



Tips and Examples

Connect

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Tips and Examples

Connect

This is the companion document for the Guide to Teaching GrapeSEED. It provides specific ideas and examples for each Indicator which can be implemented into a class. Remember to use the companion document designed specifically for your program: GrapeSEED Classic, Connect, or Nexus.

In the Guide to Teaching GrapeSEED and Tips and Examples documents, you can see the icons that help you navigate the documents:



- Characteristic



- Indicator



- Example

Area: Learning Environment



1. LOGISTICS





1.1 MY TEACHING AREA IS ORGANIZED FOR EASY ACCESS TO MATERIALS AND TECHNOLOGY.

- Check for an opportunity to see how your video feed and component feed look on a student's screen.
- Practice getting used to the way the materials are placed on your screen.
- Adjust the lighting (e.g. lights, curtains) as needed throughout the day to let students see your face and props, and for you to see everything properly on your screen.
- Check for different options in Google Scale, or whatever browser you use, to see all the tools and all your students' video feeds properly.
- Place props in the correct location and order based on the Lesson Plan.
- Avoid overloading your space at the computer.
- Have a progress monitoring chart or student class list available within reach.
- Keep devices charged.



1.2 TEACHING AREAS ARE SAFE FOR ALL ACTIVITIES.




- Make sure all the parents know how to make their children’s learning area safe.
 -  **Example:** Organize a Zoom call to explain why it’s important to adjust the space for safe and focused learning. Tell them about furniture, toys, enough space to take a few steps and jump, smart phones or other devices that are not needed for a class. Share the Connect Parent Support Checklist with them, suggest printing it out and keeping it visible in the learning area.
- Invite the parents of your students to the set-up lesson to demonstrate how a safe environment would help their children learn effectively. You’ll find the Lesson Plan for the set-up class while entering the lesson in Connect: Unit 1 Lesson 31.
- From time to time, remind the parents about keeping the learning area safe for their children.
 -  **Example:** Be creative: take a picture of a clean, nice room and a messy one and note at the first picture: “A great learning environment for your child!” and “Bad choice!”- at the second one. Or take a picture of your own teaching area in a mess and in order and add notes, in the first case: “Before!”, in the second: “After!” And finalize with the question: “Are you ready for the lesson?”
- Make sure cords are not in your way when you model actions for your students.
- Practice turning the camera safely and efficiently in a way students can see you when you model actions.
- Arrange furniture and keep space at your computer clear of items and wide enough for easy movement.



2. CLASSROOM PROCEDURES



2.1 I PLAN, TEACH, AND USE ROUTINES.



- Teach and practice useful routines including the start/end of Action Activities, as some students will have to take off their headphones and to check if their learning space is safe.
 -  **Example:** Teach your students to listen to your directions first, then act accordingly. Always use the Jonny Bear icon “Listen” to explain the task before students start following the commands of an Action Activity or doing an assignment in Writers.
- Plan how to teach class routines and model each step (i.e. knowing the Connect features, student practice routines, and consistent reinforcement strategies).
- Use a routine to correct answers. Students will learn the pattern and will be able to anticipate the correction routine. This anticipation increases their ability/readiness to apply the correction.
 -  **Example:** Say the correct answer while pointing to the component card or prop to focus student attention. Then, repeat the correct answer as students focus on your face, so they can see how the words are formed.
- Use a routine to manage interruptions.
 -  **Example:** When a student interrupts the teaching of a component, look right in the camera for the student to feel like you are looking at him/her and say their name with your finger to your

mouth, indicating they should be quiet. The second time, use the thumbs-down gesture, demonstrating that this is not a nice thing to do, say the student's name, "John," and switch off the microphone. If the student continues to interrupt, more explanation may be needed, "John, raise your hand when you want to say something or use Jonny Bear Raise Hand button at your video." Gesture with your hand and press the Question Mark button at the student's video feed. Praise the students who are behaving correctly.

- Use Jonny Bear icons to indicate what students should do.



2.2 | PLAN AND USE APPROPRIATE CLASSROOM MANAGEMENT STRATEGIES.

