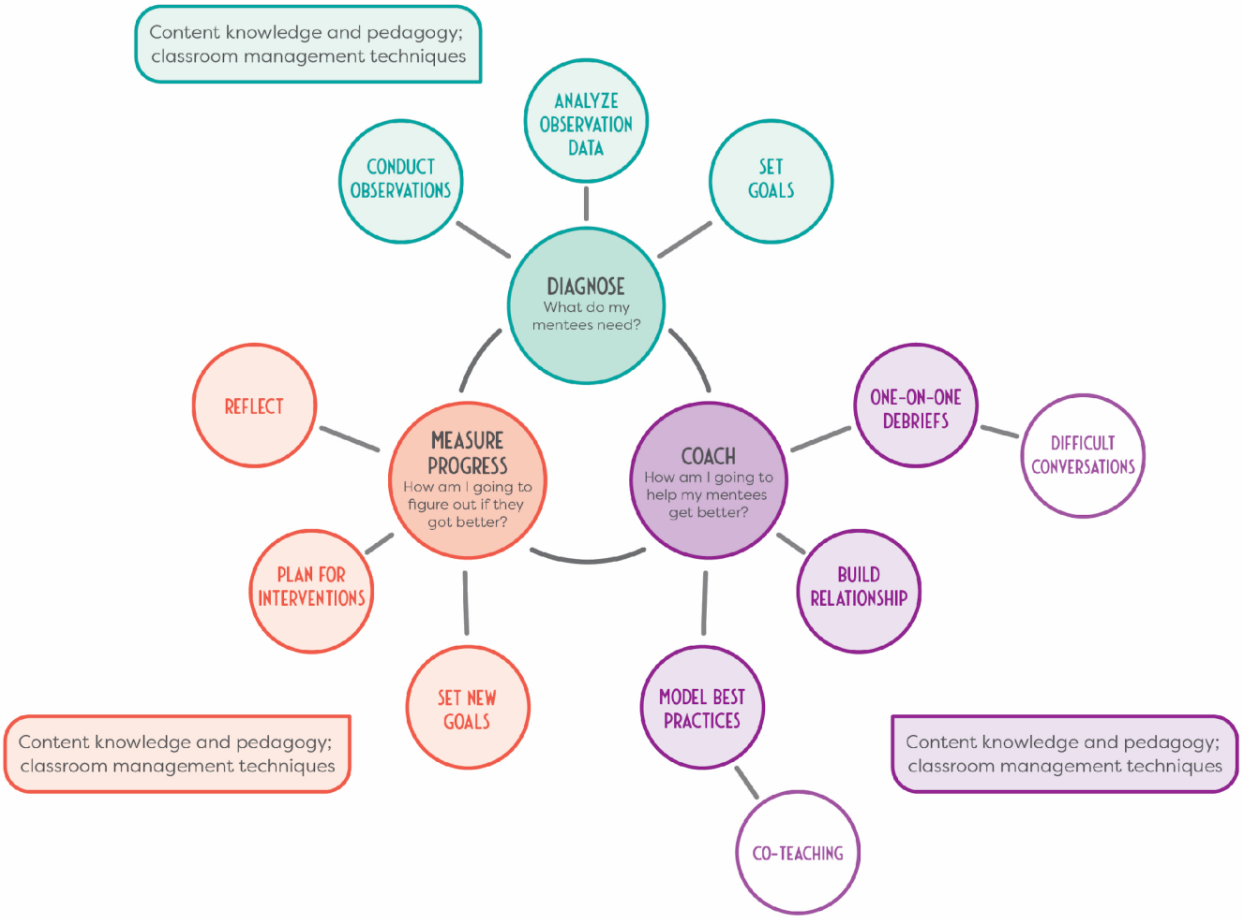
Louisiana Department of Education
Mentor Teacher Training

Module 8:
Elementary Cohort
Supporting Speaking and Listening Instruction

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 Outcomes

- Identify characteristics of a high-quality classroom conversation.
- Describe five steps in preparing for classroom conversations that are productive.
- Build strong relationships with mentee based on a dual commitment to growth mindset.
- Set new goals and determine future plans for intervention.

