



The CLAVES Curriculum

Unit 3: Race, Language, and Identity

Cycle 1: Drawn Together

Lesson 1

Unit Questions	How do language, race, and identity impact people's daily lives?	
Cycle Discussion Question	How could you convince someone that people can keep a connection to a culture when they don't speak all the languages of that culture?	
Cycle Language Targets	Vocabulary: Bilingual, Bicultural, Comprehend, Communicate, Confidence, Self-conscious	Morphology: Bi-/multi-, -ent/-ence, -ant/-ance
		Syntax: Complex sentences and coordinating conjunctions
Lesson 1 Objectives	<ul style="list-style-type: none"> Discuss the words bilingual, bicultural, and comprehend. Read and analyze the text, "<i>Drawn Together</i>", to think about how speaking the same language is not the only way to communicate. 	
Materials	Teacher	Students
	<input type="checkbox"/> "Drawn Together" Powerpoint <input type="checkbox"/> " <i>Drawn Together</i> " text	<input type="checkbox"/> Student Workbook

NOTE: Italicized texts can be used as guidelines for language that you can SAY to your students.

Introduce Cycle and Lesson (4 min)	<p><u>Introduce Cycle</u></p> <ul style="list-style-type: none"> <i>Today, we are starting a new lesson cycle. This cycle is about how our language and communication can connect us to our cultural identity.</i> <i>In this cycle, we will learn about the ways bicultural and multicultural people connect with their different cultural identities. We will also learn ideas about the historical importance of keeping connected to our family.</i> <i>We will gather evidence to be able to discuss this question, "How could you convince someone that people can keep a connection to a culture when they don't speak all the languages of that culture?"</i> <p>Have students turn to the Graphic Organizer on p. 3 of the Student Workbook.</p> <ul style="list-style-type: none"> <i>We will use this graphic organizer to take notes throughout the cycle.</i> <p><u>Introduce Lesson</u></p> <p><i>In the next couple of lessons, we will read and analyze the text, "<i>Drawn Together</i>", and think about the question, "How does language impact your everyday life, identity, and your ability to connect with your community and family?" Remember, when someone says something is part of their identity, it can mean that it is a part of who they are.</i></p>
	<p><u>Pre-Reading Word Work</u></p> <p>Open "Drawn Together" Powerpoint.</p> <ul style="list-style-type: none"> SLIDE 1: Introduce the book you will read together, "<i>Drawn Together</i>".



The CLAVES Curriculum

Reading
&
Embedded
Language
(25 min)

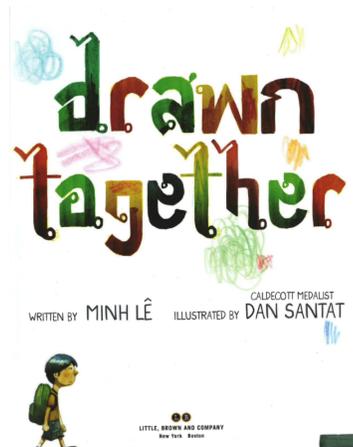
- **SLIDE 2:** The six words we will be learning more about and playing with in this unit are **bilingual**, **bicultural**, **comprehend**, **communicate**, **confidence**, and **self-conscious**.
- **SLIDE 3:** Today we'll be working with the first three words: **bicultural**, **bilingual**, and **comprehend**.
- **SLIDES 4 - 11: Bilingual**
 - Work through slides using the language in the Powerpoint as a guide.
- **SLIDES 12-20: Bicultural**
 - Work through slides using the language in the Powerpoint as a guide.
- **SLIDES 21 - 27: Comprehend**
 - Work through slides using the language in the Powerpoint as a guide.

Guided Reading of "Drawn Together"

Now we're going to start reading "Drawn Together". Let's open our books.

Have students silently read (or guide student reading) the whole book.

- **For silent reading:** Once students have finished reading, return to the text and ask one or more questions following the guidance below.
- **For guided reading:** Use the guidance below as comprehension checkpoints.



