Louisiana Department of Education
Mentor Teacher Training

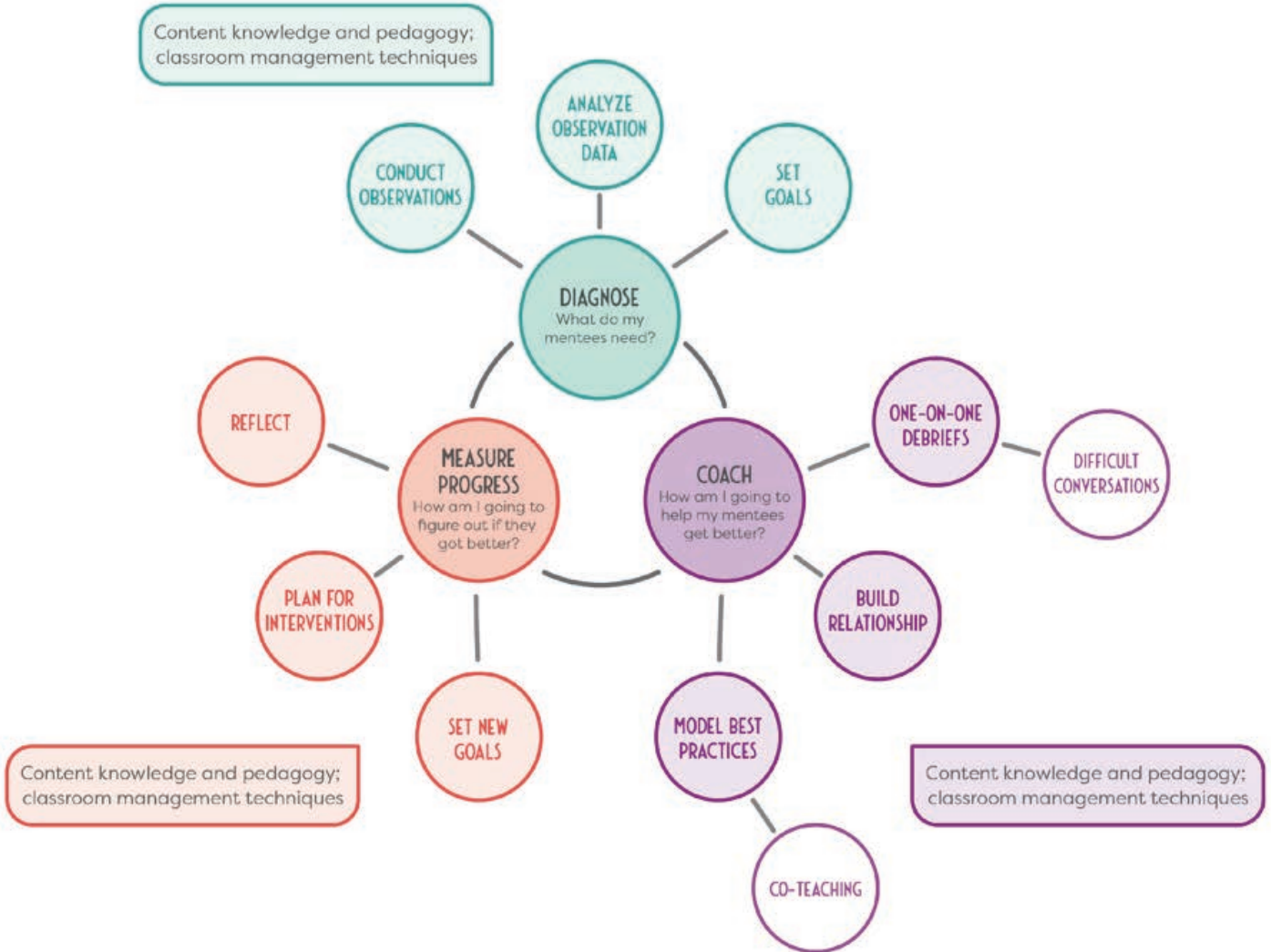## Module 8: Supporting Speaking & Listening Instruction

Elementary Cohort

January, 2020

Facilitated by Learning Forward

The Mentoring Cycle

Mentor Training Course Goals

Mentors will:

- Build strong relationships with mentees.
- Diagnose and prioritize mentee's strengths and areas for growth.
- Design and implement a mentoring support plan.
- Assess and deepen mentor content knowledge and content-specific pedagogy.

Module 8 Morning Outcomes

- Identify characteristics of a high-quality classroom conversation.
- Describe five steps in preparing for classroom conversations that are productive.
- Explain how this content enables the mentor's ability to support the mentee's ELA instruction.

Module 8 Afternoon Outcome

- Apply the mentor cycle fluently with a mentee.

Module 8 Agenda

Morning (8:30 a.m.-11:45 a.m.)	Afternoon (12:30 p.m.-4 p.m.)
Welcome and Outcomes	Scenario Practice
ELA Focus: Speaking and Listening	Connection to Assessments
Connection to Competencies	Wrap-Up

Agreements

Make the learning meaningful
Engage mentally and physically
Notice opportunities to support the learning of others
Take responsibility for your own learning
Own the outcomes
Respect the learning environment of self and others

Do Now
Think about text-based discussions your students or your mentee's students have engaged in this year. · What makes a discussion successful? · What makes a discussion unsuccessful?

The Story of Prometheus: I. How Fire Was Given to Men from *Old Greek Stories*

James Baldwin

In those old, old times, there lived two brothers who were not like other men, nor yet like those Mighty Ones who lived upon the mountain top. They were the sons of one of those Titans who had fought against Jupiter[1] and been sent in chains to the strong prison-house of the Lower World. (1)

The name of the elder of these brothers was Prometheus, or Forethought; for he was always thinking of the future and making things ready for what might happen tomorrow, or next week, or next year, or it may be in a hundred years to come. The younger was called Epimetheus, or Afterthought; for he was always so busy thinking of yesterday, or last year, or a hundred years ago, that he had no care at all for what might come to pass after a while.

