

This template is a synthesis of Susana Dutro's English Language Development etc. Sheltered Instructional Observation Protocol, Dr. Roessingh's Learning By Design web-based unit planning, Alberta Education Benchmarks, AISI Area V Differentiated Learning Template, Universal Design for Learning, and Understanding by Design.

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Language Proficiency Level: 1 and 2 (Beginner and Developing)

Author: M-C Bailey-McKenna, M.Ed., M.A., B.Ed., R. Psych.

Horizontal / Vertical (circle one)

Program of Studies/Locally Developed Course: Social-Emotional Curriculum for Beginner ESL

Unit/ Theme: Managing Conflict

Part A | Overview of Unit: Managing Conflict

General and Specific Learning Outcomes (not LEAD General Learning Indicators)

1. Language Learning Function(s) include: expressing need; labeling, and writing a phrase and a sentence; expression satisfaction or dissatisfaction; responding to answers; adjusting communication
2. Benchmark Competencies and Language Strand Outcomes (from Alberta Education ESL Benchmarks):

Reading	Writing	Speaking	Listening
<p>The student will be able to:</p> <ul style="list-style-type: none"> • understand simple sentences (e.g., She is sad) while relying on pictures. • decode familiar words (e.g., happy). • understand the literal meaning of simple texts on familiar topics (e.g., What happened? I don't like it.) • understand the gist of simple sentences connected with conjunctions (e.g., I don't like it.) • read word-by-word (e.g., I am scared). 	<p>The student will be able to:</p> <ul style="list-style-type: none"> • use basic utility words (e.g., accident), descriptive words (e.g. mildly, very, extremely) related to familiar topics. • write declarative and negative sentences (e.g. She is not happy.) • label diagrams (e.g., faces with feelings) • complete sentences (e.g., She is _____ surprised). • edit sentences (i.e., first word and names capitalized, a period at the end, and spelling of familiar content words) 	<p>The student will be able to:</p> <ul style="list-style-type: none"> • express ideas, ask and answer questions (e.g., Why are you angry?) • form sentences using adjectives, adverbs, nouns, verbs in present tense and prepositions (e.g., I am sorry). • Use affirmative and negative sentences (e.g., He is happy. She is not sad). • Participate in familiar social routines (e.g., What happened? Are you OK?) 	<p>The student will be able to:</p> <ul style="list-style-type: none"> • respond to subject-specific words supported by visuals (e.g., sad, happy) • understand simple sentences on familiar topics (e.g., Is she sad?) • respond to short simple questions on familiar topics (e.g., Is that OK?) • request clarification using survival words (e.g., What happened?) • respond appropriately to tone of voice (e.g., Why are you angry?) • understand that tone can communicate emotions

3. Alberta's Program of Study/ Locally Developed Course/Content Learning Outcomes/Calgary Board of Education Mega Results:
 This unit reflects the CBE's broad vision for student achievement in at three ways. First the unit supports development of Character, where managing conflict can balance the student's individual concerns with the rights and needs of other students. Second, the unit supports Personal Development as students need to manage conflict to maintain positive relationships. Third, this unit supports the development of Citizenship where effective interpersonal conflict management serves the ends of a democratic society.

4. Technology Skills/ICT Outcomes:

Technology is not a necessity for this unit. However, at various points throughout this unit a SMART board could assist the teacher with visual aids and charts. When teachers convert the material to SMART Notebook students can access the material through SMART technology. In addition, students may have the opportunity to use on-line resources to support their skill development.

5. Academic Skills:

- Students will improve upon their classroom readiness skills by listening and speaking to manage conflict.
- Students will also build upon their group work and communication skills by participating in discussions with one another and various group work activities.
- Students will improve upon their strategies to recognize and manage interpersonal conflict in a school setting by learning an additional discourse for managing conflict with peers in in a school setting.

6. Engagement and Relevance

For the Teacher: This particular unit is being taught to assist individual students, as well as the whole classroom, to establish strategies to manage in-school conflict. Skills to manage both accidental and purposeful aggression, and any resulting conflict, is key to navigating peer relationships.