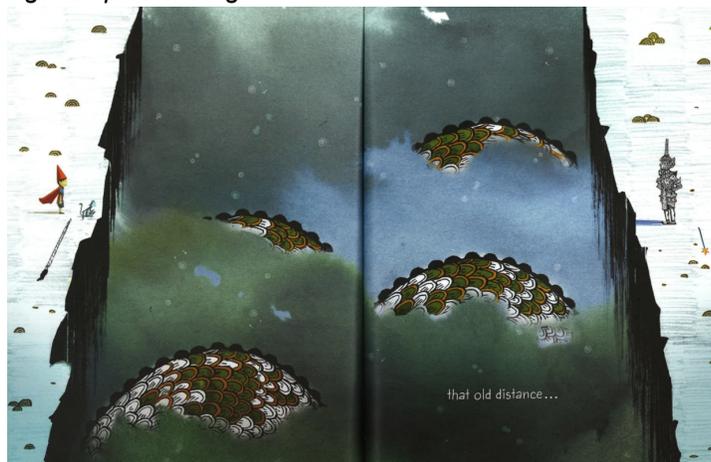
- **BOOK COVER/TITLE PAGE:** Read the title, author's name, and illustrator's name. What do you notice about this book? What do you think this book will be about?
- **PAGE 4 (pictured below):** What cultures are represented here? How are the boy and grandfather individually feeling about the visit?



- **PAGE 6 (pictured below):** What do you notice about how they are communicating with each other? What is happening, and why do you think it is happening?



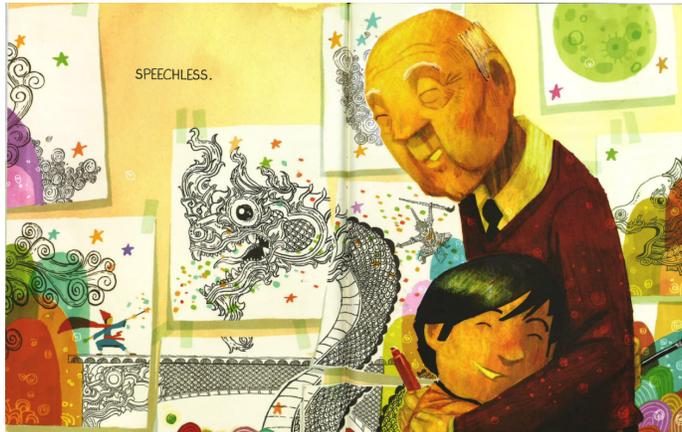
- **PAGE 10 (pictured below):** How are they (or aren't they) **comprehending** what the other one is saying? Do you think they consider themselves **bilingual**? Why do you think the boy says that he gave up on talking?



- **PAGE 16 (pictured below):** How do we see their **bicultural** identity communicated in this image-based conversation? Why does the boy say that they are happily "speechless"? Why do you think this book is called "Drawn Together"?



The CLAVES Curriculum



Post-Reading Discussion/Writing

Remind students of the lesson's question: "How does language impact your everyday life, identity, and your ability to connect with your community and family?"

- *Write some notes in your Graphic Organizer (p. 3 of Student Workbook) that will help you as we build up to answering the question, "How could you convince someone that people can keep a connection to a culture when they don't speak all the languages of that culture?"*

Wrap Up (1 min)

Close Lesson

Nice job everyone! Next time we will retell the book and view a video to look for additional evidence. We will also practice noticing similarities and differences among word parts and whole words.



For Teacher Reference

Target Word	Definition	Spanish Translation	Mandarin and Cantonese Translations	Context
Bilingual (adjective)	Being able to use two or more languages.	<i>Bilingüe</i>	双 语 的 shuāng yǔ de 双 语 噶 seung1 yu5 ga1	A bilingual person can communicate with a larger number of people.
Bicultural (adjective)	Displaying a blend of two or more different cultures.	<i>Bicultural</i>	二 元 文 化 的 èr yuán wén huà de 雙 文 化 噶 seung1 man4 fa3 ga1	Being bicultural means being surrounded by people from more than one cultural backgrounds.
Comprehend (verb)	Comprehend means to understand.	<i>Comprender</i>	理 解 lǐ jiě 理 解 lei5 gaai2	A bilingual person can comprehend more than one language.
Communicate (verb)	Communicate means to express one's thoughts and feelings.	<i>Comunicar</i>	沟 通 gōu tōng 溝 通 kau1 tung1	People can communicate effectively if they are kind and respectful to each other.
Confidence (noun)	Confidence means to be sure about yourself and your abilities	<i>Confianza</i>	自 信 zì xìn 信 心 seun3 sam1	Some people are more confident in their ability to speak Spanish instead of English.
Self-Conscious (adjective)	Self-conscious means to be aware of yourself	Students generate words in their languages		In "Drawn Together", the boy and grandfather are self-conscious about their ability to communicate with each other.