- Create and teach classroom behavior expectations or rules.
 -  **Example:** Have another teacher explain the rules in the home language at the set-up class (Unit 1 Lesson 31 on Connect Platform) and as needed. Create cards, which include pictures of expected behavior, next to the English words. Make sure they are big enough to be clear on the students' screen and small enough to be placed in your video feed. Use the cards to continue to reinforce appropriate behavior. Reinforcement may be needed for several weeks and after holiday breaks.
- Effective online classroom management strategies include use of students' names, eye contact (look in the camera for the students to feel like you are looking at them), pauses, body language, nodding of the head, praising positive role models, giving a "sticker", etc.
- Using specific praise immediately after an appropriate behavior occurs encourages other students to demonstrate that behavior.
- Be a good role model for your students.
 -  **Example:** To have your students speaking English only, stick to this rule yourself. To teach your students to listen to you and their peers, keep eye-contact with the student who is talking to you or answering your question and listen carefully. Model respectfulness by not looking at your teaching notes or doing other activities while students are answering your questions. Respectful classes have fewer class management issues.
- Create a plan for inappropriate behavior with reasonable consequences that follows school policy. Always apply consequences consistently.



2.3 | PROBLEM-SOLVE AND USE RESOURCES TO CORRECT TECHNOLOGY ISSUES.

- Make sure cords are securely connected.
- Check and adjust the volume level and the camera.
- Make sure the Connect Teacher page (<https://remote.grapeseed.com/teacher>) is loaded and ready to use on your device before class begins, so pacing is not lost when it is time to start.
- If available, be able to access replacement technology/devices.
- Determine who to contact to reconnect to the network or to solve other technical issues.

Area: Preparation and Reflection



3. KNOW THE CURRICULUM



3.1 I LEARN TO FOLLOW AND UTILIZE ALL TEACHING STEPS FROM DAILY LESSON PLANS/LESSON GUIDES.

- Review the Connect Lesson Plan (not to be confused with the Classic Lesson Plan) you are going to teach in advance.
- Review the Lesson Guide of each new unit before you start teaching it.
- Understand the relationship between the components and the Learning Objectives.
- Identify which Learning Objectives need reinforcing and more practice.
- Know the plans and how to access Connect Lesson Plan instructions in the Connect settings well enough to teach the components from start to finish without interruptions.
- Note the time allotted for each component to be able to follow the pacing recommendation for the lesson.
- Practice and reflect on the pace for each Component and make adjustments to complete them within the allotted time in the future.
- Practice the lesson with your camera on. Say the words as if teaching the lesson.
 - 🗨️ **Example:** Practice teaching a Story, practice reading, pointing, changing the cards in the component feed, and using the Connect Lesson Plan instructions window in a way it doesn't cover needed content. Then practice teaching a Poem. Try different tools to highlight a sound you are working with: Laser Pen, Pencil, Circle or Square. Look at transitions and Action Activities: check if you can see the instructions when you stand up and model the actions accordingly to the Connect Lesson Plan.
- Practice using meaningful gestures and props to increase comprehension for students. Props and gestures should be seen in a proper way in the teacher video feed.
 - 🗨️ **Example:** Unit 1, *I Say; You Do* Action Activity. When first introducing "over" and "under," demonstrate with hand movements and/or props to help students connect the action with the words "over" and "under" on the VPC. If you choose a prop to demonstrate meaning, take care to choose one that fits, large enough to be seen on the students' screen.
- Identify which pictures on the teaching cards are connected to the vocabulary and practice gestures that help students make the connection.
- Practice giving students directions for moving safely around the room in accordance with the Connect Lesson Plan instructions.
 - 🗨️ **Example:** While modelling, say, "First listen to me, then take off your headphones, push in the chairs and do the actions."




3.2 I UNDERSTAND THE LEARNING OBJECTIVES ARE THE TARGET GOALS FOR EACH LESSON AND BUILD THROUGHOUT THE UNIT AND ENTIRE CURRICULUM.

