

| PART I – INTRODUCTION   |   |  |
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| LESSON 1—REVIEW NORMS & SKILLS  |   |  |
| <b>Focus:</b> <ul style="list-style-type: none"> <li>Review Constructive Conversation Norms and Skills Posters</li> <li>Model Give One-Get One</li> <li>Guided model and student practice</li> <li>Practice Give One-Get One</li> </ul>   | <b>Scaffolds:</b> <ul style="list-style-type: none"> <li>Turn &amp; Talk</li> <li>Teacher Think Aloud</li> <li>Give One-Get One (Primary)</li> <li>Constructive Conversation Game—Create, Clarify, &amp; Fortify</li> <li>Fishbowl Model</li> </ul> | <b>Materials:</b> <ul style="list-style-type: none"> <li>Constructive Conversation Skills &amp; Norms Posters</li> <li>Class Give One-Get One Graphic Organizer</li> <li>Give One-Get One Cards</li> <li>Constructive Conversation Game Cards</li> </ul> |
| <b>Formative Assessment – SPF 2.0</b><br><b>Prompt:</b> What do you know about Constructive Conversations? What do they look like and sound like?   |   |  |
| LESSON 2—CLARIFY BY PARAPHRASING  |   |  |
| <b>Focus:</b> <ul style="list-style-type: none"> <li>Introduce Constructive Conversation Pattern</li> <li>Model <b>Paraphrase</b> using Teacher Visual Text</li> <li>Guided model and student practice</li> <li>Practice <b>Paraphrase</b> using Student Visual Text</li> </ul>                               | <b>Scaffolds:</b> <ul style="list-style-type: none"> <li>Turn &amp; Talk</li> <li>Teacher Think Aloud</li> <li>Stand Up, Hand Up, Pair Up</li> <li>Paraphrase – Prompt &amp; Response Starters</li> <li>Fishbowl Model</li> </ul>                   | <b>Materials:</b> <ul style="list-style-type: none"> <li>Constructive Conversation Pattern Poster</li> <li>Teacher Visual Text</li> <li>Student Visual Text</li> </ul>   |
| <b>Assessment: SPF 2.0</b><br><b>Prompt:</b> What do you notice in the visual text? Clarify by paraphrasing your partner.   |   |  |
| LESSON 3—CLARIFY BY BUILDING ON   |   |  |
| <b>Focus:</b> <ul style="list-style-type: none"> <li>Review Constructive Conversation Pattern</li> <li>Model <b>Building On</b> using Teacher Visual Text</li> <li>Guided model and student practice</li> <li>Practice <b>Building On</b> using Student Visual Text</li> </ul>                                | <b>Scaffolds:</b> <ul style="list-style-type: none"> <li>Turn &amp; Talk</li> <li>Teacher Think Aloud</li> <li>Stand Up, Hand Up, Pair Up</li> <li>Build On – Prompt &amp; Response Starters</li> <li>Fishbowl Model</li> </ul>                     | <b>Materials:</b> <ul style="list-style-type: none"> <li>Constructive Conversation Pattern Poster</li> <li>Teacher Visual Text</li> <li>Student Visual Text</li> </ul>   |
| <b>Assessment: SPF 2.0</b><br><b>Prompt:</b> What do you notice in the visual text? Clarify by building on each other’s ideas.  |   |  |
| LESSON 4—CLARIFY BY ASKING A QUESTION   |   |  |
| <b>Focus:</b> <ul style="list-style-type: none"> <li>Review Constructive Conversation Pattern</li> <li>Model <b>Prompting</b> using Teacher Visual Text</li> <li>Guided model and student practice</li> <li>Practice <b>Prompting</b> using Student Visual Text</li> </ul>                                    | <b>Scaffolds:</b> <ul style="list-style-type: none"> <li>Turn &amp; Talk</li> <li>Teacher Think Aloud</li> <li>Stand Up, Hand Up, Pair Up</li> <li>Prompting – Prompt &amp; Response Starters</li> <li>Fishbowl Model</li> </ul>                    | <b>Materials:</b> <ul style="list-style-type: none"> <li>Constructive Conversation Pattern Poster</li> <li>Teacher Visual Text</li> <li>Student Visual Text</li> </ul>   |
| <b>Assessment: SPF 2.0</b><br><b>Prompt:</b> What do you notice in the visual text? Clarify by asking your partner a question.  |   |  |
| LESSON 5—PRACTICE CREATE & CLARIFY WITH VISUAL TEXT   |   |  |
| <b>Focus:</b> <ul style="list-style-type: none"> <li>Review Constructive Conversation Pattern</li> <li>Present Model &amp; Non-Model with Teacher Visual Text</li> <li>Guided model and student practice</li> <li>Practice applying the Constructive Conversation Pattern with Student Visual Text</li> </ul> | <b>Scaffolds:</b> <ul style="list-style-type: none"> <li>Turn &amp; Talk</li> <li>Constructive Conversation Game—Create &amp; Clarify</li> <li>Prompt &amp; Response Starters</li> <li>Fishbowl Model</li> </ul>                                    | <b>Materials:</b> <ul style="list-style-type: none"> <li>Constructive Conversation Pattern Poster</li> <li>Teacher Visual Text</li> <li>Student Visual Text</li> </ul>   |
| <b>Assessment: SPF 2.0</b><br><b>Prompt:</b> What do you notice in the visual text? Use details (from the text) to clarify your ideas.  |   |  |
| LESSON 6—PRACTICE CREATE & CLARIFY WITH INFOGRAPHIC   |   |  |
| <b>Focus:</b> <ul style="list-style-type: none"> <li>Review Constructive Conversation Pattern</li> <li>Present Model &amp; Non-Model with Teacher Infographic</li> <li>Guided model and student practice</li> <li>Practice applying the Constructive Conversation Pattern with Student Infographic</li> </ul> | <b>Scaffolds:</b> <ul style="list-style-type: none"> <li>Turn &amp; Talk</li> <li>Constructive Conversation Game—Create &amp; Clarify</li> <li>Prompt &amp; Response Starters</li> <li>Fishbowl Model</li> </ul>                                    | <b>Materials:</b> <ul style="list-style-type: none"> <li>Constructive Conversation Pattern Poster</li> <li>Teacher Infographic</li> <li>Student Infographic</li> </ul>   |
| <b>Assessment: SPF 2.0</b><br><b>Prompt:</b> What do you notice in the infographic? Use details (from the text) to clarify your ideas.  |   |  |

