WOAT) - Prompt: What is an important idea in both texts? Start by stating your important idea. Use evidence to support your idea.

PART IV –NEGOTIATE		
LESSON 17— PRACTICE NEGOTIATE WITH BOTH TEXTS		
Lesson Objectives: • Review the Conversation Pattern • Listen to a Model and Non-Model for **NEGOTIATE** • Have a Constructive Conversation using a visual text and infographic	**Strategies/Scaffolds:** • Turn & Talk • Teacher Think Aloud • Prompt & Response Starters • Three Listens Protocol • Model & Non-Model Conversation • Constructive Conversation Game with both texts—**NEGOTIATE** • Fishbowl Model	**Materials for Lessons 17-19:** • Conversation Norms Poster • Conversation Pattern Poster & Guide • K-1 Constructive Conversation Skills & Norms • Constructive Conversations Listening Task Poster • Teacher & Student Visual Texts & Infographics • Prompt & Response Starters by Proficiency Level • Conversation Pattern Game Cards **Materials:** • Model & Non-Model Conversation—**NEGOTIATE**
Assessment (SPF 2.0) - Prompt: Being a good citizen is important. Which of the texts shows this idea better?		
LESSON 18— CODE THE MODEL & PRACTICE THE CONVERSATION PATTERN		
Lesson Objectives: • Review the Conversation Pattern • Understand the Model Constructive Conversation • Have a Constructive Conversation using both texts	**Strategies/Scaffolds:** • Turn & Talk • Prompt & Response Starters • Teacher Think Aloud • Code the Model Conversation • Stand Up, Hand Up, Pair—**NEGOTIATE** Fishbowl Model	**Materials:** • Model Conversation from Lesson 17 • Conversation Coding Key • Conversation Pattern Listening Tool
Assessment (SPF 2.0) - Prompt: Being a good citizen is important. Which of the texts shows this idea better?		
LESSON 19— REVIEW THE MODEL & REVISE THE NON-MODEL		
Lesson Objectives: • Review the Model Constructive Conversation • Revise the Non-Model • Have a Constructive Conversation using both texts	**Strategies/Scaffolds:** • Turn & Talk • Prompt & Response Starters • Teacher Think Aloud • Constructive Conversation Game with both Student texts— **NEGOTIATE** • Fishbowl Model	**Materials:** • Model & Non-Model Conversation from Lesson 7 • Conversation Coding Key • Conversation Pattern Listening Tool • Non-Model Revision Tool
Assessment (SPF 2.0) - Prompt: Being a good citizen is important. Which of the texts shows this idea better?		
LESSON 20—CRAFT AN ORAL PARAGRAPH		
Lesson Objectives: • Use texts to organize information for an oral paragraph • Practice an oral paragraph with a partner • Provide feedback to revise an oral paragraph	**Strategies/Scaffolds:** • Turn & Talk • Teacher Think Aloud • Chart Ideas on Graphic Organizer • Model Oral Paragraph • Fishbowl Model • Rows of Communication	**Materials:** • Teacher & Student Visual Texts & Infographics • Paragraph Criteria Chart & Guide • Teacher Oral Paragraph • Text Evidence Graphic Organizer • Rows of Communication Protocol Directions
Assessment (SPF-OOAT) - Prompt: Being a good citizen is important. Which of the texts shows this idea better?		
LESSON 21—WRITE A PARAGRAPH		
Lesson Objectives: • Practice an oral paragraph with a partner • Write a paragraph with the class • Write a paragraph on your own	**Strategies/Scaffolds:** • Turn & Talk • Fishbowl Model • Model Written Paragraph • Shared Writing • Teacher Think Aloud	**Materials:** • Teacher & Student Visual Texts & Infographics • Paragraph Criteria Chart & Guide • Teacher Written Paragraph • Text Evidence Graphic Organizer
Assessment (SPF-WOAT) - Prompt: Being a good citizen is important. Which of the texts shows this idea better?		

PART V– MULTIMEDIA PROJECT & ORAL PRESENTATION		
LESSON 22—INTRODUCE THE PROJECT		
Lesson Objectives: • Listen to a project presentation • Understand the criteria for your project • Work with your teammates to plan your project	**Strategies/Scaffolds:** • Triad Turn & Talk • Teacher models presentation • Constructive Conversation—NEGOTIATE the presentation title • Fishbowl model • Triads share their opening and class votes • Teacher models creating Slides 1 & 2, triads create their own opening slides	**Materials:** • Student Visual Text & Infographic • Completed Student Written Paragraphs • Project Criteria Chart • Teacher PPT Model GR K-1 • Teacher PPT Model GR K-1 Annotated • Project Planning Tool
Assessment (SPF-1.0) - Prompt: What title and visual will you use for Slide #1? Why?		
LESSON 23—WORK ON THE PROJECT		
Lesson Objectives: • Listen to a project presentation • Understand the criteria for your project • Work with your teammates to plan your project	**Strategies/Scaffolds:** • Teacher models presentation • Triad Turn & Talk • Constructive Conversation—NEGOTIATE the example supporting the claim • Fishbowl model • Triads share their examples and class votes • Teacher models creating Slide 3, triads create their own • Teacher and triads repeat the above steps for Slide 4 (Call to Action)	**Materials:** • Student Visual Text & Infographic • Project Criteria Chart • Teacher PPT Model GR K-1 • Teacher PPT Model GR K-1 Annotated • Project Planning Tool
Assessment (SPF-1.0) - Prompt: What words and visuals will make a strong example? Why? **Assessment (SPF-1.0) - Prompt:** What words and visuals will make a strong Call to Action? Why?		
LESSON 24—REVISE THE PROJECT		
Lesson Objectives: • Learn how to present your project • Plan your presentation with your teammates • Practice your presentation with your teammates	**Strategies/Scaffolds:** • Teacher models/non-models presentation • Triad Turn & Talk • Triads plan oral presentation • Triads divide parts and practice oral presentation	**Materials:** • Presentation Criteria Chart • Teacher PPT Model GR K-1 • Teacher PPT Model GR K-1 Annotated • Presentation Planning Tool
No SPF Assessment in Lesson 24		
LESSON 25—FINAL PRESENTATIONS		
Lesson Objectives: • Present your project to the class • Give and receive feedback • Reflect on your learning	**Strategies/Scaffolds:** • Teacher models presentation • Triad Turn & Talk • Triads practice oral presentation • Celebration	**Materials:** • Presentation Criteria Chart • Project Criteria Chart • Teacher PPT Model GR K-1 • Presentation Planning Tool • Presentation Checklist
Assessment: Final Multimedia Projects and Oral Presentations		

	Start Smart 2.0 - Conversation Practices
	Lesson 1: Review Norms & Skills
ELD OBJECTIVE	Students will be able to engage in a Constructive Conversation to discuss their understanding of the Constructive Conversation Norms and Skills with a partner.
STUDENT FRIENDLY ELD OBJECTIVE	In this lesson, you will… • share what you know about Constructive Conversations • have a conversation with a partner
OPENING	**Display Student Friendly ELD Objective, <u>Conversation Norms Poster</u>, and the <u>Conversation Pattern Poster.</u>** Point to and read charted Student-Friendly ELD Objective. *We have already learned about the Constructive Conversation Norms and Skills. We use the norms and skills when we have a Constructive Conversation with a partner. Let's review what we already know about Constructive Conversations, so we can begin learning how to use them better.*

REVIEW
 	
 ELD.PI.1.1 EX
 ELD.PI.1.5 EX
 	
 CONVERSATION NORMS & SKILLS POSTERS
 	
 K-1 CONVERSATION NORMS & SKILLS POSTERS
 	
 TWO-COLUMN CHART
	# Review Artifacts
	 NOTE: artifacts may include **<u>Conversation Norms Poster</u>, <u>Constructive Conversations Skills Poster</u>, <u>Constructive Conversation Game Cards</u>, <u>Listening Task Posters</u>**, and additional artifacts such as student-created posters from Start Smart 1.0 Lesson 14 to use as a reference as they engage in a review of norms and skills.
	
	 NOTE: K-1 version of the **<u>Conversation Norms Poster</u>** and **<u>Constructive Conversations Skills Poster</u>** are included in the SS 2.0 unit resources for these lessons and also available on our mmed.lausd.net website.
	
	 Create and display a two-column class chart where you will chart student responses. Label one column <u>Norms</u> and the other <u>Skills</u>. Display the Constructive Conversation artifacts and ask the following question:
	
	  *What do we already know about the **<u>Constructive Conversation Norms</u>**? Turn and talk to your partner.*
	
	 After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group. Chart student responses on the class two-column chart under the Norms column.
	
	  *What do we already know about the **<u>Constructive Conversation Skills</u>**? Turn and talk to your partner.*
	
	 After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group. Chart student responses on the class two-column chart under the Skills column.

MODEL/GUIDED PRACTICE	# Model/Guided Practice—Rows of Communication ## Review Conversation Norms *Now you will work with your partners to review all you know about the Conversation Norms. We will use the ideas we charted together and our Norms Poster to discuss with your partner. The prompt is:* **What do you know about the Conversation Norms? What does it look like and sound like when you use them?** Have students form two rows facing each other so that each student has a partner. Students will then sit down in front of their partner and discuss the prompt.

MODEL/GUIDED PRACTICE (CONTINUED) ELD.PI.1.1 EX ELD.PI.1.5 EX ELD.PI.1.11 EX **CONVERSATION NORMS POSTER** **K-1 CONVERSATION NORMS POSTER**	*Hmmm. So, the prompt is:* **What do you know about the Conversation Norms? What does it look like and sound like when you use them?** *I'm going to use the artifacts to remind me of what I know about the Norms (point to Norms poster). One thing I know is that I need to use my think time just like I'm doing right now.* *Now, you think of 1 or 2 ideas you have about the Conversation Norms. When you're ready, take turns sharing your ideas with your partner.* Allow enough time for students to share their ideas with their partners. *Thank your partner. Turn and face me when you're ready.* Have students stand up. Have one row move one place to the right, while the other row stays in place, so that each student is now facing a new partner. Instruct students to sit down in front of their partner and discuss the prompt again. *Now you will share any ideas you have with a new partner. Maybe you have new ideas or your last partner helped you think of another idea. The prompt is:* **What do you know about the Conversation Norms? What does it look like and sound like when you use them?** Allow enough time for students to share their ideas with their partners. *Thank your partner. Turn and face me when you're ready.* After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group. Add student responses to the class two-column chart under the Norms column.	**ROWS OF COMMUNICATION** 1. Form two rows (Row A & Row B) facing each other so that each person has a partner. 2. Sit down so that you are facing your partner from the other row. 3. Think about the prompt. 4. Take turns sharing ideas with your partner. 5. Stand up and thank your partner. 6. Row A moves one position to the left. The partner at the end of Line A moves down the center aisle to the other end. 7. Repeat steps 2-5 with your new partner. 8. Repeat the process again to share with a third partner.
MODEL/GUIDED PRACTICE (CONTINUED) ELD.PI.1.1 EX ELD.PI.1.5 EX ELD.PI.1.11 EX **CONSTRUCTIVE CONVERSATION SKILLS POSTER** **K-1 CONSTRUCTIVE CONVERSATION SKILLS POSTER**	## Model/Guided Practice—Rows of Communication ## Review Constructive Conversation Skills *Now you will work with your partners to review all you know about the Constructive Conversation Skills. We will use the ideas we charted and our Skills Poster to discuss with your partner. The prompt is:* **What do you know about the Constructive Conversation Skills? What does it look like and sound like when you use them?** Have students form two rows facing each other so that each student has a partner. Students will then sit down in front of their partner and discuss the prompt. *Let's review the directions while I model how to do it.* *The first step is, "Think about the prompt." The prompt is:* **What do you know about the Constructive Conversation Skills? What does it look like and sound like when you use them?** *Hmmm. So, I'm going to use the artifacts to remember what I know about the skills (point to skills poster). One thing I know is that when I* **CLARIFY** *I make my ideas clearer, so my partner knows what I am trying to say. I can ask, "Does that make sense?" so I will know if my partner understands my idea.* *Now, you think of 1 or 2 ideas you have about the Conversation Skills. When you're ready take turns sharing your ideas with your partner.* Allow enough time for students to share their ideas with their partners. *Thank your partner. Turn and face me when you're ready.*

| MODEL/GUIDED PRACTICE (CONTINUED) | Have students stand up. Have one row move one place to the right, while the other row stays in place, so that each student is now facing a new partner. Instruct students to sit down in front of their partner and discuss the prompt again. |

Now you will share any ideas you have with a new partner. Maybe you have new ideas or your last partner helped you think of another idea. The prompt is:

> **What do you know about the Constructive Conversation Skills? What does it look like when you use them? What does it sound like when you use them?**

Allow enough time for students to share their ideas with their partners. *Thank your partner. Turn and face me when you're ready.*

After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group. Add student responses to the class two-column chart under the Skills column.

Review the class two-column chart and summarize important ideas about the Norms and Skills.

STUDENT PRACTICE

ELD.PI.1.1 EX
ELD.PI.1.2 EX
ELD.PI.1.9 EX

TWO COLUMN WORKSHEET

Student Practice—Two Column Worksheet
Review Constructive Conversations

Display the class two-column chart with student responses and the Two-Column Worksheet.

We charted many ideas about the Norms (point to Norms column) and many ideas about the Skills (point to Skills column). I can draw or write using these ideas. Model how to draw and/or write one idea about the Norms and Skills.

> *Now you will work with your partner to write or draw one idea about the Norms here (point to first column on worksheet) and one idea about the Skills here (point to Skills column).*

Have students work with a partner to draw and/or write one idea about the Norms and one idea about the Skills on the Two-Column Worksheet.

Note: Students who are working at Expanding (EX) and Bridging (BR) Levels may draw/write multiple ideas.

Select one or two pairs to come up to the front to present their work to the class.

STUDENT PRACTICE

ELD.PI.1.1 EX
ELD.PI.1.3 EX
ELD.PI.1.5 EX
ELD.PI.1.12 EX

CONSTRUCTIVE CONVERSATION GAME CARDS

Constructive Conversation Game

Place students in pairs to play the Constructive Conversation Game using the **Game Cards**. Give each student two cards for **CREATE** and two cards for **CLARIFY**. *You are now going to practice the Constructive Conversation Skills while playing the game. You will have two cards for each skill of **CREATE** and **CLARIFY**. Remember to use the norms and the skills as you play the Constructive Conversation Game.*

Prompt: What do you know about Constructive Conversations? What do they look like and sound like?

Formative Assessment

Monitor students as they play the game and select two students who will Fishbowl Model in front of the class when they're done playing the game. Use the **SPF 1.0** to collect a Constructive Conversation Language Sample as they model in front of the class.

	Debrief Whole Group Discussion - Fishbowl Facilitate a whole group discussion using the following questions: • *How did you use the Conversation Norms?* *How did you use the Constructive Conversation Skills?*

FORMATIVE ASSESSMENT **SPF 1.0**	**Student Progress Form (SPF) 1.0-Constructive Conversation Sample** Select two students to Fishbowl Model a Constructive Conversation in front of the class (SEE ABOVE). Students will address the following prompt: **What do you know about Constructive Conversations? What do they look like and sound like?** Collect a language sample from the two students using the **SPF 1.0**. The language sample must be at least four turns in length.

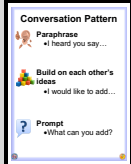|	

WRAP-UP
 	
ELD.PI.1.1 EX
	Review ELD Objective and Self-Assess
	In this lesson, you…
	• *shared what we knew about Constructive Conversations*
	• *had a conversation with a partner*
	
	Ask students to reflect on the following:
	• *How did the norms and skills help us to have a Constructive Conversation?*
	• *Think about…*
	    o *One thing you did well*
	    o *One thing you want to improve*
	• *Share and explain to your partner*
	
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

	Start Smart 2.0 - Conversation Practices
	## Lesson 2: CLARIFY by Paraphrasing
ELD OBJECTIVE	Students will be able to build their knowledge of the skill of **CLARIFY** by learning and applying the subskill of **paraphrase** during a Constructive Conversation based on a visual text with a partner.
STUDENT FRIENDLY ELD OBJECTIVE	In this lesson, you will… • learn the Conversation Pattern • practice **paraphrasing** • have a conversation with a partner using a visual text
OPENING ELD.PI.1.1 EX ELD.PI.1.5 EX **CONVERSATION NORMS POSTER** **K-1 CONVERSATION NORMS POSTER**	Display **Student Friendly ELD Objective, <u>Conversation Norms Poster</u>, and <u>Conversation Pattern Poster</u>.** Point to and read charted Student-Friendly ELD Objective. *We are going to get better at **CLARIFYING** our ideas. We will learn the Conversation Pattern. This will help us when we have Constructive Conversations.* *One way to **CLARIFY** is to repeat our partner's thoughts in our own words. For example, if my partner says, "The dinner my mom made last night was so delicious!" How could I restate his idea? Hmmm. I could **paraphrase** by saying, "I think you said that what you ate last night was tasty."* *You will practice listening to your partner and **paraphrasing** or restating what you heard.* *Let's look at our Conversation Norms. To help you **paraphrase** or restate your partner's ideas you will do your best to listen respectfully.* *How will listening respectfully help you today? Why? Turn and talk to your partner.* Give students 1 minute to talk to a partner. Affirm all responses and say: *I heard many of you say that listening respectfully will help you to know what your partner said. Then you will know how to restate or repeat their ideas in your own words."* (Point to Norms poster) *So, we will make sure to, "Listen respectfully," during our conversations today.*
MODEL/GUIDED PRACTICE ELD.PI.1.1 EX ELD.PI.1.5 EX ELD.PI.1.7 EX ELD.PII.1.1 EX **CONVERSATION PATTERN POSTER**	## Model–Introduce the Conversation Pattern Display the **Conversation Pattern Poster** or the **Class Conversation Pattern Guide** to refer to as needed as you explain the following: *Our first objective today is to learn about the Conversation Pattern. This speaking pattern will help us to improve our Constructive Conversations.* *Let's look at the pattern.* (Point to Poster as you introduce each part of the Conversation Pattern.) **Paraphrase:** • *This means you listen to your partner. Then, you repeat your partner's ideas in your own words. Paraphrasing helps you to **CLARIFY** and make sure you understand what your partner said.* (**Gesture:** Point index finger to ear and whoosh hand out in front of mouth to symbolize listening and then paraphrasing what was heard.) **Build on each other's ideas:** • *This means you listen to what your partner says. Then, you add details to the ideas. Details help to make the ideas better*. (**Gesture:** Make stacking motion with hands.) **Prompt:** • *This means you tell your partner to give you more information.* (**Gesture:** Shrug shoulders then point to partner with index finger.)

Model—Introduce Response Starters

NOTE: Select **one or two** response starters that correspond to the proficiency level of the majority of your students. Pre-chart your selected prompt and response starters on your **Conversation Pattern Poster** or **Class Conversation Pattern Guide** to display and use during the lesson.

*Let's focus on **paraphrasing**. Do the gesture with me.*

Paraphrase Gesture: Point index finger to ear and whoosh hand out in front of mouth to symbolize listening and then **paraphrasing** what was heard.

RESPONSE STARTERS		
Paraphrasing		
I heard… You said…	I heard you say… I think you said…	In other words, … To paraphrase,…
EMERGING	**EXPANDING**	**BRIDGING**

*When you **paraphrase,** you use your own words to repeat your partners' ideas. These response starters will help us **paraphrase**.* (Have students chorally read the pre-charted response starter(s) with you.)

For example, if someone says, "I notice that the puppy is wagging its tail." I could restate by saying, "You said…the dog's tail is wagging." (Point to pre-charted response starters.)

*Turn and talk to your partner. What will you say to **paraphrase**?* Call on one or two students to share which response starter they might use.

You will use the **Conversation Pattern Poster** or the **Class Conversation Pattern Guide** (point to pre-charted response starters) to remind you of the pattern. Chorally read the response starters again.

Guided Practice–Paraphrasing

Display the **Conversation Pattern Poster** or the **Class Conversation Pattern Guide** to refer to as needed. Display the **Teacher Visual Text for Conversation Pattern** to practice how to **paraphrase.**

Use the conversation exchanges provided below to provide guided practice on how to **paraphrase:**

*Let's practice **paraphrasing**.*

EXCHANGE #1
Listen to me as I read what two partners say.

Exchange #1:

Student A:	*I notice the man is looking through a black magnifying glass.*
Student B:	***I think you said** (make the paraphrase gesture) that the man is using the magnifying glass.*

Think Aloud: *Hmmm. Student B began by saying, "I think you said…" Why did he say that? (Pause) Oh, yes. "I think you said" is one way we can begin to restate a partner's idea. Then, what did he say? Let's listen again. "**I think you said** (make the paraphrase gesture) that the man is using the magnifying glass." Oh. He used his own words to **paraphrase** what his partner said.*

Practice Exchange #1 with students once more.

*Let's practice **paraphrasing** again. I will be Partner A and you (point to students) will be Partner B. Ready? Partner A says (point to Exchange #1) I notice the man is looking through a black magnifying glass.*

Now, what does Partner B say? Turn and talk to your partner. Guide students as needed. Have one or two students share their examples of **paraphrasing** to make ideas clearer.

MODEL/GUIDED PRACTICE (CONTINUED)	**EXCHANGE #2**

EXCHANGE #2

*Let's practice **paraphrasing** again. Listen to me as I read what two partners say.*

Exchange #2:

Student A:	*I notice the boy next to the man is also looking through a magnifying glass.*
Student B:	***I think you said** (make the paraphrase gesture) that the boy is also using a magnifying glass.*

Think Aloud: *Hmmm. Student B began by saying, "I think you said..." Why did he say that? (Pause) Oh, yes. "I think you said" is one way we can begin to restate a partner's idea. Then, what did he say? Let's listen again, "**I think you said** (make the paraphrase gesture) that the boy is also using a magnifying glass." Oh. He used his own words to **paraphrase** what his partner said.*

Practice Exchange #2 with students once more.

*Let's practice **paraphrasing** again. I will be Partner A and you (point to students) will be Partner B. Ready? Partner A says* (point to Exchange #2) *I notice the boy next to the man is also looking through a magnifying glass.*

Now, what does Partner B say? Turn and talk to your partner. Guide students as needed.
Have one or two students share their examples of **paraphrasing** to make ideas clearer.

EXCHANGE #3

Let's continue practicing with another example. This time will be different because I will ask you to choose which paraphrase is best and why. Listen to me as I read what one partner says to another:

Exchange #3:

Student A:	*I notice that there are two more children and another adult at the table.*

*Let's listen to two different responses and think about which is the best **paraphrase**:*

Choice #1: Should Student B say…	OR…	Choice 2: Should Student B say…
I think you said you notice that there are two more children and another adult at the table.		*I think you said that there are three more people at the table.*

Let's listen again.
Student A says: I notice that there are two more children and another adult at the table.

*Which is the best **paraphrase**?*

Choice #1: Should Student B say…	OR…	Choice #2: Should Student B say…
I think you said you notice that there are two more children and another adult at the table.		*I think you said that there are three more people at the table.*

Have students turn and talk to a partner to discuss the following:
Which one restates Student A's idea using their own words? Why?

*Let's come back together. If you think Choice #1 is the better **paraphrase**, you will move to this side of the rug/room.* Gesture to where you want students to move.

*If you think Choice #2 is the better **paraphrase**, then you will move to the other side of the rug/room.* Gesture to where you want students to move.

Have students move and then say: *Ok. I see some of you disagree. Let me think about it, so we can decide which is the better **paraphrase**.*

| MODEL/GUIDED PRACTICE (CONTINUED) | **Think Aloud:** *Which one uses their own words to restate Student A's idea? Hmmm.* (Read the exchanges again if needed.) *Choice #1 is just repeating the idea using the same words. Choice #2 uses their own words to restate. I think Choice #2 is the better **paraphrase**.* |

Chorally read Updated Exchange #3 now that you've selected Choice #2.

Let's read what Student A and Student B say to each other.

Updated Exchange #3:

Student A:	I notice that there are two more children and another adult at the table.
Student B:	I think you said that **(make the paraphrase gesture)** there are three more people at the table.

*Good job **paraphrasing**!*

EXCHANGE #4
Let's continue practicing with another example. Listen to me as I read what one partner says to another:

Exchange #4:

Student A:	I notice that there are four children standing around a blonde woman. They are behind the other group in the classroom.

*Let's listen to two different responses and think about which is the best **paraphrase**:*

Choice #1: Should Student B say…	OR…	Choice #2: Should Student B say…
I think you said that there is another group of people in the classroom.		I think you notice that there are four children standing around a blonde woman. They are behind the other group in the classroom.

Let's listen again:
Student A says: I notice that there are four children standing around a blonde woman. They are behind the other group in the classroom.

*Which is the best **paraphrase**?*

Choice #1: Should Student B say…	OR…	Choice #2: Should Student B say…
I think you said that there is another group of people in the classroom.		I think you notice that there are four children standing around a blonde woman. They are behind the other group in the classroom.

Have students turn and talk to a partner to discuss the following:
Which one restates Student A's idea using their own words? Why?

Let's come back together. If you think Choice #1 is the better paraphrase, you will move to this side of the rug/room. Gesture to where you want students to move.

*If you think Choice #2 is the better **paraphrase**, then you will move to the other side of the rug/room.* Gesture to where you want students to move.

Have students move and then say: *Ok. I see some of you disagree. Let me think about it, so we can decide which is the better **paraphrase**.*

Think Aloud: *Which one uses their own words to restate Student A's idea? Hmmm.* (Read the exchanges again if needed.) *Choice #1 uses their own words to restate. Choice #2. is just repeating the idea using the same words. I think Choice #1 is the better **paraphrase**.*

Chorally read Updated Exchange #4 now that you've selected Choice #1.

Let's read what Student A and Student B say to each other.

|	
	Updated Exchange #4:
	Student A: *I notice that there are four children standing around a blonde woman. They are behind the other group in the classroom.*
	Student B: *I think you said that* **(make the paraphrase gesture)** *there is another group of people in the classroom.*
	*Good job **paraphrasing**!*

REVIEW

ELD.PI.1.1 EX
ELD.PI.1.5 EX
ELD.PI.1.7 EX

TEACHER VISUAL TEXT FOR CONVERSATION PATTERN
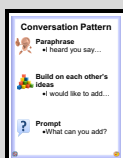
CONVERSATION PATTERN POSTER

Review Model Conversation – CLARIFY by Paraphrasing

Display the **Teacher Visual Text for Conversation Pattern.** *Before you practice with your partner, listen to how Student A and Student B focus on **paraphrasing**. You will do the same thing with your own partner. The prompt is:*

What do you notice in the visual text? CLARIFY by paraphrasing what your partner said.

Student A1:	*I notice the man is looking through a black magnifying glass.*
Student B1:	***I think you said*** **(make the paraphrase gesture)** *that the man is using the magnifying glass.*
Student A2:	*I notice the boy next to the man is also looking through a magnifying glass.*
Student B2:	***I think you said*** **(make the paraphrase gesture)** *that the boy is also using a magnifying glass.*
Student A3:	*I notice that there are two more children and another adult at the table.*
Student B3:	***I think you said*** *that* **(make the paraphrase gesture)** *there are three more people at the table.*
Student A4:	*I notice that there are four children standing around a blonde woman. They are behind the other group in the classroom.*
Student B4:	***I think you said*** *that* **(make the paraphrase gesture)** *there is another group of people in the classroom.*

*What examples of **paraphrasing** did you hear? How do you know? Turn and talk to your partner.* Call on one or two students to share.

STUDENT PRACTICE

ELD.PI.1.1 EX
ELD.PI.1.5 EX
ELD.PI.1.6 EX
ELD.PI.1.12 EX

STUDENT VISUAL TEXT FOR CONVERSATION PATTERN PRACTICE
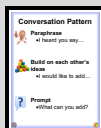
CONVERSATION PATTERN POSTER

Stand Up, Hand Up, Pair Up – Constructive Conversation

Display the **Conversation Pattern Poster** or the **Class Conversation Pattern Guide.** Display the **Student Visual Text for Conversation Pattern Practice.**

*We will now meet with a partner to practice paraphrasing to **CLARIFY** ideas about the visual text.*

Show how to use the **Stand Up, Hand Up, Pair Up Strategy** to find a new partner. Model looking standing up **(Stand Up)**, raising one hand in the air **(Hand Up)**, and walking across the room to find a partner **(Pair Up)**. Demonstrate how to connect your hand to your partner's hand to confirm that you've selected each other. Have students do the same. You may have students sit down once they have a partner.

*I will walk around and listen to notice who is **paraphrasing**. Use the **Conversation Pattern Poster** or the **Class Conversation Pattern Guide** (point to pre-charted response starters) to remind you of the pattern.* Chorally read the response starters again. *The prompt is:*
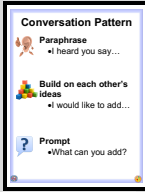
What do you notice in the visual text? CLARIFY by paraphrasing what your partner said.

STUDENT PRACTICE (CONTINUED)	## Formative Assessment
	Monitor students as they converse during the **Stand Up, Hand Up, Pair Up** activity. When they are finished, select two students who will Fishbowl Model in front of the class. Use the **SPF 1.0** to collect a Constructive Conversation Language Sample as they model in front of the class.
	
	## Debrief: Whole-Group Discussion of Student Model
	Facilitate a whole-group discussion to debrief how the students did the following:
	    1. *How did they **paraphrase?***
	    2. *What language did they use?*

FORMATIVE ASSESSMENT **SPF 1.0**	## Student Progress Form (SPF) 1.0-Constructive Conversation Sample Select two students to Fishbowl Model a Constructive Conversation in front of the class (SEE ABOVE). Students will address the following prompt: **What do you notice in the visual text? CLARIFY by paraphrasing what your partner said.** Collect a language sample from the two students using the **SPF 1.0**. The language sample must be at least four turns in length.
DIFFERENTIATED INSTRUCTION	## Differentiated Instruction Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size. Group 1 **(Teacher Group)** – Review **paraphrase** exchanges with the teacher Group 2 – With a partner, practice **paraphrasing** with a Start Smart 1.0 visual text Group 3 – With a partner, continue to practice **paraphrasing** with a visual text from this lesson Group 4 – With a partner, label what you notice in the visual text from this lesson

WRAP-UP
 	
ELD.PI.1.1 EX
	## Review ELD Objective and Self-Assess
	In this lesson, you…
	   • *learned the Conversation Pattern*
	   • *practiced **paraphrasing***
	   • *had a conversation with a partner using a visual text*
	
	Ask students to reflect on the following:
	   • *How did **paraphrasing** help you and your partner **CLARIFY** your ideas?*
	   • *Think about…*
	      ○ *One thing you did well*
	      ○ *One thing you want to improve*
	   • *Share and explain to your partner*
	
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

Start Smart 2.0 - Conversation Practices
Lesson 3: CLARIFY by Building On

ELD OBJECTIVE	Students will be able to build their knowledge of the skill of **CLARIFY** by learning and applying the subskill of adding details to **build on each other's ideas** during a Constructive Conversation based on a visual text with a partner.
STUDENT FRIENDLY ELD OBJECTIVE	In this lesson, you will… • review the Conversation Pattern • practice **building on each other's ideas** • have a conversation with a partner using a visual text
OPENING ELD.PI.1.1 EX ELD.PI.1.5 EX **CONVERSATION NORMS POSTER** **K-1 CONVERSATION NORMS POSTER**	**Display Student Friendly ELD Objective, <u>Conversation Norms Poster</u>, and the <u>Conversation Pattern Poster</u> or the <u>Class Conversation Pattern Guide</u>.** Point to and read charted Student-Friendly ELD Objective. *The Conversation Pattern helps us improve our Constructive Conversations. We will learn and practice how to add details to **build on** your own and your partner's ideas. We will also remember to follow our Conversation Norms.* Point to **Conversation Norms Poster**. *How will "Take turns and build on each other's ideas,"* (point to poster) *help you today? Why? Turn and talk to your partner.* Give students 1 minute to talk to a partner. Affirm all responses and say: *I heard many of you say that taking turns will help us to build on each other's ideas* (point to poster). *If you listen to what your partner said, you will be able to add details to build on the idea. So, we will make sure to* (point to Norms poster)*, "Take turns and build on each other's ideas," during our conversations.*
REVIEW ELD.PI.1.1 EX ELD.PI.1.5 EX ELD.PI.1.7 EX ELD.PII.1.1 EX **TEACHER VISUAL TEXT FOR CONVERSATION PATTERN** **CONVERSATION PATTERN POSTER**	# Review the Conversation Pattern Display the **<u>Teacher Visual Text for Conversation Pattern</u>** and the **<u>Conversation Pattern Poster</u>** or the **<u>Class Conversation Pattern Guide</u>**. *Let's review the pattern together. Who can lead us as we practice the gestures?* Choose two student volunteers*.* • *Paraphrase* (Gesture: Point index finger to ear and whoosh hand out in front of mouth to symbolize listening and then paraphrasing what was heard.) • *Build on each other's ideas* (Gesture: Make stacking motion with hands.) • *Prompt* (Gesture: Shrug shoulders then point to partner with index finger.) *In the last lesson, we learned how to paraphrase. Let's review what it means to paraphrase. When we paraphrase, we use our own words to restate our partners' ideas. Let's practice paraphrasing.* **PARAPHRASE PRACTICE** *Listen to me as I read what one partner says to another:* <table><tr><td>**Student A:**</td><td>I notice that there are two more children and another adult at the table.</td></tr></table> *Let's listen to two different responses and think about which is the best paraphrase:* <table><tr><td>**Choice #1: Should Student B say…**</td><td>OR…</td><td>**Choice 2: Should Student B say…**</td></tr><tr><td>I think you said you notice that there are two more children and another adult at the table.</td><td></td><td>I think you said that there are three more people at the table.</td></tr></table>

REVIEW (CONTINUED)	

CLASS CONVERSATION PATTERN GUIDE

Let's listen again:

Student A says: I notice that there are two more children and another adult at the table.
Which is the best paraphrase?

Choice #1: Should Student B say…	OR…	Choice #2: Should Student B say…
I think you said you notice that there are two more children and another adult at the table.		*I think you said that there are three more people at the table.*

PAIRS Have students turn and talk to a partner to discuss the following:
Which one restates Student A's idea using their own words? Why?

Let's come back together. If you think Choice #1 is the better paraphrase, you will move to this side of the rug/room. Gesture to where you want students to move.

If you think Choice #2 is the better paraphrase, then you will move to the other side of the rug/room. Gesture to where you want students to move.

Have students move and then say: *Ok. I see some of you disagree. Let me think about it, so we can decide which is the better paraphrase.*

THINK ALOUD **Think Aloud:** *Which one uses their own words to restate Student A's idea? Hmmm.* (Read the exchanges again if needed.) *Choice #1 is just repeating the idea using the same words. Choice #2 uses their own words to restate. I think Choice #2 is the better paraphrase.*

Chorally read Updated Paraphrase Practice now that you've selected Choice #2.

Let's read what Student A and Student B say to each other.
Updated Paraphrase Practice:

Student A:	*I notice that there are two more children and another adult at the table.*
Student B:	*I think you said that* **(make the paraphrase gesture)** *there are three more people at the table.*

Good job paraphrasing!

MODEL/GUIDED PRACTICE	

ELD.PI.1.1 EX
ELD.PI.1.5 EX
ELD.PI.1.7 EX
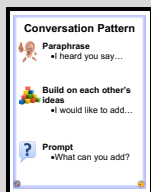
CONVERSATION PATTERN POSTER

CLASS CONVERSATION PATTERN GUIDE

Model–Introduce Response Starters

NOTE: Select **one or two prompt** and response starters that correspond to the proficiency level of the majority of your students. Pre-chart your selected prompt and response starters on your **Conversation Pattern Poster** or **Class Conversation Pattern Guide** to display and use during the lesson.

*Let's focus on **building on each other's ideas.** Do the gesture with me.*

Build on each other's ideas gesture: Make stacking motion with hands.

RESPONSE STARTERS		
BUILD ON		
I also notice…	I would like to add…	Additionally, …
I think…	I also think…	
EMERGING	EXPANDING	BRIDGING

*To **build on**, you add details to what you or your partner said. For example, if someone says, "I notice that the puppy is wagging its tail." I could **build on** by saying, "I would like to add…that the dog's tail is long and white." These response starters will help you add details.*

PAIRS *Turn and talk to your partner. What will you say to **build on**?* (Point to pre-charted response starters.) Call on one or two students to share which response starter they might use.

You will use the **Conversation Pattern Poster** or the **Class Conversation Pattern Guide** (point to pre-charted response starters) to remind you of the pattern. Chorally read the response starters again.

MODEL/GUIDED PRACTICE (CONTINUED) **ELD.PI.1.1 EX** **ELD.PI.1.5 EX** **ELD.PI.1.6 EX** **ELD.PI.1.7 EX** **TEACHER VISUAL TEXT FOR CONVERSATION PATTERN** **CONVERSATION PATTERN POSTER** **CLASS CONVERSATION PATTERN GUIDE**	## Guided Practice–Building On Display the **Conversation Pattern Poster** or the **Class Conversation Pattern Guide** to refer to as needed. Display the **Teacher Visual Text for Conversation Pattern** to practice **building on.** Use the conversation exchanges provided below to provide guided practice. *Let's practice **building on by adding details.** The prompt is:* **What do you notice in the visual text? CLARIFY by building on what your partner said.** **EXCHANGE #1** *Listen to me as I read what two partners say.* **Exchange #1:**

Student A:	I notice the man is looking through a black magnifying glass.
Student B:	**I would like to add (make the build on gesture)** *that his nose is pressed on the magnifying glass.*

Think Aloud: *Hmmm. Student B began by saying, "I would like to add..." Why did he say that? (Pause) Oh, yes. "I would like to add..." is one way we can begin to build on the idea. Then, what did he say? Let's listen again, "**I would like to add (make the build on gesture)** that his nose is pressed on the magnifying glass." Oh. She thought about what her partner said and added details.*

Practice Exchange #1 with students once more.

*Let's practice **building on** again. I will be Partner A and you (point to students) will be Partner B. Ready? Partner A says (point to Exchange #1) I notice the man is looking through a black magnifying glass.*

PAIRS *Now, what does Partner B say? Turn and talk to your partner.* Guide students as needed. Have one or two students share their examples of **building on**.

EXCHANGE #2
*Let's practice **building on** again. Listen to me as I read what two partners say.*

Exchange #2:

Student A:	I notice the boy next to the man is also looking through a magnifying glass.
Student B:	**I would like to add** (make the build on gesture) *that the magnifying glass is silver and is smaller than the man's.*

Think Aloud: *Hmmm. Student B began by saying, "I would like to add..." Why did he say that? (Pause) Oh, yes. "I would like to add..." is one way we can begin to **build on the idea.** Then, what did he say? Let's listen again. "**I would like to add** (make the build on gesture) that the magnifying glass is silver and is smaller than the man's." Oh. He thought about what his partner said and added details.*

Practice Exchange #2 with students once more.

*Let's practice **building on** again. I will be Partner A and you (point to students) will be Partner B. Ready? Partner A says (point to Exchange #2) I notice the boy next to the man is also looking through a magnifying glass.*

PAIRS *Now, what does Partner B say? Turn and talk to your partner.* Guide students as needed. Have one or two students share their examples of **building on** to make ideas clearer.

MODEL/GUIDED PRACTICE (CONTINUED)	**EXCHANGE #3** *Let's continue practicing with another example. This time will be different because I will ask you to choose which example of **building on** is best and why. Listen to me as I read what one partner says to another:*

Exchange #3:

Student A:	I notice that there are two more children and another adult at the table.

*Let's listen to two different responses and think about which is the best example of **building on**:*

Choice #1: Should Student B say…	OR…	Choice 2: Should Student B say…
I would like to add that I like using a magnifying glass because it's fun.		**I would like to add** that the people at the table are focused on the magnifying glasses.

Let's listen again:
Student A says: I notice that there are two more children and another adult at the table.

*Which is the best example of **building on**?*

Choice #1: Should Student B say…	OR…	Choice #2: Should Student B say…
I would like to add that I like using a magnifying glass because it's fun.		**I would like to add** that the people at the table are focused on the magnifying glasses.

Have students turn and talk to a partner to discuss the following:
*Which one adds details to **build on** Student A's idea? Why?*

*Let's come back together. If you think Choice #1 is the better example of **building on**, you will move to this side of the rug/room. Gesture to where you want students to move.*

*If you think Choice #2 is the better example of **building on**, then you will move to the other side of the rug/room. Gesture to where you want students to move.*

Have students move and then say: *Ok. I see some of you disagree. Let me think about it, so we can decide which is the better example of **building on**.*

Think Aloud: *Which one adds details to build on Student A's idea? Hmmm.* (Read the exchanges again if needed.) *Choice #1 is not **building on** Partner A's idea from the visual text. Instead he is sharing about what he likes. Choice #2 builds on Student A's idea using the visual text. I think Choice #2 is the better example of **building on**.*

Chorally read Updated Exchange #3 now that you've selected Choice #2.

Let's read what Student A and Student B say to each other.
Updated Exchange #3:

Student A:	I notice that there are two more children and another adult at the table.
Student B:	**I would like to add** (make the build on gesture) that the people at the table are focused on the magnifying glasses.

*Good job **building on**!*

EXCHANGE #4
Let's continue practicing with another example. Listen to me as I read what one partner says to another:

Exchange #4:

Student A:	I notice that there are four children standing around a blonde woman. They are behind the other group in the classroom.

MODEL/GUIDED PRACTICE (CONTINUED)	Let's listen to two different responses and think about which is the best example of **building on**:

Choice #1: Should Student B say…	OR…	Choice #2: Should Student B say…
I would like to add that the four children are looking toward the lady.		*I would like to add* that during the lesson I focus on my teacher.

Let's listen again:
Student A says: I notice that there are four children standing around a blonde woman. They are behind the other group in the classroom.

*Which is the best example of **building on**?*

Choice #1: Should Student B say…	OR…	Choice #2: Should Student B say…
I would like to add that the four children are looking toward the lady.		*I would like to add* that during the lesson I focus on my teacher.

PAIRS Have students turn and talk to a partner to discuss the following:
*Which one adds details to **build on** Student A's idea? Why?*

*Let's come back together. If you think Choice #1 is the better example of **building on**, you will move to this side of the rug/room.* Gesture to where you want students to move.

*If you think Choice #2 is the better example of **building on**, then you will move to the other side of the rug/room.* Gesture to where you want students to move.

Have students move and then say: *Ok. I see some of you disagree. Let me think about it, so we can decide which is the better example of **building on**.*

Think Aloud: *Which one adds details to build on Student A's idea? Hmmm.* (Read the exchanges again if needed.) *Choice #1 **builds on** Student A's idea using the visual text. Choice #2 is not **building on** Partner A's idea from the visual text. Instead he is sharing about what he does in school. I think Choice #1 is the better example of **building on**.*

Chorally read Updated Exchange #4 now that you've selected Choice #1.

Let's read what Student A and Student B say to each other.