- Use Quick Checks in the Teacher Manual and note how the Learning Objectives progress from teacher introduction to student production.
 - 🔥 **Example:** Unit 1, *Ten Little Monkeys* Song. Early Exposures: Are students able to count from 1-10 with assistance? Middle Exposures: Can students count from 1-10 without assistance? End Exposures: Can students respond with the correct number when holding up the number picture card?
- Notice how the spiral curriculum gives students opportunities to revisit and build on existing knowledge within and across the units.
 - 🔥 **Example:** The Learning Objectives for letter “d” in Units 1-4 are “listen to sounds in words, listen to sounds while air-writing letters, produce the sounds when shown the letters.” In Unit 5, the Learning Objectives build upon Units 1-4, adding “segment and blend words into their sequence of sounds, ‘dog,’ produce the sounds while writing the letter, decode written words in sentences.”



3.3 I CONSIDER POSSIBLE STUDENT ANSWERS TO LESSON PLAN QUESTIONS AND DEVELOP PROMPTS OR ADDITIONAL QUESTIONS THAT ALIGN WITH THE LEARNING OBJECTIVES.

- Look at the Connect Lesson Plan on the Content site. Note the column “Student” and the Quick Checks questions stating at what level the students are supposed to be. Think about possible student answers.
- Use the Connect Lesson Plan, Learning Objectives, and components to create follow-up prompts and questions.
 - 🔥 **Example:** Unit 5 Lesson 7 *Everybody Grows* Card 6, Learning Objective – “Recognize words using picture clues.” Ask, “Do you know what grows?” If a student responds, “Sky,” a follow-up prompt or question could be to point to the sky and say, “Sky.” Then point to the tree and ask, “Do you know what grows?” If the student responds, “Green,” point to the tree and respond, “The tree is green. Do trees grow?” If the student is still confused, model, “Yes, trees grow,” or ask another student. Early in the unit have students repeat a correct answer and pay attention to their pronunciation. Be sure to pre-plan follow-up responses to support students while also not negatively affecting pacing.
- If you are noticing students struggling answering some questions, like in the example of Unit 5 Lesson 7 above, make a list of challenging words. Use this list during subsequent lessons to provide additional practice with these words. If you have two screens, use one of them to keep your list open or have a copy in an easily visible place.
 - 🔥 **Example:** During the next class Unit 5 Lesson 8, note the challenging word “tree” from Lesson 7. First ask the questions in the Lesson Plan. Then show a picture of two trees: small and big, saying, “Look, this is a baby tree. It’s so small. Do trees grow? – Yes. – Yes, trees grow. This little tree is getting so big!” Move your pointer from the small tree to the big tree. This additional practice of the challenging word “tree” reinforces the Learning Objectives of Lesson 7 and Lesson 8.

- Select prompts about topics students are interested in and/or related to them (e.g. baby sister, pets, holidays).
-  **Example:** When responding to “What did you have for breakfast today?”, have pictures of several things (e.g. shoes, ice cream, rice, eggs, porridge) at which to point. Prompt students toward a correct response or prepare real life items.
- Keep questions and prompts available during the lesson.



3.4 I KNOW HOW TO TEACH EACH COMPONENT AS IT IS EXPLAINED IN THE TEACHER MANUAL.

- Review the “Teaching Instructions,” “Progression of Instruction,” and “About Daily Practice and Assessment” for each component in the Teacher Manual. (A quick reminder: the Teacher Manual can be found on the Content Site.)
- Study and review GrapeSEED Connect Essentialized Training.
- Contact a coach and/or talk with peers for tips and answers to questions.




3.5 I LEARN COMPONENTS WELL ENOUGH TO USE MEMORY MODE DURING LESSONS.

- Before each unit, learn all the materials to be able to reproduce them flawlessly, reproducing the right melodies, keeping eye contact with students and monitoring their level and engagement.
- Always teach components from beginning to end without interruptions. Limit comments and questions to before or after the component.



3.6 I USE THE TEACHER TRAINING SITE RESOURCES (SUCH AS VIDEOS AND PODCAST EPISODES) TO DEEPEN MY UNDERSTANDING OF THE PROGRAM.