For some cause Jupiter had not sent these brothers to prison with the rest of the Titans.

Prometheus did not care to live amid the clouds on the mountain top. He was too busy for that. While the Mighty Folk were spending their time in idleness, drinking nectar and eating ambrosia, he was intent upon plans for making the world wiser and better than it had ever been before.

He went out amongst men to live with them and help them; for his heart was filled with sadness when he found that they were no longer happy as they had been during the golden days when Saturn[2] was king. Ah, how very poor and wretched they were! He found them living in caves and in holes of the earth, shivering with the cold because there was no fire, dying of starvation, hunted by wild beasts and by one another--the most miserable of all living creatures. (5)

"If they only had fire," said Prometheus to himself, "they could at least warm themselves and cook their food; and after a while they could learn to make tools and build themselves houses. Without fire, they are worse off than the beasts."

Then he went boldly to Jupiter and begged him to give fire to men, so that they might have a little comfort through the long, dreary months of winter.

"Not a spark will I give," said Jupiter. "No, indeed! Why, if men had fire they might become strong and wise like ourselves, and after a while they would drive us out of our kingdom. Let them shiver with cold, and let them live like the beasts. It is best for them to be poor and ignorant, so that we Mighty Ones may thrive and be happy."

1 Jupiter (Roman) is the same as Zeus (Greek).

2 Saturn (Roman) is the same as Cronus (Greek).

Prometheus made no answer; but he had set his heart on helping mankind, and he did not give up. He turned away, and left Jupiter and his mighty company forever.

As he was walking by the shore of the sea he found a reed, or, as some say, a tall stalk of fennel, growing; and when he had broken it off he saw that its hollow center was filled with a dry, soft pith[3] which would burn slowly and keep on fire a long time. He took the long stalk in his hands, and started with it towards the dwelling[4] of the sun in the far east.

"Mankind shall have fire in spite of the tyrant who sits on the mountaintop," he said. (10)

He reached the place of the sun in the early morning just as the glowing, golden orb was rising from the earth and beginning his daily journey through the sky. He touched the end of the long reed to the flames, and the dry pith caught on fire and burned slowly.

Then he turned and hastened back to his own land, carrying with him the precious spark hidden in the hollow center of the plant.

He called some of the shivering men from their caves and built a fire for them, and showed them how to warm themselves by it and how to build other fires from the coals. Soon there was a cheerful blaze in every rude home in the land, and men and women gathered round it and were warm and happy, and thankful to Prometheus for the wonderful gift which he had brought to them from the sun.

It was not long until they learned to cook their food and so to eat like men instead of like beasts. They began at once to leave off their wild and savage habits; and instead of lurking in the dark places of the world, they came out into the open air and the bright sunlight, and were glad because life had been given to them.

After that, Prometheus taught them, little by little, a thousand things. He showed them how to build houses of wood and stone, and how to tame sheep and cattle and make them useful, and how to plow and sow and reap,[5] and how to protect themselves from the storms of winter and the beasts of the woods. Then he showed them how to dig in the earth for copper and iron, and how to melt the ore, and how to hammer it into shape and fashion from it the tools and weapons which they needed in peace and war; and when he saw how happy the world was becoming he cried out:

"A new Golden Age shall come, brighter and better by far than the old!" (15)

3 pith: soft, spongy tissue inside a plant
4 dwelling: home, place to live or stay
5 plow and sow and reap: farm

The Story of Prometheus: II. How Diseases and Cares Came Among Men from *Old Greek Stories*

James Baldwin

Things might have gone on very happily indeed, and the Golden Age might really have come again, had it not been for Jupiter. But one day, when he chanced to look down upon the earth, he saw the fires burning, and the people living in houses, and the flocks feeding on the hills, and the grain ripening in the fields, and this made him very angry.

"Who has done all this?" he asked.

And some one answered, "Prometheus!"

"What! that young Titan!" he cried. "Well, I will punish him in a way that will make him wish I had shut him up in the prison-house with his kinsfolk. But as for those puny men, let them keep their fire. I will make them ten times more miserable than they were before they had it."

Of course it would be easy enough to deal with Prometheus at any time, and so Jupiter was in no great haste about it. He made up his mind to distress mankind first; and he thought of a plan for doing it in a very strange, roundabout way. (20)

In the first place, he ordered his blacksmith[6] Vulcan, whose forge[7] was in the crater of a burning mountain, to take a lump of clay which he gave him, and mold it into the form of a woman. Vulcan did as he was bidden;[8] and when he had finished the image, he carried it up to Jupiter, who was sitting among the clouds with all the Mighty Folk around him. It was nothing but a mere lifeless body, but the great blacksmith had given it a form more perfect than that of any statue that has ever been made.

"Come now!" said Jupiter, "let us all give some goodly gift to this woman;" and he began by giving her life.

Then the others came in their turn, each with a gift for the marvelous creature. One gave her beauty; and another a pleasant voice; and another good manners; and another a kind heart; and another skill in many arts; and, lastly, some one gave her curiosity.

Then they called her Pandora, which means the all-gifted, because she had received gifts from them all.

