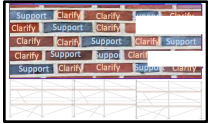
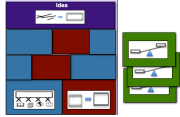


Building and Choosing Ideas in Classroom Conversations

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 September 27, 2018
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REVIEW

1. What are the 3 Features of authentic communication?
2. What are the 5 key conversation skills and their hand motions?

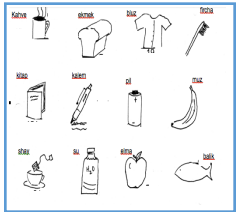
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CONVERSATION SKILLS SUPPORT ACTIVITIES
 for Fostering Conversation Skills & Authentic Communication

Information Gap Activities

Information Gap: A & B Forms (At the Store)

1. Half of students get A & half get form B
2. Model & preview expressions & vocab
3. Students pair up and each play a role (e.g., B starts as customer; A is store owner)
4. A and B switch roles
5. Optionally, students create their own forms



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Info Gap Activities: A and B Forms

B: Merhaba. Nasilsin?
 A: Chok iyiyim. Sen nasilsin?
 B: Iyiyim. Muz ne kadar?
 A: Eekee lira
 B: Shay ne kadar?
 A: Yooch lira.
 B: Elma ne kadar?
 A: Besh lira
 B: Kitap ne kadar?
 A: Ohn-besh lira

1 beer	2 ekke	3 yooch	4 durt	5 besh	6 alsh	7 yehdee	A
8 ekkeez	9 dabkone	10 ohn	11 ohn-beer	20 yee-mee	21 yee-mee beer	30 oh-doo	
Kahve 6 lira	ekmek	bluz 10	tece				
kitap 15	kalem	pi	muz 2				
shay 3	su	elma 5	balik				

Information Gap Cards: If you want to live here,...

1. Model for students how you will respond to the prompt
 - You are thinking of moving to the habitat where your partner lives. Ask him or her how you need to adapt in order to survive.
2. Act out words they will need
3. Students read own cards and try to remember the information.
4. Have them find all three other animals and learn how you would need to adapt to survive in each of their habitats.
5. Have them prepare to describe their evolving idea using these examples.

- **What are you?**
- **Where do you live?**
- **How have you adapted to eat what you eat?**
 - Because I eat ____, I have ____
- **How have you adapted to avoid dangers?**
 - One trait that helps me avoid...
- **Can you clarify...give an example..**
 - For example, one time I...

(remove these the third time)

Math Info-Gap Cards

I need to know the area to be painted. To figure out the area, need the length and height of each wall. Then I will multiply them and add each area for the total area.

Can you tell me the size of the room and the height of the walls?

Why do you need to know those measurements?

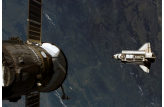
A: Emma wants to paint the four walls of her room. But she isn't sure if she has enough money to buy the paint. Does she have enough?

B: The floor of Emma's room is 12 feet by 10 feet. The walls are 8 feet tall. A gallon of paint covers 100 square feet. A gallon costs \$24. Emma has \$75.

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Info Gap Cards Sample Conversation

A: Do you know how fast the shuttle is orbiting?
 B: Yes, but **why do you want to know that?**
 A: Cuz I need to know it to figure out how long it takes to catch the satellite.
 B: **How will** knowing the speed help you do that?
 A: I'll use it and the satellite speed and the distance.
 B: OK, it's going 16,800 miles per hour
 A: Thanks. And how fast is the satellite going?
 B: **Why do you need to know that?**
 A: To know how long it'll take. If it's just a little slower, it'll take longer. I'll make an equation and put them equal to each other cuz that's where they meet.
 B: That makes sense. The satellite is going 16,000 mph
 A: Thanks. And how far are they apart when the shuttle starts its orbit?
 B: **Why?**



A: Model	B: Model
A shuttle enters an orbital path to catch up to an important satellite that isn't working properly. The shuttle is going faster than the satellite and mission control wants to know when the shuttle will reach it.	- Shuttle is orbiting at 16,800 mph - Satellite orbits at 16,000 mph - Shuttle enters orbit 1200 miles behind the satellite - Orbit is 400 miles from the Earth's surface

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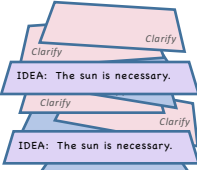
Do Info Gap Activities have the Features of Authentic Communication?



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Idea Building Cards

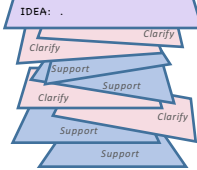
(Why? Can you clarify...?
Can you give another reason?)



1. Hand out cards (2-I, 4-C, 4-S, 3-E per student) and have students put an initial idea on the Idea card.
2. Either student can then ask a clarify or support question and slip a Clarify or Support card under the Idea card as a way to "build it up." The other student clarifies or supports and also puts the a card underneath. Don't write on these cards.
3. They continue to slip cards underneath the idea to build it up as high as possible. If it is an argument, after building up both ideas (two stacks of cards), students evaluate and compare, placing their Evaluate and Compare cards between the two stacks.
4. Both students should be prepared to describe (synthesize) the idea(s)

Idea Building Cards


(Why? Can you clarify...?
Can you give another reason?)