- Refer to the Training Site if you have questions or concerns about teaching.
-  **Example:** Looking for the ways to improve Action Activities in your virtual class, go to training.grapeseed.com and type, “teaching via Connect,” into the search bar. Watch the short video from the series Teaching Via Connect called Action Activities. If you need more information on how to keep your Action Activities efficient, try searching, “Action Activities,” and go through all the resulting materials.
- At the beginning of each school year, study and **review [GrapeSEED Essentials](#) and [GrapeSEED Connect Training \(Essentialized\)](#) for information on the theory and design of GrapeSEED**, on how to teach each aspect via Connect, and for real classroom examples of teaching.
- Read through all the guides for parents to learn more about how to answer parent questions. Practice answering questions with colleagues, as this deepens understanding of the curriculum.
- Listen to each new **podcast** episode to hear different perspectives about teaching GrapeSEED and to stay up to date on the curriculum.
- Before starting a unit, listen to the corresponding Open the Box Podcast episode. Then, watch the **[Unit Series](#)** on the Training Site to see examples of how to teach each component before learning them.



4. CONSIDER STUDENT PROGRESS



4.1 AFTER EACH LESSON, I REFLECT ON HOW STUDENTS ARE PROGRESSING BASED ON QUICK CHECKS AND THE STUDENT COLUMN IN LESSON PLANS.

- Keep notes on individual student’s progress. Be specific about which Learning Objectives each student has met and where each student struggles.
- Create a list of challenging words students struggle with and use them when creating follow-up questions.
- Prepare new props and pictures to reinforce words and expressions, and check how well they can be seen in your video feed.
- Use student progress notes and Quick Checks to understand how close students are to Learning Objectives.



Example: Unit 1 Lesson 11 Learning Objective “Respond to directions with actions,” specifically with “stand up/sit down” commands. Note which students were able to “follow along when modelling” (Beginning Exposure); “perform the action” (Middle Exposure); and “verbalize the action” (End Exposure).

- For easier note taking, every class choose 2-3 students and take notes about their progression after the lesson. Use the Teams feature to arrange the monitored student video feeds at the top of the screen.
- Note the pace of student learning of previously learned material.
- Use a chart to keep all your notes about one class’s progression in one location.
- Use notes to share student progress with parents at the end of each unit.



4.2 I USE MY REFLECTION ON STUDENT PROGRESS TO PLAN MY NEXT LESSONS.

- Know which Learning Objectives students have met. The notes mentioned in the section above will help.
- Create practice opportunities for students not meeting the Learning Objective.



Example: Use “stand up/sit down” at the beginning of a class, as transitions, or attention grabbers during class.

- Plan to use the list of words students struggle with during transitions, spontaneous conversations, and as appropriate during a lesson.
- Plan to use different props and pictures to reinforce words and expressions.



Example: For “dog” use pictures, cartoons, and drawings of different sizes and breeds. Students can share photos of their dogs.

- Plan challenges that students who have met the Learning Objectives can model.
 - 🗨️ **Example:** Unit 1 Lesson 11 *Stand up!* Action Activity. Prior to the lesson, think of a student who can model for the whole class “stand up/sit down” actions. Vary the order and pace, speeding up and slowing down.
- Consider students’ personalities and abilities when selecting students to model for the class.
 - 🗨️ **Example 1:** Asking a timid student to model early in the unit, may raise their affective filter; wait until later in the unit when the student has developed more confidence in their speaking abilities.
 - 🗨️ **Example 2:** Pairing students who have met the Learning Objectives with those who have not met the Learning Objectives provides a chance for students to model for their peers.
- If you are noticing common mistakes, plan additional opportunities for students to practice.
- Plan practice for unmet Learning Objectives that are not covered in future units.

Area: Instructional Delivery



5. USE OF MATERIALS



5.1 I USE ALL GRAPESEED MATERIALS AS OUTLINED IN THE TEACHER MANUAL, TRAININGS, LESSON PLANS AND OTHER GRAPESEED RESOURCES.

- Identify personal knowledge gaps and review training notes to refresh memory and prepare to teach.
- Refer to previously prepared Lesson Plan notes, sticky notes, etc.
- If you were teaching GrapeSEED Classic before starting GrapeSEED Connect, investigate Essentialized GrapeSEED Connect Training, Teaching Tips on Teaching via Connect and podcast episode #166 about Connect.
- Study all the documents about teaching via Connect on the Training Site: Overview of Resources, Connect Guide for Teachers, The Parents' Guide and the tutorial video for it, Hands-on Practice Checklist for Teachers.
- Follow teaching directions for each component as described in the Teacher Manual and Connect Lesson Plans.