6 blacksmith: a person who makes objects out of metal

7 forge: open fire oven for making objects that require heat to be formed, like metal

8 bidden: told

Pandora was so beautiful and so wondrously gifted that no one could help loving her. When the Mighty Folk had admired her for a time, they gave her to Mercury, the light- footed; and he led her down the mountain side to the place where Prometheus and his brother were living and toiling for the good of mankind. He met Epimetheus first, and said to him:

"Epimetheus, here is a beautiful woman, whom Jupiter has sent to you to be your wife." (25)

Prometheus had often warned his brother to beware of any gift that Jupiter might send, for he knew that the mighty tyrant could not be trusted; but when Epimetheus saw Pandora, how lovely and wise she was, he forgot all warnings, and took her home to live with him and be his wife.

Pandora was very happy in her new home; and even Prometheus, when he saw her, was pleased with her loveliness. She had brought with her a golden casket,[9] which Jupiter had given her at parting, and which he had told her held many precious things; but wise Athena, the queen of the air, had warned her never, never to open it, nor look at the things inside.

"They must be jewels," she said to herself; and then she thought of how they would add to her beauty if only she could wear them. "Why did Jupiter give them to me if I should never use them, nor so much as look at them?" she asked.

The more she thought about the golden casket, the more curious she was to see what was in it; and every day she took it down from its shelf and felt of the lid, and tried to peer inside of it without opening it.

"Why should I care for what Athena told me?" she said at last. "She is not beautiful, and jewels would be of no use to her. I think that I will look at them, at any rate. Athena will never know. Nobody else will ever know." (30)

She opened the lid a very little, just to peep inside. All at once there was a whirring, rustling sound, and before she could shut it down again, out flew ten thousand strange creatures with death-like faces and gaunt[10] and dreadful forms, such as nobody in all the world had ever seen. They fluttered for a little while about the room, and then flew away to find dwelling-places wherever there were homes of men. They were diseases and cares; for up to that time mankind had not had any kind of sickness, nor felt any troubles of mind, nor worried about what the morrow might bring forth.

These creatures flew into every house, and, without anyone seeing them, nestled down in the bosoms of men and women and children, and put an end to all their joy; and ever since that day they have been flitting and creeping, unseen and unheard, over all the land, bringing pain and sorrow and death into every household.

9 casket: a small box for holding valuable objects

If Pandora had not shut down the lid so quickly, things would have gone much worse. But she closed it just in time to keep the last of the evil creatures from getting out. The name of this creature was Foreboding, and although he was almost half out of the casket, Pandora pushed him back and shut the lid so tight that he could never escape. If he had gone out into the world, men would have known from childhood just what troubles were going to come to them every day of their lives, and they would never have had any joy or hope so long as they lived.

And this was the way in which Jupiter sought to make mankind more miserable than they had been before Prometheus had befriended them.

This text is in the public domain.

Classroom Conversation Case Study: Prometheus Conversation

The following transcript is an excerpt of an 8th grade classroom conversation as part of the Flowers for Algernon unit. In lessons 1-3, students closely read "Prometheus" by James Baldwin. Below is a transcript of the beginning of a discussion that centers on analyzing the main characters in order to better understand the theme of the text.

Teacher: Over the last two days we've been working with the myths of Prometheus and Pandora. We've read the text several times, written summaries and analyzed the author's word choice by determining how it impacts the tone and meaning of the text. Today, we're going to dive even deeper into the meaning of the text by looking closely at the main characters. Does everyone have a copy of Prometheus out to refer to?

Students take out copies of the text.

Teacher: So, let's quickly review. Who can summarize Part I of the myth?

A student responds with a brief accurate summary.

Teacher: How about Part II, where we meet Pandora?

Another student responds with a brief accurate summary.

Teacher: Okay, here's our first discussion question: Why does Jupiter refuse to give humans fire? Take a minute to think, look back at your text, and then we'll share ideas. *(teacher waits until most students seem ready to proceed)* Jasmine?

Jasmine: I think Jupiter doesn't want to give them fire because he's scared.

Teacher: So you think that Jupiter is afraid of what might happen if humans get fire. Can anyone add to Jasmine's idea?

Brian: Yes, I can. Jupiter thinks that if the humans get fire, they won't be so miserable. As long as the people are cold and hungry, Jupiter knows he can stay in control. So, he's scared that if the humans get fire, he won't be "mighty" anymore.

Teacher: That's a very interesting idea, Brian, what evidence do you have to support it?

Brian: Well, it says here on page 2: "Why, if men had fire they might become strong and wise like ourselves, and after a while they would drive us out of our kingdom. Let them shiver with cold, and let them live like the beasts. It is best for them to be poor and ignorant, so that we Mighty Ones may thrive and be happy."

Teacher: So, Jupiter says it is best "It is best for them to be poor and ignorant, so that we Mighty Ones may thrive and be happy" Everyone, take a minute and underline that line in the text-it's at the top of page 2.

Students underline

Teacher: Now I'm going to ask you to have a short conversation with your elbow partner. What do you think the quote we underlined reveals about Jupiter's character?

Students discuss for two minutes.

Teacher: Okay, let's hear from April and Joshua. What's does Jupiter's refusal to give humans fire reveal about his character?

April: Well, we think it shows that he's worried and not very confident.

Teacher: Joshua, can you say more about that?

Joshua: Well, if he really believed he was so mighty, he wouldn't care if the humans were warm and safe and had food. He must be afraid that he will lose his power.

Teacher: Let's hear from some other groups. Does anyone have a different idea about what the quote we underlined reveals about Jupiter's character? I'll record our ideas on this chart.

Other groups share ideas.

Teacher: It seems like you have done some really good thinking about why Jupiter might not want humans to have power and what this reveals about his character. Now we're going to do some similar thinking about another main character in the myth, Prometheus. I'm going to ask you to get into your 4-person small groups for this discussion. Remember, you'll need to re-arrange your desks a bit for the 4-person format.

Students move into 4-person groups. The teacher writes 2 new questions on the board.

Teacher: Before we begin, let's take our conversation stems to help us prepare for this discussion.

