### Constructive Conversation Secondary Placemat – Integrated ELD/Science

**Goal:** Students independently build up ideas (Knowledge, agreement, solution) using these skills

<table>
<thead>
<tr>
<th>Features of Conversations with Hand Motions</th>
<th>Prompts for Using the Features</th>
<th>Prompts for Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Create</strong> (Put hands over head, open and close them, as if an idea is coming out of your head)</td>
<td><strong>A</strong></td>
<td><strong>B</strong></td>
</tr>
</tbody>
</table>
| ![Create Image] | • What did you observe?  
• What do you see happening?  
• What can we learn from this phenomenon?  
• Why is this important?  
• What is your hypothesis? | • I observed that...  
• I noticed...  
• Look at the way that the...  
• My hypothesis is.... |
| **Clarify** (Place hands over eyes as if focusing binoculars) | **A** | **B** |
| ![Clarify Image] | • What do you wonder about the observation?  
• What do you think will happen?  
• What caused _____ to happen?  
• Which principles apply here?  
• Why, How, What, When... | • I think it means ...  
• In other words...  
• More specifically, it is... because...  
• In other words, you are saying that... |
| **Fortify** (Place your hand palm down as if putting an idea on the table, and use the fingertips of the other hand to support the palm) | **A** | **B** |
| ![Fortify Image] | • Can you give an example from the: text, experiment, observation, life?  
• What data do we have?  
• What are the short and long-term effects?  
• How does _____ support your hypothesis? | • For example, ____  
• Remember from the text/experiment/observation...  
• The data shows...  
• An example from real life is...  
• Strong supporting evidence is... |
| **Negotiate** (Put your hands out by your shoulders, palms up. Move them up and down like a scale) | **A** | **B** |
| ![Negotiate Image] | • How are the 2 ideas similar/ different?  
• Which has the strongest evidence?  
• How is that evidence stronger than this evidence?  
• Does the usefulness outweigh the ethical?  
• Why is this controversial? What is the moral dilemma? | • ____ is strong evidence because...  
• I think we can use the criteria of... because...  
• That is a valid point, but...  
• I think the negative of... outweighs the positives of... |

*Modified from: Zwiers, O’Hara, & Pritchard (2014)*

**Note:** For additional language prompts, please refer to the Conversation Skills Poster.
Note: For additional language prompts, please refer to the Conversation Skills Poster.