Updated Exchange #4:

Student A:	I notice that there are four children standing around a blonde woman. They are behind the other group in the classroom.
Student B:	*I would like to add* (make the paraphrase gesture) *that the four children are looking toward the lady.*

*Good job **building on**!*

REVIEW ELD.PI.1.1 EX ELD.PI.1.5 EX ELD.PI.1.7 EX	## Review Model Conversation – CLARIFY by Building On Display the **Teacher Visual Text for Conversation Pattern.** *Before you practice with your partner, listen to how Student A and Student B focus on **building on** each other's ideas. You will do the same thing with your own partner. The prompt is:* **What do you notice in the visual text? CLARIFY by building on what your partner said.**

REVIEW (CONTINUED) **TEACHER VISUAL TEXT FOR CONVERSATION PATTERN** **CONVERSATION PATTERN POSTER**	

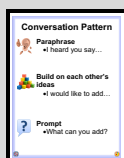|	
Student A1:	*I notice the man is looking through a black magnifying glass.*
Student B1:	***I would like to add** (make the build on gesture) that his nose is pressed on the magnifying glass.*
Student A2:	*I notice the boy next to the man is also looking through a magnifying glass.*
Student B2:	***I would like to add** (make the build on gesture) that the magnifying glass is silver and is smaller than the man's.*
Student A3:	*I notice that there are two more children and another adult at the table.*
Student B3:	***I would like to add** (make the build on gesture) that the people at the table are focused on the magnifying glasses.*
Student A4:	*I notice that there are four children standing around a blonde woman. They are behind the other group in the classroom.*
Student B4:	***I would like to add** (make the build on gesture) that the four children are looking toward the lady.*

*What examples of **building on** did you hear? How do you know? Turn and talk to your partner.* Call on one or two students to share.

STUDENT PRACTICE

ELD.PI.1.1 EX
ELD.PI.1.5 EX
ELD.PI.1.6 EX
ELD.PI.1.7 EX
ELD.PI.1.12 EX

STUDENT VISUAL TEXT FOR CONVERSATION PATTERN PRACTICE
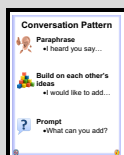
CONVERSATION PATTERN POSTER

Stand Up, Hand Up, Pair Up – Constructive Conversation

Display the <u>Conversation Pattern Poster</u> or the <u>Class Conversation Pattern Guide</u>. Display the <u>Student Visual Text for Conversation Pattern Practice.</u>

*We will now meet with a partner to practice building on to **CLARIFY** ideas about the visual text.*

Show how to use the **Stand Up, Hand Up, Pair Up Strategy** to find a new partner. Model looking standing up **(Stand Up)**, raising one hand in the air **(Hand Up)**, and walking across the room to find a partner **(Pair Up)**. Demonstrate how to connect your hand to your partner's hand to confirm that you've selected each other. Have students do the same. You may have students sit down once they have a partner.

*I will walk around and listen to notice who is **building on**. Use the <u>Conversation Pattern Poster</u> or the <u>Class Conversation Pattern Guide</u> (point to pre-charted response starters) to remind you of the pattern.* Chorally read the response starters again.

Prompt: What do you notice in the visual text? CLARIFY by building on what your partner said.

Formative Assessment

Monitor students as they converse during the **Stand Up, Hand Up, Pair Up** activity. When they are finished, select two students who will Fishbowl Model in front of the class. Use the **SPF 1.0** to collect a Constructive Conversation Language Sample as they model in front of the class.

Debrief: Whole-Group Discussion of Student Model

Facilitate a whole-group discussion to debrief how the students did the following:
1. *How did they **CLARIFY** by adding details to **build on each other's ideas**?*
2. *What language did they use?*

FORMATIVE ASSESSMENT SPF 1.0	## Student Progress Form (SPF) 1.0-Constructive Conversation Sample Select two students to Fishbowl Model a Constructive Conversation in front of the class (SEE ABOVE). Students will address the following prompt: **What do you notice in the visual text? CLARIFY by building on each other's ideas.** Collect a language sample from the two students using the **SPF 1.0**. The language sample must be at least four turns in length.
DIFFERENTIATED INSTRUCTION	## Differentiated Instruction Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size. Group 1 **(Teacher Group)** – Review **building on** exchanges with the teacher Group 2 – With a partner, practice **building on** with a Start Smart 1.0 visual text Group 3 – With a partner, continue to practice **building on** with a visual text from this lesson Group 4 – With a partner, label what you notice in the visual text from this lesson

WRAP-UP
 	
ELD.PI.1.1 EX
	## Review ELD Objective and Self-Evaluate
	
	In this lesson, you…
	- *reviewed the Conversation Pattern*
	- *practiced building on each other's ideas*
	- *had a conversation with a partner using a visual text*
	
	Ask students to reflect on the following:
	- *How did building on help you and your partner CLARIFY your ideas?*
	- *Think about…*
	  - *One thing you did well*
	  - *One thing you want to improve*
	- *Share and explain to your partner*
	
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

	Start Smart 2.0 - Conversation Practices
	# Lesson 4: CLARIFY by Prompting
ELD OBJECTIVE	Students will be able to build their knowledge of the skill of **CLARIFY** by learning and applying the subskill of **prompting** during a Constructive Conversation based on a visual text with a partner.
STUDENT FRIENDLY ELD OBJECTIVE	In this lesson, you will… • review the Conversation Pattern • practice clarifying by **prompting** • have a conversation with a partner using a visual text
OPENING ELD.PI.1.1 EX ELD.PI.1.5 EX **CONVERSATION NORMS POSTER** **K-1 CONVERSATION NORMS POSTER**	**Display Student Friendly ELD Objective, <u>Conversation Norms Poster</u>,** and the **<u>Conversation Pattern Poster</u>** or the **<u>Class Conversation Pattern Guide</u>**. Point to and read charted Student-Friendly ELD Objective. *The Conversation Pattern helps us improve our Constructive Conversations. We will learn practice how to **prompt** your partner for more information. We will also remember to follow our Conversation Norms.* Point to **<u>Conversation Norms Poster</u>**. *How will "Use your Think Time," (point to poster) help you today? Why? Turn and talk to your partner.* Give students 1 minute to talk to a partner. Affirm all responses and say: *I heard many of you say that you would "Use your Think Time"* (point to poster). *When you use your think time, you will be able to think about what you **did** understand and what **more** you may need to understand. So, we will make sure to (point to Norms Poster), "Use our Think Time," during our conversations.*
REVIEW ELD.PI.1.1 EX ELD.PI.1.5 EX ELD.PI.1.7 EX ELD.PII.1.1 EX **TEACHER VISUAL TEXT FOR CONVERSATION PATTERN** **CONVERSATION PATTERN POSTER** **CLASS CONVERSATION PATTERN GUIDE**	## Review the Conversation Pattern Display the **<u>Teacher Visual Text for Conversation Pattern</u>** and the **<u>Conversation Pattern Poster</u>** or the **<u>Class Conversation Pattern Guide</u>**. *Let's review the pattern together. Who can lead us as we practice the gestures?* Choose two student volunteers. • *Paraphrase* (Gesture: Point index finger to ear and whoosh hand out in front of mouth to symbolize listening and then paraphrasing what was heard.) • *Build on each other's ideas* (Gesture: Make stacking motion with hands.) • *Prompt* (Gesture: Shrug shoulders then point to partner with index finger.) *In the last lesson, we learned how to build on. Let's review what it means to build on. When we build, we add details to make an idea better. Let's practice building on.* **BUILD ON PRACTICE** *Listen to me as I read what one partner says to another:* <table><tr><td>*Student A:*</td><td>*I notice that there are two more children and another adult at the table.*</td></tr></table> *Let's listen to two different responses and think about which is the best way to build on:* <table><tr><td>*Choice #1: Should Student B say…*</td><td>*OR…*</td><td>*Choice 2: Should Student B say…*</td></tr><tr><td><u>*I would like to add*</u> *that I like using a magnifying glass because it's fun.*</td><td></td><td><u>*I would like to add*</u> *that the people at the table are focused on the magnifying glasses.*</td></tr></table>

REVIEW (CONTINUED)	*Let's listen again:* *Student A says: I notice that there are two more children and another adult at the table.* *Which is the best way to build on?*

Choice #1: Should Student B say…	OR…	Choice #2: Should Student B say…
I would like to add *that I like using a magnifying glass because it's fun.*		**I would like to add** *that the people at the table are focused on the magnifying glasses.*

Have students turn and talk to a partner to discuss the following:
Which one adds details to build on Student A's idea? Why?

Let's come back together. If you think Choice #1 is the better example of building on, you will move to this side of the rug/room. Gesture to where you want students to move.

If you think Choice #2 is the better example of building on, then you will move to the other side of the rug/room. Gesture to where you want students to move.

Have students move and then say: *Ok. I see some of you disagree. Let me think about it, so we can decide which is the better example of building on.*

Think Aloud: *Which one adds details to build on Student A's idea? Hmmm.* (Read the exchanges again if needed.) *Choice #1 is not building on Partner A's idea from the visual text. Instead he is sharing about what he likes. Choice #2 builds on Student A's idea using the visual text. I think Choice #2 is the better example of building on.*

Chorally read updated Build On Practice now that you've selected Choice #2.

Let's read what Student A and Student B say to each other.

Updated Build On Practice:

Student A:	*I notice that there are two more children and another adult at the table.*
Student B:	**I would like to add** **(make the build on gesture)** *that the people at the table are focused on the magnifying glasses.*

Good job building on!
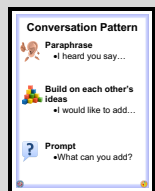
MODEL/GUIDED PRACTICE ELD.PI.1.1 EX ELD.PI.1.5 EX ELD.PI.1.6 EX ELD.PI.1.7 EX **CONVERSATION PATTERN POSTER** **CLASS CONVERSATION PATTERN GUIDE**	

Model—Introduce Prompt Starters

NOTE: Select **one or two prompt** starters that correspond to the proficiency level of the majority of your students. Pre-chart your selected prompt starters on your **Conversation Pattern Poster** or **Class Conversation Pattern Guide** to display and use during the lesson.

PROMPT STARTERS		
PROMPTING		
What else?	What else do you notice?	How can you add to this idea?
EMERGING	EXPANDING	BRIDGING

Let's focus on **prompting.** *Do the gesture with me.* **Prompting Gesture**: Shrug shoulders then point to partner with index finger.

When you **prompt**, *you ask your partner for more information. For example, if someone says, "I notice that the puppy is wagging its tail." I could* **prompt** *by saying, "What else do you notice?" These prompt starters will help you.*

Turn and talk to your partner. What will you say to **prompt** *your partner for more information?* (Point to pre-charted prompt starters.) Call on one or two students to share which prompt starter they might use.

You will use the **Conversation Pattern Poster** *or the* **Class Conversation Pattern Guide** (point to pre-charted prompt starters) *to remind you of the pattern.* Chorally read the prompt starters again.

MODEL/GUIDED PRACTICE (CONTINUED)	## Guided Practice–Prompting

Display the **Conversation Pattern Poster** or the **Class Conversation Pattern Guide** to refer to as needed.
Display the **Teacher Visual Text for Conversation Pattern** to practice how to **prompt.**

TEACHER VISUAL TEXT FOR CONVERSATION PATTERN

CONVERSATION PATTERN POSTER

CLASS CONVERSATION PATTERN GUIDE

Use the conversation exchanges provided below to provide guided practice.

*Let's practice **prompting.*** The prompt is:

What do you notice in the visual text? CLARIFY by prompting for more information.

EXCHANGE #1
Listen to me as I read what two partners say.

Exchange #1:

Student A (Teacher):	*I notice a man wearing a blue tie with his sleeve rolled up. He is looking through a black magnifying glass.*
Student B (Teacher):	***What else** do you notice?* **(Make prompting gesture.)**

Think Aloud: *Hmmm. Student B finished his turn by saying, "**What else** do you notice..." Why did he say that? (Pause) Oh, yes. "**What else** do you notice?" is one way we can use to **prompt** our partner to give us more information. Let's listen again. "**What else** do you notice? (make the prompt gesture). This will help us get more information.*

Practice Exchange #1 with students once more.

*Let's practice **prompting** again. I will be Partner A and you (point to students) will be Partner B. Ready? Partner A says (point to Exchange #1) I notice the man is looking through a black magnifying glass.*

PAIRS *Now, what does Partner B say? Turn and talk to your partner.* Guide students as needed.
Have one or two students share their examples of **prompting**.

EXCHANGE #2
*Let's practice **prompting** again. Listen to me as I read what two partners say*.

Prompt: What do you notice in the visual text? CLARIFY by prompting for more information.

Exchange #2:

Student A:	*I notice the boy next to the man is also looking at the magnifying glass.*
Student B:	***What else** can you add? (*Make prompting gesture.)**

Think Aloud: *Hmmm. Student B began by saying, "**What else** can you add?" Why did he say that? (Pause) Oh, yes. "**What else** can you add?" is one way to **prompt** our partner to give us more information. Let's listen again. "**What else** can you add? (make the prompt gesture). This will help us get more information.*

Practice Exchange #2 with students once more.

*Let's practice **prompting** again. I will be Partner A and you (point to students) will be Partner B. Ready? Partner A says (point to Exchange #2) I notice the boy next to the man is also looking through a magnifying glass.*

PAIRS *Now, what does Partner B say? Turn and talk to your partner.* Guide students as needed.
Have one or two students share their examples of **prompting** to get more information and make ideas clearer.

MODEL/GUIDED PRACTICE (CONTINUED)	**EXCHANGE #3**

*Let's continue practicing with another example. This time will be different because I will ask you to choose which example of **prompting** is best and why. Listen to me as I read what one partner says to another:*
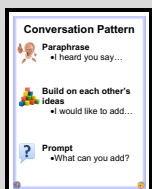
Exchange #3:

Student A:	I notice that there are two more children and another adult at the table.

*Let's listen to two different responses and think about which is the best example of **prompting**:*

Choice #1: Should Student B say…	*OR…*	*Choice 2: Should Student B say…*
They are at the table.		***What else** do you notice in the visual text?*

Let's listen again:
Student A says: I notice that there are two more children and another adult at the table.

*Which is the best example of **prompting**?*

Choice #1: Should Student B say…	*OR…*	*Choice #2: Should Student B say…*
They are at the table.		***What else** do you notice in the visual text?*

Have students turn and talk to a partner to discuss the following:
*Which choice **prompts** students for more information about the visual text? Why?*

*Let's come back together. If you think Choice #1 is the better example of **prompting**, you will move to this side of the rug/room. Gesture to where you want students to move.*

*If you think Choice #2 is the better example of **prompting**, then you will move to the other side of the rug/room. Gesture to where you want students to move.*

Have students move and then say: *Ok. I see some of you disagree. Let me think about it, so we can decide which is the better example of **prompting**.*

Think Aloud: *Which choice **prompts** for more information? Hmmm.* (Read the exchanges again if needed.) *Choice #1 is not **prompting** for more information about the visual text. Instead Student B is paraphrasing. Choice #2 prompts for more information by asking "**What else** do you notice?". I think Choice #2 is the better example of **prompting**.*

Chorally read Updated Exchange #3 now that you've selected Choice #2.

Let's read what Student A and Student B say to each other.

Updated Exchange #3:

Student A:	I notice that there are two more children and another adult at the table.
Student B:	**What else** do you notice in the visual text? **(make the prompt gesture)**

*Good job at **prompting** for more information!*

EXCHANGE #4
Let's continue practicing with another example. Listen to me as I read what one partner says to another:

Exchange #4:

Student A:	I notice there are four children standing around a blonde woman. They are behind the other group in the classroom.

*Let's listen to two different responses and think about which is the best example of **prompting**:*

Choice #1: Should Student B say…	*OR…*	*Choice #2: Should Student B say…*
__What else__ do you notice?		*Do you like working in groups?*

MODEL/GUIDED PRACTICE (CONTINUED)	*Let's listen again:* *Student A says: I notice that there are four children standing around a blonde woman. They are behind the other group in the classroom.*

*Which is the best example of **prompting**?*

Choice #1: Should Student B say…	OR…	Choice #2: Should Student B say…
What else do you notice?		*Do you like working in groups?*

Have students turn and talk to a partner to discuss the following:
*Which choice **prompts** for more information about the text? Why?*

*Let's come back together. If you think Choice #1 is the better example of **prompting**, you will move to this side of the rug/room.* Gesture to where you want students to move.

*If you think Choice #2 is the better example of **prompting**, then you will move to the other side of the rug/room.* Gesture to where you want students to move.

Have students move and then say: *Ok. I see some of you disagree. Let me think about it, so we can decide which is the better example of **prompting**.*

Think Aloud: *Which choice **prompts** Student A for more information about the visual text. Hmmm. (Read the exchanges again if needed.) Choice #1 **prompts** for more information about the visual text. Choice #2 is not **prompting** for more information about the visual text. Instead he is asking about what the other student likes. I think Choice #1 is the better example of **prompting**.*

Chorally read Updated Exchange #4 now that you've selected Choice #1.

Let's read what Student A and Student B say to each other.

Updated Exchange #4:

Student A:	*I notice that there are four children standing around a blonde woman. They are behind the other group in the classroom.*
Student B:	**What else** *do you notice?*

*Good job **prompting**!*
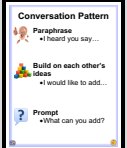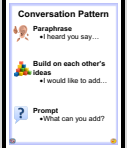
REVIEW ELD.PI.1.1 EX ELD.PI.1.5 EX ELD.PI.1.7 EX TEACHER VISUAL TEXT FOR CONVERSATION PATTERN	**Review Model Conversation – CLARIFY by Prompting** Display the **Teacher Visual Text for Conversation Pattern**. *Before you practice with your partner, listen to how Student A and Student B focus on **prompting** for more information. You will do the same thing with your own partner. The prompt is:*

What do you notice in the visual text? CLARIFY by prompting for more information.

Student A1:	*I notice the man is looking through a black magnifying glass.* **What else can you add?**
Student B1:	*I notice the man's nose is pressed up against the magnifying glass.* **What else do you notice?**
Student A2:	*I notice the boy next to the man is also looking at the magnifying glass.* **What else do you notice?**
Student B2:	*The boy's arm is on the table, too.* **What else can you add?**

REVIEW (CONTINUED)		
Conversation Pattern Poster	**Student A3:**	*I notice that there are two more children and another adult at the table. __What else can you add?__*
	Student B3:	*There is another group in the classroom. __What else do you notice__ in the visual text?*
CONVERSATION PATTERN POSTER	**Student A4:**	*I notice that there are four children standing around a blonde woman. They are behind the other group in the classroom. __What else can you add?__*
	Student B4:	*The children are looking at the adult. __What else do you notice?__*

PAIRS *What examples of **prompting** did you hear? How do you know? Turn and talk to your partner.* Call on one or two students to share.

STUDENT PRACTICE	# Stand Up, Hand Up, Pair Up – Constructive Conversation
ELD.PI.1.1 EX ELD.PI.1.5 EX ELD.PI.1.6 EX ELD.PI.1.7 EX ELD.PI.1.12 EX	Display the **Conversation Pattern Poster** or the **Class Conversation Pattern Guide.** Display the **Student Visual Text for Conversation Pattern Practice.**

*We will now meet with a partner to practice **prompting** to **CLARIFY** ideas about the visual text.*

Show how to use the **Stand Up, Hand Up, Pair Up Strategy** to find a new partner. Model looking standing up **(Stand Up)**, raising one hand in the air **(Hand Up)**, and walking across the room to find a partner **(Pair Up)**. Demonstrate how to connect your hand to your partner's hand to confirm that you've selected each other. Have students do the same. You may have students sit down once they have a partner.

*I will walk around and listen to notice who is **prompting**. Use the __Conversation Pattern Poster__ or the __Class Conversation Pattern Guide__ (point to pre-charted response starters) to remind you of the pattern.* Chorally read the response starters again.

Prompt: What do you notice in the visual text? CLARIFY by prompting for more information.

Formative Assessment

Monitor students as they converse during the **Stand Up, Hand Up, Pair Up** activity. When they are finished, select two students who will Fishbowl Model in front of the class. Use the **SPF 1.0** to collect a Constructive Conversation Language Sample as they model in front of the class.

Debrief: Whole-Group Discussion of Student Model

Facilitate a whole-group discussion to debrief how the students did the following:
1. *How did they **CLARIFY** ideas by prompting for more information?*
2. *What language did they use?*

FORMATIVE ASSESSMENT	# Student Progress Form (SPF) 1.0-Constructive Conversation Sample
SPF 1.0	Select two students to Fishbowl Model a Constructive Conversation in front of the class (SEE ABOVE). Students will address the following prompt:

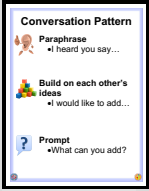**What do you notice in the visual text? CLARIFY by prompting for more information.**

Collect a language sample from the two students using the **SPF 1.0**. The language sample must be at least four turns in length.

DIFFERENTIATED INSTRUCTION	## Differentiated Instruction
	Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size.
	Group 1 **(Teacher Group)** – Review **prompting** exchanges with the teacher
	Group 2 – With a partner, practice **prompting** with a Start Smart 1.0 visual text
	Group 3 – With a partner, continue to practice **prompting** with a visual text from this lesson
	Group 4 – With a partner, label what you notice in the visual text from this lesson

WRAP-UP ELD.PI.1.1 EX	## Review ELD Objective and Self-Evaluate
	In this lesson, you…
	- *reviewed the Conversation Pattern*
	- *practiced **prompting your partner for more information***
	- *had a conversation with a partner using a visual text*
	Ask students to reflect on the following:
	- *How did prompting for more information help you?*
	- *Think about…*
	o *One thing you did well*
	o *One thing you want to improve*
	- *Share and explain to your partner*
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

	Start Smart 2.0 - Conversation Practices

Lesson 5: Practice Conversation Pattern with Visual Text

ELD OBJECTIVE	Students will review and practice the Conversation Pattern in paired and whole group discussions using a visual text.
STUDENT FRIENDLY ELD OBJECTIVE	In this lesson, you will… • review the Conversation Pattern • practice using the Conversation Pattern with a visual text • have a conversation with a partner
OPENING ELD.PI.1.1 EX ELD.PI.1.5 EX **CONVERSATION NORMS POSTER** **K-1 CONVERSATION NORMS POSTER**	Display **Student Friendly ELD Objective, <u>Conversation Norms Poster</u>, and <u>Conversation Pattern Poster</u>** or the **<u>Class Conversation Pattern Guide</u>.** Point to and read charted Student-Friendly ELD Objectives. *This lesson is the first time we will use all parts of the Conversation Pattern. We will focus on using the Conversation Pattern to help us have better conversations. Let's review the Pattern—**paraphrasing** (make gesture), **building on** (make gesture), and **prompting** (make gesture). We will also remember to follow our Conversation Norms* (Point to **Conversation Norms Poster**.) *Using the language of the skill will help you **CLARIFY** your ideas. This means we use prompt and response starters to speak in complete sentences* (point to poster). *How will this help you during your conversations? Turn and talk to your partner.* Give students 1 minute to talk to a partner. Point to the **Conversation Pattern Poster** or the **Class Conversation Pattern Guide** and say**:** *I heard many of you say that using the language of the skill will help you paraphrase, build on, and prompt during your conversations.*
REVIEW ELD.PI.1.1 EX ELD.PI.1.5 EX ELD.PI.1.7 EX ELD.PII.1.1 EX **CONVERSATION PATTERN POSTER** **CLASS CONVERSATION PATTERN GUIDE**	### Review the Conversation Pattern – Introduce the Initial Idea Display the **Conversation Pattern Poster** or the **Class Conversation Pattern Guide.** *In the last few lessons, you learned and practiced how to **CLARIFY** your ideas by using each part of the Conversation Pattern. Today you are going to learn how to put all three parts together in a Constructive Conversation using a visual text.* *First, who can help us review the pattern together?* Have two student volunteers come to the front of the room and lead the class in reviewing the gestures as you explain each one aloud. *Paraphrase:* • **Gesture:** Point index finger to ear and whoosh hand out in front of mouth to symbolize listening and then paraphrasing what was heard. • *This means you listen to your partner. Then, you repeat your partner's ideas in your own words. Paraphrasing helps you to **CLARIFY** and make sure you understand what your partner said.* *Build on each other's ideas:* • **Gesture:** Make stacking motion with hands. • *This means you listen to what your partner says. Then, you add details to their ideas. Details help to make the ideas better.* *Prompt:* • **Gesture:** Shrug shoulders then point to partner with index finger. • *This means you tell your partner to give you more information.* *Teacher Think Aloud: The Conversation Pattern helps us to **CLARIFY,** but if we haven't shared an idea, we have nothing to **CLARIFY.** This means the first step is to **CREATE** and share an initial idea. Then, we can use the Conversation Pattern to develop our idea fully.*

Who remembers the gesture for CREATE? Pause to give wait time. Model doing the gesture for CREATE and have students practice.

- **Gesture:** place hands over your head; open and close them as if an idea is coming out.
- *We will use this gesture for sharing an initial idea.*

MODEL/GUIDED PRACTICE

ELD.PI.1.1 EX
ELD.PI.1.5 EX
ELD.PI.1.6 EX
ELD.PI.1.7 EX
ELD.PII.1.1 EX
ELD.PII.1.4 EX

Conversation Pattern
Paraphrase
• I heard you say…

Build on each other's ideas
• I would like to add…

Prompt
• What can you add?

CONVERSATION PATTERN POSTER

Conversation Pattern Card—SKILL: _____
Paraphrase

Build on each other's ideas
I would like to add…

Prompt
What can you add?

CLASS CONVERSATION PATTERN GUIDE

Model—Prompt & Response Starters

NOTE: Select **one prompt/response starter for each subskill** that corresponds to the proficiency level of the majority of your students. Pre-chart or add your selected prompt and response starters on your **Conversation Pattern Poster** or **Class Conversation Pattern Guide** to display and use during the lesson.

Let's review the prompt and response starters that you may use in your conversations and add them to our classroom Class Conversation Pattern Guide/Poster.

First, let's talk about how you will share your initial idea (do gesture for CREATE). When you begin your conversation, you have to share an initial idea.

(Point to pre-charted initial idea response starter)

PAIRS *Turn and talk to your partner. How will you say your initial idea?* Call on one student to share which response starter they might use.

PROMPT & RESPONSE STARTERS		
INITIAL IDEA		
I notice…	I notice that…	Something I notice is…
PARAPHRASE		
I heard… You said…	I heard you say… I think you said…	In other words, … To paraphrase,…
BUILD ON		
I want to add… I think…	I would like to add… I also think…	Additionally,… Another detail is,…
PROMPT		
What else…? What can you add?	What else do you notice? What else can you add?	What other details can you add? How can you add to this idea?
EMERGING	**EXPANDING**	**BRIDGING**

Once you've shared your initial idea, you will continue by using the Conversation Pattern.

Emphasize one prompt/response starter for each subskill you've charted from previous lessons using the **Class Conversation Pattern Guide** or the **Conversation Pattern Poster**.

PAIRS *Turn and talk to your partner. What will you say to paraphrase?* Call on one student to share which response starter they might use.

Turn and talk to your partner. What will you say to build on? Call on one student to share which response starter they might use.

Turn and talk to your partner. What will you say to prompt your partner? Call on one student to share which prompt starter they might use.

*You will use the **Conversation Pattern Poster** or the Class Conversation Pattern Guide (point to pre-charted response starters) to remind you of the pattern.* Chorally read the response starters again if necessary.

Constructive Conversations Listening Task Poster

CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER (PRIMARY)

Introduce the Constructive Conversations Listening Task Poster

NOTE: Lessons 5-9 will focus on highlighting the first three bullets of the **Constructive Conversations Listening Task Poster (Primary).** The remaining bullets will be highlighted in subsequent lessons.

Display the **Constructive Conversations Listening Task Poster (Primary)** and read each of the questions.

You will listen actively to a Constructive Conversation. As you listen, think…

How did I…
- *paraphrase a partner's ideas?*
- *add on to a partner's ideas?*
- *ask questions to help a partner?*

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TEACHER VISUAL TEXT

Conversation Pattern

Paraphrase
• I heard you say…

Build on each other's ideas
• I would like to add…

Prompt
• What can you add?

CONVERSATION PATTERN POSTER

Conversation Pattern Card—SKILL:
Paraphrase
I heard you say…
Build on each other's ideas
I would like to add…
Prompt
What can you add?

CLASS CONVERSATION PATTERN GUIDE

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Introduce Visual Text—CREATE & CLARIFY

NOTE: You may use one of the following options to present the Model Constructive Conversation: Play the audio using the **Digital Lessons**, ask for a previously selected adult or upper grade student volunteer to read with you, or use puppets/dolls to represent the two students.

Display the **Teacher Visual Text** and the **Class Conversation Pattern Guide** or the **Conversation Pattern Poster.**

We will use this new visual text to have a conversation about the topic. First, we will listen to a model of what your conversation should sound like. This will help us improve our conversations.

Three Listens Protocol

We will listen to the conversation three times. Each time we will focus on something different.

> **Prompt: What do you notice in the visual text? Use details to CLARIFY your ideas.**

1st Listen (Listen for Context – Message Level Understanding)
- Teacher reads the prompt
- Teacher models using think time and pointing at key elements of the visual text before reading the script or playing the audio
- Students listen to the entire conversation to get the gist—the message

The first time we listen, we will listen actively to understand what Student A and Student B are talking about. Are they answering the prompt?

Read the entire model or play audio.

> ***Prompt: What do you notice in the visual text? Use details to CLARIFY your ideas.***

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CONVERSATION CODING KEY

ID	Initial Idea
PAR	Paraphrase
BO	Build on
PR	Prompt

UNDERLINE PROMPT & RESPONSE STARTERS

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Model Conversation (CODED FOR TEACHER REFERENCE ONLY)

Student A1:	I notice that there is a woman and four children sitting at the table in a classroom. **[ID]** What do you notice? **[PR]**
Student B1:	I notice that they are sitting at the table around nine plates and a clear pitcher with knives in it. **[ID]** What else do you notice? **[PR]**
Student A2:	I think you said that there are plates and utensils on the table in front of the people. **[PAR]** I want to add that there are tomato slices on the white plates in front of everyone at the table. **[BO]** What else do you notice? **[PR]**
Student B2:	I think you said that there are pieces of tomato on everyone's plate. **[PAR]** I want to add that three kids are holding knives. **[BO]** Two children are cutting tomatoes and the boy with the striped shirt is using the knife to hold the tomato slice. **[BO]** What else do you notice? **[PR]**
Student A3:	I think you said that some of the children use their knives for slicing tomatoes. **[PAR]** I want to add that the boy in the striped shirt is looking carefully at his red tomato slice. **[BO]** What else do you notice? **[PR]**
Student B3:	I think you said that the boy is studying his tomato slice. **[PAR]** I want to add that the boy with the white shirt is holding out his tomato with the knife stuck through it. **[BO]** What else do you notice? **[PR]**

MODEL/GUIDED PRACTICE (CONTINUED)	**Student A4:**	I think you said that the boy with the ==white shirt== is playing with his tomato instead of slicing it. **[PAR]** I want to add that the boy with the ==white shirt== is smiling while he shows his tomato to the other boy. **[BO]** What else do you notice? **[PR]**
	Student B4:	I think you said that the boy is having fun with the tomato instead of focusing on his work. **[PAR]** I want to add that the boy with the ==gray shirt== is not looking at the boy with the ==white shirt==. **[BO]** What else do you notice? **[PR]**

What were the students talking about? How do you know? Use your think time. Give students some think time. *Turn and talk to your partner.* Give students 1 minute to talk to a partner. Call on one or two students to share.

2ⁿᵈ Listen: (Listen for the Language of the Skill – Sentence Level)
- Teacher and students chorally read the prompt
- Teacher models consulting the charted **Prompt and Response Starters** for the language of skill (See **Coded Model** and **Conversation Coding Key** for your reference)
- Students listen to the first **two full turns** of the conversation
- Teacher stops at key moments to make sure students hear the language of the skill
- Students chorally chant the prompt or response starter they heard

This time we will listen actively for the language of the skills. What prompt and response starters are they using to speak in complete sentences?

Prompt: What do you notice in the visual text? Use details to CLARIFY your ideas.

Read each student's turn or play audio. Pause after each prompt or response starter. Have students chorally chant the prompt or response starter they just heard (see below).

Listen to what Student A says. I will stop so you can tell me what you heard.

Student A1:	I notice that **(pause and let students chant the response starter)** *there is a woman and four children sitting at the table in a classroom.* **[ID]** What do you notice? **[PR]** **(pause and let students chant the prompt starter)**

Listen to what Student B says. I will stop so you can tell me what you heard.

Student B1:	I notice that **(pause and let students chant the response starter)** *they are sitting at the table around nine plates and a clear pitcher with knives in it.* **[ID]** What else do you notice? **[PR]** **(pause and let students chant the prompt starter)**

Listen to what Student A says next.

Student A2:	I think you said **(pause and let students chant the response starter)** *that there are plates and utensils on the table in front of the people.* **[PAR]** I want to add **(pause and let students chant the response starter)** *that there are tomato slices on the white plates in front of everyone at the table.* **[BO]** What else do you notice? **[PR]** **(pause and let students chant the prompt starter)**

Listen to what Student B says next.

Student B2:	I think you said **(pause and let students chant the response starter)** *that there are pieces of tomato on everyone's plate.* **[PAR]** I want to add **(pause and let students chant the response starter)** *that three kids are holding knives.* **[BO]** *Two children are cutting tomatoes and the boy with the striped shirt is using the knife to hold the tomato slice.* **[BO]** What else do you notice? **[PR]** **(pause and let students chant the prompt starter)**

MODEL/GUIDED PRACTICE (CONTINUED)	*What prompt and response starters did they use to speak in complete sentences? Use your think time.* Give students some think time. *Turn and talk to your partner.* Give students 1 minute to talk to a partner. Call on one or two students to share.

3rd Listen: (Listen for the Conversation Pattern)
- Teacher and students chorally read the prompt
- Teacher models using think time and pointing at key elements of the **Class Conversation Pattern Guide** or the **Conversation Pattern Poster** throughout the 3rd listen
- Students listen to the entire conversation turn by turn
- Teacher stops at key moments to make sure students understand the pattern
- Students will show what they heard using the gestures and the Conversation Pattern Game Cards

Let's listen actively to what Student A says. Make the gestures for what you hear.

Prompt: What do you notice in the visual text? Use details to CLARIFY your ideas.

Student A1:	*I notice that* there is a woman and four children sitting at the table in a classroom. **[ID]** *What do you notice?* **[PR]**

Using the gestures as we listen to the Model Conversation helps us focus on the pattern. Great job!

*Let's listen again to what Student A says. You will now use your **Conversation Pattern Game Cards** to show what you heard.*

I notice that student A begins by stating her initial idea. How do I know? Hmmm. What response starter did she use? That's right. She said, "I notice that …" and that helped her say her initial idea. What did she say next? Hmmm. She prompted her partner by saying, "What do you notice?"

Raise your hand if you are Student A. Show me the card for Initial Idea + Prompt. Good. Place it in front of you.

Listen actively to what Student B says next. Make the gestures for what you hear.

Student B1:	*I notice* that they are sitting at the table around nine plates and a clear pitcher with knives in it. **[ID]** *What else do you notice?* **[PR]**

Did Student B state his initial idea and prompt his partner? How do you know? Use your think time. Pause to give students Think Time. *Now turn and talk to your partner.* Give students 1 minute to Turn and Talk. Have 1 or 2 students share.

Raise your hand if you are Student B. Show me the card for Initial Idea + Prompt. Good. Place it in front of you.

Listen actively to what Student A says next. Make the gestures for what you hear.

Student A2:	*I think you said* that there are plates and utensils on the table in front of the people. **[PAR]** *I want to add* that there are tomato slices on the white plates in front of everyone at the table. **[BO]** *What else do you notice?* **[PR]**

Using the gestures as we listen to the Model Conversation helps us focus on specific language. Great job!

Let's listen again to what Student A says. You will use your Conversation Pattern Game Cards to show what you heard.

I notice that Student A begins by paraphrasing what Student B said. How do I know? Hmmm. What response starter did she use to paraphrase? That's right. She said, "I think you said …" What did she say next? Hmmm. Then, she added more details. She built on her own idea about working together. Finally, she prompted her partner by saying, "What else can you add?"

Raise your hand if you are Student A. Did she follow the pattern? How do you know? Good. Place the next card in front of you.

MODEL/GUIDED PRACTICE (CONTINUED)	Listen actively to what Student B says next. Make the gestures for what you hear.

Student B2:	*I think you said* that there are pieces of tomato on everyone's plate. **[PAR]** *I want to add* that three kids are holding knives. **[BO]** Two children are cutting tomatoes and the boy with the striped shirt is using the knife to hold the tomato slice. **[BO]** *What else do you notice?* **[PR]**

Did Student B follow the Conversation Pattern? How do you know? Use your think time. Pause to give students Think Time. *Now turn and talk to your partner.* Give students 1 minute to Turn and Talk. Have 1 or 2 students share.

Raise your hand if you are Student B. Did he follow the pattern? How do you know? Good. Place the next card in front of you.

GUIDED PRACTICE

Listen actively to what Student A says next. Make the gestures for what you hear.

Prompt: What do you notice in the visual text? Use details to CLARIFY your ideas.

Student A3:	*I think you said* that some of the children use their knives for slicing tomatoes. **[PAR]** *I want to add* that the boy in the striped shirt is looking carefully at his red tomato slice. **[BO]** *What else do you notice?* **[PR]**

Using the gestures as we listen to the Model Conversation helps us focus on specific language. Great job!

Let's listen again to what Student A says. Raise your hand if you are Student A. Did she follow the pattern? How do you know? Good. Place the next card in front of you.

Listen actively to what Student B says next. Make the gestures for what you hear.

Student B3:	*I think you said* that the boy is studying his tomato slice. **[PAR]** *I want to add* that the boy with the white shirt is holding out his tomato with the knife stuck through it. **[BO]** *What else do you notice?* **[PR]**

Did Student B follow the Conversation Pattern? How do you know? Use your think time. Pause to give students Think Time. *Now turn and talk to your partner.* Give students 1 minute to Turn and Talk. Have 1 or 2 students share.

Raise your hand if you are Student B. Did he follow the pattern? Yes. Good. Place the next card in front of you.

Listen actively to what Student A says next. Make the gestures for what you hear.

Student A4:	*I think you said* that the boy with the white shirt is playing with his tomato instead of slicing it. **[PAR]** *I want to add* that the boy with the white shirt is smiling while he shows his tomato to the other boy. **[BO]** *What else do you notice?* **[PR]**

Using the gestures as we listen to the Model Conversation helps us focus on specific language. Great job!

Let's listen again to what Student A says. Raise your hand if you are Student A. Did she follow the pattern? Yes. Good. Place the next card in front of you.

Listen actively to what Student B says next. Make the gestures for what you hear.

Student B4:	*I think you said* that the boy is having fun with the tomato instead of focusing on his work. **[PAR]** *I want to add* that the boy with the gray shirt is not looking at the boy with the white shirt. **[BO]** *What else do you notice?* **[PR]**

MODEL/GUIDED PRACTICE (CONTINUED)		*Did Student B follow the Conversation Pattern? How do you know? Use your think time.* Pause to give students Think Time. *Now turn and talk to your partner.* Give students 1 minute to Turn and Talk. Have 1 or 2 students share.

Raise your hand if you are Student B. Did he follow the pattern? Good. Place the next card in front of you.

Let's think. How many turns did Student A take? How many turns did Student B take? Yes, four turns. How many turns should you take? Yes, at least four turns. You will use the cards to help you.

Differentiation Opportunity – Extended Practice
NOTE: Noun phrases used to cite details from the text are **highlighted in yellow**; you may refer to these examples when you debrief the Model Constructive Conversation

For students performing at the **Expanding (EX) to Bridging (BR) level:**

Using noun phrases to add details makes your ideas clearer. Let's take another listen/look at the language the two speakers used to add details. (Refer to highlighted examples) *How did they add details? Turn and talk to your partner.* Have one or two students share out.

STUDENT PRACTICE

ELD.PI.1.1 EX
ELD.PI.1.5 EX
ELD.PI.1.6 EX
ELD.PI.1.7 EX
ELD.PII.1.1 EX
ELD.PII.1.4 EX

STUDENT VISUAL TEXT

CONVERSATION PATTERN GAME CARDS

PROMPT & RESPONSE STARTERS

Constructive Conversation Game with Visual Texts
Display **Class Conversation Pattern Guide** or the **Conversation Pattern Poster.** Display and distribute the **Student Visual Text.** Organize students into pairs and distribute **Conversation Pattern Game Cards** and the **Prompt and Response Starters** according to proficiency level **(SEE RESOURCES)**.

Now you will play the Constructive Conversation Game. You will use the visual text. First you must share an initial idea and prompt your partner. Then, take turns and use the Conversation Pattern.

Prompt: What do you notice in the visual text? Use details to CLARIFY your ideas.

I will walk around and listen to notice who is using the Conversation Pattern. Remember to use your Prompt and Response Starters.

Formative Assessment
Monitor students as they converse. When they are finished, select two students who will Fishbowl Model in front of the class. Use the **SPF 1.0** to collect a Constructive Conversation Language Sample as they model in front of the class.

