



Tips and Examples

GrapeSEED Classic

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TIPS AND EXAMPLES

GrapeSEED Classic

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 classroom. Remember to use the companion document designed specifically for your program: GrapeSEED Classic, Connect, or Nexus.

In the Guide to Teaching GrapeSEED and the 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.

- Sit in the student area. Be sure that you can see the entire teaching area, including the easel, screen, displays, teaching cards and props. This will ensure that your students can also see all of these during your lesson.
- Adjust the lighting as needed throughout the day to reduce glare and ensure a well-lit classroom.
- Before class, place props, materials, and printed teaching notes in the correct locations and order based on the Lesson Plan.
- Avoid overloading easels when displaying component cards.
- Have a progress monitoring chart or student class list available.
- Keep devices charged if they are to be used.



1.2 TEACHING AREAS ARE SAFE FOR ALL ACTIVITIES.

- Tape cords to the floor and bundle long cables.
- Designate specific instructional areas (e.g. Big Book/Story area, Writer tables, Action Activity circles/lines).
- Arrange furniture and keep aisles clear of items and wide enough for easy movement.

- Make sure there are no sharp edges in the students' way, and windows are closed or opened in a safe way.
- Store scissors, pencils, etc. out of students' reach.
- Put items hanging from the ceiling high enough so students cannot reach them.
- Before each lesson, look through the Action Activities and Transitions and adjust space for movement accordingly.



1.3 MY TEACHING AREA IS VISUALLY STIMULATING.

- Display GrapeSEED and English language posters on the walls.
- Display pictures of topics that are interesting to students and related to the unit's Lesson Objectives.
- Post a chart of students' photos with their English names as appropriate.
- Rotate extra pictures and props associated with challenging topics, prompts, and sounds.
- Be careful not to distract students with your decorations.



Example: If you are noticing students paying attention to posters on a wall instead of the teaching cards which are supposed to build comprehension at that moment, ask your students to transition to another area or turn their chairs with their backs to the distracting wall. After the lesson, you might want to remove or adjust the distracting items.



2. CLASSROOM PROCEDURES



2.1 I PLAN, TEACH, AND USE ROUTINES.

- Teach and practice useful routines for the start/end of class, asking/answering questions, bathroom visits, transitions, air-writing and working in groups and pairs.
- Teaching routines requires planning and modelling each step, student practice, and consistent reinforcement.
- Use a routine to correct answers.




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 unique gestures to indicate what students should do.



Example: Put hand to ear to indicate "listen", place index finger in front of closed lips to ask for "quiet", or gesture with palms in a downward motion to demonstrate "sit down."


- Use a routine to handle interruptions.

 **Example:** When a student interrupts the teaching of a component, look at the student with your finger to your mouth, indicating they should be quiet. The second time, move closer to the student and use the student's name, "John." If the student continues to interrupt, more explanation may be needed, "John, raise your hand when you want to say something," and demonstrate with your hand. Praise the students who are behaving correctly.




2.2 | PLAN AND USE APPROPRIATE CLASSROOM MANAGEMENT STRATEGIES.

- Create, post, and teach classroom behavioral expectations or rules.

 **Example:** Have another teacher explain the rules in the home language on the first day and as needed. Optionally, put up a poster of expected behavior with English labels. Refer to the poster at the beginning of each lesson and as needed to continue to reinforce appropriate behavior. Reinforcement may be needed for several weeks and then again after long holidays or breaks.

- Effective classroom management strategies include: strategic seating arrangements, proximity to the teacher, use of student names, eye contact, pauses, body language, nodding of the head, seating students next to positive role models, etc.
- Using specific praise immediately after an appropriate behavior occurs encourages other students to demonstrate that behavior.
- Be a good role model to 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 students who are talking to you and listen carefully. If your expectation is that students listen to you respectfully, then being busy with organizing teaching cards while they are answering your questions is not a good way to model it.
- When roaming the room when students are doing group work, be mindful of student personalities; know which students will benefit from direct feedback. Avoid the appearance of focusing on quiet students or pushing output, as this may inhibit student's willingness to speak. To keep affective filters low, you can stand with your side or back to certain student groups while listening in during small group or pair work.
- Very often, students are not listening to each other, thus they may not be focused on the teacher correcting their classmates' mistakes. It's beneficial to ask them all to repeat the correct answer and monitor their engagement. Just avoid drilling. You can also prompt the class with the original question that led to the error. This will encourage students to contextualize the correction and give them an opportunity to practice applying it.
- Create a plan for inappropriate behavior with reasonable consequences that follows school policy. Always apply consequences consistently. If removal from the group area is necessary, try to place the student near the learning area so that they can continue to listen and learn without interruption to the class.



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

- If you are planning to show a video from the Student App or to switch on an audio file when it is recommended in the Lesson Plan, prepare it in advance.
- Make sure cords are securely connected.
- Check and adjust the volume level.
- Maintain good pacing by ensuring the proper screen or page is loaded and ready to use on your device before class begins.
- If available, be ready to access replacement technology.
- Determine who to contact to reconnect to the network or to solve other technical issues.

