

# MELD Start Smart-Conversation Practices

## Day 1 – 3

Overview: This series of MELD Lessons are intended for 45 minutes – 1 hour, for three (3) days. Please adjust the time and/or number of days according to the needs of your students. You may also speed up or slow down per the needs of your students.

### AT-A-GLANCE

<b>California State Standards</b>	<p>R.I. 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>S.L. 7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, on grade 7 topics, text, and issues, building on others’ ideas and expressing their own clearly.</p> <p>S.L. 7.4 Present claims and findings (argument, narrative, summary presentations) emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>7 SL.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>7 W. 5.1 Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p>
<b>CLR OBJECTIVE</b>	Students will be able to use Standard English in an interdisciplinary lesson to produce complex oral output using all four conversation skills: ( <b>CREATE, CLARIFY, NEGOTIATE</b> and <b>FORTIFY</b> ) to interact and communicate their ideas with others.
<b>Depth of Knowledge Level</b>	<p><b>DOK1:</b> Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept.</p> <p><b>DOK 1:</b> Recall, locate basic details</p> <p><b>DOK 2:</b> Give examples</p> <p><b>DOK 3:</b> Support ideas with details and examples</p> <p><b>DOK 3:</b> Explain ideas using supporting evidence</p> <p><b>DOK 3:</b> Justify or critique conclusions drawn</p> <p><b>DOK 4:</b> Analyze discourse styles</p>
<b>Essential Question</b>	<p>How do we determine if information or research is credible?</p> <p>Who benefits and who loses when we take given information as true?</p>
<b>Access Strategies</b>	<p><input type="checkbox"/> Making Cultural Connections</p> <p><input type="checkbox"/> Contrastive Analysis</p> <p><input checked="" type="checkbox"/> Cooperative and Communal Learning Environments</p> <p><input checked="" type="checkbox"/> Instructional Conversations</p> <p><input checked="" type="checkbox"/> Academic Language Development</p> <p><input checked="" type="checkbox"/> Advanced Graphic Organizers</p>
<b>Protocols</b>	<ul style="list-style-type: none"> <li>• Moment of Silence</li> <li>• Give One, Get One</li> <li>• Silent Appointment</li> <li>• Put Your Two Cents In</li> <li>• Think-Pair-Share</li> </ul>

	<ul style="list-style-type: none"> <li>• Musical Shares</li> <li>• Tea Party</li> </ul>
<b>Materials</b>	<p>Visual Texts:</p> <p><a href="http://www.cdc.gov/measles/downloads/measles-infographic.pdf">http://www.cdc.gov/measles/downloads/measles-infographic.pdf</a></p> <p><a href="http://www.relativelyinteresting.com/wp-content/uploads/2010/04/antivax_postcard.jpg">http://www.relativelyinteresting.com/wp-content/uploads/2010/04/antivax_postcard.jpg</a></p> <p><a href="http://www.enchantedlearning.com/graphicorganizers/star/circles7.shtml">http://www.enchantedlearning.com/graphicorganizers/star/circles7.shtml</a></p> <p>Text: <a href="http://www.cdc.gov/vaccines/vpd-vac/measles/downloads/PL-dis-measles-color-office.pdf">http://www.cdc.gov/vaccines/vpd-vac/measles/downloads/PL-dis-measles-color-office.pdf</a></p> <p>Video: Do Vaccines Cause Autism? <a href="https://www.youtube.com/watch?v=6S1-LgYyjQg">https://www.youtube.com/watch?v=6S1-LgYyjQg</a></p> <p>Pro-Con Cards for Tea Party  Post-its  Chart of Conversation Norms  Chart of Conversation Skills  Listening Task Poster  Advanced Graphic Organizers  Personal Thesaurus/Thesaurus/Dictionary  MELD Writing Journal  Conversation Analysis Tool</p>
<b>Key Vocabulary</b>	measles, mumps, rubella, vaccines, side effects, seizure, autism, respiratory, contagious, infection, exposed, virus, outbreak, bias
<b>Resources</b>	<p><b>Academic English Mastery Program Resources and Publications</b> (Available from AEMP Website- <a href="http://achieve.lausd.net/Page/191">http://achieve.lausd.net/Page/191</a>)</p> <p><i>Teachers Guide to Supporting African American Standard English Learners</i>  <i>Teachers Guide to Supporting Mexican American Standard English Learners</i>  <i>Teachers Guide to Supporting Hawaiian American Standard English Learners</i></p> <p>Hollie, S. (2015). <i>Strategies for Culturally and Linguistically Responsive Teaching and Learning</i>. Huntington Beach, CA: Shell Education.</p> <p>Conversation Analysis Tool (CAT), Jeff Zwiers</p>
<b>Culminating Task</b>	As culminating activity students will engage in a mock debate using their article notes and classroom chart in order to engage in a 5-minute debate where they must establish their claim, acknowledge counterarguments, use words and phrases to create cohesion and provide a concluding statement that supports the argument being debated.
	<b>DAY 1</b>
<b>California State Standards</b>	<p>S.L. 7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, on grade 7 topics, text, and issues, building on others' ideas and expressing their own clearly.</p> <p>S.L. 7.4 Present claims and findings (argument, narrative, summary presentations) emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>