For the Student:

This unit can offer the student additional strategies and practice in managing conflict in ways that are accepted within the school setting. The student may feel more capable in communicating/interacting with others, and may appreciate explicit instruction regarding interpersonal skills in a Canadian context.

7. Essential Question

How can I make a bad situation better? How can I express my feelings?
 How can I express my anger?

8. Profile of your Learners

A Beginning English language learner (Alberta Education Benchmarks for LP1 and LP2) is learning to:

- understand basic classroom activities with visual support
- respond to yes/no questions
- label and use pictures to communicate
- use survival vocabulary with fragmented speech
- compile words and phrases for daily living (food, clothing)
- know some words and phrases associated with academics

9. Pre-assessment / Background Knowledge

Pre-assessment could include:

- previous observations regarding how each student handles conflict with other students
- matching exercise of feeling pictures with feeling words to get a sense of vocabulary
- deepening and extending the content language being used if the students are familiar with the basic feeling vocabulary. The format of the unit

<ul style="list-style-type: none"> • write independently, develop sentence sense • imitate/copy phrase and sentence patterns • accrue sight vocabulary of functional words • name letters and must know corresponding sounds • use some conversions (such as capital letters and periods) 	<p>would not change, however, the depth of the content vocabulary would increase</p>
<p>10. Opportunities for Differentiation & Personalization</p> <p><u>Teaching strategies</u> that attempt to satisfy different learning styles and the different levels of proficiency include:</p> <ul style="list-style-type: none"> • I Do- We Do –You Do (demonstration, modelling, practice) • visuals, including gestures to be used as cues in the future, • cooperative learning tasks • kinaesthetic tasks • listening tasks • some additional Language Proficiency Level 2 (LP2) exercises to deepen the content for higher LP2 students. (e.g., choral speech) <p><u>Opportunities</u> for differentiation and personalization include:</p> <ul style="list-style-type: none"> • essential questions and inquiry based lessons • deep curriculum clarity • multi-modality and multi-media approach (digital cameras, manipulatives, picture books, movies) • flexible groupings from total group to small group to pairs to individual (TAPS: Total, Alone, Partner, Small Groups) • respectful challenging tasks for all • challenge tasks for those who are ready • on-going assessment to adjust pace, tasks, instruction <p><u>Content:</u> Teachers are encouraged to add to the material, take away material, etc. to pace student learnings.</p> <p><u>Technology:</u> For those familiar with SMART technology, documents can be converted into a Notebook file, and then used with the SMART board. Examples include:</p> <ul style="list-style-type: none"> • Music / songs and images can be projected easily. • Images such as the thermometer on Attachment 6 can be converted into a moveable thermometer that the students could use to rate the intensities of feelings. 	<p>11. Evidence of Student Learning/Assessment</p> <p><u>Language Skills to Manage Conflict:</u> Students will be asked to use in-school appropriate conflict management skills. This will include:</p> <ul style="list-style-type: none"> • naming at least six basic emotions in self and others (i.e., angry, disgusted, happy, sad, scared, surprised). • using “ly” adverbs (mildly, fairly, extremely), comparison words (more/less and better/worse), common contractions (I’m, I’ll, don’t, can’t, won’t). • speaking these sentence stems independently. How are you? I feel ... You seem ... What happened? Stop. I don’t like it. . I’ll stop. I’m sorry. Is that OK? What do you want? OK? Thank you. I want you to _____. You (verb) ... Next time ... (verb) <p><u>Lesson Tests</u> (Lessons 1-3) can help determine if the student has acquired the target vocabulary.</p> <p><u>Observation and conversation</u> will also assist the teacher in assessing whether the student has achieved the appropriate level of language proficiency. Teachers can observe gestures, body language and English language to note de-escalating or escalating conflicts in the classroom. In-class assignments directly relate to the content vocabulary.</p> <p>A <u>language-learning rubric</u>, “Assessing English Language Learning” is included for assessing listening, speaking, reading and writing (L,S,R,W - Attachment 18) related to each unit’s target vocabulary.</p> <p>A <u>group participation rubric</u>, “Assessing Group Work” helps to assess students’ success working in a group and a partner situation will be acceptable evidence of student growth (Attachment 19).</p>