PART II – CREATE & CLARIFY

LESSON 7—PRACTICE CREATE & CLARIFY WITH BOTH TEXTS

Focus:

- Review Constructive Conversation Pattern
- Present Model & Non-Model with both Teacher Texts
- Guided model and student practice
- Practice applying the Constructive Conversation Pattern with both Student Texts

Scaffolds:

- Turn & Talk
- Prompt & Response Starters
- Constructive Conversation Game—Create & Clarify
- Fishbowl Model

Materials:

- Constructive Conversation Pattern Poster
- Teacher Visual & Infographic
- Student Visual & Infographic

Assessment: SPF 2.0

**Prompt:** How does the infographic [point to infographic] help you understand the visual text [point to visual text]? Use details (from the text) to clarify your ideas.

LESSON 8—CODE THE MODEL & REVISE THE NON-MODEL

Focus:

- Review & code the Teacher Model
- Class codes Model & revises Non-Model together
- Review and revise the Teacher Non-Model
- Guided model and student practice
- Practice applying the Constructive Conversation Pattern with both Student Texts

Scaffolds:

- Turn & Talk
- Teacher Think Aloud
- Give One-Give Get One (Primary)
- Prompt & Response Starters
- Stand Up, Hand Up, Pair Up

Materials:

- Constructive Conversation Pattern Poster
- Class Give One-Get One Graphic Organizer
- Give One-Get One Cards
- Teacher & Student Visual & Infographic

Assessment: SPF 2.0

**Prompt:** How does the infographic [point to infographic] help you understand the visual text [point to visual text]? Use details (from the text) to clarify your ideas.

