**Language goals**

Throughout the discussions students will be reminded to use these sentence frames for support when engaging in discussions. Other supports will be asking other students to rephrase what another student said for understanding, introducing new vocabulary, pairing students up with language goals in mind, pairing students up by language groups when appropriate, using realia, pictures, models, and charts (including anchor charts), and home language when possible. Also, information in home languages will be sent home with students with the expectation that the concepts are discussed there. Additionally, concepts, language frames, and vocabulary will be reinforced in other areas of the day, for instance in language arts and math.

**Language frames**

* Be able to use conditional language “If \_\_\_\_ then…” “I think maybe \_\_\_\_ could…”.
* Use comparison and contrast language (“\_\_\_ and \_\_\_ show\_\_\_” “in the same way, \_\_\_\_ and \_\_\_ are” “\_\_\_ and \_\_\_ are different in that \_\_\_\_”).
* Use discussion language of agreement and disagreement (“I agree with \_\_\_\_ because…” “I disagree with \_\_\_ because…” .)
* Use clarifying language (“can you state that in a different way?” “Can you provide evidence?” “Can you repeat that?”)
* Make a claim about the nature of the data and relate it to the red-winged blackbird of the present time.

**Classroom Management**

*This is a suggestive classroom management format. Many teachers have other classroom management tools.*

There is a no put-down rule on anyone’s ideas. The expectations for engaging in a discussion are restated before the discussion. When a student follows the respectful rules of discussions, this can be pointed out to the class and encouraged.

Students with a level one behavior (disrupting others, or speaking out of turn) can ‘tab in’ (where they sit in a chair in the room to doodle or fiddle with something) If they continue they can ‘tab out’ - (remove themselves from the room for the agreed upon amount of time). Returning appropriately to the group discussion is encouraged.

Rules of discussion and working together are restated as often as needed. Students who are having a hard time, can choose to work independently or ‘tab in’.

You can choose a model group first to demonstrate to the class what working together looks and sounds like. The students who are not modeling will comment after a brief demonstrations to what worked and what they noticed.

**Safety (suggestions)**

Students have hands and feet to themselves.

No put-down rules on others’ ideas.

**Field trip safety guidelines (suggestions)**

Stay with the group

Sunscreen (if needed), tennis shoes or walking shoes, mosquito repellent (if needed) preparation for medical conditions (allergies, etc)

Students have hands and feet to themselves.

Respect the guide. Respect nature.

**Suggested rubric for classroom discussions for third grade**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Component | 1 | 2 | 3 | 4 |
| **Stamina** | I am listening attentively for less than 10 minutes.  | I can listen attentively for 10 minutes.  | I can listen attentively for 15 minutes.  | I can build on other ideas while listening for 20 minutes.  |
| **Gaining the floor** | I shout out answers. | I raise my hand with redirections.  | I raise my hand to gain the floor. | I regularly raise my hand and wait patiently even if I was not called upon.  |
| **Speaking one a time** | I need assistance with interruptions and had many side conversations.  | I wait for others to finish before I start to talk with redirection. | I wait for others to finish before I start to talk. | I wait for the best opportunities to share my ideas.  |
| **Listening with eyes** | I look at other places than looking at the speaker. | My eyes focus on the speaker with redirection.  | My eyes focus on the speaker.  | I regularly focus on the speaker and actively show understanding.  |
| **Listening with body** | My body disrupts others. | My body SLANTs in with redirection.  | My body SLANTs with redirection.  | I regularly SLANT in when listening to others.  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| component | 1 | 2 | 3 | 4 |
| **Contributing to conversation** | I have contributed 0 questions or comments. | I participate in the conversation but my questions and comments are off topic.  | I add to others conversations with relevant comments and questions.  | I regularly ask clarifying questions about the topic. I paraphrase and reference students by name.  |
|  |  |  |  |  |
| **Asking questions** | I am silent during group time, but my work shows that I need help.  | I am disruptive when I ask for help.  | I ask for clarification on a topic. | I assertively ask questions stating what I do understand.  |

**Extensions for the unit:**

* Parents invited to take a wetland walk with students
* Students observe behaviors of birds on school playground/field
* Students research different birds and their behavior on their own
* Students read Burgess Book for Children by Thorton W. Burgess
* Read aloud: Frightful’s Mountain by Jean Craighead George
* Field trip to a wetland in the area

***What students already need to know about science/reasoning:***

* Students can describe some differences and similarities between plants and animals.
* Students can to explain that plants and organisms have needs, and that a plant needs sunlight and water to survive (from NGSS 2nd grade).
* Students can rank categories in order of specific qualifications.
* Students understand from observations that there are different habitats and different plants and animals may live in them (from NGSS 2nd grade).

***What students already need to know about working cooperatively:***

* Students can to follow agreed-upon rules for discussions and build on each other’s talk in conversations and ask for clarification about topics under discussion.(CCSS.ELA-Literacy.2.2.1 A,B,C)

**Common Core addressed in the unit:**

* **CCSS ELA-Literacy SL 3.1A:** follow agreed-upon rules for discussions
* **CCSS ELA-Literacy SL 3.1B:** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
* **CCSS. ELA-Literacy SL 3.1D:** Explain their own ideas and understanding in light of the discussion.
* **MP.3.2** Reason abstractly and quantitatively
* **CCSS. ELA-Literacy.W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories

lesson three:

**Common Core:**

* **CCSS.Math.Content.3.MD.B.3:** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories.
* **CCSS ELA-Literacy SL 3.1A:** Follow agreed-upon rules for discussions
* **CCSS ELA-Literacy SL 3.1B:** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
* **CCSS. ELA-Literacy SL 3.1D:** Explain their own ideas and understanding in light of the discussion.
* **MP.3.2** Reason abstractly and quantitatively
* **CCSS. ELA-Literacy.W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories
* **CCSS. ELA-Literacy. RI. 3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.