Prompt:
Build up a major takeaway concept from today's presentation
 or
 Choose a text or topic and build up an idea based on it.

Using the Idea Building Cards

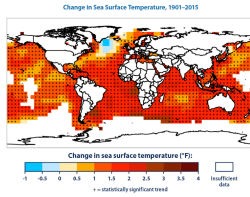
PROMPT: Come to a consensus with your partner on why the painter painted the painting in this way: why he included certain figures, their composition, postures, movements, gazes. Include what the painter wanted the viewer to feel or think, empathize, and learn from the painting. Try to agree on how accurate a depiction you think this is and why.



First landing of Columbus on the shores of the New World, at San Salvador, W.I., Oct. 12th 1492. (1862) Dióscoro Puebla, Spanish painter

Using the Idea Building Cards

In the last century, the overall temperatures of the Earth's atmosphere and oceans have increased. In addition to the rise in sea level resulting from melting ice, seawater also expands when it warms. Most of this warming happens in the top 500 meters. Work with a partner to come up with a way to predict, with data from an experiment that you design, how many centimeters the sea level will rise if the top 500 meters increases by 1 degree Celsius in the next century.



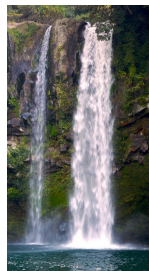
Using the Idea Building Cards

PROMPT: Read the excerpt from *Huckleberry Finn* (Twain, 1885) and come to an agreement on what the most important theme in the passage seems to be. Make sure to clarify and support idea(s) along the way as you build or choose your final main theme idea and prepare to present it to others. (Huck had just written a letter to tell Jim's owner where he was.)

Excerpt from The Adventures of Huckleberry Finn (Twain, 1885)
 And got to thinking over our trip down the river; and I see Jim before me all the time: in the day and in the night-time, sometimes moonlight, sometimes storms, and we a-floating along, talking and singing and laughing. But somehow I couldn't seem to strike no places to harden me against him, but only the other kind. I'd see him standing my watch on top of his'n, 'stead of calling me, so I could go on sleeping; and see him how glad he was when I come back out of the fog; and when I come to him again in the swamp, up there where the feud was; and such-like times; and would always call me honey, and pet me and do everything he could think of for me, and how good he always was; and at last I struck the time I saved him by telling the men we had small-pox aboard, and he was so grateful, and said I was the best friend old Jim ever had in the world, and the ONLY one he's got now; and then I happened to look around and see that paper.
 I took it up, and held it in my hand. I was a-trembling, because I'd got to decide, forever, betwixt two things, and I knowed it. I studied a minute, sort of holding my breath, and then says to myself: "All right, then, I'll GO to hell!"—and tore it up.

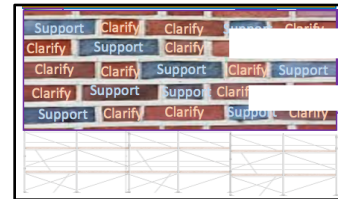
Using the Idea Building Cards

With your partner, **clarify** what is happening, **estimate** the answer, and **come up with two ways of solving it, justifying ideas and choices** along the way.

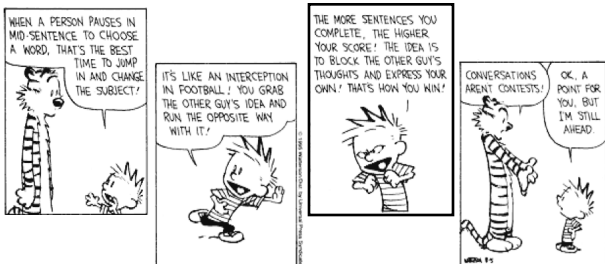


Suppose it takes the Almond River 6 months to fill a reservoir, by itself, and it takes Balfair River 10 months to fill it, on its own. If both are flowing into the reservoir, how long will it take to fill it?

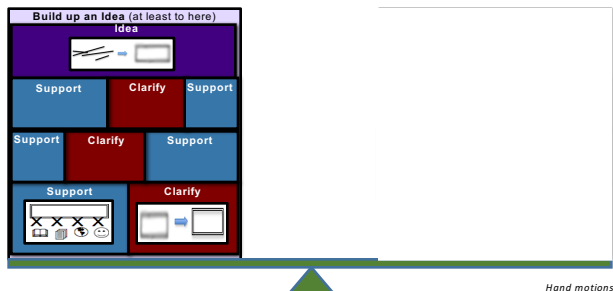
Does the Idea Building Cards activity have the features of authentic communication?



Collaborative Argumentation



Collaborative Argument



Structuring Collaborative Argument Conversations: Argument Balance Scale

Claim vs. **Opposite or Different Claim**

Which claim's reasons, evidence, and explanations 'weigh' the most?

