



Tips and Examples

Nexus

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Tips and Examples

Nexus

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.

- Sit in the student area. Be sure you can see the entire teaching area including you (the teacher) and the screen, and props when needed. This will ensure that your students can also see all of these during your lesson.
- Practice getting used to the way the materials are placed on your screen.
- Adjust the lighting for both you and your students to see everything properly on the big screen and your tablet to teach Vocabulary Picture Cards.
- Place devices and props in the correct location and order based on the Lesson Plan.
- While teaching via Nexus, you should be aware of your real classroom space as well as your virtual space. Make sure to not completely fill up the storage of your tablet!
- Keep devices charged and ready to go.



1.2 TEACHING AREAS ARE SAFE FOR ALL ACTIVITIES.


- Tape cords to the floor (or other surface) and bundle long cables. Make sure cords are not in your way when you model actions for your students.
- 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 screen with the teaching cards which are supposed to build comprehension at that moment, use a quick attention-getter, like "One, two, three, eyes on me!" or a short transition. 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 on the screen 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 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 gesture with your hand. Praise the students who are behaving correctly.

- Use the Splash Screen each time you want to get students focusing on something else rather than the main cast screen.



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. A poster can include pictures of expected behavior next to the English words. Refer to the poster at the beginning of each class and as needed to continue to reinforce appropriate behavior. Reinforcement may be needed for several weeks and after 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 hitting buttons on your tablet 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. Stand with your side or back to students while you listen in to avoid raising affective filters.
- Very often, students are not listening to each other. Thus, they may be not 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. Or, you can 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.

- Prior to the lesson, set up your devices: a tablet, a Chromecast device, a big screen, etc.
- Make sure cords are securely connected.
- Check your Internet connection. If it is not stable, one of the options might be to share your network from your personal device.
- Make sure all the digital resources you are going to use during the lesson are downloaded and ready to use on your device before class begins, so pacing is not lost when it is time to start.
- If available, know and be able to access replacement technology/devices.
- Know how and who to contact to reconnect to the network or to solve other technical issues.
- Each time you download the next unit's resources, note if your device is running out of space.
- Practice as much as you need to make your lesson flow smooth. Even after you know where all your buttons are, there will be times where you hit the wrong button and you'll need a few seconds to get where you need to go. Preliminary practice with all Nexus tools will help a lot.

Area: Preparation and Reflection





3. KNOW THE CURRICULUM





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

- Review the Nexus Lesson Plan (access using the Lesson Plans Feature on your tablet) 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 and how to access Nexus Lesson Plan instructions well enough to teach the components from start to finish without interruptions. The less you look at your tablet, the more effective you will be.
- Note the time allotted for each component to be able to follow the pace 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 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 VPCs. Remember to use the Splash Screen to keep the students focused.
- Identify which pictures on the digital cards are connected to the vocabulary and practice pointing that helps students make the 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 digital 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 the 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 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, food, 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, prompting students toward a correct response. Using hard copies or real-life objects will also help you balance big screen time.
- Note the words that students struggle with to use during transitions, spontaneous conversations, and as they fit into the lesson. 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” for each component in the Teacher Manual. (A quick reminder: the Teacher Manual can be found on the Content Site.)
- Study and review GrapeSEED Nexus Essentialized Training.
- Contact a coach and/or 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 to be able to 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, avoiding 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 new ways 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 information on how to keep students focused, try searching, “classroom management,” and go through all the resulting materials.
- At the beginning of each school year review [GrapeSEED Essentials](#) and [GrapeSEED Nexus Training](#) (Essentialized) for information on the theory and design of GrapeSEED, on how to teach each aspect via Nexus, and for real classroom examples of teaching.
- 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. Then watch the [Unit Series](#) on the Training Site to see examples of how to teach each component before memorizing 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.

- Use student progress notes and focus on individual student's progress, noting which Learning Objectives each student has met and where each student struggles.
- Choose 2-3 students to monitor during the lesson. Take notes about their progression after the lesson. While Active Learn in Nexus makes student "home-tasks" in the Student App meet their individual progression, notes made by you will make you confident communicating to parents and planning appropriate support for your students during the next lessons.
- Make a list of words students struggle with to use during transitions, spontaneous conversations, and as they fit into the lesson.
- Prepare new props and pictures to reinforce words and expressions.
- 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).
- 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 they fit into the 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.
 **Example 3:** 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.
- 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.

- If you were teaching GrapeSEED Classic before starting GrapeSEED Nexus, investigate Essentialized GrapeSEED Nexus Training, including the documents: Nexus Quick Start Guide, GS Nexus Classroom Configuration Items, Hands-On Practice Check List, Podcast episodes #192 about Nexus in general and #197 about tech getting ready for Nexus.
- Study all the documents about how to start teaching via Nexus in [Nexus Guide on the Help Site](#).
- Identify knowledge gaps and review training notes to refresh 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 Teacher Manual and Nexus Lesson Plans as they consider the peculiarities of teaching with Nexus.



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 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. While Active Learn guides students learning at home, you'll guide it in 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) and communicating with parents.
 - 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" to a Progress Check question, 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 encourage all students to repeat the complete sentence 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, 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 is 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 Progress Check questions as written to provide practice on targeted and previously acquired words and expressions.
 - Unit 31-40: Ask the questions selected from 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 the Progress Check question, “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.
 - 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 Annotation Tools to redirect students to the correct response.
-  **Example:** 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 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 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 sitting so nicely. I can always see your eyes!"
- Reinforce good behavior of a whole 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 with me in a line. March to your chair." "chair," "come", "skip" and "watch" are the words from Unit 1 target vocabulary.
- Repeat transitions or create new transitions using content and actions from the current unit or previous units as needed and 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 the Progress Check feature to randomly call on students to respond.
- Use real-life examples.
 -  **Example:** Unit 1 Lesson 16 – individually or as a class have students demonstrate red items, items they are wearing, objects you have in class, like markers, pens or books, etc. and say, "Red."
- Build on students' 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 ask about that object, “Do you like this, Jamie?”
- 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.
- 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.

- Create a routine to prevent students answering without being called on.
 -  **Example:** Ask the question, pause, and then use the Progress Check student options 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. This will make their learning in Student App personalized thanks to the Active Learn function in Nexus, just remember to use Progress Checks.
- 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 the strategies to support them, and consider how to effectively implement all the Lesson Plan recommendations.
- 
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.” 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.
- Think of those who can model for the class, in advance. And then, let all students practice in pairs or small groups. Monitor them working, avoid correcting each and every mistake, let students enjoy communication.
- When your students are ready for pair/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. 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.
- Remember to stay time efficient, don’t spend more than 30 seconds for this activity.
- For small-group work activities, plan questions from the Lesson Plan you are going to teach or based on Quick Checks and current level 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.
- 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 the students, and watch for distracting mannerisms.
- Model good listening by maintaining eye contact and avoiding multi-tasking as students speak. Students who feel heard engage more in learning and this leads to a joyous class.
- 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 each sound 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 your energy level up and focus on student achievements.



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

- Use Annotation Tools within the app, enabling you to mark up and interact with teaching content in real-time. This provides remarkable flexibility during instruction to highlight and interact with the materials in new exciting ways that would be impossible in a traditional teaching environment.
- 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, note which students can 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 out numbers in the room, use the Nexus Square feature to highlight 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 or 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/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 important targets on the cards.
- 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 underlining or circling the letter “b”, 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 highlighted.



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.
- 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.