4th Grade MELD Lessons Aligned to CCSS
10 Days of lessons that can be used during
Start Smart

Overview
Collaboration across the curriculum is a required skill!

During the first week of Start Smart, students will celebrate the unique qualities they each bring to the classroom community during MELD. During the second week of Start Smart, the class will practice both celebrating and respecting diversity as they explore the similarities and differences of diverse student populations. The class will use CLR text (books, poems, and digital media) to help students meet these objectives.

The lessons in the following 10 Days of Start Smart will use CLR text, Participation Protocols, and Discussion Protocols that can help learners acquire the skills they will need to be able to effectively engage in rigorous CLR inquiry-based collaborative lessons.

Most importantly, they will help the teacher build Rapport, Relationships, and Respect as the teacher and the students create a CLR learning environment that all learners will thrive in!

CLR DOES NOT replace ineffective classroom management.

Rapport = a connection between the teacher and the student that leads to an understanding based on care and concern for one another
Relationship = building relationships that lead to trust
Respect = mutual respect between the students and the teacher

Being Positive, Proactive, and Preventive
Requires explicit direction, practice, and consistency...High Expectations!!!
(Hollie, 2011)

<u>**AEMP Access Strategies**</u>: Making Cultural Connections **(MCC),** Contrastive Analysis **(CA)**, Communal Cooperative Learning Environments **(CCLE)**, Instructional Conversations **(IC),** Academic Language Development **(ALD)**, Advanced Graphic Organizers **(AGO)**
<u>**Responsive Classroom Management**</u>: Discussion Protocols **(DP)** Participation Protocols **(PP)**

Created by CLR Writing Fellow Nancy Lovette, Manchester Elementary School for LAUSD AEMP, 2014

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10 Days Start Smart

	Day 1:
Common Core Objective(s) CCSS Domain CCSS Standard	**Common Core State Standards:** **SL 4.1:** Engage effectively in a range of collaborative discussions. **SL 4.3:** Identify the reasons and evidence a speaker provides to support particular points. **SL 4.4:** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace**.** **SL 4.6:** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
Materials and Resources	● Participation Protocol Poster ● Discussion Protocols Poster ● MELD Journal / MELD Writing Journal ● MELD Folder (different from SEL Profile) ● Student Interest Survey: Things That Interest Me
Essential Question(s) "Big Idea"	What are are you interested in? What motivates you? How will we effectively participate in academic conversations with the teacher, and with one another?

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MELD Lesson Objective(s): (Intended Student Learning Outcomes:)	Intended Student Learning Outcomes: ● Students will be introduced to the Participation Protocols (**PP**) and practice using the Participation Protocols. ● Students understand why protocols are important to the classroom culture. ● Students will celebrate what makes them special people in the classroom community!
Instructional Strategies Culturally Responsive Participation Protocols **Pick-a-Stick** **Roll 'Em** **Give a Shout Out** **Call and Response** **Raise a Righteous Hand** **Whip Around** **My Turn, Your Turn** **Moment of Silence**	**Introducing Participation Protocols into the Classroom** Explain that participation protocols are like traffic signs, they tell when and how to participate with the class as a whole. ● Have students utilize the Raise a Righteous Hand protocol to share their knowledge of the Participation Protocols **Whole Group:** ● Remind students that just like traffic signs there are certain expectations for different situations in the classroom. ● Introduce and practice using different participation protocols with students as examples of different ways for them to participate in the classroom. ● Select a few participation protocols that you will use with your students and practice using them with the students. Some examples you can use are: Pick-A-Stick: Ask students "What their favorite flavor of ice cream is and why?, Roll 'Em: Ask students "What do they think the cafeteria should serve at lunch, and why? Give-A-Shout Out: Ask students questions such as "What day is it?" "What month is it?" or "What city do we live in?" ● Use the "I do, we do, and you do" to model and demonstrate the protocol. ● The goal is to have students "Think First" before attempting to answer and to know how they are expected to respond in class. **Let's get to know a little about one another!** Practice Using Protocols that are based on nonvolunteerism to allow students to share information about themselves with their new classroom community. ● You may use questions from the the first page of the student interest survey. ● **Whip Around:** Ask a question, allow students time to think