12. Resources	13. Other
<p><u>English Language Development:</u> See Attachment 38 for Vertical and Horizontal Slices for English Language Development.</p> <p><u>Books:</u> Include LP1 material from the local library on feelings for additional supports (e.g., "How are you peeling")</p> <p><u>Music:</u> Including favourite music from each student can offer additional exercises for exploring intensity levels (e.g., low, medium, high)</p> <p><u>More Resources:</u> An annotated list of additional resources can be found in Attachment #23.</p>	<p><u>Social Emotional Curriculum Overview</u></p> <ul style="list-style-type: none"> • Research at CBE with experienced Beginner ESL teachers revealed eight socio-emotional challenges often faced by Beginner ESL students: <ol style="list-style-type: none"> 1. Managing conflict 2. Calming self 3. Getting help 4. Following school rules 5. Self-motivating for schoolwork 6. Being in a group (buddy skills) 7. Making friends 8. Presenting information with little English • This Managing Conflict Unit targets skills essential to conflict resolution: identifying and naming emotions, and strategies to communicate personal experience (e.g., emotions) and express understanding and agreement. <p><u>Timeline:</u> Teachers may find that the each Lesson takes from 1-2 days, with at least one hour per Lesson. Timing will reflect pacing of the students.</p>

Part B | Lessons at a Glance: Managing Conflict

	Feeling Names and Sizes		Conflict - Questions & Responses		Class Project
	Lesson 1: Feeling Names (60+ minutes)	Lesson 2: Feeling Sizes (60+ minutes)	Lesson 3: Conflict Questions (60+ minutes)	Lesson 4: Conflict Responses (60+ minutes)	Lesson 5: Class Project (60+ minutes)
Openers	Brainstorm “feeling” words. Introduce gesture for feeling . <u>Elem.</u> Song (Attach.1) <u>High S.</u> Song “Don’t Worry”	Review Lesson 1 Test. <u>Elementary:</u> Variation of “If You are Happy and You Know It” song. (Attachment 1) <u>High School:</u> Act out song’s intensity levels (Wipeout / Vivaldi)	Review Lesson 2 Test. Brainstorm from a conflict picture. Introduce gestures for low, medium, high . <u>Elem.</u> Song, “I’ve Got Peace” <u>High S.</u> Brainstorm results of unresolved conflict.	Review Lesson 3 Test. Review conflict feelings. Introduce gesture for why? what? <u>Elem.</u> Song, “I’ve Got Peace” <u>High S.</u> For LP1 drum with intensities. For LP 2 Poem “A Poison Tree” Brainstorm classroom conflicts.	Review vocabulary. a. Brainstorm and chart the types of conflicts (e.g., fighting, punching, arguing, etc.) or b. Chart the types of responses (e.g., walking away, crying, talking, getting teacher involved, etc.).
Tasks Grouping	Large group, pairs	Large group, small group, individual	Large group, pairs	Large & small group, pairs, individual	Large & small group, pairs
Overarching Function (Dutro 3.7)	Interpersonal Communication	Interpersonal Communication	Interpersonal Communication	Interpersonal Communication	Interpersonal Communication
Specific Language Function (Dutro 3.7)	Expressing feelings; labeling, then writing a phrase or sentence; responding to answers	Sharing personal information; expressing feelings, labeling and then writing a phrase or sentence, responding to answers	Requesting clarification & comparing and contrasting; responding to answers; adjusting communication	Negotiating solutions & making request; contrasting; expressing need and dissatisfaction, responding to answers	Expressing feelings; requesting clarification; making requests; negotiating solutions