Debrief: Whole-Group Discussion of Student Model
Facilitate a whole-group discussion to debrief how the students did the following:
1. *How did they use the Conversation Pattern?*
2. *What language did they use?*

FORMATIVE ASSESSMENT SPF 1.0	## Student Progress Form (SPF) 1.0-Constructive Conversation Sample After the students have played the Constructive Conversation Game to practice the Conversation Pattern, select two students to Fishbowl Model to have a Constructive Conversation in front of the class (SEE PREVIOUS SECTION). Students will address the following prompt: ***Prompt: What do you notice in the visual text? Use details to CLARIFY your ideas.*** Collect a language sample from the two students using the **SPF 1.0**. The language sample must be at least four turns in length.
DIFFERENTIATED INSTRUCTION	## Differentiated Instruction Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size. Group 1 – **(Teacher Group)** - Revise/rewrite a turn from a Start Smart 1.0 Model Conversation for **CLARIFY** to include the **Conversation Pattern** Group 2 – With a partner, practice **Conversation Pattern** using the visual text Group 3 – With a partner, practice **Conversation Pattern** using a different visual text Group 4 – With a partner, label what you notice in the visual text from this lesson

WRAP-UP
 	
ELD.PI.1.1 EX
	## Review ELD Objective and Self-Evaluate
	
	In this lesson, you…
	- *reviewed the Conversation Pattern*
	- *practiced using the Conversation Pattern with a visual text*
	- *had a conversation with a partner*
	
	Ask students to reflect on the following:
	- *How did the Conversation Pattern help us?*
	- *Think about…*
	  - *One thing that you did well*
	  - *One thing you want to improve*
	- *Share and explain to your partner*
	
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

|	
	Start Smart 2.0 - Conversation Practices
	## Lesson 6: Practice Conversation Pattern with Infographic
ELD OBJECTIVE	Students will review and practice the Conversation Pattern in paired and whole group discussions using an infographic.
STUDENT FRIENDLY ELD OBJECTIVE	In this lesson, you will… • review the Conversation Pattern • practice using the Conversation Pattern with an infographic • have a conversation with a partner
OPENING ELD.PI.1.1 EX ELD.PI.1.5 EX **CONVERSATION NORMS POSTER** **K-1 CONVERSATION NORMS POSTER**	**Display Student Friendly ELD Objective, <u>Conversation Norms Poster</u>, and <u>Conversation Pattern Poster</u> or the <u>Class Conversation Pattern Guide.</u>)** Point to and read charted Student-Friendly ELD Objectives. *We will continue to use the Conversation Pattern to help us have better conversations. Let's review the Pattern—**paraphrasing** (make gesture), **building on** (make gesture), and **prompting** (make gesture). We will also remember to follow our Conversation Norms* (Point to **Conversation Norms Poster**.) *Using the language of the skill will help you **CLARIFY** your ideas. This means we use prompt and response starters to speak in complete sentences* (point to poster). *How will this help you during your conversations? Turn and talk to your partner.* Give students 1 minute to talk to a partner. Point to the **Conversation Pattern Poster** or the **Class Conversation Pattern Guide** and say**:** *I heard many of you say that using the language of the skill will help you paraphrase, build on, and prompt during your conversations.*
REVIEW ELD.PI.1.1 EX ELD.PI.1.5 EX ELD.PI.1.7 EX ELD.PII.1.1 EX **CONVERSATION PATTERN POSTER** **CLASS CONVERSATION PATTERN GUIDE**	## Review the Conversation Pattern – Introduce the Initial Idea Display the **Conversation Pattern Poster** or the **Class Conversation Pattern Guide.** *You learned and practiced how to **CLARIFY** your ideas by using each part of the Conversation Pattern. Today you are going to continue to put all three parts together in a Constructive Conversation using an infographic.* *First, let's review the pattern together.* Have two student volunteers come to the front of the room and lead the class in reviewing the gestures as you explain each one aloud. ***Paraphrase:*** • **Gesture:** Point index finger to ear and whoosh hand out in front of mouth to symbolize listening and then paraphrasing what was heard. • *This means you listen to your partner. Then, you repeat your partner's ideas in your own words. Paraphrasing helps you to **CLARIFY** and make sure you understand what your partner said.* ***Build on each other's ideas:*** • **Gesture:** Make stacking motion with hands. • *This means you listen to what your partner says. Then, you add details to their ideas. Details help to make the ideas better.* ***Prompt:*** • **Gesture:** Shrug shoulders then point to partner with index finger. • *This means you tell your partner to give you more information.* ***Teacher Think Aloud:*** *The Conversation Pattern helps us **CLARIFY**, but if we haven't shared an idea, we have nothing to **CLARIFY**. This means we will continue to take the first step is to **CREATE***

*and share an initial idea. Then, we can use the Conversation Pattern to develop our idea fully. Who remembers the gesture for **CREATE**? Pause to give wait time. Model doing the gesture for **CREATE** and have students practice.*
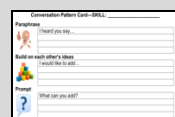
- **Gesture:** place hands over your head; open and close them as if an idea is coming out *and open*
- *We will use this gesture for sharing an initial idea.*

MODEL/GUIDED PRACTICE

ELD.PI.1.1 EX
ELD.PI.1.5 EX
ELD.PI.1.6 EX
ELD.PI.1.7 EX
ELD.PII.1.1 EX
ELD.PII.1.4 EX
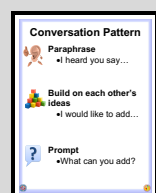
CONVERSATION PATTERN POSTER

CLASS CONVERSATION PATTERN GUIDE

CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER (PRIMARY)

Model—Prompt & Response Starters

NOTE: Select **one prompt/response starter for each subskill** that corresponds to the proficiency level of the majority of your students. Pre-chart or add your selected prompt and response starters on your **Conversation Pattern Poster** or **Class Conversation Pattern Guide** to display and use during the lesson.

Let's review the prompt and response starters that you may use in your conversations.

*First, let's talk about how you will share your initial idea (do gesture for **CREATE**). When you begin your conversation, you have to share an initial idea.*

(Point to pre-charted initial idea response starter)

> *Turn and talk to your partner. How will you say your initial idea?*
> Call on one student to share which response starter they might use.

Once you've shared your initial idea, you will continue by using the Conversation Pattern.

PROMPT & RESPONSE STARTERS		
INITIAL IDEA		
I notice…	I notice that…	Something I notice is…
PARAPHRASE		
I heard… You said…	I heard you say… I think you said…	In other words, … To paraphrase,…
BUILD ON		
I want to add… I think…	I would like to add… I also think…	Additionally,… Another detail is,…
PROMPT		
What else…? What can you add?	What else do you notice? What else can you add?	What other details can you add? How can you add to this idea?
EMERGING	**EXPANDING**	**BRIDGING**

Emphasize one prompt/response starter for each subskill you've charted from previous lessons using the **Class Conversation Pattern Guide** or **Conversation Pattern Poster**.

> *Turn and talk to your partner. What will you say to **paraphrase**?*
> Call on one student to share which response starter they might use.

*Turn and talk to your partner. What will you say to **build on**?* Call on one student to share which response starter they might use.

*Turn and talk to your partner. What will you say to **prompt** your partner?* Call on one student to share which prompt starter they might use.

*You will use the **Conversation Pattern Poster** or the Class Conversation Pattern Guide (point to pre-charted response starters) to remind you of the pattern.* Chorally read the response starters again if necessary.

Review the Constructive Conversations Listening Task Poster

NOTE: Lessons 5-9 will focus on highlighting the first three bullets of the **Constructive Conversations Listening Task Poster (Primary).** The remaining bullets will be highlighted in subsequent lessons.

Display the **Constructive Conversations Listening Task Poster (Primary)** and read each of the questions.

You will listen actively to a Constructive Conversation. As you listen, think…

How did I…
- *paraphrase a partner's ideas?*
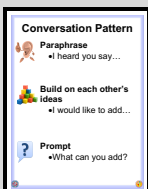- *add on to a partner's ideas?*

MODEL/GUIDED PRACTICE (CONTINUED)	• *ask questions to help a partner?*

Introduce Infographic —CREATE & CLARIFY

NOTE: You may use one of the following options to present the Model Constructive Conversation: Play the audio using the **Digital Lessons**, ask for a previously selected adult or upper grade student volunteer to read with you, use puppets or dolls to represent the two students.

Display the **Teacher Infographic** and the **Class Conversation Pattern Guide** or the **Conversation Pattern Poster.** *In past lessons, we used a visual text. From now on we will also use an infographic. An infographic is an informational text that combines visuals and words to provide information about a topic.*

We will use this new infographic to have a conversation about the topic. First, we will listen to a model of what your conversation should sound like. This will help us improve our conversations.

TEACHER INFOGRAPHIC

CONVERSATION PATTERN POSTER

CLASS CONVERSATION PATTERN GUIDE

CONVERSATION CODING KEY

ID	Initial Idea
PAR	Paraphrase
BO	Build on
PR	Prompt
UNDERLINE PROMPT & RESPONSE STARTERS	

Three Listens Protocol

We will listen to the conversation three times. Each time we will focus on something different.

> **Prompt: What do you notice in the infographic? Use details to CLARIFY your ideas.**

1st Listen (Listen for Context – Message Level Understanding)
- Teacher reads the prompt
- Teacher models using think time and pointing at key elements of the infographic before reading the script or playing the audio
- Students listen to the entire conversation to get the gist—the message

The first time we listen, we will listen actively to understand what Student A and Student B are talking about. Are they answering the prompt?

Read the entire model or play audio.

> ***Prompt: What do you notice in the infographic? Use details to CLARIFY your ideas.***

Model Conversation (CODED FOR TEACHER REFERENCE ONLY)

Student A1:	I notice that the title says "Be a Good Citizen!". **[ID]** There are three rows with two pictures each. **[ID]** What can you add? **[PR]**
Student B1:	I notice that there are six pictures of children at school on the playground and in the classroom and a paragraph below each picture. **[ID]** What else can you add? **[PR]**
Student A2:	I heard you say that there are pictures with children in them and text below each picture explaining each one. **[PAR]** I want to add that the subtitle says, "Be Safe" in the first row right under the title. What else can you add? **[PR]**
Student B2:	I heard you say that the first heading says to be safe. **[PAR]** I want to add that there are two pictures underneath the heading. **[BO]** One of the pictures shows children playing on the playground waiting in line to go on the red slide. They are taking turns sliding down. **[BO]** The text says that they are cooperating. **[BO]** What else can you add? **[PR]**

MODEL/GUIDED PRACTICE (CONTINUED)	Student A3:	I heard you say that the students are playing safely by cooperating on the playground. [PAR] I want to add that the picture next to it shows ==two students==. The boy in the yellow
	Student B3:	I heard you say that the boy is being a bully because he is threatening the girl. [PAR] I want to add that the next heading says "Be Respectful". [BO] What else can you add? [PR]
	Student A4:	I heard you say that another subtitle in the infographic says to "Be Respectful". [PAR] I want to add that underneath the subtitle there is a picture of a boy who is making a ==silly face==. [BO] What else can you add? [PR]
	Student B4:	I heard you say there is a boy who is acting foolishly. [PAR] I want to add that the text underneath that picture says "Respectful students do not distract others". [BO] What else can you add? [PR]

What were the students talking about? How do you know? Use your think time. Give students some think time. *Turn and talk to your partner.* Give students 1 minute to talk to a partner. Call on one or two students to share.

2nd Listen: (Listen for the Language of the Skill – Sentence Level)
- Teacher and students chorally read the prompt
- Teacher models consulting the **Prompt and Response Starters** for the language of skill (See **Coded Model** and **Conversation Coding Key** for your reference)
- Students listen to the first **two full turns** of the conversation
- Teacher stops at key moments to make sure students hear the language of the skill
- Students chorally chant the prompt or response starter they heard

This time we will listen actively for the language of the skills. What prompt and response starters are they using to speak in complete sentences?

Prompt: What do you notice in the infographic? Use details to CLARIFY your ideas.

Read each student's turn or play audio. Pause after each prompt or response starter. Have students chorally chant the prompt or response starter they just heard (see below).

Listen to what Student A says. I will stop so you can tell me what you heard.

| Student A1: | *I notice that* (pause and let students chant the response starter) *the title says "Be a Good Citizen!".* [ID] *There are three rows with two pictures each.* [ID] *What can you add?* [PR] (pause and let students chant the response starter) |

Listen to what Student B says. I will stop so you can tell me what you heard.

| Student B1: | *I notice that* (pause and let students chant the response starter) *there are six pictures of children on a playground and in a classroom at school.* [ID] *There is a paragraph below each picture.* [ID] *What else can you add?* [PR] (pause and let students chant the response starter) |

Listen to what Student A says next.

| Student A2: | *I heard you say* (Pause and let students chant the response starter) *that there are pictures with children in them and text below each picture explaining each one.* [PAR] *I want to add that* (pause and let students chant the response starter) *the subtitle says, "Be Safe" in the first row right under the title.* [BO] *What else can you add?* [PR] (pause and let students chant the response starter) |

MODEL/GUIDED PRACTICE (CONTINUED)	*Listen to what Student B says next.*

Student B2:	*I heard you say* **(pause and let students chant the response starter)** *that the first heading says to be safe.* **[PAR]** *I want to add that* **(pause and let students chant the response starter)** *there are two pictures underneath the heading.* **[BO]** *One of the pictures shows children playing on the playground waiting in line to go on the red slide. They are taking turns sliding down.* **[BO]** *The text says that they are cooperating.* **[BO]** *What else can you add?* **[PR] (pause and let students chant the response starter)**

What prompt and response starters did they use to speak in complete sentences? Use your think time. Give students some think time. *Turn and talk to your partner.* Give students 1 minute to talk to a partner. Call on one or two students to share.

3rd Listen: (Listen for the Conversation Pattern)
- Teacher and students chorally read the prompt
- Teacher models using think time and pointing at key elements of the **Class Conversation Pattern Guide** or the **Conversation Pattern Poster** throughout the 3rd listen
- Students listen to the entire conversation turn by turn
- Teacher stops at key moments to make sure students understand the pattern
- Students will show what they heard using the gestures and the Conversation Pattern Game Cards

Let's listen actively to what Student A says. Make the gestures for what you hear.

Prompt: What do you notice in the infographic? Use details to CLARIFY your ideas.

Student A1:	*I notice that* the title says "Be a Good Citizen!". **[ID]** *There are three rows with two pictures each.* **[ID]** *What can you add?* **[PR]**

Using the gestures as we listen to the Model Conversation helps us focus on the pattern. Great job!

*Let's listen again to what Student A says. You will now use your **Conversation Pattern Game Cards** to show what you heard.*

I notice that student A begins by stating her initial idea. How do I know? Hmmm. What response starter did she use? That's right. She said, "I notice that …" and that helped her say her initial idea. What did she say next? Hmmm. She prompted her partner by saying, "What can you add?"

Raise your hand if you are Student A. Show me the card for Initial Idea + Prompt. Good. Place it in front of you.

Listen actively to what Student B says next. Make the gestures for what you hear.

Student B1:	*I notice that* there are six pictures of children on a playground and in a classroom at school. **[ID]** *There is a paragraph below each picture.* **[ID]** *What else can you add?* **[PR]**

Did Student B state his initial idea and prompt his partner? How do you know? Use your think time. Pause to give students Think Time. *Now turn and talk to your partner.* Give students 1 minute to Turn and Talk. Have 1 or 2 students share.

Raise your hand if you are Student B. Show me the card for Initial Idea + Prompt. Good. Place it in front of you.

Listen actively to what Student A says next. Make the gestures for what you hear.

Student A2:	*I heard you say* that there are pictures with children in them and text below each picture explaining each one. **[PAR]** *I want to add that* the subtitle says, "Be Safe" in the first row right under the title. *What else can you add?* **[PR]**

Using the gestures as we listen to the Model Conversation helps us focus on specific language. Great job!

MODEL/GUIDED PRACTICE (CONTINUED)	*Let's listen again to what Student A says. You will use your Conversation Pattern Game Cards to show what you heard.*
	I notice that Student A begins by paraphrasing what Student B said. How do I know? Hmmm. What response starter did she use to paraphrase? That's right. She said, "I heard you say …" What did she say next? Hmmm. Then, she added more details. She built on her own idea and then prompted her partner by saying, "What else can you add?"

Raise your hand if you are Student A. Did she follow the pattern? How do you know? Good. Place the next card in front of you.

Listen actively to what Student B says next. Make the gestures for what you hear.

Student B2:	I heard you say *that the first heading says to be safe.* [PAR] I want to add that *there are two pictures underneath the heading.* [BO] *One of the pictures shows children playing on the playground waiting in line to go on the red slide. They are taking turns sliding down.* [BO] *The text says that they are cooperating.* [BO] What else can you add? [PR]

Did Student B follow the Conversation Pattern? How do you know? Use your think time. Pause to give students Think Time. *Now turn and talk to your partner.* Give students 1 minute to Turn and Talk. Have 1 or 2 students share.

Raise your hand if you are Student B. Did he follow the pattern? Yes. Good. Place the next card in front of you.

GUIDED PRACTICE

Listen actively to what Student A says next. Make the gestures for what you hear.

Prompt: What do you notice in the infographic? Use details to CLARIFY your ideas.

Student A3:	I heard you say *that the students are playing safely by cooperating on the playground.* [PAR] I want to add that *the picture next to it shows two students. The boy in the yellow shirt is yelling at the girl who is covering her ears.* [BO] *The text says the boy is bullying the other student by screaming.* [BO] What else can you add? [PR]

Using the gestures as we listen to the Model Conversation helps us focus on specific language. Great job!

Let's listen again to what Student A says. Raise your hand if you are Student A. Did she follow the pattern? How do you know? Good. Place the next card in front of you.

Listen actively to what Student B says next. Make the gestures for what you hear.

Student B3:	I heard you say *that the boy is being a bully because he is threatening the girl.* [PAR] I want to add that *the next heading says "Be Respectful".* [BO] What else can you add? [PR]

Did Student B follow the Conversation Pattern? How do you know? Use your think time. Pause to give students Think Time. *Now turn and talk to your partner.* Give students 1 minute to Turn and Talk. Have 1 or 2 students share.

Raise your hand if you are Student B. Did he follow the pattern? Yes. Good. Place the next card in front of you.

MODEL/GUIDED PRACTICE (CONTINUED)	*Listen actively to what Student A says next. Make the gestures for what you hear.*

Student A4:	*I heard you say that another subtitle in the infographic says to "Be Respectful". [PAR] I want to add that underneath the subtitle there is a picture of a boy who is making a silly face. [BO] What else can you add? [PR]*

Using the gestures as we listen to the Model Conversation helps us focus on specific language. Great job!

Let's listen again to what Student A says. Raise your hand if you are Student A. Did she follow the pattern? Yes. Good. Place the next card in front of you.

Listen actively to what Student B says next. Make the gestures for what you hear.

Student B4:	*I heard you say there is a boy who is acting foolishly. [PAR] I want to add that the text underneath that picture says "Respectful students do not distract others". [BO] What else can you add? [PR]*

Did Student B follow the Conversation Pattern? How do you know? Use your think time. Pause to give students think time. *Now turn and talk to your partner.* Give students 1 minute to Turn and Talk. Have 1 or 2 students share.

Raise your hand if you are Student B. Did he follow the pattern? Good. Place the next card in front of you.

Let's think. How many turns did Student A take? How many turns did Student B take? Yes, four turns. How many turns should you take? Yes, at least four turns. You will use the cards to help you.

Differentiation Opportunity – Extended Practice

NOTE: Noun phrases used to cite details from the text are **highlighted in yellow**; you may refer to these examples when you debrief the Model Constructive Conversation

For students performing at the **Expanding (EX) to Bridging (BR) level:**

Using noun phrases to add details makes your ideas clearer. Let's take another listen/look at the language the two speakers used to add details. (Refer to highlighted examples) *How did they add details? Turn and talk to your partner.* Have one or two students share out.

STUDENT PRACTICE	**Constructive Conversation Game with Both Texts**

ELD.PI.1.1 EX
ELD.PI.1.5 EX
ELD.PI.1.7 EX
ELD.PII.1.1 EX
ELD.PII.1.4 EX

STUDENT INFOGRAPHIC

CONVERSATION PATTERN GAME CARDS

PROMPT & RESPONSE STARTERS

Constructive Conversation Game with Both Texts

Display **Class Conversation Pattern Guide** or the **Conversation Pattern Poster.** Display and distribute the **Student Infographic.** Organize students into pairs and distribute **Conversation Pattern Game Cards** and the **Prompt and Response Starters** according to proficiency level **(SEE RESOURCES)**.

Now you will play the Constructive Conversation Game. You will use the infographic. First, we must share an initial idea and prompt our partner. Then, take turns and use the Conversation Pattern.

Prompt: What do you notice in the infographic? Use details to CLARIFY your ideas.

I will walk around and listen to notice who is using the Conversation Pattern. Remember to use your Prompt and Response Starters.

Formative Assessment

Monitor students as they converse. When they are finished, select two students who will Fishbowl Model in front of the class. Use the **SPF 1.0** to collect a Constructive Conversation Language Sample as they model in front of the class.

Debrief: Whole-Group Discussion of Student Model

Facilitate a whole-group discussion to debrief how the students did the following:
1. *How did they use the Conversation Pattern?*
2. *What language did they use?*

FORMATIVE ASSESSMENT	**Student Progress Form (SPF) 1.0-Constructive Conversation Sample**
SPF 1.0	After the students have played the Constructive Conversation Game to practice the Conversation Pattern, select two students to Fishbowl Model to have a Constructive Conversation in front of the class (SEE PREVIOUS SECTION). Students will address the following prompt:
	Prompt: What do you notice in the infographic? Use details to CLARIFY your ideas.
	Collect a language sample from the two students using the **SPF 1.0**. The language sample must be at least four turns in length.

DIFFERENTIATED INSTRUCTION	**Differentiated Instruction**
	Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size.
	Group 1 – **(Teacher Group)** - Revise/rewrite a turn from a Start Smart 1.0 Model Conversation for **CLARIFY** to include the **Conversation Pattern**
	Group 2 – With a partner, practice **Conversation Pattern** using the infographic
	Group 3 – With a partner, practice **Conversation Pattern** using a different infographic
	Group 4 – With a partner, label what you notice in the infographic from this lesson

WRAP-UP ELD.PI.1.1 EX	**Review ELD Objective and Self-Evaluate**
	In this lesson, you…
	• *reviewed the Conversation Pattern*
	• *practiced using the Conversation Pattern with an infographic*
	• *had a conversation with a partner*
	Ask students to reflect on the following:
	• *How did the Conversation Pattern help us?*
	• *Think about…*
	○ *One thing that you did well*
	○ *One thing you want to improve*
	• *Share and explain to your partner*
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

<table>
<tr><td colspan="2">
<h1>Lesson 7: Practice CREATE & CLARIFY with Both Texts</h1></td></tr>
<tr><td>ELD OBJECTIVE</td><td>Students will be able to engage in a Constructive Conversation focused on CREATE and CLARIFY in paired and whole group discussions using both a visual text and an infographic.

Note: Students will begin working with a new partner and continue with that partner for lessons 7-11.</td></tr>
<tr><td></td><td></td></tr>
<tr><td>STUDENT FRIENDLY ELD OBJECTIVE</td><td>In this lesson, you will…
review the Conversation Pattern
listen to a Model and Non-Model for CREATE and CLARIFY
have a Constructive Conversation using a visual text and infographic</td></tr>
<tr><td></td><td></td></tr>
<tr><td>OPENING

ELD.PI.1.1 EX
ELD.PI.1.5 EX

CONVERSATION NORMS POSTER

K-1 CONVERSATION NORMS POSTER</td><td>Display Student Friendly ELD Objective, <u>Conversation Norms Poster</u>, and Conversation Pattern Poster. Establish partnerships for lessons 7 through 11.

Point to and read charted Student-Friendly ELD Objectives. We will CREATE and CLARIFY ideas during our conversations. The Conversation Pattern will help us have better conversations.

Let's review the Pattern-paraphrasing (make gesture), building on (make gesture), and prompting (make gesture). We will also remember to follow our Conversation Norms (Point to Conversation Norms Poster.)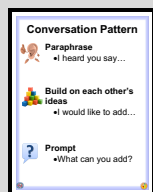

Using the language of the skill will help you CLARIFY your ideas. This means we use prompt and response starters to speak in complete sentences (point to poster). How will this help you during your conversations? Turn and talk to your partner.<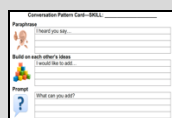/em> Give students 1 minute to talk to a partner.

Affirm all responses and say: I heard many of you say that (point to K-1 Norms Poster) using the prompt and response starters like the ones we use with our Conversation Pattern (point to the Conversation Pattern Poster or the Class Conversation Pattern Guide) will help us CLARIFY our ideas.</td></tr>
<tr><td></td><td></td></tr>
<tr><td>REVIEW

ELD.PI.1.1 EX
ELD.PI.1.5 EX
ELD.PII.1.1 EX

CONVERSATION PATTERN POSTER

CLASS CONVERSATION PATTERN GUIDE</td><td><h2>Review the Conversation Pattern</h2>Use the Conversation Pattern Poster to review each subskill.

Who can help us review the pattern together? Have two student volunteers come to the front of the room and lead the class in reviewing the gestures as they chorally recite each of the subskills of the Conversation Pattern.

How does the Conversation Pattern help you to CLARIFY your ideas? Turn and talk to your partner. Have one or two students share out.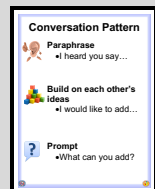

Teacher Think Aloud: The Conversation Pattern helps me to CLARIFY or add details about my ideas, but if I haven't shared an idea, I have nothing to CLARIFY. This means the first step is to CREATE and share an initial idea. Then, I can use the Conversation Pattern to develop my idea fully.</td></tr>
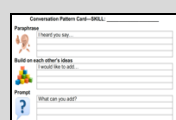</table>

**CONVERSATION
PATTERN POSTER**

**CLASS
CONVERSATION
PATTERN GUIDE**

Model—Review Prompt & Response Starters

NOTE: Select **one prompt/response starter for each subskill** that corresponds to the proficiency level of the majority of your students. Pre-chart or add your selected prompt and response starters on your **Conversation Pattern Poster** or **Class Conversation Pattern Guide** to display and use during the lesson.

We will use the prompt and response starters to help us follow the Conversation Pattern. Here are some new ones. (Point to pre-charted response starters.)

The goal of this lesson is to **CREATE** and **CLARIFY** ideas. I will use the Conversation Pattern and the Prompt and Response Starters to help me.

Turn and talk to your partner. How will you say your initial idea?
Call on one student to share which response starter they might use.

PROMPT & RESPONSE STARTERS		
INITIAL IDEA		
I understand…	The texts help me understand…	What I understood from the texts is…
PARAPHRASE		
I heard… You said…	I heard you say… I think you said…	In other words, … To paraphrase,…
BUILD ON		
I want to add… I think…	I would like to add… I also think…	Additionally, … Another detail is,…
PROMPT		
What else…? What can you add?	What else do you notice? What else can you add?	What other details can you add? How can you add to this idea?
EMERGING	**EXPANDING**	**BRIDGING**

Once you've shared your initial idea, you will continue by using the Conversation Pattern.

Emphasize one prompt/response starter for each subskill you've charted from previous lessons using the **Class Conversation Pattern Guide** or the **Conversation Pattern Poster**. (Point to pre-charted response starters.)

Turn and talk to your partner. What will you say to paraphrase?
Call on one student to share which response starter they might use.

Turn and talk to your partner. What will you say to build on? Call on one student to share which response starter they might use.

Turn and talk to your partner. What will you say to prompt your partner? Call on one student to share which prompt starter they might use.

*You will use the **Conversation Pattern Poster** or the **Class Conversation Pattern Guide** (point to pre-charted response starters) to remind you of the pattern.* Chorally read the response starters again.

Review the Constructive Conversations Listening Task Poster

NOTE: Lessons 5-9 will focus on highlighting the first three bullets of the **Constructive Conversations Listening Task Poster.** The remaining bullets will be highlighted in subsequent lessons.

Display the **Constructive Conversations Listening Task Poster (Primary)** and read each of the questions.

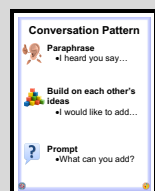*You will listen actively to a Constructive Conversation. As you listen, think…*

How did I…
- *paraphrase a partner's ideas?*
- *add on to a partner's ideas?*
- *ask questions to help a partner*

**CONSTRUCTIVE
CONVERSATIONS
LISTENING TASK
POSTER**

<table>
<tr><td>

MODEL/GUIDED PRACTICE (CONTINUED)

TEACHER VISUAL TEXT & INFOGRAPHIC

Conversation Pattern
Paraphrase
• I heard you say…

Build on each other's ideas
• I would like to add…

? Prompt
• What can you add?

CONVERSATION PATTERN POSTER

CLASS CONVERSATION PATTERN GUIDE

CONVERSATION PATTERN GAME CARDS

</td><td>

Introduce Visual Text & Infographic Model—CREATE & CLARIFY

NOTE: You may use one of the following options to present the Model Constructive Conversation: Play the audio using the **Digital Lessons,** ask for a previously selected adult or upper grade student volunteer to read with you, use puppets or dolls to represent the two students.

Display the **Teacher Visual Text and Infographic**.

We used a visual text to have conversations and then we used an infographic. From now on, we will be using both texts together. The Conversation Pattern will help us.

Let's say the pattern together. Show each **Conversation Pattern Game Card** in order as you review each part of the pattern.

Let's listen to a Model Constructive Conversation that uses the Conversation Pattern. This will help us improve our conversations.

Three Listens Protocol

We will listen to the conversation three times. Each time we will focus on something different.

> **Prompt: What do the texts help you understand? Use details to CLARIFY.**

1st Listen (Listen for Context – Message Level Understanding)
- Teacher reads the prompt
- Teacher models using think time and pointing at key elements of the visual text before reading the script or playing the audio
- Students listen to the entire conversation to get the gist—the message

The first time we listen, we will listen actively to understand what Student A and Student B are talking about. Are they answering the prompt? Read the entire model or play audio.

> **Prompt: What do the texts help you understand? Use details to CLARIFY.**

</td><td>

CONVERSATION CODING KEY

ID	Initial Idea
PAR	Paraphrase
BO	Build on
PR	Prompt

UNDERLINE PROMPT & RESPONSE STARTERS

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</table>

Model Conversation (CODED FOR TEACHER REFERENCE ONLY)

Student A1:	The texts help me understand how we should work together. **[ID]** What is your idea? **[PR]**
Student B1:	The texts help me understand how students should behave. **[ID]** What details can you add? **[PR]**
Student A2:	I heard you say that both texts help you understand how children should act. **[PAR]** I want to add that the visual text shows three students focused on slicing and studying red tomatoes. **[BO]** They are working together on their class project. **[BO]** What other details can you add? **[PR]**
Student B2:	I think you said that the visual text helps you understand how students show interest in their group work. **[PAR]** I would like to add that the infographic shows students focusing on their work while sitting on the rug. They are behaving respectfully by looking at and listening to the speaker. **[BO]** What other details can you add? **[PR]**
Student A3:	I heard you say that the students on the rug are being respectful to the person talking. **[PAR]** I want to add that the visual text shows one student wearing a white shirt holding half of a tomato with a silver knife stuck through it. **[BO]** He is not being a good citizen because he is not working safely or respectfully with his group. **[BO]** What other details can you add? **[PR]**

MODEL/GUIDED PRACTICE (CONTINUED)	Student B3:	I think you said that the student wearing the white shirt is not acting respectfully toward his group because he is being unsafe. **[PAR]** I would like to add that the infographic shows a boy making a silly face and throwing something in the classroom. **[BO]** He is not being respectful because he is distracting others. **[BO]** What other details can you add? **[PR]**
	Student A4:	I heard you say that the boy is behaving disrespectfully by not allowing his classmates to focus on their work. **[PAR]** I want to add that in the visual text the boy with the white shirt is trying to distract the other boy. **[BO]** That is not a good way to work together. **[BO]** What other details can you add? **[PR]**
	Student B4:	I think you said that one boy is trying to distract another student from his work. **[PAR]** I would like to add that the infographic says to keep your hands and bodies in your own space. **[BO]** This helps you to behave by staying focused and not distracting others. **[BO]** What other details can you add? **[PR]**

What were the students talking about? How do you know? Use your think time. Give students some Think Time. *Turn and talk to your partner.* Give students 1 minute to talk to a partner. Call on one or two students to share.

2nd Listen: (Listen for the Language of the Skill – Sentence Level)
* Teacher and students chorally read the prompt
* Teacher models consulting the charted **Prompt and Response Starters** for the language of skill (See **Coded Model** and **Conversation Coding Key** for your reference)
* Students listen to the first **two full turns** of the conversation
* Teacher stops at key moments to make sure students hear the language of the skill
* Students chorally chant the prompt or response starter they heard

This time we will listen actively for the language of the skills. What prompt and response starters are they using to speak in complete sentences?

Prompt: What do the texts help you understand? Use details to CLARIFY.

Read each student's turn or play audio. Pause after each prompt or response starter. Have students chorally chant the prompt or response starter they just heard.

Listen to what Student A says. I will stop so you can tell me what you heard.

| Student A1: | *The texts help me understand* **(pause and let students chant the response starter)** *how we should work together.* **[ID]** *What is your idea?* **[PR] (pause and let students chant the response starter)** |

Listen to what Student B says. I will stop so you can tell me what you heard.

| Student B1: | *The texts help me understand* **(pause and let students chant the response starter)** *how students should behave.* **[ID]** *What details can you add?* **[PR] (pause and let students chant the response starter)** |

Listen to what Student A says next.

| Student A2: | *I heard you say* **(pause and let students chant the response starter)** *that both texts help you understand how children should act.* **[PAR]** *I want to add that* **(pause and let students chant the response starter)** *the visual text shows three students focused on slicing and studying red tomatoes.* **[BO]** *They are working together on their class project.* **[BO]** *What other details can you add?* **[PR] (pause and let students chant the response starter)** |

Listen to what Student B says next.

MODEL/GUIDED PRACTICE (CONTINUED)	Student B2:	*I think you said* **(pause and let students chant the response starter)** *that the visual text helps you understand how student show interest in their group work.* **[PAR]** *I would like to add that* **(pause and let students chant the response starter)** *the infographic shows students focusing on their work while sitting on the rug. They are behaving respectfully by looking at and listening to the speaker.* **[BO]** *What other details can you add?* **[PR] (pause and let students chant the response starter)**

What prompt and response starters did they use to speak in complete sentences? Use your think time. Give students some Think Time. *Turn and talk to your partner.* Give students 1 minute to talk to a partner. Call on one or two students to share.

3rd Listen: (Listen for the Conversation Pattern)
- Teacher and students chorally read the prompt
- Teacher models using think time and pointing at key elements of the **Class Conversation Pattern Guide** or the **Conversation Pattern Poster** throughout the 3rd listen
- Students listen to the entire conversation turn by turn
- Teacher stops at key moments to make sure students understand the pattern
- Students will show what they heard using the gestures and the **Conversation Pattern Game Cards**

Let's listen actively to what each student says turn by turn. Make the gestures for what you hear. Then, you will use your Conversation Pattern Game Cards to show what you heard.

Read each student's share or play audio while students use gestures for what they hear. Pause at key moments to make sure students understand the pattern. Direct students to show what they heard using the Conversation Pattern Game Cards. (See Lessons 5 & 6 for additional guidance with this part of the protocol.)

Let's think. How many turns did Student A take? How many turns did Student B take? Yes, four turns. How many turns should you take? Yes, at least four turns. You will use the cards to help you.

Differentiation Opportunity – Extended Practice
NOTE: **Noun phrases** used to cite details from the text are **highlighted in yellow**; you may refer to these examples when you debrief the Model Constructive Conversation

For students performing at the **Expanding (EX) to Bridging (BR) level:**

Using noun phrases to add details makes your ideas clearer. Let's take another listen/look at the language the two speakers used to add details. (Refer to highlighted examples) *How did they add details? Turn and talk to your partner.* Have one or two students share out.

Introduce Visual Text and Infographic Non-Model--CREATE & CLARIFY
Listen actively to this Non-Model Conversation. These two partners did not follow the Conversation Pattern. Their conversation needs to improve. As you listen, think about how we could make it better.

Prompt: What do the texts help you understand? Use details to CLARIFY.

Non-Model Conversation

Student A1:	We need to be safe, respectful and responsible.
Student B1:	The title is "Be a Good Student".
Student A2:	The visual text is about a classroom project.

MODEL/GUIDED PRACTICE (CONTINUED)	

Student B2:	It also has kids at centers.
Student A3:	Yeah. In the infographic, some kids are good and some are bad.
Student B3:	I agree. They shouldn't throw things.
Student A4:	I agree. I think it's good to raise your hand.
Student B4:	I notice that, too. The infographic also talks about playing with playdough.

Debrief the Non-Model Conversation

Guide students through an analysis of what makes this a **Non-Model** Constructive Conversation for the skills of **CREATE** and **CLARIFY.** Use the **Constructive Conversations Listening Task Poster** and the **Class Conversation Pattern Guide** as a reference.

What makes this a non-model conversation? How can we improve it? Use your think time. Think about (read the first three bullets of the **Constructive Conversations Listening Task Poster**) *and the Conversation Pattern. Now, turn and talk to your partner.* Have one or two students share out.

Differentiation Opportunity – Extended Practice

For students performing at the **Expanding (EX) to Bridging (BR) level:**
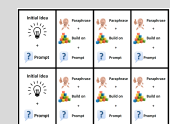
What adjectives or other details such as color words or numbers would you add? Use your think time. Now, turn and talk to your partner. Have one or two students share out.

STUDENT PRACTICE

ELD.PI.1.1 EX
ELD.PI.1.5 EX
ELD.PI.1.6 EX
ELD.PI.1.7 EX
ELD.PII.1.1 EX
ELD.PII.1.4 EX

STUDENT VISUAL TEXT & INFOGRAPHIC

CONVERSATION PATTERN GAME CARDS

PROMPT & RESPONSE STARTERS

Constructive Conversation Game with Both Texts

Display **Class Conversation Pattern Guide** or the **Conversation Pattern Poster.** Display and distribute the **Student Visual Text and Infographic.**

Organize students into pairs and distribute **Conversation Pattern Game Cards** and the **Prompt and Response Starters** according to proficiency level **(SEE RESOURCES)**.

Now you will play the Constructive Conversation Game. You will use both texts. First, you must share an initial idea and prompt your partner. Then, take turns and use the Conversation Pattern.

Prompt: What do the texts help you understand? Use details to CLARIFY.

I will walk around and listen to notice who is using the Conversation Pattern. Remember to use your Prompt and Response Starters.

Formative Assessment

Monitor students as they play the game and provide feedback as needed. Then select two students who will Fishbowl Model in front of the class when they're done playing the game. Use the **SPF 2.0** to collect a Constructive Conversation Language Sample as they model in front of the class.

Debrief: Whole-Group Discussion of Student Model

Facilitate a whole-group discussion to debrief how the students did the following:
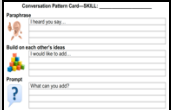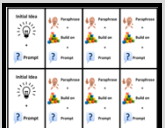1. *How did they use the Conversation Pattern?*
2. *What language did they use?*

FORMATIVE ASSESSMENT	**Student Progress Form (SPF) 2.0-Constructive Conversation Sample**
SPF 2.0	After the students have played the Constructive Conversation Game to practice the Conversation Pattern, select two students to Fishbowl Model a Constructive Conversation in front of the class (SEE PREVIOUS SECTION). Students will address the following prompt: **What do the texts help you understand? Use details to CLARIFY.** Collect a language sample from the two students using the **SPF 2.0**. The language sample must be at least four turns in length

DIFFERENTIATED INSTRUCTION	**Differentiated Instruction**
	Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size. Group 1 – **(Teacher Group)** - Revise/rewrite a turn from a Start Smart 1.0 Model Conversation for **CREATE** & **CLARIFY** to include the **Conversation Pattern** Group 2 – With a partner, practice the **Conversation Pattern** using both texts Group 3 – With a partner, practice the **Conversation Pattern** using only one text Group 4 – With a partner, label what you notice in the texts from this lesson

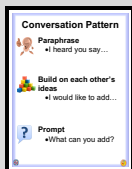| WRAP-UP ELD.PI.1.1 EX	**Review ELD Objective and Self-Evaluate**

	In this lesson, you…
	• *reviewed the Conversation Pattern*
	• *listened to a Model and Non-Model for CREATE and CLARIFY*
	• *had a Constructive Conversation using a visual text and infographic*
	
	Ask students to reflect on the following:
	• *How did the Conversation Pattern help us?*
	• *Think about…*
	  ○ *One thing that you did well*
	  ○ *One thing you want to improve*
	• *Share and explain to your partner*
	
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

Start Smart 2.0 - Conversation Practices
Lesson 8: Code the Model & Practice the Pattern

ELD OBJECTIVE	Students will be able to analyze the structure of a Constructive Conversation focused on the skills of **CREATE** and **CLARIFY** in paired and whole group discussions using both a visual text and an infographic.

STUDENT FRIENDLY ELD OBJECTIVE	In this lesson, you will… • review the Conversation Pattern • understand the Model Constructive Conversation • have a Constructive Conversation using both texts

OPENING ELD.PI.1.1 EX ELD.PI.1.5 EX CONVERSATION NORMS K-1 CONVERSATION NORMS POSTER	**Display Student Friendly ELD Objective, <u>Conversation Norms Poster</u>,** and **<u>Conversation Pattern Poster</u>.** Continue with established partnerships for lessons 7 through 11. *We will **CREATE** and **CLARIFY** ideas during our conversations. The Conversation Pattern will help us have better conversations.* Point to and read charted Student-Friendly ELD Objective. *Let's review the Pattern-**paraphrasing** (make gesture), **building on** (make gesture), and **prompting** (make gesture). We will also remember to follow our Conversation Norms (Point to **<u>Conversation Norms Poster</u>**.)* *Using the language of the skill will help you **CLARIFY** your ideas. This means we use prompt and response starters to speak in complete sentences (point to poster). How will this help you during your conversations? Turn and talk to your partner.* Give students 1 minute to talk to a partner. Affirm all responses and say: *I heard many of you say that (point to K-1 Norms Poster) using the prompt and response starters like the ones we use with our Conversation Pattern (point to the **<u>Conversation Pattern Poster</u>** or the **<u>Conversation Pattern Guide</u>**) will help us **CLARIFY** our ideas.*

REVIEW ELD.PI.1.1 EX ELD.PI.1.3 EX ELD.PI.1.5 EX ELD.PII.1.1 EX CLASS CONVERSATION PATTERN GUIDE CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER CONVERSATION PATTERN GAME CARDS	## Review - Conversation Pattern Display the **<u>Conversation Pattern Poster</u>** or **<u>Class Conversation Pattern Guide</u>** and use the **<u>Conversation Pattern Game Cards</u>** to review the pattern. *In the last few lessons, we focused on how to **CLARIFY** your ideas by using the **<u>Conversation Pattern</u>** (Point to Poster).* *Who can help us review the pattern together?* Have two student volunteers come to the front of the room and lead the class in reviewing the gestures as they chorally recite each of the subskills of the Conversation Pattern. (**<u>Use the Conversation Pattern Game Cards</u>** as a visual.) *How do we begin a Constructive Conversation? What do we do next? Turn and talk to your partner.* Give students 1 minute to talk to a partner. Affirm all responses and say: *I heard many of you say that you would begin by stating your initial idea and prompt your partner.* (Use the Conversation Pattern Game Cards as a visual.) *Then, you follow the Conversation Pattern.*

Review - Prompt and Response Starters

REVIEW (CONTINUED)

CONVERSATION PATTERN POSTER

NOTE: Select prompt/response starter for each subskill that corresponds to the proficiency level of the majority of your students. Pre-chart or add selected prompt and response starters on your **Conversation Pattern Poster** or **Class Conversation Pattern Guide.**

Let's review the prompt and response starters that you may use in your conversations. Point to and chorally read the prompt/response starter for each subskill that you charted **(Conversation Pattern Guide** or **Conversation Pattern Poster)** in the previous lesson. *What response starter could we use to state an initial idea? To paraphrase? To prompt?*

PROMPT & RESPONSE STARTERS		
INITIAL IDEA		
I understand…	The texts help me understand…	My understanding of the texts is…
PARAPHRASE		
I heard… Your said…	I heard you say… I think you said…	In other words, … To paraphrase,…
BUILD ON		
I want to add… I think…	I would like to add… I also think…	Additionally, … Another detail is…
PROMPT		
What else…? What can you add?	What else do you notice? What else can you add?	What other details can you add? How can you add to this idea?
EMERGING	EXPANDING	BRIDGING

Review - Constructive Conversations Listening Task Poster

NOTE: Lessons 5-9 will focus on highlighting the first three bullets of the **Constructive Conversations Listening Task Poster.** The remaining bullets will be highlighted in subsequent lessons.