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	about an answer, and then let it whip!
	    ● **Pick - a - Stick:** Ask a question from the Student Survey, allow students time to "Turn and Talk" to a partner to discuss the answer to the question. After a given amount of time, select some students to share their responses to the question asked by pulling sticks. Emphasis that everyone has had a chance to talk to a partner, and now it's time to listen to an individual student share with the whole group. Do this a few times.
	Independent Activity:
	    ● Students will write a paragraph in their MELD Writing Notebook: **Things that Interest Me!**
	    ● The Student Interest Surveys serve as the Prewriting Activity they used to gather ideas for their writing task with.
	    ● This paragraph can be used as Formative Assessment for the teacher
	    ●
	    ● Students who finish their paragraphs can personalize popsicle sticks that can be used for additional Pick-a-Stick activities, and personalize their MELD Writing Notebook
	Differentiation: Students may write multiple paragraphs if they see a way to organize the ideas they've collected in their writing surveys to support this.

Academic Language	● Participation Protocol

	Days 2 and 3:
Common Core Objective(s) CCSS Domain CCSS Standard	**Common Core State Standards:** **SL 4.1:** Engage effectively in a range of collaborative discussions. **SL 4.2:** Determine a theme of a story, drama, or poem from details in the text; summarize the text. **SL 4.3:** Identify the reasons and evidence a speaker provides to support particular points. **SL 4.4:** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace**.** **SL 4.6:** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
Materials and Resources	● Participation Protocol Poster and Discussion Protocol Poster ● YouTube video: Reading of Iggy Peck Architect by Andrea Beaty https://www.youtube.com/watch?v=hRj4FBX6pHw&list=PL40C7C2C858F6AD9B ● Print out of the Iggy Peck Architect ● plastic coins or Talking Chips ● Notice and Note SignPost Bookmarks
Essential Question(s) "Big Idea"	What are are you interested in? What motivates you? How will we effectively participate in academic conversations with the teacher, and with one another?
MELD Lesson Objective(s): (Intended Student	Intended Student Learning Outcomes: ● Students will practice using discussion protocols in small groups, and sharing what a partner shared with the whole

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Learning Outcomes:)	group as the teacher uses a Participation Protocol. ● Students will watch the story of a student who becomes disengaged from school when he can no longer build--or even read about architecture--in class. (The video is of a boy reading the book--a strategy teacher may want students to attempt throughout the school year with their iPads).
Instructional Strategies Culturally Responsive Discussion Protocols Numbered Heads Together Give One, Get One Put Your Two Cents In Round Robin Brainstorming Jigsaw Think-Pair-Share	**Introducing Discussion Protocols to the Classroom** ● Create a classroom poster that outlines your expectations for students' participation in small group discussions. **Attention Signals: How will you regain your students' attention when they are engaged in partner or small group discussions?** Call and Response – Students will actively respond in unison to the speaker either verbally or with a movement (such as a clap) to an either improvised or pre-taught "call". ● Call and Response will be used to call students' attention from small group activities and discussions. ● Select a few Call and Response protocols that you will use with your students and practice using them with the students. Examples: Teacher says, "Welcome". Students respond, "Back", or, Teacher says, "When I say peace, you say quiet." Teacher: Peace, Students: Quiet, or Catch the beat: Teacher claps out a rhythm and then students clap out the same rhythm. ● Teach students a "Stop on a Dime" Attention Signal. This is an attention signal that should only be used "in times of emergency." This is a signal that should be used sparingly. **How do we "Talk To" students in pairs and in small group discussions?** ● Display the Discussion Protocols poster. **Give One, Get One:** After viewing the video, use this protocol to have students answer questions about the story. ● Ask a question, and have the students make a silent appointment to share their answers with different classmates. **Put Your Two Cents In:** Divide students into groups of 4. Distribute the copies of the text and the Notice and Note bookmarks. This story contains a "Memory Moment" and an "Aha Moment." ● Have students use this protocol as they try to identify these