Module 8 Agenda

Morning

Welcome and outcomes

ELA focus: Speaking and Listening

Afternoon

Growth mindset

Set new goals

Wrap-up

Agreements

- **M**ake the learning meaningful
- **E**ngage mentally and physically
- **N**otice opportunities to support the learning of others
- **T**ake responsibility for your own learning
- **O**wn the outcomes
- **R**espect the learning environment of self and others

Speaking and Listening

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.

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)

[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

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.

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.

[9] casket: a small box for holding valuable objects

Classroom Conversation Case Study: Prometheus Conversation

The following transcript is an excerpt of an 8th grade classroom conversation around "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 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 let's 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. 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.

GUIDEBOOKS 2.0 ELA

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.

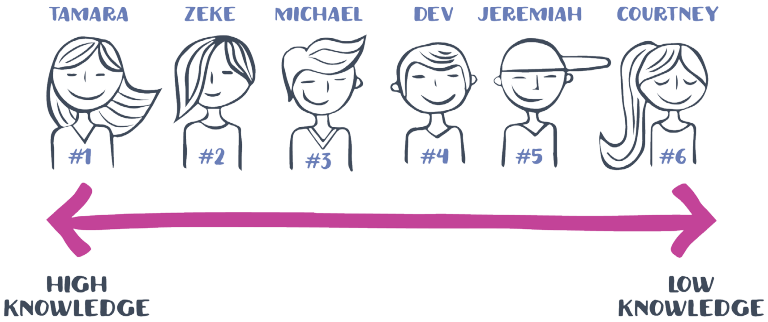
Throughout the guidebook lessons, it says, "Divide the class into pairs/groups using an established classroom routine." Be sure to structure student groups in different configurations purposefully throughout the units. There are many factors to consider when pairing/grouping students, such as content 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

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 canthen 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.



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

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.[2] 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.

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:

- 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.
- 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:

- 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.
- 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?

GUIDEBOOKS 2.0 ELA

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 as a mentor?	

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

Begin lesson

Teaching notes

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

We have read the first 14 chapters of *The Lightning Thief* and completed the Extension Task.

Teaching notes

Suggested Pacing: ~1 minute

Directions:

- Briefly review previous learning.

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

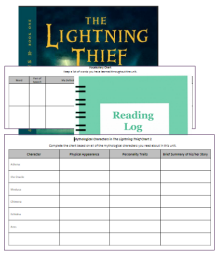
Suggested Pacing: ~1 minute

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.

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*

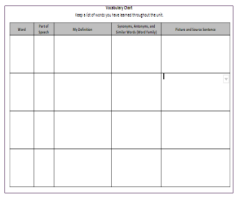
- Why couldn't Annabeth help Percy when they were trapped? *She is terrified of spiders.*

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.

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:

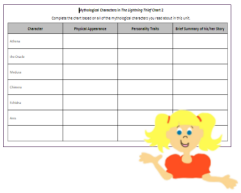
- Read the question from the slide. Ask students to discuss the prompt using accountable talk phrases such as *I see what you are saying...I disagree with you because...I would like to add to what _____ said*

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.

Let's Express Our Understanding!

Card 9 of 10

- Answer the question in your reading log.
- In this chapter, Annabeth says "Even strength has to bow to wisdom." What events in this chapter prove that she is correct?

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

In this lesson, you learned more about the main characters in *The Lightning Thief* and how Percy is becoming more of a hero.

You also practiced defining words based on context and determining the meaning of a quote in a text.

Teaching notes

Suggested Pacing: ~1 minute

Directions:

- Read the slide.