LESSON 9—CLASS WRITES A CONVERSATION SCRIPT

Focus:

- Fishbowl of Student Conversation
- Model giving feedback
- Class writes Constructive Conversation Script together
- Students share orally revised conversation with another pair/Fishbowl model to receive feedback

Scaffolds:

- Turn & Talk
- Teacher Think Aloud
- Prompt & Response Starters
- Pairs Squared

Materials:

- Constructive Conversation Pattern Poster
- Class Constructive Conversation Script Tool
- Student Visual & Infographic
- Constructive Conversation Feedback Tool (Primary)

Assessment: SPF 2.0

**Prompt:** How does the infographic [point to infographic] help you understand the visual text [point to visual text]? Use details (from the text) to clarify your ideas.

LESSON 10—CRAFT AN ORAL PARAGRAPH

Focus:

- Fishbowl of new conversation
- Model Oral Paragraph
- Guided model and student practice
- Practice Oral Paragraph

Scaffolds:

- Turn & Talk
- Teacher Think Aloud
- Stronger & Clearer (Primary)

Materials:

- Constructive Conversation Pattern Poster
- Model Oral Paragraph
- Teacher & Student Visual & Infographic

Assessment: SPF – Oral OOAT

**Prompt:** How does the infographic [point to infographic] help you understand the visual text [point to visual text]? Use details (from the text) to clarify your ideas.

LESSON 11—CLASS WRITES A PARAGRAPH

Focus:

- Fishbowl of revised oral paragraph
- Partner pairs practice oral paragraph
- Class writes paragraph together
- Pairs write paragraphs, sentences or words

Scaffolds:

- Turn & Talk
- Teacher Think Aloud
- Stronger & Clearer (Primary)

Materials:

- Constructive Conversation Pattern Poster
- Model Oral Paragraph
- Teacher & Student Visual & Infographic

Assessment: SPF – Written OOAT

**Prompt:** How does the infographic [point to infographic] help you understand the visual text [point to visual text]? Use details (from the text) to clarify your ideas.