	Language Standards
<b>CLR Objective</b>	Students will be able to use Standard English in an interdisciplinary lesson to produce complex oral output using all four conversation skills: ( <b>CREATE, CLARIFY, NEGOTIATE</b> and <b>FORTIFY</b> ) to interact and communicate their ideas with others.
<b>Depth of Knowledge Levels</b>	<b>DOK1:</b> Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept. <b>DOK 2:</b> Give examples <b>DOK 3:</b> Support ideas with details and examples
<b>Essential Question</b>	How do we determine if information or research is credible? Who benefits and who loses when we take given information as true?
<b>Access Strategies</b>	<input type="checkbox"/> Making Cultural Connections <input type="checkbox"/> Contrastive Analysis <input checked="" type="checkbox"/> Cooperative and Communal Learning Environments <input checked="" type="checkbox"/> Instructional Conversations <input checked="" type="checkbox"/> Academic Language Development <input checked="" type="checkbox"/> Advanced Graphic Organizers
<b>Protocols</b>	<ul style="list-style-type: none"> <li>• Musical Shares</li> <li>• Tea Party</li> <li>• Raise a Righteous Hand</li> <li>• Moment of Silence</li> </ul>
<b>Materials</b>	Visual Texts: <a href="http://www.cdc.gov/measles/downloads/measles-infographic.pdf">http://www.cdc.gov/measles/downloads/measles-infographic.pdf</a> <a href="http://www.relativelyinteresting.com/wp-content/uploads/2010/04/antivax_postcard.jpg">http://www.relativelyinteresting.com/wp-content/uploads/2010/04/antivax_postcard.jpg</a> For more visual texts see resource packet Personal Dictionary
<b>Key Vocabulary</b>	measles, mumps, rubella, vaccines, side effects, seizure, autism, respiratory, contagious, infection, exposed, virus, outbreak, bias
<b>Opening</b>	<b>Say:</b> During the next 3 days we will learn skills that will help us continue to have constructive, meaningful, useful and academic conversations all year long. The four skills are <b>CREATE, CLARIFY, FORTIFY</b> and <b>NEGOTIATE</b> . We will use these skills to help us explore this question, “What makes an answer reasonable?” As we explore the topic, we will view more visual and written texts that will help us think about how to answer our essential question.

**Say:** When we have conversations we will follow some conversation norms.

**Conversation Norms**

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

Teacher reviews the conversation norms chart. Teacher will model each

norm.

**Model/Guide**

**Say:** Today, we are going to be introduced to constructive conversation skills that will help us communicate ideas. The conversation skills we will learn about today are **CREATE & CLARIFY**. When we **CREATE**, we say what we think or notice about something. We will work together in a variety of collaborative groups, creating our ideas and/or opinions, and sharing them while adapting our speech and using standard English as appropriate for the situation. When we **CLARIFY** we seek to clearly understand what our partners are saying. When **CLARIFYING**, we listen, paraphrase, and ask questions to make sure we fully understand what was said.

Refer to posted lesson objectives/standards.

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Refer to posted lesson objectives/standards.

Remind students to use their think time. Prompt students when it is time to share with their ideas with their partners. Have students "**Raise a Righteous Hand**" to share their responses.

**Say:** Today you will "use your think time," while observing a "**Moment of Silence**," as you think about the images within the four corners. (The teacher should post the propaganda for and against the use of vaccines).


**Say:** The skill we are working on today is **CREATE**, which means we are sharing our ideas and initial solutions.

Model the hand gesture and phrase for CREATE- hands starting on each side of the head with fingers closed, make an exploding motion with hands and fingers, and finishing with them spread wide on each side in the air. Have class practice the hand gesture and saying together a few times.