6. STUDENT PROGRESS MONITORING





6.1 I AM ALWAYS THINKING ABOUT, WATCHING FOR, AND LISTENING TO MY STUDENTS' LEVEL OF ENGLISH.

- Listen for correct pronunciation, enunciation, and use of words related to the Learning Objectives.
- Watch for the match between students' actions and words, noting where they are in their progress toward Learning Objectives.
 - 🗨️ **Example:** Unit 3, Time for a Story Song. One of the Learning Objectives at early exposures is for the students to start recognizing the meaning of "shake your friend's hand." This means that when the teacher sings: "Shake, shake, shake your friend's hand!" the students are not supposed just to shake their hands in the air, their actions and the words of the song should match, as this is how they start recognizing the meaning of the expression. So, the teacher should monitor and model when needed.
- Watch student gestures. They will help you understand what students are trying to communicate and what needs to be reinforced.
- During Action Activities, before moving to the next prompt, make sure students have responded to the command. This provides opportunities for you to watch students' practice.
- When listening to spontaneous talk, avoid offering feedback because it may raise affective filters and often stops students from speaking. Any honest output should be praised.

**6.2 I USE QUICK CHECKS AND LESSON PLANS TO KEEP TRACK OF STUDENT PROGRESS TOWARD THE LEARNING OBJECTIVES.**

- Create a progress reporting tool (e.g. hard copy or electronic) to record student progress during class.
- Accurately record student progress during class for use when planning (e.g. formation of groups, Learning Objectives to reinforce, students who need more speaking practice).
- Use ‘just-in-time’ student progress data to decide when to speed up, slow down, or repeat.
 -  **Example:** If 2-3 students have met the Learning Objective, add relevant interactions and conversations for them to practice. During this time, help the group of students who need more support.

**6.3 I REALIZE STUDENT RESPONSES IMPROVE AS UNITS PROGRESS; THEREFORE, I ADJUST MY EXPECTATIONS FOR RESPONSES BASED ON THE LESSON IN THE UNIT AND THE UNIT WITHIN THE CURRICULUM.**

- Expect students to reach the Learning Objectives and teach so they get there.
- Focusing on and listening for the Learning Objectives allows you to provide immediate, targeted feedback which builds comprehension and retention throughout the unit and the spiral curriculum.
- While timely corrective feedback is needed, at the beginning of a unit, take care not to overcorrect students who are trying new vocabulary.
 -  **Example:** When a student gives a one-word answer “ball”, at the beginning of a unit, praise the student for correct answer and model the answer in a complete sentence. At the end of a unit prompt the student with a sentence stem (beginning of a sentence) for students to complete, “He has a __.” After the student says the complete sentence, repeat the student’s response and have all students repeat the complete sentence to build their retention.
- Listen for comprehension and retention to build throughout the unit.
 -  **Example:** As students answer questions at beginning of a unit, they use previously learned words and expressions. By the end of the unit, students are to use the current unit vocabulary.
- Don’t add any activities to teach grammar that are not in the Quick Checks for the end exposures, as they will be taught later.

**7. INTERACTIONS****7.1 I ASK THE QUESTIONS LINKED TO THE LESSON PLAN/LESSON GUIDE LEARNING OBJECTIVES.**




- Ask questions as written to provide practice on targeted and previously acquired words and expressions.
- Unit 31-40: Ask questions selected from the Teaching Notes in the Teacher Manual.
- As the lessons progress, modify the questions as needed, taking care to use targeted words and expressions.

- For students needing additional practice, plan one or two additional questions in accordance with the Learning Objectives and vocabulary. Be mindful of the recommended lesson pace.
 - 🔥 **Example:** Unit 1 – Big Book *Red*, Learning Objective: “Responds to simple questions.” Teacher asks, “What color are the balls?” A student responds, “Ball.” Teacher models a complete sentence, “The ball is red,” while pointing to the red ball in the book, making sure students see the book. Then the teacher demonstrates a hat, prepared in advance, and asks the additional question, using the targeted words of the unit: “What color is the hat?” Note: Avoid using multi-colored objects at early exposures.