Display the **Constructive Conversations Listening Task Poster** and read each of the questions.

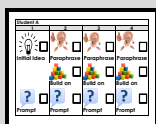*You will listen actively to a Constructive Conversation. As you listen, think…*
How did I…
- *paraphrase a partner's ideas?*
- *add on to a partner's ideas?*
- *ask questions to help a partner?*

Model/Guided Practice - Code the Model

MODEL/GUIDED PRACTICE

ELD.PI.1.1 EX
ELD.PI.1.5 EX
ELD.PI.1.7 EX
ELD.PI.1.11 EX
ELD.PII.1.1 EX

TEACHER VISUAL TEXT & INFOGRAPHIC

CONVERSATION PATTERN LISTENING TOOL

NOTE: You may use one of the following options to present the Model Constructive Conversation: Play the audio using the **Digital Option Lessons**, ask for a previously selected adult or upper grade student volunteer to read with you, use puppets or dolls to represent the two students.

Display the **Teacher Visual Text and Infographic** and the **Conversation Pattern Listening Tool.**

*With our partner, we will listen actively to the Model Constructive Conversation. You will use the gestures and the **Conversation Pattern Game Cards** to think about how each partner uses the Conversation Pattern. I will keep track of what we hear using this chart* (point to **Conversation Pattern Listening Tool**).

Distribute a set of the **Conversation Pattern Game Cards** to each student. Students sit next to their partner. Have pairs decide who is Partner A and who is Partner B.

Guide students through an analysis of the Model Constructive Conversation. Use the **Conversation Coding Key**, **Conversation Pattern Guide** and the **Listening Task Poster** to highlight language that makes this a Model Constructive Conversation for **CREATE** and **CLARIFY**.

CONVERSATION CODING KEY CREATE/CLARIFY	
ID	Initial Idea
PAR	Paraphrase
BO	Build on
PR	Prompt
UNDERLINE PROMPT & RESPONSE STARTERS	

MODEL/GUIDED PRACTICE (CONTINUED)	**Model**
	Let's listen actively to the Model Constructive Conversation. We will listen to one turn at a time. Make the gestures for what you hear.

CONVERSATION PATTERN GAME CARDS

CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER

Prompt: What do the texts help you understand? Use details to CLARIFY.

Student A1:	*The texts help me understand* how we should work together. **[ID]** *What is your idea?* **[PR]**

Using the gestures as we listen to the Model Conversation helps us focus on specific language. Great job!

*Let's listen again to what Student A says. You will now use your **Conversation Pattern Game Cards** to show what you heard.*

I notice that student A begins by stating her initial idea. How do I know? Hmmm. What response starter did she use to say her initial idea? That's right. She said, "The texts help me understand…" What did she say next? Hmmm. After she shared her initial idea, Student A prompted her partner by saying, "What is your idea?"

Raise your hand if you are Student A. Show me the card for Initial Idea + Prompt. Good. Place it in front of you. I will check it off on the chart (check off on the **Conversation Pattern Listening Tool**) *to show that Student A shared her initial idea and then prompted her partner.*

Listen actively to what Student B says next. Make the gestures for what you hear.

Student B1:	*The texts help me understand* how students should behave. **[ID]** *What details can you add?* **[PR]**

Did Student B state his initial idea? How do you know? Use your think time. Pause to give students Think Time. *Now turn and talk to your partner.* Give students 1 minute to Turn and Talk. Have 1 or 2 students share.

Listen actively to Student B. Make the gestures for what you hear.

Did Student B prompt his partner? How do you know? Use your think time. Pause to give students Think Time. *Now turn and talk to your partner.* Give students 1 minute to Turn and Talk. Have 1 or 2 students share.

Raise your hand if you are Student B. Show me the card for Initial Idea + Prompt. Good. Place it in front of you. I will check it off on the chart (check off on the **Conversation Pattern Listening Tool**) *to show that Student B shared his initial idea and then prompted his partner.*

Listen actively to what Student A says next. Make the gestures for what you hear.

Student A2:	*I heard you say* that both texts help you understand how children should act. **[PAR]** *I want to add that* the visual text shows three students focused on slicing and studying red tomatoes. **[BO]** They are working together on their class project. **[BO]** *What other details can you add?* **[PR]**

Using the gestures as we listen to the Model Conversation helps us focus on specific language. Great job!

Let's listen again to what Student A says. You will use your Conversation Pattern Game Cards to show what you heard.

I notice that Student A begins by paraphrasing what Student B said. How do I know? Hmmm. What response starter did she use to paraphrase? That's right. She said, "I heard you say …" What did she say next? Hmmm. Then, she added more details. She built on her own idea about working together. Finally, she prompted her partner by saying, "What other details can you add?"

MODEL/GUIDED PRACTICE (CONTINUED)	*Raise your hand if you are Student A. Did she follow the pattern? How do you know? Good. Place the next card in front of you. I will check it off on the chart* (check off on the **Conversation Pattern Listening Tool**) *to show that Student A paraphrased, built on, and prompted.*

Listen actively to what Student B says next. Make the gestures for what you hear.

Student B2:	*I think you said that the visual text helps you understand how students show interest in their group work.* **[PAR]** *I would like to add that the infographic shows students focusing on their work while sitting on the rug. They are behaving respectfully by looking at and listening to the speaker.* **[BO]** *What other details can you add?* **[PR]**

PAIRS *Did Student B follow the Conversation Pattern? How do you know? Use your think time.* Pause to give students Think Time. *Now turn and talk to your partner.* Give students 1 minute to Turn and Talk. Have 1 or 2 students share.

Raise your hand if you are Student B. Did he follow the pattern? Yes. Good. Place the next card in front of you. I will check it off on the chart (check off on the **Conversation Pattern Listening Tool**) *to show that Student B paraphrased, built on, and prompted.*

GUIDED PRACTICE

Listen actively to what Student A says next. Make the gestures for what you hear.

Prompt: What do the texts help you understand? Use details to CLARIFY.

Student A3:	*I heard you say that the students on the rug are being respectful to the person talking.* **[PAR]** *I want to add that the visual text shows one student wearing a white shirt holding half of a tomato with a silver knife stuck through it.* **[BO]** *He is not being a good citizen because he is not working safely or respectfully with his group.* **[BO]** *What other details can you add?* **[PR]**

Using the gestures as we listen to the Model Conversation helps us focus on specific language. Great job!

Let's listen again to what Student A says. You will use your Conversation Pattern Game Cards to show what you heard.

Raise your hand if you are Student A. Did she follow the pattern? How do you know? Good. Place the next card in front of you. I will check it off on the chart (check off on the **Conversation Pattern Listening Tool**) *to show that Student A paraphrased, built on, and prompted.*

Listen actively to what Student B says next. Make the gestures for what you hear.

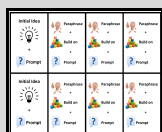| Student B3:	*I think you said that the student wearing the white shirt is not acting respectfully toward his group because he is being unsafe.* **[PAR]** *I would like to add that the infographic shows a boy making a silly face and throwing something in the classroom.* **[BO]** *He is not being respectful because he is distracting others.* **[BO]** *What other details can you add?* **[PR]**

PAIRS *Did Student B follow the Conversation Pattern? How do you know? Use your think time.* Pause to give students Think Time. *Now turn and talk to your partner.* Give students 1 minute to Turn and Talk. Have 1 or 2 students share.

Raise your hand if you are Student B. Did he follow the pattern? Yes. Good. Place the next card in front of you. I will check it off on the chart (check off on the **Conversation Pattern Listening Tool**) *to show that Student B paraphrased, built on, and prompted.*

Listen actively to what Student A says next. Make the gestures for what you hear.

MODEL/GUIDED PRACTICE (CONTINUED)	Student A4:	*I heard you say that the boy is behaving disrespectfully by not allowing his classmates to focus on their work.* **[PAR]** *I want to add that in the visual text the boy with the white shirt is trying to distract the other boy.* **[BO]** *That is not a good way to work together.* **[BO]** *What other details can you add?* **[PR]**

Using the gestures as we listen to the Model Conversation helps us focus on specific language. Great job!

Let's listen again to what Student A says. You will use your Conversation Pattern Game Cards to show what you heard.

Raise your hand if you are Student A. Did she follow the pattern? Yes. Good. Place the next card in front of you. I will check it off on the chart (check off on the **Conversation Pattern Listening Tool**) *to show that Student A paraphrased, built on, and prompted.*

Listen actively to what Student B says next. Make the gestures for what you hear.

Student B4:	*I think you said that one boy is trying to distract another student from his work.* **[PAR]** *I would like to add that the infographic says to keep your hands and bodies in your own space.* **[BO]** *This helps you to behave by staying focused and not distracting others.* **[BO]** *What other details can you add?* **[PR]**

Did Student B follow the Conversation Pattern? How do you know? Use your think time. Pause to give students Think Time. *Now turn and talk to your partner.* Give students 1 minute to Turn and Talk. Have 1 or 2 students share.

Raise your hand if you are Student B. Did he follow the pattern? Yes. Good. Place the next card in front of you. I will check it off on the chart (check off on the **Conversation Pattern Listening Tool**) *to show that Student B paraphrased, built on, and prompted.*

Let's think. How many turns did Student A take? How many turns did Student B take? Yes, four turns. How many turns should you take? Yes, at least four turns. You will use the cards to help you.

STUDENT PRACTICE

ELD.PI.1.1 EX
ELD.PI.1.3 EX
ELD.PI.1.5 EX
ELD.PI.1.6 EX
ELD.PI.1.12 EX
ELD.PII.1.1 EX
ELD.PII.1.4 EX

CONVERSATION PATTERN GAME CARDS

STUDENT VISUAL TEXT & INFOGRAPHIC

Constructive Conversation Game with Both Texts

Display **Conversation Pattern Guide** or the **Conversation Pattern Poster.** Display and distribute the **Student Visual Text** and **Infographic.** Organize students into pairs and distribute **Conversation Pattern Game Cards**.

Now you will play the Constructive Conversation Game. You will use both texts. First you must share an initial idea and prompt your partner. Then, take turns and use the Conversation Pattern.

Prompt: What do the texts help you understand? Use details to CLARIFY.

I will walk around and listen to notice who is using the Conversation Pattern. Remember to use your Prompt and Response Starters.

Formative Assessment

Monitor students as they converse. When they are finished, select two students who will Fishbowl Model in front of the class. Use the **SPF 2.0** to collect a Constructive Conversation Language Sample as they model in front of the class.

Debrief: Whole-Group Discussion of Student Model

Facilitate a whole-group discussion to debrief how the students did the following:
1. *How did they use the Conversation Pattern?*
2. *What language did they use?*

FORMATIVE ASSESSMENT	**Student Progress Form (SPF) 2.0-Constructive Conversation Sample**
SPF 2.0	After the students have played the Constructive Conversation Game, select two students to have Fishbowl Model a Constructive Conversation in front of the class (SEE PREVIOUS SECTION). Students will address the following prompt: **What do the texts help you understand? Use details to CLARIFY.** Collect a language sample from the two students using the **SPF 2.0**. The language sample must be at least four turns in length.

DIFFERENTIATED INSTRUCTION	**Differentiated Instruction**
	Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size. Group 1 – **(Teacher Group)** - Revise/rewrite a turn from a Start Smart 1.0 Model Conversation for **CREATE** & **CLARIFY** to include the **Conversation Pattern** Group 2 – With a partner, Practice **Conversation Pattern** using both texts Group 3 – With a partner, Practice **Conversation Pattern** using only one text Group 4 – With a partner, label what you notice in the texts from this lesson

WRAP-UP ELD.PI.1.1 EX	**Review ELD Objective and Self-Evaluate**

	In this lesson, you…
	 • *reviewed the Conversation Pattern*
	 • *understood the Model Constructive Conversation*
	 • *had a Constructive Conversation using both texts*
	
	 Ask students the following:
	 • *How did the Conversation Pattern help us?*
	 • *Think about…*
	   ○ *One thing that you did well*
	   ○ *One thing you want to improve*
	 • *Share and explain to your partner*
	
	 After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

Lesson 9: Review Model & Revise Non-Model

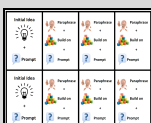|	
ELD OBJECTIVE	Students will be able to apply the Conversation Pattern as they review a Model, revise a Non-Model, and engage in paired and whole group discussions using both texts.
STUDENT FRIENDLY ELD OBJECTIVE	In this lesson, you will… • review the Model Constructive Conversation • revise the Non-Model • have a Constructive Conversation using both texts
OPENING ELD.PI. 1.1 EX ELD.PI. 1.5 EX **CONVERSATION NORMS POSTER** **K-1 CONVERSATION NORMS POSTER**	**Display Student Friendly ELD Objective, <u>Conversation Norms Poster</u>, and <u>Conversation Pattern Poster</u>.** Point to and read charted Student-Friendly ELD Objective. *We will use what we know to practice the Model Constructive Conversation. We will also revise the non-model. This will help us understand the Conversation Pattern and improve our conversations.* *Let's review the Pattern—**paraphrasing** (make gesture), **building on** (make gesture), and **prompting** (make gesture). We will also remember to follow our Conversation Norms during our conversations* (point to **Conversation Norms Poster**). **PAIRS** *Which Conversation Norm will help you today? Turn and talk to your partner.* Give students 1 minute to talk to a partner. Affirm all responses.
REVIEW ELD.PI. 1.1 EX ELD.PI. 1.3 EX ELD.PI. 1.5 EX ELD.PII. 1.1 EX **CONVERSATION PATTERN POSTER** **CLASS CONVERSATION PATTERN GUIDE** **CONVERSATION PATTERN GAME CARDS**	## Review - Conversation Pattern Display the **Conversation Pattern Poster** or **Class Conversation Pattern Guide** and use the **Conversation Pattern Game Cards** to review the pattern. *In the last few lessons, we focused on how to **CLARIFY** our ideas by using the **Conversation Pattern*** (Point to poster). *Who can help us review the pattern together?* Have two student volunteers come to the front of the room and lead the class in reviewing the gestures as they chorally recite each of the subskills of the Conversation Pattern. **PAIRS** (Use the Conversation Pattern Game Cards as a visual.) *How do we begin a Constructive Conversation? What do we do next? Turn and talk to your partner.* Give students 1 minute to talk to a partner. Affirm all responses and say: *I heard many of you say that you would begin by stating your initial idea and prompt your partner.* (Use the Conversation Pattern Game Cards as a visual.) *Then, you follow the Conversation Pattern.*

REVIEW (CONTINUED)	## Review - Prompt and Response Starters

NOTE: Select prompt and response starters that correspond to the proficiency level of most of your students.

Let's review the prompt and response starters that you may use in your conversations. Point to and chorally read the prompt/response starter for each subskill that you charted **(Conversation Pattern Guide** or **Conversation Pattern Poster)** in the previous lesson.

Today we are going to use what we know about the skills of CREATE and CLARIFY

PROMPT & RESPONSE STARTERS		
INITIAL IDEA		
I understand…	The texts help me understand…	My understanding of the texts is…
PARAPHRASE		
I heard… Your said…	I heard you say… I think you said…	In other words, … To paraphrase,…
BUILD ON		
I want to add… I think…	I would like to add… I also think…	Additionally, … Another detail is…
PROMPT		
What else…? What can you add?	What else do you notice? What else can you add?	What other details can you add? How can you add to this idea?
EMERGING	**EXPANDING**	**BRIDGING**

and the Conversation Pattern to review a Model Conversation and revise a Non-Model Conversation. Remember that we CREATE an Initial Idea and then paraphrase, build on and prompt to CLARIFY our ideas.

PAIRS *Tell your partner which prompt and response starters you will use when you CREATE and CLARIFY.* Have one or two students share.

Review - Constructive Conversations Listening Task Poster

NOTE: Lessons 5-9 will focus on highlighting the first three bullets of the **Constructive Conversations Listening Task Poster.** The remaining bullets will be highlighted in subsequent lessons.

Display the **Constructive Conversations Listening Task Poster** and read each of the questions.

We will listen actively to a Model Constructive Conversation and help revise a non-model. As we listen and revise, think…

How did they…
- *paraphrase a partner's ideas?*
- *add on to a partner's ideas?*
- *ask questions to help a partner?*

| MODEL/GUIDED PRACTICE

ELD.PI. 1.1 EX
ELD.PI. 1.2 EX
ELD.PI. 1.5 EX
ELD.PI. 1.6 EX
ELD.PI. 1.7 EX
ELD.PI. 1.11 EX
ELD.PI. 1.12A EX
ELD.PII. 1.1 EX

TEACHER VISUAL TEXT & INFOGRAPHIC	## Model/Guided Practice—Review the Model

NOTE: You may use one of the following options to present the Model Constructive Conversation: Play the audio using the **Digital Lessons**, ask for a previously selected adult or upper grade student volunteer to read with you, use puppets or dolls to represent the two students.

Display the **Teacher Visual Text and Infographic.**

With our partner, we will listen actively to the Model Constructive Conversation. You will use the gestures to think about how each partner uses the Conversation Pattern.

Review Model

Let's listen actively to the Model Constructive Conversation. Make the gestures for what you hear.

CONVERSATION CODING KEY	
ID	Initial Idea
PAR	Paraphrase
BO	Build on
PR	Prompt
UNDERLINE PROMPT & RESPONSE STARTERS	

MODEL/GUIDED PRACTICE (CONTINUED)	Play the audio using the **Digital Lessons**, ask for a previously selected adult or upper grade student volunteer to read with you, use puppets or dolls to represent the two students. **(Refer to Lesson Resources for Model Conversation from Lesson 7)**

Using the gestures as we listen to the Model Conversation helps us focus on specific language. Great job!

Review Non-Model

Listen actively to this Non-Model Conversation. These two partners did not follow the Conversation Pattern. Their conversation needs to improve. As you listen, think about how we could make it better.

Prompt: What do the texts help you understand? Use details to CLARIFY.

Non-Model Conversation

Student A1:	We need to be safe, respectful and responsible.
Student B1:	The title is "Be a Good Citizen".
Student A2:	The visual text is about a classroom project.
Student B2:	It also has kids at centers.
Student A3:	Yeah. In the infographic, some kids are good and some are bad.
Student B3:	I agree. They shouldn't throw things.
Student A4:	I agree. I think it's good to raise your hand.
Student B4:	I notice that, too. The infographic also talks about playing with playdough.

TEACHER VISUAL TEXT & INFOGRAPHIC

NON-MODEL REVISION TOOL

CONVERSATION PATTERN GAME CARDS
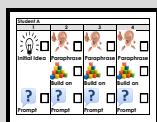
CONVERSATION PATTERN LISTENING TOOL

GUIDED PRACTICE—REVISE THE NON-MODEL

Display the **Teacher Visual Text and Infographic** the **Non-Model Revision Tool**, and the **Conversation Pattern Listening Tool.**

Distribute a set of the **Conversation Pattern Game Cards** to each student. Students sit next to their partner. Have pairs decide who is Partner A and who is Partner B.

Guide students through an analysis of the first two turns.

Prompt: What do the texts help you understand? Use details to CLARIFY.

1st Exchange:

I will use my checklist (Point to Conversation Pattern Listening Tool) *to understand what each partner should have in their share. The checklist shows that they should have an initial idea and prompt their partner. Let's listen again to what Student A says and see how we can make it better.*

Student A1:	*We need to be safe, respectful and responsible.*

Let's see. Did Student A share her initial idea? No, she did not, so I cannot check it off. Hmm, how can we make this better? I think we should add a response starter for an initial idea. What response starter can she use? That's right! She can say, "The texts help me understand…" and then say, "We need to be safe, respectful and responsible." Chart change on the **Non-Model Revision Tool.** *Now I can check it off.*

MODEL/GUIDED PRACTICE (CONTINUED)	*My checklist also shows that she needs to prompt her partner. Did she prompt her partner? No, she did not. So, what can she say to prompt her partner? Hmm, she can say, "What else can you add?"* Chart changes on the **Non-Model Revision Tool.** *Now I can check off prompt on my checklist.*

Let's listen again, now that we improved it:

Student A1:	The texts help me understand that we need to be safe, respectful and responsible. What else can you add?

Raise your hand if you are Student A. Show me the card for Initial Idea + Prompt. I will check "Prompt" off on the chart (check off on the **Conversation Pattern Listening Tool**) *to show that Student A shared her initial idea and also prompted her partner. Place the card down in front of you.*

Listen actively to what Student B says next to see how we can help make it better.

Student B1:	The title is "Be a Good Citizen".

PAIRS *How can Student B state his initial idea and prompt his partner? Use your think time.* Pause to give students Think Time. *Now turn and talk to your partner.* Give students 1 minute to Turn and Talk. Have 1 or 2 students share their ideas and then chart it this way on the **Non-Model Revision Tool**:

Let's listen again, now that we improved it. Use gestures to show what you hear.

Student B1:	The texts help me understand what I can do to be a good citizen. **[ID]** What else can you add? **[PR]**

Raise your hand if you are Student B. Show me the card for Initial Idea + Prompt. Good. Place it in front of you. I will check it off on the chart (check off on the **Conversation Pattern Listening Tool**) *to show that Student B shared his initial idea and then prompted his partner.*

2nd Exchange:

Listen actively to what Student A says next.

Student A2:	The visual text is about a classroom project.

Let's listen to another way Student A could share:

Student A2:	I heard you say that the texts show children how to behave. **[PAR]** I want to add that the visual text shows students who are working together to slice tomatoes. **[BO]** What else can you add? **[PR]**

PAIRS *Which is better? Why? Use your think time.* Pause to give students Think Time. *Now turn and talk to your partner.* Give students 1 minute to Turn and Talk. Have 1 or 2 students share. Chart revised version on the **Non-Model Revision Tool**.

Let's listen again to the better example. Use gestures to show what you hear.

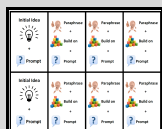| **Student A2:**	I heard you say that the texts show children how to behave. **[PAR]** I want to add that the visual text shows students who are working together in the classroom to slice tomatoes. **[BO]** What else can you add? **[PR]**

Raise your hand if you are Student A. Did she follow the pattern? Yes. How do you know? Good. Place the next card in front of you. I will check it off on the chart (check off on the **Conversation Pattern Listening Tool**) *to show that Student A paraphrased, built on, and prompted.*

First Grade

FORMATIVE ASSESSMENT	**Student Progress Form (SPF) 2.0-Constructive Conversation Sample**
SPF 2.0	After the students have played the Constructive Conversation Game, select two students to have a Constructive Conversation in front of the class (SEE PREVIOUS SECTION). Students will address the following prompt:

Prompt: What do the texts help you understand? Use details to CLARIFY.

Collect a language sample from the two students using the **SPF 2.0**. The language sample must be at least four turns in length. |

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

Group 1 – **(Teacher Group)** - Revise/rewrite the next two turns from the Non-Model Conversation from this lesson to include the **Conversation Pattern**.
Group 2 – With a partner, Practice **Conversation Pattern** using both texts
Group 3 – With a partner, Practice **Conversation Pattern** using only one text
Group 4 – With a partner, label what you notice in the texts from this lesson |

| WRAP-UP

ELD.PI. 1.1 EX	**Review ELD Objective and Self-Evaluate**
	In this lesson, you…
- *reviewed the Model Constructive Conversation*
- *revised the Non-Model*
- *had a Constructive Conversation using both texts*

Ask students the following:
- *How did the Conversation Pattern help us?*
- *Think about…*
  - *One thing that you did well*
  - *One thing you want to improve*
- *Share and explain to your partner*

After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group. |

	Start Smart 2.0 - Conversation Practices
	Lesson 10: Craft an Oral Paragraph
ELD OBJECTIVE	Students will be able to collaboratively construct an oral paragraph focused on the skills of **CREATE** and **CLARIFY.**

STUDENT FRIENDLY ELD OBJECTIVE	In this lesson, you will… • use texts to organize information for an oral paragraph • practice an oral paragraph with a partner • give feedback to revise an oral paragraph

OPENING ELD.PI. 1.1 EX ELD.PI. 1.5 EX	*We have focused on using the Conversation Pattern. This helped us learn a lot about our topic. In this lesson, we will use what we know about the topic to craft an oral paragraph.* *For this lesson, I want us to focus on using our Think Time. Why do we use our Think Time? Turn and talk to your partner.* Have one or two students share out. Affirm all responses.

REVIEW ELD.PI. 1.1 EX ELD.PI. 1.2 EX ELD.PI. 1.5 EX **STUDENT VISUAL TEXT & INFOGRAPHIC** **PRE-CHARTED GRAPHIC ORGANIZER**	## Review – Both Texts & Chart Important Ideas **NOTE: Save graphic organizer for student's reference in lessons 11, 15, 16 and 22.** Display and distribute both **Student Texts**. *In this lesson, we will use key information from both texts to craft our oral paragraphs.* *Study the visual text and infographic. An important idea from both texts is: Be Safe.* Point to pre-charted Graphic Organizer. *What are other important ideas? That's right. Be Respectful and Be Responsible are also important ideas.* Chart on Graphic Organizer as shown on the right. *What are some details or evidence for each idea from both texts? We will chart our ideas here* (point to pre-charted Graphic Organizer). *Let's start with Be Safe. What are some details or examples from both texts about being safe?* Model pointing to both Student Texts as you think. *Hmmm. I notice that under the heading for Be Safe it says to treat others by using kind words* (point to infographic). *One example is to not threaten each other when we are upset. This detail supports the important idea of being safe.* Chart "take turns" on the Graphic Organizer. *What is another example of being safe? Use your think time to study both texts. Then, tell your partner, "One example is…" and tell your example.* Give students 2 minutes to talk to a partner and have 2 or 3 students share out. Chart student responses in words and phrases on Graphic Organizer. *Now, let's look at our next key idea—Be Respectful. What are some details or examples from both texts about being respectful?* *What is an example of being respectful? Use your think time to study both texts. Then, tell your partner, "One example is…" and tell your example.* Give students 2 minutes to talk to a partner and have 2 or 3 students share out. Chart student responses in words and phrases on Graphic Organizer. *Now, let's look at our next key idea—Be Responsible. What are some details or examples from both texts about being responsible?*
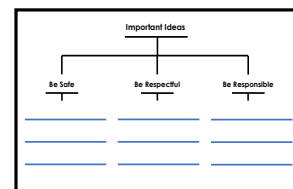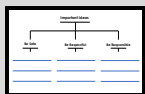
| REVIEW (CONTINUED) | | *What is an example of being responsible? Use your think time to study both texts. Then, tell your partner, "One example is…" and tell your example.* Give students 2 minutes to talk to a partner and have 2 or 3 students share out. |

Chart student responses in words and phrases on the Graphic Organizer.

So, we will use the important ideas and details from the Graphic Organizer and both texts to help us with our oral paragraph.
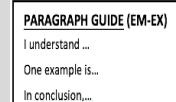

MODEL/GUIDED PRACTICE

ELD.PI. 1.1 EX
ELD.PI. 1.5 EX
ELD.PI. 1.6 EX
ELD.PI. 1.9 EX
ELD.PI. 1.11 EX
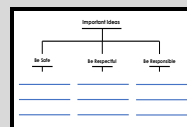ELD.PII. 1.1 EX
ELD.PII. 1.2 EX

STUDENT VISUAL TEXT & INFOGRAPHIC

PARAGRAPH CRITERIA CHART

PARAGRAPH GUIDE (EM-EX)
I understand …
One example is…
In conclusion,…

PARAGRAPH GUIDE

PRE-CHARTED GRAPHIC ORGANIZER

Introduce – Paragraph Criteria Chart and Paragraph Guide

Display the **Paragraph Criteria Chart,** the **Paragraph Guide** and the **Pre-Charted Graphic Organizer** in this order from left to right.

Today our challenge will be to craft and share an oral paragraph. First, let's review the structure of a strong oral paragraph (Refer to **Paragraph Criteria Chart**)*.*

Let's look at what we need to include in our paragraphs. Point to **Paragraph Criteria Chart** as you explain each visual and how it relates to each item on the **Paragraph Criteria Chart.**

Prompt: What do the texts help you to understand? Use details to CLARIFY.

I will model what a strong oral paragraph sounds like. Listen actively and think about what I included in my oral paragraph. Model saying the paragraph without appearing to read it.

> **The texts help me understand** how to be a good citizen.
>
> **One example is** cooperating with others by taking turns.
>
> **Another example is** being safe by using learning tools carefully.
>
> **In conclusion,** being a good citizen means doing your best to be safe and cooperative.

Let's think about the criteria. Did my first sentence explain the main idea or topic? How? Let me say it again so you can think. Repeat the first sentence. *Yes, I did. What was my topic? It was how to be safe.*

Let's think about the next criterion. Did I include at least one sentence with details? How? Let me say it again so you can think. Repeat the next two sentences. *Yes, I did. I actually said two details.*

What were some of my examples? Turn and talk to your partner. Give students 2 minutes to talk to a partner and have 1 or 2 students share out.

Let's think about the last two criteria. Did I include transition words to organize my sentences? Yes, I did. Yes, I did. I used "One example is" and I also used "Another example is". These transition words helped me organize and link my examples. Did I include a closing and started it with, "In conclusion, …"?

Let me say my oral paragraph again. Show me a thumbs up when you hear the transition words. Model saying the paragraph again without appearing to read it.

Doing these three things (point to the **Paragraph Criteria Chart**) *helps me to know what I need to include in my oral paragraph. But, how did I craft it? What else did I use to help me?*

What else can you use when you're crafting your own oral paragraphs? Turn and talk to your partner. Give students 2 minutes to talk to a partner and have 1 or 2 students share out.

PARAGRAPH GUIDE (EM-EX)
I understand …
One example is…
In conclusion, …

PARAGRAPH GUIDE (EX-BR)
The texts help me understand….
One example is…
Another example is…
In conclusion, …

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MODEL/GUIDED PRACTICE (CONTINUED)

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I heard many of you say we can use the Graphic Organizer because it has important ideas and details (point to the Graphic Organizer). *We can also use this (*point to the **Paragraph Guide***) to help us organize and link our ideas.*

*Let's all point to the **Paragraph Guide** that I used to help me and read it together. Good. I also used my Graphic Organizer.*

*Now, let's listen one more time to my oral paragraph. As you listen actively, point to where you think I got some of my ideas—the **Paragraph Guide** or the **Graphic Organizer**.* Model saying the paragraph without appearing to read it.

Model/Guided Practice – Rows of Communication

Display the **Paragraph Criteria Chart,** the **Paragraph Guide** and the **Pre-Charted Graphic Organizer** in this order from left to right. Display and distribute both **Student Texts**.

*We will craft an oral paragraph using both texts. Use your think time to think of ideas. You may use the words from the **Paragraph Guide** and the Graphic Organizer* (point to the **Pre-Charted Graphic Organizer**) *to help you. The prompt is:*

> **What do the texts help you to understand? Use details to CLARIFY.**

Invite one or two pre-selected students to Fishbowl model their oral paragraphs for the class and highlight how they utilized the **Paragraph Guide** and the **Pre-Charted Graphic Organizer.**

Now we will all share our oral paragraphs. Follow the **Rows of Communication Protocol** to have students practice sharing an oral paragraph with at least three partners. *The prompt is:*

> **What do the texts help you to understand? Use details to CLARIFY.**

Good job sharing your oral paragraphs. I heard many of you (point to and read each item of the **Paragraph Criteria Chart**).

Remember to…(provide students with additional feedback as needed based on their output).

ROWS OF COMMUNICATION

1. Form two rows (Row A & Row B) facing each other so that each person has a partner.
2. Sit down so that you are facing your partner from the other row.
3. Think about the prompt.
4. Take turns sharing ideas with your partner.
5. Stand up and thank your partner.
6. Row A moves one position to the left. The partner at the end of Line A moves down the center aisle to the other end.
7. Repeat steps 2-5 with your new partner.
8. Repeat the process again to share with a third partner.

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STUDENT PRACTICE

ELD.PI. 1.1 EX
ELD.PI. 1.3 EX
ELD.PI. 1.5 EX
ELD.PI. 1.6 EX
ELD.PI. 1.7 EX
ELD.PI. 1.9 EX
ELD.PI. 1.11 EX
ELD.PI. 1.12 EX
ELD.PII. 1.1 EX

PARAGRAPH CRITERIA CHART

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Fishbowl Model–Oral Paragraph Share: Give & Receive Feedback

A different pre-selected pair models taking turns to share their oral paragraphs with the class. The class will listen actively to give feedback.

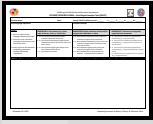*Let's listen to these two partners share their paragraphs. As we listen actively, we will think about how they* (point to and read each item of the **Paragraph Criteria Chart**). *The prompt is:*

> **What do the texts help you to understand? Use details to CLARIFY.**

Formative Assessment

Collect a language sample using the OOAT for each student who shares during the Fishbowl Model (SEE BELOW).

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STUDENT PRACTICE (CONTINUED)	## Debrief the Model: Whole-Group Discussion of Student Model Use the **Paragraph Criteria Chart** to facilitate a whole-group discussion of the Fishbowl Model: 1. *How did her oral paragraph meet the criteria?* 2. *What can make the paragraph better?* Have one or two students share out. Affirm all responses.

FORMATIVE ASSESSMENT **OOAT**	## Student Progress Form (SPF) - Oral Output Assessment Tool Select 1-2 students to progress monitor using the **OOAT** based on their oral output (SEE PREVIOUS SECTION). Students will address the following prompt: **What do the texts help you understand? Use details to CLARIFY.** **NOTE:** In order for students to have an opportunity to address all three dimensions of the OOAT, you must collect the oral paragraph from beginning to end. Provide students with sufficient time to respond to the prompt.

DIFFERENTIATED INSTRUCTION	## Differentiated Instruction Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size. Group 1 – **(Teacher Group)** – Practice crafting an oral paragraph. Group 2 – Take turns crafting an oral paragraph using a Visual Text from Start Smart 1.0 or other theme-related visual text. Group 3 – Practice giving and receiving feedback for an oral paragraph with a different partner. Group 4 – Play Constructive Conversation Game with a Visual Text from Start Smart 1.0 or other theme-related visual text.

WRAP-UP
 	
ELD.PI. 1.1 EX
	## Review ELD Objective and Self-Assess
	In this lesson, we …
	• *used texts to organize information for an oral paragraph*
	• *practiced an oral paragraph with a partner*
	• *gave feedback to revise an oral paragraph*
	
	Ask students the following:
	• *What helped you craft your oral paragraph?*
	• *Think about:*
	  o *One thing you did well*
	  o *One thing you want to improve.*
	• *Share and explain to your partner*
	
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

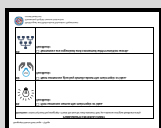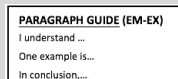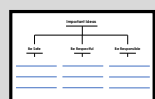|	
Start Smart 2.0 - Conversation Practices **Lesson 11: Write a Paragraph**	
ELD OBJECTIVE	Students will be able to collaboratively and individually construct a written paragraph focused on the skills of **CREATE** and **CLARIFY.**
STUDENT FRIENDLY ELD OBJECTIVE	In this lesson, you will… • practice an oral paragraph with a partner • write a paragraph with the class • write a paragraph on your own
OPENING ELD.PI. 1.1 EX ELD.PI. 1.5 EX	*In the last lesson, we worked on crafting an oral paragraph. In this lesson, we will use what we know about the topic to write a paragraph.* **PAIRS** *Let's review our Norms. For this lesson, we will focus on listening respectfully. How do we listen respectfully? Why? Turn and talk to your partner.* Have one or two students share out. *I heard many of you say that listening respectfully helps you focus and understand what your partner said. It is important when you are listening to someone share an oral paragraph. They say a lot of information that is helpful. So, let's do our best listening respectfully today.*
REVIEW ELD.PI. 1.1 EX ELD.PI. 1.2 EX ELD.PI. 1.5 EX ELD.PI. 1.6 EX ELD.PII. 1.1 EX ELD.PII. 1.2 EX **STUDENT VISUAL TEXT & INFOGRAPHIC** **PARAGRAPH CRITERIA CHART** **PARAGRAPH GUIDE (EM-EX)** I understand … One example is… In conclusion,… **PARAGRAPH GUIDE** **PRE-CHARTED GRAPHIC ORGANIZER**	# Review – Both Texts & Paragraph Tools Display and distribute both **Student Texts**. Display the **Paragraph Criteria Chart,** the **Paragraph Guide** and the **Pre-Charted Graphic Organizer.** *Let's review key information from both texts and add to our Graphic Organizer.* *The important ideas we listed are: Be Safe, Be Respectful, and Be Responsible.* Point to pre-charted Graphic Organizer. *Let's read the examples we listed for each key idea.* **PAIRS** *Use your think time to study both texts. Then, tell your partner, "One example is…" and tell your example.* Give students 2 minutes to talk to a partner. Have 2 or 3 students share out. After each student shares out, pose these following questions to the class: • *Where does this example belong?* (Teacher and students point to the Graphic Organizer) • *Which important idea does the example support? How do you know?* Chart student responses in words and phrases on the Graphic Organizer. *So, we will use the important ideas and details from the Graphic Organizer and both texts to help us with the information in our paragraphs.* *To help us organize our ideas and craft a strong paragraph we will use the **Paragraph Criteria Chart** and the **Paragraph Guide.*** *Let's look at what we need to include in our paragraphs*. Point to **Paragraph Criteria Chart** as you explain each visual and how it relates to each item on the **Paragraph Criteria Chart.** *Now, let's all point to the **Paragraph Guide** that I used to help me and read it together. Good.* *Listen actively and think about what I included in my oral paragraph.* Model saying the paragraph without appearing to read it. The prompt is: **What do the texts help you understand? Use details to CLARIFY.**

Important Ideas

Be Safe   Be Respectful   Be Responsible

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REVIEW (CONTINUED)

K-1 CONVERSATION NORMS POSTER

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> **The texts help me understand** how to be a good citizen.
>
> **One example is** cooperating with others by taking turns.
>
> **Another example is** being safe by using learning tools carefully.
>
> **In conclusion,** being a good citizen means doing your best to be safe and cooperative.

What do you think I used to help me with my paragraph? How do you know? Turn and talk to your partner. Have one or two students share out. Affirm all responses.

Now it's your turn! You will practice sharing your oral paragraph about both texts with a partner. Use your think time to think of ideas. You may use the words *from the* **Paragraph Guide** *and the Graphic Organizer* (point to the **Pre-Charted Graphic Organizer**) *to help you.*

Prompt: What do the texts help you understand? Use details to CLARIFY.

Give students sufficient time to share their paragraphs. Then say: *Good job sharing your oral paragraphs. I heard many of you* (point to and read each item of the **Paragraph Criteria Chart**). *Remember to…* (provide students with additional feedback as needed based on their output).

Invite one or two pre-selected students to Fishbowl model their oral paragraphs for the class and highlight how they utilized the **Paragraph Guide** and the **Pre-Charted Graphic Organizer.**

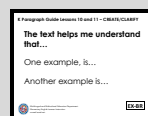</td></tr>
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MODEL/GUIDED PRACTICE

ELD.PI. 1.1 EX
ELD.PI. 1.2 EX
ELD.PI. 1.5 EX
ELD.PI. 1.6 EX
ELD.PI. 1.9 EX
ELD.PI. 1.10 EX
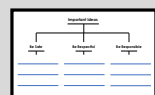ELD.PI. 1.12 EX
ELD.PII. 1.1 EX
ELD.PII. 1.2 EX

STUDENT VISUAL TEXT & INFOGRAPHIC

PARAGRAPH CRITERIA CHART

PARAGRAPH GUIDE

PRE-CHARTED GRAPHIC ORGANIZER

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Introduce – Model Written Paragraph

Display the **Paragraph Criteria Chart,** the **Paragraph Guide** and the **Pre-Charted Graphic Organizer** in this order from left to right.

Today our challenge will be to write a strong paragraph using what we know. First, let's read a model written paragraph together. We will think about why this is a strong paragraph using our tools (Point to **Paragraph Criteria Chart,** the **Paragraph Guide** and the **Pre-Charted Graphic Organizer***.*

Prompt: What do the texts help you understand? Use details to CLARIFY.

Display and read the paragraph.

> **The texts help me understand** how to be a responsible citizen.
>
> **One example is** taking turns and sharing materials with each other.
>
> **In conclusion,** a responsible citizen thinks of others.

Let's look at what I needed to include in my paragraph. Point to **Paragraph Criteria Chart** as you think aloud to analyze each sentence.

What do you think I used to help me with my paragraph? How do you know? Turn and talk to your partner. Have one or two students share out. Affirm all responses.

I heard many of you say we can use this (point to the **Paragraph Guide**) *to help us organize and link our ideas.*

Let's all point to the **Paragraph Guide** *that I used to help me and read it together. Good. I also used my Graphic Organizer.*

PARAGRAPH GUIDE (EM-EX)
I understand …
One example is…
In conclusion, …

PARAGRAPH GUIDE (EX-BR)
The texts help me understand….
One example is…
Another example is…
In conclusion, …

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MODEL/GUIDED PRACTICE (CONTINUED)	*Now, let's read my paragraph one more time. As you listen actively, point to where you think I got some of my ideas—the **Paragraph Guide** or the **Graphic Organizer**.* ## Model/Guided Practice – Shared Writing Display the **Paragraph Criteria Chart,** the **Paragraph Guide** and the **Pre-Charted Graphic Organizer** in this order from left to right. Display and distribute both **Student Texts**. *Now, we will all write a paragraph together. The prompt is:* **What do the texts help you understand? Use details to CLARIFY.** *Let's look at what we need to include in our paragraphs*. (Refer to **Paragraph Criteria Chart**) *What's the first thing we need to do? That's right. Our first sentence must explain the main idea or topic.* *Which important idea should we use? How should we write it?* (Point to the **Paragraph Guide**) Chart the class selected response. *What's the next step? That's right. We need to include at least one sentence with details or evidence.* *Which example will support our important idea? Turn and talk to your partner.* Have one or two students share out. Chart the class selected response(s). If there are multiple examples, tell students they may write multiple sentences and are not limited to one example. *I heard some of you use information from the Graphic Organizer and I also heard others who shared new ideas based on the texts. Remember you can write more than two sentences.* *Now, let's look at the last two criteria. We need to include transition words to organize and link our ideas and include a closing. Did we include transition words? No. What will help us include transition words? That's right! We can use the Paragraph Guide. (Point to the Paragraph Guide).* *Which words from the Paragraph Guide should we use with our detail sentence? Turn and talk to your partner.* Have one or two students share out. Chart the class selected response. *We also need a closing which restates our important idea. How should we write our choice in a complete sentence? Turn and talk to your partner.* Have one or two students share out. Chart the class selected response. *Did we include words to show that this is a closing? No. Which words from the Paragraph Guide should we use? Turn and talk to your partner.* Have one or two students share out. Add "In conclusion," to class paragraph. *Let's read our class paragraph together! Now, you get to write your own paragraph.*
STUDENT PRACTICE **ELD.PI. 1.6 EX** **ELD.PI. 1.10 EX** **ELD.PI. 1.11 EX** **ELD.PI. 1.12 EX** **ELD.PII. 1.1 EX** **ELD.PII. 1.2 EX**	## Student Practice – Independent Writing *Now you will show what you know by writing your own paragraph. I will collect your paragraphs when you're done. The prompt is:* **What do the texts help you understand? Use details to CLARIFY.** ## Formative Assessment Monitor students as they write their individual paragraphs. Assist students to utilize the resources as needed.