Language Tools Grammatical Forms (Dutro 2.14 & Tabs 5,6,7) Using sentence frames with nouns and adjectives	I am ... She is ... How does he feel?	Is she sad? <i>No she is <u>not</u> sad.</i> Is she <u>mildly</u> sad? Yes, she is ____ sad.	You seem ... What happened? Is that OK? What do you want? Why are you angry?	I am sorry I don't like it. Next time please ... It was an accident. I want you to ...	We agree to ... We will avoid ... (statements of agreement)
Vocabulary transferable (mortar)	Is, looks, feels, seems	Sizes: small, medium, big; low, medium high; little, mildly, sort of; some, a lot, very, extremely	You seem ... What happened? Is that OK? What do you want? More/ less, better/ worse	I am sorry. I don't like it. Next time please ... It was an accident. I want you to ... Please	agree understand appreciate respect (verbs of cooperation)
Vocabulary content specific (bricks)	feelings: sad, happy scared, disgusted, surprised, angry	thermometer	--	accident next time	--
Assessment Pre, Ongoing, Formative, Summative	Can include: 1. observation of performance prior to and during lesson 2. response to oral and written prompts 3. Lesson 1 Test (Attachment 5) 4. Language Learning (Attachment 18) 5. Group Work (Attachment 19).	Can include: 1. observation of performance prior to and during lesson 2. response to oral and written prompts 3. Lesson 2 Test (Attachment 10) 4. Language Learning (Attachment 18) 5. Group Work (Attachment 19)	Can include: 1. observation of performance prior to and during lesson 2. response to oral and written prompts 3. Lesson 3 Test (Attachment 13) 4. Language Learning (Attachment 18) 5. Group Work (Attachment 19).	Can include: 1. observation of performance prior to and during lesson 2. response to oral and written prompts 3. Language Learning (Attachment 18) 4. Group Work (Attachment 19).	Can include: 1. observation of performance prior to and during lesson 2. response to oral and written prompts 3. Language Learning (Attachment 18) 4. Group Work (Attachment 19).

Part C | Detailed Lesson Plans: Managing Conflict

Functions, Forms, Vocabulary		Lesson # 1: Feeling Names (time: 60+ minutes)
Specific Language Function Expressing Feelings		
Language Tools: Forms and Vocabulary		
Grammat ical Forms	Grammatical Forms Strategic, Discourse, Socio-linguistic, Linguistic, Semantics, Syntax Prompts, Responses, Sentence Frames	I am ... She is ... How does he feel?
	Transferable to all other areas (mortar)	Is, looks, feels, seems
Vocab	Content Specific (bricks)	Feelings: sad, happy scared, disgusted, surprised, angry
Instructional Sequence		
Opening State objective / Engaging / Relevance/Essential Question		Essential Question: What am I feeling, and how can I express my feelings ? Brainstorm “feeling” words with students, separating physical (e.g., hunger) from emotional (e.g., lonely). Use a consistent gesture to cue emotional feeling words (e.g., two taps of hand over heart). <u>Elementary</u> : Sing “If You are Happy and You Know It” with different words and gestures (Attach. 1) <u>High School</u> : Don’t Worry, Be Happy by Bob Marley (Song: Available You Tube).
I Do Instructional and Practice		I DO IT: Post the six feeling words, and demonstrate each one. “ <i>Sad. I am sad.</i> ” (mouth down, slouched). “ <i>Happy. I am happy</i> ” (smile, bright face). Continue with scared, disgusted, surprised, angry. Show that feelings can be masked (e.g., behind a hand, pretend smile, etc.) but everyone has these six feelings.
I/ We Do Instructional and Practice		WE DO IT: a. <u>Pictures and Feelings</u> : The teacher will write sentence frames “ <i>How does she feel?</i> ” “ <i>She feels ..</i> ” & “ <i>She is ...</i> ” Teacher posts Attachment 2 with six feeling images. For each image, ask, “ <i>How does she feel? Is she sad?</i> ” Students respond, “ <i>Yes, she is sad</i> ” or “ <i>No, she is not sad.</i> ” Keep asking until the students