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**

Build Relationships: 3 Key Components

- Establish trust
- Maintain trust
- Build confidence

Maintaining Trust

- Revisit partnership agreements
- Provide ongoing support in reaching SMART goals
- Celebrate the work
- Embrace and teach about growth mindset

Developing a Growth Mindset in Teachers and Staff

By Keith Heggart

February 4, 2015

Retrieved from Edutopia website at: https://www.edutopia.org/discussion/developing-growth-mindset-teachers-and-staff

An idea that is beginning to gain a lot of favour in educational circles at the moment is the notion of fixed versus growth mindsets, and how they might relate to students and learning. Based on the work of Stanford University psychologist, Carol Dweck, the idea of mindset is related to our understanding of where ability comes from. It has recently been seized upon by educators as a tool to explore our knowledge of student achievement, and ways that such achievement might be improved.

However, in my work, I have found that the notion of developing a growth mindset is as equally applicable to staff and teacher performance as it is to students. This article begins with a brief discussion about the difference between the two mindsets, what that means for education, and concludes with some ideas for how school leaders might seek to develop a growth mindset amongst their staff.

The New Psychology of Success (2000), Dweck developed a continuum upon which people can be placed, based upon their understandings about where ability comes from. For some people (at one end of said continuum), success (and failure) is based on innate ability (or the lack of it). Deck describes this as a fixed theory of intelligence, and argues that this gives rise to a 'fixed mindset'. At the other end of the continuum are those people who believe success is based on a growth mindset. These individuals argue that success is based on learning, persistence and hard work.

According to Dweck:

In a fixed mindset students believe their basic abilities, their intelligence, their talents, are just fixed traits. They have a certain amount and that's that, and then their goal becomes to look smart all the time and never look dumb. In a growth mindset students understand that their talents and abilities can be developed through effort, good teaching and persistence. They d

don't necessarily think everyone's the same or anyone can be Einstein, but they believe everyone can get smarter if they work at it (Morehead 2012).

The crucial point for individuals is that these mindsets have a large impact upon our understanding of success and failure. Fixed mindset people dread failure, feeling that it reflects badly upon themselves as individuals, while growth mindset people instead embrace failure as an opportunity to learn and improve their abilities.

Needless to say, this idea of mindsets has significant implications for education. One of the most important aspects relates to feedback. According to Dweck, when we give praise to students (which we, as teachers often do, in order to build self-esteem and encourage students) for how clever they are, we might actually be encouraging them to develop a fixed mindset - which might limit their learning potential. On the other hand, if we praise students for the hard work and the process that they've engaged in, then that helps to develop a growth potential.

We have to really send the right messages, that taking on a challenging task is what I admire. Sticking to something and trying many strategies, that's what I admire. That struggling means you're committed to something and are willing to work hard. Parents around the dinner table and teachers in the classroom should ask, 'Who had a fabulous struggle today? (Morehead 2012)

This praise can have significant effects upon students: citing longtitudinal studies with Year 7 math students, Dweck has shown how students with a growth mindset are far more likely to take on more challenging work and succeed at it than students with a fixed mindset - even if all other factors remain the same.

Dweck (and others) put this down to the development of self that takes place as different mindsets develop. With a fixed mindset, there are feelings of powerlessness and learned helplessness. This can lead to the development of a self-defeating identity, accompanied by toxic personal statements like 'I can't do this' or 'I'm not clever enough.'

On the other hand, a growth mindset amongst students is likely to encourage them to develop feelings of empowerment - students begin to see how they might take action to positively influence their community and their own learning.

Mindsets predict motivation and achievement amongst students according to some research, too:

Students with a growth mindset were more motivated to learn and exert effort, and outperformed those with a fixed mindset in math—a gap that continued to increase over the two-year period. Those with the two mindsets had entered 7th grade with similar past achievement, but because of their mindsets their math grades pulled apart during this challenging time. (Blackwell, Trzesniewski and Dweck, 2007).

Crucially, Dweck's research is applicable to all people, not just students. Therefore, school leaders could ask themselves what effect might developing a growth mindset amongst staff have upon learning in a school? Fortunately, a number of educators and teachers have already begun to explore what this might look like for teachers.