7.2 I USE SPECIFIC, PURPOSEFUL FEEDBACK TO STUDENTS TO HELP THEM IMPROVE PRONUNCIATION AND ACCURACY.

- Emphasize that all attempts are good attempts.
- Allow students to answer freely, even if it is incorrect. Then, model correct pronunciation by speaking slowly, enunciating each sound, and making sure students can see how words are formed.
- Avoid interrupting or finishing students’ sentences; allow productive struggle but not to the point where students are frustrated.
- Consider online communication delay. Silently and slowly count to 5 to ensure you are allowing enough wait time for students to respond.
- Repeat the correct expressions clearly and use gestures and/or props to reinforce meaning and to encourage students to speak.
- Emphasize the part of the response that was corrected.
 - 🔥 **Example:** Unit 10 - “What color are the dogs?” Student response, “The dogs is brown.” Correct by saying, “The dogs **are** brown.” Encourage the student to repeat the correct answer using a natural tone, “The dogs are brown.” Note: If the student cannot repeat the correct answer, do not be too demanding to keep their affective filter low.
- Use gestures and props, or pictures and tools to redirect students to the correct response.
 - 🔥 **Example 1:** Ask, “Where are the books? Are they on the floor?” Student response, “Yes.” Prompt by pointing to the table (make sure it’s visible in your video feed), saying, “Where are the books? Are they on the /t/, /t/, /t/?” Student responds, “Table. The books are on the table.”
 - 🔥 **Example 2:** Activity Poster *Bathroom*, ask, “What color is the toothbrush?” If a student doesn’t respond or gives a wrong answer, use a Circle feature, to highlight the toothbrush on the poster. It might help them say the right answer.
- Use positive gestures, the Sticker All feature and body language when large numbers of students are on task (e.g. thumbs up, smiling, making eye contact with students).
- Depending on the activity, vary the rate and content of praise.
 - 🔥 **Example:** Action Activities are an opportunity for quick praises. Notice when students’ responses to directions are correct and immediate, and say, “Wow! You are doing this activity so well and fast today.”

- Try to praise each student at least once every day.
- State specifically what is correct and use the student's name.
 **Example:** "Joshua, yes, this is a ball."
- Name the specific behavior and use the student's name.
 **Example:** "Lisa, you can spin around and touch the ground. Good!" or "Dan, you are sitting so nicely. I can always see your face in the video feed!"
- Reinforce good behavior of a class by naming the behavior.
 **Example:** "Very good counting, class. I could hear all of you."







7.3 I USE TRANSITIONS CONNECTED TO THE LEARNING OBJECTIVES.

- Use previously learned language in transitions.
 **Example:** Unit 2 Lesson 1 Learning Objective - "Recognize the meaning of words and word phrases from Unit 1." Transition: "Come skip in a line in your room. March to your chair." "chair," "come", "skip" and "watch" are the words from Unit 1 target vocabulary. Remind students you want to see them doing the actions. Tell them to not leave their video feed.
- Repeat transitions or create new transitions using content and actions from the current unit or previous units as needed and as time allows.
- Use the list of challenging words from the reflection notes to create transitions.
- Create safe transitions, allowing student movement while connecting to the Learning Objectives.




7.4 I USE GESTURES, FACIAL EXPRESSIONS, OTHER PROMPTS, AND STRATEGIES TO ENCOURAGE ALL STUDENTS TO PARTICIPATE ACTIVELY.

- Use a system to randomly call on students to respond (e.g. draw student names from a hat or use popsicle sticks with their names on them).
- Use the Teams feature to divide students into groups.
 **Example:** Prior to the lesson, create teams with names students like, such as Tigers and Cats. Switch on the "Teams" feature when students are to work in two groups. You will just need to say, "Dolphins, go!" or "Sharks, your turn!"
- Prior to asking a question, use Jonny Bear icons and then verbal prompts to indicate who should respond to the prompt: the entire class or an individual.
- Use real-life examples.
 **Example:** Unit 1 Lesson 16 – individually or as a class have students demonstrate red items in the video feed, items they are wearing, objects they have on their table, like markers, pens or books, etc. and say, "Red." Note: If you know your students might be distracted by such activity, ask their parents to prepare red items prior to the lesson. Remind students to stay by their devices where you can see and hear them.