	<p>correctly identify the right feeling and the image, with lots of “your turn” opportunities. Teacher writes the corresponding basic feeling beside the picture.</p> <p>b. <u>Firm/Softer</u>: Teacher discusses: <i>she is = firm/absolute</i> <i>she seems = softer/ less sure (and preferred!)</i></p> <p>c. <u>Verbs</u>: Teacher posts the present tense of <i>to be, to look, to seem, to feel</i> (Attachment 4 – box at top).</p>
You Do Structured Independent Practice	<p>YOU DO IT: Teacher will put students into pairs.</p> <ol style="list-style-type: none"> 1. The students will match the feeling words to the feeling faces. 2. In pairs for support, or alone, the students will each write three sentences frames describing their own feelings and other students’ feelings. (Attachment 4 – Top Box)
Assessment (Summative/ Formative)	<p>Can include:</p> <ol style="list-style-type: none"> 1. observation of performance prior to and during lesson 2. response to oral and written prompts 3. Lesson 3 Test (Attachment 5) 4. Language Learning (Attachment 18) 5. Group Work (Attachment 19).
Wrap-up	<p><u>Elementary</u>: Wrap up can include a “If You are Happy and You Know It” (song) (Attachment 1)</p> <p><u>High School</u>: Wrap up can include “Don’t Worry, Be Happy”</p>
Reflection	<p>Teacher: What worked? What will I change?</p>

Functions, Forms, Vocabulary		Lesson # 2: Feeling Sizes (time: 60+ minutes)
Specific Language Function Sharing personal information & Expressing Feelings		
Language Tools: Forms and Vocabulary		
Grammat ical Forms	Grammatical Forms Strategic, Discourse, Socio-linguistic, Linguistic, Semantics, Syntax Prompts, Responses, Sentence Frames	Is she sad? <i>No she is <u>not</u> sad.</i> Is she <u>mildly</u> sad? Yes, she is ____ sad.
Vocab	Transferable to all other areas (mortar)	Sizes: small, medium, big; Low, medium high A little, mildly, sort of, some, a lot, very
	Content Specific (bricks)	Thermometer
Instructional Sequence		
Opening State objective / Engaging / Relevance/Essential Question		Essential Question: How can I express my feelings? How can I express my anger? Review Lesson 1 Test and lists of emotions. Cue with the feeling gesture (e.g., tap hand over heart) Review the “firm” verbs to be and the “softer” verbs to seem and to look. <u>Elementary</u> : Sing “If You are Happy and You Know It” with different words and gestures (Attach. 1) <u>High School</u> : Song that generates several intensities of feelings (e.g., Wipeout by the Safari’s – 60’s rock n roll; Spring by Vivaldi - classical) and consider acting out the levels of intensity (e.g., small / low on hips, medium on shoulder, big / extreme above head)
I Do Instructional and Practice		I DO IT: a. <u>Skit</u> : Teacher and ESL assistant do a role play skit to illustrate to a common classroom conflict that ends poorly (e.g., sitting in the wrong seat). Ask the students about one feeling obvious in the skit. “ <i>Is she sad?</i> ” Students respond “ <i>Yes, she is sad</i> ” or “ <i>No, she is not sad.</i> ” For higher level LP2 students show additional feeling faces and/or discuss specific facial cues for each feeling. b. <u>Sizes</u> : Introduce the idea of size of feelings (Consider using music intensities of “low, medium and high” to scaffold to feeling sizes such as “a little, somewhat, very”). Then introduce “mild, fairly, extremely” with the Feelings Thermometer (Attachment 6). Consider introducing other words to describe each level (e.g., <i>a little/ mildly = kind of, sort of; extremely = very, high</i>) Use a consistent level gesture to show low, medium and high (e.g., at waist, chest, above head). c. <u>Sizes in Skit</u> : Teacher asks the students about those in the skit. <i>How big was that feeling of sad? Was she mildly sad? (use low gesture) fairly (use medium level gesture) or extremely sad (use high gesture)?</i> Label the thermometer with the feelings at the observed levels.