**Say:** To share our ideas, we will use the language of the skill **CREATE**. We will use phrases like: “One idea could be...”, “My idea is...”, “I think...” Display the chart of the Response Starters. Have one half of the room read the prompt starters and have the other half of the class read the corresponding response starter.


## CREATE



<p><b>Prompt Starters:</b></p> <ul style="list-style-type: none"> <li>What is your idea?</li> <li>How can we combine these ideas?</li> <li>What do we need to do?</li> <li>What are other points of view?</li> <li>What do you think about...?</li> <li>Why...How...I wonder...</li> </ul>	<p><b>Response Starters:</b></p> <ul style="list-style-type: none"> <li>One idea could be ...</li> <li>My hypothesis is...</li> <li>That reminds me of...</li> <li>I noticed the pattern of...</li> <li>I think it depends on...</li> </ul>
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**Say:** Today we will also **CLARIFY** to clearly understand what our partners are saying. Clarifying involves the use of various methods for helping students understand complex language of texts and oral communication.

## Clarifying



<p><b>Prompt Starters</b></p> <ul style="list-style-type: none"> <li>What does that mean?</li> <li>What do you mean by....?</li> <li>Say more about...</li> <li>Why... How...What...When...</li> <li>Can you be more specific?</li> <li>Does that make sense?</li> <li>Do you know what I mean?</li> <li>What do you think?</li> </ul>	<p><b>Response Starters</b></p> <ul style="list-style-type: none"> <li>I think it means...</li> <li>In other words,</li> <li>Let me see if I heard you right...</li> <li>In other words, you are saying that...</li> <li>What I understood was...</li> <li>It sounds like you think that...</li> <li>A different way to say it...</li> </ul>
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The teacher introduces and models the hand gesture for **CLARIFY**.  
(The teacher places their hands over eyes and gestures as if focusing binoculars.)

**Say:** We are also going to make sure we use vocabulary specific to our topic I will chart those

vocabulary words so we can also refer to them during our conversations.

**Say:** We are going to share our ideas with a partner. Let's revisit our Conversation Norms. The second conversation norm is, "Use the language of the skill."

**Demonstration**

The teacher will select a student volunteer for a fish bowl.



**MODEL**

**Student A: (Create)**

The teacher will select two students to read the following conversation script:

**Student A:** Vaccines can be helpful to students because it protects your immune system.

**Teacher:** **What did you say** about vaccines?

**Student B:** **I heard you say** that vaccines can protect you from getting sick.

**Student C:** Yes, and **I heard you say** vaccines can support your health.

Vocabulary

**Debrief:**

**Teacher:** *Converse with your partner. Answer the following prompt: How did my partner and I demonstrate respectful listening and restating? After 1 minute, bring the students back to share-out.*

**Targeted Response:** After the first speaker stopped talking, the teacher (other partner) restated what they said to show respectful listening.

**Practice**

**Say:** Today you will be evaluating various pieces of visual texts. These visual texts will demonstrate ideas and beliefs that are for and against the vaccination of young children. The images posted in each of the four corners of the classroom will give you some understanding of how experts, parents and doctors might feel about vaccinations. You will be given post-its in order to respond to these visual texts. On the post-its you will write the following statements for each of the visual texts: I think..., I noticed...

Students will engage in the "**Musical Shares,**" protocol in order to conduct a **gallery walk**. Using the **Musical Shares** protocol, students will circulate/dance around to the music until it stops. Once it stops, they will stop at the poster closest to them and have a constructive conversation around what they notice and think about the visual texts. Then they will place a response on the poster, using one of the **CREATE** and/or **CLARIFY** prompt starters.

Building on the tier-three vocabulary around the topic of vaccines students will begin a Personal Dictionary in order to make meaning from the terminology surrounding this topic.

**Wrap -Up**

**Say:** Today, we discussed important Conversation Skills. We learned how we might **CREATE & CLARIFY** ideas for problem solving. I modeled Conversation Norms that remind us to **listen respectfully** and to **use the language of the skill** when speaking. Most of all, you worked with your peers to evaluate if the propaganda was for or against vaccines. Tomorrow, we will continue to learn conversation skills that will help us communicate effectively.