Claim/Position Good	Are humans good or evil?	Claim/Position Evil
------------------------	--------------------------	------------------------

Argument Balance Scale

Prevent dropouts & jail costs

Gets them to read

Kids need to eat

Stay after school

Pizza tastes good

ISSUE

Should pizza be a reward for reading?

Claim/Position Yes	Should pizza be a reward for reading?	Claim/Position No
-----------------------	---------------------------------------	----------------------

Argument Balance Scale

Not healthy food

Expensive to run

Need to exercise

Not good motivation for reading

Some kids don't like pizza

ISSUE

Should pizza be a reward for reading?

Claim/Position Yes	Should pizza be a reward for reading?	Claim/Position No
-----------------------	---------------------------------------	----------------------

Argument Balance Scale

Not healthy food

Expensive

Not healthy food

Not good motivation

ISSUE

Should pizza be a reward for reading?

Claim/Position Yes	Should pizza be a reward for reading?	Claim/Position No
-----------------------	---------------------------------------	----------------------

Cheese has protein, tomato sauce = veggie, dough has carbs

Argument Balance Scale

Choose a side and argue why it "weighs more"

ISSUE

Should pizza be a reward for reading?

Claim/Position Yes	Should pizza be a reward for reading?	Claim/Position No
-----------------------	---------------------------------------	----------------------

2D-Scale

Video Example

CONTEXT
5th grade Language Arts/ELD class Advanced and early advanced partners.

After reading an article on a program that gives pizza as reward for reading, students discuss their opinions on the issue.

THIS CLIP

- Watch for supporting opinions, turn-taking, and clarifying
- Notice if and how the balance scale helps students to extend talk
- Consider next steps based on this conversation

8th ELA – Using the Argument Scale

FLOWERS FOR ALGERNON

A: Why do you think the author wrote this story?
 B: Maybe teach us we should be who we're born to be.
 A: What do you mean?
 B: You know, in the story Charlie wants to be smart, and his operation makes him smarter. But it's not natural. And he wasn't happy, even after he's smart.
 A: Yeah. And he was kinda like a science experiment. I don't think they should experiment on people. It's maybe like when they experiment on animals.
 B: Yeah. It's messed up. What about the other side?
 A: Maybe it's that we can be smart, all of us. And maybe it's OK when science helps? Science helps people be better in lots of ways.
 B: What's an example?
 A: Like drugs. When we are sick, they help cure us. I took pills last year when I had a infection and they made me better.

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8th ELA – Using the Argument Scale

B: I guess. And I think it's good to see, like, people like him could be smart.
 A: What do you mean?
 B: Like I see people like him, like at school, and I think they're just, I don't know, broken. But inside they're like us, maybe smarter than us.
 A: Maybe, OK, so are we done with both sides?
 B: Yeah. Now we gotta decide which is heaviest.
 A: I can't decide. I don't think it's natural and it was like an experiment on a person//
 B: //But it also, like I said, it helps us see inside people like Charlie.
 A: I think the author wanted us to think that more. Maybe it wasn't natural, and that's bad, but the author, I don't know, is, more wants us not to think they're broken. What do you think?
 A: I agree. At the end of the book I thought that a lot more than being mad about the experiment. If he died from that experiment, then it'd be different, but he didn't.
 B: OK.

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Try It: "To Converse or Not to Converse in Class?"

Claim/Position
Yes

Reason/Evidnc/Exp

Reason/Evidnc/Exp

Reason/Evidnc/Exp

Claim/Position
No

Reason/Evidnc/Exp

Reason/Evidnc/Exp

Reason/Evidnc/Exp

Should we take the time & effort to teach with more paired conversations?

Even though... /we chose...because... Pair 1 – Prep
Pair 2 – Use notes
Pair 3 – No notes

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Text: Schoolgirl loses veil legal case

A 12-year-old schoolgirl has failed in a legal challenge to her school's ban on a full-face veil. Justice Silber had been told that the girl's three older sisters had attended the same school and had worn the niqab with no problems. But the school told the girl it was not acceptable because teachers believed it would make communication and learning difficult. About 120 of the school's 1,300-plus pupils are Muslims. About half of them wear the hijab headscarf, which is permitted.

In his judgement, Justice Silber stressed that he was dealing with one particular case - not the wider issue of whether the veil should be worn, in schools or anywhere else. He said the ban was "proportionate" in the light of certain factors:

- the veil prevented teachers from seeing facial expressions - a key element in effective classroom interaction
- the necessity to enforce a school uniform policy under which girls of different faiths would have a sense of equality and identity
- security - the head teacher had said an unwelcome visitor could move around the school incognito
- the need to avoid peer pressure on girls to take up wearing the veil

The girl's lawyer, Shah Qureshi, said: "It's surprising that he decided that the school had not infringed my client's freedom to manifest her religion given the fact that she entered the school on the understanding that the wearing of the veil was allowed when being taught by male teachers." Costs in the case were awarded against the family.

Should the girl be allowed to wear the niqab in school?

Yes No

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Conclusion

Did we do or discuss anything today that you will use to build up your current or new ideas about how to meet the learning and socioemotional needs of our students?

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