<p>I/ We Do Instructional and Practice</p>	<p>WE DO IT: Refer to the Feelings Thermometer. Ask the students to describe the intensity of some of the pictures of feeling faces from yesterday (Attachment 3). (For higher level LP2 students teachers can ask what might cause these feelings.) The teacher will write the class responses such as “He <i>seems fairly sad.</i>”</p>
<p>You Do Structured Independent Practice</p>	<p>YOU DO IT: Teacher divides the class into small groups of 4 or 5. Teacher uses the level gesture to remind students of the various sizes. Students</p> <ol style="list-style-type: none"> 1. discuss the intensity of how they are experiencing a topic (e.g., the snow/rain/sun, world events) 2. complete a chart that outlines the noun/verb structure for each student in their group (e.g., Juan is .. Attachment 7) 3. give a mini-performance of one of the sentences in their chart. The other groups need to guess <ol style="list-style-type: none"> a. the feeling being expressed and b. the intensity of the feeling. <p>Individually, or in supportive pairs, have each student write a sentence describing how she or he feels about some topic. (Attachment 9)</p>
<p>Assessment (Summative/ Formative)</p>	<p>Can include:</p> <ol style="list-style-type: none"> 1. observation of performance prior to and during lesson 2. response to oral and written prompts 3. Lesson 3 Test (Attachment 10) 4. Language Learning (Attachment 18) 5. Group Work (Attachment 19).
<p>Wrap-up</p>	<p><u>Elementary:</u> Simon Says (using target vocabulary): ‘Simon says, “<i>Look fairly surprised!</i>”’ or feeling level charades. <u>High School:</u> Feeling and intensity level charades (e.g., mildly sad; very happy)</p>
<p>Reflection</p>	<p>Teacher: What worked? What will I change?</p>

	<p>c. <u>Changing the Skit</u>: Use the same skit from yesterday. Use the target questions in the skit. Use a consistent “why? what?” gesture to support the questions. Have the outcome turn positive.</p> <p>d. <u>Graphing Feeling Changes</u>: After the skit, refer to the Feelings Thermometer. Graph the level of one particular emotion (e.g., angry) for one of the actors at height of conflict in the skit, and at the end of the skit.</p> <p>e. <u>Introducing Better/Worse</u> Introduce the comparison adverbs better/worse. Use a consistent better/worse gesture to support and prompt for questions (e.g., better=thumbs up; worse=thumbs down). Draw a line to show the difference between the peak of feeling and the finish. Introduce the idea of comparison. <i>“Now she is feeling worse. Now she is feeling better.”</i></p> <p>FOR LP2 already aware of “better and worse”:</p> <p>g. <u>Comparison Adverbs</u>: Introduce comparison adverbs using the feeling words (e.g., <i>angry = angrier</i>) (Attachment 8) and consistent comparison gesture (e.g., angry – angrier = palms crossing each other and top hand moving up quickly) <i>“Now she is feeling worse. She is sadder. Now she is feeling better. She is happier.”</i></p>
<p>I/ We Do Instructional and Practice</p>	<p>WE DO IT: Teacher asks about different feelings. <i>“Is she feeling more angry, or less angry?”</i> Students answer correctly, <i>“She is feeling (more/less) angry.” “Is she feeling more disgusted or less disgusted?”</i>, etc.</p> <p>Ask the class to <i>“Listen to see which question is better?”</i> With the class read through each of the questions in unison. Have the class raise a hand to vote for which question each student liked best. See which question gets the most votes.</p>
<p>You Do Structured Independent Practice</p>	<p>YOU DO IT: Teacher will put students into pairs. Students will practice saying each of the above sentence frames to each other.</p> <p>Individually students will work together to complete a Better or Worse exercise (Attachment 12).</p>
<p>Assessment (Summative/ Formative)</p>	<p>Can include:</p> <ol style="list-style-type: none"> 1. Observation of performance prior to and during lesson 2. Response to oral and written prompts 3. Lesson 3 Test (Attachment 13) 4. Language Learning (Attachment 18) 5. Group Work (Attachment 19).
<p>Wrap-up</p>	<p><u>Elementary:</u> Game: With the class on their feet have them stretch high when they hear the larger comparisons and squat for the lower sized comparisons (big/small; high/low; better/worse; tall/short). If you get it right you get to lead the class for the next set.</p>
<p>Reflection</p>	<p>Teacher: What worked? What will I change?</p>