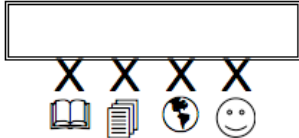
<p><b>California State Standards</b></p>	<p>R.I. 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>7 SL.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>S.L. 7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, on grade 7 topics, text, and issues, building on others' ideas and expressing their own clearly.</p>
<p><b>CLR Objectives</b></p>	<p>Students will be able to use Standard English to produce complex oral output while employing the conversation skills: <b>NEGOTIATE</b> and <b>FORTIFY</b> to interact and communicate their ideas with others.</p>
<p><b>Depth of Knowledge Levels</b></p>	<p><b>DOK 3:</b> Explain ideas using supporting evidence  <b>DOK 3:</b> Justify or critique conclusions draw</p>
<p><b>Essential Question</b></p>	<p>How do we determine if information or research is credible?          Who benefits and who loses when we take given information as true?</p>
<p><b>Access Strategies</b></p>	<p><input type="checkbox"/> Making Cultural Connections  <input type="checkbox"/> Contrastive Analysis  <input checked="" type="checkbox"/> Cooperative and Communal Learning Environments  <input checked="" type="checkbox"/> Instructional Conversations  <input checked="" type="checkbox"/> Academic Language Development  <input checked="" type="checkbox"/> Advanced Graphic Organizers</p>
<p><b>Protocols</b></p>	<ul style="list-style-type: none"> <li>• Give One, Get One</li> <li>• Roll 'Em</li> <li>• Think-Pair-Share</li> <li>• Call and Response</li> </ul>
<p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>• CDC brochure on MMR vaccine</li> <li>• Pro-Con Vaccine cards</li> <li>• Pro-Con T-Chart graphic organizer</li> </ul>
<p><b>Key Vocabulary</b></p>	<p>measles, mumps, rubella, vaccines, side effects, seizure, autism, respiratory, contagious, infection, exposed, virus, outbreak, bias</p>
<p><b>Resources</b></p>	<p>Same as Day 1</p>
<p><b>Opening</b></p>	<p><b>Say:</b> Thinking back to the images and messages that we studied in the visual texts yesterday, how confident do you feel about the benefits and potential dangers of vaccinating? Why? How might you argue for or against the use of vaccines? Why is your position reasonable? How</p>

might you persuade another person to consider your position, based on evidence and research?

**Model/Guide**

**Say:** Yesterday we practiced some of the Conversation Norms and Skills. Today, you will explain your ideas using targeted transitional phrases and evidence from your notes and your personal experiences. This is called **NEGOTIATING** and **FORTIFYING**. This will also require that we take turns and build on each other’s ideas. In order to learn from each other, we have to share our best thinking and listen carefully so we can add supporting evidence to fortify ideas. Taking turns is everyone’s responsibility. Remember, the goal of constructive conversations is to learn from each other.

**Fortifying Sentence Starters**



<p><b>Prompt Starters</b></p> <ul style="list-style-type: none"><li>Can you give an example from the text?</li><li>What are examples from other texts?</li><li>What is a real world example?</li><li>Are there any cases of that in real life?</li><li>Can you give an example from your life?</li></ul>	<p><b>Response Starters</b></p> <ul style="list-style-type: none"><li>For example,</li><li>In the text it said that...</li><li>Remember in the other story we read that...</li><li>An example from my life is</li><li>One case that illustrates this is...</li><li>Strong supporting evidence is</li></ul>
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Introduce the hand gesture for **FORTIFY** (teacher places his/her hands by her head as if showing off muscles). To help us remember the skill we are practicing, we are going to be using a corresponding phrase “make our ideas stronger”. Teacher will explain to students that we use this gesture to show when we have new supporting ideas.

**Say:** *When we **FORTIFY** ideas, we make our ideas stronger.*

Introduce the charts for transition starters and fortifying sentence starters.

We will also gather evidence from informative texts to determine pros and cons of vaccines. We will use the evidence presented in this evidence to negotiate or support opposing opinions. In order to fortify complex text, students identify and evaluate multiple examples of evidence. We will practice Negotiating ideas, which include challenging an idea by presenting counterexamples or other ideas that oppose or compete with it.

Introduce hand gesture for **NEGOTIATE**. To help us remember we are going to be using a synonymous phrase and gesture. (Teacher extends arms with palms upturned and moves arms in balancing motion.) Teacher will explain to students that we use this gesture to show when we **NEGOTIATE** our ideas. When we negotiate ideas, we challenge someone’s idea by presenting counterexamples or other ideas that oppose or compete with it.



## Negotiating Sentence Starters

### Prompt Starters

Can you explain why you...?  
Can you clarify where you...?  
How does the sample problem help us?  
How did you get this answer?  
How is that evidence stronger than this evidence?

### Response Starters

If we \_\_\_\_, then we need to \_\_\_\_ because...  
In math, we always need to ...  
We can't do that because it...  
That is a valid point, but...  
Even though it seems that...