Students take out Conversation Stems

Teacher: Remember, we have been working on elaborating on other's ideas. Which conversation stems on your sheet might help you to build off or add on to what your classmates are saying?

Malik: This one: "Adding to what you said,…"

Trinity: Here's another one; "I agree, and I want to add that…"

Teacher: Excellent. I'd like everyone to put a check mark next to those two and try to use at least one of them in your conversation today.

Students put check marks next to those two Conversation Stems.

Teacher: Okay, be sure to review our conversation norms before discussing the next two questions written here on the board, "What motivates Prometheus to defy Jupiter?" and "What does this reveal about Prometheus' character?" When you've finished discussing, please respond in writing, to the first two questions on the Discussion Question sheet I gave you earlier.

CONVERSATIONS

The goal of English language arts (ELA) is for all students to read, understand, and express their understanding of complex, grade-level texts. Whether listening to texts read aloud, engaging in conversations with peers or the teacher, or delivering a formal presentation, oral language plays a critical role in the development of this goal. Across grades K–12, the standards for speaking and listening ask students to have a variety of productive conversations in different groupings with diverse partners (SL.1), listen actively to develop understanding of a text, topic, or idea (SL.2 and SL.3), present their evidence-based ideas formally to various audiences (SL.4), and use visuals and language during collaboration that are appropriate to the task (SL.5 and SL.6).

The English Language Arts Guidebooks 2.0 lessons provide multiple opportunities for students to develop their oral language ability and to engage in productive conversations. Productive conversations allow students to express their ideas through writing or speaking, listen carefully and understand the ideas presented in writing or speaking, provide evidence to support their claims, and establish new ways of thinking by elaborating on or challenging the thoughts of others.[1]

What does a productive conversation look like? [Academic Discussions: Analyzing Complex Texts](#)

The following steps help teachers to prepare for classroom conversations that are productive.

STEP ONE: Ensure you have a deep understanding of the text or topic under discussion and student look-fors.

Prior to engaging in the unit, read all the texts in the unit and review the unit assessments. Doing this will better equip you to focus on and pull out the big ideas of each text so that student conversations focus on what is most important for students to understand. Prior to engaging in a particular conversation, review the student look-fors provided in the Teaching Notes. These are exemplar responses aligned to the grade-level standards. They capture the thinking students should be expressing during the conversation.

Materials

- Access the Text Access page from the unit page to locate all the texts in the unit.

- Access the Assessment Overview page from the unit page to locate the prompts for the end of unit assessments.

- Use the **unit road map** to capture your thinking from the text and assessment review.

STEP TWO: Create an environment which supports all students in engaging in productive conversations.

During the unit, prioritize classroom conversations. This means setting up an environment in which all student ideas are valued and heard and carving out time for classroom conversations. Students must feel safe both to share their ideas at the risk of being wrong and to revise their thinking based on the ideas of others. This also means that lessons might take longer than indicated. The suggested pacing is a guide, not a mandate. If the suggested pacing for a slide is 15 minutes out of a 45-minute lesson, the same ratio of time (e.g., 30 minutes out of 90-minute lesson) should be considered when determining lesson timing.

Throughout the guidebook lessons, it says, "Divide the class into pairs/groups using an established classroom routine." Be sure to structure student groups in different configurations purposefully throughout the units. There are many factors to consider when pairing/grouping students, such as content knowledge, social skill levels, and language proficiency. Student grouping needs to be varied and groups should sometimes be self-selected based on common interests.

Homogenous groups or same-ability groups work well for specific tasks like problem solving. For example, two students learning English as a new language might collaborate in their home language as they work on tasks to be completed in English. Heterogeneous groups or mixed-ability groups work well for cooperative learning experiences, as all students get the chance to develop their thinking and language abilities. For example, a cooperative learning experience might be one in which each team

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1 Michaels, S., & O'Connor, C. (2012). *Talk Science Primer* [PDF]. Cambridge, MA: TERC. Retrieved from https://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf

member is assigned a task based on his or her ability to accomplish and share with the rest of the team. When grouping students with different abilities, be sure that each student is held accountable for demonstrating understanding. For example, a student learning English as a new language can orally dictate a response while a student with higher English proficiency writes the response. Students can then swap roles for the next task.

To form heterogeneous groups, start by identifying the task to be completed. Use that knowledge to determine which factor is most important for the success of the group work. For example, if the task is a debate, students' social skill levels might be more important for the success of the group work than content knowledge. Create a continuum from high to low for the selected factor. For each class of students, place the names in order on the continuum. Then, number the names. Start grouping students so that the ability levels are more closely matched. For example, out of a class of 24 students, place student #1 with student number #13, student number #2 with student number #14, and so on.

TAMARA #1   ZEKE #2   MICHAEL #3   DEV #4   JEREMIAH #5   COURTNEY #6

HIGH KNOWLEDGE ⟵⟶ LOW KNOWLEDGE
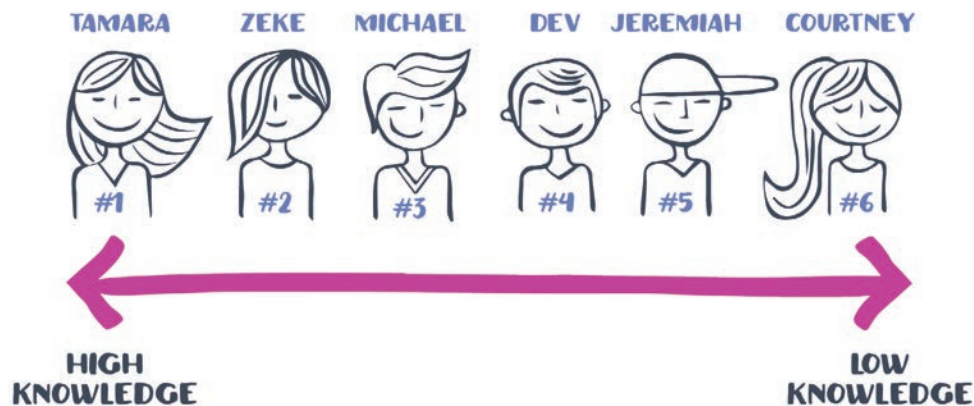
Once all students have been matched, look at the groups and consider other factors. For example, placing an extremely extroverted student with an extremely introverted student may not be a very productive grouping even if they are more closely matched in content knowledge. If you have English language learners in your classroom, also consider students' language proficiency when forming pairs and groups. Similar to the numbering system above, students with high language proficiency are best paired with students with intermediate language proficiency and students with low language proficiency also pair well with students with intermediate language proficiency. Balance any mismatched pairing/groups.