Functions, Forms, Vocabulary		Lesson # 4: Conflict Responses (time: 60+ minutes)
Specific Language Function Negotiating Solutions & Making Requests		
Language Tools: Forms and Vocabulary		
Grammatical Forms	Grammatical Forms Strategic, Discourse, Socio-linguistic, Linguistic, Semantics, Syntax Prompts, Responses, Sentence Frames	I am sorry I don't like it. Next time please ... It was an accident. I want you to ...
Vocab	Transferable to all other areas (mortar)	I am sorry. I don't like it. Next time please ... It was an accident. I want you to ... Please I'm ; don't; can't; I'll
	Content Specific (bricks)	accident next time bumped
Instructional Sequence		
Opening State objective / Engaging / Relevance/Essential Question		Essential Question: How can I make a bad situation better? How can I express my feelings? How can I express my anger? Review Lesson 3 Test. Review the class chart that showed how conflict resulted in different feelings. Use the feelings over heart gesture, the level gesture and why? what? shrug to prompt for reminders. <u>Elementary:</u> I've Got Peace in My Fingers by Susan Salidor (Song: 1:45 min, YouTube) <u>High School:</u> LP1: Drum on desks with varying intensities, as cued by teacher. LP2: A Poison Tree by William Blake (Poem) (Attachment 1: lower page) Brainstorm some common classroom conflicts (e.g., getting out the door first, etc.).
I Do Instructional and Practice		I DO IT: With help (e.g., the ESL EA), do a small skit of a common classroom conflict. Use a consistent stop gesture create a pause to express (e.g., hand out palm showing, wrist bent). For example, students jostling each other at the door. Teacher: "You bumped me. I don't like it. Next time, please wait." EA: "I'm sorry. Next time I'll wait." Post and review this new list of words to help manage a conflict. You took ... (e.g., "You took my seat.") I don't like it. Next time ... (e.g., Next time, please ask.) It was an accident.

	<p><i>I'm sorry. I'll stop.</i> <i>I want you to ...</i></p> <p><u>High School:</u> (additional pattern) <i>When you do _____,</i> <i>I feel _____,</i> <i>because _____.</i> -----</p> <p>Teacher: Circle “<i>don’t, I’m and I’ll</i>” from the first list. Introduce common contractions (for more see Attachment 14) <i>I + will = I’ll I + am = I’m</i> <i>Do + not = don’t Can + not = Can’t</i> <i>Will + not = won’t.</i></p>
<p>I/ We Do Instructional and Practice</p>	<p>WE DO IT: Have the students stand in two lines holding a piece of paper. Line 1 will take the paper from the student across. Line 2 students will say: <i>You took my paper.</i> <i>I don’t like it</i> <i>Next time, wait.</i></p> <p>Line 1 student’s say “<i>I’m sorry.</i>”</p>
<p>You Do Structured Independent Practice</p>	<p>YOU DO IT: Teacher will put students into small groups of 3 or 4. Each group will choose one of the classroom conflicts from yesterday’s web. The students will create and then act out a small conflict in class. Each play must have specific items. (Attachment 15) Have students work in pairs or individually to match contractions sheet (Attachment 16).</p>
<p>Assessment (Summative/ Formative)</p>	<p>Can include:</p> <ol style="list-style-type: none"> 1. observation of performance prior to and during lesson 2. response to oral and written prompts 3. Language Learning (Attachment 18) 4. Group Work (Attachment 19).
<p>Wrap-up</p>	<p><u>Elementary:</u> Students sing “If You are Happy and You Know It”. Consider adding intensity to each word ‘If you are happier and you know it’ (angrier, more disgusted, more scared, more surprised, more shocked) (Attachment 1) <u>High School:</u> Stand in a circle and play beanbag toss. The student who throws says, “You ____.” The student who catches says “I’m sorry.” For higher LP2, include “You ____ . I don’t like it” and “It was an accident. I’m sorry.”</p>
<p>Reflection</p>	<p>Teacher: What worked? What will I change?</p>