Unit 3: Race, Language, and Identity

Cycle 1: Drawn Together

Lesson 2

Unit Questions	How do language, race, and identity impact people's daily lives?	
Cycle Discussion Question	How could you convince someone that people can keep a connection to a culture when they don't speak all the languages of that culture?	
Cycle Language Targets	Vocabulary: Bilingual, Bicultural, Comprehend, Communicate, Confidence, Self-conscious	Morphology: Bi-/multi-, -ent/-ence, -ant/-ance
		Syntax: Complex sentences and coordinating conjunctions
Lesson 2 Objectives	<ul style="list-style-type: none"> • Think about how people feel about language and bilingualism, and how it connects to their cultural identity. • Discuss the words communicate, confidence, and self-conscious. 	
Materials	Teacher	Students
	<input type="checkbox"/> "Drawn Together" Powerpoint <input type="checkbox"/> " Language and Identity " video	<input type="checkbox"/> Student Workbook

NOTE: Italicized texts can be used as guidelines for language that you can SAY to your students.

Reading & Embedded Language (18 min)	<p>Introduce Lesson <i>Last time, we read "Drawn Together" to understand how language isn't the only part of people's cultural identities. Today we will continue to think about the ideas from "Drawn Together" and watch a video to expand our thinking. The video will be about how some people see Spanish being connected to Latino identity.</i></p>
	<p>Activate and Build Background Knowledge <i>Let's discuss what we have read so far. What was some of the evidence in the book about how language can impact part of someone's connection to their cultural identity?</i></p> <p>Guided Video-Watching <i>Now we will watch the video on Spanish language and Latino identity. As you watch, pay attention to why people think that Spanish is, or is not, a requirement for being Latino.</i></p> <p>Watch "Language & Identity" video (https://youtu.be/riyb2VDcN_Q, 8:10 minutes). NOTE TO TEACHERS: At 0:52, a person being interviewed says, "Hell yeah" in response to a question. If this will be a concern, you can SKIP the first part and START THE VIDEO at 1:33.</p> <p>Post-Watching Discussion/Writing Think-Pair-Share: Based on what we watched today, what do you think? Do you have to speak Spanish to be considered Latino? Do you have to speak Mandarin or Cantonese to be considered Chinese? Take some notes on your Graphic Organizers on p. 3 of the Student Workbook.</p>



The CLAVES Curriculum

<p>Extended Language Work (10 min)</p>	<p><u>Introduce Language Targets</u></p> <p>Open “Drawn Together” Powerpoint to SLIDE 28.</p> <ul style="list-style-type: none">• <i>We’re now going to talk about some of the vocabulary from the text and video.</i>• <i>Last time we talked about what you know about the words <u>bicultural</u>, <u>bilingual</u>, and <u>comprehend</u>. Today we are going to talk about three other words: <u>communicate</u>, <u>confidence</u>, and <u>self-conscious</u>.</i> <p><u>Guide Extended Language Work</u></p> <p>Resume “Drawn Together” Powerpoint.</p> <ul style="list-style-type: none">• SLIDE 29-35: <u>Communicate</u><ul style="list-style-type: none">○ Work through slides using the language in the Powerpoint as a guide.• SLIDES 36 - 42: <u>Confidence</u><ul style="list-style-type: none">○ Work through slides using the language in the Powerpoint as a guide.• SLIDES 43-47: <u>Self-Conscious</u><ul style="list-style-type: none">○ Work through slides using the language in the Powerpoint as a guide.
<p>Wrap Up (1 min)</p>	<p><u>Close Lesson</u></p> <p><i>Nice job today. Next time we will watch the author of “Drawn Together”, Minh Le, do a read-aloud and discussion of his book on YouTube.</i></p>