Materials

- [**Example**](#) of how to structure an environment for conversations

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STEP THREE: Establish consistent norms and procedures for conversations.

Part of establishing a safe environment for student conversations is establishing agreed-upon norms and procedures for classroom conversations at the beginning of the school year that will apply every time there is a conversation. These norms and procedures should be presented, discussed, and modeled with students to ensure there is agreement. These norms and procedures should also be posted in the classroom or provided to students.

Sample norms and procedures:

- I will be listening for both what you say (knowledge/content) and how you say it (skills/behaviors).

- Each member in a pair/group is held accountable for contributing to the group (e.g., one student writes a response while another student revises and edits the response, or each group member completes and shares an individual task (assigned based on individual levels of language proficiency) with the team).

- Every conversation will begin with setting a goal for the conversation and end with a reflection on our success in meeting that goal.

As students engage in conversations throughout the year, provide feedback on the extent to which they uphold the norms and follow the procedures. As needed, provide explicit instruction on norms or procedures that need improvement. For example, if most students are having difficulty using academic language in their conversations, script what students say during a conversation and share the script with the class. Discuss ways to improve future conversations using the conversation stems or provide sentence frames/models of turn-taking to guide student conversations during group work.

Materials

- Example norms:
    - » http://www.lawanddemocracy.org/discussionnorms.htm
    - » http://www.edchange.org/multicultural/activities/groundrules.html
    - » http://www.litcircles.org/Discussion/teaching.html
    - » http://edprodevelopment.com/wp-content/uploads/conversation-norms.docx
- Establishing classroom norms:
    - » **Participation Protocol for Academic Discussions**
    - » **Planning for Turn and Talk**
    - » **Implementing Turn and Talk**
- Give students access to the conversation stems (**example**) and prompt them to use them during conversations.
- Prompt students to reflect on the success of their conversations through the **discussion reflection**.

STEP FOUR: Identify the purpose of and provide guiding questions for each conversation.

Prior to engaging in a conversation, identify the purpose of the conversation and its connection to the unit focus or the text under study. Identify the main conversation question as well as the guiding questions and prompts included in the Teaching Notes with the lesson. Review how these questions lead to the student look-fors in the Teaching Notes. Consider your students and adapt and/or add questions that will most directly lead to students providing responses similar to the student look-fors. During the conversation, explicitly state the purpose of the conversation for students and remind students of the conversation norms.

Materials

- Review the student look-fors in the Teaching Notes that go with the conversation. These provide content expectations for the conversation.

STEP FIVE: Guide conversations with "talk moves" to determine student understandings and misconceptions.

Engaging in productive classroom conversations can help students develop more complex thought and can reveal their misunderstandings. Use these conversations as an opportunity to keep track of and guide student learning. As students reveal their misunderstandings, it is important to help them revise their thinking. Having illogical conversations or conversations about inaccurate content could harm rather than support student learning.

As students engage in conversations, be sure to monitor what they are saying and how they are saying it. If students are not providing responses similar to the student look-fors for the lesson, use "talk moves" to guide them to explain their reasoning, revise their responses, or think more deeply about the text or topic under discussion. Keep track of students' progress in conversations by tracking student responses and/or scripting conversations. Be sure to provide feedback to students as suggested in Step Three.

Materials

- Use a discussion tracker (**example**), provided in the Additional Materials for the lesson. Adapt the discussion tracker to include the specific expectations for your students.
- View this **video** of a teacher using a discussion tracker in the classroom.
- Read pages 13-20 of this **article**[3] about using talk moves in the classroom.
- Access **teacher talk moves** to guide students in more productive conversations.
- See the use of **talk moves in action** in an English language development classroom.

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2 Students learning English as a new language should be encouraged to engage in conversations with imperfect language. Hold them accountable for what they are saying and support them in how they are saying it.

3 Michaels, S. & O'Connor, C. (2012). *Talk Science Primer* [PDF]. Cambridge, MA: TERC. Retrieved from **https://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf**

Student Look Fors: Discussion Questions

Why does Jupiter refuse to give humans fire?

What does this reveal about Jupiter's character?

Student Look-Fors (from Grade 8: *Flowers for Algernon* Unit, Lesson 3):

o Students should understand that Jupiter doesn't want to give humans fire because he is worried about losing control. Students should explain that Jupiter fears that humankind will gain knowledge and take over the Mighty Ones. While the humans are poor and ignorant, Jupiter and the Mighty Ones thrive and are happy. This reveals that Jupiter is worrisome and not overly confident. The Mighty Ones are also very lazy and are squandering everything. As a result, the world has turned into a terrible place for humans.

o Students can use the following quotations to support their responses:
● "Why, if men had fire they might become strong and wise like ourselves, and after a while they would drive us out of our kingdom. Let them shiver with cold, and let them live like the beasts. It is best for them to be poor and ignorant, so that we Mighty Ones may thrive and be happy."
● "He found them living in caves and in holes of the earth, shivering with the cold because there was no fire, dying of starvation, hunted by wild beasts and by one another--the most miserable of all living creatures."