Functions, Forms, Vocabulary		Lesson # 5: Class Project (time: 60+ minutes)
Specific Language Function Expressing feelings, requesting clarification, making requests, negotiating solutions		
Language Tools: Forms and Vocabulary		
Grammat ical Forms	Grammatical Forms Strategic, Discourse, Socio-linguistic, Linguistic, Semantics, Syntax Prompts, Responses, Sentence Frames	We agree to ... We will avoid ... (statements of agreement)
	Transferable to all other areas (mortar)	Agree Understand Appreciate Respect (verbs of cooperation)
Vocab	Content Specific (bricks)	--
Instructional Sequence		
Opening State objective / Engaging / Relevance/Essential Question		<p>Essential Question: How can I make a bad situation better? How can I express my feelings? How can I express my anger?</p> <p>Review ways to respond to conflict from charts yesterday.</p> <p>Remind the students that we all have feelings (gesture). We can make things better or worse (gesture), and make feelings grow in size (comparing gesture) by our actions.</p> <p>Ask the students to think of the kinds of conflicts and responses to conflicts they have seen recently (e.g., over the week/month, etc.).</p> <p>a. Chart the types of conflicts (e.g., fighting, punching, arguing, etc.) or</p> <p>b. Chart the types of responses (e.g., walking away, crying, talking, getting teacher involved, etc.).</p>
I Do Instructional and Practice		<p>I DO IT: Remind students that conflict happens when there are two people together. How we handle conflict is key!</p> <p>a. Common Conflict: Either choose a project or have the class choose a project related to a common conflict (e.g., playground fights for equipment; bumping into each other).</p> <p>b. Class Agreements: Teacher “<i>Today we will make some agreements for handling conflict in this classroom</i>”. Teacher: Teacher asks, and charts, student ideas for different actions and words that express:</p> <p>Yes, <i>I know</i> <i>I like</i></p> <p>If the following words do not come up, add them to the webs above.</p> <p><i>Agree (= yes)</i> <i>Understand (= I know)</i> <i>Appreciate (= I like)</i> <i>Respect (= like)</i></p>

<p>I/ We Do Instructional and Practice</p>	<p>WE DO IT: As a class, generate some class rules about conflict. Samples include:</p> <p><i>When there is conflict we agree to <u>DO THIS....</u></i></p> <p><i>We agree to ... (e.g., handle it right away. Take some time first to feel better and think about it...)</i> <i>We understand ... (e.g., conflict will happen; that there are two sides in every conflict).</i> <i>We appreciate ... we need to listen.</i></p>
<p>You Do Structured Independent Practice</p>	<p>YOU DO IT: Teacher will put students into small group or pairs. Students will:</p> <ol style="list-style-type: none"> a. Draw a picture that represents one of the agreements. b. Write the rule/sentence beneath the picture c. Share the picture with other groups. <p>Individually students can match topic vocabulary (Attachment 17).</p>
<p>Assessment (Summative/ Formative)</p>	<p>Can include:</p> <ol style="list-style-type: none"> 1. observation of performance prior to and during lesson 2. response to oral and written prompts 3. Language Learning (Attachment 18) 4. Group Work (Attachment 19).
<p>Wrap-up</p>	<p><u>Elementary & High School:</u> Charade Game: Have one students act out one of the six basic feelings, and the others guess what they are feeling.</p>
<p>Reflection</p>	<p>Teacher: What worked? What will I change?</p>