### Model

**Student A:** Can you give an example from the visual texts that makes you think vaccines are dangerous? (**Fortify**)

**Student B:** For example, the image where the baby is surrounded by needles and he is crying. There is also the word poison under him. (**Fortify**)

**Student A:** Could you explain why the artist used that many needles and the word poison for this visual text? (**Negotiate**)

**Student B:** The many needles and the word poison make me feel afraid and sad for the baby that is getting the vaccines. (**Negotiate**)

### Debrief

**Teacher:** How did the students demonstrate the use of **Fortify** and **Negotiate** prompt starters during their conversation? How might the use of prompt starters assist students in respectfully disagree? After 1 minute, bring the students back to share their responses.

**Targeted Response:** The students began their response with phrases that showed evidence from the visual texts. Students asked questions in order to respectfully explain and support reasoning.

Project the informational pamphlet from the Center for Disease Control (CDC) on the MMR vaccine. We will annotate using the **Stop and Jot** strategy in order to pause at specific sections of the pamphlet to process the pros and cons of the MMR vaccine. Students will reference their notes later when constructing their arguments for or against the use of vaccines.

### Practice

Students should be placed in partner pairs in order to converse with a partner while practicing the language of the skill in order to **FORTIFY** and **NEGOTIATE**. Using the **Stop and Jot** strategy students will designate stopping points where they will add evidence that either supports or discourages the use of vaccines.

**Say:** You have had an opportunity to research what our government says about the

	<p>importance and risks that vaccines can have for those that use them. Now you will add to your T-Chart more information around the use of vaccines. You will be engaged in a <b>Tea Party</b> activity. Each of you will have a card that has either reasons for or against the use of vaccines. You will take time to read the cards and decide; “is this a risk or a benefit.”</p> <p><b>Say:</b> You are going to make a “<b>Silent Appointment</b>” with a partner from a different group. Make eye contact. Cross your arms over your chest when you’ve identified your partner. Move quietly to your partner and form a “house”. (This is done by each student connecting their palms in the air). Once with your partner share your solution and justify your answer. Explain why your answer is reasonable.</p> <p><b>Teacher:</b> Converse with your partner. Answer the following prompt: I believe this is a benefit/danger of using vaccines... Explain why. Be sure to use the Prompt Starters and Response Starters from NEGOTIATE during your discourse. After 2 minutes, bring the students back to share.</p> <p>Use a <b>Culturally Responsive Call and Response</b> to prompt students’ transition back to their seats.  <b>Teacher:</b> <i>Si, Se...</i>  <b>Students:</b> <i>Puede</i>  (Repeat 3-5 times)</p> <p>Use <b>Pick A Stick</b> to select students who will share their solutions and justify why their answer is reasonable.</p>
<b>Wrap -Up</b>	<p><b>Say:</b> <i>Today, we participated in constructive conversations using the skills <b>FORTIFY</b> and <b>NEGOTIATE</b>. We shared our responses and thoughts around the issue of vaccines. We used our conversation norms to remind us to listen respectfully and use the language of the skill when speaking. Tomorrow we will engage in our culminating activity!</i></p>

DAY 3	
<b>California State Standards</b>	<p>S.L. 7.4 Present claims and findings (argument, narrative, summary presentations) emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>7 SL.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>7 W. 5.1 Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p>
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	communicate their ideas with others.
<b>Depth of Knowledge Levels</b>	<p><b>DOK1:</b> Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept.</p> <p><b>DOK 1:</b> Recall, locate basic details</p> <p><b>DOK 2:</b> Give examples</p> <p><b>DOK 3:</b> Support ideas with details and examples</p> <p><b>DOK 3:</b> Explain ideas using supporting evidence</p> <p><b>DOK 3:</b> Justify or critique conclusions drawn</p> <p><b>DOK 4:</b> Analyze discourse styles</p>
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<b>Protocols</b>	<ul style="list-style-type: none"> <li>• Think-Pair-Share</li> <li>• Put Your Two Cents In</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Video: Do Vaccines Cause Autism? <a href="https://www.youtube.com/watch?v=6S1-LgYyjQg">https://www.youtube.com/watch?v=6S1-LgYyjQg</a></li> <li>• Pro-Con T-Chart</li> <li>• Large Index Cards</li> <li>• Debate Worksheet</li> </ul>
<b>Key Vocabulary</b>	measles, mumps, rubella, vaccines, side effects, seizure, autism, respiratory, contagious, infection, exposed, virus, outbreak, bias
<b>Opening</b>	<p><b>Say:</b> Yesterday we practiced more of the Conversation Norms and Skills. Today, you will use all four skills during our culminating activity. While working cooperatively remember to <b>take turns and build on each other's ideas</b>. In order to learn from each other, we have to share our best thinking and listen carefully so we can add supporting evidence. Taking turns is everyone's responsibility. Remember, the goal of constructive conversations is to learn from each other.</p>
<b>Model/Guide</b>	<p><b>Say:</b> Today we will continue our research around vaccines. Please watch the following video be prepared to <b>Ink-Think-Pair-Share</b> your thoughts around this video with your elbow partner.</p>