For Teacher Reference

Target Word	Definition	Spanish Translation	Mandarin and Cantonese Translations	Context
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Bicultural (adjective)	Displaying a blend of two or more different cultures.	<i>Bicultural</i>	二 元 文 化 的 èr yuán wén huà de 雙 文 化 噶 seung1 man4 fa3 ga1	Being bicultural means being surrounded by people from more than one cultural backgrounds.
Comprehend (verb)	Comprehend means to understand.	<i>Comprender</i>	理 解 lǐ jiě 理 解 lei5 gaai2	A bilingual person can comprehend more than one language.
Communicate (verb)	Communicate means to express one's thoughts and feelings.	<i>Comunicar</i>	沟 通 gōu tōng 溝 通 kau1 tung1	People can communicate effectively if they are kind and respectful to each other.
Confidence (noun)	Confidence means to be sure about yourself and your abilities	<i>Confianza</i>	自 信 zì xìn 信 心 seun3 sam1	Some people are more confident in their ability to speak Spanish instead of English.
Self-Conscious (adjective)	Self-conscious means to be aware of yourself	Students generate words in their languages		In "Drawn Together", the boy and grandfather are self-conscious about their ability to communicate with each other.



Unit 3: Race, Language, and Identity
Cycle 1: Drawn Together

Lesson 3

Unit Questions	How do language, race, and identity impact people's daily lives?	
Cycle Discussion Question	How could you convince someone that people can keep a connection to a culture when they don't speak all the languages of that culture?	
Cycle Language Targets	Vocabulary: Bilingual, Bicultural, Comprehend, Communicate, Confidence, Self-conscious	Morphology: Bi-/multi-, -ent/-ence, -ant/-ance
		Syntax: Complex sentences and coordinating conjunctions
Lesson 3 Objectives	<ul style="list-style-type: none"> • Watch the read-aloud of “<i>Drawn Together</i>” by Minh Le to think differently about language and identity, specifically related to one key vocabulary: <i>confidence</i>. • Demonstrate morphological understandings of prefixes and suffixes in connection with the key cycle vocabulary words. 	
Materials	Teacher	Students
	<ul style="list-style-type: none"> <input type="checkbox"/> "Drawn Together" Read-Aloud video <input type="checkbox"/> Student Workbook, p. 4-5 <input type="checkbox"/> Guess Who Game 	<ul style="list-style-type: none"> <input type="checkbox"/> Student Workbook

NOTE: Italicized texts can be used as guidelines for language that you can SAY to your students.

Introduce Lesson (1 min)	<p>Introduce Lesson</p> <p><i>Over the past two days, we read “Drawn Together” and watched a video on language, culture, and identity. Today we’ll listen to Minh Le, the author of “Drawn Together”, as he reads the book to us and also talks about what it means to him. After that, we’ll play a word game online.</i></p>
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Reading & Embedded Language (15 min)	<p>Activate and Build Background Knowledge</p> <p><i>Let’s look at the three questions on p. 4 of the Student Workbook.</i></p> <ul style="list-style-type: none"> • Read the questions aloud to students <p><i>As you watch the video, keep these questions in mind, and write down any ideas that you think of on this page (p. 4 of Student Workbook).</i></p> <p>Guided Video-Watching</p> <p>Watch “Drawn Together” by Minh Le PBS Books Storytime video (https://www.youtube.com/watch?v=D9o_4YUF-vw&t=7s, 9:32 minutes)</p> <p>Post-Reading Discussion/Writing</p> <p>Solicit student responses to the questions on p. 4 of the Student Workbook. Take some time to</p>
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	<p>discuss their answers. Solicit student responses to the questions on p. 4 of the Student Workbook. Take some time to discuss their answers.</p>
<p>Extended Language Work (15 min)</p>	<p><u>Introduce Language Work</u> <i>Now, let's play a game that connects prefixes and suffixes to root words! We will be focusing on roots words such as culture, lingual, national, and focal. We will use the prefixes that we've been studying recently. Turn to p. 5 of the Student Workbook.</i></p> <p>Open the Guess Who URL and face the computer screen toward the students.</p> <p>How to play:</p> <ul style="list-style-type: none">● Choose a prefix, or use “random spinner” to select a prefix.● Once the prefix is chosen, click on “Flip”, to see the connected root word. Flip back and forth to see the full word (e.g., “multi + lingual”).● Individually, or in pairs, have students write the word in their Student Workbooks and propose a definition for it.● Ask students to share out their definition to the group, and compare/contrast the different definitions that students share.● If time allows, ask students to choose their favorite word and explain why they chose it.
<p>Wrap Up (1 min)</p>	<p><u>Close Lesson</u> <i>Nice job everyone! Next time we will read a text about identity and language. We will also return to our study of using FANBOYS in sentences.</i></p>