| PART III – FORTIFY   |   |   |
|--|---|---|
| LESSON 12— PRACTICE FORTIFY WITH BOTH TEXTS  |   |   |
| <b>Focus:</b> <ul style="list-style-type: none"><li>Review Constructive Conversation Pattern</li><li>Present Model &amp; Non-Model with both Teacher Texts</li><li>Guided model and student practice</li><li>Practice applying the Constructive Conversation Pattern with both Student Texts</li></ul>   | <b>Scaffolds:</b> <ul style="list-style-type: none"><li>Turn &amp; Talk</li><li>Prompt &amp; Response Starters</li><li>Constructive Conversation Game—Create &amp; Clarify Fishbowl Model</li></ul>                             | <b>Materials:</b> <ul style="list-style-type: none"><li>Constructive Conversation Pattern Poster</li><li>Teacher Visual &amp; Infographic</li><li>Student Visual &amp; Infographic</li></ul>  |
| <b>Assessment: SPF 2.0</b><br><b>Prompt:</b> 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 & REVISE THE NON-MODEL   |   |   |
| <b>Focus:</b> <ul style="list-style-type: none"><li>Review &amp; code the Teacher Model</li><li>Class codes Model &amp; revises Non-Model together</li><li>Review and revise the Teacher Non-Model</li><li>Guided model and student practice</li><li>Practice applying the Constructive Conversation Pattern with both Student Texts</li></ul> | <b>Scaffolds:</b> <ul style="list-style-type: none"><li>Turn &amp; Talk</li><li>Teacher Think Aloud</li><li>Give One-Give Get One (Primary)</li><li>Prompt &amp; Response Starters</li><li>Stand Up, Hand Up, Pair Up</li></ul> | <b>Materials:</b> <ul style="list-style-type: none"><li>Constructive Conversation Pattern Poster</li><li>Class Give One-Get One Graphic Organizer</li><li>Give One-Get One Cards</li><li>Teacher &amp; Student Visual &amp; Infographic</li></ul>                 |
| <b>Assessment: SPF 2.0</b><br><b>Prompt:</b> What is an important idea in both texts? Start by stating your important idea. Use evidence to support your idea.   |   |   |
| LESSON 14—CLASS WRITES A CONVERSATION SCRIPT   |   |   |
| <b>Focus:</b> <ul style="list-style-type: none"><li>Fishbowl of Student Conversation</li><li>Model giving feedback</li><li>Class writes Constructive Conversation Script together</li></ul> <p>Students share orally revised conversation with another pair/Fishbowl model to receive feedback</p>   | <b>Scaffolds:</b> <ul style="list-style-type: none"><li>Turn &amp; Talk</li><li>Teacher Think Aloud</li><li>Prompt &amp; Response Starters</li><li>Pairs Squared</li></ul>  | <b>Materials:</b> <ul style="list-style-type: none"><li>Constructive Conversation Pattern Poster</li><li>Class Constructive Conversation Script Tool</li><li>Student Visual &amp; Infographic</li><li>Constructive Conversation Feedback Tool (Primary)</li></ul> |
| <b>Assessment: SPF 2.0</b><br><b>Prompt:</b> 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  |   |   |
| <b>Focus:</b> <ul style="list-style-type: none"><li>Fishbowl of new conversation</li><li>Model Oral Paragraph</li><li>Guided model and student practice</li><li>Practice Oral Paragraph</li></ul>  | <b>Scaffolds:</b> <ul style="list-style-type: none"><li>Turn &amp; Talk</li><li>Teacher Think Aloud</li><li>Stronger &amp; Clearer (Primary)</li></ul>  | <b>Materials:</b> <ul style="list-style-type: none"><li>Constructive Conversation Pattern Poster</li><li>Model Oral Paragraph</li><li>Teacher &amp; Student Visual &amp; Infographic</li></ul>  |
| <b>Assessment: SPF – Oral OOAT</b><br><b>Prompt:</b> What is an important idea in both texts? Start by stating your important idea. Use evidence to support your idea.   |   |   |
| LESSON 16—CLASS WRITES A PARAGRAPH   |   |   |
| <b>Focus:</b> <ul style="list-style-type: none"><li>Fishbowl of revised oral paragraph</li><li>Partner pairs practice oral paragraph</li><li>Class writes paragraph together</li><li>Pairs write paragraphs, sentences or words</li></ul>  | <b>Scaffolds:</b> <ul style="list-style-type: none"><li>Turn &amp; Talk</li><li>Teacher Think Aloud</li><li>Stronger &amp; Clearer (Primary)</li></ul>  | <b>Materials:</b> <ul style="list-style-type: none"><li>Constructive Conversation Pattern Poster</li><li>Model Oral Paragraph</li><li>Teacher &amp; Student Visual &amp; Infographic</li></ul>  |
| <b>Assessment: SPF – Written OOAT</b><br><b>Prompt:</b> 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  |   |   |