What motivates Prometheus to defy Jupiter?

What does this reveal about Prometheus' character?

Student Look-Fors (from Grade 8: *Flowers for Algernon* Unit, Lesson 3):

o Students should understand that Prometheus is upset that humankind is in such a bad condition. He remembers what it was like when Saturn was king of the gods, and Jupiter, the tyrant, is ruling in a way that is ruining humankind. Prometheus wants to help humans and return happiness and health to them as it was when Saturn was king. Prometheus wants to leave the world in a better condition--he wants humans to be better and wiser. Prometheus detests the laziness of the gods and that the gods are benefitting from the ignorance of humankind.

o Students can use the following quotations to support their responses:
● "While the Mighty Folk were spending their time in idleness, drinking nectar and eating ambrosia, he was intent upon plans for making the world wiser and better than it had ever been before."
● "He went out amongst men to live with them and help them; for his heart was filled with sadness when he found that they were no longer happy…"
● "'If they only had fire,' said Prometheus to himself, 'they could at least warm themselves and cook their food; and after a while they could learn to make tools and build themselves houses. Without fire, they are worse off than the beasts.'"
● "'Mankind shall have fire in spite of the tyrant who sits on the mountaintop,' he said."

Summarize: **What are the key understandings students should demonstrate in this conversation?**

Establishing Consistent Norms

Video Analysis	
What norms and procedures are evidence in this lesson?	**How does the teacher hold students accountable to meeting these expectations?**

Teacher Talk Moves[1]

Use these prompts during discussions to guide students in taking ownership of their thinking and meeting the following goals.

Goal One: Students clearly express their ideas through writing or speaking.
- Take 60 seconds to write your response or share your answer with a partner.
- What do you think about _____?
- How did you answer (the question)?
- What is the most important idea you are communicating?
- What is your main point?

Goal Two: Students listen carefully and clearly understand others' ideas presented in writing or speaking.
- Let me see if I heard you correctly. You said _____.
- I heard you say _____. Is that correct?
- Put another way, you're saying _____.
- Say more about _____.
- I'm confused when you say _____. Say more about that.
- Give me an example.
- Who can rephrase what _____ said?

Goal Three: Students provide evidence and explanation to support their claims.
- What in the text makes you think so?
- How do you know? Why do you think that?
- Explain how you came to your idea.

Goal Four: Students establish new ways of thinking by elaborating on or challenging the thoughts of others.
- Who can add to what X said?
- Who agrees/disagrees with X?
- Who wants to challenge what X said? Why?
- How does that idea compare with X's idea?
- What do you think about X's idea?
- Whose thinking has changed as a result of this conversation? How and why has it changed?
- Now that you've heard _____(summarize the conversation so far)_____, what are you thinking? What are you still wondering about?

Capture Your Learning	
Question	**Response**
Name and briefly explain the five steps to preparing for a productive classroom conversation.	
Give an example of a talk move you could use in your classroom. What purpose does this talk move serve?	
What new learning from this section will most benefit your work with your mentee?	

Do Now
When you teach a lesson, how do you know that students have achieved the goals you've set?   What types of evidence of student learning (i.e. assessments, writing pieces, work samples) do you find most helpful in measuring student progress?

LESSON PLAN ☆

Lesson 25: Describing characters: Is Percy a hero?

Begin lesson
Card 1 of 10

	Teaching notes
Begin lesson	Click the "Begin lesson" button to view this lesson. Teaching notes for each slide will appear in this box.

Let's Review!
Card 2 of 10

	Teaching notes
We have read the first 14 chapters of *The Lightning Thief* and completed the Extension Task.	**Suggested Pacing:** ~1 minute **Directions:** ■ Briefly review previous learning.

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Let's Prepare!

Card 3 of 10

Today we will:
- Read chapter 15 of *The Lightning Thief*.
- Add Ares to the mythological figures chart.
- Describe characters based on their thoughts, actions, and words.

Teaching notes

Suggested Pacing: ~1 minute

Directions:

■ Read the slide.

Let's Prepare!

Card 4 of 10

You will need:
- *The Lightning Thief*
- Mythological characters chart 2
- Reading log
- Vocabulary chart

Teaching notes

Suggested Pacing: ~ 3 minutes

Directions:

■ Have students locate their text, mythological characters chart 2, their vocabulary charts, and their reading log

Additional Notes:

■ Allow independent reading time for Where the Mountain Meets the Moon throughout this section. The text will be used in the Culminating Writing Task section.

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Let's Read!

Card 5 of 10

- Read Chapter 15 of *The Lightning Thief.*
- Add Ares to your mythological characters chart.
- Add the words proposition and canopy to your vocabulary log. Use context from the chapter to define the words.

Teaching notes

Suggested Pacing: ~30 minutes

Directions:

■ Read the directions on the slide. If necessary the first part of the chapter can be summarized for the students. Percy, Annabeth, and Luke communicate with Luke at Camp Halfblood via "Iris messaging." Luke informs them that there are problems arising at the camp because of the feud between the gods. Luke asks Percy about the flying shoes. Percy doesn't tell Luke he gave them to Grover. (This information is important later when Percy realizes who betrayed him.) After they leave the carwash, Ares approaches the three friends in a restaurant and buys them lunch. Ares is a tough looking character who is riding a motorcycle and carrying a large knife. He intimidates the waitress. Ares sends the friends on a mission to recover his shield from an abandoned water park where he left it. Students can then resume reading on page 230 when the friends arrive at the water park. This allows them to read about the challenges faced by Percy and his continued evolution as a hero on the quest.