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	Notice and Note SignPosts in the text.
	● Instead of this, you may use this Discussion Protocol to have students discuss other important parts of the text--these can be parts of the text identified by both the teacher and the students. (For example, their favorite part of the story, their reaction to the teacher not letting the student build, etc.) What conclusions have you drawn about one of the main characters in this text? ● Use the Text -> Evidence graphic organizer to help support the conclusions you've drawn about one of the main characters in the story. ● Use the Give One, Get One or Put Your Two Cents In Discussion Protocols to have students share their ideas with other students. **Roll 'Em** After students have had a chance to discuss their ideas with the class in small groups, use this Participation Protocol to have students share their ideas with the class.
Academic Language	● drawing conclusions

	Day 4:
Common Core Objective(s) CCSS Domain CCSS Standard	**Common Core State Standards:** **SL 4.1:** Engage effectively in a range of collaborative discussions. **SL 4.3:** Identify the reasons and evidence a speaker provides to support particular points. **SL 4.4:** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace**.** **SL 4.6:** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. **CCSS.ELA-LITERACY.RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
Materials and Resources	● Participation Protocol Poster and Discussion Protocol Poster ● Drawing/writing paper ● Culturally relevant book or video selected by teacher (The book should come from the CLR libraries provided by AEMP if you have them).
Essential Question(s) "Big Idea"	*"What are the elements of a story?"*
MELD Lesson Objective(s):	Intended Student Learning Outcomes: ● Students will be introduced to the Discussion Protocols (**DP**)

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(Intended Student Learning Outcomes:)	and practice using the Discussion Protocols. ● Students engage in small group discussions to review story elements. They will focus on describing a character, setting, or event in the story in depth.
Instructional Strategies Culturally Responsive Discussion Protocols **Numbered Heads Together** My team discusses a problem together and agrees on an answer through consensus. The student sitting in the rolled numbered seat answers for the group. **Give One, Get One** I use order to walk around the room and find a partner to discuss our learning. When we are finished listening and sharing, we return immediately to our seats and I am ready to share what I heard from my partner. **Put Your Two Cents In** In groups of four, we each take turns talking by putting one cent in the center of the table and sharing. Once everyone has shared, we then put two more cent in and respond to what someone else in our group has shared. **Round Robin Brainstorming** At our table group, we each take turns sharing our thoughts about our learning while the assigned Scribe takes notes about our ideas. When we are finished, we are all ready to share with the class what we discussed. **Jigsaw** In groups of four each of us are assigned material to learn. Then, students across the class focusing on the same material put together to decide what is important and how to teach it. After practicing, as our "expert" groups we return to our original group to teach each other. **Think-Pair-Share** I think about my learning first. Then, I listen and share my thoughts with my said partner. Finally, some of my classmates and I are asked to share what we heard with the whole class.	**Introducing Discussion Protocols in the Classroom** ● The teacher will help students focus on the evidence from the text provided by the author that helps students "see" these story elements the way they do as they interact with the text. ● Teacher reads the book selected from classroom library and charts the characters they encounter in the story. ● Teacher gives students drawing/writing paper to illustrate/write about their favorite character from the story. ● Prior to using the discussion protocols, ask students to think about why they think working together and sharing ideas is important. Briefly explain that working together is a part of cooperative learning and it involves explaining your thoughts and ideas to your classmates (which helps you to learn and remember things). ● Introduce the Discussion protocols and tell them what good listeners and speakers do. ● Ask students questions about the story and have them practice using the discussion protocols. Use discussion protocols to review classroom rules and procedures.
Academic Language	● Discussion protocol ● Story elements

