



The CLAVES Curriculum

Unit 3: Race, Language, and Identity Cycle1: Drawn Together Lesson 1

Unit Questions	How do language, race, and identity impact people's daily lives?	
Cycle DR 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- (semantics) (ence) -ent, -ant
		Syntax: complex sentences and coordinating conjunctions
Lesson Objective	Discuss the words <i>bilingual, bicultural, and comprehend</i> . Read and analyze the text (Drawn Together) 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"/> Drawn Together text	<input type="checkbox"/> Student Workbook p. 3

Block #1 Introduce Cycle and Lesson (4 min)	Introduce cycle: Say: <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 connection 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>
	Have students turn to the Unit 3, Cycle 1 DR Graphic Organizer on page 3 of their workbook.. <ul style="list-style-type: none"> • <i>We will use this graphic organizer to take notes throughout the cycle.</i> • <i>Keep your notes and thoughts here as we go through the book and activities.</i> Introduce lesson: SAY: <i>In the next couple of lessons, we will read and analyze the text, Drawn Together, 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>

Block #2	1. Pre-reading Word Work <i>Open Drawn Together Powerpoint</i>
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Reading & Embedded Language (25 min)

Say:

- SLIDE 1: Introduce the book you will read together, *Drawn Together*
- SLIDE 2: The six words we will be learning more about and playing with 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 & bicultural**
 - Work through slides using the language in the powerpoint as a guide
- SLIDES 12 - 17: **comprehend**
 - Work through slides using the language in the powerpoint as a guide

SAY:

Now we're going to start reading *Drawn Together*

2. Reading *Drawn Together*

Have students read the entire book in one sitting.

For silent reading: Once students have finished reading, return to the text and choose one or more of the questions below.

For guided reading: Use the guidance below as comprehension check points.

- **Read the title, author, and illustrator:** What do you notice about this book?



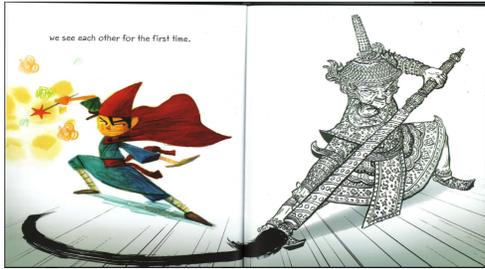
- **Re-Read the Title:** *What do you think the book will be about?*
- **After page 4 (pictured below):** *What cultures are represented here?*
- **After page 4:** *How are the boy and grandfather individually feeling about the visit?*



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



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- **After 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**?
- **After page 10:** Why do you think the boy says that he gave up on talking?



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



Discuss and/or write after reading:

- Return to the lesson question: How does language impact your everyday life, identity, and your ability to connect with your community and family?
- Write some notes on your graphic organizer 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, 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.



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For teacher reference

Target Word	Definition	Spanish Translation	Mandarin Translations	Context
Bicultural (adjective)	Displaying a blend of two or more different cultures.	Bicultural multicultural	二元文化的 èr yuán wén huà de 雙文化嘢 seung1 man4 fa3 ga1	Being bicultural means being surrounded by people from more than one cultural backgrounds.
Bilingual (adjective)	Being able to use two or more languages.	Bilingüe Multilingüe	雙語的 shuāng yǔ de 雙語嘢 seung1 yu5 ga1	A bilingual person can communicate with a larger number of people.
Comprehend (verb)	Comprehend means to understand.	Comprender	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.	Comunicar	溝通 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	Confianza	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
Cycle1: Drawn Together
Lesson 2

Unit Questions	How do language, race, and identity impact people's daily lives?	
Cycle DR 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- (semantics) (ence) -ent, -ant
		Syntax: complex sentences and coordinating conjunctions
Lesson Objective	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 Slide Deck <input type="checkbox"/> Language and Identity Video	<input type="checkbox"/> Student Workbook