NOTE: This indicator is applicable for GrapeSEED Classic environment when it is recommended in the Lesson Plan to use devices in that lesson.




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 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 Lesson Plans, the components and the Learning Objectives.
- Identify which Learning Objectives need reinforcing and more practice.
- Know the plans well enough to teach the components from start to finish without interruptions.
- Practice and reflect on the pace for each component and make adjustments to complete them within the allotted time in the future.
- Note the time allotted for each component to effectively follow the pace recommendation for the lesson.
- Practice the lesson in front of a mirror and optionally, record your practice. Say the words as if you were teaching the lesson.
-  **Example:** With the Story cards on an easel or a stand, practice reading, pointing, and changing the cards.
- Practice using meaningful gestures and props to increase comprehension.
-  **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.
- Identify which pictures on the posters are connected to the vocabulary and practice gestures that help students make that connection.
- Practice giving students directions for moving safely around the room in accordance with the Lesson Plan instructions.
-  **Example:** While modelling, say, “Push in your chairs and walk to the circle on the floor.”



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 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 SUPPORTING COMMENTS OR ADDITIONAL QUESTIONS THAT ALIGN WITH THE LEARNING OBJECTIVES.

- Look at Lesson Plan and Quick Checks questions and think about possible student answers.
- Use the 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.
- 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 several pictures of things (e.g. shoes, ice cream, rice, eggs, porridge) to prompt students toward a correct response.
- Note the words that students struggle with during transitions and spontaneous conversations. Use the list of challenging words when creating follow-up questions.
- 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” sections for each component in the Teacher Manual.
- Review training notes and materials as needed.
- Contact a coach and talk with colleagues 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 so you can reproduce them flawlessly while singing 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:** If you struggle to gather student attention, go to training.grapeseed.com and type, “attention getters,” into the search bar. Watch the short video about how to help students focus during the lesson. If you need more help keeping students focused, try searching, “classroom management,” and investigate all the resulting materials.
- At the beginning of each school year, review **GrapeSEED Essentials** for information on the theory of GrapeSEED, its design, on how to teach every aspect of it, and for classroom examples of real 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 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.
- Use student progress notes and Quick Checks to understand how close students are to the Learning Objective.
 - 🔥 **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, choose 2-3 students every class and take notes about their progression after the lesson.
- 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.
- Create practice opportunities for students not meeting the Learning Objective.
 - 🔥 **Example:** Use “stand up/sit down” at the beginning of class, as a transition, or as an attention getter 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 “stand up/sit down” for the whole class. When appropriate, vary the order and pace for an extra challenge.

- Consider students' personalities and abilities when selecting students to model for the class.
 **Example:** 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.
- If you are noticing common mistakes, plan additional opportunities for students to practice.
 **Example:** If students confuse the letters "b" and "d", print out or draw these letters, both upper and lowercase, with objects students know, like a "ball" and "doll." Place these in the classroom at eye level. Before reviewing the phonograms, point to "b" first and model /b/ sound and then to "d" and model /d/ sound. Then review these phonograms in accordance with the Lesson Plan.
- 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 your memory and prepare to teach.
- Refer to previously prepared Lesson Plan notes, sticky notes, etc.
- Follow teaching directions for each component as described in the Lesson Plans and Teacher Manual.
- Use Memory Mode to teach components. Remember to ask questions and give comments before or after a component. Reproducing the right melodies and texts from beginning to end, always in the same way, allows students to acquire learning objective vocabulary quickly. This also keeps students affective filter low.



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.
- Make sure student actions align with the words they're learning. Note where students are in their progress toward the 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 students are making conversations in small groups, roam the room to hear them. Avoid eye contact with those who are talking to keep their affective filters low.
- 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 of students have met the Learning Objective, add relevant interactions and conversations. During this time, help the group of students who need more support.

- Follow these steps to use the Quick Checks effectively: 1. Refer to the Learning Objectives and Quick Checks. 2. Ask a question from the Quick Checks. 3. Prompt if needed or give specific praise.

 **Example:** Unit 11, *There’s a Hole!* Song.

Step one – When getting ready for a lesson, refer to the Learning Objectives and Quick Checks in the Teacher Manual. From the Unit 11 Learning Objectives: “Listen to identify prepositional phrases to describe a specific location. Recognize the meaning of prepositional phrases. Respond to questions using prepositional phrases. Listen to and participate in conversations. Produce complete sentences.” From the Unit 11 Quick Checks Middle Exposure: “Can students use prepositional phrases to describe where objects are in the song? Where is the hole?”


Step two – Ask the Quick Check question and listen and respond to student answers, determining how close students are to meeting the Learning Objectives. For example, a student may reply, “In the ocean” (Learning Objectives #1-4 met). A student may also reply, “Ocean” (Learning Objective #4 met).


Step three - Prompt: hold the Teaching Card, point to the hole, gesture by circling the hole, asking, “Where is the hole?” If a student answers correctly, give specific praise. If the student is wrong, gesture and sing, “There’s a hole on the bottom of the ocean. There’s a hole on the bottom of the ocean.” After singing, ask the student the question again. If the student answers correctly, give specific praise. If not, say, “On the bottom of the ocean,” and move on.