For Teacher Reference

Suffix - Comes at the end of the root/word and changes the meaning of what word.	Meaning	Example
-ent -ence	Inner : within	Sam has become more confident in his Spanish-speaking skills. Good grades boosted Katie's confidence
-ant -ance	Inclined to or tending to	Jessica had something important to say so she spoke louder in class.
Prefix	Meaning	
Bi-	Twice, two	Samantha was proud of being bilingual because she could speak Spanish to her grandparents and English to her teachers.
Multi-	More than one; many	The students attended the basketball game and the theater performance in the multipurpose room.



COMMON ADJECTIVE SUFFIXES

SUFFIX	MEANING	EXAMPLE
-AL, -IAL, -ICAL	Relating to, having the quality of	Accidental, educational, historical, regional, social, universal, personal, etc.
-ABLE, -IBLE	Capable or worthy of, tending to	Flammable, discernible, culpable, etc.
-AN, -IAN	Related to	Agrarian, simian, etc. 
-ARY	Relating to quality or place	Customary, momentary, cautionary, dietary, etc.
-FUL	Full of, tending or liable to	Beautiful, wonderful, awful, skillful, successful, etc.
-IC	Pertaining or relating to	Athletic, historic, scenic, fantastic, etc.
-IVE	Performing or tending toward	Cooperative, supportive, sensitive, etc.
-ISH	Origin, nature	Foolish, childish, selfish, sheepish, pinkish, etc.
-LESS	Without, lacking, unable to act	Powerless, friendless, worthless, useless, homeless...
-LIKE	Like	Lifelike, ladylike, warlike, childlike, birdlike, etc.
-Y	Characterized by, tending to	Rainy, funny, dirty, messy, etc.
-OUS, -OSE	Full of, relating to	Poisonous, dangerous, nervous, mysterious, victorious, bellicose, etc.
-ANT, -ENT	Performing or being	Important, incessant, independent, etc. 
-ILE	Tending to, capable of	Futile, senile, fragile, etc.



Unit 3: Race, Language, and Identity

Cycle 1: Drawn Together

Lesson 4

Unit Questions	How do language, race, and identity impact people's daily lives?	
Cycle Discussion Question	How could you convince someone that people can keep a connection to a culture when they don't speak all the languages of that culture?	
Cycle Language Targets	Vocabulary: Bilingual, Bicultural, Comprehend, Communicate, Confidence, Self-conscious	Morphology: Bi-/multi-, -ent/-ence, -ant/-ance
		Syntax: Complex sentences and coordinating conjunctions
Lesson 4 Objectives	<ul style="list-style-type: none"> Start reading the "<i>Language and Identity</i>" article to understand connections between language and identity across different communities. Identify coordinating conjunctions and the ideas they connect in the "<i>Language and Identity</i>" text. 	
Materials	Teacher	Students
	<ul style="list-style-type: none"> Student Workbook "Drawn Together" Powerpoint 	<ul style="list-style-type: none"> Student Workbook

NOTE: Italicized texts can be used as guidelines for language that you can SAY to your students.

Introduce Lesson (1 min)	<p>Introduce Lesson</p> <p><i>So far in this cycle, we have looked at two texts: 1) "Drawn Together", and 2) the "Language and Identity" video. Today, we are going to read an article on language and identity to help us think more about how the languages we speak are related to who we are as people.</i></p>
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Reading & Embedded Language (20 min)	<p>Guided Reading</p> <p><i>Open your Student Workbooks to p. 6. As we read, think about the languages that you speak and what they mean to you.</i></p> <p>Have students silently read (or guide student reading) for the first page of the "Language & Identity" text (p. 6-7 of Student Workbooks). Once students have finished reading, facilitate a discussion following the guidance below.</p> <p>Post-Reading Discussion/Writing</p> <ul style="list-style-type: none"> Think-Pair-Share, or as a whole group: "<i>Do you consider yourself bilingual or multilingual? If yes, what has that meant for you in your own life? What has it meant for other people you know? If NOT, why <u>don't</u> you consider yourself bilingual or multilingual?</i>"
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The CLAVES Curriculum