Block #1 Reading & Embedded Language (18 min)	<p>Introduce lesson: SAY: <i>Last time, we read Drawn Together to understand how language isn't the only part of people's cultural identities. Today we will remember parts of Drawn Together and watch a video on how some people see Spanish being connected to Latino identity.</i></p> <p>1. Activate and build background knowledge: SAY: <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 someones' connection to their cultural identity?</i></p> <p>2. Guided watching and notice language SAY:</p> <ul style="list-style-type: none"> 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. <p>Watch video (8:10) – NOTE TO TEACHERS. EARLY IN THE VIDEO (0:52), A PERSON BEING INTERVIEWED SAYS "HELL YEAH" IN RESPONSE TO A QUESTION. IF THIS WILL BE A CONCERN, YOU CAN START THE VIDEO AT 1:33 AND SKIP THE FIRST PART.</p> <p>Discuss and/or write after watching</p> <ul style="list-style-type: none"> <i>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? You can take some notes on your graphic organizer on p. 3 of the Student Workbook.</i>
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<p>Block #2</p> <p>Extended Language Work (10 min)</p>	<p>Introduce Language Targets:</p> <p><i>Open up Drawn Together Powerpoint Slide 18</i></p> <p>Say:</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 bicultural, bilingual, and comprehend. Today we are going to talk about three other words, communicate, confidence, and self-conscious.</i> <p>Guide Extended Language Work:</p> <p>From Drawn Together Powerpoint</p> <ul style="list-style-type: none">• <i>SLIDE 19-24: Communicate</i><ul style="list-style-type: none">◦ Work through slides using the language in the powerpoint as a guide• <i>SLIDES 25 - 30: Confidence</i><ul style="list-style-type: none">◦ Work through slides using the language in the powerpoint as a guide• <i>SLIDES 31-33: Self-Conscious</i><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>Close lesson: <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>



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For teacher reference

Target Word	Definition	Spanish Translation	Mandarin Translations	Context
Bicultural (adjective)	Displaying a blend of two or more different cultures.	Bicultural multicultural	二元文化的 èr yuán wén huà de 雙文化嘢 seung1 man4 fa3 ga1	Being bicultural means being surrounded by people from more than one cultural backgrounds.
Bilingual (adjective)	Being able to use two or more languages.	Bilingüe Multilingüe	雙語的 shuāng yǔ de 雙語嘢 seung1 yu5 ga1	A bilingual person can communicate with a larger number of people.
Comprehend (verb)	Comprehend means to understand.	Comprender	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.	Comunicar	溝通 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	Confianza	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 DR 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- (semantics) (ence) -ent, -ant
		Syntax: complex sentences and coordinating conjunctions
Lesson Objective	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: confidence . 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 youtube read aloud <input type="checkbox"/> Student Workbook, p. 4 and 5 <input type="checkbox"/> Guess Who Game 	<ul style="list-style-type: none"> <input type="checkbox"/> Student Workbook

Introduce Lesson (1 min)	<p>Introduce Lesson: <i>For 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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Block #1 Reading & Embedded Language (15 min)	<p>1. Activate Background Knowledge Review the questions on p. 4 of the student workbook.</p> <p>SAY: <i>Let's look at the three questions on p. 4 of the Student Workbook. (Teacher reads them to the students.) As you watch the video, keep these questions in mind, and use this page to write down any ideas that you think of. Okay, let's watch.</i></p>
	<p>2. Guided watching and discussion Open Minh Le's read aloud of Drawn Together</p>
	<p>3. Discuss and/or write after watching (Page 4 of workbook) Solicit student responses to the questions on p. 4 of the Student Workbook. Take some time to discuss their answers.</p>



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<p>Block #2</p> <p>Extended Language Work (15 min)</p>	<p>1. Introduce Language Work:</p> <p>Say: <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 page 5 of the Student Workbook.</i></p> <ul style="list-style-type: none">● With the group, navigate to the Guess Who url and face the computer toward the students<ul style="list-style-type: none">○ Step 1: Choose a prefix, or use "random spinner" to have a prefix selected○ Step 2: 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"○ Step 3: Individually, or in pairs, students write the word on the workbook and propose a definition for it.○ Step 4: Share out their definition to the group, and compare / contrast definitions.○ Step 5 (if time): Students choose their favorite word and explain why they chose it.
<p>Wrap Up</p>	<p>Close lesson: Nice job everyone! Next time we will read a text about identity and language, and we'll return to our study of FANBOYS in sentences.</p>



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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, dirty, 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 DR 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- (semantics) (ence) -ent, -ant
		Syntax: complex sentences and coordinating conjunctions
Lesson Objective	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
	<input type="checkbox"/> Student Workbook, pp. 6, 8, and 9 <input type="checkbox"/> Unit 3 Cycle 1 powerpoint, Slide 36	<input type="checkbox"/> Student Workbook

Introduce Lesson (1 min)	Introduce the Lesson: <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>
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Block #1 Reading & Embedded Language (20 min)	Guide reading and notice language (Page 6 of Student Workbook) Say: <i>Please open your Student Workbooks to page 6. As we read, think about the languages that you speak and what they mean to you.</i> Have students read silently (or teacher reads aloud) the first page of the Language and Identity text (p. 6 of the Student Workbook). When finished, move to discussion below: Discuss and/or write after reading <ul style="list-style-type: none"> Think-Pair-Share or 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 don't you consider yourself bilingual or multilingual?”</i>
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Block #2	1. Introduce Language Targets: Have students turn to p. 8 in the Student Workbook or show Slide 36 in the Unit 3 Cycle 1 powerpoint.
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Extended Language Work (10 min)

Say:

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.