| <b>Focus:</b> <ul style="list-style-type: none"><li>Review Constructive Conversation Pattern</li><li>Present Model &amp; Non-Model with both Teacher Texts</li><li>Guided model and student practice</li><li>Practice applying the Constructive Conversation Pattern with both Student Texts</li></ul>   | <b>Scaffolds:</b> <ul style="list-style-type: none"><li>Turn &amp; Talk</li><li>Prompt &amp; Response Starters</li><li>Constructive Conversation Game—Create &amp; Clarify Fishbowl Model</li></ul>                     | <b>Materials:</b> <ul style="list-style-type: none"><li>Constructive Conversation Pattern Poster</li><li>Teacher Visual &amp; Infographic</li><li>Student Visual &amp; Infographic</li></ul>  |
| <b>Assessment: SPF 2.0</b><br><b>Prompt:</b> (K) Which of the two texts shows this idea better: People can change the Environment to help animals?   |   |   |
| LESSON 18—CODE THE MODEL & REVISE THE NON-MODEL  |   |   |
| <b>Focus:</b> <ul style="list-style-type: none"><li>Review &amp; code the Teacher Model</li><li>Class codes Model &amp; revises Non-Model together</li><li>Review and revise the Teacher Non-Model</li><li>Guided model and student practice</li><li>Practice applying the Constructive Conversation Pattern with both Student Texts</li></ul> | <b>Scaffolds:</b> <ul style="list-style-type: none"><li>Turn &amp; Talk</li><li>Teacher Think Aloud</li><li>Give One-Give Get One (Primary)</li><li>Prompt &amp; Response Starters Stand Up, Hand Up, Pair Up</li></ul> | <b>Materials:</b> <ul style="list-style-type: none"><li>Constructive Conversation Pattern Poster</li><li>Class Give One-Get One Graphic Organizer</li><li>Give One-Get One Cards Teacher &amp; Student Visual &amp; Infographic</li></ul>                 |
| <b>Assessment: SPF 2.0</b><br><b>Prompt:</b> (K) Which of the two texts shows this idea better: People can change the Environment to help animals?   |   |   |
| LESSON 19—CLASS WRITES A CONVERSATION SCRIPT   |   |   |
| <b>Focus:</b> <ul style="list-style-type: none"><li>Fishbowl of Student Conversation</li><li>Model giving feedback</li><li>Class writes Constructive Conversation Script together</li><li>Students share orally revised conversation with another pair/Fishbowl model to receive feedback</li></ul>  | <b>Scaffolds:</b> <ul style="list-style-type: none"><li>Turn &amp; Talk</li><li>Teacher Think Aloud</li><li>Prompt &amp; Response Starters</li><li>Pairs Squared</li></ul>  | <b>Materials:</b> <ul style="list-style-type: none"><li>Constructive Conversation Pattern Poster</li><li>Class Constructive Conversation Script Tool</li><li>Student Visual &amp; Infographic Constructive Conversation Feedback Tool (Primary)</li></ul> |
| <b>Assessment: SPF 2.0</b><br><b>Prompt:</b> (K) Which of the two texts shows this idea better: People can change the Environment to help animals?   |   |   |
| LESSON 20—CRAFT AN ORAL PARAGRAPH  |   |   |
| <b>Focus:</b> <ul style="list-style-type: none"><li>Fishbowl of new conversation</li><li>Model Oral Paragraph</li><li>Guided model and student practice</li><li>Practice Oral Paragraph</li></ul>  | <b>Scaffolds:</b> <ul style="list-style-type: none"><li>Turn &amp; Talk</li><li>Teacher Think Aloud</li><li>Stronger &amp; Clearer (Primary)</li></ul>  | <b>Materials:</b> <ul style="list-style-type: none"><li>Constructive Conversation Pattern Poster</li><li>Model Oral Paragraph Teacher &amp; Student Visual &amp; Infographic</li></ul>  |
| <b>Assessment: SPF – Oral OOAT</b><br><b>Prompt:</b> (K) Which of the two texts shows this idea better: People can change the Environment to help animals?   |   |   |
| LESSON 21—CLASS WRITES A PARAGRAPH   |   |   |
| <b>Focus:</b> <ul style="list-style-type: none"><li>Fishbowl of revised oral paragraph</li><li>Partner pairs practice oral paragraph</li><li>Class writes paragraph</li><li>Pairs write paragraphs, sentences or words</li></ul>   | <b>Scaffolds:</b> <ul style="list-style-type: none"><li>Turn &amp; Talk</li><li>Teacher Think Aloud</li><li>Stronger &amp; Clearer (Primary)</li></ul>  | <b>Materials:</b> <ul style="list-style-type: none"><li>Constructive Conversation Pattern Poster</li><li>Model Oral Paragraph Teacher &amp; Student Visual &amp; Infographic</li></ul>  |
| <b>Assessment: SPF – Written OOAT</b><br><b>Prompt:</b> (K) Which of the two texts shows this idea better: People can change the Environment to help animals?  |   |   |