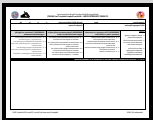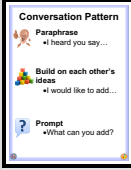|	
	## Differentiation Opportunity – Additional Support Students performing at the Emerging level for the Productive Mode of the Part I ELD Standards may require additional small group support or the use of a writing template.

FORMATIVE ASSESSMENT	
WOAT	## Student Progress Form (SPF) - Written Output Assessment Tool Collect all writing samples and score them using the **WOAT** (SEE PREVIOUS SECTION). Students will address the following prompt: **What do the texts help you understand? Use details to CLARIFY.**

DIFFERENTIATED INSTRUCTION	
	## Differentiated Instruction Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size. Group 1 – **(Teacher Group)** – Practice crafting a written paragraph. Group 2 – Take turns crafting an oral paragraph using a Visual Text from Start Smart 1.0 or other theme-related visual text. Group 3 –Draw and label information from your oral paragraph. Group 4 – Play Constructive Conversation Game with a Visual Text from Start Smart 1.0 or other theme-related visual text.

WRAP-UP ELD.PI. 1.1 EX	

	## Review ELD Objective and Self-Assess
	In this lesson, you…
	• *practiced an oral paragraph with a partner*
	• *wrote a paragraph with the class*
	• *wrote a paragraph on your own*
	
	Ask students the following:
	• *What helped you write a paragraph?*
	• *Think about…*
	    o *One thing that you did well*
	    o *One thing you want to improve*
	• *Share and explain to your partner*
	
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

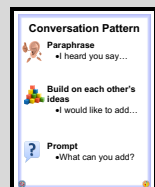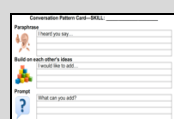|	
	Start Smart 2.0 - Conversation Practices # Lesson 12: Practice FORTIFY with Both Texts
ELD OBJECTIVE	Students will be able to engage in a Constructive Conversation focused on **FORTIFY** in paired and whole group discussions using both a visual text and an infographic. **Note: Students will begin working with a new partner and continue with that partner for lessons 12-16.**
STUDENT FRIENDLY ELD OBJECTIVE	In this lesson, you will… • review the Conversation Pattern • listen to a Model and Non-Model for **FORTIFY** • have a Constructive Conversation using both texts
OPENING ELD.PI.1.1 EX ELD.PI.1.5 EX CONVERSATION NORMS POSTER K-1 CONVERSATION NORMS POSTER	Display **Student Friendly ELD Objective, <u>Conversation Norms Poster,</u>** and **<u>Conversation Pattern Poster.</u>** Continue with established partnerships for lessons 12 through 16. Point to and read charted Student-Friendly ELD Objectives. ***FORTIFY*** *means to support your ideas with evidence. We will continue to use the Conversation Pattern to make our conversations better. We will also follow our Norms* (point to Norms poster). *Using the language of the skill will help you* **FORTIFY** *your ideas. This means we use prompt and response starters to speak in complete sentences* (point to poster). *How will this help you during your conversations? Turn and talk to your partner.* Give students 1 minute to talk to a partner. Affirm all responses and say: *I heard many of you say that (point to K-1 Norms Poster) using the prompt and response starters like the ones we use with our Conversation Pattern* (point to the **Conversation Pattern Poster** or the **Class Conversation Pattern Guide**) *will help us* **FORTIFY** *our ideas.*
REVIEW ELD.PI.1.1 EX ELD.PI.1.5 EX ELD.PII.1.1 EX CONVERSATION PATTERN POSTER CLASS CONVERSATION PATTERN GUIDE	## Review the Conversation Pattern Use the **Conversation Pattern Poster** to review each subskill. *Who can help us review the pattern together?* Have two student volunteers come to the front of the room and lead the class in reviewing the gestures as they chorally recite each of the subskills of the Conversation Pattern. *How does the Conversation Pattern help you to* **FORTIFY** *your ideas? Turn and talk to your partner.* Have one or two students share out. *Teacher Think Aloud: The Conversation Pattern helps me to* **FORTIFY** *or support my ideas with evidence. I think that building on* (make gesture) *will help me give evidence and prompting* (make gesture) *will help me ask for evidence. But, if I haven't shared an idea, I have nothing to* **FORTIFY.** *This means the first step is to* **CREATE** *and share an initial idea. Then, I can use the Conversation Pattern to* **CLARIFY** *and* **FORTIFY.**
MODEL/GUIDED PRACTICE	## Model—Review Prompt & Response Starters **NOTE:** Select **one prompt/response starter for each subskill** that corresponds to the proficiency level of the majority of your students. Pre-chart or add your selected prompt and response starters on your **Conversation Pattern Poster** or **Class Conversation Pattern Guide** to display and use during the lesson.

MODEL/GUIDED PRACTICE (CONTINUED)	*We will use the prompt and response starters to help us follow the Conversation Pattern. Here are some new ones.* (Point to pre-charted response starters.)	PROMPT & RESPONSE STARTERS		

MODEL/GUIDED PRACTICE (CONTINUED)

ELD.PI.1.1 EX
ELD.PI.1.5 EX
ELD.PI.1.6 EX
ELD.PI.1.7 EX
ELD.PII.1.1 EX
ELD.PII.1.4 EX

CONVERSATION PATTERN POSTER

CLASS CONVERSATION PATTERN GUIDE

We will use the prompt and response starters to help us follow the Conversation Pattern. Here are some new ones. (Point to pre-charted response starters.)

There is a response starter to create an initial idea. Let's read it. (Read the selected response starter.)

*The goal of this lesson is **FORTIFY**. What could I say to **build on** and support an idea with evidence?*

Hmmm. I might say, "In the visual text, …" and give an example from the text. Then, I would prompt my partner. What could I say to prompt my partner for more information or evidence? I could say, "Can you give an example?"

Point to pre-charted response starters.

Turn and talk to your partner. How will you say your initial idea?
Call on one student to share which response starter they might use.

Turn and talk to your partner. What will you say to paraphrase?
Call on one student to share which response starter they might use.

Turn and talk to your partner. What will you say to build on? Call on one student to share which response starter they might use.

Turn and talk to your partner. What will you say to prompt your partner? Call on one student to share which prompt starter they might use.

You will use the **Conversation Pattern Poster** or the **Class Conversation Pattern Guide** (point to pre-charted response starters) to remind you of the pattern. Chorally read the response starters again.

PROMPT & RESPONSE STARTERS		
INITIAL IDEA		
My idea is…	An important idea…	An important idea in both texts…
PARAPHRASE		
I heard… You said…	I heard you say… I think you said… Your idea is	In other words, … To paraphrase, …
BUILD ON		
I want to add… I think… The text shows …	I would like to add… I also think… In the visual text… The infographic shows…	Additionally, … Another detail is, … In the text, I notice…
PROMPT		
What else…? What can you add? Tell me more	What else do you notice? What else can you add? Can you give an example?	What other details can you add? How can you add to this idea?
EMERGING	**EXPANDING**	**BRIDGING**

Review the Constructive Conversations Listening Task Poster

CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER (PRIMARY)

NOTE: Lessons 12-14 will focus on highlighting the last three bullets of the **Constructive Conversations Listening Task Poster.** The first three bullets were highlighted in previous lessons.

Display the **Constructive Conversations Listening Task Poster (Primary)** and read each of the questions.

You will listen actively to a Constructive Conversation. As you listen, think…

How did I…

- *use evidence to explain ideas?*
- *use academic words (notice, additionally, etc.) to explain ideas?*
- *use domain-specific words (visual text, infographic, paraphrase, etc.) to explain ideas?*

Introduce Visual Text & Infographic Model—FORTIFY

NOTE: You may use one of the following options to present the Model Constructive Conversation: Play the audio using the **Digital Lessons**, ask for a previously selected adult or upper grade student volunteer to read with you, use puppets or dolls to represent the two students.

MODEL/GUIDED PRACTICE (CONTINUED)	Display the **Teacher Visual Text and Infographic**.

TEACHER VISUAL TEXT & INFOGRAPHIC

CONVERSATION PATTERN POSTER

CLASS CONVERSATION PATTERN GUIDE

CONVERSATION PATTERN GAME CARDS

CONVERSATION CODING KEY		
ID		Initial Idea
PAR		Paraphrase
BO		Build on
PR		Prompt
UNDERLINE PROMPT & RESPONSE STARTERS		

Display the **Teacher Visual Text and Infographic**.

We will continue using both texts. This time we will **FORTIFY** *by giving evidence or examples during our Constructive Conversations. The Conversation Pattern will help us.*

Let's say the pattern together. Show each **Conversation Pattern Game Card** in order as you review each part of the pattern.

Let's listen to a Model Constructive Conversation that uses the Conversation Pattern. This will help us improve our conversations.

Three Listens Protocol
We will listen to the conversation three times. Each time we will focus on something different.

> Prompt: **What is an important idea in both texts? Start by stating your important idea. Use evidence to support your idea.**

1st Listen (Listen for Context – Message Level Understanding)
- Teacher reads the prompt
- Teacher models using think time and pointing at key elements of the visual text before reading the script or playing the audio
- Students listen to the entire conversation to get the gist—the message

The first time we listen, we will listen actively to understand what Student A and Student B are talking about. Are they answering the prompt? Read the entire model or play audio.

> Prompt: **What is an important idea in both texts? Start by stating your important idea. Use evidence to support your idea.**

Model Conversation (CODED FOR TEACHER REFERENCE ONLY)

Student A1:	An important idea in both texts is to think about how we treat others. **[ID]** What is your idea? **[PR]**
Student B1:	An important idea in both texts is how students should behave at school. **[ID]** Tell me more about your idea. **[PR]**
Student A2:	Your idea is that students should behave. **[PAR]** I think one important idea in both texts is treating others with kindness. **[BO]** In the visual text the kind teacher is smiling at the students. **[BO]** Tell me more about your idea. **[PR]**
Student B2:	Your idea is we should be kind to others. **[PAR]** I think one important idea in both texts is how students should act at school. **[BO]** The infographic shows how responsible students take turns using playdough to make letters. **[BO]** What can you add? **[PR]**
Student A3:	I think you said that responsible students cooperate by taking turns. **[PAR]** I would like to add that students should not distract others by making silly faces. **[BO]** Making silly faces is not a kind way to treat others. **[BO]** What can you add? **[PR]**
Student B3:	I heard you say that making funny faces is distracting and is not how we should treat each other. **[PAR]** I would like to add that respectful students behave by concentrating on their work. **[BO]** The infographic shows students raising a quiet hand and facing forward. **[BO]** Can you give an example? **[PR]**

MODEL/GUIDED PRACTICE (CONTINUED)	Student A4:	I think you said raising a <mark>quiet hand</mark> is a <mark>responsible way</mark> to behave. **[PAR]** The <u>visual text</u> shows <mark>three students</mark> who are focused while they slice <mark>red tomatoes</mark> in a <mark>small group.</mark> **[BO]** They are not distracting each other. **[BO]** <u>I think</u> this is an example of how to behave and treat others with respect. **[BO]** <u>Can you give an example?</u> **[PR]**
	Student B4:	<u>I heard you say</u> when you focus on your work you are behaving and you are also treating others respectfully. **[PAR]** <u>The infographic shows</u> a student wearing a <mark>grey shirt</mark> who is not sharing materials. <u>I think</u> this is an example of how not to behave. **[BO]** <u>I think</u> it is also an example of how not to treat others because he's not considering his classmate's feelings. **[BO]** <u>Can you give an example?</u> **[PR]**

What were the students talking about? How do you know? Use your think time. Give students some think time. *Turn and talk to your partner.* Give students 1 minute to talk to a partner. Call on one or two students to share.

2nd Listen: (Listen for the Language of the Skill – Sentence Level)
- Teacher and students chorally read the prompt
- Teacher models consulting the charted **Prompt and Response Starters** for the language of skill (See **Coded Model** and **Conversation Coding Key** for your reference)
- Students listen to the first **two full turns** of the conversation
- Teacher stops at key moments to make sure students hear the language of the skill
- Students chorally chant the prompt or response starter they heard

This time we will listen actively for the language of the skills. What prompt and response starters are they using to speak in complete sentences?

> **Prompt: What is an important idea in both texts? Start by stating your important idea. Use evidence to support your idea.**

Read each student's turn or play audio. Pause after each prompt or response starter. Have students chorally chant the prompt or response starter they just heard.

Listen to what Student A says. I will stop so you can tell me what you heard.

Student A1:	<u>An important idea</u> **(pause and let students chant the response starter)** in both texts is to think about how we treat others. **[ID]** <u>What is your idea?</u> **[PR] (pause and let students chant the response starter)**

Listen to what Student B says. I will stop so you can tell me what you heard.

Student B1:	<u>An important idea</u> **(pause and let students chant the response starter)** in both texts is how students should behave at school. **[ID]** <u>Tell me more</u> **(pause and let students chant the response starter)** about your idea. **[PR]**

Listen to what Student A says next.

Student A2:	<u>Your idea is</u> **(pause and let students chant the response starter)** that students should behave. **[PAR]** <u>I think</u> **(pause and let students chant the response starter)** one important idea in both texts is treating others with kindness. **[BO]** <u>In the visual text</u> **(pause and let students chant the response starter)** the kind teacher is smiling at the students. **[BO]** <u>Tell me more</u> **(pause and let students chant the response starter)** about your idea. **[PR]**

Listen to what Student B says next.

Student B2:	<u>Your idea is</u> **(pause and let students chant the response starter)** we should be kind to others. **[PAR]** <u>I think</u> **(pause and let students chant the response starter)** one important

| MODEL/GUIDED PRACTICE (CONTINUED) | | idea in both texts is how students should act at school. **[BO]** <u>The infographic shows</u> **(pause and let students chant the response starter)** how responsible students take turns using playdough to make letters. **[BO]** <u>What can you add?</u> **[PR] (pause and let students chant the response starter)** |

What prompt and response starters did they use to speak in complete sentences? Use your think time. Give students some Think Time. *Turn and talk to your partner.* Give students 1 minute to talk to a partner. Call on one or two students to share.

3rd Listen: (Listen for the Conversation Pattern)
- Teacher and students chorally read the prompt
- Teacher models using think time and pointing at key elements of the **Class Conversation Pattern Guide** or the **Conversation Pattern Poster** throughout the 3rd listen
- Students listen to the entire conversation turn by turn
- Teacher stops at key moments to make sure students understand the pattern
- Students will show what they heard using the gestures and the **Conversation Pattern Game Cards**

Let's listen actively to what each student says turn by turn. Make the gestures for what you hear. Then, you will use your Conversation Pattern Game Cards to show what you heard.

Read each student's share or play audio while students use gestures for what they hear. Pause at key moments to make sure students understand the pattern. Direct students to show what they heard using the Conversation Pattern Game Cards. (See Lessons 5 & 6 for additional guidance with this part of the protocol.)

Let's think. How many turns did Student A take? How many turns did Student B take? Yes, four turns. How many turns should you take? Yes, at least four turns. You will use the cards to help you.

Differentiation Opportunity – Extended Practice
NOTE: <mark>Noun phrases</mark> used to cite details from the text are **highlighted in yellow**; you may refer to these examples when you debrief the Model Constructive Conversation

For students performing at the **Expanding (EX) to Bridging (BR) level:**

Using noun phrases to add details makes your ideas clearer. Let's take another listen/look at the language the two speakers used to add details. (Refer to highlighted examples) *How did they add details? Turn and talk to your partner.* Have one or two students share out.

Introduce Visual Text and Infographic Non-Model—FORTIFY
Listen actively to this Non-Model Conversation. These two partners did not follow the Conversation Pattern. Their conversation needs to improve. As you listen, think about how we could make it better.

> **Prompt: What is an important idea in both texts? Start by stating your important idea. Use evidence to support your idea.**

Non-Model Conversation

Student A1:	This is about bad kids.
Student B1:	This is about being nice.
Student A2:	The kids are walking down the street.
Student B2:	I see a selfish kid who isn't sharing materials.

MODEL/GUIDED PRACTICE (CONTINUED)	**Student A3:**	Three students are slicing red tomatoes.
	Student B3:	The other boy is playing with the knife. That's bad.
	Student A4:	I think both texts show that it's important to be good.
	Student B4:	I think so, too.

Debrief the Non-Model Conversation

Guide students through an analysis of what makes this a **Non-Model** Constructive Conversation for the skills of **FORTIFY.** Use the **Constructive Conversations Listening Task Poster** and the **Class Conversation Pattern Guide** as a reference.

What makes this a non-model conversation? How can we improve it? Use your think time. Think about (read the last three bullets of the **Constructive Conversation Listening Task Poster**) *and the Conversation Pattern. Now, turn and talk to your partner.* Have one or two students share out.

Differentiation Opportunity – Extended Practice

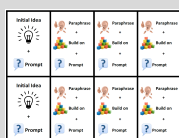For students performing at the **Expanding (EX) to Bridging (BR) level:**

What adjectives or other details such as color words or numbers would you add? Use your think time. Now, turn and talk to your partner. Have one or two students share out.

STUDENT PRACTICE

ELD.PI.1.1 EX
ELD.PI.1.5 EX
ELD.PI.1.6 EX
ELD.PI.1.11 EX
ELD.PI.1.12 EX
ELD.PII.1.1 EX
ELD.PII.1.4 EX

STUDENT VISUAL TEXT & INFOGRAPHIC

CONVERSATION PATTERN GAME CARDS

PROMPT & RESPONSE STARTERS

Constructive Conversation Game with Both Texts

NOTE: Students working at different proficiency levels may benefit from using different texts. See differentiated texts in the resources.

Display **Class Conversation Pattern Guide** or the **Conversation Pattern Poster.** Display and distribute the **Student Visual Text and Infographic.**

Organize students into pairs and distribute **Conversation Pattern Game Cards** and the **Prompt and Response Starters** according to proficiency level **(SEE RESOURCES)**.

Now you will play the Constructive Conversation Game. You will use both texts. First, you must share an initial idea and prompt your partner. Then, take turns and use the Conversation Pattern.

> **Prompt: What is an important idea in both texts? Start by stating your important idea. Use evidence to support your idea.**

Formative Assessment

Monitor students as they play the game and provide feedback as needed. Then select two students who will Fishbowl Model in front of the class when they're done playing the game. Use the **SPF 2.0** to collect a Constructive Conversation Language Sample as they model in front of the class.

Debrief: Whole-Group Discussion of Student Model

Facilitate a whole-group discussion to debrief how the students did the following:
1. *How did they use the Conversation Pattern?*
2. *What language did they use?*

FORMATIVE ASSESSMENT	**Student Progress Form (SPF) 2.0-Constructive Conversation Sample**
SPF 2.0	After the students have played the Constructive Conversation Game to practice the Conversation Pattern, select two students to Fishbowl Model a Constructive Conversation in front of the class (SEE PREVIOUS SECTION). Students will address the following prompt: **What is an important idea in both texts? Start by stating your important idea. Use evidence to support your idea.** Collect a language sample from the two students using the **SPF 2.0**. The language sample must be at least four turns in length

DIFFERENTIATED INSTRUCTION	**Differentiated Instruction**
	Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size. Group 1 – **(Teacher Group)** - Revise/rewrite a turn from a Start Smart 1.0 Model Conversation for **FORTIFY** to include the **Conversation Pattern**. Group 2 – With a partner, practice the **Conversation Pattern** using both texts Group 3 – With a partner, practice the **Conversation Pattern** using only one text Group 4 – With a partner, label what you notice in the texts from this lesson

WRAP-UP ELD.PI.1.1 EX	**Review ELD Objective and Self-Evaluate**

	In this lesson, you…
	• *reviewed the Conversation Pattern*
	• *listened to a Model and Non-Model for* **FORTIFY**
	• *had a Constructive Conversation using a visual text and infographic*
	
	Ask students to reflect on the following:
	• *How did the Conversation Pattern help us?*
	• *Think about…*
	  ○ *One thing that you did well*
	  ○ *One thing you want to improve*
	• *Share and explain to your partner*
	
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

	Start Smart 2.0 - Conversation Practices
	# Lesson 13: Code the Model & Practice the Pattern
ELD OBJECTIVE	Students will be able to analyze the structure of a Constructive Conversation focused on the skill of **FORTIFY** in paired and whole group discussions using both a visual text and an infographic.

STUDENT FRIENDLY ELD OBJECTIVE	In this lesson, you will… • review the Conversation Pattern • understand the Model Constructive Conversation • have a Constructive Conversation using both texts

OPENING ELD.PI.1.1 EX ELD.PI.1.5 EX **CONVERSATION NORMS POSTER** **K-1 CONVERSATION NORMS POSTER**	**Display Student Friendly ELD Objective, <u>Conversation Norms Poster</u>,** and **<u>Conversation Pattern Poster</u>.** Continue with established partnerships for lessons 12 through 16. *In this lesson, you are going to use what you know about the skill of* **FORTIFY** *to code a Constructive Conversation using both texts. We will* **FORTIFY** *ideas during our conversations. The Conversation Pattern will help us have better conversations.* Point to and read charted Student-Friendly ELD Objective. *Let's review the Pattern-***paraphrasing** *(make gesture),* **building on** *(make gesture), and* **prompting** *(make gesture). We will also remember to follow our Conversation Norms* (Point to **Conversation Norms Poster**.) **PAIRS** *Using the language of the skill will help you* **CLARIFY** *and* **FORTIFY** *your ideas. This means we use prompt and response starters to speak in complete sentences* (point to poster). *How will this help you during your conversations? Turn and talk to your partner.* Give students 1 minute to talk to a partner. Affirm all responses and say: *I heard many of you say that (point to K-1 Norms Poster) using the prompt and response starters like the ones we use with our Conversation Pattern* (point to the **Conversation Pattern Poster** or the **Conversation Pattern Guide**) *will help us* **CLARIFY** *our ideas.*

REVIEW ELD.PI.1.1 EX ELD.PI.1.5 EX ELD.PI.1.7 EX ELD.PII.1.1 EX **CLASS CONVERSATION PATTERN GUIDE** **CCONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER (PRIMARY)** **CONVERSATION PATTERN GAME CARDS**	## Review - Conversation Pattern Display the **Conversation Pattern Poster** or **Class Conversation Pattern Guide** and use the **Conversation Pattern Game Cards** to review the pattern. *In the last lesson, we focused on how to* **FORTIFY** *your ideas by using the* **Conversation Pattern** (Point to Poster). *Who can help us review the pattern together?* Have two student volunteers come to the front of the room and lead the class in reviewing the gestures as they chorally recite each of the subskills of the Conversation Pattern. **PAIRS** (**Use the Conversation Pattern Game Cards** as a visual.) *How do we begin a Constructive Conversation? What do we do next? Turn and talk to your partner.* Give students 1 minute to talk to a partner. Affirm all responses and say: *I heard many of you say that you would begin by stating your initial idea and prompt your partner.* (Use the Conversation Pattern Game Cards as a visual.) *Then, you follow the Conversation Pattern.* ## Review - Prompt and Response Starters **NOTE:** Select one prompt/response starter for each subskill that corresponds to the proficiency level of the majority of your students. Pre-chart or add your selected prompt and response starters on your **Conversation Pattern Poster** or **Class Conversation Pattern Guide** to display and use during the lesson.
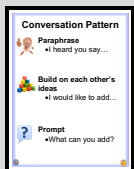
REVIEW (CONTINUED) **CONVERSATION PATTERN POSTER**	*Let's review the prompt and response starters that you may use in your conversations.* Point to and chorally read the prompt/response starter for each subskill that you charted **(Conversation Pattern Guide** or **Conversation Pattern Poster)** in the previous lesson. *We will use the prompt and response starters to help us. The response starters for Paraphrase will help us to **CLARIFY**. The response starters for Build On and Prompting can be used to **FORTIFY** or support our ideas with evidence.*

PROMPT & RESPONSE STARTERS		
INITIAL IDEA		
My idea is	An important idea…	An important idea in both text…
PARAPHRASE		
I heard… You said…	I heard you say… I think you said… Your idea is	In other words, … To paraphrase,…
BUILD ON		
I want to add… I think…	I would like to add… I also think… In the visual text The infographic shows	Additionally, … Another detail is,…
PROMPT		
What else…? What can you add? Tell me more	What else do you notice? What else can you add? Can you give an example?	What other details can you add? How can you add to this idea?
EMERGING	**EXPANDING**	**BRIDGING**

Review - Constructive Conversations Listening Task Poster

NOTE: Lessons 12-14 will focus on highlighting the last three bullets of the **Constructive Conversations Listening Task Poster.** The remaining bullets have been highlighted in previous lessons.

Display the **Constructive Conversations Listening Task Poster** and read each of the questions.

You will listen actively to a Constructive Conversation. As you listen, think…

How did I…
- *use evidence to explain ideas?*
- *use academic words (notice, additionally, etc.) to explain ideas?*
- *use domain-specific words (visual text, infographic, paraphrase, etc.) to explain ideas?*

MODEL/GUIDED PRACTICE

ELD.PI.1.1 EX
ELD.PI.1.5 EX
ELD.PI.1.7 EX
ELD.PI.1.11 EX
ELD.PII.1.1 EX

TEACHER VISUAL TEXT & INFOGRAPHIC

Model/Guided Practice - Code the Model

NOTE: You may use one of the following options to present the Model Constructive Conversation: Play the audio using the **Digital Lessons**, ask for a previously selected adult or upper grade student volunteer to read with you, use puppets or dolls to represent the two students.

Display the **Teacher Visual Text and Infographic** and the **Conversation Pattern Listening Tool.**

*With our partner, we will listen actively to the Model Constructive Conversation. You will use the gestures and the **Conversation Pattern Game Cards** to think about how each partner uses the Conversation Pattern. I will keep track of what we hear using this chart* (point to **Conversation Pattern Listening Tool**).

Distribute a set of the **Conversation Pattern Game Cards** to each student. Students sit next to their partner. Have pairs decide who is Partner A and who is Partner B.

CONVERSATION CODING KEY		
ID		Initial Idea
PAR		Paraphrase
BO		Build on
PR		Prompt
UNDERLINE PROMPT & RESPONSE STARTERS		

MODEL/GUIDED PRACTICE (CONTINUED)	Guide students through an analysis of the Model Constructive Conversation. Use the **Conversation Coding Key**, **Conversation Pattern Guide** and the **Listening Task Poster** to highlight language that makes this a Model Constructive Conversation for **FORTIFY**

CONVERSATION PATTERN LISTENING TOOL

CONVERSATION PATTERN GAME CARDS

CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER

Model

Let's listen actively to the Model Constructive Conversation. We will listen to one turn at a time. Make the gestures for what you hear.

> **Prompt: What is an important idea in both texts? Start by stating your important idea. Use evidence to support your idea.**

Student A1:	An important idea in both texts is to think about how we treat others. **[ID]** What is your idea? **[PR]**

Using the gestures as we listen to the Model

Conversation helps us focus on specific language. Great job!

*Let's listen again to what Student A says. You will now use your **Conversation Pattern Game Cards** to show what you heard.*

I notice that Student A begins by stating her initial idea. How do I know? Hmmm. What response starter did she use to say her initial idea? That's right. She said, "An important idea…" What did she say next? Hmmm. After she shared her initial idea, Student A prompted her partner by saying, "What is your idea?"

*Raise your hand if you are Student A. Show me the card for Initial Idea + Prompt. Good. Place it in front of you. I will check it off on the chart (check off on the **Conversation Pattern Listening Tool**) to show that Student A shared her initial idea and then prompted her partner.*

Listen actively to what Student B says next. Make the gestures for what you hear.

Student B1:	An important idea in both texts is how students should behave at school. **[ID]** Tell me more about your idea. **[PR]**

Did Student B state his initial idea? How do you know? Use your think time. Pause to give students Think Time. *Now turn and talk to your partner.* Give students 1 minute to Turn and Talk. Have 1 or 2 students share.

Listen actively to Student B. Make the gestures for what you hear.

Did Student B prompt his partner? How do you know? Use your think time. Pause to give students Think Time. *Now turn and talk to your partner.* Give students 1 minute to Turn and Talk. Have 1 or 2 students share.

*Raise your hand if you are Student B. Show me the card for Initial Idea + Prompt. Good. Place it in front of you. I will check it off on the chart (check off on the **Conversation Pattern Listening Tool)** to show that Student B shared his initial idea and then prompted his partner.*

Listen actively to what Student A says next. Make the gestures for what you hear.

Student A2:	Your idea is that students should behave. **[PAR]** I think one important idea in both texts is treating others with kindness. **[BO]** In the visual text the kind teacher is smiling at the students. **[BO]** Tell me more about your idea. **[PR]**

Using the gestures as we listen to the Model Conversation helps us focus on specific language. Great job! Let's listen again to what Student A says. You will use your Conversation Pattern Game Cards to show what you heard.

MODEL/GUIDED PRACTICE (CONTINUED)	*I notice that Student A begins by paraphrasing what Student B said. How do I know? Hmmm. What response starter did she use to paraphrase? That's right. She said, "Your idea is…" What did she say next? Hmmm. Then, she added more details. She built on her own idea about how we treat others. Finally, she prompted her partner by saying, "Tell me more…"*

Raise your hand if you are Student A. Did she follow the pattern? How do you know? Good. Place the next card in front of you. I will check it off on the chart (check off on the **Conversation Pattern Listening Tool**) *to show that Student A paraphrased, built on, and prompted.*

Listen actively to what Student B says next. Make the gestures for what you hear

Student B2:	Your idea is we should be kind to others. **[PAR]** I think one important idea in both texts is how students should act at school. **[BO]** The infographic shows how responsible students take turns using playdough to make letters. **[BO]** What can you add? **[PR]**

Did Student B follow the Conversation Pattern? How do you know? Use your think time. Pause to give students Think Time. *Now turn and talk to your partner.* Give students 1 minute to Turn and Talk. Have 1 or 2 students share.

Raise your hand if you are Student B. Did he follow the pattern? Yes. Good. Place the next card in front of you. I will check it off on the chart (check off on the **Conversation Pattern Listening Tool**) *to show that Student B paraphrased, built on, and prompted.*

GUIDED PRACTICE

Listen actively to what Student A says next. Make the gestures for what you hear.

> **Prompt: What is an important idea in both texts? Start by stating your important idea. Use evidence to support your idea.**

Student A3:	I think you said that responsible students cooperate by taking turns. **[PAR]** I would like to add that students should not distract others by making silly faces. **[BO]** Making silly faces is not a kind way to treat others. **[BO]** What can you add? **[PR]**

Using the gestures as we listen to the Model Conversation helps us focus on specific language. Great job!

Let's listen again to what Student A says. You will use your Conversation Pattern Game Cards to show what you heard.

Raise your hand if you are Student A. Did she follow the pattern? How do you know? Good. Place the next card in front of you. I will check it off on the chart (check off on the **Conversation Pattern Listening Tool**) *to show that Student A paraphrased, built on, and prompted.*

Listen actively to what Student B says next. Make the gestures for what you hear.

Student B3:	I heard you say that making funny faces is distracting and is not how we should treat each other. **[PAR]** I would like to add that respectful students behave by concentrating on their work. **[BO]** The infographic shows students raising a quiet hand and facing forward. **[BO]** Can you give an example? **[PR]**

Did Student B follow the Conversation Pattern? How do you know? Use your think time. Pause to give students Think Time. *Now turn and talk to your partner.* Give students 1 minute to Turn and Talk. Have 1 or 2 students share.

Raise your hand if you are Student B. Did he follow the pattern? Yes. Good. Place the next card in front of you. I will check it off on the chart (check off on the **Conversation Pattern Listening Tool**) *to show that*

MODEL/GUIDED PRACTICE (CONTINUED)	*Student B paraphrased, built on, and prompted.*
	Listen actively to what Student A says next. Make the gestures for what you hear.

Student A4:	I think you said raising a quiet hand is a responsible way to behave. **[PAR]** The visual text shows three students who are focused while they slice red tomatoes in a small group. **[BO]** They are not distracting each other. **[BO]** I think this is an example of how to behave and treat others with respect. **[BO]** Can you give an example? **[PR]**

Using the gestures as we listen to the Model Conversation helps us focus on specific language. Great job!

Let's listen again to what Student A says. You will use your Conversation Pattern Game Cards to show what you heard.

Raise your hand if you are Student A. Did she follow the pattern? Yes. Good. Place the next card in front of you. I will check it off on the chart (check off on the **Conversation Pattern Listening Tool**) *to show that Student A paraphrased, built on, and prompted.*

Listen actively to what Student B says next. Make the gestures for what you hear.

Student B4:	I heard you say when you focus on your work you are behaving and you are also treating others respectfully. **[PAR]** The infographic shows a student wearing a grey shirt who is not sharing materials. I think this is an example of how not to behave. **[BO]** I think it is also an example of how not to treat others. **[BO]** Can you give an example? **[PR]**

PAIRS *Did Student B follow the Conversation Pattern? How do you know? Use your think time.* Pause to give students Think Time. *Now turn and talk to your partner.* Give students 1 minute to Turn and Talk. Have 1 or 2 students share.

Raise your hand if you are Student B. Did he follow the pattern? Good. Place the next card in front of you. I will check it off on the chart (check off on the **Conversation Pattern Listening Tool**) *to show that Student B paraphrased, built on, and prompted.*

Let's think. How many turns did Student A take? How many turns did Student B take? Yes, four turns. How many turns should you take? Yes, at least four turns. You will use the cards to help you.

STUDENT PRACTICE

ELD.PI.1.1 EX
ELD.PI.1.5 EX
ELD.PI.1.6 EX
ELD.PI.1.11 EX
ELD.PI.1.12 EX
ELD.PII.1.1 EX
ELD.PII.1.4 EX

CONVERSATION PATTERN GAME CARDS

STUDENT VISUAL TEXT & INFOGRAPHIC

Constructive Conversation Game with Both Texts

Display **Conversation Pattern Guide** or the **Conversation Pattern Poster.** Display and distribute the **Student Visual Text** and **Infographic.** Organize students into pairs and distribute **Conversation Pattern Game Cards**.

Now you will play the Constructive Conversation Game. You will use both texts. First, we must share an initial idea and prompt our partner. Then, take turns and use the Conversation Pattern.

> **Prompt: What is an important idea in both texts? Start by stating your important idea. Use evidence to support your idea.**

I will walk around and listen to notice who is using the Conversation Pattern. Remember to use your Prompt and Response Starters.

Formative Assessment

Monitor students as they converse. When they are finished, select two students who will Fishbowl Model in front of the class. Use the **SPF 2.0** to collect a Constructive Conversation Language Sample as they model in front of the class.

STUDENT PRACTICE (CONTINUED)	**Debrief: Whole-Group Discussion of Student Model** Facilitate a whole-group discussion to debrief how the students did the following: 1. *How did they use the Conversation Pattern?* 2. *What language did they use?*

FORMATIVE ASSESSMENT **SPF 2.0**	**Student Progress Form (SPF) 2.0-Constructive Conversation Sample** After the students have played the Constructive Conversation Game, select two students to have Fishbowl Model a Constructive Conversation in front of the class (SEE PREVIOUS SECTION). Students will address the following prompt: **Prompt: What is an important idea in both texts? Start by stating your important idea. Use evidence to support your idea.** Collect a language sample from the two students using the **SPF 2.0**. The language sample must be at least four turns in length.

DIFFERENTIATED INSTRUCTION	**Differentiated Instruction** Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size. Group 1 – **(Teacher Group)** - Revise/rewrite a turn from a Start Smart 1.0 Model Conversation for **FORTIFY** to include the **Conversation Pattern** Group 2 – With a partner, practice **Conversation Pattern** using both texts Group 3 – With a partner, practice **Conversation Pattern** using only one text Group 4 – With a partner, label what you notice in the texts from this lesson

WRAP-UP
 	
ELD.PI.1.1 EX
	Review ELD Objective and Self-Evaluate
	
	In this lesson, you…
	• *reviewed the Conversation Pattern*
	• *understood the Model Constructive Conversation*
	• *had a Constructive Conversation using both texts*
	
	Ask students the following:
	• *How did the Conversation Pattern help us?*
	• *Think about…*
	  ○ *One thing that you did well*
	  ○ *One thing you want to improve*
	• *Share and explain to your partner*
	
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

Lesson 14: Review Model & Revise Non-Model

ELD OBJECTIVE	Students will be able to apply the Conversation Pattern as they review a Model, revise a Non-Model, and engage in paired and whole group discussions using both texts.
STUDENT FRIENDLY ELD OBJECTIVE	In this lesson, you will… • review the Model Constructive Conversation • revise the Non-Model • have a Constructive Conversation using both texts

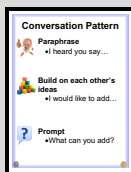| OPENING

 ELD.PI. 1.1 EX
 ELD.PI. 1.5 EX

 CONSTRUCTIVE CONVERSATION NORMS POSTERS

 K-1 CONVERSATION NORMS POSTER | **Display Student Friendly ELD Objective, <u>Conversation Norms Poster</u>, and <u>Conversation Pattern Poster</u>.**

 Point to and read charted Student-Friendly ELD Objective.

 *We will use what we know to practice the Model Constructive Conversation. We will also revise the non-model conversation. This will help us understand the Conversation Pattern and improve our conversations. Let's review the Pattern—**paraphrasing** (make gesture), **building on** (make gesture), and **prompting** (make gesture). We will also remember to follow our Conversation Norms during our conversations* (point to **Conversation Norms Poster**).

 Which Conversation Norm will help you today? Turn and talk to your partner. Give students 1 minute to talk to a partner. Affirm all responses. |
| | |

| REVIEW

 ELD.PI. 1.1 EX
 ELD.PI. 1.5 EX
 ELD.PI. 1.7 EX
 ELD.PII. 1.1 EX

 CONVERSATION PATTERN POSTER

 CLASS CONVERSATION PATTERN GUIDE

 CONVERSATION PATTERN GAME CARDS | ## Review - Conversation Pattern
 Display the **Conversation Pattern Poster** or **Class Conversation Pattern Guide** and use the **Conversation Pattern Game Cards** to review the pattern.

 *In the last lessons we focused on how to **FORTIFY** your ideas by using the <u>Conversation Pattern</u>* (Point to poster).

 Who can help us review the pattern together? Have two student volunteers come to the front of the room and lead the class in reviewing the gestures as they chorally recite each of the subskills of the Conversation Pattern.

 (Use the Conversation Pattern Game Cards as a visual.) *How do we begin a Constructive Conversation? What do we do next? Turn and talk to your partner.* Give students 1 minute to talk to a partner.

 Affirm all responses and say: *I heard many of you say that you would begin by stating your initial idea and prompt your partner.* (Use the Conversation Pattern Game Cards as a visual.) *Then, you follow the Conversation Pattern.*

 ## Review - Prompt and Response Starters
 NOTE: Select prompt and response starters that correspond to the proficiency level of most of your students. |

Let's review the prompt and response starters that you may use in your conversations. Point to and chorally read the prompt/response starter for each subskill that you charted **(Conversation Pattern Guide** or **Conversation Pattern Poster)** in the previous lesson.

Today we are going to use what we know about the skill of FORTIFY and the Conversation Pattern to review a Model Conversation and revise a Non-Model Conversation. Remember that we use evidence from the text to support our ideas when we FORTIFY.

PAIRS

Tell your partner which prompt and response starters you will use when you **FORTIFY.** Have one or two students share.

PROMPT & RESPONSE STARTERS		
INITIAL IDEA		
My idea…	An important idea…	An important idea in both texts…
PARAPHRASE		
I heard… You said…	I heard you say… I think you said… Your idea is	In other words, … To paraphrase,…
BUILD ON		
I want to add… I think…	I would like to add… I also think… In the visual text The infographic shows	Additionally, … Another detail is,…
PROMPT		
What else…? What can you add? Tell me more	What else do you notice? What else can you add? Can you give an example?	What other details can you add? How can you add to this idea?
EMERGING	**EXPANDING**	**BRIDGING**

Review - Constructive Conversations Listening Task Poster

NOTE: Lessons 12-14 will focus on highlighting the last three bullets of the **Constructive Conversations Listening Task Poster.** The remaining bullets have been highlighted in previous lessons.

Display the **Constructive Conversations Listening Task Poster** and read each of the questions.

We will listen actively to a Model Constructive Conversation and help revise a non-model. As we listen and revise, think…

How did they…
- *use evidence to explain ideas?*
- *use academic words (notice, additionally, etc.) to explain ideas?*
- *use domain-specific words (visual text, infographic, paraphrase, etc.) to explain ideas?*

MODEL/GUIDED PRACTICE

ELD.PI. 1.1 EX
ELD.PI. 1.2 EX
ELD.PI. 1.5 EX
ELD.PI. 1.7 EX
ELD.PI. 1.11 EX
ELD.PI. 1.12AEX
ELD.PII. 1.1 EX

TEACHER VISUAL TEXT & INFOGRAPHIC

Model/Guided Practice—Review the Model

NOTE: You may use one of the following options to present the Model Constructive Conversation: Play the audio using the **Digital Lessons**, ask for a previously selected adult or upper grade student volunteer to read with you, use puppets or dolls to represent the two students.

Display the **Teacher Visual Text and Infographic.**

With our partner, we will listen actively to the Model Constructive Conversation. You will use the gestures to think about how each partner uses the Conversation Pattern.

Review Model

Let's listen actively to the Model Constructive Conversation. Make the gestures for what you hear.

Play the audio using the **Digital Lessons**, ask for a previously selected adult or upper grade student volunteer to read with you, use puppets or dolls to represent the two students. **(Refer to Lesson Resources for Model Conversation from Lesson 7)**

CONVERSATION CODING KEY		
ID		Initial Idea
PAR		Paraphrase
BO		Build on
PR		Prompt
UNDERLINE PROMPT & RESPONSE STARTERS		

MODEL/GUIDED PRACTICE (CONTINUED)	*Using the gestures as we listen to the Model Conversation helps us focus on specific language. Great job!*

Review Non-Model

Listen actively to this Non-Model Conversation. These two partners did not follow the Conversation Pattern. Their conversation needs to be improved. As you listen, think about how we could make it better.
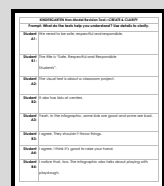
Prompt: What is an important idea in both texts? Start by stating your important idea. Use evidence to support your idea.