<p>Extended Language Work (10 min)</p>	<p><u>Introduce Language Targets</u></p> <ul style="list-style-type: none">• Have students turn to p. 8 of the Student Workbook <p><i>Now we are going to go back to thinking about FANBOYS, which are also called “coordinating conjunctions”. Remember during “Joelito”, we started thinking about these words because they link two or more ideas together in a sentence. They COORDINATE the sentence. Today, we are going to explore that a bit further.</i></p> <p><u>Guide Extended Language Work</u></p> <p><i>Let’s turn to p. 9 of the Student Workbook. You will see the first page of the “Language and Identity” text that we just read. In this copy, though, the coordinating conjunctions have been bolded. Your job is to go through the text, draw a square around the coordinating conjunction (or FANBOYS), and then underline the two ideas that are connected by the coordinating conjunction.</i></p> <p><i>The first sentence is an example of what that should look like. There are 5 more coordinating conjunctions in the text. Read through and put a box around those, and then underline the ideas that they are connecting.</i></p> <p>Modeling the Activity:</p> <p><i>FOR EXAMPLE, the next coordinating conjunction is “so”. The FANBOYS chart shows that “so” is used when there is a cause and effect relationship between two ideas. Let’s put a square around “so”. Now, let’s underline the first part of the sentence (“Our languages are a big part of our identities”) and the second part of the sentence (“it is important to understand that no language is better than any other language”). How do these two parts of the sentence have a cause-and-effect relationship?</i></p> <ul style="list-style-type: none">• Review each coordinating conjunction that has been identified.• Discuss how the coordinating conjunctions connect two ideas in the sentences. (Reference the functions outlined in the FANBOYS table)
<p>Wrap Up (1 min)</p>	<p><u>Close Lesson</u></p> <p><i>Nice job everyone. Next time, we will read the second part of this text and create our own complex sentences using coordinating conjunctions (or FANBOYS).</i></p>



Unit 3: Race, Language, and Identity

Cycle 1: Drawn Together

Lesson 5

Unit Questions	How do language, race, and identity impact people's daily lives?	
Cycle Discussion Question	How could you convince someone that people can keep a connection to a culture when they don't speak all the languages of that culture?	
Cycle Language Targets	Vocabulary: Bilingual, Bicultural, Comprehend, Communicate, Confidence, Self-conscious	Morphology: Bi-/multi-, -ent/-ence, -ant/-ance
		Syntax: Complex sentences and coordinating conjunctions
Lesson 5 Objectives	Read the second page of the Language and Identity text and discuss the relationships between identity, culture, and language.	
	Apply the structure of FANBOYS to understand how two ideas can be connected with coordinating conjunctions to make one complex sentence.	
Materials	Teacher	Students
	<input type="checkbox"/> "Language and Identity" text (p. 7 of Student Workbook)	<input type="checkbox"/> Student Workbook

NOTE: Italicized texts can be used as guidelines for language that you can SAY to your students.

Introduce Lesson (1 min)	<p>Introduce Lesson</p> <p><i>Last time we started a new text called "Language and Identity" about how the languages we speak are related to who we are as people. Today, we will finish reading the text and prepare for our discussion.</i></p>
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Reading & Embedded Language (15 min)	<p>Activate and Build Background Knowledge</p> <p><i>Last time we read about how language can be connected to identity, and how language is used in different communities throughout the United States.</i></p> <ul style="list-style-type: none"> <i>What do you remember from our last discussion?</i> <p>Guided Reading (Page 7 in Student Workbook)</p> <p><i>Last time, we read the first page of the "Language and Identity" text. Now, we are going to read the rest of the text.</i></p> <p>Have students open their Student Workbooks to p. 7.</p> <p>Have students silently read (or guide student reading) for the second page of the "Language & Identity" text (p. 7 of Student Workbooks). Once students have finished reading, facilitate a discussion following the guidance below.</p>
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	<p>Post-Reading Discussion/Writing</p> <ul style="list-style-type: none">● Think-Pair-Share or as a whole group: <i>Do you think it is a good thing to mix languages together, like with Spanish and English, or Korean and English, or Chinese and English? Do you ever do this? How and when do you do it?</i>
<p>Extended Language Work (15 min)</p>	<p>Introduce Language Targets</p> <ul style="list-style-type: none">● Have students turn to p. 8 of the Student Workbook <p><i>Yesterday we worked on marking the coordinating conjunctions (or FANBOYS) that are used in the “Language and Identity” text. Today, you’re going to write your own complex sentences using FANBOYS.</i></p> <p>Guide Extended Language Work</p> <p>Have students turn to p. 10 in the Student Workbook.</p> <ul style="list-style-type: none">● Using the FANBOYS chart, invite students to write one or two complex sentences that describe something about themselves, their languages, and their identities. <p>NOTE: Teachers should participate in this activity and also write one or two complex sentences about their own languages and identities.</p> <p>Once students and the teacher have finished writing, take some time to have all writers share out their sentences. Follow up with questions on the topics that are brought up.</p>
<p>Wrap Up (1 min)</p>	<p>Close Lesson</p> <p><i>Nice job everyone. Next time, we will have our discussion about how you could convince someone that people can keep a connection to a culture even if they don’t speak all the languages of that culture.</i></p>



