

# Kindergarten

	<p>Students share with their partner. Group share. Students may create a tableau or act out a short skit to show what they know. Teacher adds to class Constructive Conversation Poster from student input.</p> <p>Ask: <i>What do we need to remember about <b>CLARIFY</b>?</i> <i>What does it <u>sound</u> like when we <b>CLARIFY</b> using the Conversation Norms?</i> <i>What does it <u>look</u> like when we <b>CLARIFY</b> using the Conversation Norms?</i></p> <p>Students share with their partner. Group share. Students may create a tableau or act out a short skit to show what they know. Teacher adds to class Constructive Conversation Poster from student input.</p>
<b>PRACTICE</b>	<p><b>Students Make Constructive Conversation Poster</b> <i>You will now make your own Constructive Conversation Poster. Work with your partner. Identify what you know about <b>CREATE</b>. Identify what you know about <b>CLARIFY</b>. Decide how to represent what you know about the Constructive Conversation Norms with your partner to put on your poster.</i></p> <p>Students illustrate and write dialogue in sentences, phrases or words to demonstrate their understanding.</p> <p><b>Partner Pairs Present to each other</b> Teacher models sharing the class poster.</p> <p><i>Meet with another partner pair to present your information. Share your poster.</i> If time permits, have partner pairs share with another partner pair.</p> <p><b>Whole Group Share Out</b> Teacher selects one pair to share with the whole class.</p>
<b>WRAP-UP</b>	<p><b>Review ELD Objective and Self-Evaluate</b> Teacher will review ELD objective. Teacher will ask students,</p> <ul style="list-style-type: none"> <li>• <i>How did we meet today's objective of discussing the Constructive Conversation Skills of <b>CREATE</b> and <b>CLARIFY</b> and making a poster?</i></li> <li>• <i>Work with your conversation partner.</i> <ul style="list-style-type: none"> <li>✓ <i>Identify one thing that you did to meet today's objective</i></li> <li>✓ <i>Share and explain the one thing to your partner</i></li> </ul> </li> </ul> <p>Teacher calls on three students and they tell the class what was done today.</p>

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

Display the **Visual Text for Teacher Modeling**. *To model what a Constructive Conversation looks like we are going to use a visual text and address the prompt: What do you notice in this visual text? How do you know?*

*As we look at the visual text we will share and **FORTIFY** our ideas.*

Teacher introduces **Model** and asks for a previously selected volunteer to be their partner. Teacher and student read **Model Script**.

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

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

**Prompt:** *What do you notice in this visual text? How do you know?*

### **Model**

**Student A:** I notice people playing outside.

**Student B:** How do you know they're playing outside?

**Student A:** The man is blowing the flower.

**Student B:** Yes, and they're smiling.

**Student A:** What do you notice?

**Student B:** I notice the mommies playing with the babies.

**Student A:** How do you know they are playing with the babies?

**Student B:** I know they are playing with the babies because they are showing them the flowers.

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

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

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

### **Non-Model**

**Student A:** The castle is gray.

**Student A:** and the sun is yellow.

**Student B:** The people are right there.

**Student B:** I see the grass.

**Student A:** Me too.

**Student B:** Where?

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## Start Smart-Conversation Practices Day 10

<b>ELD OBJECTIVE</b>	Students will engage in a Constructive Conversation using the Constructive Conversation Skill <b>FORTIFY</b> by taking turns, sharing ideas and supporting their ideas with evidence when examining a visual text.
<b>OPENING</b>	<p><i>Today we are going to practice the Constructive Conversation Skill <b>FORTIFY</b>. When we see or read something new we have many thoughts and ideas. As we have a Constructive Conversation using the skill of <b>FORTIFY</b>, our job as speakers is to share and <b>FORTIFY</b> our ideas. As listeners our role is to value and use the same or different ideas that we hear.</i></p> <p><b>Conversation Norms Poster</b>  <i>Let's chorally read the <u>Conversation Norms Poster</u>.</i></p> <ol style="list-style-type: none"> <li>1. Use your think time</li> <li>2. Use the language of the skill</li> <li>3. Use your conversation voice</li> <li>4. Listen respectfully</li> <li>5. Take turns and build on each other's ideas</li> </ol>
<b>MODEL/ GUIDED PRACTICE</b>	<p><b>Model and Non-Model</b>            Display the <u>Visual Text for Teacher Modeling and Listening Task Poster</u>.</p> <p><i>To model what a Constructive Conversation looks like we are going to use the visual text and address the prompt: What do you notice in the visual text? Show me from the text. As we look at the text we will share our own ideas and <b>FORTIFY</b>.</i></p> <p>Ask for a previously selected volunteer to be your partner as you model a Constructive Conversation.</p> <p><b>Note:</b> Provide a copy of the <b>Model Script</b> to the volunteer and allow time beforehand for student to review the script. Suggestions for reading the script:</p> <ul style="list-style-type: none"> <li>• Have an upper grade student assist with reading the script</li> <li>• Show a video of older students reading the script</li> <li>• Use puppets or dolls to represent the two students</li> <li>• Read the script with another adult</li> </ul> <p><b>Prompt:</b> <i>What do you notice in the visual text? How do you know?</i></p> <p><b>Note:</b> source of Constructive Conversation is <b>Frogs</b> by Gail Gibbons. The book may referred to during the Constructive Conversation.</p> <p><b>Model</b>  <b>Student A:</b> I notice a frog jumping.  <b>Student B:</b> How do you know?  <b>Student A:</b> I can see the lines here, look. (Points to broken lines) What do you notice?  <b>Student B:</b> I notice 4 frogs.</p>

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	<p><b>Student A:</b> How do you know? Show me in the text.  <b>Student B:</b> (Points as she counts) One, two, three, four.  <b>Student A:</b> Two are in the water, the big one is on the leaf and one is jumping.  <b>Student B:</b> The ones in the water you can only see their heads.</p> <p>Teacher will use questions and the <b>Listening Task Poster</b> to guide students through an analysis of what makes this a <b>Model</b> Constructive Conversation for the skill of <b>FORTIFY</b>.</p> <p><b>Non-Model:</b>  <b>Student A:</b> I know frogs grow.  <b>Student B:</b> Me too.  <b>Student A:</b> frogs jump.  <b>Student B:</b> frogs are ugly.  <b>Student A:</b> I see frogs.  <b>Student B:</b> frogs eat bugs.  <b>Student A:</b> frogs eat bugs.  <b>Student B:</b> yeah frogs eat bugs.</p> <p>Teacher will use questions and the <b>Listening Task Poster</b> to guide students through an analysis of what makes this a <b>Non-Model</b> Constructive Conversation for the skill of <b>FORTIFY</b>.</p>
<b>PRACTICE</b>	<p><b>Constructive Conversation</b>            Display the <b>Visual Text for Student Practice</b>.</p> <p>Teacher organizes students into groups of four.            Students will engage in a Constructive Conversation using the skill <b>FORTIFY</b></p> <p><b>Prompt:</b> <i>What do you notice in the visual text? Show me from the text.</i></p> <p>Students engage in a Constructive Conversation in groups of four.            Teacher selects two students to share in front of the class.</p>
<b>FORMATIVE ASSESSMENT</b>	<p><b>Student Progress Form (SPF)-Constructive Conversation Sample</b>            Teacher will focus on 2-4 students to progress monitor using the <b>Student Progress Form (SPF)-Constructive Conversation Sample</b> on the use of the Constructive Conversation Skill of <b>FORTIFY</b> and the Conversation Norms to inform next steps.</p>