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	Days 5-7:
Common Core Objective(s) CCSS Domain CCSS Standard	**Common Core State Standards:** **SL 4.1:** Engage effectively in a range of collaborative discussions. SL 4.1A: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. SL 4.1B: Follow agreed-upon rules for discussions and carry out assigned roles. **SL 4.6:** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. **RL.4.3**: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). **W 4.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
Materials and Resources	● Discussion Protocol Poster ● poster / chart paper ● Jobs Handout ● Crayons ● Writing paper (for scribe/recorder)
Essential Question "Big Idea"	*"How can we work cooperatively with a group to achieve a goal?"*

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MELD Lesson Objective(s): (Intended Student Learning Outcomes:)	**Intended Student Learning Outcomes:** Create a Team Poster that shares the conclusion drawn about one of the story's main characters, providing evidence from the text that led students to draw these conclusions ● Students will work together to complete a task. ● Students will practice discussion protocols.
Instructional Strategies	**<u>Introducing Cooperative Learning Protocols</u>** Return to the idea of teamwork by telling students that it, sometimes helps teams be more successful when team members have assigned jobs or responsibilities. Analogy: what would happen if there weren't a teacher in the classroom? **Think-Pair-Share** ● Once students have the opportunity to discuss this concept, tell them that everyone is going to work in their teams of four today, but they are going to have to plan with their teammates (assign jobs in order to get the task accomplished). **Jobs:** leader- keeps group members on task scribe/recorder- records information getter/time keeper- collects and returns materials and keeps track of the time presenter- presents information to class **<u>Create a Team Poster</u>** that shares the conclusions drawn about one of the main characters, providing evidence from the text that led students to draw these conclusions. ● Review yesterday's assignment, and divide the class into groups based on the character they chose to describe. ● Explain how you want this activity to be created, either with chart paper or digitally. ● Show a model of the assignment, and describe the criteria you'll be using to assess their completed posters. ● Allow the majority of the class session to allow students to complete this task. **MELD Language Screeners:** Pull students one at a time to administer the MELD Language Screener while the class is working in collaborative groups.

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	- In between administering the Language Screeners, visit each team to provide assistance and feedback as needed. - Praise teams whenever possible. - When time is up, use Roll 'Em to select students to share their group's strategies, successes, and difficulties. Provide affirmation for teamwork and use of "roles" within the group.
Academic Language	- Cooperation - Strategies - Responsibilities

	Days 8-10:
Common Core Objective(s) CCSS Domain CCSS Standard	**Common Core State Standards:** **W 4.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Materials and Resources	● **CLR text in which the main character is describing a great experience.** ● **An excerpt from a book can be used** ● **a classroom chart that outlines the elements of a narrative**
Essential Question(s) "Big Idea"	*"How can I write a short narrative that expresses my excitement about the happiest day of my life?"*
MELD Lesson Objective(s): (Intended Student Learning Outcomes:)	Intended Student Learning Outcomes: ● Students will create short narrative that describes the best day of their lives, thus far. ● The narrative should be short (1-3 paragraphs), so that students can concentrate on the elements of a great narrative.
Instructional Strategies	**Lesson Sequence: The Happiest Day of My Life!** **Days 8-9:** Conduct an Interactive Read Aloud using a piece of CLR literature--this will serve as the Mentor Text for the young writers! ● Inform students that they will write a short personal narrative that describes the happiest day, or most exciting, day of their lives. ● Share the criteria chart and Rubric that you will use to assess their writing. ● As you read the text, stop at predetermined points to have the students Turn-and-Talk to discuss story elements present in the Mentor Text. Students should understand that these are elements they should include in their own narratives. ● Teacher will use the "I do, we do, you do" model to guide students through the stages of the Writing Process as they

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	construct their short narratives. ● Pull student groups to help them revise and edit their narratives. Students' use of Home Language should be addressed during the revision stage of the Writing Process, and not during the Editing stage. **Day 10: Publishing** ● Allow students to publish their writing in creative ways--digital presentations can be used as options.
Academic Language	● PreWriting, Drafting, Revising, Editing, Publishing ● Personal Narrative ● story elements