Modelling

According to Jackie Gerstein, teachers, like the students they teach, can learn to develop a growth mindset, but this requires careful planning by school management. The most obvious way of applying a growth mindset to teacher professional development is through modelling. Gerstein has run a number of professional development courses that seek to instruct teachers in how to model a growth mindset amongst students and one of her key principles is encouraging teachers to see themselves as learners, and, just like students are all capable of learning and improving, so too are teachers (Gerstein 2014)

Create space for new ideas

A second principle requires that schools provide opportunities for teachers to try new things and make mistakes. This can seem daunting for teachers, but it is essential for developing a growth mindset - after all, one of the key principles of such a mindset is the willingness to try new approaches. As part of creating this space, it is important to begin with the learning in mind; that is, what will teachers and the school learn as part of the process, rather than whether the new idea is going to be a success or a failure.

Build time for self-reflection

While creating space for new ideas is important, it is only part of the process of developing a growth mindset. Linked to it, and equally vital, is providing a chance for teachers to reflect upon their new ideas and consider what they learned from the process. Ideally, this reflection should focus less on whether the idea was a success or a failure, but rather on what the teacher learnt from the process.

Formative Feedback

Teacher performance management processes can often be quite awkward and distressing experiences; however, by viewing the process as part of a growth mindset - that is, making it formative, rather than summative, and inviting participation of the teacher in the process, the feedback can be more meaningful and applicable to the teacher's daily practice.

Developing a Growth Mindset amongst students is not an immediate process; rather, it will take a concerted effort on behalf of teachers and the rest of the schooling community. Equally, encouraging teachers to see themselves in the same way will equally take a lengthy period of time; however, there are significant benefits to be had from leveraging these ideas.

References

Blackwell, L.S., Trzesniewski, K.H., & Dweck, C.S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. Child Development, 78. 246-263.

Dweck, Carol S. Mindset: The New Psychology of Success. New York: Random House, 2006.

Gerstein, Jackie. "The Educator with a Growth Mindset: A Staff Workshop." User Generated Education. August 28, 2014. Accessed January 30, 2015.

Morehead, James. "Stanford University's Carol Dweck on the Growth Mindset and Education." OneDublinorg. June 19, 2012. Accessed January 30, 2015.

"The Science: Growth Mindset." Mindset Works. January 1, 2014. Accessed January 30, 2015.

Planning for Growth Mindset: Gallery Walk	
Ideas for introducing Growth Mindset to Mentees	Ideas for practicing Growth Mindset with Mentees

Stop and Jot: How do you plan on introducing and practicing the concept of growth mindset with your mentee(s)?

Build Relationships: Key Takeaway

Using a growth mindset will strengthen the mentor/mentee relationship.

Set New Goals: 3 Key Components:

- Examine new data
- Identify progress
- Determine next steps

Examine New Data (may include any of the following):

- Initial observation and one-on-one debrief notes
- Model teaching look-fors checklist and debrief notes
- Co-teaching debrief notes
- Student work
- Student data
- Additional observations and feedback

Data Analysis Guiding Questions

Step One: Examine New 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	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 New 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?		

Practice Scenarios

Refer to the data sets on your table that accompanies your practice scenario.

Scenario 1

SMART Goal: *All students will engage in text-based discussions and feel comfortable to share their ideas and thoughts as demonstrated by a balance of student participation and measured by teacher observations during class discussions.*

