

Academic Conversation Lesson: Social Studies Community Helpers

Grade Level: First Grade

Content Area Standard: HSS.1.1.Students describe the rights and individual responsibilities of citizenship.

ELA Standards: SL.1.1: Participate in collaborative conversations with diverse partners. - SL.1.1.A: Follow agreed-upon rules for discussions (ie: listening to others with care, speaking one at a time) SL.1.1.B: Build on other’s talk in conversations by responding to the comments of others through multiple exchanges.

ELD Standards: ELD.PI.1.5.Em : Listening Actively: Listening actively to spoken English in a range of social and academic contexts.

Lesson Objectives:

Content Area: Students will engage in a discussion to practice collaboration and discussion norms.

Speaking and Listening: Students will communicate in diverse partner groups, follow discussion rules and build off of each other’s ideas.

Academic Language Demands

Language Function: Summarize

Vocabulary and/or Symbols: Tier two and tier three vocabulary words will be provided alongside the sentence frame charts for students to reference during discussion.

Tier Two: Help people, Create things, Save lives

Tier Three: Gardener ,Scientist, Police Officer, Firefighter, Doctor, Teacher, Farmer

Syntax:

Sentence frames will be provided on chart to begin ideas or sentences, and to respond to others. See below for sentence frames.

Starters:

_____ is an important community job because _____.

When I grow up, I would like to be a _____ because I like to _____.

Responses:

Why do you think ____?

What is another important job?

What do you think about ____?

I agree. My favorite community job is _____.

Thank you for sharing. I want to be a _____ when I grow up.

Discourse:

Build off partners' response to add a question or comment.

Introduction	
<i>Clearly states content objective and language objective</i>	Share with students that with a partner they will be discussing their ideas about community jobs by listening and responding to each other's comments. Explicitly say and have students echo: "I can listen and respond to my partner."
<i>Links to prior lesson or other prior knowledge</i>	Ask students to review the norms/rules for a discussion. Remind students that discussions take place when they "turn and talk with a partner" in class. <ul style="list-style-type: none">• Listen when your partner is talking• Only one person speaks at a time• Use sentence frames and word wall as tools • Respond to what your partner said
Build Student Knowledge	

<p><i>Introduce key language demands</i></p>	<p>Tell students to repeat the learning objective with teacher: “I can listen and respond to my partner.”</p> <p>Tell students that we are using the “chips and salsa discussion model” where the “chips” go first, and the “salsa” goes second.</p> <p>Introduce the sentence frames and vocabulary words. Tell students they can use these tools or create their own sentences and words.</p> <p>Remind students of the previous discussion about community jobs that they participated in to activate prior knowledge.</p> <p>Tell students to actively listen and add on ideas, ask questions, and make comments in response to their classmates ideas.</p> <p>Instruct students that they must focus on whole body listening in order to respond to their partner.</p> <p>Perhaps have a student volunteer to practice using the frames in front of the group with me (pre-rehearsed).</p> <p>Ask students upon completion if they learned any new discussion tools (ie: listening, responding, questioning, agreeing) that they can use during whole class discussions.</p>
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<p><i>Engage students in content</i></p>	<p>Show a video about community jobs.</p> <p>Guide the whole class in a discussion about community jobs.</p> <p>Prompt students to think about the community job video and discussion that previously took place in class.</p>
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Academic Discussion: Build Key Ideas and Thinking Skills

<p><i>Questions to prompt students</i></p>	<p>Chorally say the lesson objective: “I can listen and respond to my partner.”</p> <p>Pose the discussion question: “What jobs need to be done in a community?”</p> <p>Review with the students what I will be expecting during their discussion:</p> <ul style="list-style-type: none"> • Listen actively to others. • Respond to your classmates • Build on each other’s ideas with comments or questions. • Support each other by respecting the speaker.
<p><i>List language supports</i></p>	<p>Model with a student on how the chips and salsa partner academic conversation should sound. Chorally say a sentence and response together with students.</p> <p>Sentence frame posters:</p> <p><i>Starters:</i></p> <p>_____ is an important community job because _____.</p> <p>When I grow up, I would like to be a _____ because I like to _____.</p> <p><i>Responses:</i></p> <p>Why do you think ____?</p> <p>What is another important job?</p> <p>What do you think about _____?</p> <p>I agree. My favorite community job is _____.</p> <p>Thank you for sharing. I want to be a _____ when I grow up.</p> <p>**See Vocabulary section above for Tier 1 and Tier 2 vocabulary listed on the posters.</p>

<p>Assessment</p> <p><i>Describe how you will assess students content and language</i></p>	<p><i>Content:</i></p> <p>Anecdotal Record Chart:</p> <p>Add comments to the following areas on the anecdotal record chart: take turns speaking, listen to partner respectfully, build on or respond to partner’s ideas, and repeats lesson objective.</p>	<p><i>Language:</i></p> <p>Anecdotal Record Chart:</p> <p>Add comments onto chart about students’ active listening skills and notable characteristics. (ie: body language, engaged, etc.)</p>
<p>Closes the lesson</p>		
<p><i>Reviews objective; makes connections to real-life and/or content applications for target language</i></p>	<p>Instruct students to repeat the lesson objective after me- “I can listen and respond to my partner.”</p> <p>Tell students to “Turn-and-Talk" with their Partner and tell them:</p> <ul style="list-style-type: none"> • What did we learn today? 	