- Build on students' responses.
 -  **Example:** Unit 1 Lesson 30 – When answering a question, if a student says: “I like alligators,” you might say: “Wow! Boys and girls, Sonya likes alligators. Who likes alligators? Clap your hands!”
- Use props students are interested in that relate to the target words and expressions.
- Call students by name and ask questions to prompt spontaneous conversation.
 -  **Example:** Have students point to something, then ask about that object, “Do you like this, Jamie?”
- Pause before saying a student's name: “What do you see (pause), Betsy?” The pause causes students to all think of their answer because they do not know who the teacher will call on. If you say the name first, the rest of the class is “off the hook” and does not pay attention.
- Make sure you have the attention of all students, then state and model directions before signalling for students to begin.
- Quickly re-direct students who are not following directions.




7.5 I GIVE STUDENTS TIME TO RESPOND USING ONLY ENGLISH WORDS, EXPRESSIONS, AND/OR COMPLETE SENTENCES.


- Use a response routine to prevent students answering without being called on.
 -  **Example:** Ask the question, pause, and then use a student selection strategy to call on a student.
- Over the course of each lesson, select all students to participate, even those who do not volunteer. Note: Let timid students participate in small groups until they are ready to speak individually.
- As the unit progresses, encourage timid students to respond.
- Allow students to make mistakes and self-correct pronunciation and response errors.
- Each time a student tries to answer in their native language remind them about the “English only” rule. Based on their body language and the situation, try to help your student communicate what they're thinking. If you speak their native language, gently lead them in the right direction without translating. Do not respond to students if they ask you questions in their native language during the lesson. Students will lose their motivation to speak English if they can get what they want using their native language.

**7.6 I PROVIDE STUDENTS OPPORTUNITIES TO PRACTICE SPEAKING IN PAIRS OR SMALL GROUPS.**

- Always prepare before doing pair/group-work: think over the questions that students are supposed to discuss, choose the strategies to support them, and consider how to effectively implement all the Lesson Plan recommendations. Create small groups using Teams Setup in Connect.
 -  **Example:** Unit 4, Lesson 22. After teaching the Story *Sounds on the Farm*, the teacher is supposed to ask, “What do you say when your friends help you clean up?” According to the column “Student” in the Lesson Plan, students are supposed to “Listen to and participate in conversations.” So, plan to engage students in conversations based on this question with their peers. Think over how you’ll pair them up. Be ready with several variants of answers to the question. Model at least one answer.
- Ask a few students to participate, asking the question and answering while the rest students are listening. Note, that in Connect you cannot allow all your students to practice in small groups all together at once. So, it’s important to help those who are listening to stay focused. Give them a task like this one: “Boys and girls, you are all teachers. Listen to Danny and Annie. When they finish you may say: “Good job, Annie and Danny!”
- Think of those who can model for the class, in advance. And then, let some other students practice in pairs or small groups. Monitor them working, avoid correcting each and every mistake, let students enjoy communication. Note: as there is no opportunity for all the students to practice simultaneously in Connect, be mindful about the time you can spend on the activity.
- When your students are ready for pair/small-group work, plan one activity each lesson in addition to Lesson Plan recommendations.
 -  **Example:** Pairing students who have met the Learning Objectives with those who have not met the Learning Objectives provides a chance for students to model for their peers.
- Remember to stay time efficient, don’t spend more than 30 seconds for this activity.
- For pair/small-group work activities plan questions from the Lesson Plan you are going to teach or base questions on Quick Checks and the current progression of your class.




**8. TEACHER MOVES****8.1 MY POSITIVE FACIAL EXPRESSIONS, BODY LANGUAGE AND VOICE CONTRIBUTE TO A JOYFUL CLASSROOM.**

- Use a patient and expressive voice.
- Ask a coach or a colleague to practice with you using the “Join as helper” feature to join a Connect Lesson. They might look for evidence of positive demeanor.
 -  **Example:** The helper might look for open hand gestures, making sure your gestures are seen in the video feed and watching for you maintain eye contact with the students. If you want them to look for negative mannerisms, they might note you using too many gestures while pointing to the pictures and/or text.
- Model good listening by maintaining eye contact and avoiding multi-tasking as students speak.