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 prompt all of the students to build their retention.

- Listen for comprehension and retention to build throughout the unit.
-  **Example:** As students answer questions at the beginning of a unit, students use previously learned words and expressions. By the end of the unit, students are to use the current unit vocabulary in combination with previously learned vocabulary and expressions.
- 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.” The 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 the words are formed.
- Avoid interrupting or finishing students' sentences; allow productive struggle but not to the point where students are frustrated.
- Repeat the correct expressions clearly and use gestures and/or props to reinforce meaning and to encourage students to speak.
- Use positive gestures and body language when large numbers of students are on task (e.g. thumbs up, smiling, making eye contact with students).

- 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, move on before their affective filter rises.
- Use gestures and props to redirect students to the correct response.
 - 🔥 **Example:** Ask, “Where are the books? Are they on the floor?” Student response, “Yes.” Prompt by pointing to the table, saying, “Where are the books? Are they on the /t/, /t/, /t/? Student responds, “Table. The books are on the table.”
- 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 fast, and say, “Wow! You are doing this activity so well and fast today.”
- Try to praise every 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 so quiet listening to your teacher!”
- Reinforce good behavior of a class by naming the behavior.
 - 🔥 **Example:** “Very good counting, class.”



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 with me in a line. Now, march to your chair.” For context, the target vocabulary from Unit 1 are, “chair,” “come”, “skip” and “watch”.
- 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 your reflection notes to create transitions.
- Create safe transitions, allowing student movement while staying connected 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 popsicle sticks).
- Gesture to divide students into groups.
 - 🔥 **Example:** Walk to the middle of the class, point to one half of the room indicating they should respond. And then repeat for the other half.
- Prior to asking a question, use gestures or verbal prompts to indicate when the entire class or an individual student should respond to a question or prompt.
- Vary your request for feedback between individual student responses and group responses. This will keep the students engaged and participating/learning as a joyful group. This will save students from the feeling of being "drilled" and from becoming bored.
- Build on student responses.
 - 🔥 **Example:** Unit 1 Lesson 30 – if answering a question, 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, referring to that object, ask, "Do you like this?"
- Establish and teach a routine so students know how to keep a safe distance from each other during movement. Feeling safe will allow students to participate actively in learning activities.
 - 🔥 **Example:** Model how to move an arm's length away from your students and how to keep your hands to yourself. Have students practice the routine throughout the unit.
- Communicate and model directions. Sometimes you can ask a student to model before having students 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.

- Create a 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 individually.
- Allow students to make mistakes and self-correct pronunciation and 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 for pair or small-group work: think over the questions that students are supposed to discuss, choose strategies to support them, and consider how to effectively implement all the 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. Grouping students who have met the Learning Objectives together allows the teacher to assist and focus on the group of students who have not met the Learning Objectives yet. This allows those who have met the Learning Objectives more practice with their peers.
- When your students are ready for pair/group work, plan one activity each lesson in addition to Lesson Plan recommendations.
- For group work activities, plan questions from the Lesson Plan you are going to teach or base questions on the Quick Checks and the current progression of your class.
 - 🔥 **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 Student column in the Lesson Plan, students are supposed to “Listen to and participate in conversations.” As such, 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. Think of students who can model in front of the class, in advance, and ask a few students to model asking and answering the question. Then, let all students practice in pairs or small groups. Monitor them working but avoid correcting each and every mistake. Let students enjoy the joy of learning.




8. TEACHER MOVES






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

- Use a patient and expressive voice.
- Watch a video of yourself teaching a lesson or ask another person to look for evidence of positive demeanor.
 - 🔥 **Example:** Smile, use open hand gestures, relax shoulders, maintain eye contact with students, and watch for distracting mannerisms.
- 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 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.

- Point at the pictures while saying the target 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 1:** Unit 5 Lesson 9 *I See Numbers*. Ask students to point at numbers in the room, point to the number on the component card, then have students jump that many times.
-  **Example 2:** Ask students to count items like books on a table, marks on the board. Point to each item as students count, then point to the total number on the component card.
- 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. To differentiate, see how the words are used in the curriculum and mirror that. Early in GrapeSEED "hop" is often used in the context of rabbits making small jumps. "Jump" is used for larger jumps by larger animals. In a class, a teacher might put their arms in front of their bodies and make small jumps to "hop" like a rabbit and make larger jumps with natural arms for "jump."

- Select props and 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.

- Use sticky notes, pointing, circling, underlining, and assembly.
- 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.'" During the poem, while underlining or circling the letter "b" with a pencil, say the sound.



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 they're ready.
- Accurately model the movement for transitions until you know students can do them correctly.
 - 🔥 **Example:** Unit 2 Lesson 6. One of the transitions is: "Brush your teeth and walk around." This is target language for Unit 2. By Lesson 6, not all students may know the meaning of the new words and expressions. Using this language in transitions, modelling actions accurately, and encouraging students to repeat them, helps students comprehend and learn new words and expressions.
- Repeat and adjust movements based on student actions.