Non-Model Conversation

Student A1:	This is about bad kids.
Student B1:	This is about being nice.
Student A2:	The kids are working together.
Student B2:	I see a selfish kid who isn't sharing materials.
Student A3:	Three students are slicing red tomatoes.
Student B3:	The other boy is playing with the knife. That's bad.
Student A4:	I think both texts show that it's important to be good.
Student B4:	I think so, too.

GUIDED PRACTICE—REVISE THE NON-MODEL

Display the **Teacher Visual Text and Infographic** the **Non-Model Revision Tool**, and the **Conversation Pattern Listening Tool.**

Distribute a set of the **Conversation Pattern Game Cards** to each student. Students sit next to their partner. Have pairs decide who is Partner A and who is Partner B.

Guide students through an analysis of the first two turns.

Prompt: What is an important idea in both texts? Start by stating your important idea. Use evidence to support your idea.

1st Exchange

I will use my checklist (Point to Conversation Pattern Listening Tool) to understand what each partner should have in their share. The checklist shows that they should have an initial idea and prompt their partner. Let's listen again to what Student A says and see how we can make it better.

Student A1:	*This is about bad kids.*

Let's see. Did Student A share her initial idea? No, she did not, so I cannot check it off. Hmm, how can we make this better? I think we should add a response starter for an initial idea. What response starter can she use? That's right! She can say, "An important idea is…" and then say, "how kids can be good and bad citizens." Chart change on the **Non-Model Revision Tool.**

My checklist also shows that she needs to prompt her partner. Did she prompt her partner? No, she did not. So, what can she say to prompt her partner? Hmm, she can say, "What is your idea?" Chart changes on the **Non-Model Revision Tool.**

TEACHER VISUAL TEXT & INFOGRAPHIC

NON-MODEL REVISION TOOL

CONVERSATION PATTERN GAME CARDS
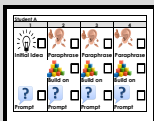
MODEL/GUIDED PRACTICE (CONTINUED) **CONVERSATION PATTERN LISTENING TOOL**	*Let's listen again, now that we improved it:*

Student A1:	<u>An important idea</u> is how kids can be good and bad citizens. What is your idea?

Raise your hand if you are Student A. Show me the card for Initial Idea + Prompt. I will check it off on the chart (check off on the **Conversation Pattern Listening Tool**) *to show that Student A shared her initial idea and also prompted her partner. Place the card down in front of you.*

Listen actively to what Student B says next to see how we can help make it better.

Student B1:	This is about being nice.

 How can Student B state his Initial Idea and prompt his partner? Use your think time. Pause to give students Think Time. *Now turn and talk to your partner.* Give students 1 minute to Turn and Talk. Have 1 or 2 students share their ideas and then chart it this way on the **Non-Model Revision Tool**:

Let's listen again, now that we improved it. Use gestures to show what you hear.

Student B1:	<u>An important idea</u> is that both texts show what it looks like when you have good behavior. **[ID]** Tell me more about your idea?**[PR]**

Raise your hand if you are Student B. Show me the card for Initial Idea + Prompt. Good. Place it in front of you. I will check it off on the chart (check off on the **Conversation Pattern Listening Tool**) *to show that Student B shared his initial idea and then prompted his partner.*

2ⁿᵈ Exchange

Listen actively to what Student A says next.

Student A2:	The kids are working together.

Let's listen to another way Student A could share:

Student A2:	<u>I heard you say</u> that the texts show how children should behave. **[PAR]** <u>I think the texts</u> show how students should treat each other when they work with their classmates. **[BO]** <u>Tell me more</u> about your idea. **[PR]**

 Which is better? Why? Use your think time. Pause to give students Think Time. *Now turn and talk to your partner.* Give students 1 minute to Turn and Talk. Have 1 or 2 students share. Chart revised version on the **Non-Model Revision Tool**.

Let's listen again to the better example. Use gestures to show what you hear.

Student A2:	<u>I heard you say</u> that the texts show how children should behave. **[PAR]** <u>I think</u> the texts also show how students should treat each other when they work with their classmates. **[BO]** <u>Tell me more</u> about your idea. **[PR]**

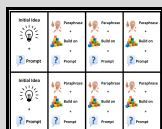*Raise your hand if you are Student A. Did she follow the pattern? Yes. Good. Place the next card in front of you. I will check it off on the chart* (check off on the **Conversation Pattern Listening Tool**) *to show that Student A paraphrased, built on, and prompted.*

Listen actively to what Student B says next.

Student B2:	I see a selfish kid who isn't sharing materials.

MODEL/GUIDED PRACTICE (CONTINUED)	*Let's listen to another way Student B could share:*

Student B2:	Your idea is *that you need to behave when you are working with others at school.* **[PAR]** *I think another idea is we should share our materials with our classmates to show we are responsible.* **[BO]** What can you add? **[PR]**

Which is better? Why? Use your think time. Pause to give students Think Time. *Now turn and talk to your partner.* Give students 1 minute to Turn and Talk. Have 1 or 2 students share. Chart revised version on the **Non-Model Revision Tool**.

Let's listen again to the better example. Use gestures to show what you hear.

Student B2:	Your idea is *that you need to behave when you are working with others at school.* **[PAR]** *I think another idea is we should share our materials with our classmates to show we are responsible.* **[BO]** What can you add? **[PR]**

Raise your hand if you are Student B. Did he follow the pattern? Yes. How do you know? Good. Place the next card in front of you. I will check it off on the chart (check off on the **Conversation Pattern Listening Tool**) *to show that Student B paraphrased, built on, and prompted.*

Let's think. How did we improve the non-model? What helped us? Use your think time. Pause to give students Think Time. *Now turn and talk to your partner.* Give students 1 minute to Turn and Talk.

STUDENT PRACTICE	

ELD.PI. 1.1 EX
ELD.PI. 1.3 EX
ELD.PI. 1.5 EX
ELD.PI. 1.6 EX
ELD.PI. 1.11 EX
ELD.PI. 1.12 EX
ELD.PII. 1.1 EX
ELD.PII. 1.4 EX

CONVERSATION PATTERN GAME CARDS

STUDENT VISUAL TEXT & INFOGRAPHIC

Constructive Conversation Game with Both Texts

Display **Conversation Pattern Guide** or the **Conversation Pattern Poster.** Display and distribute the **Student Visual Text** and **Infographic.** Organize students into pairs and distribute **Conversation Pattern Game Cards**.

Now you will play the Constructive Conversation Game. You will use both texts. First you must share an initial idea and prompt your partner. Then, take turns and use the Conversation Pattern. Remember to use noun phrases to add details.

> **Prompt: What is an important idea in both texts? Start by stating your important idea. Use evidence to support your idea.**

I will walk around and listen to notice who is using the Conversation Pattern and noun phrases to add details. Remember to use your Prompt and Response Starters.

Formative Assessment

Monitor students as they converse. When they are finished, select two students who will Fishbowl Model in front of the class. Use the **SPF 2.0** to collect a Constructive Conversation Language Sample as they model in front of the class.

Debrief: Whole-Group Discussion of Student Model

Facilitate a whole-group discussion to debrief how the students did the following:

1. *How did they use the Conversation Pattern?*
2. *What language did they use?*

FORMATIVE ASSESSMENT SPF 2.0	## Student Progress Form (SPF) 2.0-Constructive Conversation Sample After the students have played the Constructive Conversation Game, select two students to have a Constructive Conversation in front of the class (SEE PREVIOUS SECTION). Students will address the following prompt: **What is an important idea in both texts? Start by stating your important idea. Use evidence to support your idea.** Collect a language sample from the two students using the **SPF 2.0**. The language sample must be at least four turns in length.
DIFFERENTIATED INSTRUCTION	## Differentiated Instruction Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size. Group 1 – **(Teacher Group)** - Revise/rewrite the next two turns from the Non-Model Conversation from this lesson to include the **Conversation Pattern**. Group 2 – With a partner, practice the **Conversation Pattern** using both texts Group 3 – With a partner, practice the **Conversation Pattern** using only one text Group 4 – With a partner, label what you notice in the texts from this lesson

WRAP-UP
 	
ELD.PI. 1.1 EX
	## Review ELD Objective and Self-Evaluate
	
	In this lesson, you…
	- *reviewed the Model Constructive Conversation*
	- *revised the Non-Model*
	- *had a Constructive Conversation using both texts*
	
	Ask students the following:
	- *How did the Conversation Pattern help us?*
	- *Think about…*
	  - *One thing that you did well*
	  - *One thing you want to improve*
	- *Share and explain to your partner*
	
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

<table>
<tr><td colspan="2" align="center">Start Smart 2.0 - Conversation Practices</td></tr>
<tr><td colspan="2" align="center"><h1>Lesson 15: Craft an Oral Paragraph</h1></td></tr>
</table>

ELD OBJECTIVE	Students will be able to collaboratively construct an oral paragraph focused on the skills of **FORTIFY.**

STUDENT FRIENDLY ELD OBJECTIVE	In this lesson, you will… • use texts to organize information for an oral paragraph • practice an oral paragraph with a partner • give feedback to revise an oral paragraph

OPENING ELD.PI. 1.5 EX ELD.PI. 1.1 EX	*We have focused on using the Conversation Pattern. This helped us learn a lot about our topic. In this lesson, we will use what we know about the topic to craft an oral paragraph.* **PAIRS** *For this lesson, I want us to focus on using our Think Time. Why do we use our Think Time? Turn and talk to your partner.* Have one or two students share out. Affirm all responses.

REVIEW ELD.PI. 1.1 EX ELD.PI. 1.2 EX ELD.PI. 1.5 EX ELD.PI. 1.6 EX **STUDENT VISUAL TEXT & INFOGRAPHIC** **PRE-CHARTED GRAPHIC ORGANIZER**	## Review – Both Texts & Chart Important Ideas **NOTE: Use pre-charted Graphic Organizer from Lesson 10 and 11 for student's reference in this lesson, Lessons 16, and 22.** Display and distribute both **Student Texts**. *In this lesson, we will use an important idea from both texts to craft our oral paragraphs.* *Study the visual text and infographic. One important idea from both texts is:* Be Safe. Point to pre-charted Graphic Organizer. *We wrote important information a while back. What are other ideas? That's right. Be Respectful and Be Responsible are also important ideas.* Chart on Graphic Organizer as shown on the right. *What are some details or evidence for each idea from both texts? We will chart any new ideas here* (point to pre-charted Graphic Organizer). **THINK ALOUD** *Let's start with Be Safe. What are some details or examples from both texts about being safe?* Model pointing to both Student Texts as you think. *Hmmm. I notice that under the heading for Be Safe it says to treat others with kindness* (point to infographic). *One example is do not whisper unkind words This detail supports the idea of being safe.* Read "take turns" on the Graphic Organizer. *Let's read our other details.* Read chorally with students. **PAIRS** *What is another example of being safe? Use your think time to study both texts. Then, tell your partner, "One example is…" and tell your example.* Give students 2 minutes to talk to a partner and have 1 or 2 students share out. Chart student responses in words and phrases on Graphic Organizer. *Now, let's look at our next idea—Be Respectful. What are some details or examples from both texts about being respectful? Read chorally with students.* **PAIRS** *What is another example of being respectful? Use your think time to study both texts. Then, tell your partner, "One example is…" and tell your example.* Give students 2 minutes to talk to a partner and have 1 or 2 students share out.

REVIEW (CONTINUED)	Chart student responses in words and phrases on Graphic Organizer.

Now, let's look at our next idea—Be Responsible. What are some details or examples from both texts about being responsible that we wrote? Read chorally with students.

PAIRS *What is an example of being responsible? Use your think time to study both texts. Then, tell your partner, "One example is…" and tell your example.* Give students 2 minutes to talk to a partner and have 1 or 2 students share out.

Chart student responses in words and phrases on the Graphic Organizer.

So, we will use the ideas and details from the Graphic Organizer and both texts to help us with our oral paragraph.

MODEL/GUIDED PRACTICE

ELD.PI. 1.1 EX
ELD.PI. 1.5 EX
ELD.PI. 1.6 EX
ELD.PI. 1.7 EX
ELD.PI. 1.9 EX
ELD.PI. 1.11 EX
ELD.PI. 1.12 EX
ELD.PII. 1.1 EX
ELD.PII. 1.2EX

STUDENT VISUAL TEXT & INFOGRAPHIC

PARAGRAPH CRITERIA CHART

PARAGRAPH GUIDE

PRE-CHARTED GRAPHIC ORGANIZER

Introduce – Paragraph Criteria Chart and Paragraph Guide

Display the **Paragraph Criteria Chart,** the **Paragraph Guide** and the **Pre-Charted Graphic Organizer** in this order from left to right.

Today our challenge will be to craft and share an oral paragraph. First, let's review the structure of a strong oral paragraph (Refer to **Paragraph Criteria Chart**)*.*

Let's look at what we need to include in our paragraphs. Point to **Paragraph Criteria Chart** as you explain each visual and how it relates to each item on the **Paragraph Criteria Chart.**

> **Prompt: What is an important idea in both texts? Start by stating your important idea. Use evidence to support your idea.**

I will model what a strong oral paragraph sounds like. Listen actively and think about what I included in my oral paragraph. Model saying the paragraph without appearing to read it.

> **An important idea in the texts is** how to behave respectfully at school.
> **One example is** to focus on your work and not distract others.
> **Another example is** to keep your hands to yourself.
> **In conclusion,** behaving respectfully is important.

*Let's think about the criterion. Did my first sentence explain the main idea or topic? What was the prompt asking me to talk about in my oral paragraph? Oh, yes. The topic was to share an important idea in both texts. Let me say it again so you can think. (*Repeat the first sentence.) *So, yes. I did say my topic.*

Let's think about the next criteria. Did I include at least one sentence with details? How? Let me say it again so you can think. Repeat the next two sentences. *Yes, I did. I actually said two details.*

PAIRS *What were some of my examples? Turn and talk to your partner.* Give students 2 minutes to talk to a partner and have 1 or 2 students share out.

Let's think about the last two criteria. Did I include transition words to organize my sentences? Yes, I did. I used "One example is" and I also used "Another example is". These transition words helped me organize and link my examples. Did I include a closing? Yes, I did. I included a closing and started it with, "In conclusion, …"

Let me say my oral paragraph again. Show me a thumbs up when you hear the transition words. Model saying the paragraph again without appearing to read it.

PARAGRAPH GUIDE (EM-EX)
An important idea is…
One example is…
In conclusion, …

Doing these three things (point to the **Paragraph Criteria Chart**) *helps me to know what I need to include in my oral paragraph. But, how did I craft it? What else did I use to help me?*

MODEL/GUIDED PRACTICE (CONTINUED)	

PAIRS *What else can you use when you're crafting your own oral paragraphs? Turn and talk to your partner.* Give students 2 minutes to talk to a partner and have 1 or 2 students share out.

*I heard many of you say we can use the Graphic Organizer because it has important ideas and details (point to the Graphic Organizer). We can also use this (point to the **Paragraph Guide**) to help us organize and link our ideas.*

*Let's all point to the **Paragraph Guide** that I used to help me and read it together. Good. I also used my Graphic Organizer.*

*Now, let's listen one more time to my oral paragraph. As you listen actively, point to where you think I got some of my ideas—the **Paragraph Guide** or the **Graphic Organizer**.* Model saying the paragraph without appearing to read it.

PARAGRAPH GUIDE (EX-BR)

An important idea in the texts is…

One example is…

Another example is…

In conclusion, …

Model/Guided Practice – Rows of Communication

Display the **Paragraph Criteria Chart,** the **Paragraph Guide** and the **Pre-Charted Graphic Organizer** in this order from left to right. Display and distribute both **Student Texts**.

We will craft an oral paragraph using both texts. Use your think time to think of ideas. You may use the words *from the **Paragraph Guide** and the Graphic Organizer (point to the **Pre-Charted Graphic Organizer**) to help you.*

> **Prompt: What is an important idea in both texts? Start by stating your important idea. Use evidence to support your idea.**

Invite one or two pre-selected students to Fishbowl model their oral paragraphs for the class and highlight how they utilized the **Paragraph Guide** and the **Pre-Charted Graphic Organizer.**

ROWS OF COMMUNICATION

1. Form two rows (Row A & Row B) facing each other so that each person has a partner.
2. Sit down so that you are facing your partner from the other row.
3. Think about the prompt.
4. Take turns sharing ideas with your partner.
5. Stand up and thank your partner.
6. Row A moves one position to the left. The partner at the end of Line A moves down the center aisle to the other end.
7. Repeat steps 2-5 with your new partner.
8. Repeat the process again to share with a third partner.

Now we will all share our oral paragraphs. Follow the **Rows of Communication Protocol** to have students practice sharing an oral paragraph with at least three partners.

> **Prompt: What is an important idea in both texts? Start by stating your important idea. Use evidence to support your idea.**

Good job sharing your oral paragraphs. I heard many of you (point to and read each item of the **Paragraph Criteria Chart**).

Remember to…(provide students with additional feedback as needed based on their output).

STUDENT PRACTICE ELD.PI. 1.1 EX ELD.PI. 1.3 EX ELD.PI. 1.5 EX ELD.PI. 1.6 EX ELD.PI. 1.7 EX ELD.PI. 1.9 EX ELD.PI. 1.11EX ELD.PI. 1.12 EX ELD.PII. 1.1 EX ELD.PII. 1.2 EX	

Fishbowl Model–Oral Paragraph Share: Give & Receive Feedback

A different pre-selected pair models taking turns to share their oral paragraphs with the class. The class will listen actively to give feedback.
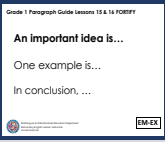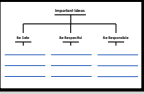
Let's listen to these two partners share their paragraphs. As we listen actively, we will think about how they (point to and read each item of the **Paragraph Criteria Chart**).

> **Prompt: What is an important idea in both texts? Start by stating your important idea. Use evidence to support your idea.**

STUDENT PRACTICE (CONTINUED)	**Formative Assessment**
	Collect a language sample using the OOAT for each student who shares during the Fishbowl Model (SEE BELOW).
PARAGRAPH CRITERIA CHART	**Debrief the Model: Whole-Group Discussion of Student Model**
	Use the **Paragraph Criteria Chart** to facilitate a whole-group discussion of the Fishbowl Model:
	1. *How did her oral paragraph meet the criteria?*
	2. *What can make the paragraph better?*
	Have one or two students share out. Affirm all responses.

FORMATIVE ASSESSMENT	**Student Progress Form (SPF) - Oral Output Assessment Tool**
	Select 1-2 students to progress monitor using the **OOAT** based on their oral output (SEE PREVIOUS SECTION). Students will address the following prompt:
OOAT	**What is an important idea in both texts? Start by stating your important idea. Use evidence to support your idea.**
	NOTE: In order for students to have an opportunity to address all three dimensions of the OOAT, you must collect the oral paragraph from beginning to end. Provide students with sufficient time to respond to the prompt.

DIFFERENTIATED INSTRUCTION	**Differentiated Instruction**
	Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size.
	Group 1 – **(Teacher Group)** – Practice crafting an oral paragraph.
	Group 2 – Take turns crafting an oral paragraph using a Visual Text from Start Smart 1.0 or other theme-related visual text.
	Group 3 – Practice giving and receiving feedback for an oral paragraph with a different partner.
	Group 4 – Play Constructive Conversation Game with a Visual Text from Start Smart 1.0 or other theme-related visual text.

WRAP-UP ELD.PI. 1.1 EX	**Review ELD Objective and Self-Assess**
	In this lesson, we …
	• *used texts to organize information for an oral paragraph*
	• *practiced an oral paragraph with a partner*
	• *gave feedback to revise an oral paragraph*
	Ask students to reflect on the following:
	• *What helped you craft your oral paragraph?*
	• *Think about…*
	• *One thing that you did well*
	• *One thing you want to improve*
	• *Share and explain to your partner*
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

Start Smart 2.0 - Conversation Practices	
Lesson 16: Write a Paragraph	
ELD OBJECTIVE	Students will be able to collaboratively and individually construct a written paragraph focused on the skills of **FORTIFY.**
STUDENT FRIENDLY ELD OBJECTIVE	In this lesson, you will… • practice an oral paragraph with a partner • write a paragraph with the class • write a paragraph on your own
OPENING ELD.PI. 1.1 EX ELD.PI. 1.5 EX	*In the last lesson, we worked on crafting an oral paragraph. In this lesson, we will use what we know about the topic to write a paragraph.* *Let's review our Norms. For this lesson, we will focus on listening respectfully. How do we listen respectfully? Why? Turn and talk to your partner.* Have one or two students share out. *I heard many of you say that listening respectfully helps you focus and understand what your partner said. It is important when you are listening to someone share an oral paragraph. They say a lot of information that is helpful. So, let's do our best listening respectfully today.*
REVIEW ELD.PI. 1.1 EX ELD.PI. 1.2 EX ELD.PI. 1.5 EX ELD.PI. 1.6 EX ELD.PII. 1.1 EX ELD.PII. 1.2 EX **STUDENT VISUAL TEXT & INFOGRAPHIC** **PARAGRAPH CRITERIA CHART** **PARAGRAPH GUIDE** **PRE-CHARTED GRAPHIC ORGANIZER**	## Review – Both Texts & Paragraph Tools Display and distribute both **Student Texts**. Display the **Paragraph Criteria Chart,** the **Paragraph Guide** and the **Pre-Charted Graphic Organizer.** *Let's review key information from both texts and add to our Graphic Organizer.* *The important ideas we listed are: Be Safe, Be Respectful, and Be Responsible.* Point to pre-charted Graphic Organizer. *Let's read the examples we listed for each key idea.* *Use your think time to study both texts. Then, tell your partner, "One example is…" and tell your example.* Give students 2 minutes to talk to a partner. Have 2 or 3 students share out. After each student shares out, pose these following questions to the class: • *Where does this example belong?* (Teacher and students point to the Graphic Organizer) • *Which important idea does the example support? How do you know?* Chart student responses in words and phrases on the Graphic Organizer. *So, we will use the important ideas and details from the Graphic Organizer and both texts to help us with the information in our paragraphs.* *To help us organize our ideas and craft a strong paragraph we will use the **Paragraph Criteria Chart** and the **Paragraph Guide.*** *Let's look at what we need to include in our paragraphs*. Point to **Paragraph Criteria Chart** as you explain each visual and how it relates to each item on the **Paragraph Criteria Chart.** *Now, let's all point to the **Paragraph Guide** that I used to help me and read it together. Good.* *Listen actively and think about what I included in my oral paragraph.* Model saying the paragraph without appearing to read it. **Prompt: What is an important idea in both texts? Start by stating your important idea. Use evidence to support your idea.**

REVIEW (CONTINUED) K-1 CONVERSATION NORMS POSTER	

> **An important idea in the texts is** how to behave respectfully at school.
>
> **One example is** to focus on your work and not distract others.
>
> **Another example is** to keep your hands to yourself.
>
> **In conclusion,** behaving respectfully is important.

What do you think I used to help me with my paragraph? How do you know? Turn and talk to your partner. Have one or two students share out. Affirm all responses.

Now it's your turn! You will practice sharing your oral paragraph about both texts with a partner. Use your think time to think of ideas. You may use the words *from the **Paragraph Guide** and the Graphic Organizer* (point to the **Pre-Charted Graphic Organizer**) *to help you. The prompt is:*

> **What is an important idea in both texts? Start by stating your important idea. Use evidence to support your idea.**

Give students sufficient time to share their paragraphs. Then say: *Good job sharing your oral paragraphs. I heard many of you* (point to and read each item of the **Paragraph Criteria Chart**). *Remember to…* (provide students with additional feedback as needed based on their output).
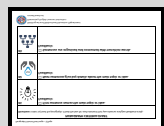
Invite one or two pre-selected students to Fishbowl Model their oral paragraphs for the class and highlight how they utilized the **Paragraph Guide** and the **Pre-Charted Graphic Organizer.**
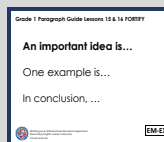

MODEL/GUIDED PRACTICE

ELD.PI. 1.1 EX
ELD.PI. 1.2 EX
ELD.PI. 1.5EX
ELD.PI. 1.6 EX
ELD.PI. 1.9 EX
ELD.PI. 1.10 EX
ELD.PI. 1.11 EX
ELD.PI. 1.12EX
ELD.PII. 1.1 EX
ELD.PII. 1.2 EX

STUDENT VISUAL TEXT & INFOGRAPHIC

PARAGRAPH CRITERIA CHART

PARAGRAPH GUIDE

Introduce – Model Written Paragraph

Display the **Paragraph Criteria Chart,** the **Paragraph Guide** and the **Pre-Charted Graphic Organizer** in this order from left to right.

Today our challenge will be to write a strong paragraph using what we know. First, let's read a model written paragraph together. We will think about why this is a strong paragraph using our tools (Point to **Paragraph Criteria Chart,** the **Paragraph Guide** and the **Pre-Charted Graphic Organizer**. *What is our topic? The prompt is:*

> **What is an important idea in both texts? Start by stating your important idea. Use evidence to support your idea.**

Display and read the paragraph.

> **An important idea is** to behave at school.
>
> **One example is** to focus on your work.
>
> **In conclusion,** good citizens behave respectfully.

Let's look at what I needed to include in my paragraph. Point to **Paragraph Criteria Chart** as you think aloud to analyze each sentence.

What do you think I used to help me with my paragraph? How do you know? Turn and talk to your partner. Have one or two students share out. Affirm all responses.

I heard many of you say we can use this (point to the **Paragraph Guide**) *to help us organize and link our ideas.*

*Let's all point to the **Paragraph Guide** that I used to help me and read it together. Good. I also used my Graphic Organizer.*

PARAGRAPH GUIDE (EX-BR)

An important idea in the texts is…

One example is…

Another example is…

In conclusion, …

PARAGRAPH GUIDE (EM-EX)

An important idea is…

One example is…

In conclusion, …

MODEL/GUIDED PRACTICE (CONTINUED)	*Now, let's read my paragraph one more time. As you listen actively, point to where you think I got some of my ideas—the **Paragraph Guide** or the **Graphic Organizer**.*

PRE-CHARTED GRAPHIC ORGANIZER
	## Model/Guided Practice – Shared Writing
	
	Display the **Paragraph Criteria Chart,** the **Paragraph Guide** and the **Pre-Charted Graphic Organizer** in this order from left to right. Display and distribute both **Student Texts**.
	
	Now, we will all write a paragraph together. The prompt is:
	
	   What is an important idea in both texts? Start by stating your important idea. Use evidence to support your idea.
	
	Let's look at what we need to include in our paragraphs (Refer to **Paragraph Criteria Chart**). *What's the first thing we need to do? That's right. Our first sentence must explain the main idea or topic.*
	
	Which important idea should we use? How should we write it? (Point to the **Paragraph Guide**) Chart the class selected response.
	
	What's the next step? That's right. We need to include at least one sentence with details or evidence.
	
	Which example will support our key idea? Turn and talk to your partner. Have one or two students share out. Chart the class selected response(s). If there are multiple examples, tell students they may write multiple sentences and are not limited to one example.
	
	I heard some of you use information from the Graphic Organizer and I also heard others who shared new ideas based on the texts. Remember you can write more than two sentences.
	
	Now, let's look at the last two criteria. We need to include transition words to organize and link our ideas and include a closing. Did we include transition words? No. What will help us include transition words? That's right! We can use the Paragraph Guide. (Point to the Paragraph Guide).
	
	Which words from the Paragraph Guide should we use with our detail sentence? Turn and talk to your partner. Have one or two students share out. Chart the class selected response.
	
	   We also need a closing which restates our important idea. How should we write our choice in a complete sentence? Turn and talk to your partner. Have one or two students share out. Chart the class selected response.
	
	   Did we include words to show that this is a closing? No. Which words from the Paragraph Guide should we use? Turn and talk to your partner. Have one or two students share out. Add "In conclusion," to class paragraph.
	
	Let's read our class paragraph together! Now, you get to write your own paragraph.

STUDENT PRACTICE ELD.PI. 1.1 EX ELD.PI. 1.2 EX ELD.PI. 1.5 EX ELD.PI. 1.6 EX ELD.PI. 1.9 EX ELD.PI. 1.10 EX ELD.PI. 1.11 EX ELD.PI. 1.12 EX ELD.PII. 1.1EX ELD.PII. 1.2 EX	## Student Practice – Independent Writing *Now you will show what you know by writing your own paragraph. I will collect your paragraphs when you're done. The prompt is:* **What is an important idea in both texts? Start by stating your important idea. Use evidence to support your idea.** ## Formative Assessment Monitor students as they write their individual paragraphs. Assist students to utilize the resources as needed.

| STUDENT PRACTICE (CONTINUED) | **Differentiation Opportunity – Additional Support**

Students performing at the Emerging level for the Productive Mode of the Part I ELD Standards may require additional small group support or the use of a writing template. |

| FORMATIVE ASSESSMENT

WOAT | **Student Progress Form (SPF) - Written Output Assessment Tool**

Collect all writing samples and score them using the **WOAT** (SEE PREVIOUS SECTION). Students will address the following prompt:

What is an important idea in both texts? Start by stating your important idea. Use evidence to support your idea. |

| DIFFERENTIATED INSTRUCTION | **Differentiated Instruction**

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

Group 1 – **(Teacher Group)** – Practice crafting a written paragraph.
Group 2 – Take turns crafting an oral paragraph using a Visual Text from Start Smart 1.0 or other theme-related visual text.
Group 3 –Draw and label information from your oral paragraph.
Group 4 – Play Constructive Conversation Game with a Visual Text from Start Smart 1.0 or other theme-related visual text. |

| WRAP-UP

ELD.PI. 1.1 EX | **Review ELD Objective and Self-Assess**

In this lesson, you…
• *practiced an oral paragraph with a partner*
• *wrote a paragraph with the class*
• *wrote a paragraph on your own*

Ask students the following:
• *What helped you write paragraph?*
• *Think about…*
  • *One thing that you did well*
  • *One thing you want to improve*
• *Share and explain to your partner*

After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group. |

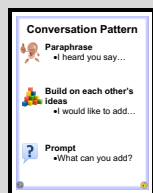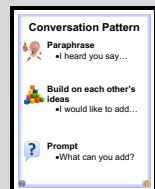|	Start Smart 2.0 - Conversation Practices
	Lesson 17: Practice NEGOTIATE with Both Texts
ELD OBJECTIVE	Students will be able to engage in a Constructive Conversation focused on **NEGOTIATE** in paired and whole group discussions using both a visual text and an infographic. **Note: Students will begin working with a new partner and continue with that partner for lessons 17-21.**
STUDENT FRIENDLY ELD OBJECTIVE	In this lesson, you will… • review the Conversation Pattern • listen to a Model and Non-Model for **NEGOTIATE** • have a Constructive Conversation using a visual text and infographic
OPENING ELD.PI.1.1 EX ELD.PI.1.5 EX **CONVERSATION NORMS POSTER** **K-1 CONVERSATION NORMS POSTER**	Display **Student Friendly ELD Objective, <u>Conversation Norms Poster,</u>** and **<u>Conversation Pattern Poster.</u>** Establish partnerships for lessons 17 through 21. Point to and read charted Student-Friendly ELD Objectives. *When we **NEGOTIATE,** we make our ideas stronger. To **NEGOTIATE** we explore or think about all ideas. We value each other's ideas even if we disagree. We will continue to use the Conversation Pattern to make our conversations better. We will also follow our Norms* (point to Norms poster). *Which conversation norm will help us to **NEGOTIATE**? Turn and talk to your partner. Give students 1 minute to talk to a partner.* Affirm all responses and say: *I heard many of you say that* (point to Conversation Pattern Poster) *using the prompt and response starters like the ones we use with our Conversation Pattern will help us think about and **NEGOTIATE** ideas.*
REVIEW ELD.PI.1.1 EX ELD.PI.1.5 EX ELD.PII.1.1 EX **CONVERSATION PATTERN POSTER** **CLASS CONVERSATION PATTERN GUIDE**	# Review the Conversation Pattern Use the **Conversation Pattern Poster** to review each subskill. *Who can help us review the pattern together?* Have two student volunteers come to the front of the room and lead the class in reviewing the gestures as they chorally recite each of the subskills of the Conversation Pattern. *We already know the Conversation Pattern helps make our conversations better. For example, using the pattern can help you to **CLARIFY** by paraphrasing and understanding what your partner says. It also helps you to **FORTIFY** by building on ideas with evidence or examples.* *How might it also help us as we **NEGOTIATE**? Turn and talk to your partner.* Have one or two students share out. **Teacher Think Aloud:** *When I **NEGOTIATE** with my partner, we both need to explore or think about each other's ideas even if we disagree. Using the Conversation Pattern will help us to **NEGOTIATE** and come to an agreement.*

<table>
<tr><td>

MODEL/GUIDED PRACTICE

ELD.PI.1.1 EX
ELD.PI.1.5 EX
ELD.PI.1.6 EX
ELD.PI.1.7 EX
ELD.PII.1.1 EX
ELD.PII.1.4 EX

CONVERSATION PATTERN POSTER

CLASS CONVERSATION PATTERN GUIDE

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Model—Review Prompt & Response Starters

NOTE: Select **one prompt/response starter for each subskill** that corresponds to the proficiency level of the majority of your students. Pre-chart or add your selected prompt and response starters on your **Conversation Pattern Poster** or **Class Conversation Pattern Guide** to display and use during the lesson.

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We will continue to use the prompt and response starters to help us follow the Conversation Pattern. Here are some new ones. (Point to pre-charted response starters.)

There is a response starter to create an initial idea. Let's read it. (Read the selected response starter.)

*The goal of this lesson is to **NEGOTIATE**. If I disagree with my partner, what could I do to show that I value the idea and want to keep exploring or thinking about it?*

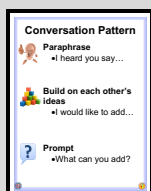| PROMPT & RESPONSE STARTERS		
INITIAL IDEA		
I think…	I think the ___ is better…	I think the ___ is better because…
PARAPHRASE		
I heard… You said…	I heard you say… I think you said… Your idea is	In other words, … To paraphrase, …
BUILD ON		
I want to add… I think…	I would like to add… I also think… In the visual text… The infographic shows… An example is…	Additionally, … Another detail is, …
PROMPT		
What else…? What can you add?	What else do you notice? What else can you add? What do you think?	What other details can you add? How can you add to this idea?
EMERGING	**EXPANDING**	**BRIDGING**

Hmmm. I could say I want to keep thinking about the idea and prompt my partner for more information or evidence. What could I say to prompt my partner for more information or evidence? I could say, "What else can you add?"

It's important to value and explore each other's ideas. What can you say or do when someone disagrees? Turn and talk to your partner. Call on one student to share which response starter they might use.

Point to pre-charted response starters and review as needed.

Turn and talk to your partner. How will you say your initial idea?
Call on one student to share which response starter they might use.

Turn and talk to your partner. What will you say to paraphrase?
Call on one student to share which response starter they might use.

Turn and talk to your partner. What will you say to build on? Call on one student to share which response starter they might use.

Turn and talk to your partner. What will you say to prompt your partner? Call on one student to share which prompt starter they might use.

You will use the **Conversation Pattern Poster** or the **Class Conversation Pattern Guide** (point to pre-charted response starters) to remind you of the pattern. Chorally read the response starters again if needed.

Review the Constructive Conversations Listening Task Poster

NOTE: Lessons 17-19 will focus on highlighting the last three bullets of the **Constructive Conversations Listening Task Poster.** The first three bullets were highlighted in previous lessons.

Display the **Constructive Conversations Listening Task Poster (Primary)** and read each of the questions.

MODEL/GUIDED PRACTICE (CONTINUED)	*You will listen actively to a Constructive Conversation. As you listen, think…*

How did I…
- *use evidence to explain ideas?*
- *use academic words (notice, additionally, etc.) to explain ideas?*
- *use domain-specific words (visual text, infographic, paraphrase, etc.) to explain ideas?*

CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER (PRIMARY)

Introduce Visual Text & Infographic Model—NEGOTIATE

NOTE: You may use one of the following options to present the Model Constructive Conversation: Play the audio using the <u>**Digital Lessons**</u>, ask for a previously selected adult or upper grade student volunteer to read with you, use puppets or dolls to represent the two students.

Display the <u>**Teacher Visual Text and Infographic**</u>.

*We will continue using both texts. This time we will **NEGOTIATE** to make our ideas stronger during our Constructive Conversations. The Conversation Pattern will help us explore and value each other's ideas even if we disagree.*

Let's say the pattern together. Show each <u>**Conversation Pattern Game Card**</u> in order as you review each part of the pattern.

Let's listen to a Model Constructive Conversation that uses the Conversation Pattern. This will help us improve our conversations

TEACHER VISUAL TEXT & INFOGRAPHIC

CONVERSATION PATTERN POSTER

CLASS CONVERSATION PATTERN GUIDE

CONVERSATION PATTERN GAME CARDS

CONVERSATION CODING KEY		
ID	Initial Idea	
PAR	Paraphrase	
BO	Build on	
PR	Prompt	
UNDERLINE PROMPT & RESPONSE STARTERS		

Three Listens Protocol

We will listen to the conversation three times. Each time we will focus on something different.

Prompt: Being a good citizen is important. Which text shows this idea better?

1st Listen (Listen for Context – Message Level Understanding)
- Teacher reads the prompt
- Teacher models using think time and pointing at key elements of the visual text before reading the script or playing the audio
- Students listen to the entire conversation to get the gist—the message

The first time we listen, we will listen actively to understand what Student A and Student B are talking about. Are they answering the prompt? Read the entire model or play audio.

Prompt: Being a good citizen is important. Which text shows this idea better?

Model Conversation (CODED FOR TEACHER REFERENCE ONLY)

Student A1:	<u>I think</u> the infographic shows the idea better because it shows many examples of being a good citizen. **[ID]** <u>What do you think?</u> **[PR]**
Student B1:	<u>I think</u> the visual text shows the idea better because it shows students being safe, respectful, and responsible citizens in class. **[ID]** <u>What do you think?</u> **[PR]**
Student A2:	<u>Your idea is</u> the visual text is better because it shows the students behaving. **[PAR]** <u>The infographic shows</u> students behaving inside and outside at school. **[BO]** <u>An example is </u>the students who are taking turns and sharing materials to make big letters. **[BO]** <u>What do you think?</u> **[PR]**
Student B2:	<u>Your idea is</u> the infographic is better because it shows many students behaving in different places at school. **[PAR]** <u>The visual text</u> shows three students who are being good citizens by focusing on their work. **[BO]** <u>An example is</u> the two students who are safely and

MODEL/GUIDED PRACTICE (CONTINUED)		responsibly slicing their <mark>juicy red tomatoes</mark>. **[BO]** <u>What do you think?</u> **[PR]**
	Student A3:	<u>I think you said</u> the <mark>visual text</mark> is an example of students concentrating on their work. **[PAR]** <u>The infographic shows</u> students focused on their work, too. **[BO]** <u>An example is</u> the students on the rug raising a <mark>quiet hand</mark> and facing forward listening to the speaker. They are being <mark>good citizens.</mark> **[BO]** <u>What do you think?</u> **[PR]**
	Student B3:	<u>I heard you say</u> the infographic also shows how students pay attention in the classroom. **[PAR]** <u>The <mark>visual text</mark> shows</u> examples of <mark>both good</mark> and <mark>bad behavior</mark>. **[BO]** <u>An example is</u> the student with the <mark>white shirt</mark> who is trying to distract others with his <mark>pierced tomato slice</mark>. He is not being a <mark>good citizen</mark>. **[BO]** <u>What do you think?</u> **[PR]**
	Student A4:	<u>I think you said</u> that the <mark>visual text</mark> shows an example of how not to act in the classroom. **[PAR]** <u>The infographic shows</u> <mark>three examples</mark> of <mark>good</mark> and <mark>bad behavior</mark>. **[BO]** <u>An example is</u> the student who is not sharing the materials and is ignoring his partner. **[BO]** I think the infographic is better because it shows <mark>many examples</mark> of how to be a <mark>good citizen</mark>. **[BO]** <u>What do you think?</u> **[PR]**
	Student B4:	<u>I heard you say</u> the infographic is better because it shows <mark>more examples</mark> of students being <mark>good citizens</mark>. **[PAR]** <u>The <mark>visual text</mark> shows</u> <mark>one classroom</mark> with <mark>different examples</mark> of how students should and should not behave. **[BO]** <u>I still think</u> the <mark>visual text</mark> is better. **[BO]** <u>What do you think?</u> **[PR]**

What were the students talking about? How do you know? Use your think time. Give students some Think Time. *Turn and talk to your partner.* Give students 1 minute to talk to a partner. Call on one or two students to share.

2nd Listen: (Listen for the Language of the Skill – Sentence Level)
- Teacher and students chorally read the prompt
- Teacher models consulting the charted **Prompt and Response Starters** for the language of the skill (See **Coded Model** and **Conversation Coding Key** for your reference)
- Students listen to the first **two full turns** of the conversation
- Teacher stops at key moments to make sure students hear the language of the skill
- Students chorally chant the prompt or response starter they heard

This time we will listen actively for the language of the skills. What prompt and response starters are they using to speak in complete sentences?

Prompt: Being a good citizen is important. Which text shows this idea better?

Read each student's turn or play audio. Pause after each prompt or response starter. Have students chorally chant the prompt or response starter they just heard.

Listen to what Student A says. I will stop so you can tell me what you heard.

Student A1:	<u>I think</u> the infographic is better because it shows many examples of being a good student. **[ID]** <u>What do you think?</u> **[PR]**

Listen to what Student B says. I will stop so you can tell me what you heard.

Student B1:	<u>I think</u> the visual text is better because it shows students being safe, respectful, and responsible in class with their teacher. **[ID]** <u>What do you think?</u> **[PR]**

MODEL/GUIDED PRACTICE (CONTINUED)	*Listen to what Student A says next.*

Student A2:	Your idea is the visual text is better because it shows the students behaving. **[PAR]** The infographic shows students behaving on their way to school and at school. **[BO]** An example is the students who are taking turns and sharing materials to make big letters. **[BO]** What do you think? **[PR]**

Listen to what Student B says next.

Student B2:	Your idea is the infographic is better because it shows many students behaving in different places. **[PAR]** The visual text shows three students who are focused on their work. **[BO]** An example is the two students who are safely and responsibly slicing their juicy tomatoes. **[BO]** What do you think? **[PR]**

What prompt and response starters did they use to speak in complete sentences? Use your think time. Give students some Think Time. *Turn and talk to your partner.* Give students 1 minute to talk to a partner. Call on one or two students to share.

3rd Listen: (Listen for the Conversation Pattern)
- Teacher and students chorally read the prompt
- Teacher models using think time and pointing at key elements of the **Class Conversation Pattern Guide** or the **Conversation Pattern Poster** throughout the 3rd listen
- Students listen to the entire conversation turn by turn
- Teacher stops at key moments to make sure students understand the pattern
- Students will show what they heard using the gestures and the **Conversation Pattern Game Cards**

Let's listen actively to what each student says turn by turn. Make the gestures for what you hear. Then, you will use your Conversation Pattern Game Cards to show what you heard.