- Vary speech patterns (i.e. voice volume, tone, speed).
 **Example:** Speak slower and softer to emphasize key points.
- Decide when and/or if a sterner speaking tone for behavioral issues is effective.
- Get students' attention by lowering your volume and/or slowing the speed of your speech.
- Speak slowly early in the unit so students can hear you clearly and make the connection between words and their meaning. Increase speaking rates as students understand.
- Think over the gestures you will use to support the students. Select and use culturally appropriate gestures (e.g. slightly nodding) when giving students time to prepare their answers and replies.
- Smile when the students enter the classroom, when having fun together, and when participating in an Action Activity or singing. Let the students see you enjoying their company.
- Keep the energy level up and focus on student achievements.



8.2 I USE A VARIETY OF PURPOSEFUL GESTURES AND EFFECTIVE PROPS.

- Use one of the tools from Annotation Palette to point to the pictures while saying the word, purposefully connecting the word with the image.
- Use more gesturing for comprehension at the beginning of a unit compared to the end of a unit. Gesturing helps build comprehension. But as a unit progresses, see if students understand the language without gestures.
- Consider different gestures to help students understand the meaning of new vocabulary and choose the clearest ones.
- Teach and practice vocabulary engaging students in different ways.
 **Example:** Unit 5 Lesson 9 *I See Numbers*. Ask students to point out numbers in the room, use the Connect Square feature to highlight the number on the component card, then have students jump that many times.
- Use gestures and props connected to Learning Objectives.
- Match the gesture to the vocabulary.
 **Example:** Unit 1 *Hop Like a Rabbit*. Learning Objective - "Respond to directions with actions." "Hop" and "jump" are similar actions, jumping with both feet. To show the difference, arrange your camera in a way for the students to see your legs and feet. Then hold hands in front of body to "hop", making a small "hop". Keep arms naturally to the side, making a big "jump."
- Select props and/or pictures that relate to students' culture, experiences, knowledge, and interests.
 **Example:** Unit 4 Lesson 11 - "Listen to identify the phrase, 'What does the animal say?'" Use photos of local farm animals for previously taught words.

- Choose and prepare props in advance. Keep them in a place that is easy to access.



8.3 | EMPHASIZE LEARNING OBJECTIVE CONTENT BY PROVIDING VISUAL CUES TO FOCUS STUDENTS' ATTENTION.

- Vary using different visual cue options: the Pointer, Laser Pointer, Pencil, Circle or Square features underlining or highlighting the target are of the teaching card.
- Underline and circle targeted phonograms, pictures, words and expressions.
 - 🔥 **Example:** Unit 2 Lesson 18 Learning Objective: “Produce the sound /b/ when shown the letter “b”. While using the Annotation Tools, underline or circle the letter “b” and say the sound. Unit 2 Lesson, 19 Learning Objective: “Recognize the meaning of head, shoulders, knees, toes, eyes, ears, mouth, and nose.” Using a picture of a body, ask students to name the body part as it is circled.



8.4 | MODEL PROPER SPEECH.

- Use correct sentence structure and grammar. Pronounce and enunciate words accurately.
- Model natural volume while speaking in a conversational tone.
- Listen to audio files on the Content Site and practice pronouncing words and expressions accurately.
- Correct students in a positive manner to show them that mistakes are part of the learning process.
- Make sure students can see your mouth.
- Recite Chants and Action Activities without the beat or rhythm found on the audio files.



8.5 | CORRECTLY MODEL ACTIONS, INCLUDING MATCHING WORDS WITH MOVEMENTS.

- When air-writing, use precise movements at a pace students can follow.
- Accurately match movement with words when demonstrating.
 - 🔥 **Example:** Unit 3 Action Activity *Give It to a Friend*. At the beginning of the unit, say and model, “Put it on your arm.” As the unit progresses, continue to model, and students will join when ready.
- Repeat and adjust movements based on student action.