■ After reading have students work in pairs to add Ares to the mythological figures chart 2.

Additional Notes:

■ Students may need to have a quick summary of the on previous chapters before reading after the time spent on the Extension Task.

Guiding Questions/Prompts:

■ To ensure students are paying attention and understanding ask the following questions:

  ○ What is Iris-messaging? What modern technology could it be compared to? *A method of communicating with Mt. Olympus; text messaging.*

  ○ How does Annabeth react when she "sees" Luke through the messaging? *She is embarrassed about her appearance. She likes Luke.*

  ○ When Luke tells Percy to tell Grover that it will be better this time and that no one will get turned into a pine tree, what does the reader learn about Grover? *He was the one leading the group to Camp Halfblood when Thalia was turned into a pine tree.*

  ○ What mission does Ares send Percy and his friends on? *To collect his shield from the amusement park.*

  ○ What does Annabeth discover at the amusement park that the friends take with them? *clothes*

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○ Why couldn't Annabeth help Percy when they were trapped? *She is terrified of spiders.*

Student Look-Fors:

- Monitor the students as they are reading. If any students are having trouble reading, provide support in reading the text, such as helping students track print and/or decode unfamiliar words. If there is a larger group of students who need support, consider pulling together a small group and engaging the group in partner or choral reading so the groups can hear a fluent reader reading the material while following along with the printed text.

- Access the completed copy of the mythological figures chart2 for possible student answers.

Let's Work With Words!

Card 6 of 10

- Use context to define the words proposition and canopy.
- Discuss your developed definitions with a classmate.
- Use a dictionary to check your definitions.

Teaching notes

Suggested Pacing: ~ 5 minutes

Directions:

- Ask students to follow the directions on the slide.

Student Look-Fors:

- Students should define proposition as a proposed plan based on Ares telling the friends he has a proposition for them and then explaining his plan of proposed action. Students should define a canopy as a cover based on the context that they were covered by a canopy.

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Let's Discuss!

Card 7 of 10

How do Percy's actions in this chapter help define him as a hero?

Teaching notes

Suggested Pacing: ~ 5 minutes

Directions:

- Read the question from the slide. Ask students to discuss the prompt using accountable talk phrases such as *I see what you are saying...I disagree with you because...I would like to add to what _____ said*

Student Look-Fors:

- Students should recognize that Percy's actions in quick thinking and saving his friends help to show that he is becoming more of a hero. He is also taking over leadership of the group

Let's Discuss!

Card 8 of 10

After reading, you added Ares to your mythological figures chart. How do Ares' actions and words help define him as the god of war?

Teaching notes

Suggested Pacing: ~ 5 minutes

Directions:

- Read the question from the slide. Ask students to discuss the prompt using accountable talk phrases such as *I see what you are saying...I disagree with you because...I would like to add to what _____ said*

Student Look-Fors:

- Students should recognize that Ares actions show his aggressive, war-like behavior. His words when he talks about encouraging disagreements between the gods show that he loves conflict.

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Let's Express Our Understanding!

Card 9 of 10

Teaching notes

Suggested Pacing: ~ 10 minutes

Directions:

- Ask students to follow the directions on the slide.
- Students who finish early can share their ideas and thoughts in a group.

Student Look-Fors:

- Students should express that Percy uses his wisdom to figure out how to escape from the net when strength doesn't work to get them free. Percy uses his wisdom to figure out that they could use the boat to "jump" out of the net trap. Percy also uses wisdom to have Grover wait for Annabeth and him outside of the ride so that he would be available for help. Percy and Annabeth cannot use strength to break through the metal net. His wisdom outperforms strenght.
- Percy's wisdom also outwits Ares's strength. Ares wants to defeat Percy but only has brute strength to fight with. Percy and Annabeth outsmart him.
- The quote suggests that Percy will need to use his wisdom to defeat others in the future.

Let's Close!

Card 10 of 10

Teaching notes

Suggested Pacing: ~1 minute

Directions:

- Read the slide.

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Planning a Productive Classroom Conversation

Inquiry Cycle Question: *Can my students cite relevant and specific textual evidence to support conclusions drawn from a text?*

Name: **Grade:**

Unit: **Lesson(s):**

STEP ONE: Ensure you have a deep understanding of the text or topic under discussion and student look-fors.

Text *What text will students read to prepare for this discussion?*	Big Idea *What is the "big idea" you want students to understand about this text?*

Student Look Fors *What do you want to hear students talking about in this discussion?*

STEP TWO: Create an environment which supports all students in engaging in productive conversations.

Grouping	
How will you group students for this discussion?	**Why? How does this grouping support all students in engaging in the discussion?**

Look at the Conversation Stems Resource Sheet for your grade level. Below list at least 2 conversation stems that may be helpful to your students during this discussion.

Conversation Stem	Purpose

STEP THREE: Establish consistent norms and procedures for conversations.

Below, list the norms your class will use for this conversation (Use previously established norms or see the *Conversations* Approach Guide for sample norms). Underline the norm(s) you will focus on during this lesson.

STEP FOUR: Identify the purpose of and provide guiding questions for each conversation.

The purpose of this discussion is to deepen student understanding of the text through conversation. From the Guidebook lesson you have chosen, what is the text- based focusing question for this discussion? What other guiding or probing questions may you need to ask?

STEP FIVE: Guide conversations with "talk moves" to determine student understandings and misconceptions.

Read through the "Teacher Talk Moves" Sheet. Below list at least 3 teacher talk moves that may be helpful during this discussion.

Talk Move	Purpose

Evidence Collection Guide

Insert your discussion question below to create a sheet that students can use to respond to the discussion question *after* the classroom conversation. Student responses should be brief and take no more than no more than 10 minutes to complete. If time allows, complete the sheet yourself in order to create a sample student response to this question (The "Look-fors" and completed graphic organizers included in the Guidebook lesson you are using may be helpful here).