Read each student's share or play audio while students use gestures for what they hear. Pause at key moments to make sure students understand the pattern. Direct students to show what they heard using the Conversation Pattern Game Cards. (See Lessons 5 & 6 for additional guidance with this part of the protocol.)

Let's think. How many turns did Student A take? How many turns did Student B take? Yes, four turns. How many turns should you take? Yes, at least four turns. You will use the cards to help you.

Differentiation Opportunity – Extended Practice
NOTE: Noun phrases used to cite details from the text are **highlighted in yellow**; you may refer to these examples when you debrief the Model Constructive Conversation

For students performing at the **Expanding (EX) to Bridging (BR) level:**
Using noun phrases to add details makes your ideas clearer. Let's take another listen/look at the language the two speakers used to add details. (Refer to highlighted examples) *How did they add details? Turn and talk to your partner.* Have one or two students share out.

Introduce Visual Text and Infographic Non-Model--CREATE & CLARIFY
Listen actively to this Non-Model Conversation. These two partners did not follow the Conversation Pattern. Their conversation needs to improve. As you listen, think about how we could make it better.

Prompt: Being a good citizen is important. Which text shows this idea better?

MODEL/GUIDED PRACTICE (CONTINUED)	**Non-Model Conversation**	

Non-Model Conversation

Student A1:	I think the infographic is good. What do you think?
Student B1:	I think the visual text is good because it shows kids in a classroom.
Student A2:	I think the infographic is funny because it shows a boy making a silly face.
Student B2:	I think so, too.
Student A3:	I want to play with playdough.
Student B3:	I like the visual text because it shows them making salsa.
Student A4:	I want chips and salsa.
Student B4:	Yum.

Debrief the Non-Model Conversation

Guide students through an analysis of what makes this a **Non-Model** Constructive Conversation for the skill of **NEGOTIATE.** Use the **Constructive Conversations Listening Task Poster** and the **Class Conversation Pattern Guide** as a reference.

What makes this a Non-Model conversation? How can we improve it? Use your think time. Think about (read the last three bullets of the **Constructive Conversation Listening Task Poster**) *and the Conversation Pattern. Now, turn and talk to your partner.* Have one or two students share out.

Differentiation Opportunity – Extended Practice

For students performing at the **Expanding (EX) to Bridging (BR) level:**

What adjectives or other details such as color words or numbers would you add? Use your think time. Now, turn and talk to your partner. Have one or two students share out.

STUDENT PRACTICE

ELD.PI.1.1 EX
ELD.PI.1.5 EX
ELD.PI.1.11 EX
ELD.PI.1.12 EX
ELD.PII.1.1 EX

STUDENT VISUAL TEXT & INFOGRAPHIC

CONVERSATION PATTERN GAME CARDS

PROMPT & RESPONSE STARTERS

Constructive Conversation Game with Both Texts

Display **Class Conversation Pattern Guide** or the **Conversation Pattern Poster.** Display and distribute the **Student Visual Text and Infographic.**

Organize students into pairs and distribute **Conversation Pattern Game Cards** and the **Prompt and Response Starters** according to proficiency level **(SEE RESOURCES)**.

Now you will play the Constructive Conversation Game. You will use both texts. First, you must share an initial idea and prompt your partner. Then, take turns and use the Conversation Pattern.

Prompt: Being a good citizen is important. Which text shows this idea better?

Formative Assessment

Monitor students as they play the game and provide feedback as needed. Then select two students who will Fishbowl Model in front of the class when they're done playing the game. Use the **SPF 2.0** to collect a Constructive Conversation Language Sample as they model in front of the class.

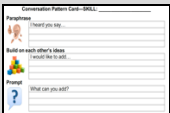## Debrief: Whole-Group Discussion of Student Model

Facilitate a whole-group discussion to debrief how the students did the following:
1. *How did they use the Conversation Pattern?*
2. *What language did they use?*

FORMATIVE ASSESSMENT	**Student Progress Form (SPF) 2.0-Constructive Conversation Sample**
SPF 2.0	After the students have played the Constructive Conversation Game to practice the Conversation Pattern, select two students to Fishbowl Model to have a Constructive Conversation in front of the class (SEE PREVIOUS SECTION). Students will address the following prompt: **Prompt: Being a good citizen is important. Which text shows this idea better?** Collect a language sample from the two students using the **SPF 2.0**. The language sample must be at least four turns in length

DIFFERENTIATED INSTRUCTION	**Differentiated Instruction**
	Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size. Group 1 – **(Teacher Group)** - Revise/rewrite a turn from a Start Smart 1.0 Model Conversation for **NEGOTIATE** to include the **Conversation Pattern** Group 2 – With a partner, practice **Conversation Pattern** using both texts Group 3 – With a partner, practice **Conversation Pattern** using only one text Group 4 – With a partner, label what you notice in the texts from this lesson

WRAP-UP ELD.PI.1.1 EX	**Review ELD Objective and Self-Evaluate**

	In this lesson, you…
	• *reviewed the Conversation Pattern*
	• *listened to a Model and Non-Model for* **NEGOTIATE**
	• *had a Constructive Conversation using a visual text and infographic*
	
	Ask students to reflect on the following:
	• *How did the Conversation Pattern help us?*
	• *Think about…*
	    ○ *One thing that you did well*
	    ○ *One thing you want to improve*
	• *Share and explain to your partner*
	
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

	Start Smart 2.0 - Conversation Practices
	Lesson 18: Code the Model & Practice the Pattern
ELD OBJECTIVE	Students will be able to analyze the structure of a Constructive Conversation focused on the skill of **NEGOTIATE** in paired and whole group discussions using both a visual text and an infographic.

STUDENT FRIENDLY ELD OBJECTIVE	In this lesson, you will… • review the Conversation Pattern • understand the Model Constructive Conversation • have a Constructive Conversation using both texts

OPENING ELD.PI.1.1 EX ELD.PI.1.5 EX **CONVERSATION NORMS POSTER** **K-1 CONVERSATION NORMS POSTER**	**Display Student Friendly ELD Objective, <u>Conversation Norms Poster</u>, and <u>Conversation Pattern Poster</u>.** Continue with established partnerships for lessons 17 through 21. *We will **NEGOTIATE** our ideas during our conversations. The Conversation Pattern will help us have better conversations.* Point to and read charted Student-Friendly ELD Objective. *Let's review the Pattern-**paraphrasing** (make gesture), **building on** (make gesture), and **prompting** (make gesture). We will also remember to follow our Conversation Norms* (Point to **Conversation Norms Poster**.) *Using the language of the skill will help you **CLARIFY** your ideas. This means we use prompt and response starters to speak in complete sentences* (point to poster). *How will this help you during your conversations? Turn and talk to your partner.* Give students 1 minute to talk to a partner. Affirm all responses and say: *I heard many of you say that (point to K-1 Norms Poster) using the prompt and response starters like the ones we use with our Conversation Pattern* (point to the **Conversation Pattern Poster** or the **Conversation Pattern Guide**) *will help us **CLARIFY** our ideas.*

REVIEW ELD.PI.1.1 EX ELD.PI.1.3 EX ELD.PI.1.5 EX ELD.PII.1.1 EX **CLASS CONVERSATION PATTERN GUIDE** **CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER** **CONVERSATION PATTERN GAME CARDS**	# Review - Conversation Pattern Display the **Conversation Pattern Poster** or **Class Conversation Pattern Guide** and use the **Conversation Pattern Game Cards** to review the pattern. *In this lesson, we will continue to work on the skill of **NEGOTIATE**. Negotiating makes our ideas stronger. When we **NEGOTIATE**, we explore and value each other's ideas even if we disagree. We will use our Conversation Pattern to help us.* *Who can help us review the pattern together?* Have two student volunteers come to the front of the room and lead the class in reviewing the gestures as they chorally recite each of the subskills. (**Use the Conversation Pattern Game Cards** as a visual.) *How do we begin a Constructive Conversation? What do we do next? Turn and talk to your partner.* Give students 1 minute to talk to a partner. Affirm all responses and say: *I heard many of you say that you would begin by stating your initial idea and prompt your partner.* (Use the Conversation Pattern Game Cards as a visual.) *Then, you follow the Conversation Pattern.*
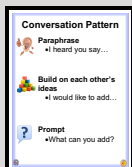
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REVIEW (CONTINUED)

CONVERSATION PATTERN POSTER

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Review - Prompt and Response Starters

NOTE: Select one prompt/response starter for each subskill that corresponds to the proficiency level of the majority of your students. Pre-chart or add your selected prompt and response starters on your **Conversation Pattern Poster** or **Class Conversation Pattern Guide** to display and use during the lesson.

Let's review the prompt and response starters that you may use in your conversations. Point to and chorally read the prompt/response starter for each subskill that you charted **(Conversation Pattern Guide** or **Conversation Pattern Poster)** in the previous lesson.

*The response starters for Paraphrase will help us to **CLARIFY**. The response starters for building on and prompting can be used to **FORTIFY** or support our ideas with evidence in order to **NEGOTIATE**.*

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PROMPT & RESPONSE STARTERS		
INITIAL IDEA		
I think …	I think that…	I think the __ is better because…
PARAPHRASE		
I heard… You said…	I heard you say… I think you said… Your idea is	In other words, … To paraphrase,…
BUILD ON		
I want to add… I think…	I would like to add… I also think… In the visual text The infographic shows An example is…	Additionally, … Another detail is,…
PROMPT		
What else…? What can you add?	What else do you notice? What else can you add? What do you think?	What other details can you add? How can you add to this idea?
EMERGING	**EXPANDING**	**BRIDGING**

Review - Constructive Conversations Listening Task Poster

NOTE: Lessons 17-19 will focus on highlighting the last three bullets of the **Constructive Conversations Listening Task Poster.** The first three bullets were highlighted in previous lessons.

Display the **Constructive Conversations Listening Task Poster** and read each of the questions.

You will listen actively to a Constructive Conversation. As you listen, think…

How did I…
- *use evidence to explain ideas?*
- *use academic words (notice, additionally, etc.) to explain ideas?*
- *use domain specific words (visual text, infographic, paraphrase, **NEGOTIATE**)*

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MODEL/GUIDED PRACTICE

ELD.PI.1.1 EX
ELD.PI.1.5 EX
ELD.PI.1.7 EX
ELD.PI.1.11 EX
ELD.PII.1.1 EX

TEACHER VISUAL TEXT & INFOGRAPHIC

CONVERSATION PATTERN LISTENING TOOL

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Model/Guided Practice - Code the Model

NOTE: You may use one of the following options to present the Model Constructive Conversation: Play the audio using the **Digital Lessons**, ask for a previously selected adult or upper grade student volunteer to read with you, use puppets or dolls to represent the two students.

Display the **Teacher Visual Text and Infographic** and the **Conversation Pattern Listening Tool.**

*With our partner, we will listen actively to the Model Constructive Conversation. You will use the gestures and the **Conversation Pattern Game Cards** to think about how each partner uses the Conversation Pattern. I will keep track of what we hear using this chart* (point to **Conversation Pattern Listening Tool**).

Distribute a set of the **Conversation Pattern Game Cards** to each student.
Students sit next to their partner. Have pairs decide who is Partner A and who is Partner B.

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CONVERSATION CODING KEY	
ID	Initial Idea
PAR	Paraphrase
BO	Build on
PR	Prompt
UNDERLINE PROMPT & RESPONSE STARTERS	

| MODEL/GUIDED PRACTICE (CONTINUED) | Guide students through an analysis of the Model Constructive Conversation. Use the **Conversation Coding Key**, **Conversation Pattern Guide** and the **Listening Task Poster** to highlight language that makes this a Model Constructive Conversation for **NEGOTIATE**. |

CONVERSATION PATTERN GAME CARDS

CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER

Model

Let's listen actively to the Model Constructive Conversation. We will listen to one turn at a time. Make the gestures for what you hear.

Prompt: Being a good citizen is important. Which text shows this idea better?

| Student A1: | I think the infographic shows the idea better because it shows many examples of being a good citizen. **[ID]** What do you think? **[PR]** |

Using the gestures as we listen to the Model Conversation helps us focus on specific language. Great job!

*Let's listen again to what Student A says. You will now use your **Conversation Pattern Game Cards** to show what you heard.*

I notice that Student A begins by stating her initial idea. How do I know? Hmmm. What response starter did she use to say her initial idea? That's right. She said, "I think …" What did she say next? Hmmm. After she shared her initial idea, Student A prompted her partner by saying, "What do you think?"

Raise your hand if you are Student A. Show me the card for Initial Idea + Prompt. Good. Place it in front of you. I will check it off on the chart (check off on the **Conversation Pattern Listening Tool**) *to show that Student A shared her initial idea and then prompted her partner.*

Listen actively to what Student B says next. Make the gestures for what you hear.

| Student B1: | I think the visual text shows the idea better because it shows students being safe, respectful, and responsible citizens in class. **[ID]** What do you think? **[PR]** |

Did Student B state his initial idea? How do you know? Use your think time. Pause to give students Think Time. *Now turn and talk to your partner.* Give students 1 minute to Turn and Talk. Have 1 or 2 students share.

Listen actively to Student B. Make the gestures for what you hear.

Did Student B prompt his partner? How do you know? Use your think time. Pause to give students Think Time. *Now turn and talk to your partner.* Give students 1 minute to Turn and Talk. Have 1 or 2 students share.

Raise your hand if you are Student B. Show me the card for Initial Idea + Prompt. Good. Place it in front of you. I will check it off on the chart (check off on the **Conversation Pattern Listening Tool**) *to show that Student B shared his initial idea and then prompted his partner.*

Listen actively to what Student A says next. Make the gestures for what you hear.

| Student A2: | Your idea is the visual text is better because it shows the students behaving. **[PAR]** The infographic shows students behaving inside and outside at school. **[BO]** An example is the students who are taking turns and sharing materials to make big letters. **[BO]** What do you think? **[PR]** |

Using the gestures as we listen to the Model Conversation helps us focus on specific language. Great job! Let's listen again to what Student A says. You will use your Conversation Pattern Game Cards to show what you heard.

MODEL/GUIDED PRACTICE (CONTINUED)	*I notice that Student A paraphrases what Student B said. How do I know? Hmmm. What response starter did she use to paraphrase? That's right. She said, "Your idea is …" What did she say next? Hmmm. Then, she added more details. Finally, she prompted her partner by saying, "What do you think?"*

Raise your hand if you are Student A. Did she follow the pattern? How do you know? Good. Place the next card in front of you. I will check it off on the chart (check off on the **Conversation Pattern Listening Tool**) *to show that Student A paraphrased, built on, and prompted.*

Listen actively to what Student B says next. Make the gestures for what you hear.

Student B2:	<u>Your idea is</u> the infographic is better because it shows many students behaving in different places at school. **[PAR]** <u>The visual text shows</u> three students who are being good citizens by focusing on their work. **[BO]** <u>An example is</u> the two students who are safely and responsibly slicing their juicy red tomatoes. **[BO]** <u>What do you think?</u> **[PR]**

Did Student B follow the Conversation Pattern? How do you know? Use your think time. Pause to give students Think Time. *Now turn and talk to your partner.* Give students 1 minute to Turn and Talk. Have 1 or 2 students share.

Raise your hand if you are Student B. Did he follow the pattern? Yes. Good. Place the next card in front of you. I will check it off on the chart (check off on the **Conversation Pattern Listening Tool**) *to show that Student B paraphrased, built on, and prompted.*

GUIDED PRACTICE

Listen actively to what Student A says next. Make the gestures for what you hear.

Prompt: Being a good citizen is important. Which text shows this idea better?

Student A3:	<u>I think you said</u> the visual text is an example of students concentrating on their work. **[PAR]** <u>The infographic shows</u> students focused on their work, too. **[BO]** <u>An example is</u> the students on the rug raising a quiet hand and facing forward listening to the speaker. They are being good citizens. **[BO]** <u>What do you think?</u> **[PR]**

Using the gestures as we listen to the Model Conversation helps us focus on specific language. Great job!

Let's listen again to what Student A says. You will use your Conversation Pattern Game Cards to show what you heard.

Raise your hand if you are Student A. Did she follow the pattern? How do you know? Good. Place the next card in front of you. I will check it off on the chart (check off on the **Conversation Pattern Listening Tool**) *to show that Student A paraphrased, built on, and prompted.*

Listen actively to what Student B says next. Make the gestures for what you hear.

Student B3:	<u>I heard you say</u> the infographic also shows how students pay attention in the classroom. **[PAR]** <u>The visual text shows</u> examples of both good and bad behavior. **[BO]** <u>An example is</u> the student with the white shirt who is trying to distract others with his pierced tomato slice. He is not being a good citizen. **[BO]** <u>What do you think?</u> **[PR]**

Did Student B follow the Conversation Pattern? How do you know? Use your think time. Pause to give students Think Time. *Now turn and talk to your partner.* Give students 1 minute to Turn and Talk. Have 1 or 2 students share.

MODEL/GUIDED PRACTICE (CONTINUED)	*Raise your hand if you are Student B. Did he follow the pattern? Yes. Good. Place the next card in front of you. I will check it off on the chart* (check off on the **Conversation Pattern Listening Tool**) *to show that Student B paraphrased, built on, and prompted.*

Listen actively to what Student A says next. Make the gestures for what you hear.

Student A4:	I think you said that the visual text shows an example of how not to act in the classroom. **[PAR]** The infographic shows three examples of good and bad behavior. **[BO]** An example is the student who is not sharing the materials and is ignoring his partner. **[BO]** I think the infographic is better because it shows many examples of how to be a good citizen. **[BO]** What do you think? **[PR]**

Using the gestures as we listen to the Model Conversation helps us focus on specific language. Great job!

Let's listen again to what Student A says. You will use your Conversation Pattern Game Cards to show what you heard.

Raise your hand if you are Student A. Did she follow the pattern? Yes. Good. Place the next card in front of you. I will check it off on the chart (check off on the **Conversation Pattern Listening Tool**) *to show that Student A paraphrased, built on, and prompted.*

Listen actively to what Student B says next. Make the gestures for what you hear.

Student B4:	I heard you say the infographic is better because it shows more examples of students being good citizens. **[PAR]** The visual text shows one classroom with different examples of how students should and should not behave. **[BO]** I still think the visual text is better. **[BO]** What do you think? **[PR]**

PAIRS *Did Student B follow the Conversation Pattern? How do you know? Use your think time.* Pause to give students Think Time. *Now turn and talk to your partner.* Give students 1 minute to Turn and Talk. Have 1 or 2 students share.

Raise your hand if you are Student B. Did he follow the pattern? Good. Place the next card in front of you. I will check it off on the chart (check off on the **Conversation Pattern Listening Tool**) *to show that Student B paraphrased, built on, and prompted.*

Let's think. How many turns did Student A take? How many turns did Student B take? Yes, four turns. How many turns should you take? Yes, at least four turns. You will use the cards to help you.

STUDENT PRACTICE

ELD.PI.1.1 EX
ELD.PI.1.3 EX
ELD.PI.1.5 EX
ELD.PI.1.6 EX
ELD.PI.1.11 EX
ELD.PI.1.12 EX
ELD.PII.1.1 EX
ELD.PII.1.4 EX

CONVERSATION PATTERN GAME CARDS

Constructive Conversation Game with Both Texts

Display **Conversation Pattern Guide** or the **Conversation Pattern Poster.** Display and distribute the **Student Visual Text** and **Infographic.** Organize students into pairs and distribute **Conversation Pattern Game Cards**.

Now you will play the Constructive Conversation Game. You will use both texts. First you must share an initial idea and prompt your partner. Then, take turns and use the Conversation Pattern.
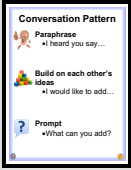
Prompt: Being a good citizen is important. Which text shows this idea better?

I will walk around and listen to notice who is using the Conversation Pattern. Remember to use your Prompt and Response Starters.

STUDENT PRACTICE (CONTINUED)	**Formative Assessment**
STUDENT VISUAL TEXT & INFOGRAPHIC	Monitor students as they converse. When they are finished, select two students who will Fishbowl Model in front of the class. Use the **SPF 2.0** to collect a Constructive Conversation Language Sample as they model in front of the class. **Debrief: Whole-Group Discussion of Student Model** Facilitate a whole-group discussion to debrief how the students did the following: 1. *How did they use the Conversation Pattern?* 2. *What language did they use?*

FORMATIVE ASSESSMENT	**Student Progress Form (SPF) 2.0-Constructive Conversation Sample**
SPF 2.0	After the students have played the Constructive Conversation Game, select two students to have Fishbowl Model a Constructive Conversation in front of the class (SEE PREVIOUS SECTION). Students will address the following prompt: **Being a good citizen is important. Which text shows this idea better?** Collect a language sample from the two students using the **SPF 2.0**. The language sample must be at least four turns in length.

DIFFERENTIATED INSTRUCTION	**Differentiated Instruction**
	Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size. Group 1 – **(Teacher Group)** - Revise/rewrite a turn from a Start Smart 1.0 Model Conversation for **NEGOTIATE** to include the **Conversation Pattern** Group 2 – With a partner, practice **Conversation Pattern** using both texts Group 3 – With a partner, practice **Conversation Pattern** using only one text Group 4 – With a partner, label what you notice in the texts from this lesson

WRAP-UP ELD.PI.1.1 EX	**Review ELD Objective and Self-Evaluate**

	In this lesson, you…
	• *reviewed the Conversation Pattern*
	• *understood the Model Constructive Conversation*
	• *had a Constructive Conversation using both texts*
	
	Ask students the following:
	• *How did the Conversation Pattern help us?*
	• *Think about…*
	    ○ *One thing that you did well*
	    ○ *One thing you want to improve*
	• *Share and explain to your partner*
	
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

Lesson 19: Review Model & Revise Non-Model

ELD OBJECTIVE	Students will be able to apply the Conversation Pattern as they review a Model, revise a Non-Model, and engage in paired and whole group discussions using both texts.
STUDENT FRIENDLY ELD OBJECTIVE	In this lesson, you will… • review the Model Constructive Conversation • revise the Non-Model • have a Constructive Conversation using both texts

| OPENING

ELD.PI. 1.1 EX
ELD.PI. 1.5 EX

CONVERSATION NORMS POSTER

K-1 CONVERSATION NORMS POSTER | **Display Student Friendly ELD Objective, <u>Conversation Norms Poster</u>, and <u>Conversation Pattern Poster</u>.**

Point to and read charted Student-Friendly ELD Objective.

*We will use what we know to practice the Model Constructive Conversation. We will also revise the non-model conversation. This will help us understand the Conversation Pattern and improve our conversations. Let's review the Pattern—**paraphrasing** (make gesture), **building on** (make gesture), and **prompting** (make gesture). We will also remember to follow our Conversation Norms during our conversations* (point to **Conversation Norms Poster**).

PAIRS *Which Conversation Norm will help you today? Turn and talk to your partner.* Give students 1 minute to talk to a partner. Affirm all responses. |

| REVIEW

ELD.PI. 1.1 EX
ELD.PI. 1.5 EX
ELD.PI. 1.7 EX
ELD.PII. 1.1 EX

CONVERSATION PATTERN POSTER

CLASS CONVERSATION PATTERN GUIDE

CONVERSATION PATTERN GAME CARDS

REVIEW (CONTINUED) | ## Review - Conversation Pattern
Display the **Conversation Pattern Poster** or **Class Conversation Pattern Guide** and use the **Conversation Pattern Game Cards** to review the pattern.

*In the last lessons we focused on how to **NEGOTIATE** your ideas by using the **<u>Conversation Pattern</u>*** (Point to poster).

Who can help us review the pattern together? Have two student volunteers come to the front of the room and lead the class in reviewing the gestures as they chorally recite each of the subskills of the Conversation Pattern.

PAIRS (Use the Conversation Pattern Game Cards as a visual.) *How do we begin a Constructive Conversation? What do we do next? Turn and talk to your partner.* Give students 1 minute to talk to a partner.

Affirm all responses and say: *I heard many of you say that you would begin by stating your initial idea and prompt your partner.* (Use the Conversation Pattern Game Cards as a visual.) *Then, you follow the Conversation Pattern.*

Review - Prompt and Response Starters
NOTE: Select prompt and response starters that correspond to the proficiency level of most of your students. |

Let's review the prompt and response starters that you may use in your conversations. Point to and chorally read the prompt/response starter for each subskill that you charted (**Conversation Pattern Guide** or **Conversation Pattern Poster)** in the previous lesson.

*Today we are going to use what we know about the skill of **NEGOTIATE** and the Conversation Pattern to review a Model Conversation and revise a Non-Model Conversation. We will first share our ideas with our partners and we will then come to an agreement as a group.*

Tell your partner which prompt and response starters you will use when you **NEGOTIATE.** Have one or two students share.

PROMPT & RESPONSE STARTERS		
INITIAL IDEA		
I think …	I think that…	I think the __is better because…
PARAPHRASE		
I heard… You said…	I heard you say… I think you said… Your idea is	In other words, … To paraphrase,…
BUILD ON		
I want to add… I think…	I would like to add… I also think… In the visual text The infographic shows	Additionally, … Another detail is,…
PROMPT		
What else…? What can you add? Tell me more	What else do you notice? What else can you add? Can you give an example?	What other details can you add? How can you add to this idea?
EMERGING	**EXPANDING**	**BRIDGING**

Review - Constructive Conversations Listening Task Poster
NOTE: Lessons 17-19 will focus on highlighting the last three bullets of the **Constructive Conversations Listening Task Poster.** The remaining bullets have been highlighted in previous lessons.

Display the **Constructive Conversations Listening Task Poster** and read each of the questions.

We will listen actively to a Model Constructive Conversation and help revise a non-model. As we listen and revise, think…

How did they…
- *use evidence to explain ideas?*
- *Use academic words (notice, additionally, etc.) to explain ideas?*
- *Use domain specific words (visual text, infographic, paraphrase, **NEGOTIATE**)*

MODEL/GUIDED PRACTICE

ELD.PI. 1.1 EX
ELD.PI. 1.2 EX
ELD.PI. 1.5 EX
ELD.PI. 1.6 EX
ELD.PI. 1.7 EX
ELD.PI. 1.11 EX
ELD.PI. 1.12 EX
ELD.PII. 1.1 EX

TEACHER VISUAL TEXT & INFOGRAPHIC

Model/Guided Practice—Review the Model
NOTE: You may use one of the following options to present the Model Constructive Conversation: Play the audio using the **Digital Lessons**, ask for a previously selected adult or upper grade student volunteer to read with you, use puppets or dolls to represent the two students.

Display the **Teacher Visual Text and Infographic.**

With our partner, we will listen actively to the Model Constructive Conversation. You will use the gestures to think about how each partner uses the Conversation Pattern.

Review Model
Let's listen actively to the Model Constructive Conversation. Make the gestures for what you hear.

Play the audio using the **Digital Lessons**, ask for a previously selected adult or upper grade student volunteer to read with you, use puppets or dolls to represent the two students. (Refer to Lesson Resources for Model Conversation from Lesson 7)

Using the gestures as we listen to the Model Conversation helps us focus on specific language. Great job!

CONVERSATION CODING KEY	
ID	**Initial Idea**
PAR	Paraphrase
BO	Build on
PR	Prompt
UNDERLINE PROMPT & RESPONSE STARTERS	

MODEL/GUIDED PRACTICE (CONTINUED)	## Review Non-Model *Listen actively to this Non-Model Conversation. These two partners did not follow the Conversation Pattern. Their conversation needs to be improved. As you listen, think about how we could make it better.* **Prompt: Being a good citizen is important. Which text shows this idea better?**

Non-Model Conversation

Student A1:	The infographic is good.
Student B1:	The visual text is good because it shows kids in a classroom.
Student A2:	I think the infographic is funny because it shows a boy making a silly face.
Student B2:	I think so, too.
Student A3:	I want to play with playdough.
Student B3:	I like the visual text because it shows them making salsa.
Student A4:	I want chips and salsa.
Student B4:	Yum.

TEACHER VISUAL TEXT & INFOGRAPHIC

NON-MODEL REVISION TOOL

CONVERSATION PATTERN GAME CARDS

GUIDED PRACTICE—REVISE THE NON-MODEL

Display the **Teacher Visual Text and Infographic** the **Non-Model Revision Tool**, and the **Conversation Pattern Listening Tool.**

Distribute a set of the **Conversation Pattern Game Cards** to each student. Students sit next to their partner. Have pairs decide who is Partner A and who is Partner B.

Guide students through an analysis of the first two turns.

Prompt: Being a good citizen is important. Which text shows this idea better?

1st Exchange

I will use my checklist (Point to Conversation Pattern Listening Tool) *to understand what each partner should have in their share. The checklist shows that they should have an initial idea and prompt their partner. Let's listen again to what Student A says and see how we can make it better.*

Student A1:	*The infographic is good.*

Let's see. Did Student A share her initial idea? No, she did not, so I cannot check it off. Hmm, how can we make this better? I think we should add a response starter for an initial idea. What response starter can she use? That's right! She can say, "I think…" and then say, "the infographic is good because it shows how students can be good citizens." Chart change on the **Non-Model Revision Tool.** *Now I can check it off.*

My checklist also shows that she needs to prompt her partner. Did she prompt her partner? No, she did not. So, what can she say to prompt her partner? Hmm, she can say, "What do you think?" Chart changes on the **Non-Model Revision Tool.** *Now I can check off prompt on my checklist.*
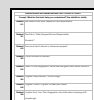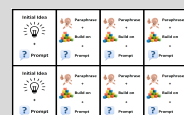
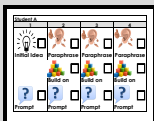| **MODEL/GUIDED PRACTICE (CONTINUED)** **CONVERSATION PATTERN LISTENING TOOL**	*Let's listen again, now that we improved it:*

Student A1:	<u>I think</u> the infographic is good because it shows how students can be good citizens. What do you think?

Raise your hand if you are Student A. Show me the card for Initial Idea + Prompt. I will check "prompt" off on the chart (check off on the **Conversation Pattern Listening Tool**) *to show that Student A shared her initial idea and also prompted her partner. Place the card down in front of you.*

Listen actively to what Student B says next to see how we can help make it better.

Student B1:	The visual text is good because it shows kids in a classroom.

How can Student B state his Initial Idea and prompt his partner? Use your think time. Pause to give students Think Time. *Now turn and talk to your partner.* Give students 1 minute to Turn and Talk. Have 1 or 2 students share their ideas and then chart it this way on the **Non-Model Revision Tool**:

Let's listen again, now that we improved it. Use gestures to show what you hear.

Student B1:	<u>I think</u> the infographic is good because it shows ways that students can show they are responsible, safe and respectful in a classroom. <u>What do you think?</u>

Raise your hand if you are Student B. Show me the card for Initial Idea + Prompt. Good. Place it in front of you. I will check it off on the chart (check off on the **Conversation Pattern Listening Tool**) *to show that Student B shared his initial idea and then prompted his partner.*

2nd Exchange

Listen actively to what Student A says next.

Student A2:	I think the infographic is funny because it shows a boy making a silly face.

Let's listen to another way Student A could share:

Student A2:	<u>Your idea</u> that the infographic shows how children need to behave in the classroom. **[PAR]** <u>I think the he visual text shows</u> how students can behave while doing a project with a group. **[BO]** <u>An example is</u> the student who is focused on cutting his red, juicy tomato. <u>Can you give an example?</u> **[PR]**

Which is better? Why? Use your think time. Pause to give students Think Time. *Now turn and talk to your partner.* Give students 1 minute to Turn and Talk. Have 1 or 2 students share. Chart revised version on the **Non-Model Revision Tool**.

Let's listen again to the better example. Use gestures to show what you hear.

Student A2:	<u>Your idea</u> that the infographic shows how children need to behave in the classroom. **[PAR]** <u>I also think the visual text shows</u> how students can behave while doing a project with a group. **[BO]** <u>An example is</u> the student who is focused on cutting his red, juicy tomato. <u>Can you give an example?</u> **[PR]**

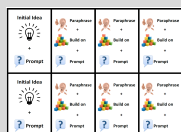*Raise your hand if you are Student A. Did she follow the pattern? Yes. Good. Place the next card in front of you. I will check it off on the chart* (check off on the **Conversation Pattern Listening Tool**) *to show that Student A paraphrased, built on, and prompted.*

MODEL/GUIDED PRACTICE (CONTINUED)	*Listen actively to what Student B says next.*

Student B2:	*I think so, too.*

Let's listen to another way Student B could share:

Student B2:	Your idea is *that you need to behave by being a good member of the group by focusing.* **[PAR]** The infographic text *shows a student raising his hand and waiting to be called on by facing forward while sitting on the rug.* **[BO]** What do you think? **[PR]**

PAIRS *Which is better? Why? Use your think time.* Pause to give students Think Time. *Now turn and talk to your partner.* Give students 1 minute to Turn and Talk. Have 1 or 2 students share and chart revised version on the **Non-Model Revision Tool**.

Let's listen again to the better example. Use gestures to show what you hear.

Student B2:	Your idea is *that you need to by being a good member of the group by focusing.* **[PAR]** The infographic *shows students raising their hand and waiting to be called on by facing forward while sitting on the rug.* **[BO]** What do you think? **[PR]**

Raise your hand if you are Student B. Did he follow the pattern? Yes, how do you know? Good. Place the next card in front of you. I will check it off on the chart (check off on the **Conversation Pattern Listening Tool**) *to show that Student B paraphrased, built on, and prompted.*

PAIRS *Let's think. How did we improve the non-model? What helped us? Use your think time.* Pause to give students Think Time. *Now turn and talk to your partner.* Give students 1 minute to Turn and Talk.

| STUDENT PRACTICE

ELD.PI. 1.1 EX
ELD.PI. 1.3 EX
ELD.PI. 1.5 EX
ELD.PI. 1.11 EX
ELD.PI. 1.12 EX
ELD.PII. 1.1 EX

CONVERSATION PATTERN GAME CARDS

STUDENT VISUAL TEXT & INFOGRAPHIC | ## Constructive Conversation Game with Both Texts
Display **Conversation Pattern Guide** or the **Conversation Pattern Poster.** Display and distribute the **Student Visual Text** and **Infographic.** Organize students into pairs and distribute **Conversation Pattern Game Cards**.

Now you will play the Constructive Conversation Game. You will use both texts. First we must share an initial idea and prompt our partner. Then, take turns and use the Conversation Pattern. Remember to use noun phrases to add details.

Prompt: Being a good citizen is important. Which text shows this idea better?

I will walk around and listen to notice who is using the Conversation Pattern and noun phrases to add details. Remember to use your Prompt and Response Starters.

Formative Assessment
Monitor students as they converse. When they are finished, select two students who will Fishbowl Model in front of the class. Use the **SPF 2.0** to collect a Constructive Conversation Language Sample as they model in front of the class.

Debrief: Whole-Group Discussion of Student Model
Facilitate a whole-group discussion to debrief how the students did the following:
1. *How did they use the Conversation Pattern?*
2. *What language did they use?* |

| **FORMATIVE ASSESSMENT** **SPF 2.0**	## Student Progress Form (SPF) 2.0-Constructive Conversation Sample After the students have played the Constructive Conversation Game, select two students to have a Constructive Conversation in front of the class (SEE PREVIOUS SECTION). Students will address the following prompt: **Being a good citizen is important. Which text shows this idea better?** Collect a language sample from the two students using the **SPF 2.0**. The language sample must be at least four turns in length.
DIFFERENTIATED INSTRUCTION	## Differentiated Instruction Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size. Group 1 – **(Teacher Group)** - Revise/rewrite the next two turns from the Non-Model Conversation from this lesson to include the **Conversation Pattern**. Group 2 – With a partner, Practice **Conversation Pattern** using both texts Group 3 – With a partner, Practice **Conversation Pattern** using only one text Group 4 – With a partner, label what you notice in the texts from this lesson

WRAP-UP
 	
ELD.PI. 1.1 EX
	## Review ELD Objective and Self-Evaluate
	
	In this lesson, you…
	• *reviewed the Model Constructive Conversation*
	• *revised the Non-Model*
	• *had a Constructive Conversation using both texts*
	
	Ask students the following:
	• *How did the Conversation Pattern help us?*
	• *Think about…*
	    ○ *One thing that you did well*
	    ○ *One thing you want to improve*
	• *Share and explain to your partner*
	
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

	Start Smart 2.0 - Conversation Practices
	# Lesson 20: Craft an Oral Paragraph
ELD OBJECTIVE	Students will be able to collaboratively construct an oral paragraph focused on the skills of **NEGOTIATE**.

STUDENT FRIENDLY ELD OBJECTIVE	In this lesson, you will… - use texts to organize information for an oral paragraph - practice an oral paragraph with a partner - give feedback to revise an oral paragraph

OPENING ELD.PI.1.1 EX ELD.PI.1.5 EX	*We have focused on using the Conversation Pattern. This helped us learn a lot about our topic. In this lesson, we will use what we know about the topic to craft an oral paragraph.* *For this lesson, I want us to focus on using our Think Time. Why do we use our Think Time? Turn and talk to your partner.* Have one or two students share out. Affirm all responses.

REVIEW ELD.PI. 1.1 EX ELD.PI. 1.2 EX ELD.PI. 1.5 EX **STUDENT VISUAL TEXT & INFOGRAPHIC** **PRE-CHARTED GRAPHIC ORGANIZER**	## Review – Both Texts & Chart Evidence from Each Text Display and distribute both **Student Texts**. *In this lesson, we will use evidence from the texts that shows that it is important to be safe, respectful and responsible to craft our oral paragraphs.* *Study the visual text and infographic. The important idea from both texts is: It is important to be safe, respectful and responsible.* Point to pre-charted Graphic Organizer. Chart on Graphic Organizer as shown on the right. *What are the best details or evidence for each important idea from each texts? We will chart our ideas here* (point to pre-charted Graphic Organizer). *Let's start with the visual text. What are the best details from the visual texts?* Model pointing to the visual text as you think. *Hmmm. I notice that in the visual text it says to take turns. One example that shows the important idea is taking turns getting the puzzle pieces. This detail supports the important idea of being safe.* Chart "take turns" on the Graphic Organizer. *What is another example from the visual text? Use your think time. Then, tell your partner, "One example is…" and tell your example.* Give students 2 minutes to talk to a partner and have 2 or 3 students share out. Chart student responses in words and phrases on Graphic Organizer. *Now, let's look at our other source – the infographic. What are some details or examples that shows it is important to be safe, respectful and responsible?* *What is an example of being respectful? Use your think time to study the infographic. Then, tell your partner, "One example is…" and tell your example.* Give students 2 minutes to talk to a partner and have 2 or 3 students share out. Chart student responses in words and phrases on the Graphic Organizer. *What is an example of being responsible? Use your think time to study both texts. Then, tell your partner, "One example is…" and tell your example.* Give students 2 minutes to talk to a partner and have 2 or 3 students share out.
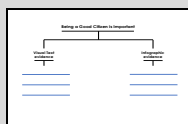
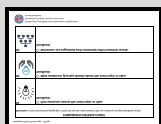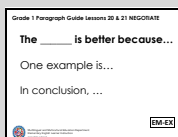| REVIEW (CONTINUED)	Chart student responses in words and phrases on the Graphic Organizer.
	So, we will use the important ideas and details from the Graphic Organizer to help us with our oral paragraph.

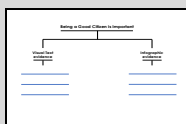| MODEL/GUIDED PRACTICE

ELD.PI. 1.1 EX
ELD.PI. 1.5 EX
ELD.PI. 1.6 EX
ELD.PI. 1.7 EX
ELD.PI. 1.9 EX
ELD.PI. 1.11 EX
ELD.PI. 1.12 EX
ELD.PII. 1.1 EX
ELD.PII. 1.2 EX | ## Introduce – Paragraph Criteria Chart and Paragraph Guide

Display the **Paragraph Criteria Chart,** the **Paragraph Guide** and the **Pre-Charted Graphic Organizer** in this order from left to right.

Today our challenge will be to craft and share an oral paragraph. First, let's review the structure of a strong oral paragraph (Refer to **Paragraph Criteria Chart**).

Let's look at what we need to include in our paragraphs. Point to **Paragraph Criteria Chart** as you explain each visual and how it relates to each item on the **Paragraph Criteria Chart.** |
	Prompt: Being a good citizen is important. Which text shows this idea better?
 STUDENT VISUAL TEXT & INFOGRAPHIC	*I will model what a strong oral paragraph sounds like. Listen actively and think about what I included in my oral paragraph.* Model saying the paragraph without appearing to read it.
 PARAGRAPH CRITERIA CHART	 **The** visual text **is better because** it shows students behaving like good citizens in class with their teacher. **One example is** the students focusing on their work while they slice tomatoes safely. **Another example is** the boy who is studying the red tomato without being distracted. **In conclusion,** the visual text has better examples of good citizenship.
 PARAGRAPH GUIDE	*Let's think about the criteria. Did my first sentence explain the main idea or topic? What was the prompt asking me to talk about in my oral paragraph? Oh, yes. The topic was to share an important idea in both texts. Let me say it again so you can think. (*Repeat the first sentence.*) So, yes. I did say my topic.* *Let's think about the next criterion. Did I include at least one sentence with details? How? Let me say it again so you can think.* Repeat the next two sentences. *Yes, I did. I actually said two details.*
 PRE-CHARTED GRAPHIC ORGANIZER	*What were some of my examples? Turn and talk to your partner.* Give students 2 minutes to talk to a partner and have 1 or 2 students share out. *Let's think about the last two criteria. Did I include transition words to organize my sentences? Yes, I did. I used "One example is" and I also used "Another example is". These transition words helped me organize and link my examples. Did I include a closing? Yes, I did. I included a closing and started it with, "In conclusion."* *Let me say my oral paragraph again. Show me thumbs up when you hear the transition words.* Model saying the paragraph again without appearing to read it.
 K-1 CONVERSATION NORMS POSTER	*Doing these three things* (point to the **Paragraph Criteria Chart**) *helps me to know what I need to include in my oral paragraph. But, how did I craft it? What else did I use to help me?* *What else can you use when you're crafting your own oral paragraphs? Turn and talk to your partner.* Give students 2 minutes to talk to a partner and have 1 or 2 students share out. *I heard many of you say we can use the Graphic Organizer because it has important ideas and details* (point to the Graphic Organizer). *We can also use this* (point to the **Paragraph Guide**) *to help us organize and link our ideas.*

MODEL/GUIDED PRACTICE (CONTINUED)	*Let's all point to the __Paragraph Guide__ that I used to help me and read it together. Good. I also used my Graphic Organizer.*

Now, let's listen one more time to my oral paragraph. As you listen actively, point to where you think I got some of my ideas—the __Paragraph Guide__ or the __Graphic Organizer__. Model saying the paragraph without appearing to read it.

PARAGRAPH GUIDE (EM-EX)

The _____ is better because…

One example is…

In conclusion, …

PARAGRAPH GUIDE (BR)

The ___ is better because…

One example is…

Another example is…

In conclusion, …

Model/Guided Practice – Rows of Communication

Display the __Paragraph Criteria Chart,__ the __Paragraph Guide__ and the __Pre-Charted Graphic Organizer__ in this order from left to right. Display and distribute both __Student Texts__.