Scenario 2

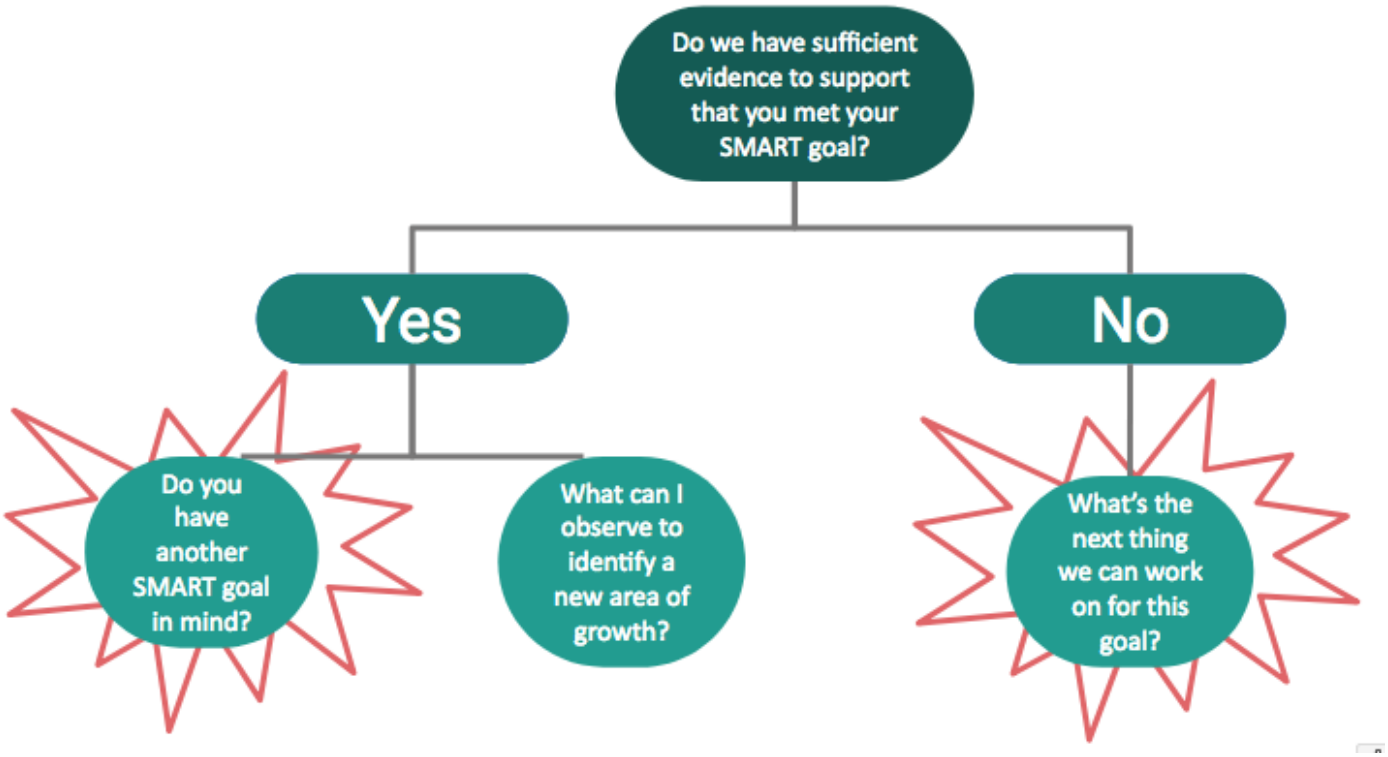
SMART Goal: *Students will demonstrate a deep understanding of the text during text-based discussions by providing and citing evidence from the text and building on one another's ideas as measured by teacher observations during class discussions.*

Guiding Questions:

- Has the teacher made progress toward the SMART 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?

Determine Next Steps:

- On your own, determine next steps
- Set up "check-in" with your mentee
- During check-in:
  - Review new data
  - Identify progress
  - Determine next steps in your work together



Mentor Coaching Plan

Mentee SMART goal(s)
All students will engage in text-based discussions and feel comfortable to share their ideas and thoughts as demonstrated by a balance of student participation and 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

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

Mentor Coaching Plan

Mentee SMART goal(s)

Student contributions during text-based discussions and the ability to elaborate on the remarks of others will increase by including sufficient wait time and allowing enough time after asking a question for students to formulate and plan their responses as measured by teacher observation data during 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

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

Set New Goals: Key Takeaway

The mentor monitors data on mentee progress toward SMART goal to determine when it is appropriate to new goals.

Module 8: Key Takeaway

Mentors can most effectively support mentees through ongoing, repeated mentoring cycles that base goals and success on observable goals.

Exit Card

Share the following on an index card at your table.

THREE Points that are essential for mentors to remember about what we covered today.

TWO Actions you will take as a mentor related to what we studied.

ONE question to have about your responsibilities as a mentor related to what we covered today.