The CLAVES Curriculum

Unit 3: Race, Language, and Identity

Cycle 1: Drawn Together

Lesson 6

Unit Questions	How do language, race, and identity impact people's daily lives?	
Cycle Discussion Question	How could you convince someone that people can keep a connection to a culture when they don't speak all the languages of that culture?	
Cycle Language Targets	Vocabulary: Bilingual, Bicultural, Comprehend, Communicate, Confidence, Self-conscious	Morphology: Bi-/multi-, -ent/-ence, -ant/-ance
		Syntax: Complex sentences and coordinating conjunctions
Lesson 6 Objectives	<ul style="list-style-type: none"> Engage in collaborative discussions about how to convince someone that we can maintain a connection to culture even if we don't speak all the languages of that culture. 	
Materials	Teacher	Students
		<input type="checkbox"/> Student Workbook with notes from the cycle

NOTE: Italicized texts can be used as guidelines for language that you can SAY to your students.

Introduce Discussion Question (5 min)	<p>Introduce Lesson <i>Today we will have a discussion on how you could convince someone that people can keep a connection to their culture even if they don't speak all the languages of that culture.</i></p> <p>NOTE: Give students an opportunity to look at their materials and independently prepare for the discussion.</p>
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Dialogic Reasoning (20 min)	<p>Review Norms (if necessary)</p> <ol style="list-style-type: none"> I am respectful of my classmates. I listen carefully to the ideas my classmates are presenting. I stick to the topic. I can talk without raising my hand. <p>Initiate and Facilitate Discussion</p> <ul style="list-style-type: none"> Allow students to begin discussing, taking opportunities when needed to model, prompt, clarify, summarize, encourage, repeat central question/present follow-up questions, intervene if the discussion goes astray, and model metacognition to stimulate/guide the discussion, if needed. See the facilitation guide table below for ideas on how to extend the conversation. Close discussion by taking a poll on students' current beliefs on the topic after discussing the question together.
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Wrap Up
(1 min)

Close Lesson

Nice job everyone. Next we'll be moving on to our writing cycle, where we will write an opinion article for a newspaper!

For Teacher Reference

Dialogic Reasoning facilitation moves

Move	Description	Example
Prompt	Ask students to be more explicit in their argumentation by asking them to state their position or reason, provide evidence, or respond to a challenge.	Is there evidence in the story that supports what you are saying? Can anyone think of another reason or example?
Ask for clarification	Ask students to clarify what they mean, particularly when they use vague or imprecise language.	Do you mean [X] or [Y]? Do you mean to say [paraphrase]...?
Challenge	Present countering ideas or ideas that students haven't thought about yet.	Some people might say [give a reason from the opposing view point]. If you were [CHARACTER] would you...
Encourage to participate	Ask more quiet students to contribute to the discussion.	Carlos, anything that you'd like to add here?
Summarize	Sum up positions presented by students, or describe the discussion process.	You seem to be pretty much split on whether it was bad luck or a bad case of nerves. Some of you believe it was bad luck, cause sometimes things just happen, and some of you thought it was nerves.
Foster independence	Encourage students to talk to each other, rather than to and through the teacher.	Hands are down. Let's talk to each other.
Redirect	Ask students to consider discussion question or present a follow up question.	So if we take what you're saying, and bring it back to the question at hand should she speak up to the teacher or should she let it ride?