We will craft an oral paragraph using the text that shows the idea better. Use your think time to think of ideas. You may use the words *from the __Paragraph Guide__ and the Graphic Organizer* (point to the __Pre-Charted Graphic Organizer__) *to help you.*

Prompt: Being a good citizen is important. Which text shows this idea better?

Invite one or two pre-selected students to Fishbowl model their oral paragraphs for the class and highlight how they utilized the __Paragraph Guide__ and the __Pre-Charted Graphic Organizer.__

Now we will all share our oral paragraphs. Follow the __Rows of Communication Protocol__ to have students practice sharing an oral paragraph with at least three partners.

ROWS OF COMMUNICATION

1. Form two rows (Row A & Row B) facing each other so that each person has a partner.
2. Sit down so that you are facing your partner from the other row.
3. Think about the prompt.
4. Take turns sharing ideas with your partner.
5. Stand up and thank your partner.
6. Row A moves one position to the left. The partner at the end of Line A moves down the center aisle to the other end.
7. Repeat steps 2-5 with your new partner.
8. Repeat the process again to share with a third partner.

Prompt: Being a good citizen is important. Which text shows this idea better?

Good job sharing your oral paragraphs. I heard many of you (point to and read each item of the __Paragraph Criteria Chart__).

Remember to…(provide students with additional feedback as needed based on their output).

| STUDENT PRACTICE

ELD.PI. 1.1 EX
ELD.PI. 1.3 EX
ELD.PI. 1.5 EX
ELD.PI. 1.6 EX
ELD.PI. 1.7 EX
ELD.PI. 1.9 EX
ELD.PI. 1.11 EX
ELD.PI. 1.12 EX
ELD.PII. 1.1 EX
ELD.PII. 1.2 EX

PARAGRAPH CRITERIA CHART	

Fishbowl Model–Oral Paragraph Share: Give & Receive Feedback

A different pre-selected pair models taking turns to share their oral paragraphs with the class. The class will listen actively to give feedback.

Let's listen to these two partners share their paragraphs. As we listen actively, we will think about how they (point to and read each item of the __Paragraph Criteria Chart__).

Prompt: Being a good citizen is important. Which text shows this idea better?
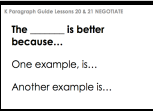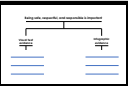
Formative Assessment

Collect a language sample using the OOAT for each student who shares during the Fishbowl Model (SEE BELOW).

STUDENT PRACTICE (CONTINUED)	## Debrief the Model: Whole-Group Discussion of Student Model
	
	Use the **Paragraph Criteria Chart** to facilitate a whole-group discussion of the Fishbowl Model:
	    3. *How did her oral paragraph meet the criteria?*
	    4. *What can make the paragraph better?*
	
	Have one or two students share out. Affirm all responses.

FORMATIVE ASSESSMENT **OOAT**	## Student Progress Form (SPF) - Oral Output Assessment Tool Select 1-2 students to progress monitor using the **OOAT** based on their oral output (SEE PREVIOUS SECTION). Students will address the following prompt: **Being a good citizen is important. Which text shows this idea better?** **NOTE:** In order for students to have an opportunity to address all three dimensions of the OOAT, you must collect the oral paragraph from beginning to end. Provide students with sufficient time to respond to the prompt.
DIFFERENTIATED INSTRUCTION	## Differentiated Instruction Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size. Group 1 – **(Teacher Group)** – Practice crafting an oral paragraph. Group 2 – Take turns crafting an oral paragraph using a Visual Text from Start Smart 1.0 or other theme-related visual text. Group 3 – Practice giving and receiving feedback for an oral paragraph with a different partner. Group 4 – Play Constructive Conversation Game with a Visual Text from Start Smart 1.0 or other theme-related visual text.

WRAP-UP
 	
ELD.PI. 1.1 EX
	## Review ELD Objective and Self-Assess
	
	In this lesson, we …
	• *used texts to organize information for an oral paragraph*
	• *practiced crafting an oral paragraph with a partner*
	• *gave feedback to revise an oral paragraph*
	
	Ask students to reflect on the following:
	• *What helped you craft your oral paragraph?*
	• *Think about…*
	    ○ *One thing that you did well*
	    ○ *One thing you want to improve*
	• *Share and explain to your partner*
	
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

	# Lesson 21: Write a Paragraph
ELD OBJECTIVE	Students will be able to collaboratively and individually construct a written paragraph focused on the skills of **NEGOTIATE.**
STUDENT FRIENDLY ELD OBJECTIVE	In this lesson, you will… • practice an oral paragraph with a partner • write a paragraph with the class • write a paragraph on your own
OPENING ELD.PI.1.1 EX ELD.PI.1.5 EX **K-1 CONVERSATION NORMS POSTER**	*In the last lesson, we worked on crafting an oral paragraph. In this lesson, we will use what we know about the topic to write a paragraph.* *Let's review our Norms. For this lesson, we will focus on listening respectfully. How do we listen Respectfully? Why? Turn and talk to your partner.* Have one or two students share out. *I heard many of you say that listening respectfully helps you focus and understand what your partner said. It is important when you are listening to someone share an oral paragraph. They say a lot of information that is helpful. So, let's do our best listening respectfully today.*
REVIEW ELD.PI. 1.1 EX ELD.PI. 1.2 EX ELD.PI. 1.3 EX ELD.PI. 1.5 EX ELD.PI. 1.6 EX ELD.PI. 1.11 EX ELD.PII. 1.1 EX ELD.PII. 1.2 EX **STUDENT VISUAL TEXT & INFOGRAPHIC** **PARAGRAPH CRITERIA CHART** **PARAGRAPH GUIDE** **PRE-CHARTED GRAPHIC ORGANIZER**	## Review – Both Texts & Paragraph Tools Display and distribute both **Student Texts**. Display the **Paragraph Criteria Chart,** the **Paragraph Guide** and the **Pre-Charted Graphic Organizer.** *Let's review key information from both texts and add to our Graphic Organizer.* *The title is "It is important to: Be Safe, Be Respectful, and Be Responsible."* Point to pre-charted Graphic Organizer. *Let's read the evidence we listed from each text* *Use your think time to study both texts. Then, tell your partner, "One example is…" and tell your example.* Give students 2 minutes to talk to a partner. Have 2 or 3 students share out. As each student shares out, pose these following questions to the class: • *Which text does this evidence come from?* (Teacher and students point to the Graphic Organizer) • *Is this a good example? Why?* Chart student responses in words and phrases on the Graphic Organizer. *So, we will use the important ideas and details from the Graphic Organizer and both texts to help us with the information in our paragraphs.* *To help us organize our ideas and craft a strong paragraph we will use the **Paragraph Criteria Chart** and the **Paragraph Guide.*** *Let's look at what we need to include in our paragraphs.* Point to **Paragraph Criteria Chart** as you explain each visual and how it relates to each item on the **Paragraph Criteria Chart.** *Now, let's all point to the **Paragraph Guide** that I used to help me and read it together. Good.* *Listen actively and think about what I included in my oral paragraph.* Model saying the paragraph without appearing to read it. The prompt is: **Being a good citizen is important. Which text shows this idea better?**

REVIEW (CONTINUED)	

The visual text is better because it shows students behaving like good citizens in class with their teacher.

One example is the students focusing on their work while they slice tomatoes safely.

Another example is the boy who is studying the red tomato without being distracted.

In conclusion, the visual text has better examples of good citizenship.

PAIRS *What do you think I used to help me with my paragraph? How do you know? Turn and talk to your partner.* Have one or two students share out. Affirm all responses.

Now it's your turn! You will practice sharing your oral paragraph about the text that shows the idea better with a partner. Use your think time to think of ideas. You may use the words *from the **Paragraph Guide** and the Graphic Organizer* (point to the **Pre-Charted Graphic Organizer**) *to help you. The prompt is:*

Being a good citizen is important. Which text shows this idea better?

Give students sufficient time to share their paragraphs. Then say: *Good job sharing your oral paragraphs. I heard many of you* (point to and read each item of the **Paragraph Criteria Chart**). *Remember to*… (provide students with additional feedback as needed based on their output).

Invite one or two pre-selected students to Fishbowl model their oral paragraphs for the class and highlight how they utilized the **Paragraph Guide** and the **Pre-Charted Graphic Organizer.**
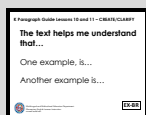

MODEL GUIDED/ PRACTICE

ELD.PI. 1.1 EX
ELD.PI. 1.2 EX
ELD.PI. 1.5EX
ELD.PI. 1.6 EX
ELD.PI. 1.9 EX
ELD.PI. 1.10 EX
ELD.PI. 1.12EX
ELD.PII. 1.1 EX
ELD.PII. 1.2 EX

STUDENT VISUAL TEXT & INFOGRAPHIC

PARAGRAPH CRITERIA CHART

PARAGRAPH GUIDE

Introduce – Model Written Paragraph

Display the **Paragraph Criteria Chart,** the **Paragraph Guide** and the **Pre-Charted Graphic Organizer** in this order from left to right.

Today our challenge will be to write a strong paragraph using what we know. First, let's read a model written paragraph together. We will think about why this is a strong paragraph using our tools (Point to **Paragraph Criteria Chart,** the **Paragraph Guide** and the **Pre-Charted Graphic Organizer**. *What is the topic? The prompt is:*

Being a good citizen is important. Which text shows this idea better?

Display and read the paragraph.

The visual text is better because it shows students behaving well.

One example is the students cutting tomatoes safely.

In conclusion, the visual text shows that being a good citizen is important.

Let's look at what I needed to include in my paragraph. Point to **Paragraph Criteria Chart** as you think aloud to analyze each sentence.

PAIRS *What do you think I used to help me with my paragraph? How do you know? Turn and talk to your partner.* Have one or two students share out. Affirm all responses.

*I heard many of you say we can use this (point to the **Paragraph Guide**) to help us organize and link our ideas.*

*Let's all point to the **Paragraph Guide** that I used to help me and read it together. Good. I also used my Graphic Organizer.*

PARAGRAPH GUIDE (EM-EX)

The _____ is better because…

One example is…

In conclusion, …

PARAGRAPH GUIDE (BR)

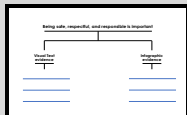The ___is better than __because…

One example is…

Another example is…

In conclusion, …

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MODEL/GUIDED PRACTICE (CONTINUED)

PRE-CHARTED GRAPHIC ORGANIZER

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*Now, let's read my paragraph one more time. As you listen actively, point to where you think I got some of my ideas—the **Paragraph Guide** or the **Graphic Organizer**. Also, which text shows the idea better?*

Model/Guided Practice – Shared Writing

Display the **Paragraph Criteria Chart,** the **Paragraph Guide** and the **Pre-Charted Graphic Organizer** in this order from left to right. Display and distribute both **Student Texts**.

Now, we will all write a paragraph together. The prompt is:

Being a good citizen is important. Which text shows this idea better?

Let's look at what we need to include in our paragraphs. (Refer to **Paragraph Criteria Chart**) *What's the first thing we need to do? That's right. Our first sentence must explain which text shows the idea better.*

Which text should we use? How should we write our choice in a complete sentence? (Point to the **Paragraph Guide**) Chart the class selected response.

What's the next step? That's right. We need to include at least one sentence with details or evidence.

 Which example will support our key idea? Turn and talk to your partner. Have one or two students share out. Chart the class selected response(s). If there are multiple examples, tell students they may write multiple sentences and are not limited to one example.

I heard some of you use information from the Graphic Organizer and I also heard others who shared new ideas from the text you chose. Remember you can write more than two sentences.

Now, let's look at the last two criteria. We need to include transition words to organize and link our ideas and include a closing. Did we include transition words? No. What will help us include transition words? That's right! We can use the Paragraph Guide. (Point to the Paragraph Guide).

 Which words from the Paragraph Guide should we use with our detail sentence? Turn and talk to your partner. Have one or two students share out. Chart the class selected response.

We also need a closing which restates the text we chose and why it is better. How should we write our choice in a complete sentence? Turn and talk to your partner. Have one or two students share out. Chart the class selected response.

Did we include words to show that this is a closing? No. Which words from the Paragraph Guide should we use? Turn and talk to your partner. Have one or two students share out. Add "In conclusion," to the class paragraph.

Let's read our class paragraph together! Now, you get to write your own paragraph.

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STUDENT PRACTICE

ELD.PI. 1.6 EX
ELD.PI. 1.10 EX
ELD.PI. 1.11 EX
ELD.PI. 1.12 EX
ELD.PII. 1.1 EX
ELD.PII. 1.2 EX

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Student Practice – Independent Writing

Now you will show what you know by writing your own paragraph. I will collect your paragraphs when you're done. The prompt is:

Being a good citizen is important. Which text shows this idea better?

Formative Assessment

 Monitor students as they write their individual paragraphs. Assist students to utilize the resources as needed.

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STUDENT PRACTICE (CONTINUED)	**Differentiation Opportunity – Additional Support**
	Students performing at the Emerging level for the Productive Mode of the Part I ELD Standards may require additional small group support or the use of a writing template.

FORMATIVE ASSESSMENT	**Student Progress Form (SPF) - Written Output Assessment Tool**
WOAT	Collect all writing samples and score them using the **WOAT** (SEE PREVIOUS SECTION). Students will address the following prompt:
	Being a good citizen is important. Which text shows this idea better?

DIFFERENTIATED INSTRUCTION	**Differentiated Instruction**
	Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size.
	Group 1 – **(Teacher Group)** – Practice crafting a written paragraph.
	Group 2 – Take turns crafting an oral paragraph using a Visual Text from Start Smart 1.0 or other theme-related visual text.
	Group 3 –Draw and label information from your oral paragraph.
	Group 4 – Play Constructive Conversation Game with a Visual Text from Start Smart 1.0 or other theme-related visual text.

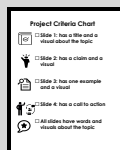| WRAP-UP ELD.PI. 1.1 EX	**Review ELD Objective and Self-Assess**
	In this lesson, you…
	• *practiced an oral paragraph with a partner*
	• *wrote a paragraph with the class*
	• *wrote a paragraph on your own*
	Ask students the following:
	• *What helped you write a paragraph?*
	• *Think about…*
	o *One thing that you did well*
	o *One thing you want to improve*
	• *Share and explain to your partner*
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

	Start Smart 2.0 - Conversation Practices
	Lesson 22: Introduce the Project
ELD OBJECTIVE	In triad teams, students will be able to analyze the components of a multimedia presentation to understand its structure. They will collaborate with their teammates as they design slides for their multimedia presentations to address the theme: **Being a good citizen is important.**

STUDENT FRIENDLY ELD OBJECTIVE	In this lesson, you will … • listen to a project presentation • understand the criteria for your project • work with your teammates to plan your project

OPENING	*You will work in triads to create a project about the theme. The theme is:* **Be a Good Citizen.** *In this lesson, we will focus on learning what the project is about. Then you will begin making your project.* **NOTE: Place students in triad teams to work on the presentations for the remainder of the unit. Provide triad teams with a team folder to organize their resources and work.**

REVIEW ELD.PI. 1.1 EX ELD.PI. 1.5 EX **STUDENT VISUAL TEXT & INFOGRAPHIC** **PRE-CHARTED GRAPHIC ORGANIZER**	# Review – Written Paragraphs and Both Texts Display Charted Graphic Organizers from previous lessons. Display and distribute both **Student Texts** and the completed **Written Paragraphs** to triad teams. *We have learned a lot about our theme:* **Being a good citizen is important**. *Let's review our resources to get more ideas.* Model reviewing the resources and circling important evidence. Invite one or two students to circle additional evidence. *Now you will work with your teammates to find more evidence. Use your think time to circle examples or evidence that support the theme:* **Being a good citizen is important.** Give students time to circle examples and supporting evidence. *What were some examples from your resources? How do they help you understand that **Being a good citizen is important?** Turn and talk to your teammates.* Give students 3 minutes to talk to their team members and have one or two students share out. Affirm all responses. *So, we will use these examples and look at our resources to make our projects. Put them away in your group folder now. We will use them again later.*

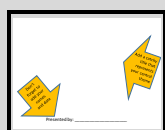|	
MODEL/GUIDED PRACTICE ELD.PI. 1.1 EX ELD.PI. 1.2 EX ELD.PI. 1.3 EX ELD.PI. 1.5 EX ELD.PI. 1.7 EX ELD.PI. 1.11 EX ELD.PII. 1.1 EX ELD.PII. 1.4 EX	# Model Presenting Project Slides & Explain Criteria Display the **Project Criteria Chart**. Use the SS2.0 **TeacherPPTModelGrK-1 (available on mmed.lausd.net)** to model what the final presentation will look and sound like. Use the presenter's notes included in the PowerPoint. *I will show you my example of a project. The theme is:* **Be a Good Citizen.** After you model the presentation, refer to the **Project Criteria Chart** (you may chart it out as well) and explain each item as you click through each slide.

MODEL/GUIDED PRACTICE (CONTINUED) [Project Criteria Chart image] **PROJECT CRITERIA CHART** **We Will Make Good Choices!** You Should, Too! **TEACHER PPT ANNOTATED PROJECT PLANNING TOOL** [Project Planning Tool image] **PROJECT PLANNING TOOL**	*I will show my project slides one at a time. Let's look at what goes in the project.* Point to **Project Criteria Chart**: 1. Slide 1 includes a title and a visual about the topic. 2. Slide 2 includes a claim and a visual. 3. Slide 3 includes one example and a visual. 4. Slide 4 includes a conclusion and a call to action and a visual. 5. All slides have words and visuals about the topic. *So this is what your project will look like by the end of the unit.*

Plan the Project – Slide 1

Use the **TeacherPPTAnnotatedGrK-1** to highlight criteria for the multimedia portion of the presentation, focusing on slides 1-2.
NOTE: you will focus on highlighting criteria for the oral portion of the presentation in Lesson 24.

Now we will create a project together. Each team will help. The theme is: **Being a good citizen is important.**

Constructive Conversation—NEGOTIATE the Title

Give students sufficient time to talk with their teammates to come to a consensus on their title and ideas for visuals.

The first thing we need to do (point to **Project Criteria Chart**) *is decide on our title. It needs to catch the audience's attention. Have a Constructive Conversation with your teammates to decide on a catchy title and an interesting visual to use for Slide #1. You must all agree. The prompt is:*

What title and visual will you use for Slide 1? Why?

Formative Assessment

Monitor students as they have a Constructive Conversation. **Identify two strong triads and select one representative from each team** to Fishbowl Model in front of the class when they're done having their conversations. Use the **SPF 1.0** to collect a Constructive Conversation Language Sample as they model in front of the class.

Triad Teams Collaborate on Opening

*Now you will write down your title and sketch your ideas for visuals on Slide 1 of your **Project Planning Tool**. I have a collection of different visuals for our theme if you need them (SEE RESOURCES). Remember that your visual should match your catchy title.* Give students sufficient time to work on Slide #1.

Triad Teams Share & Class Votes

Have each triad share their selected title and image to the class. Chart the titles and/or display all submissions for the class to consider. Highlight the specific language students used and note any similarities in the language.

We will create a project for the class and a project in our triad teams. To create your team project, you will work with your teammates. To create our class project, we will vote as a class.

Let me read the titles to you one more time before we vote. Everyone stand up. We will now vote on our favorite title. When you hear your favorite title, you will vote for it by sitting down.
NOTE: Triads who were unable to create a title can select from the chart.

MODEL/GUIDED PRACTICE (CONTINUED)	## Model Creating Slide #1-2 on Classroom PPT **MODEL CREATING SLIDE 1** Model typing in the title selected by the class onto Slide 1. • *I will put the title we voted for on Slide 1 of our Class Project. You will include the title your team chose on your own Slide 1.* Model searching for an appropriate visual using a web browser, saving it, and adding it to the slide. • *I will also add a visual that is about the title we selected. You will include the visual your team chose on your own Slide 1.* Model adding your name and Room ___ to represent the class. • *I will also make sure to write the names of all the members of my team. You will write the names of all the members of your team at the bottom of the slide.* **MODEL CREATING SLIDE 2** *Now let's create Slide #2.* Model typing the claim onto Slide 2. • *Our Claim is "Claim: **It is important to be a Good Citizen.** You will have the same claim for your Slide 2.* Model searching for an appropriate visual using a web browser, saving it, and adding it to the slide. • *I will also add a visual that that supports the claim. You team will choose a visual for Slide #2.*
STUDENT PRACTICE ELD.PI. 1.1 EX ELD.PI. 1.3 EX ELD.PI. 1.5 EX ELD.PI. 1.12 EX ELD.PII. 1.1 EX **PROJECT PLANNING TOOL**	## Students Work on Presentation Slides #1-2 **NOTE: If access to technology is not available, students may create a Poster Board to publish their presentation.** Distribute school technology for students to begin work on their PowerPoint slides. *Now, you will transfer your ideas from your **Project Planning Tool** to finish Slides 1-2 of your team project. Remember to add visuals.* Provide support as needed. Have students put all materials in their team folders and collect.
FORMATIVE ASSESSMENT SPF 1.0	## Student Progress Form (SPF) 1.0-Constructive Conversation Sample Monitor students as they have a Constructive Conversation. **Identify two strong triads and select one representative from each team** to Fishbowl Model in front of the class when they're done having their conversations (SEE FORMATIVE ASSESSMENT SECTION IN THE MODEL/GUIDED PRACTICE SECTION). Use the **SPF 1.0** to collect a Constructive Conversation Language Sample as they model in front of the class. Students will address the following prompt: **What title and visual will you use for Slide 1? Why?** Collect a language sample from the two students using the **SPF 1.0**. The language sample must be at least four turns in length.
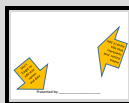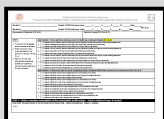
DIFFERENTIATION	**Differentiated Instruction**
	Organize students based on their progress with the project. There may be 3-4 groups depending on need.
	Group 1 – **(Teacher Group)** –
	Support for triad teams who need guidance with developing content and/or creating slides using PowerPoint.
	Group 2 – Use the **Project Planning Tool** to continue working on content for Slides 1-2.
	Group 3 – Use PowerPoint to create Slides 1-2 and insert visuals.
	Group 4 – Meet with another triad team to share Slides 1-2.

| WRAP-UP

ELD.PI. 1.1 EX	**Review ELD Objective and Self-Assess**
	In this lesson, we used Constructive Conversation Skills as we…
	• *listened to an oral multimedia presentation*
	• *discussed the criteria for our presentations*
	• *collaborated with our teammates to plan our presentations*
	Ask students to consider the following:
	• *How did we meet the lesson objectives?*
	• *What was most helpful in planning your presentations? Why?*
	• *Work with your teammates to do the following:*
	o *Identify one thing that you did to meet today's objective and one thing you want to improve*
	o *Share and explain to your teammates*
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.
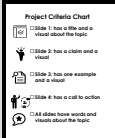
Start Smart 2.0 - Conversation Practices
Lesson 23: Work On the Project

ELD OBJECTIVE	In triad teams, students will be able to analyze the components of a multimedia presentation to understand its criteria and collaborate with their teammates as they finish the remaining slides of their multimedia presentations to address the theme: **Be a Good Citizen.**

STUDENT FRIENDLY ELD OBJECTIVE	In this lesson, you will … • listen to a project presentation • understand the criteria for your project • work with your teammates to plan your project

OPENING	*In this lesson we will continue working on our class and team projects. The theme is: Be a Good Citizen. We will choose one example to support the claim.*

REVIEW ELD.PI. 1.5 EX	## Review – Model Presenting Project & Review Criteria Display the **Project Criteria Chart**. Use the SS2.0 **TeacherPPTModelGrK-1 (available on mmed.lausd.net)** to model what the final presentation will look and sound like. Use the presenter's notes included in the PowerPoint. *I will review my example of a project. The theme is: **Be a Good Citizen.*** After you model the presentation, refer to the **Project Criteria Chart** (you may chart it out as well) and stop to explain the criteria for Slides 3-4. *Let's look at what goes in the project again. We will focus on Slides 3 and 4 today.* Point to **Project Criteria Chart**: 1. Slide 1 includes a title and a visual about the topic. 2. Slide 2 includes a claim and a visual. 3. Slide 3 includes one example and a visual. 4. Slide 4 includes a conclusion and a call to action and a visual. 5. All slides have words and visuals about the topic. *So this is what your project will look like by the end of the unit.*

MODEL/GUIDED PRACTICE ELD.PI. 1.1 EX ELD.PI. 1.3 EX ELD.PI. 1.5 EX ELD.PI. 1.6 EX ELD.PI. 1.7 EX ELD.PI. 1.10EX ELD.PII. 1.1 EX PROJECT CRITERIA CHART	## Plan the Project – Slide #3 Use the **TeacherPPTAnnotatedGrK-1** to highlight criteria for the multimedia portion of the presentation, focusing on Slide #3. Display Slide #2*. **My claim is: It is important to be a good citizen.*** Display Slide #3. *Let's take a closer look at the example I included in my presentation to support my claim. As you listen to the example, think about why I selected it*. Read Aloud: *One example is to wait for the crossing guard and use the cross walk.* ***Turn and talk to your teammates. How did the example support my claim?*** *I heard some of you say that my example included evidence of being safe by using the crossing guard and cross walk.*
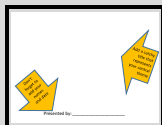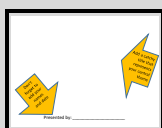
Constructive Conversation—NEGOTIATE the Example

Give students sufficient time to talk with their teammates to come to a consensus on their example to support the claim and ideas for visuals to match.

Now you will work with your triad teams to decide on a strong example to support the claim.

Claim: It is important to be a good citizen.

The example needs to support the claim and the visual needs to match. Have a Constructive Conversation with your teammates to decide on a strong example and a visual to match for Slide #3. You must all agree. The prompt is:

What words and visuals will make a strong example? Why?

Formative Assessment

Monitor students as they have a Constructive Conversation. **Identify two strong triads and select one representative from each team** to Fishbowl Model in front of the class when they're done having their conversations. Use the **SPF 1.0** to collect a Constructive Conversation Language Sample as they model in front of the class.

Triad Teams Collaborate on Creating Slide #3

Now you will write down your example and visual on Slide #3 of your __Project Planning Tool__. I have a collection of different visuals for our theme if you need them (SEE RESOURCES). Remember that your visual should match your example. Give students sufficient time to work on Slide #3.

Triad Teams Share & Class Votes

Have each triad share their selected example and image to the class. Chart the examples and/or display all submissions for the class to consider. Highlight the specific language students used and note any similarities in the language.

We will add to our class project by voting. To create your team project, you will continue working with your teammates.

Let me read the examples to you one more time before we vote. Everyone stand up. We will now vote on the strongest example. When you hear the strongest example, you will vote for it by sitting down.

NOTE: Triads who were unable to create an example can select from the chart.

Model Creating Slide #3 on Classroom PPT

MODEL CREATING SLIDE #3
Model typing in example selected by the class onto Slide #3.
- *I will put the example we voted for on Slide #3 of our Class Project. You will include the example your team chose on your own Slide #3.*

Model searching for an appropriate visual using a web browser, saving it, and adding it to the slide.
- *I will also add a visual that matches the example we selected. You will include the visual your team chose on your own Slide #3.*
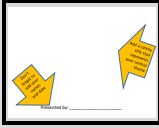
STUDENT PRACTICE ELD.PI. 1.1 EX ELD.PI. 1.5 EX ELD.PI. 1.7 EX ELD.PI. 1.10EX ELD.PII.1.1 EX ELD.PII.1.2 EX	## Students Work on Presentation Slide #3 **NOTE: If access to technology is not available, students may create a Poster Board to publish their presentation.** Distribute school technology for students to begin work on their PowerPoint slides. *Now, you will transfer your ideas from your **Project Planning Tool** to create Slide #3 of your project. Remember to include a strong example and visual to match.* Provide support as needed.

| MODEL/GUIDED PRACTICE

ELD.PI. 1.1 EX
ELD.PI. 1.3 EX
ELD.PI. 1.5 EX
ELD.PI. 1.6 EX
ELD.PI. 1.7 EX
ELD.PI. 1.10EX
ELD.PI. 1.11EX
ELD.PII. 1.1 EX

PROJECT CRITERIA CHART

TEACHER PPT ANNOTATED

PROJECT PLANNING TOOL | ## Plan the Project – Slide #4
Use the **TeacherPPTAnnotatedGrK-1** to highlight criteria for the multimedia portion of the presentation, focusing on Slide #4.

Display Slide #4*. **My claim is: It is important to be a good citizen.***

Display Slide #4. *Let's take a closer look at the "Call to Action". A "Call to Action" is what you want others to do.* Provide students with real world examples of "Calls to Action." For example, you can tell people to wear seatbelts - "Click or Ticket." *As you listen, think: What am I asking others to do?*

Read Aloud: *Let's follow safety laws and rules.*

Turn and talk to your teammates. What is the Call to Action? How does it support the claim?

I heard some of you say that my call to action is to remind others to follow safety laws and rules. That is what I want others to do.

Constructive Conversation—NEGOTIATE the Call to Action
Give students sufficient time to talk with their teammates to come to a consensus on their Call to Action and ideas for visuals to match.

Now you will work with your triad teams to decide on a strong Call to Action to support the claim. What do you want others to do about it?

Claim: It is important to be a good citizen.

The Call to Action needs to support the claim and the visual needs to match. Have a Constructive Conversation with your teammates to decide on a strong Call to Action and a visual to match for Slide #4. You must all agree. The prompt is:

What words and visuals will make a strong Call to Action? Why?

Formative Assessment
Monitor students as they have a Constructive Conversation. **Identify two strong triads and select one representative from each team** to Fishbowl Model in front of the class when they're done having their conversations. Use the **SPF 1.0** to collect a Constructive Conversation Language Sample as they model in front of the class.

Triad Teams Collaborate on Creating Slide #4
*Now you will write down your Call to Action and visual on Slide #4 of your **Project Planning Tool**. I have a collection of different visuals for our theme if you need them (SEE RESOURCES). Remember that your visual should match your Call to Action.* Give students sufficient time to work on Slide #4. |

MODEL/GUIDED PRACTICE (CONTINUED)	## Triad Teams Share & Class Votes Have each triad share their selected Call to Action and image to the class. Chart and/or display all submissions for the class to consider. Highlight the specific language students used and note any similarities in the language. *We will add to our class project by voting. To create your team project, you will continue working with your teammates.* *Let me read each Call to Action to you one more time before we vote. Everyone stand up. We will now vote on the strongest one. When you hear the strongest Call to Action, you will vote for it by sitting down.* **NOTE:** Triads who were unable to create a Call to Action can select from the chart. ## Model Creating Slide #4 on Classroom PPT **MODEL CREATING SLIDE #4** Model typing the Call to Action selected by the class onto Slide #4. • *I will put the Call to Action we voted for on Slide #4 of our Class Project. You will include the Call to Action your team chose on your own Slide #4.* Model searching for an appropriate visual using a web browser, saving it, and adding it to the slide. • *I will also add a visual that matches the Call to Action we selected. You will include the visual your team chose on your own Slide #4.*

STUDENT PRACTICE ELD.PI. 1.1 EX ELD.PI. 1.2 EX ELD.PI. 1.3 EX ELD.PI. 1.5 EX ELD.PI. 1.7 EX ELD.PI. 1.10EX ELD.PI. 1.11EX ELD.PII. 1.1 EX **PROJECT PLANNING TOOL** **PROJECT CRITERIA CHECKLIST**	## Students Work on Presentation Slide #4 **NOTE: If access to technology is not available, students may create a Poster Board to publish their presentation.** Distribute school technology for students to begin work on their PowerPoint slides. *Now, you will transfer your ideas from your **Project Planning Tool** to create Slide #4 of your project. Remember to include a strong Call to Action and visual to match.* Provide support as needed. Use the **Project Checklist** to provide teams with feedback.

FORMATIVE ASSESSMENT
 	
SPF 1.0
	## Student Progress Form (SPF) 1.0-Constructive Conversation Sample
	
	Monitor students as they have a Constructive Conversation. **Identify two strong triads and select one representative from each team** to Fishbowl Model in front of the class when they're done having their conversations (SEE FORMATIVE ASSESSMENT SECTION IN THE MODEL/GUIDED PRACTICE SECTION). Use the **SPF 1.0** to collect a Constructive Conversation Language Sample as they model in front of the class. Students will address the following prompts:
	
	    • **What words and visuals will make a strong example? Why?**
	    • **What words and visuals will make a strong Call to Action? Why?**
	
	Collect a language sample from two students for each prompt using the **SPF 1.0**. Each language sample must be at least four turns in length.

DIFFERENTIATION	## Differentiated Instruction Organize students based on their progress with the project. There may be 3-4 groups depending on need. Group 1 – **(Teacher Group)** – Support for triad teams who need guidance with developing content and/or creating slides using PowerPoint. Group 2 – Use the **Project Planning Tool** to continue working on content for Slides 1-4. Group 3 – Use PowerPoint to create Slides 1-4 and insert visuals. Group 4 – Meet with another triad team to share slides.

WRAP-UP
 	
ELD.PI. 1.1 EX
	## Review ELD Objective and Self-Assess
	
	In this lesson, you…
	    • *listened to a project presentation*
	    • *understood the criteria for your project*
	    • *worked with your teammates to plan your project*
	
	Ask students the following:
	    • *What helped us plan our project?*
	    • *Think about…*
	        ○ *One thing that you did well*
	        ○ *One thing you want to improve*
	    • *Share and explain to your partner*
	
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

<table>
<tr><td colspan="2" align="center">Start Smart 2.0 - Conversation Practices
Lesson 24: Practice Oral Presentations</td></tr>
<tr><td>ELD
OBJECTIVE</td><td>Students will collaborate with their teammates to plan and rehearse their oral presentations.</td></tr>
<tr><td></td><td></td></tr>
<tr><td>STUDENT
FRIENDLY
ELD OBJECTIVE</td><td>In this lesson, you will…
• learn how to present your project
• plan your presentation with your teammates
• practice your presentation with your teammates</td></tr>
<tr><td></td><td></td></tr>
<tr><td>OPENING</td><td>In this lesson, you will learn what you need to do to present your project. You will also practice presenting your project with your teammates.</td></tr>
</table>

MODEL/GUIDED PRACTICE	**Model Presentation & Explain Criteria**

MODEL/GUIDED PRACTICE

ELD.PI. 1.1 EX
ELD.PI. 1.2 EX
ELD.PI. 1.5 EX
ELD.PI. 1.7 EX
ELD.PI. 1.9 EX
ELD.PI. 1.10 EX
ELD.PII. 1.1 EX

PRESENTATION CRITERIA CHART

TEACHER PPT ANNOTATED

PROJECT PLANNING TOOL

PRESENTATION PLANNING TOOL

Model Presentation & Explain Criteria

Display the **Presentation Criteria Chart** (you may chart it out as well) and explain each item.

Use the SS2.0 **TeacherPPTModelGrK-1 (available on mmed.lausd.net)** to model what the final presentation will sound like. Use the presenter's notes included in the PowerPoint.

I will present my example of a project. The theme is: **Be a good citizen.**

We will use this (point to the **Presentation Criteria Chart**) *to understand how to present our project. When I present I will…*

- *Use complete sentences about the topic*
- *Take turns* (with a puppet partner, another adult, or older student volunteer)
- *Make eye contact*
- *Speak clearly*

Present the Teacher Power point model.

After you model the presentation, refer to the **Presentation Criteria Chart** (you may chart it out as well) and explain each item as you click through each slide.

I will present my project step by step. Listen actively and think about how I… (point to and recite each item on the **Presentation Criteria Chart**:

- *Use complete sentences about the topic*
- *Take turns* (with a puppet partner, another adult, or older student volunteer)
- *Make eye contact*
- *Speak clearly*

Next, I will demonstrate what a non-model of an oral presentation sounds like.

Model how NOT to present—reading directly off slide, not making eye contact, going off topic, not using complete sentences, using informal language, mumbling or whispering, etc.

 Turn and talk to your teammates. How will you present your team project? Give students a few minutes to discuss. Select 2 or 3 students from different teams to share out.

I heard many you say that you will use complete sentences and speak clearly about the topic. Some of you also noticed that I added extra words. You don't have to read the slide. When you can present you can also use other ideas you practiced.
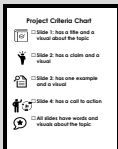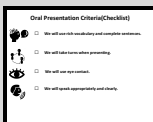
MODEL/GUIDED PRACTICE (CONTINUED)	## Plan Oral Presentation – All Slides
	Distribute the **Presentation Planning Tool** to each triad team.
	Guide students as they plan their oral presentations. Students may use their completed **Project Planning Tool** from Lessons 22 and 23 to write notes on their **Presentation Planning Tool**.
	*We can use the **Presentation Planning Tool** to plan what to say for each slide.*
	Project Class PPT Slide #1.
	Let's practice with our Class Presentation. How will this (point to **Presentation Planning Tool)** *help me? Hmm…It says "The title of our presentation is…"so I will write what we voted for here. Here* (point to My name is) *What should I write? That's right! I will write the names of my team.* Write your name and Room ___ to represent the class.
	Project Class PPT Slide #2.
	Now, what is our claim? What should I say?
	Turn and talk to your teammates. What should we say for this slide? Give students enough time to decide then chart response.
	Continue modeling in this manner for Slides #3-4.
	*Now you will plan your team presentation. Work with your teammates to write your ideas using the **Presentation Planning Tool.***
	Give triads enough time to complete their **Presentation Planning Tool for their team presentation.** Provide support as needed.
STUDENT PRACTICE	## Practice Oral Presentation – All Slides
	Now you will decide who will present each part. Select a Triad to model as you explain.
	- *You will present Slide #1 as a team.*
	- *Then, the first teammate will present Slide #2.*
	- *A second teammate will present Slide #3.*
	- *Finally, the third teammate will present Slide #4.*
	Turn and talk to your teammates. Which slide will you present? All of you must agree. Give students enough time to decide. Provide support as needed. Have students write their name on their selected slide.
	Now that you've decided which slide you will present for your team, you will practice presenting to each other.
	Provide groups sufficient time to practice their oral presentations. Circulate and provide teams with support and feedback as needed.

DIFFERENTIATION	**Differentiated Instruction**
	Organize students based on their progress with the project. There may be 3-4 groups depending on need.

Group 1 – **(Teacher Group)** – Support for triad teams who need guidance with presenting orally.

Group 2 – Use your notes to continue practicing oral presentations.

Group 3 – Meet with another triad team to act out a model presentation.

Group 4 – Meet with another triad team to act out a non-model presentation.

WRAP-UP ELD.PI. 1.1 EX	**Review ELD Objective and Self-Assess**

In this lesson, you…

- learn how to present your project
- plan your presentation with your teammates
- practice your presentation with your teammates

Ask students the following:

- *What helped us plan our project?*
- *Think about…*
  - *One thing that you did well*
  - *One thing you want to improve*
- *Share and explain to your partner*

After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

	Start Smart 2.0 - Conversation Practices # Lesson 25: Present the Project
ELD OBJECTIVE	Students will collaborate with their teammates to present their final projects to the class, receive feedback, and use feedback to reflect on their learning. NOTE: Each triad will present to the class; plan to schedule presentations over the course of two to three days.
STUDENT FRIENDLY ELD OBJECTIVE	In this lesson, you will… • present your project to the class • give and receive feedback • reflect on your learning
OPENING	*In this lesson,* (point to and read Student-Friendly ELD Objective). *First, I will model how to deliver the final presentation and you will give me feedback. Then, each team will take turns presenting to the class. I will give you feedback, too.*
MODEL/GUIDED PRACTICE **ELD.PI. 1.5 EX** **ELD.PI. 1.6 EX** **ELD.PI. 1.7 EX** **ELD.PI. 1.9 EX** **ELD.PI. 1.11 EX** **ELD.PI. 1.12 EX** **ELD.PII. 1.1 EX** **ELD.PII. 1.2 EX** **PROJECT CRITERIA CHART** **PRESENTATION CRITERIA CHART**	## Model/Guided Practice –Give & Receive Feedback Display the **Presentation Criteria Chart** and the **Project Criteria Chart**. *We are ready to present our projects. First, let's practice giving feedback for my presentation.* *I will present my project step by step. Listen actively and think about how I…* (point to and recite each item on the **Presentation Criteria Chart**: • *Use complete sentences about the topic* • *Take turns* (with a puppet partner, another adult, or older student volunteer) • *Make eye contact* • *Speak clearly* **Use the SS2.0 TeacherPPTModelGrK-1 (available on mmed.lausd.net)** to model what the final presentation will sound like. Use the presenter's notes included in the PowerPoint. Display the Presentation Criteria Checklist. After the presentation, guide students as they discuss how you met the criteria. *Talk in your triad teams. How did I…* (point to each criterion). *What is your evidence?* Have one or two students share out their findings for each criterion. *So this what your oral presentations will sound like when you present.* students—the audience—an opportunity to jot down notes and give feedback using the checklist.

STUDENT PRACTICE	**Student Practice – Final Presentations**

ELD.PI. 1.5 EX
ELD.PI. 1.7 EX
ELD.PI. 1.9 EX
ELD.PI. 1.11 EX
ELD.PI. 1.12 EX
ELD.PII. 1.1 EX
ELD.PII. 1.2 EX
	NOTE: Have students present to the class. Complete the **Presentation Checklist** as each triad presents.
	
	Follow this protocol for each presentation:
	• Triad team presents; support students as needed
	• Use the **Presentation Checklist** to document feedback you will give to each team
	• Allow for questions and answers
	• Give each team warm and cool feedback
	    o You were able to…
	    o Next time, you might…
	• Invite other students to give warm and cool feedback, too
	    o What is one thing they did well?
	    o What is one thing they can improve?
	• Applause

PRESENTATIONS	**Celebration – Community Presentation**
ELD.PI. 1.5 EX ELD.PI. 1.7 EX ELD.PI. 1.9 EX ELD.PI. 1.11 EX ELD.PI. 1.12 EX ELD.PII. 1.1 EX ELD.PII. 1.2 EX	Once all teams have completed their presentations, you may opt to have them share by: • Extending their learning of the topic inspired by the "call to action" • Presenting to other grades/classrooms in person • Presenting to other grades/classrooms/schools via skype • Conducting a Gallery Walk of the presentations • Presenting to parents • Presenting to school/community leaders • Adding oral narration to their presentations and posting online (see tutorial **available on mmed.lausd.net**)

WRAP-UP	**Review ELD Objective and Self-Assess**

ELD.PI. 1.1 EX	In this lesson, you…
	• presented your project to the class
	• gave feedback
	• reflected on your learning
	
	    Ask students the following:
	• Think about everything we've done during the Start Smart 2.0 lessons. What has been your favorite part? Why?
	• *What helped you learn the most?*
	• *Think about…*
	    o *One thing that you did well*
	    o *One thing you want to improve*
	• *Share and explain to your partner*
	
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.