

## Third Grade Module Vignette DD

Adaptations for hybrid classrooms have been highlighted in the text below

This year Ms. Solis' third grade class is divided into group A and group B. On Mondays and Tuesdays, Group A is in the classroom and group B is online via Zoom. On Wednesdays Ms. Solis sets online independent work for all students and they work online from home and uses Zoom to connect with students in smaller groups, or individually, who are in need of additional support. On Thursdays and Fridays the groups flip with Group A online via Zoom and group B in the classroom.

The class is starting its rituals and routines unit which focuses on introducing and establishing academic conversation protocols and skills, and will address the CCSS Literacy Standards and ELD Standards listed below:

### [CCSS.ELA-LITERACY.SL.3.1](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

#### [CCSS.ELA-LITERACY.SL.3.1.B](#)

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

#### [CCSS.ELA-LITERACY.SL.3.1.C](#)

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

#### [CCSS.ELA-LITERACY.SL.3.1.D](#)

Explain their own ideas and understanding in light of the discussion.

CAELD Part I.A.3.1 - Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.

CAELD Part I.B.3.5 - Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support.

For this unit, Ms. Solis has planned and developed a sequence of lessons to introduce and teach the “Rules for Conversation” (insert rules here) and the “Conversation Skills ('Create', clarify, fortify and negotiate). She has chosen visual texts from 3<sup>rd</sup> grade science content, habitats, so that while students are focused on the protocols/routines and conversation skills they can also practice acquiring and using new vocabulary. The focus of the lesson is teaching students academic conversation protocols and conversation skills specifically the skill of 'Create'. Because Ms. Solis recognizes the importance of diverse partners, she has created learning partner groups from her list of students, so that students in the classroom can pair up with students on Zoom and switch partners for different activities.

Ms. Solis has logged into Zoom on her desk computer and can use that to share her screen. She has also logged in to Zoom on her iPad and is using this on a tripod at the back of the room with the camera on her. Her classroom students have a Chromebook and headphones at their desks and they are all logged into Zoom.

She begins today's lesson by explaining the learning target. “We have been working on using the rules for conversation and the conversation skill of 'Create' to contribute to academic conversations in order to develop new knowledge about a topic. Today we will focus on the conversation rule of “listen actively” and the conversation skill of 'Create'. She projects the standards in student friendly statements:

I will:

- Use the conversation skill of 'Create' to share and explain my ideas.
- Actively listen to my partners ideas to build our ideas and new knowledge.
- Ask questions to check our understanding of the information.

She reads the standard statements aloud. Let's review what we have learned about the conversation skill of 'Create'. I will now connect you with one of your learning partners in a Zoom breakout room. I want you to discuss what you know about the conversation skill of 'Create'. Use the laminated sentence frames from your packet, "The conversation skill of 'Create' is ...." and "An example of when I used the conversation skill of 'Create' is ...." I will walk around and actively listen for how you are using the sentence frames and what you know about the skill of 'Create'. Once I give you the signal to go please put on your headphones and look at your computer screens. Remember if I tap you on the shoulder take out your headphones so I can listen to your conversation. Please take at least two turns each for this conversation.

Ms. Solis launches the breakout rooms. monitors the students' conversations and uses a clipboard to capture evidence and examples of students' language use and development. She uses these notes and evidence to provide written feedback to individual students. Her goal is to provide specific and written feedback to each student at least once every two days. Let's share some of your ideas. Ximena can you share? She unmutes Ximena and she shares, "The conversation skill of 'Create' is sharing our original ideas." Ms. Solis mutes Ximena and asks, Javier can you add on? Javier shares, "The conversation skill of 'Create' is sharing ideas based on the prompt. For this prompt we use observations, not inferences."

Ms. Solis holds up a visual text for the students to examine and directs them to take this out of their packets. Then she tells them to take out the model conversation which is also in their packet. She projects the model conversation on her shared screen. "This conversation is what it should sound like when we use the skill of 'Create' to read and analyze the visual text. You will now listen to a recording of this model conversation. When we listen actively we listen for a purpose and for specific information. For this academic conversation, we will listen for:

- How are the students making claims based on observation and analysis?
- How are students using academic vocabulary?
- How are students taking turns and prompting?"

Ms. Solis tells students to take out the handout with these questions out their packet. "You should not have three handouts: (1) the visual text, (2) the model conversation, and (3) the questions. After we actively listen to the recorded model conversation, and make notes individually using the questions, you will work in Zoom with a new partner to discuss these questions."

### Model Conversation

*Prompt: What are your observations and analysis of the visual text?*

**Student A:** I observed that there are two parts to the visual text. The top part has land, tree and animals. What did you observe?

**Student B:** I observed that in the bottom part there are fish, fish eggs and tadpoles in the water. My analysis is that they need water to live. What else did you observe?

**Student A:** I observed that in the top part there is a racoon, four different types of birds and a turtle. My analysis is that these animals need land to live. What else did you observe?

**Student B:** I observed that in the bottom part there are magnifying glasses to show worms and plants that live there. What is your analysis?

**Student A:** My analysis is that these are two habitats. In one habitat the animals live under the water. What is your analysis?

**Student B:** I agree that the visual text shows two habitats. In the other habitat the animals live on the land, and air and near the water. What else did you observe?

**Student A:** I observed that there is a river and then a dam built by beavers. There is a beaver and the visual text. The water from the river becomes the pond. What is your analysis?

**Student B:** I think this is one habitat where some animals live on land or on the water and some animals live below the water.

Ms. Solis plays the recording of the model conversations. “We have actively listened to the Model conversation. Once I launch the Zoom breakout rooms you should discuss, your new learning partner, the three questions you used to guide your listening. I will actively listen for how you discuss the questions and use specific language and examples from the model conversation. Some of you will receive written feedback tomorrow when you get to class.” She launches the breakout rooms and monitors by walking around the room.

When students are done she closes the breakout rooms and she brings the class back together. She tells them that tomorrow they will discuss a new visual text and have their own model conversations.