Name: Date:

Reflect on what you have learned from carefully reading the text and from our discussion. Then, briefly respond to the question below.

Discussion Question:

Response:

Complete the following chart. Choose at least 2 pieces of evidence from the text to support your answer and briefly explain how each piece of evidence supports your answer to the question.

Evidence from the text (quote or write in your own words)	Page #	How this evidence supports my answer

Analyze Observation Data

Strengths: What was effective about the lesson in regards to the focus area? In which "look fors" did the observee excel? What specific actions did the observee take that enabled them to be successful in the focus area? What specifically were the students able to do as a result of those actions?	**Areas for Growth:** What was ineffective about the lesson in regards to the focus area? Which "look fors" is the observee trying and on the verge of doing? Which "look fors" is the observee ready to try next? Where are there areas of missed opportunity?	**Prioritize One Area for Growth:** In your opinion, which area for growth could have the biggest impact on the observee and their students? What might you recommend the observee change or modify in their focus area based on your observation? What big takeaway do you hope the observee gains as a result of the debrief conversation?
1.	1.	
2.	2.	
3.	3.	

Draft SMART Goals

1. **Discuss:** What about the upcoming instruction would inform your SMART goals?

2. **Discuss:** Where might the priority area of growth and the upcoming instruction align?

3. **Draft** 2 SMART goals:

SMART Goal 1:

SMART Goal 2:

Plan to Engage in One-on-One Debrief

Suggested Guiding Questions for Discussion	Planning Notes (observer completes prior to debrief)	Debrief Meeting Notes
Primary Questions		
Your focus area was ___. How do you think the lesson went with [your focus area]?		
What are you noticing about [your focus area]?		
What is important to you about [action observee took in focus area]?		
Feedback Questions		
You said your instructional goal for your students was [goal]. How well do you feel they accomplished it?		
What is the student work/data showing about their progress to this goal?		
In what ways did the lesson go as you had planned?		
In what ways did things happen that you did not expect?		
What other ways are there to try [action observee took in focus area]?		
Feedback on Prioritized Area of Growth		
You_____ _____ and the impact of that is _____. I suggest you _____.		
Closing Questions		
What can you change before you try this again?		
What can you learn before you try this again? How might you approach learning it?		
Are there ways you think I can be helpful to you with your learning?		

Mentor Coaching Plan

Mentee SMART goal(s)

What activities and resources will mentor and mentee engage in to achieve goal(s)?

Specific Activity or Resource	How is it aligned to the goal(s)?	Why will it be effective?	How will you integrate relationship building?	Projected timeline

How will you monitor your mentee's progress toward the identified goals?

Mentor Coaching Plan

Mentee SMART goal(s)
Students will demonstrate a deep understanding of the text during text-based discussions by providing and citing evidence from the text and building on one another's ideas as measured by teacher observations during class discussions.

What activities and resources will mentor and mentee engage in to achieve goal(s)?

Specific Activity or Resource	How is it aligned to the goal(s)?	Why will it be effective?	How will you integrate relationship building?	Projected timeline
Teacher to review Talk Moves document	Utilizing talk moves will help the teacher to ensure students get in the habit of always citing evidence to back up answers	The talk moves guide students in taking ownership of their thinking.	Reminders of how being a learner ourselves supports having a growth mindset	One week
Co-plan and co-teach a lesson that involves a text-based discussion	During co-teach, both mentor and mentee will utilize the talk moves strategies to ensure students cite evidence and build on one another's ideas	Mentee will be able to practice new talk moves alongside mentor and get real-time feedback throughout teaching.	All planning and follow-up meetings will start by revisiting partnership agreements	Planning meeting will take place during our regularly scheduled weekly meeting and co-teach the following day. Debrief the following day

How will you monitor your mentee's progress toward the identified goals?
During each weekly meeting, scheduled debriefs, and a check-in after 4 weeks of working on this goal.

Set New Goals Guiding Template

Step One: Examine All Data

Guiding Questions	Analysis Notes
What data are we looking at?	
What is being measured in each assessment?	
How did various populations of students perform? Are all students being positively impacted?	
What areas of student performance are demonstrating the goal is or is not being met?	
Do patterns exist in the data?	
What confirms what we already know?	
What surprises us?	

Step Two: Identify Progress

Guiding Questions	Analysis Notes
Has the teacher made progress toward their goal? What evidence exists to support that?	
What additional evidence, if any, is necessary to show adequate progress toward the goal?	
Does enough evidence exist to support that the teacher has adequately met their goal? Describe the evidence.	
Could the teacher benefit from continued work on this goal?	

Step Three: Determine Next Steps

Suggested Guiding Questions for Discussion	Planning Notes (mentor completes prior to conversation)	Meeting Notes
Step One: Examine All Data		
Your SMART goal is ___. How do you think it's going in meeting your goal?		
What actions/supports have best supported you in working on this goal?		
I brought some data from our time working together including _____. What evidence here exists to support your work on this goal?		
Step Two: Identify Progress		
How do you feel about the progress you've made toward meeting your SMART goal?		
What, if any, additional work could be done in continuing to address this SMART goal?		
Step Three: Determine Next Steps		
Do we have a sufficient amount of evidence to support that your SMART goal was met?		

(If the answer to the above question is no) What next steps should we take to continue working on this goal? I.e. another model or co-teach, observation with feedback, etc.		
(If the answer to the above question is yes) Do you have another focus area in mind that we can set a new SMART goal for?		
(If the answer to the above question is yes) Would you like to participate in a new observation and see what new areas to grow in come through as a result?		