| PART V–MULTIMEDIA PROJECT PRESENTATION  |   |   |
|---|---|---|
| LESSON 22—INTRODUCE THE PROJECT   |   |   |
| <b>Focus:</b> <ul style="list-style-type: none"><li>• Present model multimedia slides (PPT)</li><li>• Use multimedia rubric &amp; criteria chart to score content of multimedia slides (PPT)</li><li>• Pairs engage in a Constructive Conversation to plan multimedia slides</li><li>• Pairs begin to plan multimedia slides</li></ul>  | <b>Scaffolds:</b> <ul style="list-style-type: none"><li>• Turn &amp; Talk</li><li>• Teacher Think Aloud</li></ul>   | <b>Materials:</b> <ul style="list-style-type: none"><li>• Teacher &amp; Student Visual &amp; Infographic</li><li>• Multimedia Slides Rubric &amp; Criteria Chart (Primary)</li><li>• Multimedia Outline Resource (Primary)</li><li>• Multimedia Visual Resource</li></ul> |
| <b>Assessment: SPF 2.0</b><br><b>Prompt:</b> How will you plan your presentation? What resources will you need?   |   |   |
| LESSON 23—WORK ON THE PROJECT   |   |   |
| <b>Focus:</b> <ul style="list-style-type: none"><li>• Fishbowl Constructive Conversation to plan multimedia slides</li><li>• Model giving feedback</li><li>• Pairs continue working on multimedia slides</li><li>• Pairs square to receive/give peer feedback on content of slides using multimedia rubric &amp; criteria charts</li><li>• Pairs revise slides based on peer feedback</li></ul> | <b>Scaffolds:</b> <ul style="list-style-type: none"><li>• Fishbowl modeling</li><li>• Turn &amp; Talk</li><li>• Teacher Think Aloud</li><li>• Pairs Squared</li></ul> | <b>Materials:</b> <ul style="list-style-type: none"><li>• Teacher &amp; Student Visual &amp; Infographic</li><li>• Multimedia Slides Rubric &amp; Criteria Chart (Primary)</li><li>• Multimedia Outline Resource (Primary)</li><li>• Multimedia Visual Resource</li></ul> |
| <b>Assessment: SPF 2.0</b><br><b>Prompt:</b> How will you plan your presentation? What visuals, words and sentences will you need?  |   |   |
| LESSON 24—REVISE THE PROJECT  |   |   |
| <b>Focus:</b> <ul style="list-style-type: none"><li>• Model presenting the multimedia oral presentation (PPT)</li><li>• Use the oral presentation rubric &amp; criteria chart to score the oral presentation</li><li>• Pairs square to present and receive/give feedback</li><li>• Pairs rehearse their oral presentations based on peer feedback</li></ul>                                     | <b>Scaffolds:</b> <ul style="list-style-type: none"><li>• Turn &amp; Talk</li><li>• Teacher Think Aloud</li><li>• Pairs Squared</li></ul>                             | <b>Materials:</b> <ul style="list-style-type: none"><li>• Teacher &amp; Student Visual &amp; Infographic</li><li>• Oral Presentation Rubric &amp; Criteria Chart (Primary)</li></ul>  |
| <b>Assessment: SPF 2.0</b><br><b>Prompt:</b> How did the presentation address the criteria? Use the rubric & criteria chart to support your claim.  |   |   |
| LESSON 25—FINAL PRESENTATIONS   |   |   |
| <b>Focus:</b> <ul style="list-style-type: none"><li>• Fishbowl model of oral multimedia presentation</li><li>• Model giving feedback</li><li>• Pairs present to class</li><li>• Students give feedback</li><li>• Celebration</li></ul>  | <b>Scaffolds:</b> <ul style="list-style-type: none"><li>• Fishbowl Model</li><li>• Turn &amp; Talk</li><li>• Teacher Think Aloud</li></ul>                            | <b>Materials:</b> <ul style="list-style-type: none"><li>• Teacher &amp; Student Visual &amp; Infographic</li><li>• Oral Presentation Rubric &amp; Criteria Chart (Primary)</li></ul>  |
| <b>Assessment: SPF - OOAT</b><br><b>Prompt:</b> How can people change the Environment to help animals? Use evidence from your infographic to support your idea.   |   |   |