	<p>Project the following video <a href="https://www.youtube.com/watch?v=6S1-LgYyjQg">https://www.youtube.com/watch?v=6S1-LgYyjQg</a> as a review.</p> <p><b>Demonstration</b> The teacher will select three students to model the use of the four Conversation Skills.</p> <p><b>MODEL</b></p> <p><b>Student A:</b> What do you notice about the visuals and words used in the video? <b>(Create)</b></p> <p><b>Student B:</b> I noticed that it used words used like suffering and the children drawn looked sad. <b>(Create)</b> Does that make sense? <b>(Clarify)</b></p> <p><b>Student C:</b> In other words, you are saying that vaccines are dangerous for children. <b>(Clarify)</b> Can you give an example from the video? <b>(Fortify)</b></p> <p><b>Student A:</b> In the video it said that babies get more vaccines than their parents did once they were adults. <b>(Fortify)</b> What is your opinion around vaccine safety? <b>(Negotiate)</b></p> <p><b>Student B:</b> It is really complicated that the government not only makes money when people use vaccines but that they also check if they are safe. <b>(Negotiate)</b></p> <p><b>Student C:</b> That is complicated because if they say that it is not safe then what happens to public health and to the money invested.</p>
<b>Practice</b>	<p>Introduce the culminating task. Students will use the notes from their visual texts, informative brochure and video to engage in a Mock Debate with their peers.</p>
<b>Wrap -Up</b>	<p><b>Say:</b> In pairs you will decide if you are going to argue for or against the use of vaccines for young children. Please take out your notes, Personal Dictionary and Advanced Graphic Organizer as you will reference it for this written and speaking task. I will be providing you with a sample script that you can use to outline your position on the use or non-use of vaccines.</p> <p style="text-align: center;">I think vaccines _____required for children. <b>should be or should not be</b></p> <p style="text-align: center;">One of the advantages of vaccines is _____.</p> <p style="text-align: center;">I agree with_____ because_____.</p> <p style="text-align: center;">I don't agree with _____ because _____.</p> <p style="text-align: center;">One of the disadvantages of vaccines is _____.</p> <p style="text-align: center;">Another advantage of vaccines is _____.</p> <p style="text-align: center;">Another disadvantage is _____.</p> <p style="text-align: center;">For these reasons, it is my position that we _____.</p> <p><b>Say:</b> I will select you to come up, two at a time. We will randomly select if you will publically debate either for or against the use of vaccines for children. Each of you will have two minutes to present your claim with supporting evidence. Make sure that you are paying attention to the points being made by your classmate so that you may respond accordingly. Whomever goes first will present their stance, the second student will present their rebuttal as well as their stance and the first student will be given an opportunity to present their response. Both students will be given time to present their closing statements.</p>

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<b>FORMATIVE ASSESSMENT</b>	<p><b>EXAMPLE:</b> Other Conversation Assessments might be used</p> <p><b>Conversation Analysis Tool (CAT)</b>  <b>The teacher provides a score of 4 – 3 – 2 – 1 to rate the progress of student conversations for each dimension using the Conversation Analysis Tool.</b></p> <p>Dimension 1: Turns build on previous turns to build up an idea.</p> <p>Dimension 2: Turns focus on the knowledge or skills based on the lesson’s objectives.</p>
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<b>Assessment</b>	<p>I. Students are scored by their participation and progress in Constructive Conversations that provide examples of the four Conversation Skills (Create, Clarify, Fortify, and Negotiate).</p> <p>II. Students model proficient use of the five Conversation Norms.</p> <ol style="list-style-type: none"> <li>6. Use your think time</li> <li>7. Use the language of the skill</li> <li>8. Use your conversation voice</li> <li>9. Listen Respectfully</li> <li>10. Take turns and build on each other’s ideas</li> </ol> <p>III. Writing Task</p>
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