2. Guide Extended Language Work:

Open slide 36 open for students to see the FANBOYS chart:

Say:

Let’s turn to page 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 made darker. Your job is to go through the text, draw a square around the coordinating conjunction (or FANBOY), and then underline the two ideas that are connected by the coordinating conjunction. The first sentence is an example of what that should look like. There are 5 more coordinating conjunctions in the text. Go through and put a box around those, and then underline the ideas that they are connecting.

Modeling the Activity

Say:

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”. How 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?

Once students have done this, review each coordinating conjunction that has been identified on the chart on Slide 36 of the powerpoint. Discuss how it connects the two ideas based on the function identified in the FANBOYS table.

With time remaining, go through as many of the coordinating conjunctions as possible using this format and discuss how the words are working to coordinate the complex sentence.

Wrap Up

Close lesson: 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).



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 DR 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- (semantics) (ence) -ent, -ant
		Syntax: complex sentences and coordinating conjunctions
Lesson Objective	<p>Read the second page of the Language and Identity text and discuss the relationships between identity, culture, and language.</p> <p>Apply the structure of FANBOYS to understand how two ideas can be connected with coordinating conjunctions to make one complex sentence.</p>	
Materials	Teacher	Students
	<input type="checkbox"/> Language and Identity text, p. 7 of Student Workbook	<input type="checkbox"/> Student Workbook

Introduce Lesson (1 min)	Introduce Lesson: <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 the reading and prepare for our discussion.</i>
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Block #1 Reading & Embedded Language (15 min)	Activate Background Knowledge: Say: <ul style="list-style-type: none"> • <i>Last time, we read about how language and identity can be connected and how language is used in different communities throughout the United States.</i> <ul style="list-style-type: none"> ○ <i>What do you remember about our discussion last time?</i>
	Guide reading and notice language (Page 7 in Student Workbook) Say <i>Last time as a group we read the first page of the Language and Identity text, now, we are going to read the rest. Please open the Student Workbook to page 7.</i> Have students read silently (or teacher reads aloud) the second page of the Language and Identity text (p. 7 of the Student Workbook). When finished, move to discussion below: Discuss and/or write after reading <ul style="list-style-type: none"> • Think-Pair-Share or 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>



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<p>Block #2</p> <p>Extended Language Work (15 min)</p>	<p>Introduce Language Targets:</p> <p>Have students turn to p. 8 in the Student Workbook or show Slide 35 in the Unit 3 Cycle 1 powerpoint.</p> <p>Say: <i>Yesterday we worked at marking where there were coordinating conjunctions, or FANBOYS, 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 page 10 in the Student Workbook. Using the FANBOYS chart at the top, invite students to write one or two complex sentences that describe something about them, their languages, and their identity.</p> <p>NOTE: Teachers should PARTICIPATE in this activity and also write one or two complex sentences about their languages and identities.</p> <p>Once students and teacher have finished writing, take some time to have all writers share out their sentences with some follow up questions about topics they bring up.</p>
<p>Wrap Up</p>	<p>Close lesson: <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>



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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 DR 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: confidence, self-conscious, communicate, comprehend, bilingual/bicultural,	Morphology: bi-/multi- (semantics) (ence) -ent, -ant
		Syntax: complex sentences and coordinating conjunctions
Lesson Objective	Students will engage in collaborative discussion on 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"/> Facilitate discussion	<input type="checkbox"/> Student Workbook with notes from the cycle

Introduce Discussion Question (5 min)	<p><i>SAY:</i> Today we will have a discussion among ourselves to discuss 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.</p> <p><i>NOTE:</i> Give students an opportunity to prepare for the discussion independently by looking at their materials they prepared.</p>
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Dialogic Reasoning (20 min)	<p>Review norms (if necessary)</p> <ol style="list-style-type: none"> 1. I am respectful of my classmates. 2. I listen carefully to the ideas my classmates are presenting. 3. I stick to the topic. 4. 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 discussion goes astray, model metacognition to stimulate/guide the discussion, if needed. • See facilitation guide table below for ideas on how to extend the conversation. • Close discussion by taking a poll on what students believe now that they have discussed the question together.
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Wrap Up (5 min)	Close lesson: <i>SAY: Nice job everyone. Next we'll be moving on to our writing cycle, where we will write an opinion article for a newspaper!</i>
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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 the 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?